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Teaching English Grammar at Lower Secondary Schools

Diplomová práce

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

V Olomouci dne

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Abstract

This diploma thesis deals with teaching English grammar to Czech students at lower secondary schools both theoretically and practically. The theoretical section aims to analyze methods and activities for teaching English grammar to Czech students. The main objective of the practical section is to verify how these methods and activities perform in real teaching situations, using various lesson plans which may be used in ELT, focusing on these methods and activities. Each plan is accompanied by comments from the teachers interviewed. These lesson plans are not meant to show a precise way of teaching grammar, instead, they are useful as preparation for my future involvement in the teaching profession.

Introduction

Grammar can be a difficult part of language learning for many English learners. As well as students being confused about grammar, teachers can also be curious about the problematic parts of grammar teaching. The problematic parts may include explaining the meaning and use of the present perfect tense or the differences between the past simple and the past continuous tense.

However, grammar is important in understanding both spoken and written language, and therefore students should be able to understand and use it well. While teaching grammar, teachers should use methods that will gradually lead to advanced usage of English.

The intention for selecting this topic was to demonstrate that knowledge of grammar and the ability to use it when speaking is very important for communicating with native English speakers. Considering, for example, the usage of articles of nouns or the usage of the present perfect tense in either British or American English, it comes naturally to native speakers. And if we want to speak with them in a way that they can understand us, but more importantly in a way that we can understand them, we need to know how to use grammar.

The first chapter contains a brief overview of grammar in general. The second focuses on grammar methodology, and some of the better-known grammar teaching methods, such as the Communicative language method, and the Task-based learning method. The next chapter investigates coursebooks, their usage, and the advantages and disadvantages of using coursebooks while teaching grammar. Motivated students are the best ones for effective learning, so the fifth chapter deals with motivation and supporting students on their way to improving their English. Mistakes are another part of the learning process. Making mistakes is very important because only by making mistakes the students will learn from them and improve their skills. A good teacher should know how to correct mistakes properly and how to motivate the learners if they fail during the learning process. Therefore, the chapter on mistakes and their corrections is at the end of this theoretical part of the thesis. Last but not least, a chapter on lesson planning, which is essential for the practical part, was also included, followed by a chapter on the research method chosen for the practical part.

The main objective of this research is to reveal the most effective methods and activities for teaching English grammar based on the responses of the interviewed teachers. Some of these methods and activities will be applied within the teaching practice to better verify their functionality and usefulness.

While academic literature supports everything I have written, this thesis is not only an academic research paper. It is a methodological manual, with practical advice. The practical part of this research demonstrates how grammar can be taught effectively both with and without a coursebook in English lessons.

Based on the analysis of secondary sources I will create 3 lesson plans and preparations and I will teach my own English lessons according to these plans. The research will be held in lower secondary school's 6th, 7th, and 8th grades. All lessons will focus on different parts of grammar and aim to be entertaining and meaningful.

I will be conducting interviews with 5 teachers at the lower secondary schools in Moravia. My lesson plans, preparation for lessons, and teaching abilities will be evaluated by impartial teachers. These teachers will evaluate my grammar teaching methods and approaches to teaching English grammar, as well as consider the attractivity of my activities for their learners. One of the teachers was also my supervising teacher who evaluated my lessons at my teaching practice. I will provide an analysis of this interview at the end of the practical section.

According to teachers' responses, comments, and opinions, I will reveal which methods and activities are useful in grammar teaching and which might be ineffective.

Chapter 1: Grammar in Teaching the English Language

Teaching grammar is a common fear of new and even experienced English teachers. This is often due to teachers not having the right mindset and understanding of what makes a successful grammar lesson.

When preparing for a lesson, teachers should not imagine themselves standing in front of a board, explaining the different rules or examples. The best teachers do not only want to teach students all the rules of grammar, functions, and structures. They want to teach grammar because their students need grammar to communicate. It is important to think about how students will be using the grammar point and, not make up a lesson with primarily worksheets and note-taking. Another necessity is keeping the teacher's explanation clear and short. In addition, students should be participating in discussions about a particular grammar topic.

Grammar is the study of the system and structures in the English language. Traditionally, it subsumes morphology and syntax.

To cite Harmer:

“Grammar can thus be partly seen as a knowledge of what words can go where and what forms these words should take. Studying grammar means knowing how different grammatical elements can be strung together to make chains of words.”

(Harmer, 2015, p. 22)

Syntax is a system of rules that investigates word order in sentences. For example, the sentence elements in, *“I sleeping in my enjoy new bed.”* This sentence is simply not grammatically correct and does not conform to the word order of English grammar. Many Czech students incorrectly form English sentences under the influence of the Czech language.

Another system is *morphology*. It investigates things such as tense, voice, mood, word formation, and parts of speech. An example of incorrect usage in morphology is the sentence, *“I play football last afternoon.”* (Thornbury, 1999, p. 1). To understand the meaning of this sentence, it is necessary to use the verb in the past simple form.

However, grammar is not only about rules, but also about usage. For example, if a teacher wants students to be able to talk about their life experiences, they are going to need to be able to use the present perfect and learn how to form structures. If a teacher wants students to compare different types of movies or books, the teacher is teaching comparative and superlative grammar. If students were to discuss how their lives would be different if they won a million dollars, they would need to know how to use the second conditional.

Grammar also makes the meaning of speakers' expressions clear and is important for understanding the right context in communication. For example, in a situation where the speakers want to talk about their last holiday, they should use the past simple tense. This allows the listener to recognize that the holiday has ended.

Chapter 2: Origins of Teaching Methods

In the nineteenth century, many migrants and traders needed to learn a foreign language. They did this by studying grammar rules and words in dictionaries. (Harmer, 2015, p. 55)

Grammatical knowledge was also taught in school curricula. This led to the *grammar-translation method* in teaching a foreign language such as English.

2.1 Grammar translation method

The *grammar-translation method* had a simple meaning and target. Teachers assigned a group of vocabulary, phrases, and sentences in the learner's mother tongue or English. Then, as Harmer (2015, p. 56), explains, "These sentences had to be translated from the target language (L2) back to the student's first language (L1) and vice versa."

In this method, there is little significance for spoken and practical language in schools, but what is important is the grammatical correctness of the English sentence. When teachers use this method, they apply the *deductive approach*.

2.1.2 The deductive approach

Harmer (2015, p. 321), describes the *deductive approach* as an "explain *and practice*" approach to teaching the English language. Using the deductive approach in teaching, students form sentences based on theories and explanations of grammar rules provided by the teacher. Subsequently, acquired knowledge of grammar is produced in practical language. (Harmer, 2015)

As teachers abandoned translation, they adopted other ways of teaching the English language, including the *direct method*.

2.2 The direct method

At the end of the nineteenth century, teachers tried to support students in collective speaking in schools. Harmer (2015, p. 56), states that grammar was taught, amusingly, with the usage of pictures and examples of grammatical sentences.

In other words, teaching grammar was seen as inferior, while communicative skills were held as more important for both the teacher and the student.

When teachers used this method, they applied the *inductive approach*.

2.2.1 The inductive approach

The *inductive approach* is the exact opposite of the *deductive approach*. Harmer (2015, p. 235), explains the *inductive approach* as taught in the following sequences. Firstly, students observe and work with examples of some grammar parts in English (for example, *comparison of adjectives* or, the *third person singular* in the *present simple* tense). Next, students are given some text of dialogue, and their task is to work out how these grammar parts are used in the practical language, and their rules and meaning. (Harmer, 2015)

2.3 Audiolingual method

In this method is the foreign language taught by repetition. Emphasis is put on sentence formation in spoken language and on the pronunciation of those sentences. Students repeat grammar patterns, mostly in dialogues. See Harmer's example script below. (2015, p. 56)

Teacher: There's a cup on the table ... repeat.

Students: There's a cup on the table.

Teacher: Spoon.

Students: There's a spoon on the table.

Teacher: Book.

Students: There's a book on the table.

Teacher: On the chair.

Students: There's a book on the chair."

From this example, the teacher is providing a minimal grammatical explanation, and grammar patterns are presented in similar repetitive drills.

As Harmer (2015, p. 57) says, this teaching of language is only "*sentence-level*". Students learn automatically without logical meaning, and their mistakes are corrected immediately without any meaning in the context of real language usage. Because of the repetitive drills, there is no place for using their mother tongue in connection with the target language, and students have very few possibilities to broaden their vocabulary skills. (Harmer, 2015).

Drills in the Audiolingual Method are generally regarded as part of undesirable rote learning. Nevertheless, drills can be meaningfully used in contemporary education. Penny Ur (2012, p. 83), demonstrates one reasonable exercise, which is presented here for illustration.

Assignment:

"Present simple tense. Choose someone you know very well and write down their name. Now compose true statements about them according to the following model:

He/she likes ice cream.

Or.

He/she doesn't like ice cream.

- a) Enjoy playing tennis.*
- b) Drink wine.*
- c) Speak Polish"*

(Ur, 2012)

Chapter 3: Grammar in Today's Language Teaching

3.1 The Communicative language teaching method

The communicative language teaching method focuses primarily on communication in language learning. Harmer (2015, p. 57) explains *Communicative language teaching* as based on the deviation from standard language teaching, how language is formed, to a focus on how language is used. This means that grammar is no longer the main priority.

Learners need to be able to use their learned language to speak or write useful sentences or phrases. Without these skills, they are unable to speak English. At the same time, students need to know which tense they should use when speaking or telling a story.

Grammar can be taught in two ways through communicative language teaching. The first involves the teacher's focus on the application of communicative activities, games, roleplay, and other communicative situations so that the students learn and practice grammar naturally and without the help of a textbook. Real conversation and popular speaking activities should be a common part of the lesson, not only the theoretical part of the language. Thornbury (2002, p. 22) refers to this method as the functional use of language in teaching. The second way to use this method is to teach grammar deductively. This means that, through demonstrating grammatical rules and modelling examples, learners can deduce for themselves how these rules work in everyday situations (Thornbury, 2002, p. 22). As an example, the past simple tense is used here. Teachers could proceed with a deductive method of explaining this tense as follows:

Teachers can write some example sentences on the board in the past simple tense in the affirmative, in the negative, and as a question. For instance:

I was happy about the plans.

