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TEACHING THE PRESENT PERFECT

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jsem pouze uvedenou literaturu.

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Introduction

An American journalist Flora Lewis once said „ *Learning another language is not only learning different words for the same things, but learning another way to think about things*”.

I, as a Czech teacher of English, completely agree with this quote, because learning English is a long process containing development of four skills based on learning the system of the language, which does not include only vocabulary, but also grammar and learning grammar consists of both learning the structure and an ability to recognise, when such a structure should be used (or “learning another way to think about things”, as the quotation says) and in my opinion it is sometimes associated either with cultural background or with the way of the speaker’s thinking process. A learner often studies structures that are not involved in the language system of the mother tongue and therefore it is difficult to learn and use it in a target language.

A typical example of such a grammar structure is the present perfect, because it does not exist in the Czech language and therefore it often causes problems to Czech learners. There are some problematic points associated with the present perfect, like the construction of this grammar structure itself and mainly a decision, whether to use it or not, because it is difficult to decide between the present perfect simple and continuous and between the present perfect and the past or present tense, as a Czech learner has not any Czech equivalent to compare it with. This fact led me to a decision to write about teaching the present perfect tense with a respect to the learners, the influence of their mother tongue and the use of different methods and techniques to achieve as good results as possible and teach efficiently.

The first part of the work is theoretical and contains two sections, while the first one introduces a theoretical background. Since the topic deals with a grammatical structure, the beginning of this work introduces some general view of grammar and some attitudes to teaching it. Then it includes some basic facts about the main participants of the educational process and it concentrates mainly on adolescent learners, because they are most commonly involved in learning this structure at schools. Explaining the structure of the present perfect and its use plus introducing difficulties follows.

The second section of the first part concentrates on teaching grammar with a respect to the present perfect. There are introduced different approaches and methods of teaching plus organisation of the teacher’s work with some practical examples.

The second part of the project is practical. The research aims to answer three basic research questions. To describe them briefly, the first one deals with the approaches that are preferred by Czech teachers, the second one with possible differences between teaching approaches and methods used with learners of different gender and the third one pays interest to the use of the mother tongue in English lessons. All the questions are introduced at the beginning of the practical part.

The aim is to find out what conditions could lead to more efficient work with learners in this grammar field depending on the learners' needs, expectations, individual differences and subsequently teachers' methods and techniques of work.

Getting information for the research is based on teaching four groups of students at one upper secondary school, chosen as a study sample. There is provided parallel teaching of two and two different groups of students, using different approaches, methods and techniques in each pair of groups. One pair contains one group of boys and one group of girls. Their results are then compared to find out the differences between boys and girls and to see whether the choice of methods and techniques influences learners' results depending on their gender. Teaching in all four groups is provided by one teacher, who is also the author of this text. The description and evaluation of the lessons is placed in the practical part, as well as the results of learners in brief tests.

Another part of the research is a survey based on two kinds of questionnaire, sent to a number of schools in four Moravian towns (Prostějov, Olomouc, Přerov and Brno), while one kind is created for teachers and the other one for students.

The aim of students' questionnaire is to get information about their preferences associated with teaching techniques and school-work organisation, testing methods as well as learners' strengths and weaknesses in their knowledge of the present perfect. The questionnaire for teachers observes nearly the same things but from a different point of view – the view of the teacher.

The results of the questionnaires are recorded in the form of quantitative data into the tables and then evaluated and described in details, supplemented with clear overviews in the tables and graphs.

Theoretical part

1 Teaching and learning

1.1 What is grammar?

Thornbury (2001, p.vi) opens his introduction to grammar by T.S. Eliot's quotation "*Out of the slimy mud of words, out of the sleet and hail of verbal imprecisions... There spring the perfect order of speech, and the beauty of incantation.*" - it can be explained in short that grammar combines words into meaningful and well sounding units.

Longman dictionary (2015) defines grammar as an uncountable noun that expresses the structure of the language and the rules, how the linguistic units, such as words and phrases, change their forms and are combined into sentences.

Ur (2012, p.76) defines it simply as "*the way words are put together to make correct sentences*" and adds that grammatical forms are meaningful (they can express time, places or possibility) and according to grammar rules some units smaller or longer than sentences can or cannot be considered acceptable. Ur (2012.p.77) claims that it deals with arranging and combining words as well as their parts, and the grammatical forms can influence spelling and pronunciation and grammar includes grammatical words and their combination, so it involves both morphology and syntax.

Thornbury (2001, p.1) hesitates, whether grammar should be perceived as a thing or as a process and explains, that grammar as a description of the rules is more noun – like (e.g. the auxiliary verb *have* and the past participle of the semantic verb to form the present perfect), while in a real communication we can see grammar more verb – like, as a "*doing word*" that expresses the process, which Thornbury finally prefers in connection to the learning process.

1.2 Why teach grammar?

Ur (1988, p.4) states that it is necessary to know the grammatical rules to master the language, but learning grammar should not be done only via grammatical exercises, but learners should also absorb grammar through communicative activities. Ur (1988, p.4) claims that the learning process must be consciously planned and effectively organized. There is necessary to prepare a syllabus of study so that the parts of the language are introduced to the learners in some order and the learners gradually acquire it. In the case of the present perfect this grammar task is usually introduced after acquiring the present and past tense.

Ur (1988, p.5) also points out the necessity of a well organized lesson plan, with the time well divided to cover learner's concentration between spelling, pronunciation, vocabulary and grammar. Grammar can be the core of classroom activities, but only temporarily. So at the beginning, when the new input is introduced, the students learn the structure through exercises focussing only on the grammatical structure and these ostensibly meaningless manipulations of the language finally lead to meaningful use in communication.

Thornbury (1999, p.14) can see both advantages and disadvantages in teaching grammar as the second language and states the case for and against to clarify the subject.

1.2.1 The case for teaching grammar

Thornbury (1999, p.15) states arguments of importance of teaching grammar. "*The sentence-machine argument*" means that grammar is a set of regularities of the language that provide a learner by a stock of original sentences that can be modified into new sentences by only changing vocabulary. By "*the fine-tuning argument*" Thornbury (1999, p.15) means that the knowledge of the structure can avoid errors that lead to ambiguity of the utterance.

The linguistic competence is limited without the grammar study, which Thornbury (1999, p.16) calls "*the fossilisation argument*". "*The advance-organiser argument*" means that a learner notices the previously learnt grammar structures in later interaction with native speakers, what leads to acquisition of the language.

By "*the discrete item argument*" Thornbury (1999, p.16) points out that grammar is a system that enables to organise and clarify the language both for the learners and the teachers and then "*the rule-of-law argument*" is associated with the transmission of the knowledge from the teacher to the learner, keeping rules, order, discipline and using efficient methodology.

The last Thornbury's point (1999, p.16) is "*the learner expectations argument I*", supposing that every learner comes to language classes with some expectations and if the teacher ignores it, it can lead to frustration of the learner and alienation of the learner and the teacher.

As well Ur (2012, p.76) emphasises the importance of teaching grammar and it is mainly in connection with meaning, because combination of vocabulary and grammar is the basis that creates the meaning of a message in communication. In this case Ur (2012, p.76) also points out that problems for students are more often caused by the meanings than by forms (e.g. differences between the use of the present perfect and the past or between the simple and

progressive form). Parrott (2000, p.183) also highlights the issue of applications of the past simple, present perfect simple and continuous as the key problems of students, thus grammar should be taught and the extent should range from the structure to its use.

1.2.2 The case against teaching grammar

Not only positives, but also negatives are combined with teaching grammar, so on the contrary to the text above Thornbury (1999, p.18) states some points against, like “*the communication argument*” which is the core of the Communicative Language Teaching (CLT), where grammar knowledge is only a component of communicative competence. Then “*the knowledge-how argument*”, pointing to the fact that skill is more important than theoretical knowledge and emphasises the importance of experiential learning.

Another one is “*the acquisition argument*” (Thornbury, 1999, p.19), based on the linguist Stephen Krashen’s work of 1970s that emphasises the natural process by which the first language is naturally acquired and the second language should be also done by exposing the learner to the language, because only learnt knowledge cannot become the acquired one.

Unlike Thornbury, Krashen (1982, p.68), in later work, points out to the fact that if organization of the lesson is completely subordinated to grammar tasks, comprehension of the input and communicative aims lose their quality. Krashen (1982, p.70) states the case against the grammatical syllabus in comparison to communicative one, alluding to four main disadvantages: different level of learners, structures presented only once, grammatical orientation preventing real communication and lack of knowledge of acquisition order.

By “*the natural order argument*”, built on the work of a linguist Noam Chomsky, Thornbury (1999, p.19) points to the fact that everybody is naturally programmed to the process of the acquisition of the first as well as the second language, and this natural order can never become a part of any textbook, because it contains natural mistakes that disappear slowly, step by step (e.g. both little children learning English as their first language or adult learners of English as the second language first say incorrectly *I no like fish.* and later produce a correct utterance *I don’t like fish.*, etc.).

“*The lexical chunks argument*” (Thornbury, 1999, p.19) deals with a lexical approach to teaching and points to the importance of the knowledge of phrases, idioms, social formulae and other expressions that are larger than words and shorter than sentences and play an important role in communication.

The last Thornbury's (1999, p.20) point against grammar teaching is "*the learner expectations argument 2*" dealing with the different learners in the class, those that demand grammar learning and the others that prefer communication. The teacher should be ready to recognise the situation and to be able to create a balance and to find a compromise for all.

In the case of hesitation between the importance and unimportance of teaching grammar Ur (2012, p.77) states that students need to learn grammar, but the question of accuracy and fluency is rather questionable and insisting on accuracy of correctly used grammatical forms should deal with "standards of grammatical acceptability", because in some cases incorrect grammar forms do not affect meaning and the interaction fulfils its communicative purpose. Ur (2012, p.78) adds that an important role of grammatical accuracy depends also on the formality of communication, because in formal written text it matters much more than in informal chat.

In conclusion the theory dealing with positives and negatives of teaching grammar appears in the works of various authors and some of their ideas are identical, others differ in some points and many of their views intermingle. Thornbury (1999, p.21) adds that both the case for and against grammar lead to a choice of an appropriate teaching method.

1.3 A learner and a teacher

A learner and a teacher are the main participants of the educational process. Although they have got the same aim, their roles as well as duties and attitudes differ in many ways.

Harmer (2007, p.21) mentions agency as a key component in students' learning success together with taking some strain as well as responsibility for their learning. A learner should not believe that providing learning is a role of a teacher. It is an active participation of a learner in the educational process that leads to successful results, so it is up to a teacher to extend the role of the students as much as possible and to encourage them to be active.

The teachers' roles can be seen differently according to a cultural background, observers and their own experiences. As Scrivener (2011, p.14) claims, the role of the teacher is quite widespread perceived in the way of traditional teaching, it means that the main purpose of teacher's work is considered education or transmitting knowledge to the class. During that process the teacher controls pupils' work, asks or answers questions, tests the pupils' knowledge and understanding by exercises and makes decisions about other steps. The teacher does most of the talking, while the pupils' role is to listen, concentrate and take notes.

Even many people combine their view of teachers and their work with this teaching approach, it is considered outdated and teaching based only on this technique can lead to problems. Scrivener (2011, p.15) points out the importance of several things associated with teaching. Firstly, it is the quality relationship between the teacher and the learners, and secondly, creating a positive learning atmosphere, based on respect, patience, sense of humour, authenticity, confidence, honesty, justness, empathy, etc.

Another thing that Scrivener (2011, p.21) emphasises is a formula, which says that “*teaching does not equal learning*”, an idea similar to Harmer’s thoughts mentioned above, because teaching does not automatically lead to learning, and all the teachers should realise and remind it themselves all the time. The pupils should understand the task, pay attention and make an effort to think and it is up to the teacher to create conditions for it. The teachers should keep in mind that explanations should be short and clear, based mainly on examples, using grammatically limited structures that the learners are able to understand. The use of the learnt language in the classroom interaction is important, but learners’ communication needs feedback to let them know how successful their attempts have been.

Malamah-Thomas (1987, p.91) adds that direct interaction between a teacher and learners during communication in a target language in a class is an ideal case of classroom work, but a higher number of pupils and highly teacher-controlling textbooks sometimes lead to more indirect participation of a teacher in classroom interaction, so the textbook or its author then becomes another main participant and in such a case both a teacher and learners communicate through the textbook. Some teachers do not overuse the textbooks like these and use them only occasionally and then the classroom interaction can be done both directly – pupils/teacher and indirectly via the textbook.

To sum up aforementioned ideas, the procedures, methods and even a choice of appropriate textbooks is partly dependent on teacher’s needs but mainly on learners. Scrivener (2011, p.23) claims, that the teachers should think about the learners’ expectation of their assistance in learning before teaching the class and they should also count with the differences between the learners (Scrivener, 2011, p.82). Some information about the class can be learnt at first glance, like learners’ age, sex, what learning materials they use and how active they are during the lesson. Other things, like their interrelationships, attitudes, expectations etc. are detected later. Both group and individual characteristics as well as differences and similarities between pupils are important for planning work with them.

2 Psychology of a teenage learner

As the subject of the present perfect is placed in the curricula of lower and then upper secondary schools, the teachers meet mainly with teenagers and therefore it is important to know how to work with them, according to the level of the pupils and students' psychological development, because it influences the approaches and activities that a teacher uses in the educational process. Šimíčková (2005, p.101) defines this period as the time of puberty and adolescence, when the learners change a lot both psychologically and physically and are faced to different attitudes of surrounding society that place increasing requirements on them.

Harmer (2007, p.15) states that they experience in achieving their own identity and as Šimíčková (2005, p.101) adds, their cognitive development is marked by critical realism, where dominates radicalism and intransigence, their naive perception is disappearing and simultaneously abstract and formal operations take place in their thinking.

As Lewis (2007, p.8) claims, they are able to think logically, understand definitions, search for more answers to one problem, try various combinations of solutions to find what is true and what is not and compare own assumption with reality. These facts can be utilized by teachers in preparations and lesson plans and can lead to a convenient teaching approach.

Kantorová (2010a, p.97) deals in details with the idea of how a healthy brain learns and she states eight points that should be kept during the lesson. They are following:

- 1) *The lack of threat* – a sense of threat activates a developmentally lower part of the human brain and blocks the rest of it, which is then unable to accept new knowledge. Schiller and Willis (2008, p. 2) state that a learner should feel comfortable, not stressed and it is good to start work with some safety rituals.
- 2) *Meaningful content* – it is based on the fact that the brain can learn if the learnt material is clear. Schiller and Willis (2008, p.5) claim that teachers can help learners, if they detect their prior knowledge, use graphic organizers, provide hands-on practice and give them time to reflect. According to Schiller and Willis (2008, p.3) “multisensory practices make sense”, so the learners can understand if more of their senses are involved (real materials, songs, rhymes, natural environment and fun).
- 3) *A possibility of choice* – a teacher chooses what is to be taught, but a learner is the only one who chooses how to learn.

- 4) *Reasonable time* – this requirement is quite difficult to achieve, as it is contrary to a common school time-table, because the content is subordinate to time.
- 5) *Enriched surroundings* – the use of pictures and modern technologies.
- 6) *Cooperation* – there should be tasks convenient for pair work, group work, all class work and also afterschool cooperation via internet, for instance, is appreciated.
- 7) *Immediate feedback* gives a learner a chance to know if his knowledge is correct and thus useful, because it leads to a meaningful communication and avoids fixed errors.
- 8) *Proficiency* – getting the target – the last point mentioned by Kantorová (2010a, p.98) is important for a learner to be able to use what was learnt, not only to be assessed.

Schiller and Willis (2008, p.3,4) add that also emotions play an important role and recommend to start with humour, to sequence activities, to be positive and to promote cooperation. Every child is unique, so it is important to differentiate practice in teaching. Then the learner's attention should be held and the input should be divided into small parts.

To sum up, Schiller and Willis (2008, p.6) as well as Kantorová, claim that teachers with knowledge of brain-research findings can motivate learners to learn and they can get higher standards of students' learning through carefully planned brain-based activities.

2.1 A teenager's needs and motivation

Last but not least are placed the needs of the learners in this age and consequently their motivation. As Šimíčková (2005, p.101) claims, this time is a contradictory period, when the teenagers want to find themselves, so they need to have space for their self-realization and on the other hand they have to fulfil demands of their teachers and parents.

Šimíčková (2005, p.115) adds that sometimes they can appear hasty, conflicting or passive. It is very individual. Their cognitive capacity increases, but what is important for them, to develop and let the educational process work well, is the society or the world around. Therefore a teacher should know, how to attract them to the topic of the lesson, to identify what is important to learners, what they like or dislike, their hobbies, attitudes, their strengths and weaknesses, because the knowledge of all these facts can be the basis of successful teaching – it can let the teacher wrap the educational goal of the lesson into a tempting package or an interesting activity.

Motivation is placed high in the charts of factors important in the educational sphere and Williams and Burden (1997, p.111) state that learning is possible only when people want to

learn. As well Ellis (1997, p.75) claims that motivation plays an important role in attitudes and emotional states that significantly influence learning effort.

Harmer (2007, p.20) classifies motivation according to where motivating forces come from and states a simple division: *extrinsic motivation* that comes from learner's surroundings, and *intrinsic* one that is combined with events inside the classroom. Ellis (1997, p. 76), on the other hand, describes *integrative* and *resultative* motivation, while the first one deals with learner's interest in people and culture that the target language represents. The latter is combined to the results of language learning and its use that can be either supportive or discouraging. In all cases mentioned above the influence of the teacher is significant.

Thornbury (2005, p.73) points out that learning English as a foreign language can have different basis and if it is a part of a natural context, like learning second language after an arrival to an English speaking country, the level of motivation is high. On the contrary, classroom students do not need this language in their everyday life and as Thornbury (2005, p.74) notes, the pressure of the classroom community is not as strong as the pressure of real life needs, so the teacher's work is to create convenient motivating conditions.

This is related to what Ellis (1997, p.75, 76) calls *instrumental* and *intrinsic* motivation. The first one supports learning efforts for functional reasons, like a better job, acceptance to a grammar school or university etc. The second one is usually combined with learners, who study the language, because it is a part of curricula and their motivation springs from the form of exercises, teacher's style, their curiosity and feeling of personal involvement in learning activities.

According to Thornbury (2005, p.74.) the main factor of motivation in the classroom is communicative effectiveness and this can be a driving force for learning grammar. Another factor is the feedback, because it lets a student realize that what was said was ambiguous or conversely the communication was successful.

As mentioned above, it is important to know some personal facts about the learners and according to Davis (2014), there are some "Getting to know them activities", like for example "Classbook"¹(a Facebook site on the paper), *Paper hands*²" and others that help a teacher to

¹ **Classbook** – it is valuable for a teacher who teaches a new class – the students stick a photo and write basic information about themselves on the sheet of paper at the beginning of the school year, they have these papers on desks during the lessons and a teacher keeps it after school, learners can add other information later – it helps a

get valuable information for a lesson plan, like learners' favourite singers or bands, what literature they like or the celebrities that they admire etc. Then a teacher can skilfully design exercises and activities containing grammar like for instance the present perfect structure and its use into interesting reading, writing, listening and speaking and into creativity during the lesson.

Williams and Burden (1997, p. 111) point out that important factors of motivation are *interest*, *curiosity* and a *desire* to achieve something and they differ in various situations and conditions and can be influenced by external influences, including people or opportunities.

The level of students' motivation can be measured or identified through tests or questionnaires and the results can provide teachers with good ideas for their lesson plans. Gardner (1985, p.177-184), for example, defines motivation on the basis of measurements practised in a Test Battery called AMTB, which consists of several parts, like following: interest in foreign languages, attitudes towards learning foreign language, motivational intensity and desire to learn foreign language. Moiin vaziri (2014) states some motivating suggestions for teachers based on the results of Gardner's questionnaire, like to maintain students' interest, have obtainable short term goals, create interesting lessons, sometimes use unusual teaching strategies, encourage students to be active and creative, assist students to see a purpose for improving their communication and give them enough feedback.

Finally, as Šimíčková (2005, p.104) claims, it is necessary to always have in mind that teenagers are very sensitive and critical to adults, mainly to teachers. They do not like mechanical memorizing and all what they do must make a sense to them.

2.2 Czech learners and the influence of their mother tongue

Dušková (2012, p.11) claims that it is important to realize that the main function of the language is communication, which contains *the naming component*, which gives names to reality and *the correlative component* that puts the names of things and activities into correlation, in short it is a grammatical description of the language, dealing mainly with morphology and syntax. The modification of words is a subject of morphology while syntax

teacher to identify them and their effort and activity even after the lessons and to remember their names and it serves as a source of information about pupils.

² **Paper hands** – learners are given coloured papers and they trace out their hand on it and cut it out. After they write the class sign and name in the centre and some likes and dislikes into the fingers. The hands can be placed on the wall in the classroom and both the teacher and the learners are given information about the others. It can be also used as a speaking aid – they can change paper hands and speak about their schoolmates.

is dealing with relations on the sentence level. They should not be separated from each other. Both syntax and morphology differ in different languages.

In the field of SLA³ Ellis (1997, p.51) speaks about “*psycholinguistic aspects of interlanguage*” that means the involvement of psychological structures and processes in the acquisition of L2 (second language) and the language use. Within that context Ellis (1997, p. 51) focuses mainly on L1 (mother tongue) transfer or the influence of the mother tongue on the second language acquisition. The transfer can be either negative, it means that L1 leads to errors, or positive, if some structures are similar in both languages and therefore the knowledge of the mother tongue eases the L2 acquisition and reduces errors.

To compare Czech and English, Dušková (2011, p.11) states that there is a big difference mainly in the morphological correlation because of a different level of inflective system in these two languages. The inflexion in Czech is much more developed than in English and it is the basis for making sentences, hence English needs different instruments to express syntactic relations, so it uses mainly auxiliary words and word order. This can lead to difficulties of the Czech learners learning English and the interference of the mother tongue can lead to errors and misunderstanding.

Ellis (1997, p.53) builds mainly on a cognitive theory and claims that some cognitive constraints that control the transfer of L1 knowledge can be identified. Firstly, learners perceive some linguistic features of their mother tongue and treat them as possibly transferable and non-transferable, or basic and unique. It is easier for them to take risks in transfer of basic forms than those, they consider exceptional. Secondly L1 transfer is influenced by the stage of the learners’ development, because with knowledge of some simple formulas they can acquire communication in fields of requests, apologies and refusals avoiding transfer of their L1.

Before planning a lesson a teacher should realize what “knowing a structure” includes or what is involved under the grammar task that is going to be introduced. Ur (1988, p.5) points out to a great variety of all the different grammatical structures and adds that some can be very simple and others complicated, some are similar to the native language or they are completely different and thus very difficult for a learner to understand and use. Besides Ur (1988, p.6) also states that it is essential to combine learning all four skills together, when learning the grammar task.

³ SLA – Second Language Acquisition

3 The basis of the present perfect

English perfective form of a verb is the phenomenon belonging to a grammatical category called aspect. Parrot (2000, p.106-107) describes “aspect” briefly as a technical term that refers to events that can be viewed retrospectively (using *have* + past participle) in perfect aspect and then they can be seen as involved in progress (using *be* + *-ing* form) in progressive or continuous aspect. On the other hand the term “tense” refers only to the present simple and the past simple, but Parrot (2000, p.107) adds that nowadays it is used also more generally referring to wide variety of verb forms with reference to various aspects of time.

Quirk et al. (1985, p.188) state that due to aspect the participants of communication can express and recognize the way, in which the verb action is regarded or experienced. Aspect is not deictic, unlike tense, which is relative to the time of utterance. To simplify the issue, there are two main aspect constructions in English that are in contrast. One is perfective (the present perfect simple and the past perfect simple), viewing completed action, and the other is progressive (the present and past progressive plus their combination with a previous pair, the present perfect progressive and the past perfect progressive), where the action is viewed as incomplete. In fact it is closely connected to tense, because aspect and tense are freely combined in the complex verb phrase, although we can realize them separately – a tense as the morphological realisation and aspect as the syntactical one. To avoid ambiguity, the unmarked aspect (the present or past perfective aspect) is usually labelled as simple (Quirk et al, 1985, p.189).

Lock (1996, p.148) explains the issue on the basis of distinction between the absolute and relative tense, while absolute tense refers to a process in time that is relative to now and here and relative tense, in addition, locates the process that is relative to the absolute tense. Therefore the two following utterances refer to what happened in a time before now, but the meaning is different: *They arrived. They have arrived.* The first example (the past tense) is a case of the absolute tense, which is past, without any relative tense. The second example (the present perfect) shows the case, where present is the absolute tense and past is the relative one. Therefore the second example expresses two things – what happened in the past and that the speakers are here now. This implies that the present perfect conveys some process located in the past, but with some result or relevance combined with present. The case, where both relative and absolute tenses are past, is the past perfect, like in: *They had arrived.*

Similarly Dušková (1988, p.220) states that English uses three simple “tenses” to express past actions, they are the past (preteritum⁴), the present perfect (perfectum) and the past perfect (plusquamperfectum) and there is only one tense in Czech corresponding to all of them, although plusquamperfectum can be seen in some archaic texts. The past and the present perfect refer to the time before the present and temporal meaning can be influenced by a context, mainly by adverbials and they differ from each other in the character of the past action in relation to the present time. In other words the past refers to an exact time in the past that is not connected with the present, while the present perfect expresses reference to a past action that happened in an unspecified time in the past and is somehow connected with the present (e.g. by a result). The connection of the present perfect and the present time is the main feature of the present perfect tense.

3.1 A description of the structure and its use

The structure of the present perfect or the perfective aspect is defined by Quirk et al. (1985, p. 151) as a complex verb phrase consisting of an auxiliary verb *have* and the *-ed* participle of a main verb (e.g. *he has examined*). The other rules for making a question and a negative form are equal to the rules valid for an auxiliary verb *have*, so the negative word *not* is placed after the auxiliary verb in a negative sentence or clause and the word order is changed in the case of the question (*he has not examined/ has he examined...?*). Contracted forms are possible for positive or negative statements (*he hasn't examined/ he's examined*). Parrot (2000, p.160) adds that past participles can be either regular, ending with *-d* or *-ed* (e.g. *loved, worked*) or irregular – the third form (e.g. *flown*).

Dušková (1988, p.238) states that the continuous or progressive form of the present perfect has a similar meaning as the simple one, because it expresses the action that happened in indefinite past and it is relevant to a present time zone, but the main features of the progressive aspect are duration and a regard to the process. As Parrot (2000, p.159) claims, the principle of the structure is based on the use of the present perfect of an auxiliary *be* (*has* or *have* followed by *been*) and an *-ing* form that is the present participle of a main verb, e.g. *Your eyes are red, have you been crying?* or *We have been looking for you.*, etc. Contracted forms (*'s* and *'ve*) can be also used. The principles of the question and the negative form are equal to the present perfect simple ones, keeping the rules of a verb *have* (e.g. *Have you been learning? I haven't been learning.*)

⁴ Preteritum, perfektum and plusquamperfektum are Latin expressions used in Czech grammar.

According to Dušková (1988, p.239), atelic verbs are used in the simple perfect form without other determination very rarely, so forms like *I have walked, I have played, It has rained, etc.* require some complementary information, such as *I have walked a long way* or they should be incorporated into a series of actions such as *I've hiked, I've climbed and I've ridden on horseback*. Progressive forms can be used bare, so it is common to say *I've been playing*.

On the other hand Dušková (1988, p.240) claims that telic verbs use the progressive form mainly when they relate to a repeated action. Telic verbs, especially those relating to the moment of the utterance, used with time expressions such as *for some time*, appear in the present perfect simple only in a negative form (e.g. *he hasn't come here for some time*, but *he has been coming here for some time*). Conversely the negative progressive form is very rare (*it has been raining for a week* but *it hasn't rained for a week*). Expressions like *since then* can be used with both positive and negative forms - *Since my illness I have given up smoking*.

Another structure that can be associated with the present perfect is the passive. Quirk et al. (1985, p.159) state that the passive voice uses a structure with an auxiliary *be* in the present perfect form (*have been, has been*) plus the past participle form of the main verb, like in "*he has been kissed*". Except the simple form also progressive or continuous aspect can be used with the passive, like in "*he has been being kissed*". In these cases as well as in the active voice the question and the negative form keep the rules associated with an auxiliary verb *have*, it means *have not* or *has not* and their short forms are used for the negative statements and a changed word-order for questions.

Concerning the passive, Dušková (1988, p.252) points out to the differences between Czech and English in the use of ditransitive verbs with direct and indirect object, because they have dual passive construction, where both objects can become subjects of the sentence, which is impossible in Czech: *we have been granted our request* or *our request has been granted us*. Regarding this subject, Dušková (1988, p.252) also highlights the use of transitive verbs that link with adverbials and prepositions, where the word order can seem very unusual to Czech learners, like in the following examples: *inefficiency has been done away with, his conduct hasn't been put up with, your remark has not been lost sight of, etc.*, because prepositions are not used at the end of the clause in Czech as well as a direct object as a subject of a sentence.

3.2 The meaning of the present perfect

Quirk et al. (1985, p.190) claim that the present perfect or perfective aspect is an indication of *anterior time* or time that precedes any time orientation that is expressed by tense, sentence elements or parts of the context.

According to Parrot (2000, p.186) the present perfect tense is used in reference to completed events, states and actions that happened in the past but in an unfinished period of time, like for instance *today, this week, this year* etc. or it is implied for example by a period of life of someone (e.g. *I've never been to Japan.*), whereas the simple past refers to what happened in finished periods of time, like *yesterday, last week, last year* etc.

Similarly Quirk et al. (1985, p.192) state that the meaning of the present perfect can be divided into “*state, event and habitual meaning*”, while state leading up to present coincides with the use of state past of the simple past tense, but unlike the past, the state continues at least to the present. Indefinite events happen in a period of time leading up to the present and can be considered equal to event past, but unlike the past time the questions are rather indefinite, the time is not determined. Habitual meaning refers to a habit or recurrent event in a period leading up to the present and it corresponds to the habitual past, but identified period continues up to present.

To clarify the ideas above, Quirk et al. (1985, p.192) state the following overview with examples:

- 1) State leading up to the present
 - *That building has been here for ages.*
 - *Have you known my brother for long?*
- 2) Indefinite event(s) in a period leading up to the present
 - *Have you (ever) been to Japan?*
 - *All our children have had chickenpox.*
- 3) Habit (e.g. recurrent event) in a period leading up to the present
 - *Mrs Jackson has played in this orchestra ever since she was a girl.*
 - *This town has suffered from disastrous earthquakes throughout its history.*

Quirk et al. (1985, p.193) state the possibilities of the indefinite past meaning. When the statement refers to a single event in the past (point 2 above), there are three possibilities that

the present perfect is associated with. Firstly, the relevant time zone leads to the present. Secondly, there is a recent event and thirdly, the action results at present.

In the first case the choice between the past and the present perfect depends on the speaker's awareness of *an implicit time zone* that has not finished yet. The following examples will help to understand: "Have you seen the Javanese Art Exhibition? [yet] or Did you see Javanese Art Exhibition? [when it was here]". In the first case the Exhibition still continues, but in the second one it has finished. The second case of use is in recent events or with the news, like in these examples. "Have you heard the news?/Did you hear the news? *The president has resigned.*" In the last one the present perfect implies to the present state as the result of the action like in the following sentences: *The apples have all been eaten.* [there are none left now], *My dad has recovered from his illness.* [he is better now], *Have any of your friends arrived?* [are any friends here now?]. Even though both resulting and recency connotations can be used without adverbials, they do often appear with them: *The plane has just landed.*, *I've already told Jim about the celebration.*, *Have the parents come home yet?*

Similarly Hais (1991, p.137) claims different cases of the use based on the definiteness of the time of the process, but also according to its finality. The division is following:

- 1) The time of the process as well as its end is not determined, nevertheless the present consequence is obvious, e.g. *Have you had your dinner? I have left it at home.*
- 2) The time of the process is determined by adverbials including present, i.e. the time has not finished yet (*never, today, etc.*).
- 3) The action has just finished – Hais (1991, p.138) calls it "*exclusive present*" and claims that an adverb *just* can often occur in statements like *I've just finished reading a book.*
- 4) The process started in the past and has not finished yet – Hais (1991, p.138) states it as "*inclusive present*" that often refers to repeated actions and is mostly used with verbs that do not use continuous form. Prepositions like *for* and *since*, referring to the length and start of the process, often occur here, as well as adjective *last*, pronoun *this* and adverb *now* that can complement *for* (e.g. *I have known him since Christmas/ for three years/ for the last three years/ etc.*)

Some adverbials are used with the simple past, some with the present participle and some with both. Quirk et al. (1985, p.195) state following:

- 1) Adverbials used with the past tense

I met him

- yesterday (evening)
- a week ago
- earlier this week
- last Monday
- the other day
- at four a clock
- in the morning
- on Tuesday

2) Adverbials used with the present perfect

I haven't seen him

- up to now
- since Monday
- since I met you
- so far
- hit herto (formal)

3) Adverbials used with both

I saw / I have seen him

- today
- this month
- this year
- recently
- before
- this June
- once
- already

Dušková (1988, p. 222) states the list of the following time expressions that are usually combined with verbs in the present perfect, those in bold are the most common (in British English) :

- **already**
- **yet** (in a question)
- **just**
- before
- never
- ever
- always
- often
- once
- many/four/...times
- **now**

Dušková (1988, p.224) adds that *ever, always, often, once, many times* etc. can deal with a specific period in the past and in that case the past tense verb form is used. Also time expressions, containing past as well as present, like *today, this week, this morning* and so on and terms that answer the question *how long?* (e.g. *for an hour, for two days, all my life, etc.*) are used in both the past tense and the present perfect, while the past is used if it refers to the past period of time. Dealing with a question *how long?* Dušková (1988, p.240) points out that in some cases both simple and continuous forms of the present perfect are possible (e.g. *she has been taking/ has taken pills for a long time*), but sometimes only progressive aspect can

be used (*She has been reading the book for a week.* not ~~*She has read the book for a week.*~~). *Recently* and *lately* are more common with the present perfect, because they mark a period of time close to present. Adjectives *past* and *last* can also be used with the present perfect if they refer to a time associated with present, like in this example: *In the last decade a new technical revolution has taken place.* (Fraser, p.25 in Dušková, 1988, p.224) *V posledním desetiletí došlo k nové technické revoluci.*

In addition Dušková (1988, p.224) states that the subordinate time clauses can use the present perfect to express repeated action or relation to future (examples 8 and 9 in 3.4).

3.3 Difficulties with the present perfect

Parrot (2000, p.106) claims that the present perfect tense causes problems to learners because the utterance in present perfect refers both to events that are translated into the past tense and into the present tense.

Quirk at al. (1985, p. 189) state that the most problematic in English is to choose between the simple past and the present perfect, because the meaning between tense and aspect overlap, as shown in the following examples: the simple past used in “*John lived in Paris for ten years.*” and the present perfect in “*John has lived in Paris for ten years*”. Both affairs happened before the present moment, but the first one has finished and the second one has not finished yet and it can continue to future. The second case is defined as the past time with “current relevance”.

Within this context Parrot (2000, p.187) claims that present perfect simple, unlike the simple past, refers to completed events, state and actions in the past but in an unfinished period of time, and to avoid learners’ errors Parrot states the “rules of thumb” and claims that it is necessary to be very cautious of such simplified examples, like following:

The present perfect is used (Parrot, 2000, p.187):

- for past that is more recent than the past expressed by the past simple tense – explained inconveniently, because it is not always true: *I’ve lived through two world wars.* is not more recent than *I saw him a minute ago.*
- for events with present relevance or that are connected with present – it is confusing, because every utterance has present relevance independent on the chosen tense.

- with adverbs like *just, already, yet, ever* and *before* – it is wrong, because they can be used also with other kinds of tenses.
- in texts used in news reports or personal biographies – it is wrong, because the choice of tense depends on the period of time, that can be finished or unfinished and this fact can be stated in the text or understood from the context.
- when referring to completed events, states and actions without time specification – it can be helpful sometimes, but the main feature, which is unfinished period of time, is omitted.

Parrot (2000, p.188) states news reports and biographies as an example of materials appropriate for comparison of the simple past and the present perfect, because they can be valuable aids that help students to identify the differences.