They weren't in Greece last summer.

I played soccer with my friends yesterday.

We gave her a doll for her birthday.

Did you have a bicycle when you were young?

In these examples, the past tense of the verb *to be* is used in both its affirmative and negative forms. It also shows an example of a regular and irregular verb in the past form and illustrates the question in the past tense using the auxiliary verb *do*. For greater visibility, it is also recommended to highlight the verbs. Consequently, teachers can use these examples to explain what tense it is. If only the grammar is revised, more advanced students can explain what the tense is, when and why it is used, and how it is formed. This allows the teachers to communicate with the students and allow them to deduce answers themselves through discussion. This works differently from a lecture, where the teacher just explains the grammar rules.

To quote Harmer (2015, p. 57):

“If the language is communication, then students should be involved in meaning-focused communicative tasks so that language learning will take care of itself.”

The next question is how much teaching grammar and vocabulary is acceptable as opposed to teaching practical and active language for use in the students' future jobs, such as speaking and writing. Each method has its advantages and disadvantages, and each teacher must find the one that best suits their teaching techniques and practices. It is also necessary to adapt the methods to the specific activities in the classroom and the level of the learners. Many teachers take techniques from multiple of the mentioned methods and combine them so that students have a strong overview of the basic rules of grammar but are also able to communicate fluently. Choosing the right method is therefore very individual.

Such an approach can be found in the handbook *Teaching English Grammar – What to Teach and How to Teach it* written by Scrivener (2010). Scrivener demonstrates how to explain grammatical rules for each grammatical topic while providing various exercises to reproduce these rules in everyday speech.

As an example, a grammar lesson plan based on Scrivener's approaches is provided in the practical section of this thesis on page 51. (Lesson plan 2)

4 Coursebooks and other materials

Coursebooks as study material for learners are used in the majority of Czech schools. The syllabus of these coursebooks should follow the syllabus approved by the Ministry of Education. It is recommended to do so, but teachers are not obligated to use coursebooks. This allows teachers to teach only according to the syllabus of a particular study programme using their materials and teaching style.

4.1 Disadvantages of coursebooks

Penny Ur (2012, p. 198) created a comprehensive list of the disadvantages of coursebooks in her book so that teachers could avoid their downsides. The first of these disadvantages is inadequacy. The coursebooks are written for larger groups of students so that everyone can work with them, but each student and individual class is unique. Therefore, a textbook can't satisfy the individual needs of each student. This problem is also connected to the question of the appropriate level of the textbook. Textbooks are usually labelled with a specific level, for example, A1, A2, or in the range between the levels. Teachers often decide which exercises and activities to omit because they are too difficult for some students and inappropriate for advanced students. Another reason why teachers very often choose their teaching materials is that textbooks are often irrelevant, outdated, and cannot meet the contemporary interests of students. For this reason, they may appear boring to some students, making it easy to stop being motivated to learn English. Some coursebooks may not even include sufficient activities that help develop communication skills. Students have the opportunity to learn the language passively, in other words, to know grammar rules, acquire new vocabulary, and practice reading, but otherwise, the coursebooks do not encourage them to produce the language actively.

(Ur, 2012, p. 198)

Textbooks should not be used excessively. The teaching style of a textbook may not be appropriate for every student. If the teacher works only with the coursebook, the interaction between the student and teacher is eliminated. A textbook has a fixed structure. As teachers, we can follow it, but it is not advisable to fully implement it. The individual needs of the learners are most important, and teachers should focus on these needs as a priority.

4.2 Using coursebooks effectively

Coursebooks also have many strengths. If teachers use these strengths effectively, textbooks can provide high-quality teaching material. Their first advantage is that the coursebooks provide a framework and syllabus that teachers can use to structure their lesson plans (Ur, 2012, p. 198). This is a benefit for teachers and students, as they can systematically learn vocabulary according to different topics and sequences of grammar. This allows teachers and students to revise various problematic parts that need consistent practice, such as articles or tenses.

Coursebooks can support new and inexperienced teachers (Ur, 2012). New teachers are supplemented with a special teacher's handbook to guide them on how to use the coursebook in the classroom. This supporting material has numerous methodological techniques and advice on how to teach the English language.

Coursebooks can also save teachers time and energy. By having a large number of ready-made texts, listening tasks, grammar exercises, and assignments for a particular language level, teachers can spare themselves a lot of time preparing study materials and have them all available in one place.

(Ur, 2012, p. 198)

It must be considered that not everything in the coursebook can be used in lessons. Harmer (2015, p. 72, 73) shares some tips on how to work with a coursebook if something in it is inappropriate. The simplest way that teachers can do this is to omit activities that are not suitable for their students. Teachers have to follow a curriculum within a given schedule, so they prefer to work with only the most useful materials. For example, instead of using flawed grammar explanations in a course book, teachers can make interactive presentations with examples of sentences that their students would use and make the lessons more individualized. Some tasks in the textbook may not be useful or attractive to students, so teachers may use prepared materials that have worked well in the past. Learning should be fun for learners, which is the only way they will be motivated to make continuous progress. Therefore, teachers can replace uninteresting activities with something appealing and interactive instead.

(Harmer, 2015, p. 72-73)

If the textbook is divided into chapters and each chapter contains a cartoon story, we can supplement this reading section by giving the learners the task of making up interviews for the different characters in the story (Harmer, 2015, p. 73). Such stories are in the coursebooks to motivate students to read and entertain them. Teachers can assign students to create questions for certain characters within the story (e.g., a policeman, a mom with a stroller, and a thief) and have a conversation with them. As either an oral or written assignment, students could be given the task to try creating questions as if they were asking someone a question.

An example of what such an activity might look like is shown in the practical section on page 61. (Lesson plan 3)

Another interesting way to get students more involved with the coursebook is to work with modern technologies. For example, there are approximately 2 to 5 grammar exercises in the coursebooks. Some learners need more practice than this, need more revision before a test, or teachers are not satisfied with the exercises provided. Teachers can create their exercises by searching literature sources or by looking at the wide range of options on the Internet. As part of a project, Harmer (2015, p. 73) suggests that learners can find these exercises on the internet themselves. They just need teachers to show them how to do it. For example, teachers may instruct their students to search for: *some and any exercises for beginners*, or *A2 level daily routines vocabulary exercises*. Learners may then present the best references they have found for the exercises and can practice together at school. There are many free, reliable, high-quality, and interactive resources for learning English. In addition, students will also learn how to find learning materials for themselves in the future, which can prove to be useful for their further education.

This suggestion was included in the practical section of this thesis on page 63 (Lesson plan 3)

Reflection and feedback are the most important parts of learning (Harmer, 2015, p.73). Feedback and lesson reflection are incredibly helpful in keeping teachers and students moving in the right direction. If a chapter or grammar section is completed in the coursebook, teachers can prepare self-reflection and feedback questions for students which focus on the coursebook or their teaching. For example, they might ask questions such as:

How did you like Exercise 3, where we practiced the differences between past simple and present perfect?

What did you learn in this exercise?

Was this exercise understandable enough for you? How would you change this exercise?

What other types of exercises are better for you?

Are you comfortable with the presentations your teacher uses for writing notes?

Examples of this feedback and self-reflections that students have written in the lessons are given on page 56. (Lesson plan 2)

5. Students' motivation

For a teacher, knowing your students' motivation is a crucial factor in teaching English. As teachers, we should be asking our students why they want to learn English, why they need it, and why they like it. For young adults, the answers to these questions may vary from understanding their favourite series and the lyrics of songs without subtitles to wanting to travel to English-speaking countries. A teacher should ensure their students are certain of their core motivations for learning English to allow them to succeed and be persistent in their learning. This allows one to remind their students of their motivations and encourages them to progress. Students are usually strongly motivated in the beginning, but this motivation declines with time. The only way to learn English is to persist for enough time. This is not always fun and exciting, but it must make sense to our students. Otherwise, we risk students starting all over again and becoming eternal beginners.

It is not only the teachers who should motivate their students, but also the students themselves. Teachers can guide them through the right learning processes and teach students the best ways to learn the language.

The following subchapters provide a definition of motivation as it is understood by the field of psychology; suggest how teachers can enhance student motivation; and clarify the difference between motivation and goals.

5.1 Motivation from a psychological perspective

Pugnerová (2019, p. 113) defined motivation as a general term for all the internal impulses that lead a person to take a specific action. Motivation could also be defined as a set of intrinsic factors that encourage a person to act and behave in a certain way to achieve a specific goal (Ur, 2012, p.10). Motivation represents a combination of all the circumstances (joy, curiosity, positive feelings, and joyful expectations) that encourage or restrain an individual from performing an action. Motives are one's personal reasons for a particular behaviour; the psychological causes of a person's reactions, actions, and behaviours aimed at satisfying specific needs (Pugnerová, 2019).

5.2 What teachers can do about student motivation

Teachers can have a significant impact on student motivation and enhance it in multiple ways (Ur, 2012, p.11).

Firstly, every teaching situation should be used to show how important English is in today's world and what it can provide. English opens unlimited opportunities for interesting and well-paid occupations, further self-education, and leisure activities.

Secondly, students need to know they are making progress. They want to see good results for their efforts in learning English, as that is what moves them forward. Therefore, we should structure tests and exercises based on the student's level and abilities. If the exercise is too difficult and the number of mistakes, they make in it is deemed excessive, they may get discouraged.

Regarding feedback, Penny Ur in her book *A Course in English Language Teaching* stated that:

“We need to be careful to provide negative or corrective feedback tactfully and supportively and take every opportunity to praise and encourage.” (Ur, 2012, p.11)

Thirdly, teachers should prepare materials and activities that are interesting, interactive, and practical for students. Learning must be purposeful.

Harmer (2015, p. 92) outlined some additional ways to enhance motivation. Students' emotions affect how motivated they are. If students feel exhausted, upset, or uncomfortable, they will likely be demotivated to learn English and fail to further progress. Ensuring a student's general well-being depends on the teacher, the family, and the surrounding community. What a teacher can do is provide a comfortable environment in the classroom for their students to feel encouraged and confident. The teacher should encourage the class to support each other, prepare fun activities, and not overload the students with excessive assignments (Harmer, 2015).

Students achieve small but significant goals during the learning process. For example, if the learners are able to use the past simple tense in conversation, they have reached several milestones in their learning process. These can include studying the rules and usage and completing controlled practice. Each of these steps is significant.

Teachers should demonstrate these small improvements and remind students that they are constantly moving forward when the students may not notice these improvements themselves. Special journals and portfolios where students can write down what they have achieved and what they still need to work on can be used to monitor progress.

Harmer's final tip to teachers is to engage students' interests in the classroom. For example, teachers can invite students to create a simple presentation in English to show what they enjoy doing in their leisure time (Harmer, 2015, p. 91). Teachers can also encourage students to watch their favourite movies in English or do everyday activities in English, such as writing a shopping list or diary. There are many ways to surround students with English in a way they enjoy, and the key job of the teacher is to show them how to do it.

5.3 The difference between motivation and goals

It is important to note that the goal to learn English is not the same as the motivation for learning English. A proper goal should be as specific, and time bound as possible, and students should know how they will recognize when they have achieved that goal. They should also revisit this goal regularly and ensure it is up to date with their current needs.

This is an illustration of a badly defined goal:

✘ The student will speak English better.

What does it mean to speak better? This is not a well-set goal because the student does not know what it looks like to succeed or what the process of achieving that goal looks like.

Better student goals might look like this:

- ✓ The student will be able to order at a restaurant abroad.
- ✓ The student will be able to use grammar at the A2 level.
- ✓ The student will pass the Cambridge exam.
- ✓ The student will be able to participate in an exchange programme abroad.
- ✓ The student will understand and communicate with foreigners.

For every goal achieved, even small ones, the students should reward themselves in order to be motivated to make further progress.

6. Feedback and mistakes correction

Constructive feedback is considered a key factor in learning English. Teachers should give constructive feedback to their students so that they know what they are doing correctly, what they are doing wrong, how to improve, and how to avoid similar mistakes in the future. Teachers should consider several factors when correcting errors that may limit a student's progress. Providing the right kind of feedback is one of the greatest abilities a teacher can have. In terms of what options for correction and feedback teachers have when encountering student mistakes, Thornbury (1999, p. 113) stated:

“Language learners make mistakes. It seems to be an inevitable part of learning a language. Most teachers believe that ignoring these mistakes might put at risk the learner's linguistic development. Not ignoring mistakes, however, often means having to make several on-the-spot decisions. These can be summed up in the form of the 'in-flight' questions a teacher might ask when faced with a student's possible error:

- *Is there an error here?*
- *What kind of error is it?*
- *What caused it?*
- *Does it matter?*
- *What should I do about it?”*

These questions allow teachers to reflect on their feedback. For example, a teacher may find that there is no point in correcting a mistake where it is not beneficial to the student in terms of grammar or vocabulary. For example, correcting an exercise or a test that focuses on the past simple tense is not entirely efficient to correct wrongly chosen or missing articles. If teachers also think about what caused the student's mistake, it is easier to find the correct solution and avoid the same mistake in the future. If a given mistake is related to interference from Czech or another language other than English, a teacher can easily explain the differences in the rules and usage of these matters between the languages. Consequently, it is important not only to correct mistakes but to analyse them and come up with solutions for the future. Both teachers when correcting mistakes and students after receiving feedback should consider this process.

6. 1 How to respond to mistakes

From the above discussion, it is evident that correcting mistakes and providing feedback is not a straightforward issue and that several factors need to be considered. Secondary sources from three authors have been analysed and their specific examples of how teachers should respond to student mistakes in speaking and writing are discussed below.

6.1.1 Correcting spoken English

Thornbury's sentence is used for illustration (1999, p. 117):

Student: *"He has a long hair."*

The student used an incorrect grammatical formation in conversation, so the focus will first be on correcting mistakes while speaking. Thornbury (1999, p. 117) first suggests that the teacher repeats the sentence correctly after the student and emphasizes the part of the sentence that was wrong. Penny Ur (2012, p. 94), refers to this as recasting.

Student: *"He has a long hair."*

Teacher: *"He has long **hair**."*

In this way, the student realizes his/her mistake, the ongoing conversation is not interrupted, and the student is not humiliated in front of other students.

The second option is for the teacher to inform the student that the article is not used in this case.

Student: *"He has a long hair."*

Teacher: *"No article."*

In this case, the teacher again highlights the grammatical mistake, and the student can acknowledge it. The flow of the conversation is not completely interrupted, but the student is aware of the mistake and can perhaps correct it. While the third correction option can humiliate the student, it can still be effective for the student in terms of perceiving the context in grammatical rules when handled sensitively (Thornbury, 1999, p. 118):

Student: *"He has a long hair."*

Teacher: *"Just one? A long hair is just one single hair like you find in your soup. For the hair on your head, you wouldn't use an article."*

In this case, the teacher completely interrupts the conversation. The positive aspect of this feedback, however, is that the student becomes completely aware of what the use with and without the article means and can see the context in the grammatical rules and functionality of the language. Penny Ur (2012, p. 95) calls this *metalinguistic feedback*.

As speaking is involved, it is also important to mention that a distinction needs to be made between fluency and accuracy. When teachers are practicing speaking with students it is helpful to limit the correction of grammatical mistakes and instead encourage students to be fluent without preventing them from expressing their ideas. A teacher may take note of the most frequently occurring mistakes and then discuss them with the students. With a high frequency of corrections and interruptions during the conversation, students might then be unwilling to speak and form complex sentences and instead will give very brief answers.

6.1.2 Correcting written English

Harmer (2015, p. 154) postulated that teachers should provide students with commentary on the form of their work. This means giving them feedback on mistakes made. In this way, teachers can also provide insight into how to better express their language. This may look like the teacher showing how to formulate a sentence more appropriately or what more suitable or advanced expressions could be used to elevate their work (Harmer, 2015).

Teachers may also provide commentary on the content of what students have written. For example, they may highlight a missing *-S* in the third person singular of a verb in the present simple tense.

The process of writing longer written assignments takes more effort, giving students time to reflect on components such as the composition of the text, sentence structure, and choosing the right expressions. The discussion below on correcting grammatical errors and providing feedback focuses on rewriting and improving the formation of the text as a whole.

Penny Ur (2012, p. 98) provides valuable answers in her handbook *A Course in English Language Teaching*. The best suggestions for correcting grammatical parts of the text are outlined below:

In addition to assessments such as “*Excellent!*” and “*Well done!*”, teachers should provide specific recommendations for avoiding grammatical mistakes in future writing assignments, Ur (2012) states, for example, with the sentence: “*Remember next time to use both verb forms for the present continuous next time, both the auxiliary verb TO BE and the main verb in the -ing form, not only the verb in the -ing form.*”

When there are many mistakes in a text, the teacher should not correct everything but rather focus only on those mistakes that are relevant to the assignment. For example, if students are asked to write a narrative about their holiday and use the past simple tense, teachers should focus on the misspelled forms of the past forms of the verbs. Other mistakes can be neglected at this time so that students are not overwhelmed with corrections (Ur, 2012).

Penny Ur (2012, p. 99) suggested the following ways to correct written assignments:

1. Write the correct form of what the teacher corrected and provide feedback and explanation.
2. Underline the wrong part in a sentence.
3. Cross out the wrong part in a sentence.
4. Put the wrong part in the sentence in an 'insertion' mark or code.

A chart from *The Practice of English Language Teaching* by Jeremy Harmer (2015, p. 162) is presented below to illustrate the most used symbols.

Symbol	Meaning	Example error
S	A spelling error	The <u>asnwer</u> is obvious.
WO	A mistake in word order	I like <u>very much it</u> .
G	A grammar mistake	I am going to buy some <u>furniture_s</u> .
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord mistake (e.g. the subject and verb agreement)	People <u>is</u> angry.
∧	Something has been left out.	He told <u>∧</u> that he was sorry.
WW	Wrong word	I am interested <u>on</u> jazz music.
{ }	Something is not necessary.	He was not {too} strong enough.
?M	The meaning is unclear.	That is a <u>very excited photograph</u> .
P	A punctuation mistake.	Do you like <u>london</u> .
F/I	Too formal or informal.	<u>Hi</u> Mr Franklin, Thank you for your letter ...

Figure 3 Correction symbols

It is up to the individual teacher as to which of these methods they prefer, but it should be remembered that correcting written work is very time demanding and it is therefore not always in the teachers' capacity to provide detailed correction and feedback to each student individually.

In conclusion, it is important to mention that making mistakes that are then appropriately corrected is important for students' progress. However, motivation and praise will also encourage them to continue with the learning process. Whether teachers are correcting speaking or writing, they should praise students, mention what they did properly, and encourage them alongside regular corrections. It should be considered that most students put significant effort into the process of learning English, which should be praised and appreciated.

7 Lesson Planning

When it comes to teaching the English language, grammar is an essential component that requires careful planning to ensure that students achieve the desired learning outcomes. Lesson planning for grammar teaching involves several key steps that teachers need to follow to create effective and engaging lessons. In this chapter, the key steps involved in lesson planning for grammar instruction in English language teaching will be discussed.

Considering the stages of the lesson, Harmer (2015, p. 214), describes that every lesson should have a clear beginning, middle, and end. The beginning of the lesson should introduce the topic and the learning objectives. Activities at the beginning of the lesson may include, for example, a *warm-up game* or *icebreaker activity*. The middle of the lesson should include the content and activities, and the end of the lesson should include a review of the learning objectives and assessment.

(Harmer, 2015, p. 214)

The first step in lesson planning for grammar teaching is to identify the specific grammar point and objectives that will be the focus of the lesson. This might be a particular verb tense, sentence structure, or grammatical rule. As Thornbury (1999, p. 129), highlights, the teacher should ensure that the grammar point is appropriate for the students' level and that it aligns with the broader learning objectives of the syllabus. Learning objectives are statements that describe what the students will be able to do after completing the lesson. For example, a learning objective for a lesson on the present continuous tense might be: "*Students will be able to use the present continuous tense to describe actions happening now.*" Learning objectives should be specific, measurable, and achievable.