Similarly Dušková (1988, p.221) deals with the differences between the two structures and states that the past and the present perfect can be used in two ostensibly identical sentences as in the following examples: *You look worried, what has happened?* or *You look worried, what happened?* In the first case the speaker has no idea, what caused a worried look of the communicative partner, but in the second one he knows about a past event, where the other one participated, like an office meeting etc. and guesses that something unpleasant happened during it. There can be a case when both utterances point to the same action and reflect the same time orientation of the speaker, but there are again differences. If the answer to the question *Where's Jane?* is *She's gone to the cinema.*, the speaker is interested in the result of the action. On the other hand if the answer is *She went to the cinema*, the interest is paid to the time, when she left.

In this context it is to be said that according to Quirk et al. (1985, p.192) the “past with current relevance” is not always an ideal description of the present perfect tense, because it is valid only in some cases, where both the present perfect and the simple past can be used, but they are not interchangeable, because the present perfect relates the action closer to the present time. These cases are more or less exceptionable. If a speaker wants to find his purse, he can ask in two ways:

- 1) *Where did you put my purse?* - a speaker asks the listener about a past action.
- 2) *Where have you put my purse?* - a speaker is interested in the place, where the purse is at the moment of the utterance.

After the biggest problem of the learners that deals with the choice between the use of the present perfect simple and the past simple, Parrot (2000, p.183) places a difficulty to choose between the present perfect simple and continuous. There are helpful rules, but not all of them are valid for all cases:

1. The present perfect simple is used to describe a recently finished activity, but not in each case, e.g. *I've read 'Crime and Punishment'*. (I read it when I was at school).
2. The present perfect continuous is used to describe an activity recently stopped, e.g. *I've been reading 'Crime and Punishment'*.
3. The present perfect simple can describe a repeated or extended action, but not in any case, e.g. *Your wife has rung*. – it could be only once and only shortly.
4. When the present perfect continuous is used, it informs that the event is repeated or extended, e.g. *Your wife has been ringing*.
5. For description of general biographical, historical and circumstantial detail the present perfect simple is used instead of the continuous.

The information above implies that the present perfect simple is used for finished events, events located in unfinished period of time and for events that may be part of general biographical, historical or circumstantial detail. Events that have only recently finished or took place over an extended period of time are more often expressed by the present perfect continuous, but some of them also by the present perfect simple (Parrot, 2000, p.190).

Another difficulty of learners stated by Parrot (2000, p.183) is coping with a form, that differs from learners' mother tongue and deals mainly with question and negative forms, irregular verbs and spelling of both regular and irregular forms. Simplification can also cause problems and it is usually inflicted by the negative interference of L1 (Parrot, 2000, p.192).

Teaching and learning the present perfect can cause a lot of difficulties for following reasons that Dušková (2012, p.214) states:

1. The use of a compound form of a verb – to realize that auxiliary *have* and the main verb are not translated separately, even sometimes it is possible (e.g. *I have washed my car* – *mám umyté auto/umyl jsem...*) and to have on mind that a simple verb phrase in Czech uses a complex verb phrase consisting of two or more words in a verb construction or a predicate in English (*Tom přišel* – *Tom has come*; *Jana nepřišla* – *Jane has not come*). Irregular verbs can also cause some troubles.
2. A fixed word order – changing it can lead to misunderstanding.

3. The present perfect can refer to present (today, these days, at present) or indefinite past (always, already, yet, just, never), as Dušková (2012, p.223) claims. Sometimes it can be difficult for a learner to decide between the present, the past or the present perfect.
4. A different temporal system in English and in Czech (2012, p.217) – the Czech language uses only one tense for each time sphere (past, present and future) and this verb form can be further modified into two different forms via Czech aspect or *vid* that enables the same verb to express the finality of the action, as Sochorová (2009, p.89) claims. Therefore there can be recognized perfective and imperfective verbs. English on the other hand uses three main tenses – the past, the present and the future in contrast with present perfect, past perfect and future perfect, and all of them use two forms, thus the present perfect tense can be simple or continuous. The categories mentioned later (perfective, simple and progressive) are a matter of English aspect⁵.
5. Passive voice can cause problems because of the differences between Czech and English passive construction. Dušková (2012, p.249) points out that English passive is similar to Czech compound passive construction, but Czech can also use reflexive passive, unlike English. As another difference and difficulty Dušková (2012, p.252) considers English dual passive constructions, already mentioned in the text.

The differences mentioned above can lead to incorrect sentence structures, the speakers can have troubles to understand each other and the utterances can be inaccurate or even confusing. According to Parrot (2000, p.183) to avoid the errors in the use of different tenses, the younger learners prefer the rules of thumb, while the older and more experienced ones prioritize a chance to explore how and where the different tenses and structures are used. To master the structure they need enough opportunities to study and practise.

⁵ Oxford dictionary (online, 22.7. 2015) defines English aspect as following: There are three aspects in English, the progressive aspect (expressing duration, typically using the auxiliary verb *be* with a form in *-ing*, as in *I was reading a book*), the perfective (expressing completed action, typically using the auxiliary verb *have* with a past participle, as in *I have read the book*), and unmarked aspect (as in *he reads books*).

3.4 The English present perfect and its possible translations into Czech

As the Czech language does not have any grammatical form equal to the English present perfect, Dušková (1988, p. 220-232) states following examples of the English present perfect and their Czech translations, which are usually comparable to the English past simple:

1. *These views have aroused considerable interest.* (J. M. Smith, 1961, p. 160 in Dušková, 1988, p.221) *Tyto názory vzbudily značný zájem.* This example shows indefinite past time, which is translated into Czech by the simple past.
2. *John has had a motor accident. Jan měl dopravní nehodu.* In English it is clear that it has not been long since the time of the accident and that there are some results to the present, while the Czech translation does not give any information about it. A similar case that is common with telic verbs, is shown in the following example: *Have you got a piece of sticking plaster? I ve cut myself. Nemáš kousek náplasti? Řízl jsem se.*
3. *Have you seen the exhibition in the City Gallery? Viděl jsi výstavu v Městské galerii?* – a similar case to the second example – English utterance clearly gives information that the Exhibition is still there, but in Czech it can be now or it could have finished in the past.
4. *Chaucer had great powers of observation. Chaucer měl velké pozorovací schopnosti. Chaucer has been called the father of English poetry. Chaucer byl nazván otcem anglického básnictví.* – in these two cases can be seen, that even an utterance about the people, who died in the past can be said in the present perfect (the second example), if it contains an information that is valid beyond the period of their life. The first sentence carries information regarding only the time of his life, so the past simple is used. Czech language uses the past for both cases. The second example shows the passive voice in both languages.
5. *I ve read, I ve listened to the radio, I ve watched television, etc.* (Allen 1966, p.203 in Dušková, 1988, p.222) *Četl jsem, poslouchal jsem rádio, díval jsem se na televizi, apod.* – in these cases the English language prefers the present perfect to the past, because the actions express various opportunities, interactivity and they do not refer to time sequence of the past actions or the time, when it happened, while Czech would use the same translation for both the present perfect and the past.

6. *I've **already** eaten. Už jsem jedl.; They've **just** turned the corner.* (Lynne p.137 in Dušková 1988, p.223) *Právě **zašli** za roh. You **haven't** told him yet.* (Osborne, Look back 27, in Dušková 1988, p.223) *Ještě **jsem** mu to **neřekla**. I've **finished** now.* (Green 17, in Dušková 1988, p.223) *Už **jsem** skončil.* All four statements are typical examples of the use of the present perfect in British English, because of the use of adverbials (bold). The Czech translation is in the past. An adverbial *just* has another meaning – *only* – in this case it is used with the past simple too.
7. *I **have** played tennis on Sunday(s). **Hrál** (**hrával**) jsem tenis v neděli.* Sometimes can the time expression refer to an exact time in the past and if the action repeated, the present perfect replaces the past, as shown in the example. Czech translation can use two verb forms, the second one (in brackets) expresses the repetition.
8. *I **have** usually stayed with my aunt when I **have** been in Prague. Když jsem **byl** v Praze, obvykle jsem **byl** u tety.* In this case the English sentence clearly says that a speaker has visited his aunt in Prague several times, even if the adverbial *usually* was omitted. In Czech it could be expressed by a different form of a verb *be* – *býval* instead of *byl*, but *byl* accompanied by adverbial is more common. If the past tense was used in English, it would refer to the fact that the speaker was there only once.
9. *Let me go. – Not until you've apologized for being nasty to everyone.* (Osborn, Look Back, 23, in Dušková, 1988, p.224) *Pust' mě. – Nepustím, dokud se **neomluvíš**, žes byl na všechny tak ošklivý.* This is an example that can cause problems to Czech learners, because it shows the present perfect referring to future, so the Czech translation is in the future tense. Another difference is the use of the positive verb form in English and negative verb form in Czech.
10. *We all realize that the time we **have** undertaken is very exciting and will require a great deal of effort. Všichni jsme si uvědomili, že úkol, který jsme na sebe **vzali** je velmi náročný a bude vyžadovat mnoho úsilí.* In some complex sentences we can meet with several verbs, each relating to a different time (past, present, future) like in this example. In English the verb itself can express time sequence by its form, like the present perfect in the subordinate clause *we have undertaken* that refers to the preceding past action. In Czech the simple past is used.

4 Teaching the present perfect

Kantorová (2010 b, p.9) states that teaching methods are the basis of the teacher's tools that enable to shape the learners in the sphere of knowledge, behaviour and attitudes and if they are efficient, it leads to satisfactory results and pleasant feelings on both sides. The teaching methods have gradually developed and various aspects have influenced their classifications. Some are built mainly on the teacher's and consequently the learners' activity, some other ones prefer didactic aspects, others psychological, logical or procedural facet and some the organisational one. The theoretical background offers a teacher a set of tools that should be carefully and well combined to work efficiently.

4.1 Grammar teaching methods

Thornbury (1999, p.21) states several examples of methods with different emphasises on teaching grammar. The heaviest emphasise on grammar is in "**Grammar-Translation**", where the lesson begins by introducing the rule, it is followed by exercises based on translation from mother tongue to English and vice versa. Krashen (1982, p.127) states four main activities involved there: Explanation of the rules with examples, bilingual list of vocabulary, reading selection and exercises to practise both grammar and vocabulary. Students are taught and given instructions in their mother tongue.

Another method is "**Cognitive-code**" stated by Krashen (1982, p.132). Unlike the grammar-translation the cognitive code helps to develop all four skills, so writing and reading is complemented by speaking and listening and competence is preferred to performance, even though it is conscious knowledge. The target language is preferred.

Another one is "**Direct Method**" which, as Thornbury (1999, p.21) claims, focuses mainly on oral skills and acquisition of grammar naturally, in the same way as little children acquire their mother tongue. Krashen (1982, p.135) adds that it is the basis to different approaches.

Direct Method was followed by "**Audiolingualism**" built on a behaviourist theory, where learning is based on the pattern-practice drill, as Thornbury (1999, p.21) claims. Krashen (1982, p.129) states that a typical lesson starts with a dialog using new vocabulary and grammar and students are expected to imitate and eventually memorize it. Repeating the structure is supposed to lead to learning it, because drill leads to strengthening of the habits and thus to creating the pattern automatic.

Then Thornbury (1999, p.21) states the “**Natural Approach**” as well based on conditions of the first language acquisition. The learners are exposed to a comprehensible input that is in time converted into output due to the innate process. Krashen (1982, p.137) states following principles of this method: time is devoted to input, a teacher speaks only the target language, while students can use both L1 and L2. If they use L2, their errors are not corrected until the end of communication. Homework contains formal grammar work and it is corrected. The goals are semantic, so learners can express their ideas, perform tasks and solve problems. This method completely desisted from any emphasise on teaching grammar.

Another method stated by Thornbury (1999, p.22) is “**Communicative Language Teaching (CLT)**”. Grammar is the main part of the syllabus, but the structures are hidden in functional communicative topics instead of formal grammar instructions.

Krashen (1982, p.140) states another unique method called “**Total Physical Response**” (TPR). The basis is giving commands by the lecturer and their obeying by learners. Listening covers majority of the lessons but the other skills are not supported enough.

To sum up, as Thornbury (1999, p.23) states, some methods reject grammar instructions, like the “Direct Method” or the “Natural approach” and they prefer the process similar to the first language acquisition. The others represent more intellectual process and accept conscious learning of the rules, such as “Grammar-Translation”. Today’s grammar teaching can mean different things to different people. Grammar now deals more with intelligibility than accuracy, what enables learners to communicate and tries to prevent them from being frustrated, and the approaches have still been developing. The teaching process can involve bits of any approaches stated above, according to the needs, personalities and the topics.

4.2 Principles of presentation of the grammar rules with respect to the present perfect

As Thornbury (1999, p.22) claims, the methods, where the rules are explicitly defined, can use different procedures, how to let the learner get to the rules. The first way is a *deductive approach*, where the rules are simply introduced to the learner, like in Grammar-Translation, the other is *inductive approach*, where some examples of a grammar structure (e.g. the present perfect) are presented to the learners, who study them and work out the rules themselves. The second one is typical for CLT.

4.2.1 Deductive approach

Thornbury (1999, p.29) states that this method starts with a presentation of the rule and is followed by examples. This approach is usually associated with grammar-translation. An example of a textbook presenting the rule in mother tongue is the Peprník's textbook (1984, p.90-91), organised in following order: first there is described the structure of the sentence, full and short forms of auxiliary *have* and situations, where the present perfect is used. Then there are introduced adverbials that are commonly used with it. It is followed by exercises. Nevertheless Thornbury (1999, p.29) criticises the use of the mother tongue in the class and textbooks, because the learners are given less opportunity to practise the target language.

Thornbury (1999, p.30) draws attention to the fact that deductive approach does not necessarily have to be associated with translation, because many books offer simple explanation of grammar in English, using clear overview in a table, sometimes supplemented by pictures and followed by gap-filling exercises with a clear example at the beginning, so that the learners can easily understand the task. Krashen (1982, p.113) states that cognitive-code teaching is another typical method, where deductive approach is used.

A rule driven lesson has its advantages as well as disadvantages and Thornbury (1999, p.30) states following negatives: A lesson starting with a grammar presentation can discourage some students, if they lack sufficient metalanguage (the young learners, but these are not usually taught the present perfect) or they do not understand the concept. Another is the fact that this approach usually promotes a teacher-fronted method, using knowledge transmission, where students are rarely actively involved. Then that the rules are not so well memorable, when they are first explained by a teacher, as when the students discover them themselves, and such approach leads to awareness that learning a language means only knowing the rules.

The positives, on the other hand, can be according to Thornbury (1999, p.30) seen in straight getting to the point that saves time and allows more time for practice and application, then the respect to intelligence and maturity of older students plus acknowledgement of the role of cognitive process when acquiring the language, as well as confirming attitude to expectations of students, who prefer an analytical learning style. What is more, the teacher can deal with the grammar details immediately, when they come to mind, without any previous preparation.

Thornbury (1999, p.32) states that the quality of the rules plays an important role and it is necessary to distinguish between the *descriptive rule*, used by the linguist to describe the

regularities of the grammar, and *pedagogic rule*, used by the teacher explaining grammar to learners. Thornbury (1999, p.32) states six criteria that make a rule a good rule, defined by Michael Swan, an author of English textbooks. They are following: truth, limitation, clarity, simplicity, familiarity and relevance. Besides a teacher must always have in mind that the explanation is divided into two stages, *the rule of form* that explains the structure and *the rule of use*, explaining typical examples in different situations, while the form is explained first.

4.2.2 Inductive approach

As Thornbury (1999, p.49) states, the *deductive* or *rule-driven* approach has its opposite, the *inductive approach* or the *rule-discovery* way. Krashen (1982, p.113) states that induction means learning through experience and it is considered a natural path to learning. This method makes the student discover regularities and work out the rules himself. Thornbury (1999, p.49) adds that this method creates the basis of experiential methods, like the Direct Method and the Natural Approach, which nevertheless differ from each other in the way and frequency of teacher's intervention as well as in organization of the input.

Thornbury (1999, p.54) specifies pros and cons of an inductive approach. The advantages are following: The discovered rules are more likely to fit learner's actual mental structures, so they seem more meaningful, serviceable and memorable. A better ability to remember is also caused by a higher level of mental effort invested into discovering the rules or by a greater degree of cognitive depth. Another positive fact is that the learners are not only passive participants of the educational process, but they are actively involved and learning means a challenge based on pattern-recognition and problem-solving, what serves as a motivation factor. Problem-solving enables cooperation between the learners and thus an opportunity to communicate in English and practise the language in real situations. The last but not least is the fact that when the learners work out for themselves, they are trained to become self-reliant and independent.

On the other hand, according to Thornbury (1999, p.55) the disadvantages include longer time and energy spent on discovering the rules, what can lead to a misconception that the rules are more important in language learning than a means. Also the time spent on rules can be at the expense of time that could be used for practice instead. Then, if there is not enough feedback, the learners can discover wrong or partial rules and it can lead to errors, or the formulation of simple rules can be uselessly complicated. Moreover there are much heavier demands placed on the teacher's planning the lesson and data organization.

In conclusion Thornbury (1999, p.55) states that the results of the research comparing the benefits of both approaches have been inconclusive, because some matters should be given while some others are better to be discovered by learners. Krashen (1982, p.113) claims that the most important thing about both kinds of learning is “learning” itself and none of them is directly related to subconscious acquisition of the language, even if inductive learning has some similar features to acquisition and in some literature it can be confused with it by mistake. Thornbury (1999, p.55) claims that according to surveys, more learners prefer deductive presentation, but teaching practice shows that there is less resistance among the learners, who are exposed to inductive approaches and natural input means invaluable tool in self-directed learning that should be developed in the classroom.

Within the field of different approaches Ur (1996, p.257) deals with effectiveness of learning in different ages and claims that the research has shown that the older school children learn grammar and acquire the language faster and in a wider range than younger learners, because their success is dependent on their cognitive ability, which increases with age till the adolescence. Therefore an *overt* approach associated with openly introduced grammar rules and its terminology can take place in the case of teaching the present perfect, because as Šimíčková (2005, p.101) claims, the level of mental development lets them abstract thinking, so they are able to understand the explicit grammar rules.

4.3 Principles of grammar teaching and organization of work

Thornbury (1999, p.25) states two important rules associated with teaching grammar, they are the *E-Factor* and the *A-factor*.

The former means *Efficiency*, which can be divided into three components: *economy*, *ease* and *efficacy*. To explain it, the grammar teaching should be maximally efficient. It should be economical, because the time for teaching grammar is limited, so presenting should take as short as possible. The ease factor means that the activities should be easy to set up – the teacher should not invest much time to prepare it but teaching materials should make learners work. Efficacy is not easy to evaluate, but nevertheless the teacher should provide optimal conditions that make learners pay attention and understand plus the presentation should be memorable. On top of that all should be complemented by both internal and external motivation of learners (Thornbury, 1999, p.26).

The latter Thornbury (1999, p.26) calls *Appropriacy*, which deals with the differences between individuals and between the classes and a teacher must be aware of the fact that the same activities work differently with different learners. Thornbury (1999, p.27) states some factors determining appropriacy: their age, level, the size of group, the constitution of the group, their needs, interests, cultural factors etc. Younger learners are generally better at picking up language implicitly than learning the explicit rules, while adults prefer activities involving analysis and memorising. Among CLT values there is placed *learner-centredness* that means that learners are more responsible and involved in the learning process through discovery learning activities or through group work, then a believe that meaning is more important than form or in other words *relaxed attitude to accuracy*. Thornbury (1999, p.27) adds that the teacher should be both adventurous and critical and should choose the right combination of methods.

Ur (1988, p.6) suggests a general framework for the organization of the teacher's work that is divided into four stages: *presentation*, then *isolation and explanation*, *practice* and *test*.

4.3.1 New input

The first point that Ur (1988, p.7) lists is *presentation*. It represents introducing the new input, in this case the present perfect. Ur states that it can be presented at the beginning of the lesson in a form of a text, containing the present perfect and the learners should be made to perceive both the structure and the meaning. By speaking and writing activities they should store this new information into short-term memory. The introductory text can be very short, such as a dialog, a short story or only several independent sentences, but it should be a clear model to introduce new input and to make bases for follow-up exercises and practice (answering questions, dialogs, reading, filling the gaps etc.) There should be clearly seen the structure of the present perfect and it should be used in situations typical for the use of this structure.

It can be done as in the example of an inductive approach (even not pure, because it is complemented by some deductive elements), created by Soars J. and L. (2012, p.55), who introduce the present perfect as following:

To warm up, there is a "starter" that serves as a revision of the forms of the past participle of irregular and regular verbs that are then used in the text. The verbs are placed in a table in the textbook, the teacher can do this exercise orally with the students sitting in their desks or they can take turns and write the words on the blackboard or compete in pairs or groups, who

would write down all the correct forms first and then check the results together. After that there is placed a pre-activity, for example listening to a text, supplemented by pictures, plus answering some questions in the past and the present tense. Then the learners read a short introductory text, where the present perfect is used. For comparison they are also given a text in the past tense, so that they can see the differences in the use and the structure of both tenses. The learners then answer some questions placed after reading the text, some of which are in the present perfect and some in the past tense, etc. A teacher is involved in cooperation, whenever it is necessary, teacher's encouragement or help, like some explanation or other examples on the blackboard, are essential.

Ur (1988, p.7) defines another point as *isolation and explanation* that means steps that leave the context and temporarily concentrate mainly on the grammar – the principles of the structure, the sound, full and short forms and the rules of the use. The main aim of this procedure is to make the learners understand. The learners' abilities and the level of their knowledge lead the teacher's decision, whether to explain the task in their mother tongue or in English or both and it also influences the length of time dedicated to this work.

To go back to the example above, Soars J. and L. (2012, p.55) place a table of "Grammar spot" after the text. This task makes learners think about the structure and contributes to create the definition. Learners are forced to realize why in some sentences the present perfect structure is used while the past tense is used in the others. Then they identify the meaning of *for* and *since* and discover its use. The task is provided also by an audio-recording, so that the students can check the pronunciation and intonation, while listening. This task is advised to be done in pairs first, to allow the learners work independently of the teacher and then, as a feedback, the answers should be checked by the teacher too.

After that the learners follow the grammar reference (Soars 2012, p.151-152), where the structure and use is described in details. The explanation can be done in English or in both English and Czech, it depends on the kind of a chosen textbook, so they are given also a clear overview of the grammar rules, which is good for them to check if they were right and it avoids fixing errors. A clear open description of the present perfect structure is provided here, so this procedure belongs mainly to an overt approach, which is probably more appropriate for teaching this structure of English as a second language. Because the learners are involved into both discovery and identification of the rules as well as they are presented to them, it is

obvious that the teaching or learning approaches do not have to work separately, and both deductive and inductive approach take place here.

Dealing with the organization, some teachers can hesitate, which approach is more convenient for teaching the present perfect, whether rule-driven learning or discovery learning is better for their students, so it is good to consider what pros and cons are associated with each process. Thornbury (1999, p.29) mentions both a *deductive* and an *inductive approach*, pointing to advantages and disadvantages of both methods, but as shown in the example above, there can be used their effective combinations.

4.3.2 Practising new grammar structure

Ur (1988, p. 7) states *practice* as the third step of grammar teaching and claims that it should consist of exercises done both at school and at home. The aim of practice activities is to absorb the principles of the present perfect and to transfer knowledge from short-term to long-term memory. The variety of exercises should let the learners practise the task in all aspects of the language, so they should have an opportunity to use the new structure in listening, speaking, reading as well as writing, to train both receptive and productive skills. Ur (1988, p.10) places this point on the first place of importance among the four ones that she states.

As well Thornbury (1988, p.91) points out to the importance of practice, because it leads the learners to the use of the language. Teachers work with learners, who are fast and fluent in their speech, but also with those, whose English is unintelligible, full of errors, and also some others, who can have problems with interaction, even if their language is errors free. So the main purpose of practice activities is creating a “happy balance” where the learners can improve their output and at the same time they are able to use automatically a language applicable in a normal communicative situation.

Within this context Harmer (2007, p.86) states controlled practice, because students practise the language mainly by repetition, using the new words and structures over and over, but their output should be controlled and their mistakes corrected to avoid formation of fixed errors. It is important to reuse the learnt structures in practice, so reading, listening, speaking and writing tasks containing the learnt structure should take place in the lesson, so that the learners have an opportunity for their recurring use. If repetition is not necessary, cue response drills, based on teachers’ questions and students’ answers, can take place.

Harmer (2007, p.87) claims that with the students of higher level also freer practice can take place, where the teacher activates the learners by some ideas or suggestions that direct their speech into some direction, where the structures that the teacher wants to control, are used (Harmer, 2007, p.87) and students use the second language in a more creative way.

To speak about the target of practice, Thornbury (1988, p.91) claims that there are two important objectives: *accuracy* and *fluency*, but also learners who are reasonably intelligible as well as fluent can face problems, because the number of meanings that they can express is rather limited. Therefore *restructure* is another objective that arises on mind, because the learners should be also able to reorganise their knowledge to make it more complex.

Thornbury (1988, p.92-93) summarises characteristics of practice activities that lead to improving of three objectives stated above. To improve accuracy, there are four important points: *attention to form*, *familiarity*, *thinking time* and *feedback*. The first one means that the learners should be motivated to pay attention to what they are saying, but mainly how they are saying it. Then they should be familiar with the language and they should have sufficient time for tasks and some form of correction of mistakes is also necessary.

According to Thornbury (1988, p.93) fluency is a skill that can be successfully achieved, if the practice activities have following characteristics: *attention to meaning*, *authenticity* – to simulate real situations, *communicative purpose* or a build-in need of interaction, *chunking* or short memorisable parts and *repetition*. Characteristics that have practice activities to support restructuring are *problematizing*, *push* and *scaffolding*. It is supposed that learners, who face the problem that they have to solve, are more motivated to reorganise their mental grammar condition. Then the activity should exert pressure on learners so that they are able to understand or produce more complex language than they ordinarily do. Scaffolding deals with enough support providing learners the security to take risks with the language – the new and the familiar should be in balance, so teachers do anything to carry on the conversation, they interact with learners, repeat, rephrase or expand, what the students are saying.

Harmer (2007, p.96) adds that very important part of practice is teacher's feedback in form of some positive comment said at the end, which is important to have in mind. Encouraging words like "*mmm, fantastic, good, well done*" should let the students know that they are doing well but on the other hand praise should not be overused and the students should know, what they are praised for, otherwise it loses its effectiveness.

The example of *presentation* followed by *isolation and explanation* in the example of Soars J. and L. (2012, p.55) offers also an example of practice exercises. They start with easy gap-filling, using *since* and *for* with time expressions. To memorise the structure of the present perfect, some matching exercises are placed then and the feedback is provided by listening at the end. This process is repeated in other exercises in the form of dialogs, reading and listening followed by answering questions. After that another structure is presented.

Any book can serve as a good support point for the teacher and class-work organization, but also other activities that are not dependent on the textbook, should be done. Ur (1988, p.17) states that the activities associated with practice should contain factors that contribute to learners' interest and activate them. These factors should be the basis for the task structure.

As an example Ur (1988, p.236-245) states the use of the present perfect to present current news for listening or reading activities, followed by speaking or writing, some mingling activities, discussions and others. Even that each of the following ideas concentrates on one of the four language skills, in fact they are interlinked and an idea for a listening task can become a pre-writing or pre-speaking etc. or more skills are practised together.

- Reading activities

Harmer (2007, p.98) states that learners meet with two kinds of reading: extensive, which is for pleasure and intensive, associated with the classroom work. The reading text for intensive reading can be any genre and topic and it can be taken from any written source, but what is important is detailed focus on the text during the lesson. Intensive reading focuses on the kind of text, information in the text and used vocabulary, but it can also concentrate on particular use of grammar, like the present perfect for instance. Dealing with reading text Harmer (2007, p.101) advises to choose texts, that the learners are engaged to and that correspond to learners' level. Another important thing is to match the task to the topic of the text, there should be some challenge for students to make their work interesting and there must be opportunities for feedback.

As an example, Ur (1988, p.236) advises so that the learners are given a pile of English newspaper, where the present perfect form is used. This material can serve as the base for reading comprehension, and thereafter for development of writing from brief headlines into whole sentences. First they are asked to find the examples of the present perfect structure. The teacher should draw their attention to differences between normal and journalist style,

pointing to different vocabulary and the differences between the two aspects, the present perfect used mainly in headlines and the past tense in details of following report. This activity can become an idea for creative written homework, where the learners, in the role of journalists, can write news involving the field of their interest.

Another example is *the right experience for job*, which is an idea for reading and speaking activity listed by Ur (1988, p.244). The learners get requirements for a job plus brief curriculum vitae of four people, who are the candidates for a job. The aim is to practise the present perfect to express past events with relevance to present. The teacher should explain difficult or unknown vocabulary and the students work as the whole class in small groups and discuss who they would chose or they can answer teacher's questions (*Have you/ Has John ever worked/ driven/ been to/ played/ ...? What have you/ has he done so far?* etc.). In written form they can write their recommendations, then read and compare etc.

- Speaking activities

Harmer (2007, p.123) states that speaking in the classroom plays very important role for three reasons, the first one means opportunities to use the language in situations that are similar to real ones in the safety of the classroom, secondly it is a feedback for both teacher and learners and finally all students have a chance to automate the use of the structures, they have learnt.

Ur (1988, p.236-243) defines most of the speaking activities as the oral brainstorm, because they are set in the way that enables the learners repeatedly use the same structure in different sentences. The teacher can use a number of activities that make students speak and use the present perfect structure in communication in form of questions and answers in pairs, groups or within the whole class.

The website *Busy Teacher* (2007) offers a number of mingling activities that are very popular, because except of speaking practice they let the learners move around the class and have fun. As an example can be considered worksheets for group-work, like (2007) "*The present perfect vs past simple practice questions*" – the learners mingle around the class with a paper, where questions are placed in a table, and try to find someone who gives a positive answer. The activity can be also called *bingo* – the aim is to find someone with a positive answer for each listed activity and the student who has all fields supplemented by name is a winner. During the process the teacher must ensure that the students accurately use the correct structure of the present perfect – an example can be written on the blackboard.

Ur (1988, p.237) recommends a similar activity *Find someone who...*, to practise the present perfect in questions and answer, with the use of *ever* and *never*. The needed materials are cards or slips of paper, each containing a task in the present perfect: e. g. “*Find someone who has been to Disneyland.*” At the beginning the teacher should explain the procedure that the learners are expected to do. First the learners are shown an example of how to make a question (e.g. *Have you ever been to Disneyland?*) and then they move around the class till they find someone who gives a positive answer (*Yes, I have.*). Then a statement is written on the blackboard – e.g. *Tom has been to Disneyland.* In case that nobody was found, a negative statement is written there, e.g. *No one has ever been to Disneyland.* When such kind of activities is being done, it is necessary to ensure that the learners are doing, what they are asked to do and that they use a correct form of the present perfect structure, both in a question and a short answer. By repeating the grammar structure in a set of questions, they memorise it without realizing that they do so. It should be followed by some check at the end, like a memory game, discussion or a writing task, containing questions like: *Has anyone ever...? Who has been...? or Has Jack ever been to...?* etc. that can work as a useful feedback.

Another speaking activity that Ur (1988, p.239) states is *What has/ hasn't happened*, where the learners can practise the use of the present perfect, when they describe, what has led to the present situation. This oral brainstorm can be used also for practice of *not yet*. The activity can be based on comparison of two pictures, but it can be also based on the changes in the town or country, where they live, e.g. activity called *Things have changed since then* (Ur, 1988, p.243) or it can be transformed into activities associated with their daily routine or “Do list” and they discuss what *they have already done or haven't done yet* etc. This task can be also done as a written one.

An interesting idea, to practise speaking or writing, is work with a series of exclamations, the activity that Ur (1988, p.239) calls *Oh!* The learners are given cards with a set of exclamations (*Oh! Great! Thank you! Sorry!* etc.) and try to guess, what has just happened, e.g. an expression *Oh!* might mean *She has just remembered something.* This task can be fun for the learners, but the teacher must ensure (by intonation, facial expressions or verbally) that the students understand the English meaning, because there can be some cultural differences. Another task on similar bases is *Accounting for moods*, where pictures of people, given to learners, show various moods, which learners identify with the teacher and then guess what has happened (Ur, 1988, p.240). Both tasks can also be done as a written activity or set for homework.

- Listening activities

Harmer (2007, p.133) states that listening plays an important role for learners, because the more they listen and understand, the more they absorb and therefore they improve their pronunciation and intonation and any listening training increases learners' chances to understand authentic speech, that can be face-to face, on television, radio, internet etc. As well as reading, listening can be divided into *extensive* and *intensive* one. Intensive listening focuses mainly on listening skills under teacher's control, because unlike live listening, the recorded texts miss interaction with the speaker. The main target of listening exercises is development of the listening skills – to recognise paralinguistic clues, find specific or general information, but some specific grammar structures used in the texts can be practised too.

Ur (1988, p.236), for example, states that a recent news broadcast can be a good material for listening comprehension with the use of the present perfect tense and it can also serve as a good pre-exercise for speaking activities. It requires some preparation in advance. The teacher should record the news, listen to it first and prepare the list of unknown vocabulary. First the learners should go through vocabulary, then listen to the broadcast and during the second and third listening they are expected to write down notes, where the present perfect appears. It is followed by checking the results and a discussion of the content. This activity can again motivate for homework, like creating a news bulletin of school or local current affairs. The audio recording can be also replaced by a video. Harmer (2007, p.136) adds that listening as well as other activities, should be well prepared and placed into sequences of the lesson, so that the whole lesson is well organised.

- Writing activities

Most of the oral exercises mentioned above are also suitable and recommended as writing tasks, while creativity of the teacher can lead to some changes in materials as well as topics. Even if most of the writing practice is recommended for homework (Ur, 1988, p.236-245), sometimes it can be done in the classroom, often as post-activities of reading or listening.

Harmer (2007, p.112) states that writing is an activity, that allows learners more time for language processing than any other so that they have an opportunity to think about the language. Writing can be divided into *writing-for-learning* and *writing-for-writing*. The former is used mainly for grammar practice, like when the students are asked to write a couple

of sentences using some exact grammar structure. The latter, on the other hand, focuses on development of writing skills – the genre, the organisation of the text, the style etc.

Ur (1988, p.243) states an example of writing-for-learning in an exercise practising the use of the present perfect or present perfect progressive, where the learners describe a past state or process with an extension to the present, using *since* or *for*. The students are first asked to write about six facts about themselves (e. g. *I am feeling tired.* or *I live in the Czech Republic., etc.*) and the teacher does the same on the blackboard. Then the teacher adds examples of sentences in the present perfect, describing how long, like *I have lived in Prague since 2012.* or *I have lived in Prague for three years.* This activity can continue for example as following: The students anonymously write the present perfect sentences about themselves on the slips of paper, which the teacher then puts on the pile on his desk and the learners can guess, who wrote each. It is followed by some feedback, for example the teacher can go through all the sentences and elicits the correct ones. It can be also done in an oral form in pairs or groups.

Harmer (2007, p.112) states that if the learners are asked to write a text where the present perfect structure is used in the form of a letter, an essay or a short story according to the topic and clues given by a teacher, they are involved in a writing-for-writing activity. It can be done at school or set for homework as well.

To sum up, there are four skills that should be developed to master the language and as the examples above show, the lesson should be well organised and all activities should be logically sequenced. None of the activities works totally separate from the others, concentrating only on development of one skill and the practised skills often overlap. Therefore, as Harmer (2007, p.165) claims, each lesson should be carefully planned, there should be some balance in the choice of materials and tasks, which should be associated with the topic of the lesson and the practice should relate to grammar as well as vocabulary.

4.3.3 Assessment and testing

As Thornburry (1999, p.150) claims, testing generally means feedback of educational process for both teacher and learner and it is also an encouraging item that makes learners learn. Many students pay interest to preparing for public examinations, therefore any regular tests help them to get familiar with methods and conditions of assessment, whether the tests are formal or informal. The tests can assess either their knowledge or the language use, but they differ

from each other, so the teacher must be aware of what should be tested. The test results should reflect learner's sufficient preparation and also classroom experience.

Ur (1988, p.9) defines "test" as the final step of the teaching process of grammar, actually the present perfect simple. This step is necessary to be done because it demonstrates both to the learners and the teacher, how well they have mastered the issue. It is a feedback necessary for further progress. It informs the teacher how other steps should be organized, if to move further or if other practice is required. Informal testing is done automatically and nearly unknowingly by teachers and learners during interaction in the lesson and in homework. Formal examinations that are mostly written and the learners do some revision, before they undergo them, serve both as a feedback and an evaluation of students' and pupils' work.