(Thornbury, 1999, p. 129)

The next step is to choose the content and activities that will help students to achieve the learning objectives. Grammar exercises can often be dry and uninspiring, so it is essential to plan engaging activities that will help students to practice the grammar point in a meaningful way. Activities may include games, role-plays, pair work, or group work, depending on the specific grammar point and the learning needs of the students. Ur (2012, p. 21), mentions various tips to help teachers ensure that the activities are varied and challenging and that they provide opportunities for students to use the grammar point in context.

So, even if it is a lesson predominantly focusing on grammar, the lesson might contain some of these diverse components:

- “*Work on a listening or reading text with associated comprehension tasks.*”
- *An oral communicative task such as a discussion on a controversial topic.*
- *A writing task.*”
- Etc.

(Ur, 2012, p. 21)

For example, a lesson on the present continuous tense might include a listening activity where students listen to a conversation and identify examples of the present continuous tense. Assessment is an important part of lesson planning. Teachers need to determine how they will assess whether students have achieved the learning objectives. Thornbury (1999, p. 143), outlines the importance of determining the appropriate assessment method given the level and ability of the students. Assessment methods can include quizzes, tests, writing assignments, or oral presentations.

1

In each sentence choose the best place (/) to put the word in brackets:		
1	The 7.25 train / hasn't / arrived /.	(still)
2	/ Haven't you / done your homework / ?	(yet)
3	I / have / sent / all my Christmas cards.	(already)
4	/ Ben / is / doing his homework.	(still)
5	How many cookies / have / you eaten / ?	(already)
6	/ The film / hasn't started /.	(yet)

This sample test has been selected from Thornbury's coursebook to verify whether students are able to distinguish the difference between *yet*, *already*, and *still* and whether they can place them in the correct position in a sentence.

(Thornbury, 1999, p. 143)

2

Complete this text with *yet*, *still*, or *already*.

Preparations are underway for the Pan-World Games in Lomoka next year. Many new hotels have ¹ _____ been built and tourists are ² _____ making reservations. But the main stadium hasn't been started ³ _____. They are ⁴ _____ deciding where to put it. The Athletes' Village is ⁵ _____ being built, and the swimming complex isn't completed ⁶ _____.

The second testing option is that students simply fill in the blanks in the sentences with the correct vocabulary. It all depends on the needs of the students and the intensity of the testing or practice, so it is up to the teacher what kind of assessment to incorporate.

(Thornbury, 1999, p. 143)

Ur (2012, p. 23), also advises preparing a so-called reserve plan for each lesson. It is important for teachers to plan for differentiation in their lessons to meet the needs of all students. Differentiation can include providing additional support for struggling students, challenging activities for advanced students, and accommodations for students with special needs.

(Ur, 2012, p. 23)

Once the grammar point has been identified, the teacher should select appropriate materials to teach it. These may include textbooks, worksheets, online resources, or other materials that are relevant to the students' learning needs. As Harmer (2015, p. 213 and 224) says, nowadays, more than ever, teachers have countless resources to draw on for quality teaching materials. It is important to know who the students are and what their needs are to teach them English and choose materials that are engaging and interactive, and that provide a range of different activities to help students practice the particular grammar points based on that. Practice is critical for mastering grammar points, so the teacher should plan to provide adequate practice opportunities for students during the lesson. This may involve a combination of controlled practice activities, such as fill-in-the-blank exercises, and more open-ended activities that allow students to use the grammar point in context.

(Harmer, 2015, p. 213, 224)

After the lesson is taught, it is important for the teacher to reflect on how it went. Reflecting on the lesson helps teachers to identify what went well and what could be improved in future lessons. Teachers can use this feedback to improve their lesson plans. Ur (2012, p. 286), lists several criteria that can help teachers to self-reflect properly:

Criteria for lesson evaluation

Whether you are observing another teacher, or someone else is observing you, it is important to be aware of the major features the observer may be looking for. The following are some possible criteria for evaluation:

1. The learners are active all the time.
2. The learners are attentive all the time.
3. The learners enjoy the lesson, are motivated.
4. The students are clearly learning English.
5. The lesson goes according to plan.
6. English is used communicatively throughout the lesson.
7. There is a good relationship between teacher and students.

(Ur, 2012, p. 286)

Lesson observation forms

In some cases, detailed lesson observation forms are used with lists of aspects of the lesson to assess. For example:

The lesson started and ended on time.	<input type="checkbox"/>
Objectives of the lesson were made clear to students.	<input type="checkbox"/>
The teacher spoke and wrote clearly.	<input type="checkbox"/>
The teacher was well prepared.	<input type="checkbox"/>
Explanations were clear.	<input type="checkbox"/>
The teacher asked questions at both lower and higher levels of thinking.	<input type="checkbox"/>
etc.	

(See 'Classroom observation' at, www.shambles.net/pages/staff/classroom/ for some complete examples.)

(Ur, 2012, p. 287)

In conclusion, lesson planning for English grammar teaching requires careful consideration of specific grammar topics, appropriate materials, engaging activities, adequate practice, and assessment. With careful planning and reflection, teachers can create effective and engaging lessons that help students develop grammar skills and achieve learning objectives.

8 Method of educational research

This section describes the method used for qualitative research in the practical part of this thesis. The interview method was chosen for the practical part of this thesis.

This method was chosen because it provides the collection of data and information about pedagogical realities in detail by allowing the interviewer to inquire about any vague responses immediately and to discuss problematic issues in detail with the respondent.

Chráska (2016, p. 176) prescribed that the interviewer should be very thoroughly prepared for the interview, have at least a theoretical knowledge of the subject matter, and be able to foster a pleasant atmosphere for the respondent.

According to Chráska, there are 4 types of interviews:

1. Strukturované interview (Structured interview)
2. Nestrukturované interview (Unstructured interview)
3. Polostrukturované interview (Half-structured interview also called semi-structured interview)
4. Skupinové interview (Group interview)

'*Nestrukturované*' interview (unstructured interview) was selected for this research. The unstructured interview was chosen because it is relatively similar to normal communication. The interviewer prepares questions but can adapt them during the interview, inquire for details, and ask for elaboration on unclear or particularly useful information. This allows the respondent to provide more accurate and in-depth data.

Sufficient time was allotted for each interview conducted with the respondents. Each interview started with general questions so that the participants could immerse themselves in the topic. The interviewer took interest in the respondent's answers and recorded all information thoroughly and accurately. These rules for conducting interviews are based on Chráska's handbook *Metody pedagogického výzkumu* (Chráska, 2016, p. 178).

8.1 Research questions

Responses to the following questions were examined based on the perspective of the teachers interviewed. A total of 5-lower secondary school teachers participated in the interview. One of the teachers was also my supervising teacher who evaluated my lessons at my teaching practice.

Broad Research Question

Which teaching methods and activities are most effective for teaching English grammar from the perspective of the teachers who participated in the research?

Focused Research Questions

How important are motivation, correction of mistakes, and feedback for teaching English grammar and how should they be provided appropriately?

How can coursebooks and supplementary materials be adapted when creating lesson plans to make teaching English grammar more effective?

PRACTICAL PART

9.1 Process of creating lesson plans and teacher interviews.

The following chapter describes how each lesson plan was developed and how I structured the teacher interview. The lesson plans and preparations are available in the next chapter.

I prepared each plan according to the sources studied in the theoretical part of this thesis. Then, I also prepared detailed preparation afterwards, so that I could teach the lessons during my teaching practice according to the plans given in the next chapter.

My lessons were also evaluated by one of the teachers. This is teacher number two who also provided me with the answers while conducting the interview.

The most common sources of information were drawn from the book *The Practice of English Language Teaching* written by Jeremy Harmer, *A Course in English Language Teaching* by Penny Ur, and *Teaching English Grammar* by Jim Scrivener.

The plans contain information about the age of the students, their level of English, the focus and objectives of the lesson, the classroom language, the timing of the lesson, and the materials used in the lesson. The lesson plans also describe that the lessons are organized into an introduction, a main activity, and a conclusion of the lesson.

I used these plans during my teaching practice in 6th, 7th, and 8th grade in the lower-secondary school. Each lesson lasted 45 minutes.

When creating the plan, I was inspired by Penny Ur's pattern template. See the picture below.

A lesson-plan template

Date:	Time:	Place:	Class:
	Activity and aims	Materials	Time
Beginning			
Later comment			
Main activity 1			
Later comment			
Main activity 2			
Later comment			
Main activity 3			
Later comment			
Main activity 4			
Later comment			
Ending			
Reserve			
New language to be taught			
Language to be reviewed			
Later comment on the lesson as a whole			

For this qualitative research, I chose an unstructured interview. Based on my study of the chapters in Chráska's handbook *Metody pedagogického výzkumu* (Chráska, 2016, p. 178), I created questions for the teachers to correspond to the issues I am considering in my lesson plans to provide answers for my research. Because the interview was conducted in a naturally communicative way that resembled a discussion with colleagues, I was able to gain very valuable information directly from the school environment.

9.2 Lessons plans and preparations

9.2.1. Lesson plan and preparation number 1

Age of the learners: 12 and higher

Level of English: A1 - A2

Lesson focus: Modal verb – would

Learning objectives: At the end of the lesson, students will be able to interpret the usage of the modal verb – *would*. They will be able to apply it in their example sentences to express their preferences. They will be able to order at a restaurant and they will be able to use *would like* while creating a model interview.

Classroom language: L1 (Czech for explaining rules), L2 (English for instructions and communication)

Timing: 10 minutes warm-up (speaking), 10 minutes brief demonstration of grammar, 10 minutes of grammar exercise, 10 minutes of speaking in pairs, and 5 minutes summary.

Supplementary materials: Student's Book, interactive board.

Lesson procedure:

Introduction and warm-up:

I will introduce the plan for this lesson.

As a warm-up activity, I will use the activity called - *Would you rather....?*

Warm-up activity - *Would you rather...?*

Your task: Choose one option and explain why you chose it.