- Kinds of tests

Harmer (2007, p.166) explains that there are many kinds of tests associated with language learning and they are divided according to their use. *Placement tests*, for example, help to place the learners into classes or groups according to their level. *Progress tests* are used at various stages during a school year to find out, how the learners are getting on with the lesson or unit or grammar task, while *achievement* or *exit tests* are used at the end of a term, semester or a school year. Thornbury (199, p.141) claims that what is important about tests is their *validity* and *reliability* plus their effect on learners' motivation.

As well Krashen (1982, p.176) states that tests should have some quality and on the first place mentions "*instructional value*", because the selected test has a great effect on the class. If the learners know in advance what sort of test will be used, they are learning for the test and a teacher is supposed to teach for the test, not for more L2 acquisition. Therefore there should be chosen also tests which support students' communicative competences. Then it must be *reliable*, it means it should give the same results under different conditions, and *valid*, it means that what is supposed to be measured is really measured by the test. In addition Krashen (1982, p.183) states that testing experts recommend to insure that the tests are practical, economical, easy to score and to interpret and they claim that the appearance of the test or the *face validity* is also important. Both oral and written testing is possible.

Harmer (2007, p.168) states that a test can concentrate on testing of only one thing, it is *discrete-item testing*, or the learners are involved in more *integrative* language use. Another distinction is done between *direct* and *indirect* tests. Direct test items are usually integrative, the students are asked to write a letter, an answer to someone's advertisement, give

instructions etc. and these tests usually present some kind of activation. On the other hand indirect test items focus on the use of some grammar structures, so they are more related to the language construction.

The most common indirect tests are according to Harmer (2007, p.169) *multiple choice*, where the learners choose from given alternatives, then *fill-in and cloze* – the learners write words into gaps in a sentence or paragraph, where every *n*th (seventh, ninth, etc.) word is detected. Thornbury (1999, p.141) states that *gap-fill* or *fill-in* is relatively simple, because the number of spaces is usually equal to the number of words that belong there, so guessing of some words or phrases is also possible. These tests are easy to design as well as set and mark, so they are practical in use. Thornbury (1999, p.145) states examples of the present perfect tense testing: in multiple choice the sentences in the present perfect simple should be combined with appropriate adverbs from an offered range, in a cloze test the students are asked to fill-in correct verb forms.

Harmer (2007, p.169) states that probably the most difficult testing is *transformation*, where the students are asked to express some information in a different way, so it is dependent on their knowledge of vocabulary and grammar. In contrary direct tests are involved in activities that allow students some performance, they use the language to do something, for example give instructions for something, give a mini-presentation of something etc. Such testing can be included in writing, speaking as well as reading and listening.

Similarly Ur (1996, p.84) states a wide choice of tests for grammar assessment that enable learners to prove that they can understand and apply grammatical rules and divides them into two categories: tests with *close-ended* and tests with *open-ended* items. The former can be considered equal to indirect tests or discrete-item testing, which show that they know the grammar task if they think about it. The latter make students use phrases, sentences or passages that provide a reliable information on the learners' knowledge of grammar and ability of practical use of it, but they are more time-consuming and more difficult to assess.

Ur (1996, p. 85) states some examples of closed-ended tests: *dual choice* or *multiple-choice* – two or more items are offered to choose from into the space in a sentence, *guided gap-fills* – for example to test the present perfect a verb stated in infinitive should be used in a correct form, then *transformation* or *rewrite*, *matching* and *correcting mistakes*. Among open-ended test items Ur (1996, p.86) states *open-ended sentence completion*, where the beginning of the complex sentence is known and it should be completed. Then *sentence-composition* – for

example a task, where the students are asked to compose three sentences comparing the town in the picture now and fifty years ago, using the present perfect, e.g. *what has changed, has been built* etc. Then *translation*, which is relatively little-used technique, because the students are influenced to switch between English and mother tongue and a lot of mistakes appear.

Thornbury (1999, p.146) states oral performance tests separately and claims that these kinds of tests play an important role when the teacher needs to check, if the learners are able to integrate grammar task learnt in isolation into a functional language system. While discrete-items tests are based on controlled practice activities, performance tests are based on classroom production activities, involving role-plays, discussions, simulations or chats. Assessment is not as easy as in the case of discrete items.

Thornbury (1999, p.146) states an example of present perfect oral testing that is based on description of places and changes there in the present perfect tense. Students are tested in pairs, taking turns, while the rest of the class work on the writing task. Each student of the tested pair is given a picture and instructions plus time limit to prepare. Then each student describes the picture and after that they work out the changes. Assessment depends on following criteria: Fluency containing fluidity of speech and interaction, complexity focused on syntax and vocabulary and then accuracy, including pronunciation and grammar. Students get between one and five points for each evaluated element, so the total score of thirty is divided into ranges and marks are then drawn according to reached score of points.

4.3.4 Correction of mistakes and errors

Ur (1996, p.89) states that error correction can be generally divided into oral and written one. Written correction can be applied for example in homework, while oral in class interaction. A teacher should be careful and sensitive mainly when correcting someone verbally in a class, because it can cause negative effects on a criticised learner, so a teacher should do it in an encouraging way.

Harmer (2007, p.96) states three types of mistakes: *slips*, *errors* and *attempts*. Slips are mistakes that the learners can correct themselves, because they realize them, while errors need teacher's explanation. Attempts are mistakes done by learners who try to use structures that they have not learnt yet. A teacher should know, what kinds of mistakes learners do, because it influences the teacher's feedback and the way how the mistakes will be corrected.

Ur (1996, p.88) claims that error correction by a teacher has advantages as well as disadvantages and points out that it is important to decide, what should be a matter of corrective feedback and what should not. For example errors caused by *over-generalizing* L2 rules can naturally disappear if the correct structure is repeatedly used in interaction, so a teacher need not intervene. Thornbury (1999, p.114) calls them *developmental errors* and claims that they are natural also in acquisition of the mother tongue.

On the other hand Ur (1996, p.88) states that interference of the mother tongue can lead to fixed errors, therefore it should be corrected, so that the mistakes that the learners do, will not become permanent. It is necessary to make a student aware of what is incorrect and correct to avoid its recurrence. A mistake of one student can also be used as an example for the whole class to prevent its occurrence by the others later. It is also important for a teacher to be consistent, if a certain mistake is corrected in one lesson, it should not be disregarded next time. As Ur (1996, p.91) claims, learners can also correct each other, but they prefer teacher's correction to be sure that it is really right. It should be done publicly, because all class benefit from it and it should be supportive.

Thornbury (1999, p.115) states that students who are aware of grammar rules can avoid mistakes if they realise them, because they can do self-correction, like in a situation when a learner says "*I have speaked*" and a teacher asks *What have you done?*, so the learner corrects the utterance into *I have spoken*. It indicates that the learner knows the rule, but has not automated it well enough yet.

Krashen (1982, p.89) deals with the conscious learner's knowledge of the rules and states that a teacher should encourage optimal monitor use of the learners, because they should utilize their conscious rules to increase grammatical accuracy without interference in communication. Because the process to remember and apply conscious rules takes some time, the learners should decide whether monitor conscious rules or not, because in the case of speaking, for instance, the communication can break down. It usually takes place, when learners are writing, or when they talk about something, they are familiar with, so teachers can find out that students who can speak fluently but with some errors are able to write an error free essay.

It is important to say that it is not error correction, what usually leads to conscious knowledge, but acquisition of the language and therefore the teacher should not correct learners' errors in any case (eg. unmonitored speech). Also not all the rules should be monitored, sometimes it is

enough to concentrate on the use of new input like the present perfect verb forms (Krashen, 1982, p.92). Krashen (1982, p.105) adds that the ability of monitor use is very important, because it leads to self-correction of learners and therefore it improves their accuracy.

4.4 Classroom interaction, school equipment and teaching aids

4.4.1 Classroom interaction

Ur (1996, p.228) states four important factors associated with classroom interaction, they are following: *teacher questioning*, *group or pair work*, *individual work* and *blended learning*. Harmer (2007, p.40) states that regardless the arrangement of the classroom the learners can be organised during their work as whole class, groups or pairs, or they can work individually and class to class work is also possible.

- *Teacher questioning* is according to Ur (1996, p.228) the most often used way of learners' activation and it concerns *initiation*, *response* and *feedback*. Teacher's initiative utterances can be questions, commands or requests and their purpose is to provide a model of the language use, to check comprehension and knowledge, to warm learners up and to activate them and many other purposes. Teacher's questions can be *genuine* that give learners a chance to participate in authentic communication (*Have you finished? What has happened?*) or *display* questions that help students to demonstrate their knowledge. Harmer also (2007, p.38) claims that the length of teacher's (TTT) and student's (STT) talking time plays an important role and adds that the best lessons are those that maximize STT, although in appropriate moments the teacher can get involved in students' discussion etc., so the balance depends on teacher's experience and common sense.
- Ur (1996, p.233) states that *group work* and *pair work* are activities that are based on collaboration and are used in different situations and for different purposes. Pair work is easier, because it does not involve any changes in classroom arrangement and requires easier organization and control. It is more suitable for shorter tasks. According to Harmer (2007, p.43) group work involves more participants, therefore more ideas in discussions, it is suitable for team competitions and changing seats activates students. In both group and pair work the learners participate more actively in classroom activities, they can experiment with the language, cooperate on problem solving and have opportunities to be more independent.

- *Individual work* or *solo work*, as Harmer (2007, p.42) calls it, is the way of work that enables learners to work in their own speed, they can concentrate on their own needs and problems. Ur (1996, p.236) claims that technical materials like audio and video equipment, computer programmes, games and internet can be used as well as books, magazines etc. Individual work can take place at school or at home.
- *Whole-class* can be dynamic and motivating, as Harmer (2007, p. 43) claims, because the participants can have strong feeling of belonging to the team if everyone is treated as a member of the group. On the other hand there are fewer opportunities for discussion and individual contributions, because learners concentrate on the teacher, who speaks in front of the whole class. This way of interaction is useful for presenting new information, like the grammar task and controlled practice, like drill or repetition.
- *Class to class* work is not very common, but as Harmer (2007, p.43) states, it is a good idea to join two classes, even of different level, because older and more experienced learners feel motivated, when they can help someone and the lower-level learners are motivated as well, because they can cooperate with people with better knowledge of language than theirs. It can be difficult for organisation, but the lessons can be very interesting.

4.4.2 Blended learning

Ur (1996, p.239) states also *blended learning* which is a combination of conventional face-to-face interaction between a teacher and a student in a classroom, and an interaction between them when they are not together in one place. Another description refers to technical equipment that can be used within the lesson, then outside or instead of the lesson. Within the lesson there are used interactive whiteboards (IWB) or computers. Outside the lesson there can be provided asynchronous learning and teaching via email, Wiki, blog or LMS (Learning Management system). The last possibility is rather unusual, it is synchronous teaching and learning where special computer programs are used to enable teacher and learners interact.

4.4.3 School equipment and teaching aids

- The course-books

Ur (1996, p.197) states that a course-book can serve as the bases of the course and it can be used as the key material, but some teachers use it only as supplementary material and some do

not use it at all and prepare all the materials operatively according to the syllabus. The use of it has both advantages and disadvantages. Advantages can be seen in clear framework, it can be used as the syllabus of the course, the teacher does not have to look for texts and prepare the tasks for students, inexperienced teachers can use the guidance that provide useful support to them and the learners can work with it independently on the course or the teacher.

On the other hand disadvantages can be seen in inadequacy and irrelevance, because each class and student is different, everyone has different interests, so the book may not be convenient for everybody and it can soon become outdated. Also the level of learners, for whom the book is intended for, is rather limited. Overuse of the textbooks can have negative effects on teaching, because the teachers function only as intermediary between the book and students.

Průcha (2002, p.278) deals with the quality of the textbooks and states that the books should be selected according to three main criteria for its evaluation: at first verbal and visual components related to new input presentation, then apparatus for learning control like preface, graphic symbols, questions checking comprehension etc. and the third one deals with organization of the book and orientation in it. Each criterion consists of several points and from their identified number of occurrence is counted a coefficient of didactic value. The average value is about 43.7 %. The higher the number is the higher is the quality of the book.

- Other typical classroom equipment

Ur (1996, p.210) states paper materials that are commonly used, they are reference books like dictionaries, both monolingual and bilingual, teacher's grammar books and thesaurus, then student's textbooks, teacher handbooks, books for extensive reading, worksheets, test papers, magazines and work cards and also picture materials like posters and flashcards.

- Supplementary materials

Ur (1996, p.212) states mainly digital materials like interactive whiteboards, data projectors, use of computers or tablets and then internet websites, interactive digital tools like email, wikis and blogs, then video and audio digital recording, computer programmes that enable production, like in a form of presentations, also e-books and others.

5 Summary

The theoretical part dealt with grammar and teaching methods with respect to teaching the present perfect.

It concentrated on upper secondary and lower secondary learners as a target group in this field.

The methodology of grammar teaching was introduced mostly generally, because the same methods are suitable for teaching various grammar structures, not only the present perfect, but with respect to the present perfect using practical examples appropriate for teaching this grammar category.

Practical part

6 Research work

6.1 Introduction

The aim of the research work is to find out what problems Czech learners, who are learning the present perfect, have. All the information obtained from the survey can enable teachers to choose the best option of methods and approaches in the educational process. Moreover it can reduce learners' errors and lead to a better acquisition of this grammatical category.

The needed data was collected in two ways. There were observed four groups of students of one school, each consisting of fourteen girls or boys, who served as a selected sample for analyzing the influence of different approaches, methods and the extent of the use of L1 or L2 by the teacher, as well as analysing learners' mistakes via various testing methods. Then there was gathered specific information in the form of questionnaires for students and for teachers from a variety of schools in Moravia.

The attention was also paid to a convenient choice of method with a respect to the age and gender of learners.

The research was based on parallel teaching of two groups of boys and two groups of girls, as mentioned above, using different teaching methods and approaches that were always the same for one group of boys and one group of girls, and on comparing the effectiveness of the used approaches, methods and techniques. Testing methods were same for all four groups. Because this part of the research worked only with data collected at one school, it is supplemented by the results of the analysed questionnaires that were set and filled in various schools in Moravian towns, mainly upper secondary schools and grammar schools in Prostějov, Olomouc, Brno, Přerov.

6.2 Research questions

- 1) Which approach predominates in teaching the present perfect in a work of selected teachers? Deductive or inductive?
- 2) Does teaching girls require different approaches and methods than in the case of teaching boys? Can a choice of an appropriate method dependent on the learner's gender lead to better results?

- 3) Do the teachers use the mother tongue? In which cases especially? (in introduction of the present perfect structure, the rules of its use, explaining and translating the examples, giving commands to learners etc.).

6.3 Methodology

6.3.1 Collecting and analyzing data during parallel teaching

Collecting data was divided into three stages. The first one dealt with the practical work of the teacher in the classroom. There was a plan to teach and practise the present perfect simple with the four groups of learners during five lessons.

The author of this text was also the teacher who carried out the research in her lessons. The observed and tested learners were upper secondary school students who belonged to two classes, which were divided according to study-specialisation. The technical one consisted of twenty-eight boys, the one that focused on economy and management consisted of twenty-eight girls. Each class was divided into two groups that were taught English separately. To clarify them in this survey, the groups were labelled as following: the groups of girls G1 and G2 and the groups of boys B1 and B2. All four groups used the course book *Headway Pre-intermediate*, Fourth edition, as the basic material, plus other additional materials. There is unit seven devoted to this topic in the course book.

G1 and B1 were taught mainly by using deductive approach, the grammar task was explained in Czech and L1 was used in the lesson fairly much by both the learners and the teacher.

G2 and B2 were taught mostly by using inductive approach, the structure of the grammar task was explained in L2 as well as the use of the present perfect was explained in English, but L1 was also used when it was necessary.

The second stage concentrated on analyzing teaching materials with a respect to learners' interest in the topic, the atmosphere in the classroom as well as functional interaction in the class, both between the learners themselves and between the learners and the teacher. Each lesson was briefly evaluated, there were taken some notes immediately after the lesson and then analyzed to find out if the lesson worked according to teacher's expectations.

The third stage concentrated on the results of teaching process. The learners were tested twice in a written form and their results were analyzed and then placed into synoptic tables.

6.3.2 Work with G1 and B1 – deductive approach

The topic itself took five lessons together with a brief test and then some revision was done in other lessons, mainly during teaching present perfect progressive.

The aims of the lessons were following:

- After the lessons the learners should state correct past participle verb-form of regular verbs and of selected group of irregular verbs.
- They should use the verbs correctly in the present perfect structure.
- They should use correct structure of the present perfect in positive and negative statements, questions and short answers.
- They should choose correctly the present perfect form or other structures according to the communicative situation.
- They should understand the text or communication where the present perfect is used, so they should answer the questions after the text.

Finally the grammatical category of the present perfect was placed into semi-annual didactic test together with other grammar structures taught in the first half of the school year. The final test, as well as the mini-test, was the same for all four groups.

Lesson 1:

The aim: Introducing the structure should lead to the ability of learners to form a sentence with the present perfect structure and to choose a correct form of selected irregular verbs.

The teacher used a PowerPoint presentation, using the tables with the overview of the present perfect structure plus examples of the use. Then the teacher explained the rules and gave the learners exercises to practice it (Murphy, 1985, p.15, 17; Appendix 1). The learners did the tasks in their desks, alternately interacting with the teacher. Only positive and negative statements referring to indefinite past were practised first. Towards the end of the lesson the teacher explained expressions like *ever*, *never*, *this year*, *the first time* and so on and used these expressions in examples. Also the use of *to* instead of *in* was explained on examples (*I have never been to Spain.*). At the end of the lesson the learners were set similar exercises for

homework (Murphy, 1985, p.17) to practise the task. The students were also asked to revise twenty irregular verbs as homework.

Evaluation:

The lesson functioned well, because all, what was planned, was done in time. The learners paid attention during the presentation, actively worked with copied exercises, asked questions (mainly about the unknown words in exercises and why the past tense cannot be used instead of the present perfect in the case the action has already finished, therefore it was a past action). The explanation was given in Czech with examples. Some problems with irregular verbs appeared, as the teacher had supposed, so they were asked to revise twenty verbs at home.