Example: Would you rather go to the mountains or to the beach?

I would definitely rather go to the mountains because I love nature and the cold weather.

I don't like hot weather, therefore I wouldn't go to the beach.

1. Would you rather have a cat or a dog?
2. Would you rather have ice cream or cake?
3. Would you rather learn English or German?
4. Would you rather play a computer game or read a book?
5. Would you rather travel by plane or by train?

The template for this activity is taken from *Games for grammar practice*, p. 62. I adapted this activity to the needs of my students.

(Zaorob, 2001, *Games for grammar practice: A resource book of grammar games and interactive activities.*)

In previous texts and exercises, students have already been introduced to the modal verb *would*. However, they do not yet know the rules and usage. I will use an inductive approach in this warm-up activity because students can accomplish it with no previous explanation of the rules and usage. In addition, I will review and clarify an example sentence in the assignment with the students. Then students will create their own sentences based on the example sentence. Since they are also required to justify their preferences in the activity, speaking skills will be also developed.

QUESTION 1

Do you think that opting for this warm-up activity is an appropriate step or would it be more convenient to explain the grammar rules first?

Answers:

Teacher 1

“Selecting this warm-up activity was a wise choice. You included interesting and appropriate topics for students of this age and level. It's personalized and allows students to talk about their interests, which encourages them to express themselves. There is no necessity to explain the rules for “would” first. If some students can't use “would”, they can simply use “I like” or “I prefer” You can also take advantage of this to monitor for yourself which students are already able to use “would” and have probably been familiar with this grammar before. Conversely, you can recognize students who will need more time to explain and practice.”

Teacher 2

“I think it makes a lot of sense to use the inductive approach. Learners are keener to learn when they already know the basics of it. On top of that, this helps greatly with motivation. I often choose the same approach, let students do the work and then say something like: “Okay, now you pretty much know everything. Time to summarize!”

Teacher 3

“Choosing the inductive approach was the right path to take. Not explaining the rules first but starting with their own production can tell you a lot not only about students’ knowledge but also about the way they think and learn.”

Teacher 4

“I agree with the teachers above and sometimes I also use this approach (if it is not a very complicated grammar) to “test the waters” and see whether the student is already familiar with the topic or doesn’t understand at all. It can also show you the depth into which you have to go while explaining.”

Teacher 5

“I agree especially with the teacher 1. For me personally, there is no need to explain the usage of would and grammar rules if they have enough example sentences to work with.”

As this is a warm-up speaking activity, I will not interrupt the students while they are speaking, but instead encourage them to speak and ask follow-up questions, for example:

Why did you choose this option?

I will just note down the students' mistakes on a paper with my notes and then discuss these most common mistakes with the students.

QUESTION 2

What do you think of this approach? And how would you correct mistakes made during this activity?

Answers:

Teacher 1

“I completely agree. I would also focus more on fluency rather than accuracy. The aim of this activity is to allow each student to speak.”

Teacher 2

“I would try not to correct any mistakes unless someone wasn’t taking this seriously. I think it’s important for learners to feel confident, I would just look the other way.”

Teacher 3

“During this lesson phase it is a great idea to go with delayed correction. Correcting every single mistake while students are speaking causes decrease in motivation and confidence and that is the exact opposite of what both the teacher and the students need.”

Teacher 4

“I would not correct the mistakes during this activity; however, I might use it as a foundation to explain common errors during the explanation of the grammar.”

Teacher 5

“I like the approach where the teacher does not interrupt the students and just listens or adds more questions. Personally, I would still note down well-used words or expressions and then present them on the board and show their further usage. Alternatively, I would also anonymously list on the board the mistakes the students made during the activity and have them correct these mistakes.”

Main activity

Using my presentation with explanations and example sentences students will clarify the rules and usage of *would*.

To illustrate this grammar, I will take a deductive approach.

The presentation is adapted for beginners, including basic rules and usage. I will also put a lot of emphasis on translating the example sentences into Czech to help students understand the meaning of the modal verb *would*.

WOULD – by, bys(te), bych, bychom

Tvoření:

! would je modální sloveso, proto za ním bude vždy následovat infinitiv
infinitiv v češtině - BÝT, SPÁT...

infinitiv v angličtině - TO BE, TO SLEEP...

would + infinitive

I am tired. I would sleep. Jsem unavený, spal bych.

Jaký je zde rozdíl? *I will drink.* × *I would drink.*

Použití:

Představujeme si něco, co není reálné ("co by kdyby")

It would be nice to buy a new car, but we don't have enough money.

Nabídnutí nebo pozvání - *Would you like some coffee? Would you like to go to the cinema?*

Zdvořilý způsob, jak vyjádřit, že něco chceme: *I would like a sandwich, please.*

QUESTION 3

Do you think this presentation prepared by myself is suitable for the A1 - A2 level and the age of students? Would you add any additional information? Would you explain the rules in English or in Czech and why?

Answers:

Teacher 1

"I appreciate the explanations in Czech and the comparison of the Czech language with the English language. Especially the question: "Jaký je rozdíl mezi I will drink a I would drink.?" In this way, you will elicit the rules from the students, and they can remember them more easily. However, pay attention to the explanation of the infinitive in English. Some students may then ask: "And why isn't the sentence in this way: I would to sleep?" Although it's not quite accurate, I would write the infinitive without the "to", only with the main verb."

Teacher 2

“I think the presentation is done quite well. From my personal experience, learners need something short and clear to look at to refresh their memory. This helps both with learning and revision. While many people discourage the usage of L1 in English classes, I think that this was a very wise choice. Not only will learners learn more quickly, but parents also like to know what their children are learning (and their English may be very poor).”

Teacher 3

“Although I am a big fan of using L2 (mostly), teachers need to know when L1 can actually be a huge helper- and this is exactly the case. This presentation is a great cheat sheet that many students (and parents) will appreciate, and it is very well done!”

Teacher 4

“I think it is completely appropriate for the level and the age as it combines Czech and English explanations. With lower-level students, it is almost always necessary to use source language as a base since the explanation in the target language might confuse the students even more. I don't know whether the presentation slide is in its final state, however, I prefer the usage of bullet points and indentation of points to further highlight the hierarchy and chronology of my explanation but that might be only my personal preference.

If they are familiar with the future tense, I would explain that the usage of the modal verb “would” is the same, the only difference is the meaning.”

Teacher 5


“I would also explain in Czech and showing the differences is great. I find explanations in English confusing at this age. However, in this case, I would not use the infinitive with TO in the presentation because then students might start using the wrong version, for example, ~~I would to sleep.~~”

Then, the students will complete this exercise in the textbook. They will speak in pairs, and they will also write some sentences in their notebooks.

Speaking

7 a Complete the questions. Use these verbs.

have sleep swim run
 do hold eat go



- 1 *Would you hold* a tarantula?
- 2 _____ a bungee jump?
- 3 _____ skydiving?
- 4 _____ in a haunted house?
- 5 _____ raw eggs?
- 6 _____ with sharks?
- 7 _____ your eyebrow pierced?
- 8 _____ a marathon?

b Work with a partner. Student A: ask the questions.
 Student B: reply and give your reasons.

- *Would you hold a tarantula?*
- *Yes, I would. I'm not afraid of spiders. / No, I wouldn't. It might bite me.*

(Hutchinson, 2004, p.32)

I select only this exercise from the textbook that I find valuable for my students, the rest I skip and replace with my own materials.

QUESTION 4

How do you work with the coursebook? Do you have any tips for high-quality grammar books for A1 to A2 levels from which I could take additional teaching materials?

Answers:

Teacher 1

“Yes, I do the same, I only select materials from the coursebooks that are suitable for my students. Nevertheless, I always include at least one so-called “controlled exercise”. It is essential for students to verify whether they have made mistakes in the exercise or not, this will help them to minimize their anxiety. If they only make their own sentences without feedback, they may be unsure of the further learning process. I would recommend you this excellent book: 500 Grammar Based Conversation Questions written by Larry Pitts.”

Teacher 2

“I just select a few key exercises and then prepare my own. I find the textbook to be the same and pretty binding. I do not use any other books as I prepare for each lesson. In each lesson, I do my best to cater to my learner’s needs.”

Teacher 3

“I absolutely agree with Teacher 2 + before starting the exercise, I would go through the example sentence and encourage students to tell me if they recognize the pattern in the sentence.”

Teacher 4

“I also carefully select the exercises from books and don’t use the whole lesson. I like using selected exercises from English for everyone (and then based on the level of the student, so for A1-A2 it is English for Everyone 1).”

Teacher 5

“I have experience with the Face-to-Face coursebook, otherwise, I don't have any favourites. My first choice would be the simplest exercises, where students just add the verb would in sentences.”

As motivation is important for learning a language, I will also practice - *would like to* with the students. Since travelling is a very common reason for many students to learn English, I will point out to them that “*would like to*” is a useful and polite phrase for ordering at a restaurant.

We will do this interactive exercise together.

Would you like _____?/I'd like _____

I. Complete the dialogue with “Would you like” or “I'd like”



Waiter: Hello, a pizza?
Man: No, thank you. a fish, please.
Waiter: French fries, too?
Man: No, thank you. some potatoes, please.
Waiter: Here you are.
Man: Thank you.

Source:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Would_you_like_----I'd_like_----_un2799118kc](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Would_you_like_----I'd_like_----_un2799118kc)

Then, students will try to create a model interview in pairs.

QUESTION 5

What do you think about this way of motivation? Do you have any other proven tips to motivate students to learn grammar?

Answers:

Teacher 1

“Absolutely, the best way to motivate students is to show them how to apply what they’ve learned in real situations.”

Teacher 2

“Definitely a good idea to connect real-world scenarios with grammar, I would do the same.”

Teacher 3

“It is a wonderful idea to connect grammar with real world situations since some students find it quite hard to connect their theoretical knowledge with real world and real language. If there would be enough time and I would see that students lack motivation I would plan a PBL or TBL lesson- students could take a step back from rules and theory and they would focus on real life situations (or tasks/problems) using the language. Since monitoring plays a big role in the mentioned teaching approaches, I believe it could show the teacher any other possible problems that weren’t visible in the previous grammar lesson.”