Lesson 2:

The aim: Introducing the structure with *since* and *for*, accuracy of learners – they should be able to form a sentence with the present perfect structure, to use the prepositions *since* and *for*, to answer the questions to the text and to choose correctly between the present perfect or the past tense according to the situation in the text.

The lesson started with a control of the learners' homework, they got a feedback from the teacher, who explained, where some errors appeared and why. She used L1, where it was necessary. The lesson continued with a new input – the use of *for* and *since*. The teacher explained the meaning in L1, using the examples and the time-line on the blackboard. Then the learners listened and read two similar texts in their textbooks (Soars, 2012, p.55, appendix 2), one describing events finished in the past, one pointing to events that happened in an unfinished period of time, expressed in the present perfect. The texts were supplemented by several gap-fill exercises to practice the verb forms as well as prepositions *for* and *since* via reading and listening. The learners worked on their own or in pairs. Then they were given some exercises (Murphy, 1985, p.25) and practised the task together with a teacher. They were also set homework to revise another twenty irregular verbs and write ten to fifteen positive sentences answering the question: *What has changed in your hometown since you were born?*

Evaluation:

Lesson two was dedicated mainly to the use of *for* and *since*. Unfortunately the course books that the learners use, deal with the present perfect in Unit seven, while with the present perfect continuous in Unit eleven, which is not very good, because it is much easier to explain these two structures together in comparison and ideally, when the learners learn the use of the two prepositions stated above. In addition many other textbooks offer exercises for the use of *for* and *since*, where the continuous and simple forms are practised, so the choice of additional material is a bit limited or must be modified. Therefore the exercises (Murphy, 1985, p.25) had to be rewritten, so that the learners could practise only what they learnt at that time. Many problems were caused mainly by the lack of knowledge of irregular verbs again, because about a half of the learners seemed to have troubles with the correct past participle verb-forms. What helped them a bit was a table with an overview of irregular verbs placed on the wall in the classroom and they were allowed to check the forms in their books, despite they were expected to know it. Some learners had problems with a preposition *for*, probably because it differs from the Czech language, where is not any preposition used in similar cases (*I haven't been there for two years. Nebyl jsem tam dva roky.*). The other preposition caused problems mainly in comparison with *from* and some learners repeatedly pronounced it like “*science*”, instead of *since*. Therefore it is necessary to pay attention to pronunciation too.

Lesson 3:

The aim: Introducing the question – the learners should be able to form questions in the present perfect, to make questions and answers. Both fluency and accuracy should be tested in classroom interaction. Students should answer the questions in listening comprehension.

At the beginning of the lesson the learners read and compared their sentences they had done for homework. Then the teacher explained the principles of interrogative sentences and the structure of a short answer. This new input was explained in L2 fairly quickly and to clarify the exposition it was supplemented by a table with an overview of the structure that was placed on the wall. Then the learners practised all in interaction with the teacher who asked them various questions (*Have you already eaten today? Have you written a test this week? Which countries have you visited so far? etc.*). After that the teacher started a question-answer activity by asking a question and throwing a soft plastic-foam ball to a student who answered it and formulated another question in the present perfect, then threw the ball to someone who answered and formed another question. Then the learners worked with their course books (Soars, 2012, p.56, 57; appendix 4), where they read the interview and formed the questions

and answers. Together with the grammar task they also practised listening, vocabulary and pronunciation. As homework they were asked to read a text in their textbooks (Soars, 2012, p.58, 59) and do additional exercises to practise the present perfect. The overview of the structure and use of the present perfect in the course-books was recommended for homework too (Soars, 2012, p.151, 152).

Evaluation:

The lesson was pleasant in both groups, surprisingly most of the learners prepared more than ten sentences at home and except a few exceptions their offer of sentences was very varied (mainly in the case of girls), so not many of them copied homework at school. There were detected some mistakes and corrected immediately, then learners turned in their homework for evaluation. Playing the chain-game brought relaxing atmosphere into the class and the teacher could check if all the learners understood and formed questions and short answers correctly. The activity was appreciated mainly by boys. Exercises in the textbook were done without difficulties, only the choice between the past and the present perfect caused little problems, so the teacher had to explain the use again, using English examples and the timeline on the blackboard and then also using L1 to make it clear.

The mistakes in homework involved mainly word-order, especially in compound sentences. Learners with learning difficulties had problems even with basic structures, like the subject-verb agreement. It was detected when the teacher evaluated homework in collected learners' exercise books. The problems were not seen so obviously in oral interaction at school, mainly because the learners could copy what their follow students had said before them. The results lead the teacher to include a revision of the whole task during another lesson.

Lesson 4:

The aim: Learners should use the present perfect in various ways, where accuracy and fluency should be controlled – they should use the present perfect in listening, reading and answering the questions; it should lead to better consolidation of learners' knowledge and to detection of potential problems.

This lesson was dedicated mainly to practising the present perfect in various situations, using listening and speaking exercises in the textbook (Soars, 2012, p.58-60). The revision of the whole task and irregular verbs was also done.

At the beginning the teacher again explained all the rules and use of the present perfect, then checked learners' homework, the answers to three exercises related to the text "Living History" (Soars, 2012, p.58, 59) that they had read at home. Then a couple of listening exercises (Soars, 2012, p.60) followed and after it students worked in groups of three or in pairs in which they practised the dialogues, based on the page from a diary (Appendix 3) and the question: *What have you already done? What haven't you done yet?* At the end of the lesson they were set homework to revise the whole grammar task (Soars, 2012, p.151.152) for a brief test next lesson.

Evaluation:

The learners did all the exercises in their desks with some help or correction by the teacher. Then they worked with a partner, making questions and answers based on the notes in a diary. Girls worked more efficiently and finished faster while some boys tended to speak Czech or to do something different, so the teacher had to be alert all the time throughout that work. Because the girls finished faster than boys, there was enough time for a teacher to ask them questions about their partner. On the other hand only a few boys managed to ask and answer all the questions before the lesson ended. Teacher's walking around the class and close monitoring was essential to ensure that the learners did what they were asked to and to detect and correct their errors. Because there was lack of time at the end of the lesson and the learners were supposed to prepare for the test, the teacher sent some Czech-English notes dealing with the topic to their class-email afterwards.

Lesson 5:

The aim: Evaluation based on accuracy and comprehension – learners should translate short sentences into English, they should use the correct structure and the correct verb forms. Another topic should be introduced.

The students read a short text in their work books (Soars, 2012, p. 46, 47). They completed the gaps with the present perfect or the past tense verb forms and answered the questions in following exercises. This fifteen-minute activity helped them to remind themselves all what they had learnt and they were ready to write a short ten-minute test (appendix 6).⁶ The test consisted of three exercises. The first one was a translation of five brief sentences from Czech

⁶ It can seem strange to place the revision before the test, but at this school there is one week of school (four lessons of English) and one week of practice and the test was written after that week of practice, so the revision was necessary.

to English, with a given choice of verbs. Another exercise consisted of five gap-fill sentences with infinitive verb forms in brackets and the last one was also gap filling through the multiple-choice.

After that they were introduced another new input. The present perfect was revised even in other lessons, for example in comparison with the present perfect progressive and in comparison with the past tense or whenever it appeared in the text. As well as the rules were reminded whenever necessary. Also the revision of other irregular verbs was later essential.

Evaluation:

Exercises did not cause any problems, only some vocabulary was introduced. The test took about fifteen minutes, instead of planned ten in both groups and the results were very similar, as it is described further in the text.

6.3.3 Work with G2 and B2 – inductive approach

Even there was a only a five-lesson plan that focused on the topic of the present perfect, actually it engaged six lessons all together. There was used mainly L2 by both the teacher and the learners. More time was dedicated to group and pair work, than in the case of the other two groups and the learners had more space for work on their own, i.e. production independent on their textbooks.

Lesson 1:

The aim: Introducing the structure – the learners should discover the structure of the present perfect and form sentences with the present perfect structure, they should choose a correct form of selected irregular verbs. They should explain the meaning of *since* and *yet* and use it in a clause.

The lesson started with a couple of sentences in pairs projected on the wall, some accompanied by pictures. First only sentences in the present or past tense appeared.

- *John is not at school now. He hasn't been at school since last Friday.*
- *Peter was ill two weeks ago. He has been at school since last Monday.*
- *The window is opened. Someone has opened it.*
- *Jack has closed the door. The door is closed now.*
- *Look, my car is clean. I have washed it.*

- *Peter **moved** to London in 2013. He **has not come back yet**.*

The learners were asked to think about the sentences and tried to explain the verbs in bold in English. The timeline was drawn on the blackboard and the teacher helped the learners to place each event on it. Then the whole pairs were shown.

- *John **is not** at school now. He **hasn't been** at school since last Friday.*
- *Peter **was ill** two weeks ago. He **has been** at school since last Monday.*
- *The window **is opened**. Someone **has opened** it.*
- *Jack **has closed** the door. It **is closed** now.*
- *Look, my **car is clean**. I **have washed** it.*
- *Peter **moved** to London in 2013. He **has not come back yet**.*

The learners concentrated on the structure and discovered what all the present perfect clauses had in common. They identified the rules of the structure of the present perfect and the teacher wrote it on the blackboard.

Another task was to find out the meaning of the sentences in the present perfect and the meaning of *since* and *yet*. It was done through a discussion in English. The teacher supported and guided them to correct results. The timeline on the blackboard helped them to understand the differences between the use of the present, past and the present perfect form of verbs. Then they worked with their textbooks. They read and listened to two texts in their textbooks (Soars, 2012, p.55, appendix 2) and then completed additional exercises.

For homework they were asked to write down a similar pair of texts, like an example in their books, one based on their own life and the second one for comparison based on a fictitious historical figure.

During the last few minutes of the lesson the irregular verb-forms were revised through the chain-activity during which the teacher said the infinitive of any irregular verb and threw the ball to a student, who said the other two forms and threw the ball back to the teacher. If the learner did not know the answer or said an incorrect answer, he or she threw the ball to another student and stood up. It is very fast, it makes the learners pay attention and respond quickly, additionally those who do not know the answer wish to be asked again to be correct this time and to be allowed to sit. This game is convenient for vocabulary revision too and it can be done only between learners, the teacher may not be involved. According to experiences most of learners of any age like it.

Evaluation:

There were some differences between the group of girls and boys. The beginning went well, both groups cooperated, it was not necessary to use L1 during the presentation and explaining the events on the time-line. In the case of boys it took more time to explain the meaning of *since* in English, but finally they understood. The girls cooperated in English, while the boys identified their explanations of structure and rules in Czech, even the teacher spoke English. Both groups were able to discover the rules themselves, cooperating and discussing the topic with a partner. The exercises in the book did not cause any troubles. At the end of the lesson there was all lesson material summed up in Czech to ensure that the weaker learners understood too and their homework was also explained in L1. About half of learners proved lack of knowledge of irregular verbs, so they were recommended to revise it at home.

Lesson 2:

The aim: The learners should use expressions *just*, *yet* and *already* in sentences in the present perfect tense; both accuracy and fluency should be controlled.

The lesson started with learners' homework presentation. Some of them read the texts and the class discussed the sentences and the tenses used in them. The teacher wrote examples that caused difficulties on the blackboard and explained what caused some troubles. The other learners' texts were collected and the teacher corrected and assessed their work. Examples with *just*, *yet* and *already* were introduced to the learners on the blackboard and after they defined the rules, they practised it in gap-fill exercises (Murphy, 1985, p.15).

Examples (Murphy, 1985, p.14):

- “*Would you like something to eat?*” “*No, thanks. I’ve **just had** lunch.*”
- “*Hello, **have you just** arrived?*”
- “*Don’t forget to post the letter, will you?*” “*I’ve **already posted** it.*”
- “*What time is Mark leaving?*” “*He’s **already gone.***”
- “***Has it stopped** raining yet?*”
- “*I’ve **written** the letter, but I **haven’t posted** it yet.*”

Then the learners worked in pairs, using a dialogue based on the page from a diary, like in groups G1 and B1 (appendix 3) followed by an interaction with a teacher, during which the learners referred to the teacher the information about their partner, using *yet*, *just* and *already* with present perfect form of verbs.

Evaluation:

The presentation of homework was quite time consuming, so only about three learners read their work. The activity with examples worked well, learners defined the expressions and explained the use in L1, besides the teacher added information, where necessary. A work with a diary was done in time in both groups, so the teacher could involve asking questions about the partners.

Homework control showed that some learners had problems with word order, concord between the subject and the verb, prepositions and vocabulary. About one third of boys wrote the text very similar to that in the textbook and nearly all the girls did the same. The other boys were more creative and instead of a house they wrote about a motorcycle, a car, ski equipment and other topics, the texts were interesting, but on the other hand there were more mistakes than in girls' work, which was more limited by the pattern in the textbook. Four boys and three girls did not do homework at all. Therefore they were given an extra one.

Lesson 3:

The aim: Comprehension and fluency in speaking should be practised. The learners communicate on their own using the present perfect structure, they should use *ever* and *never* and explain its meaning.

The learners started the lesson with an individual work in the course-books (Soars, 2012, p.56, appendix 4), they read the interview and completed the questions. During it a teacher handed out corrected homework to each learner and explained the problems in Czech individually. Then learners together with a teacher defined the rules for the structure of the question and a short answer in the present perfect. They explained the use of *ever* and *never* and tried to use these expressions in the sentences about their own. They had already worked with it, so it was just a kind of revision and specification of the rules. To make it more amusing, learners played a game called Bingo, during which they mingled around the class to find someone who ever has done an activity from the list. There was an example question written on the blackboard and the learners were given a list of activities, they were expected to talk about:

1. *Travel to France.*
2. *Eat mango.*
3. *Play the drums.*
4. *Drink cane juice.*
5. *Win a race.*
6. *Speak to someone famous.*

7. *Go to a rock concert.*

9. *Swim in the sea.*

8. *Watch a film in English.*

10. *Drive a car.*

When they completed the tables with their schoolmates' names, they spoke about those, who have done something from the list. Then each of them said one positive sentence and one negative sentence with a word *never* from the list. Their homework was to revise irregular verbs and to write sentences about their fellow students based on their tables completed in the lesson.

Evaluation:

Work with a text helped the learners to understand how to form a question, how and when *ever* and *never* is used. There were also involved two listening exercises to check the answers, so they could use self-assessment. It was not necessary to use L1 by a teacher to explain the topic as well as to explain the activity of bingo, because they had known this activity from previous lessons. Mingling around the class was appreciated mainly by boys, the girls preferred to continue with a work with their course books instead, but finally they worked well and did all the tasks without complaining. As there were again problems with irregular verbs in both groups, all learners were asked to revise twenty verbs at home.

Lesson 4:

The aim: Fluency and practical use of the present perfect in comparison with other verb forms in a meaningful conversation and listening and reading comprehension. Learners should use correct verb forms of the present perfect, choose between the present perfect and the present or the past tense in a set of various exercises and answer questions.

The lesson started with listening tasks from a textbook (Soars, 2012, p. 60) to practise the present perfect and also question tags were introduced. It took about ten minutes. Then they read the text in their workbooks (Soars, 2012, p. 46), filled in the gaps with correct verb forms and answered questions in their workbooks. Then the teacher played a role of a reporter and asked them other questions associated with a text. The learners played a role of the man that the text was about. It was followed by a similar activity involving a pair-work. Each pair got two papers (appendix 5) with a list of information that were to ask about and a list of information about someone famous (a pop star, a famous actor, sportsman etc. – an example in appendix 5). Then one learner played a role of an interviewed celebrity, while the other one

asked reporter's questions. Then they changed roles, if there was any time left. There were some examples of questions written on the blackboard to help pupils to form the questions:

How long have you worked as...?

Have you ever got any/ won/... awards/...?

How many films/songs/...have you had so far?

Are you married? How long have you been...?

The questions were asked in the present perfect, but also in the past or the present tense. At the end everyone wrote down five to ten notes about the partner in present perfect. Students were asked to revise another twenty irregular verbs at home.

Evaluation:

There were not any difficulties with exercises in the textbook. The activities involved listening and speaking. The use of the question tags was reminded by the examples in the present and past tense first and then the learners themselves formed correctly the question tags in present perfect examples. Teacher wrote examples on the blackboard and learners could see it in their books as well. Both the groups mastered this topic easily.

The exercise from their workbook required revision of some vocabulary, like some geographical names, like Beijing, etc. Exercises involved revision of both positive and negative statements and making questions. Teacher's questions showed not only the speaking skills but also the text comprehension. Both groups did all the tasks in workbooks in about fifteen minutes.

The pair work worked well, the learners were interested in "famous people" they "interviewed". The boys appreciated mainly famous footballers and action or comedy actors. Girls chose mainly singers and actresses. There was a choice of ten famous men and ten women for each group. A disadvantage of this work was mainly in the information placed on the list of notes, because they led mainly to making questions in the present or past and the present perfect was not practised as much as it was planned. On the other hand it enabled to find out whether the learners chose correct tenses in different situations. Both the girls and the boys liked this activity. Whenever they did not know how to ask the question they asked the teacher in L1, so both languages were used during this lesson. The activity was also explained in L1. Girls had more troubles than boys, because they used the present perfect in nearly every question (~~When have you got married?~~ etc.) so the teacher

explained the use again with every mistake that appeared. Nevertheless all the learners worked actively and liked the activity.

Lesson 5:

The aim: Accuracy - learners should write correctly irregular verb forms; fluency – writing and speaking – the learners should write and tell the story in a limited time and use the present perfect form of a couple of verbs within the text.

This lesson started with a brief test focussed on irregular verbs. Each learner got the a paper with a table consisting ten lines and four columns, one column for a Czech form of the verb, one for the infinitive, another for the past form and the last for the past participle. Every line contained one word in any column and the learners completed the other three words that were missing. After that the teacher asked learners in their desks a couple of questions to do a brief revision of the present perfect.