Teacher 4

“I agree, I do it as well.”

Teacher 5

“For me, the best way would be to let the students make up their own situation, have it translated into English, and then work with this dialogue.”

In the end, we will summarize what we have learned today, and I will give students some feedback.

End of the lesson.

QUESTION 6

What is your overall assessment of my preparation for this lesson? Do you have any comments on this lesson plan or any suggestions for improvement?

Answers:

Teacher 1

“The lesson plan is well laid out. There is a good flow of activities that are interconnected. Grammar explanation is presented naturally from the basics. I appreciate the implementation of the inductive approach - it is more laborious but brings better results. At the end of the lesson, a production task is used for outcomes in real communication situations. However, I would split the lesson into two parts. In the first lesson, I would include only the usage of would (for preferences), and in the second lesson, I would include would like (for ordering) to make it more comprehensive for students. In the second lesson, I would review would (for preferences) again so that students can remind this grammar themselves and practice it again.”

Teacher 2

“I think this lesson plan was very well made and may be received positively by learners. Surely, there may be some limitations (some learners may be a bit shy), but overall outstanding. In my opinion, the learners will appreciate the inductive approach – as stated previously, they will already feel confident and keen to learn. Secondly, having connected real-world usage with grammar is a great way to teach the language. In my opinion, this is a very rich lesson plan not sustainable for every lesson, learners need to “breathe” and “be left alone” times, so for the next lesson, I would follow up with a grammar exercise where learners can practice by themselves for at least 10 minutes.”

Teacher 3

“In my point of view, this lesson is planned very well. It has all the necessary parts and connection with the real world. As the teacher before me said, it is actually a very rich lesson plan, however, it really depends on the students, their skills and pace.”

Teacher 4

“The lesson's structure is very solid, and I agree with this approach. I think that it could be nice to include a “role-play” with the restaurant scenario and usage of “would like” - I like to create a menu and have my students order from the waitress (=me) - in a group lesson they can do this activity in pairs and switch roles. It gives the students the freedom to act as they would during their travels so it can further deepen their motivation and see what it would be like in the real world. On top of that, it is nice to combine some fill-in exercises with different types of activities to keep the lessons interesting.”

Teacher 5

“The activities are non-violent; everything is based on the conversational approach followed by the usage of grammar. It is much more acceptable to the human brain to first create the situation and context for the usage of grammar and then only afterward focus on grammar rules. I would add more fill-in exercises, so-called controlled practice.”

9.2.2 Lesson plan and preparation number 2

Age of the learners: 12 and higher

Level of English: A1 - A2

Lesson focus: The present simple tense

Learning objectives: At the end of the lesson, students will be able to interpret the usage of the present simple tense. They will be able to apply it in their example sentences to describe their daily and free time activities.

Classroom language: L1 (Czech for explaining rules), L2 (English for instructions and communication)

Timing: 10 minutes warm-up (speaking), 10 minutes brief demonstration of grammar, 10 minutes of grammar drill exercise, 10 minutes of exercise in the coursebook, and 5 minutes summary.

Supplementary materials: Student's Book, interactive board.

Lesson procedure:

Introduction and warm-up:

I will introduce the plan for this lesson.

As a warm-up activity, I will ask the students general and simple questions, for example:

- *How do you usually spend your free time? Tell me about it.*
- *Do you go to the cinema? Why / Why not?*
- *Do you like listening to music? Why? / Why not?*
- *Do you think you eat healthy food? Why? / Why not?*
- *Where do you like to go shopping? Tell me about it.*

In previous texts and exercises, students have already been introduced to the present simple tense. They also already know the rules for the formation and usage of this tense. This lesson is a revision for them to get the rules firmly ingrained. In this warm-up activity, they can already integrate the present simple tense and develop their speaking skills as they are used to answering questions regularly.

As this is a warm-up speaking activity, I will not interrupt the students while they are speaking, but instead encourage them to speak, for example:

Awesome! That's an interesting sport/hobby! Tell me more about it.

Yes, this is a great movie.

Thanks to this support, I can build a relationship with my students, and they will know that they can feel comfortable when they are speaking in English.

I will just note down the students' mistakes on a piece of paper with my notes and then discuss these most common mistakes with the students.

QUESTION 1

What do you think of this approach? Do you have other tips on encouraging students to actively participate in the lesson, not only in conversation but also when reviewing grammar rules or when completing exercises?

Answers:

Teacher 1

“This activity is highly personalized, which is a strong foundation for building a good relationship with the students. I include games or speaking activities in my lessons to make students ready for the English lesson. I try to incorporate as much pair work as possible to maximize speaking time.

In terms of grammar, I have the students work through the assignment independently first, then discuss it with a partner, and finally summarize it with the whole group.”

Teacher 2

“This is a great warm-up activity, as learners are more likely to feel motivated when they speak about their hobbies (or about their free time). I like the idea of not correcting learners whenever a mistake is made. This, I believe, is what will make a great conversation lesson possible.”

Teacher 3

“I absolutely agree with Teacher 1 and 2.”

Teacher 4

“I agree with the teachers above.”

Teacher 5

“I agree with the conversational style, I teach the exact same way. In the case of a larger group, my suggestion is that I would divide the students into pairs or trios, walk among them and monitor them, but I would be rather non-obtrusive and just note down mistakes, but also what they said well, such as a good phrase or grammatical construction.”

Main activity

Using my presentation with example sentences, I will elicit the rules and usage of the present simple tense from students.

To illustrate this grammar, I will take an inductive approach. Students first observe and comment on examples of the present simple tense. For example, students will clarify the formation of the verb in the third person singular in the present simple tense. Then students should explain how this tense is used in practical language and its rules and uses.

I will write some example sentences on the board in the present simple tense in the affirmative, in the negative, and as a question. For instance:

The present simple tense - example sentences:

I **live** in Prague.

You **drive** to work.

We **go** to the cinema every month.

He **lives** in the Czech Republic.

She **doesn't work** on Fridays.

They **don't like** Italian food.

Do you **speak** English?

What **is** their favourite meal?

Does she **know** your mother?

No, he **doesn't play** tennis.

I will ask students, for example, how we form the verb in the third person singular or how we form questions.

In these examples, the present simple tense is both affirmative and negative. It also illustrates the question in the present simple tense using the auxiliary verb *do*. For greater visibility, it is also recommended to highlight the verbs. More advanced students can explain what the tense is, when and why it is used, and how it is formed. This allows the teacher to communicate with the students and the students to deduce answers themselves through discussion. This differs from a lecture, where the teacher just explains the grammar rules.

QUESTION 2

Do you have any comments or recommendations on this demonstration of the present simple tense?

Answers:

Teacher 1

“For more advanced students, I would omit highlighting the main verb because we want to encourage students to be more active. I would also ask them to create their own additional example sentences.”

Teacher 2

“No comments, I think the demonstration is well done.”

Teacher 3

“The presentation is great as it is. I think it is a good idea to highlight the main verbs regarding students’ level.”

Teacher 4

“No further comments, I think it is a good exercise.”

Teacher 5

“I appreciate that there is an example of an affirmative sentence, a negative sentence, and a question in the demonstration, and I also like that the verbs are highlighted. I would also invite students to write other example sentences of their own on the board and then review and justify them again together.”

Then, the students will do this grammar drill exercise.

Zadání: Přepiš věty ve všech osobách podle vzoru:

VZOR:

MONDAY: play in the garden with the children

První osoba jednotného čísla: *I play in the garden with the children.*

Třetí osoba jednotného čísla: *She plays in the garden with the children.*

První osoba množného čísla: *We play in the garden with the children.*

ÚKOL:

My diary

TUESDAY: cook dinner

WEDNESDAY: learn for the English test

FRIDAY: visit grandmother

První osoba jednotného čísla:

Třetí osoba jednotného čísla:

První osoba množného čísla:

For the in-depth practice of the present simple tense, I will use the *audiolingual method* and a drill exercise. Drill exercises are not that appreciated; nevertheless, they can be used meaningfully in contemporary education and can result in long-term effects.

QUESTION 3

How do you perceive using drills? Do you consider them beneficial for students? Why or why not?

Answers:

Teacher 1

“Drill exercises might consolidate the grammar rules and spelling. We can also use drill exercises as practice for pronunciation. We can let the students say the sentence out loud (or say it as loudly/quietly as they can). This “switching” work with the volumes of their voices is good for practicing emphasis in words.”

Teacher 2

“I love drills, they are very time-efficient and effective. Sure, too many drills are bad but once in a while, it does not hurt. On top of that, by doing drills, learners are able to understand the patterns easily.”

Teacher 3

“Drill exercises can truly be beneficial since they help us practice all elements and they enhance students understanding and comprehension, however, as with everything, it shouldn't be overused.”

Teacher 4

“I use drills predominantly with lower-level students as they have a larger need to really remember the rules (and it helps the students to build a foundation on which they can then create their own sentences) so I think that in this lesson it is appropriate.”

Teacher 5

“I use drills mostly as a revision before a major test or as homework.”

Then, the students will do this exercise in the Student’s Book, (Hutchinson, 2004, p. 5). I will explain the assignment of this exercise to the students in the Czech language. We will review and explain the sample sentence together. I will instruct the students that they must form sentences according to the pictures and I will make sure that all students are aware of what they are supposed to do in this exercise. We will also translate words in the exercise that students are not familiar with.

Present simple

5 *** Look at the pictures and correct the information.
Use the verbs in brackets.



- 1 Harry gets up at seven o'clock. (get up)
Harry doesn't get up at seven o'clock. He gets up at
half past seven.
- 2 Harry walks to school. (walk / take)
- 3 Harry likes Maths. (like)
- 4 After school, Harry plays tennis. (play / go)
- 5 Harry's friends play computer games. (play / watch)
- 6 Harry's parents get home at half past five. (get)

(Hutchinson, 2004, p. 5)

After we review the answers, I provide students with question sheets where they can anonymously answer and evaluate this exercise and my assignment.

Students will answer the following questions:

Líbilo se ti toto cvičení?