The main part of the lesson concentrated on speaking and writing. The students were divided into groups of three or four (unfortunately the number of the students does not enable to make the groups of the same size). Then four titles and a couple of irregular verbs were written on the blackboard:

- *Snow White*
- *Little Red Riding Hood*
- *That monstrous stormy night*
- *The summer-night disaster*
- Verbs: *meet/ go/ leave/ have/ eat/ bring/ sing/ get/ drive/ run*

The instructions were introduced by the teacher in English. There were three tasks, while each was introduced right before doing it:

First the learners were asked to choose one story for each learner in each group and write down a title of the story, they had chosen, on the top of the sheet of paper. Then they were asked to write a brief beginning of the story in English, they had time of two minutes to do that. The teacher stopped their work after two minutes and asked them to move their sheet of paper clockwise to their neighbor.

Second the learners were asked to read it during one minute and after it they were asked to write the main part of the story. They had three minutes for it and they had to use at least three of the irregular verbs written on the blackboard in the present perfect in the text.

Then the teacher again stopped their work and asked them to move their sheet of paper clockwise to their neighbor.

Third they were asked to read the story during two minutes. Then they were asked to write the end of the story during three minutes and use the present perfect at least once with any verb they wanted.

At the end of the lesson some of the stories were read and some serious errors were corrected. Later the best works were rewritten, printed and placed on the notice-board in the classroom.

For homework they were asked to revise the present perfect for the test next lesson. The overview of the topic in their textbooks (Soars, 2012, p.151,152) was recommended for it.

Evaluation:

The knowledge of irregular verbs tested in the lesson showed that even the learners who remember most of the verbs did spelling mistakes, mainly in verbs like *caught*, *taught*, etc. The results were good in both groups in work of five best learners, where were not any mistakes. One third of girls had about half verbs written correctly and the rest of them had problems with most of the verbs, they did not know the verbs at all or wrote forms that do not exist. The boys remembered more verb-forms than girls, but often wrote them incorrectly, so they had mainly spelling problems.

Speaking and writing was very successful. Unfortunately the number of students in the groups did not enable to make the same-size groups, so there were two groups of four and two groups of three. The time-limit made the learners work quickly and because the story was continued by someone else, even the weaker learners were forced to work, not to upset their partners. Some stories were interesting and funny but the main part of the evaluation focused on the use of verbs in present perfect. Even there were not all of them successful, they liked the activity and the boys even asked the teacher to do this in future again. Mainly better learners utilized their potential and worked very well. They practiced both the past and the present perfect in writing, as well as speaking at the end of the lesson, and had fun at the same time. The use of the present perfect led them to use direct speech in the texts, which brightened up their stories and made them more interesting. Because of this activity the mini-test was postponed to another lesson, so these two groups spent still one extra lesson dealing with this topic.

Lesson 6:

The aim: Evaluation based on accuracy and comprehension – learners should translate short sentences into English, use the correct structure and the correct verb forms. A new topic should be introduced.

The lesson started with a tense revision, so some exercises were chosen from the workbook (Soars, 2012, p. 48-51). Some rules were reminded by the teacher on examples in L2. Then the learners in both groups wrote the same mini tests as were written by groups G1 and B1. Then the new input was introduced and as well as in other groups, the topic of the present perfect was taught and revised again later, together with the present perfect continuous and other topics.

Evaluation:

During the revision there were a number of learners with problems, but these had generally troubles with grammar. Both groups did fairly quickly the exercises with the teacher. The test had similar results as in other two groups. The girls had slightly better results than the boys. There are about eight learners in each group that reach at least half or more correct answers. Then about two or three people who have bigger problems and four people who are not able to use correct grammar structures in communication.

Some activities used with the groups G2 and B2 were slightly different from those used with B1 and G1, because they seemed more suitable for the inductive approach and they gave more space to learners for their own discoveries within the present perfect structure. Unlike groups B1 and G1, where the rules were clearly explained by the teacher before some exercises took place, groups G2 and B2 needed enough practical examples to find out the rules themselves. They had to make their brains work harder than the other two groups to clarify the use of the present perfect, so the activities after that gave them more space for own production and freer activities were chosen, to reward their afford.

6.3.4 A summary of findings acquired during parallel teaching

The time dedicated to the topic was longer in the case of inductive approach (one more lesson) with groups B2 and G2, but the use of L2 was preferred, therefore the learners were exposed to the target language longer and more often than the second group and the

learners were able to use the present perfect structure in communicative activities like dialogues or discussions more efficiently than the other two groups.

The girls seemed to be more positively inclined to the use of inductive approach. The boys themselves often asked for detailed explanation of the rules first and preferred the use of the mother tongue, therefore deductive approach could be considered as more preferred by some boys. Girls seemed to be more active than boys to speak about the involvement in discovering the language structure. On the other hand the boys showed more activity in performances and playful activities, than the girls, so they were more gamesome, risky, experimenting and less shy, as could be seen in their enthusiasm for mingling activities, games and story writing in groups, which was definitely the most successful activity with boys and they even asked to do it more often.

Work with groups B1 and G1 showed that the learners quickly understood the topic, they could do more exercises to practise the task during the time the topic was taught, and despite there was one lesson shorter time than in the case of the two other groups, they got similar results in the mini-test. Groups B2 and G2 spent more time on communication and interaction between themselves, they spent time more creatively. All groups showed lack of knowledge in the field of irregular verbs, the troubles appeared mainly with the use of the structure and spelling. These three fields should be revised repeatedly to avoid errors.

6.3.5 Analyses of the tests

- Collecting data

All four groups wrote two tests. The first one was a brief mini-test that was written immediately after the topic of the present perfect was taught, in November (appendix 6). The second test was a part of a language test which focused on revision of all things that were taught since the beginning of the school year (appendix 7). It contained grammar exercises, reading and listening comprehension and a short writing task and was placed into schedule in January, towards the end of the first mid-term of the school year. Both tests were corrected by the teacher and the results were placed into tables (appendix 6, tab.1, appendix 7 – tab. 2, 3). This enabled to find out which tasks caused the most difficulties and which were the easiest for the learners.

- Exercises in the language tests

There were both less and more language-skilled students in all four groups and according to the results in the tests, girls in a group G2 got worse results than boys in B2 in the first exercise in the language tests. On the contrary girls in a group G1 had much better results than B1, in fact the best result from all four groups. The exercise focussed on the structure of the present perfect and the use of correct verb forms in a conversation and the average percentage of the results was following: G1 43%, B2 39%, G2 36% and B1 35%, while only two learners from B2 group got the highest score of ten points and a group G1 was the only one, where only one student was not able to form any correct sentence. In a group B1 there were three learners with none correct answer and in other two groups there were five such learners, what can indicate that the inductive approach and prevailing use of L2 can disadvantage weaker learners, even if the teacher ensures during teaching that everything is clear to everyone.

The aim of the exercise one (ex.1, appendix 7) was the use of two grammatical items in a meaningful conversation. In this exercise the learners were supposed to recognise, where the present perfect or the past tense form of the verb (simple or continuous) should be used and all the sentences should have correct grammatical structure. The learners were asked to write two conversations using the clues. Each conversation required to form five sentences with a correct form of the verb (the present perfect or the past simple or continuous). (The results are in appendix 7, tab.2).

In comparison to it, the other exercise in the language test (ex.2, appendix 7) was based on the multiple choice (the aim was to choose the correct verb form and a suitable tense in the sentences that were the part of a complex text) and the results were completely different. The score was higher in all groups and none of the learners got zero points. The highest score was achieved in both groups of boys, while group B1 got the average percentage of 72%, B2 63%, G2 60% and G1 57%. The problem was caused mainly by the choice between the present perfect and the past tense. Surprising was that group G1, which got the highest score in previous exercise, got the worst results here and a group B1 got the best results here even it got the worst score in the previous exercise. (The results are in appendix 7, tab.3).

The least problematic verb was a verb *be*, because nearly all learners used it correctly in both in the past as well as in the present perfect form. Also the verb *go* was used correctly

in the past simple tense by all the learners and nearly all the learners used correctly the present perfect with the expression *never*.

In other cases the results were quite changeable, in the case of the verb *study* half of the learners decided incorrectly and chose the present perfect instead of the past, even the time in the past was clearly limited by the period of time between years. Another half of the students answered correctly and remarkable fact is that there was the same proportion of girls and boys. In the case of the verb *travel* used in an uncompleted period of time only eight learners chose the correct form in the present perfect, while the rest chose the past tense (appendix 7, the overview and tab. 3).

All the learners who were not right, chose only one other option, they usually hesitated between the past and the present perfect form. Only the penultimate sentence was the one, where all three options appeared in learners' answers, but this happened only once. The results show that the learners have problems mainly with the use of the present perfect structure, because it is difficult for them to decide for appropriate tense in different situations. (The overview of the final results is placed in tab. 2, 3, appendix 7)

- Mini-tests

On the other hand the results in ten-minute tests (appendix 6) were nearly the same in all four groups. Group G2 got the highest score, with the average 49% (7, 35 points), which was slightly higher than the results of B2 with 48% (7, 21 points). In the other two groups the boys with 47, 6% (7, 14 points) were slightly better than the girls with 45, 7% (6, 86 points). The best students, about four in each group, got 80% to 100% (12-15 points), while the worst were able to use the structure correctly only occasionally and mainly when the irregular verbs were not used. Their results varied from 0 to 35% (0-5 points) and the number of them varied between four and six per each group. The overview is placed table 1 in the appendix 6.

There were nine learners who did not answer correctly any exercise. The most problematic was ex. 2, sentence 1 – *I _____ John for six years. (know)* - only four learners answered correctly in the present perfect, the others answered mostly in the present tense (appendix 6 – the overview of the results, tab.1).

Irregular verbs seemed to be the most problematic task for all. Within the didactic test there was also found out that another trouble of the learners is to choose between the present perfect

and other forms of the verb, mainly to choose between the present perfect and the past tense. The learners often chose the past tense form where the present perfect was expected.

6.3.6 Collecting data via questionnaires for teachers

There were 67 teachers asked a number of questions (appendix 11) associated with teaching the present perfect. The teachers are mostly teaching at upper secondary schools or grammar schools from several Moravian towns, mainly from Prostějov, Přerov, Brno and Olomouc. There were asked thirteen teachers, who teach only at the primary and lower secondary schools, other fifty-one teachers teach at secondary schools or grammar schools, while twenty-three of them teach at grammar school together with the lower secondary school. Twenty-seven teachers teach at upper secondary schools or grammar schools and remaining four teachers did not state, at what kind of school they teach. There were seven men-teachers among them, the other teachers were women. Most of the teachers were given a printed questionnaire with twelve questions. Some of them were asked via email.

6.3.7 Analysing questionnaires for teachers

There were twelve questions at the questionnaire (appendix 11), while some of them contained other supplementary questions for more details.

- Firstly, all the teachers were asked the following question: *What textbook do you use for teaching English?*

According to the survey the upper secondary school teachers use mainly *Headway Pre-intermediate and Elementary*, because eighteen teachers stated this textbook (The total number of each is unknown, because only some of the teachers wrote the level of the textbook). On the other hand the lower secondary school teachers prefer *Project*, which is used also at lower level of eight-year grammar schools.

The percentage of the use of the textbooks is following: Most of the questioned teachers use a course-book *Project*, exactly 32.8%. It is followed by 26.4% of teachers who use *Headway* and 20% of teachers working with *Maturita Solutions*. Only 8.8% teachers teach from *Snapshot* and the rest of the books that were mentioned by teachers were *Matrix* and *Activator*, used by 3% each and then *Ennglish File*, *Way to Win*, *Horizons* and *English Grammar in Use*, while each of them is used only by 1.4%. Here it is to say that some of them are used by many teachers as supplementary materials to the textbook while the most often

used are the English Grammar in Use, Maturita Excellence and Maturita Solutions, each approximately by 32% of teachers (appendix 12 - tab. 6, appendix 13 - chart 11).

- The second question: *How much material is devoted to the topic of the present perfect in this textbook? (the number of units, pages)*

There are usually two units devoted to the topic of the present perfect in each textbook, only in the case of *Headway*, *Activator* and *Matrix* there is only one unit and there are eight units devoted to it in *English Grammar in Use*, but four of them do not concentrate only at this topic but on comparison with the past tense or the progressive aspect.

- Then the teachers were asked: *Do you use any other materials, when you teach the present perfect? If yes, give examples:*

All the teachers use exercises from other textbooks, while the most often are used *English Grammar in Use* that appeared in thirty two cases (48%), then *Maturita Solutions* and *Maturita Excellence*, then materials on internet websites like *Help for English* that offers a lot of exercises that focus on the present perfect, magazines *Bridge*, *Friendship*, songs and many other materials. All the teachers use on average three other materials independent on their course-books (appendix 12).

- Another task dealt with the quality of the textbook: *What kind of activities, associated with the topic of the present perfect, is there in the textbook that you use? Circle:*
 - *Reading comprehension*
 - *Tests including the present perfect and the past tense for comparison*
 - *Gap fill exercises*
 - *Listening comprehension*
 - *Writing task*
 - *Picture based speech*
 - *Discussion*
 - *Conversation (pair-work)*
 - *Role-play*
 - *Multiple choice*
 - *Translation from the mother tongue*
 - *Translation to the mother tongue*

All stated books contain gap-filling, 97% (all books except English File) include comparable texts, 89.7% listening comprehension (not included in *Activator*, *English Grammar in Use*) and 88% writing (not included in *English File*, *English grammar in Use*, *Matrix* and *Activator*). Reading comprehension is placed in 85% of stated books (not included in *Activator*, *English grammar in Use*, some teachers stated *Solutions*), then 80% of books contain pair-work, 73.5% picture based speech, 58.8 % multiple choice and 35% offer topics

for discussion. Some books offer also translation from L1 to L2 and translation from L2 to L1, each was mentioned by 16% of teachers, mainly in connection with Project, so there can probably be two kinds of these books. Role play is included only in 14.7% of stated books.

- The fifth question dealt with the lack of activities: *What do you miss in this text book in relation to the present perfect? State comments, why:*

Thirty seven teachers (55%) state that they miss mostly exercises to practise this grammar structure in the textbooks they use. Because of this they have to prepare exercise themselves or copy it from other books (appendix 12, tab.6).

- Another question dealt with approaches: *When teaching the present perfect, what do you prefer? Circle:*

- *Deductive approach (explain the rule first, then give examples and practise it)*
- *Inductive approach (examples first, discovering the rules afterwards)*

Why?

Do you prefer a different approach with a group of boys than with a group of girls?

Add a brief comment:

As the survey proved (appendix 12, tab.6, appendix 13, chart 12), forty-seven teachers (about 69%) prefer inductive approach and most of them stated that it is more efficient, the learners remember the structure better and it is more natural. Nevertheless a third of them sometimes use deductive approach if their learners have troubles with the use of the structure.

On contrary twenty-one teachers (31%) prefer deductive approach and the main reason is that the learners understand it better and it is fast. Many of those teachers prefer explaining grammar in Czech.

The last part of this question concentrated on different approaches preferred with girls and boys. With respect to the gender it is to say that 52% of teachers do not prefer different approaches with girls or boys, while 38.8 % chose more playful activities for boys and 8% of teachers think that deductive approach is more suitable for boys and inductive for girls (appendix 12).

- Then the teachers were asked about the use of L1 in their lessons: *How often do you use the mother tongue when teaching the present perfect? Circle: always, often,*

seldom, never. If you use Czech, when do you use it and why? Add a brief comment:

There was only one teacher among the questioned ones who never uses the mother tongue when teaching, so such teachers occupy only 1.4%. Then 38% of teachers admitted that they often use L1, 52% use it only seldom, mainly when they need to explain something, what is problematic for their pupils and 8% always use L1. The reason for the use of L1 is mainly to make sure that the learners understand the use of the present perfect (appendix 12, 13 - chart 12).

- The eighth question concentrated on the learners and their problems with the present perfect: *What, according to you, causes the main problems to your pupils/students when learning the present perfect (you can circle more than one):*
 - *Learning and using the structure using have and the past participle*
 - *Different word order in the positive, negative and interrogative sentence*
 - *Short answers to Yes/No questions*
 - *The use of this structure – the ability to choose between the present perfect, the past tense and the present tense*
 - *Irregular verb forms*
 - *Regular verb forms*

What is more difficult for your pupils/students? Circle one option:

- *the comprehension of the present perfect structures*
- *production of the present perfect structures*

According to 96% of teachers the main problem that the learners have with the present perfect is the use of the structure. When production is compared to comprehension, 88% of teachers agree that their students have more troubles with production. Irregular verbs complicate learners correct use of the present perfect in accordance of 74% of teachers and 28% stated troubles with word order. Problems with regular verbs or short answers seem to be negligible (appendix 12, appendix 13 - chart 13).

- Question ten focused on problems with practical use of the grammar structure in comprehension and production: *How often do your students actively use the present perfect structure in their oral and written work? (during lessons, in homework) always, often, seldom, never*

According to the questionnaire the learners use the present perfect in communication only seldom, as responded 75% questioned teachers. 20% of teachers stated often use of it, but it is

necessary to remark, that they are grammar school teachers, where the learners have generally much better results and knowledge than at any other schools. 5% of teachers answered never (appendix 12, tab. 6).

- The penultimate question dealt with the assessment: *How do you assess your pupils in relation to the present perfect? Circle the methods you use:*
 - *Orally in front of the class*
 - *Orally in whole-class interaction*
 - *Written brief ten-minutes tests*
 - *Written tasks (essays, letters, etc.)*
 - *Written –gap-filling, close questions, multiple choice etc.*
 - *Written – translation Czech X English and vice versa*
 - *Written Unit tests –writing, reading, listening and English in use included*
 - *Evaluated homework*
 - *Other options:*

Written gap-filling is one of the most often assessing method, stated by 78% of teachers. It is followed by written brief ten-minute tests, stated by 73.5% and written unit-tests stated by 60.3%. Nearly half of teachers, 47%, prefer oral assessment in whole-class interaction and 32% place the present perfect into written tasks like letters, essays etc.

Other options were stated by 32% of teachers, while most often was stated the form of progress tests every 3rd or 5th moth. The same number of teachers mentioned evaluated homework. Written translation is preferred by 29.4% and oral assessing in front of the class by 16% teachers (appendix 12, tab. 6).

- The last question of the questionnaire focussed on the results of learners: Circle one option: *Better results in tests focussed on the use of the present perfect in my class usually have: boys, girls*

The question dealt with different result of girls and boys, but 65% stated the same results of boys and girls. 32% of teachers consider girls better learners and 3% of teachers have the same experience with boys (appendix 12, tab. 6).