Ano

Ne (pokud ne, napiš mi prosím, jaké jiné cvičení, kde jsme procvičovali přítomný čas prostý se ti líbilo nejvíce – strana, cvičení)

Zadání pana učitele/učitelky bylo:

Srozumitelné – hned jsem věděl/a, co mám ve cvičení dělat

Nesrozumitelné – nevěděl/a jsem, co mám ve cvičení dělat

Nyní jsme věnovali hodně času přítomnému času prostému, řekli jsme si, jak tento čas tvoříme a kdy ho používáme. Myslíš si, že tomu už dobře rozumíš?

Ano, zatím je mi vše jasné.

Ne, ještě potřebuji hodně procvičovat a opakovat v dalších vyučovacích hodinách.

STUDENTS 'ANSWERS

During my teaching practice I also administered the questionnaire to a group of 10 students in 6th grade. 9 out of 10 students answered *YES* to the first question - they liked the exercise. 9 out of 10 students found the exercise and instructions very easy to understand. Finally, 9 out of 10 students answered that they understood the present simple tense. It should be noted that only one and the same student responded in a negative sense.

In the end, we will summarize what we have learned today, and I will give students feedback.

End of the lesson.

QUESTION 4

What is your overall assessment of my preparation for this lesson? Do you have any comments on this lesson plan or any suggestions for improvement?

Answers:

Teacher 1

“I appreciate the students’ self-reflection. Allowing students to evaluate your teaching encourages participation and the development of soft skills.

I use these “exit slips”:

Name 3 things you learned today.

List 2 things you want to learn more about.

Ask 1 question about today’s lesson.”

Teacher 2

“This is a really good lesson plan which I believe will be well-received by the learners. I appreciate giving learners some “alone time” at the end of the lesson where they can process what they have practiced.”

Teacher 3

“This is a great practice lesson and I love the self-assessment part! I think there is everything a good grammar practice lesson needs.”

Teacher 4

“I think it is a well-constructed lesson and I appreciate the opportunity for feedback at the end. I agree with teacher no.2 that it gives them some time to process the information and evaluate whether they understand or not. I have no further suggestions.”

Teacher 5

I really like the student evaluation questionnaire, maybe next time instead of asking:

„Líbilo se ti toto cvičení?“

I would rather use a numerical rating on a scale from 1 to 10. And then maybe a question:

“What would this exercise have to be like to deserve a grade “1”?”

9.2.3 Lesson plan and preparation number 3

Age of the learners: 12 and higher

Level of English: A1 - A2

Lesson focus: Questions with DO/DOES (present simple)

Learning objectives: At the end of the lesson, students will be able to create questions in the present simple tense using the auxiliary verb – *DO*.

Classroom language: L1 (Czech for explaining rules), L2 (English for instructions and communication)

Timing: 10 minutes warm-up - brief demonstration of grammar, 20 minutes – working with the Student's Book, 10 minutes - individual task assignment, and 5 minutes summary.

Supplementary materials: Student's Book, interactive board, Internet

Lesson procedure:

Introduction and warm-up:

I will introduce the plan for this lesson.

As a warm-up activity, I will write the following statements on the board.

I learn English every day.

He works at a restaurant.

We visit our grandma every weekend.

I will introduce the concept of the present simple tense and I will also be asking students about the different ways of using this tense. I will explain what the auxiliary verb *DO* is and how it works in negative sentences and in questions in the present simple tense. I will give students a few examples of questions in the present simple tense with the auxiliary verb *DO*. I will ask them to create questions using the statements written on the board.

QUESTION 1

Here I will combine the inductive and deductive approaches because students can accomplish the task with no previous explanation of the rules and usage. However, I will still provide a thorough explanation because creating questions is complicated for many students. How would you evaluate my approach to this warm-up activity?

Answers:

Teacher 1

“It is great that you used the scaffolding method and set the context. It is perfect for refreshing the rules and you provided support to all students. While asking students to create questions, there is enough space for creativity and differentiation.”

Teacher 2

“It’s good that students can see examples (I assume led by a good explanation) since all they will be doing at home is memorizing where the 3rd person in a specific example is. Furthermore, both inductive and deductive approaches would work here but it is good that the variation of two is used here.”

Teacher 3

“I agree with both Teacher 1 and 2.”

Teacher 4

“I agree with the teachers above. I think it is important to give examples of questions before they are instructed to make their own as from my experience, questions are one of the harder areas for beginners.”

Teacher 5

“Again, I would illustrate examples of both questions and negative sentences on the board. The teacher can do some of this with the class and then they can try it out on their own or in pairs.”

Main activity


Working with the coursebook (Hutchinson, 2014, p. 10), (interview people from the text).

1B A surprise for Smart Alec!

Comprehension


1 **1.9** Read and listen to the story. What is the surprise?

1 Sweet Sue is talking to Mr Salt. An old clock disappeared from the Salts' house last week.



2 The next day.


You've got flu, Sweet Sue. You can't go to work for a week.



3 A week later.


Hello, Sweet Sue. Were you on holiday last week?

No, I wasn't. I was ill. I wanted to find Mr Salt's clock. But I can do that now.



4


Oh, I solved that case while you were away. We arrested the thief two days ago. It was the gardener.



5


Oh, I hate that Smart Alec! Hello. What's this?

Dear Sweet Sue,
I know you're looking for my parents' clock. It's in the parcel. I had a party at the house while they were away and one of my friends broke the clock. I wanted to repair it, but my parents came home early. Can you give it to them, please?
Tell them I'm very sorry.
Jack Salt



6

Oh, Smart Alec, I've got a surprise for you.



(Hutchinson, 2014, p. 10)

Now we will work with the coursebook. Each chapter in the coursebook contains a cartoon story. After we are done reading and translating the text, I will supplement this reading assignment by having students create conversations for each character in the story and have a conversation with them. Here is my assignment:

Představte si, že na ulici potkáte Sweet Sue nebo Smart Aleca. Na co byste se jich zeptali? Pro každého vytvořte 5 a více otázek. Můžete se ptát na jejich rodinu, práci, zájmy, domov...

Například: *Hi, Sweet Sue. Do you have a sister?*

QUESTION 2

Such stories are in coursebooks to motivate students to read and to entertain them. Do you like the way I work with the coursebook? Do you also supplement any activities in your coursebook? Could you share with me some of your interesting ideas about how to work with the coursebook?

Answers:

Teacher 1

“You are elevating the material and personalizing this task. Most of the time, the stories in coursebooks are not so relatable and sometimes they can be boring or unsuitable for teenagers. I have two recommendations for you. The first one is to print this material, cut it, and ask students to put it in the correct order. The other one is to erase the dialogue and ask students to create their own cartoons. Additionally, after they have created their own questions, they can act out mini roleplays in pairs or groups.”

Teacher 2

“I oftentimes just read the story with my students (no matter how boring it may be) for the sake of grammar/vocabulary. From there on, we work with the story using follow-up questions such as “Who were the main characters?”, “Did you like it?”, “What happened?” etc. It really is important to personalize these tasks as they can be quite unrelatable and boring.”

Teacher 3

“Personally, I rarely translate texts with my students and instead of that I ask questions to check students’ comprehension. But since this is not a reading lesson, I don’t mind the element of translation into L1. I think you used the coursebook the best you could, and I like that you encouraged students ‘to look behind the story’ to work with the characters. It would also be a good idea to let students create a follow-up comic book/story based on the characters.”

Teacher 4

“I think it is great that you created your own exercise building on the one in the course book. I remember those comic books from when I was at school and I enjoyed them very much, so I also like to use comic strips to explain and deepen some theories even in my lessons. I also like to supplement every reading with comprehension questions and explanations of any unfamiliar words. I want to add that cutting the cartoon and putting it in order, as advised by teacher 1, is a great idea.”

Teacher 5

“I really like the formation of dialogues using the story as the children can visualize it to practical use.”

Then, I will assign individual work and I will explain the procedure to the students. The students will work with modern technology, and they will search for other exercises for creating questions on their own on the Internet.

I will explain to the students that they have to insert the level and topic into the search engine, for example, *A2 questions in the present simple tense or reading for beginners...*

In the next lesson, students will submit the best links they have found, and then we will try to complete and practice some of them.

QUESTION 3

There are many free, reliable, high quality and interactive resources for learning English. In addition, students will learn how to find learning materials that may be useful for their future learning. What do you think of this approach? Do you also encourage your students to work with the internet on their own, showing them resources to search for?

Answers:

Teacher 1

“Students are not dependent on the teacher. You teach them how to learn critically and evaluate sources. I share links with my students based on their needs and I also encourage them to look for podcasts, articles, etc. they could find interesting.”

Teacher 2

“I believe that language teachers can only open the door, the students must enter themselves. I encourage my students to always seek other examples online, I often send them exercises (for those interested) electronically. Some really do it, which I appreciate. There is a great site “umimeanglicky” which I work with quite a lot. Furthermore, knowing my students are interested in pop culture, I try to make it accessible for them (using various Youtube videos, writing down vocabulary, etc.)”

Teacher 3

“Since I love the saying ‘School is a pull system, not a push system.’ I think it is wonderful you encourage students to look up useful links! I am sure it increases students’ motivation.”

Teacher 4

“It is great to use modern technology and show videos and make notes or presentations using computers as it engages students in the lesson even more and makes it more interactive.”

Teacher 5

“I select these links for my students myself and encourage them to save the links afterward. I then provide them with instructions on how to search on specific sites.”

In the end, we will summarize what we have learned today, and I will give students some feedback.

End of the lesson.

QUESTION 4

What is your overall assessment of my preparation for this lesson? Do you have any comments on this lesson plan or any suggestions for improvement?

Answers:

Teacher 1

“The whole lesson is focused on the self-improvement of students’ abilities, and you teach them how to learn the language independently.”

Teacher 2

“I appreciate you giving students some alone time where they can practice these skills in quiet. This is really important in language learning (followed by work with error). I also appreciate the rising and sinking tendency of the lesson according to Penny Ur (warm-up, the hardest exercise in the middle, and then a slow decline).”

Teacher 3

To be honest I really appreciate the deeper meaning behind the lesson- learning how to be independent in the learning process is extremely valuable. Besides that, there is everything such a lesson should involve and more + I agree with teachers 1 and 2.

Teacher 4

I use a similar approach to my lessons (warm-up, the focus of the lesson, and finish with something easier) and I have no further suggestions.

Teacher 5

“The lesson is very varied with other activities. I would add more conversation to the dialogue exercises in the remaining time.”

9.3 Analysis of the Research Interview

Inductive approach

From the responses of all five teachers, it emerged that they use an inductive approach in teaching grammar, provided that the grammar is not too complicated, and it is assumed that the students already have a basic knowledge. Teachers confirmed that this approach promotes the production of grammatical sentences in an active way. All the teachers interviewed also advised me to apply this approach to test the abilities of my new students. I will therefore continue to apply this approach in my future teaching practice.

Combination of inductive and deductive approaches

All the teachers agreed that combining the two approaches was appropriate in lesson plan number 3, as many students find question formation very challenging. Teachers also told me that even in their teaching they very often combine several methods and approaches and do not lean towards just one; it all depends on the needs of their students.

Audiolingual method – using drills in grammar teaching

When using drills in the classroom, teachers' opinions are slightly diverging. Two teachers are very fond of using drills as they help students to clarify grammar rules and are great for controlling their knowledge of the topic; they are also time efficient. All teachers say that drills should not be overused. Other teachers say they assign drills as homework for lower-level students or as a review before a test.

The usage of activities, conversational exercises, games, and warm-up

Teachers agreed that even when teaching grammar, they try to include conversational activities such as questions or games as a warm-up activity at the beginning of the lesson to get students ready for the lesson. They also often divide students into pairs or groups to give them the opportunity to communicate.

Motivation in teaching grammar

As far as motivation is concerned, teachers confirm that it is extremely important in the language learning process, and it is essential that students are aware of their goals. The inclusion of practical tasks, situations, dialogues, or role-play might be a great motivator. So, as a teacher, I will focus a lot in the future on constantly showing students how they can use English in real life.

Mistake correction in conversational activities

All the responses indicated that in any conversational activities, teachers tend to focus on fluency rather than accuracy and let the students do most of the speaking without interrupting them. One teacher mentioned that she writes down not only mistakes but also what students have done well and then they correct the mistakes anonymously and discuss them in class. This method of correcting mistakes in the conversation has worked very well for me and I am already implementing it and will continue to do so.

Student self-reflection

All teachers greatly appreciate the involvement of this section as it promotes participation and motivation. Teacher five suggested that next time I should make the questionnaire more detailed and clearer and perhaps use scaling with numbers or grades. I borrowed these three sentences from teacher one that I would like to apply in my future lessons and have more opportunities for self-reflection in my teaching:

“Name 3 things you learned today.

List two things you want to learn more about.

Ask one question about today’s lesson.”

Coursebook usage

It was confirmed that other teachers also select exercises or activities from the textbook that meet the needs of their students and further prepare their own activities or seek materials from other sources. For my next teaching practice, I purchased the book *500 Grammar Based Conversation Questions* written by Larry Pitts which was recommended to me and is especially great for practical grammar exercises.

Using coursebooks effectively

The teachers' responses showed that they really liked the way I adapted the activity in the coursebook so that it was not just a bare translation and reading of the text, but that the task was personalized and practical. Other ways to adapt this particular task in plan number three is, for example, that teachers can print this material, cut it, and ask students to put it in the correct order. The other one is to erase the dialogue and ask students to create their own cartoons. Additionally, after they have created their own questions, they can act out mini roleplays in pairs or groups.

Other materials in teaching grammar

Other teachers are also using modern technology in their teaching to make students more motivated, and they learn to incorporate Internet resources into their own learning process.

Usage of the Czech language while explaining rules

Regarding the presentation and demonstration of the usage of would, all the teachers praised the use of the Czech language to explain and show the differences and confirmed that they also used mainly the Czech language to explain specific grammar points and clear and concise instructions to facilitate understanding of grammar. The teacher who evaluated my lessons confirmed that the students had a better understanding of the demonstration of grammar rules in my presentation. Two teachers warned me about the usage of infinitives in the presentation which could confuse the students, so until the next time it is important to make sure that the presentation is written very concisely, clearly, and understandably.

What else emerged from the teachers' responses:

Teacher two in lesson plan number three is very positive about the fact that the lesson was structured according to the basic points recommended by Penny Ur in her book *A Course in English Language Teaching*. These points are:

“Put harder tasks earlier.

Have quieter activities before lively ones.

Think about transitions.

Pull the class together at the beginning and at the end.

End on a positive note.”

Summary

This thesis dealt with the topic of *Teaching English Grammar at Lower Secondary Schools*.

The theoretical part of this thesis was divided into several chapters.

The chapters at the beginning of the theoretical part explored various methods and approaches to teaching grammar.

The fourth chapter examined the usage of coursebooks and other materials in teaching grammar, highlighting their advantages and disadvantages and the importance of adapting them to the needs of the students.

The fifth chapter discussed the importance of motivating students in the learning process. The sixth chapter suggested effective methods for providing feedback and correction. Finally, the seventh chapter delved into the process of lesson planning, outlining the essential components of a well-designed grammar lesson, and providing practical tips for planning and organizing lessons effectively.

Overall, the theoretical part of the thesis provided a comprehensive overview of the key principles and practices of teaching English grammar at the lower secondary school level, which served as a foundation for the practical part of the thesis.

The main aim of this research was to discover the most effective methods and activities for teaching English grammar based on the answers of the interviewed teachers and to make a thorough preparation for future practice in education.

In light of the results, it can be concluded that a communicative approach, which emphasizes the usage of English in authentic contexts, is more effective than a traditional approach that focuses on the rote memorization of grammar rules. The teachers interviewed confirmed that applying an inductive approach brings better results. The results of the interview also confirmed the answers to the research questions on the importance of motivation, correction of mistakes, and feedback in teaching English grammar, as well as the appropriate ways to provide them. The interviewees emphasized that motivation was crucial in keeping students engaged and motivated in the learning process, and suggested various techniques such as incorporating games, role-play, and authentic materials to create a more dynamic and stimulating classroom environment. They also highlighted the importance of providing timely and constructive feedback and correction, in group settings, to help students improve their grammar skills effectively. Additionally, the interviewees discussed the ways in which coursebooks, and supplementary materials could be adapted to make teaching English grammar

more effective, including creating personalized activities that target specific grammar structures.

In summary, the interview findings provided valuable insights and practical recommendations for teaching English grammar at the lower secondary school level.

However, it is important to note that teachers need adequate training and professional development to implement these approaches successfully.

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RESUMÉ

Tato diplomová práce s názvem *Teaching English Grammar at Lower-secondary Schools*, se zabývá výukou gramatiky na druhém stupně základní škol a zkoumá různé aspekty výuky gramatiky.

Práce je rozdělena do dvou hlavních částí: teoretické a praktické.

Teoretická část této práce byla rozdělena do několika kapitol, z nichž každá se zaměřuje na jiný aspekt výuky gramatiky.

První kapitola obsahuje stručný přehled gramatiky obecně.

Další dvě kapitoly se zaměřují na tradiční metody a přístupy ve výuce gramatiky včetně deduktivního přístupu, metody překladů a používání drillů a na některé známější metody výuky gramatiky, jako je například, *Communicative language teaching method*.

Čtvrtá kapitola zkoumá učebnice a další materiály ve výuce, jejich využití, a výhody či nevýhody používání učebnic při výuce gramatiky.

Pátá kapitola se zabývá motivací a podporou studentů na jejich cestě ke zlepšení angličtiny.

Další součástí procesu učení jsou chyby. Dělat chyby je velmi důležité, protože jen díky chybám se z nich studenti mohou poučit a zlepšit své dovednosti. Učitelé by měli vědět, jak chyby správně opravit a jak studenty motivovat, pokud se jim během procesu učení nedaří. Touto problematikou se zabývá šestá kapitola.

V neposlední řadě byla zařazena i kapitola o plánování výuky, která je pro praktickou část nezbytná, a dále kapitola o zvolené výzkumné metodě.

Praktická část práce je založena na rozhovorech s učiteli anglického jazyka a zaměřuje se na to, jak aplikovat různé přístupy, metody a aktivity ve výuce.

Ve finální kapitole jsou shrnuty výsledky odpovědí získaných z rozhovoru s dotazovanými učiteli, které potvrdily důležitost motivace, vhodné zpětné vazby a efektivního plánování vyučovacích hodin při výuce anglické gramatiky. Odpovědi učitelů také poskytly praktická doporučení pro smysluplné používání učebnic a doplňkových materiálů, tak aby byla výuka efektivnější. Celkově práce poskytuje cenné poznatky a doporučení pro učitele anglického jazyka, kteří usilují o zlepšení svých postupů při výuce gramatiky.

Hlavní metodou pro výzkum práce bylo studium odborné literatury – primárně publikace od Penny Ur, Jeremyho Harmera, Jima Scrivenera a Scotta Thornuryho. Příručky poskytují významné informace k této diplomové práci. Na základě odborné literatury jsem vytvořila otázky k rozhovoru pro učitele. Celkem 5 učitelů mi poskytlo odpovědi k prostudované problematice přímo z praxe a věnovali spoustu tipů a rad pro mé budoucí působení ve výuce.

ANOTACE

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Vedoucí práce:	doc.PhDr. Václav Řeřicha, CSc.
Rok obhajoby:	2023

Název práce:	Výuka anglické gramatiky na druhém stupni základních škol
Název práce v angličtině:	Teaching English Grammar at Lower Secondary Schools
Anotace práce:	Tato diplomová práce se zabývá výukou anglické gramatiky českých žáků a žákyň na druhém stupni základních škol jak z teoretického, tak i z praktického hlediska.
Klíčová slova:	Gramatika, ELT, metody a přístupy k výuce
Anotace v angličtině:	This diploma thesis deals with teaching English grammar to Czech students at lower secondary schools both theoretically and practically
Klíčová slova v angličtině	Grammar, ELT, Methods and approaches
Přílohy vázané v práci:	-
Rozsah práce:	65 stran
Jazyk práce:	Angličtina