There were placed three optional questions at the end of the questionnaire:

- *State the town, where you teach:*
- *Circle:*

gender: male/female

kind of school: grammar s./upper secondary school/lower secondary school

Thank to the last question there can be seen the differences between the level of the knowledge of learners at the grammar schools and upper secondary schools.

The generalised results of the survey are only approximate, because only sixty-seven teachers out of one hundred provided completed questionnaires, so the rest of thirty-three were not included in research. However the average results can be considered as approximately reliable indicator that informs about the course-books, their advantages and disadvantages with a respect to teaching the present perfect tense, then about approaches, the use of mother tongue and the results of learners.

The data from each questionnaire were placed into a table, where all the items of the questionnaire were placed (tab. 6, appendix 12). For each *yes/ no* question there was written number *one* for a positive and *zero* for a negative answer. Then the numbers were summed up. The open answers were written down first, then counted and added to the questionnaires and registered in the same way as the others (eg. the names of books etc.). Then each part of the table that focused on some field like the books, the problems or the approaches was analyzed separately and remade into clear graphic charts (appendix 13).

6.3.8 Collecting data via questionnaires for learners

There were one hundred and forty-seven students who properly completed the questionnaires (appendix 8). Sixty eight learners attend grammar schools and seventy nine are students at various upper secondary schools, while thirty girls are the students of grammar schools, fifty-two go to upper secondary schools as well as twenty-seven boys and thirty-eight boys are the grammar school students. They were asked questions that dealt mainly with the present perfect, but also focused on the number of years they had studied the language, the length of home-study and the number of lessons per a week at school.

Thirty-five questionnaires were discarded, because they were filled inappropriately or were not filled completely (two girls from grammar schools, ten girls from and twenty-three boys from upper secondary schools). There were not used the questionnaires offered at lower

secondary schools, because only seventeen girls and nine boys returned appropriately filled forms, so finally the survey dealt only with upper secondary school learners.

The main goal of the questionnaires was to find out what causes troubles to Czech learners, what they prefer in their learning process, what expectations at school they have and how well they master the topic of the present perfect in tests. The questions focussed also on their use of English outside school to realize what activities could be attractive and could be involved in the educational process, like the songs, news etc.

The schools which the learners attend were mainly from Prostějov, then from Přerov, Brno and Olomouc.

6.3.9 Analysing questionnaires for learners

The questionnaire (appendix 8) was quite extensive, it was written in Czech so that the learners could understand the questions clearly. It started with some general questions about the gender, number of years devoted to language learning, number of English lessons at school, hours of learning at home per a week and the year of attendance at lower or upper secondary, or grammar school (appendix 10, chart 1).

All the information mentioned above served to a better view of conditions associated with learning the present perfect, it gave the author better insight into a problem, mainly when the results of the learners were perfect or conversely very poor. In such cases it was good to check the background conditions. (the overview of the result summary – appendix 9, tab.4)

- The first task dealt with the use of English outside the school, because it can help the teacher with the choice of activity for practising the present perfect in the classroom:
Používáte AJ i mimo školu? Kdy? Zatrhněte možnosti (můžete vybrat více možností):
 - ***Poslouchám:*** hudbu v angličtině/ ráiovou stanici v angličtině
 - ***Sleduji:*** filmy v angličtině/ sitcomy v angličtině/ animované seriály v angličtině/ dokumenty v angličtině/ zprávy v angličtině/ zábavné pořady v angličtině,
 - ***Čtu:*** knihy v angličtině/ noviny/ časopisy v angličtině/ články na internetu v angličtině
 - ***Dopisuji si:*** s kamarádem z jiné země v AJ
 - ***Uveďte další možnosti:***

The results were following (appendix 9, tab.4; appendix 10 - chart 5):

All learners listen to English music and none of them listens to any radio-station in English. One hundred and eight learners like watching films in English (many with subtitles), while

there are thirty girls (100%) and thirty-two boys (94%) from grammar schools and twenty-nine girls (56%) and seventeen boys (63%) from upper secondary schools. All girls and all but one boy from grammar schools watch sitcoms that are also watched by twenty-five girls (48%) and twelve boys (44%) from upper secondary schools. Cartoons in English are watched mainly by grammar school boy-students, twenty-two of them (58%) and by sixteen girls (53%) from grammar schools, then eighteen girls (34%) from upper secondary schools and eleven boys (41%). The most favourite are *The Simpsons*.

Documentaries and news do not belong to favourite ones among girls, on the other hand sixteen boys from grammar schools (42%) and eight from upper secondary schools (30%) like it. News as well as TV was not generally preferred by most. Books in English were chosen by nine girls from grammar schools (30%), but they do not belong to preferred activities by the others, as well as reading newspaper. Much better score got English magazines chosen by sixty-six learners (45%), twenty-nine of them girls from grammar schools (97%), twenty boys from grammar schools (53%) and six boys (22%) and eleven girls (21%) from upper secondary schools.

Ninety-four learners (64%) like reading on-line articles, exactly all the girls and almost all boys (thirty-four, it is 89%) from the grammar school, then nineteen girls (37%) and eleven boys (41%) from upper secondary schools.

A lot of learners like on-line communication, mainly via Facebook, so all the girls in the grammar school stated they had a pen-friend and similarly eighteen boys from grammar schools (47%). On the other hand only one girl (2%) and six boys (16%) from upper secondary schools chose this option.

Except of the offered possibilities sixty learners stated other use of the language, mainly in communication on holidays and in connection with PC games. There were all grammar school girls, not any boy, then twenty-five upper secondary school girls (48%) and five boys (19%).

- Another task focussed on learning at school and learners' preferences associated mainly with the teachers' methods used to introduce the new input, mainly grammar, like the present perfect:

Upřednostňujete výklad gramatiky v anglickém nebo v českém jazyce? Zatrhněte jednu

z možností: v anglickém jazyce/ v českém jazyce. Svůj výběr můžete zdůvodnit:

Upřednostňujete vysvětlení předpřítomného času: formou poučky/pomocí názorných příkladů?

Zdůvodněte proč:

Two thirds of respondents prefer introduction and explanation of grammar tasks in English, all the asked girls from grammar schools and nearly all boys (thirty-five, that is 92%), then eleven girls (21%) and twenty boys (52%) from secondary schools. The others prefer Czech language (appendix 10, chart 2).

One hundred respondents (68%) like explaining the structure via an overview table, mainly the grammar school learners, and the rest prefer explanation on examples, exactly twenty-nine girls (56%) and eighteen boys from upper secondary schools (67%) and three boys plus one girl from grammar schools (appendix 10, chart 3).

- The third question focussed on the way of practising the present perfect.

Procvičování předpřítomného času vám vyhovuje (zatrhněte i více možností): s učebnicí, v rozhovorech, v hraní rolí, s ITC (počítače, tablety) – interaktivní cvičení, s prezentací doplněnou vedením učitele, s interaktivní tabulí, formou her, psaním textu, čtením textu, poslechem, jiná možnost _____

All learners from grammar schools chose the course-book as the main material for it, then thirty-two girls (62%) and eighteen boys (67%) from upper secondary schools. The same results were with the use of dialogues. Other preferred activities are learning through listening tasks (ninety-six learners, it is 65%), then writing activities preferred by sixty-eight learners (46%), reading by thirty-five learners (24%) and learning with the use of computer, which is preferred by twenty-nine learners (20%), (appendix 10, chart 4).

Other activities like role-plays, PowerPoint presentations, interactive exercises and the use of an interactive blackboard, language games and other activities suggested by learners themselves appeared between 1% to 13%. (A detailed overview is placed in appendix 9).

- Then the learners were asked about their troubles with the present perfect:
 - *Zatrhněte, co vám u předpřítomného času činí potíže (zatrhněte i více možností). Svůj výběr zdůvodněte: struktura (oznamovací věty/ otázky/ záporu); tvar minulého přičestí pravidelných sloves; tvar minulého přičestí nepravidelných sloves; slovní zásoba; použití (rozhodování se mezi předpřítomným, minulým a přítomným časem); jiný problém:*
 - *Zatrhněte, co vám činí vám větší potíže: produkce (tj. vlastní tvorba) vět v předpřítomném čase; porozumění anglickému textu v předpřítomném čase*

- *Při porozumění anglickému textu v předpřítomném čase máte větší potíže s poslechem nebo se čtením? Zatrhněte jednu z možností: poslech/ čtení*

Fifty-five learners (37%) admitted troubles with the use of appropriate tense according to the situation, twelve girls from grammar schools (40%), twenty girls (38%) and fifteen boys (56%) from upper secondary schools and eight boys (21%) from grammar schools. This is probably the main problem of Czech learners.

Seventeen learners (12%) have problems with the lack of vocabulary, exactly seven boys (26%) and seven girls (13%) from secondary and three boys (8%) from grammar schools.

Twelve learners (8%) pointed to troubles with irregular verbs, six of them boys and one girl from upper secondary and five boys from grammar schools, but according to the results in questionnaire-tests there is evident that this problem is much worse.

The other possible problems stated in the questionnaire, like regular verbs, the structure using have and has and different order in a question, were chosen by learners only occasionally (an overview placed in the table in appendix 9, chart 6 in appendix 10).

More learners have more troubles with production (one hundred and nineteen learners or 81%) than with comprehension as well as more of them have more difficulties with listening (one hundred and twenty-four learners, it is 84%) than with reading (appendix 10, chart 7, 8).

- Another question dealt with the practical use of the present perfect:
 - *Zatrhněte, kdy používáte předpřítomný čas: výhradně ve cvičeních zaměřených na tento gramatický jev (cvičení k doplňování, dialogy, tvoření vět v předpřítomném čase apod.); kdykoli v ústní i písemné komunikaci v anglickém jazyce, pokud to považují za vhodné/správné*

The responds to the question of practical use of the present perfect were following:

Eighty pupils use it only in exercises focussed on this grammatical category, thirty-one of them are boys from grammar schools (81%), twenty-four girls (35%) and twenty boys (74%) from upper secondary schools and then five grammar school girl-learners (17%). The rest of them use the present perfect whenever it is appropriate in communication, both oral and written (appendix 10, chart 10).

- The last question dealt with the test results – in what kinds of tests are the learners' results better: *Zatrhňte jednu z možností: Lepší výsledky mám při: ústním zkoušení po probrání a procvičení látky; písemném zkoušení po probrání a procvičení látky formou otevřených otázek, překladu, slohového útvaru ; písemném zkoušení formou testu s uzavřenými otázkami (a, b, c)*

According to the survey the best results most of the learners have in multiple-choice tests, as answered by one hundred and thirty-two learners (90%). Ten learners (7%) are successful in oral assessment and three (2.7%) prefer writing skills (appendix 10, chart 9).

- The questionnaire was closed by three simple exercises to find out the level of learners' knowledge of the present perfect and its use.
 - The first one was a multiple choice exercise, there were five triplets of sentences, one of them correct, two incorrect.

The total average score of this exercise was 85% that were the best results in comparison with other two exercises.

- Exercise two – learners were asked to complete the gaps in five sentences with one of the offered irregular verbs in correct form (appendix 10, chart 12).

The total score of this exercise was 57%. This exercise was the most difficult for learners and the most productive, to speak about skills. They were expected to choose a correct verb and change its form into the correct one.

- Exercise three – learners were asked to write the past participle of six verbs: *be, see, stand, catch, meet* and *try*.

The total score of this exercise was 76%. The learners have problems mainly with irregular verb-forms (appendix 10, chart 12). This fact was also seen in oral interaction between the learners and the teacher and in two tests during parallel teaching of four groups at secondary school in Prostějov.

6.4 Answers to research questions

1. Which approach predominates in teaching the present perfect in a work of selected teachers? Deductive or inductive?

As seen in the text above and in the overview in the appendix 12 and 13 (chart 12), nearly 70% of teachers prefer inductive approach and consider it to be better and more natural for learners. The learners on the other hand would prefer being taught in a deductive way, to understand the grammar first and then use it, but majority of teachers think that inductive approach enables learners discover the rules themselves, it makes their brain work and therefore they should remember it better.

The question is, to which extent the answers of the teachers were truthful, because most of the learners answered that they prefer deductive approach, so it can be assumed that the learners have more experience with deductive approach. Also the time intended to the introduction of grammar at schools is quite limited, so this result of the questionnaire is slightly questionable.

2. Does teaching girls require different approaches and methods than in the case of teaching boys? Can a choice of an appropriate method dependent on the learner's gender lead to better results?

Only 22% of teachers think that a different approach should be used depending on gender and the number of the teachers who use different approach with girls and boys is so low that it is difficult to say whether it would be useful. But what was found thank to exercises in the questionnaires for students is the fact, that there is a little difference between the boys and girls, because the results of the girls were slightly better than those of boys, compared the groups of the same kind of school, and that there is a great gap between the knowledge of secondary school students and grammar school students.

In the exercises at the end of the questionnaire the differences between girls at grammar schools and upper secondary schools were more than 28 % and in the case of boys the gap was even much bigger, over 57%. It indicates that the grammar school girls have the best results in language learning to speak about accuracy (the girls at grammar schools got nearly 100% and the boys 93% in average) and that the worst results have boys at upper secondary schools (only 38%).

The results do not point to the necessity of the use of a different approach, methods or techniques in the case of the girls and boys, but probably there should be used different methods and techniques in the case of the upper secondary schools to improve the level of the learners at these schools.

According to the research at a secondary school in Prostějov there were found out following facts: The approach does not have very strong influence on the learners' educational success, because there were differences in results between each group in each test, but then they compensated in another test, so in the whole it is possible to say that the results were very similar. In my opinion the teacher should prefer some approach that he or she considers appropriate and that should be the bases for teaching of that teacher, but according to individual needs of learners both approaches and methods should be modified to make the educational process efficient.

As there was used different approach and subsequently different methods and activities in different groups, it is difficult to compare the results of the two pairs of groups in the same tests and consider them to be absolutely determinative. The learners who were taught by deductive approach concentrated more on the structure and accuracy, while the other learners taught in an inductive way were led mainly to the use of the language, to communication and fluency, so the results are only tentative.

The present perfect is rather difficult for a Czech learner therefore the teacher should flexibly react on the learners' needs. The same is true of the use of L1. Some learners need to explain something in their mother tongue while the others do not. The use of only the target language can cause difficulties to some learners and can lead to a failure. According to the learners most of them prefer being taught in L2 mainly at grammar school, where the intellectual abilities of learners are much higher than at common upper secondary schools and it should be respected too.

3. How much do the teachers use the mother tongue? In which cases especially? (in introduction of the present perfect structure, the rules of its use, explaining and translating the examples, giving commands to learners etc.). Is it necessary to include L1 in teaching the present perfect?

According to the survey, there is a negligible amount of teachers who speak only English with their students, the number is about 1.5% as well as a low number of teachers who regularly and almost always speak Czech in their lessons, such teachers occupy about 9%.

Most of the English teachers use the mother tongue only seldom, because they think that the learners should be exposed to the target language as much as possible and therefore they reduce its use only to the situations that necessitate its use, like when some problems

should be solved or when the learners need to explain the differences between Czech and English expressions to understand the text or exercise, they do. Some of them use it also in situations explaining the possibilities of the use of the structure, which does not exist in the mother tongue.

Similar reasons for the use of L1 were stated also by the teachers who use Czech in their lesson fairly often, their number is equal to 38% of respondents and except the reasons mentioned above they stated that it saves the time when they need to explain something quickly.

The lack of English lessons in our schools (usually about four per a week, as seen in the overview, appendix 9) and curricula probably persuades the teachers to use methods and activities, which would be replaced by something more efficient and interesting, if there was more time for it.

It is also necessary to realise that people who answer the questionnaires need not necessarily answer truthfully, sometimes the answers show more, what the people would like to be or do than the reality, so this fact should be taken into consideration even in the case of the questionnaires for learners and teachers at this work.

7 Conclusion

The present perfect belongs to grammatical structures that cause some problems to Czech learners. These problems are associated mainly with the use of the structure, because there is not any comparable structure in the Czech language. Therefore the teachers should teach it with more attention than structures that are similar to learners' mother tongue.

The theoretical part dealt mainly with the approaches and methods of teaching, they are associated with the use of the mother tongue in the lesson and the psychology of the learners. There exist many methods of teaching grammar, they have developed through the time and each of them has some advantages and disadvantages and it is up to the teacher to choose and combine them into an efficient tool. Some methods were briefly described at the beginning of this work. A part of the text dealt with the learners' needs, because it plays an important role in preparing teaching materials. It is important if a teacher teaches someone, who wants to learn, in short to provide enough motivation to the learners. There was also described the structure of the present perfect together with the use of this verb form as well as some possible troubles that a Czech learner can have.

The aim of the practical part was to find out what causes difficulties to Czech learners, whether there are differences between girl and boy-learners and if the teacher should use a different approach when working with learners of a different gender. Another point was the matter of the use of the mother tongue in the lesson, whether to use it or not and to what extent it could be useful.

To get the answers to the questions mentioned above, the practical part was based on the research composed of two parts that focussed on the approaches that are appropriate for the present perfect teaching in Czech conditions, on the use of the mother tongue in the classroom and on the differences between female and male learners. The participants of the research were both the learners and the teachers, there were ascertained their points of view associated with this grammar task, their experiences and in the case of the learners the research pointed to some troubles that they can face in this field. There were also found out great differences between the language abilities of students at the grammar schools and at upper secondary schools through the exercises in the questionnaire.

The research helped to have better view of the learners' problems and needs and the findings can be used by the teachers in their work. The problems are mainly in the case of the use of

the structure, when the learners shall decide whether to use the present perfect or another form of the verb, then some problems appeared in the use of irregular verb forms, so there should be more time devoted to its practise. To speak about the needs, the learners themselves prefer work with their textbooks, but they also like sitcoms, films, magazines and on-line articles and all of the learners like music, so such materials could be involved in the lessons to make the lessons more attractive or they can be a part of homework. The learners at upper secondary schools prefer explaining grammar in Czech, so the teachers should consider this fact quite important. Most of them prefer explaining grammar on examples while the learners at grammar schools prefer simple overview of the structure in tables.

It was found out that the differences between girls and boys are not so big that it requires different approach and there was also found that everything is very individual and it is difficult to generalize for example the use of the L1, because everything depends on the situation, therefore a flexible approach is worth using. The differences are between the preferred activities, because there are more girls who like reading and writing activities, than boys. Also using the computer is more preferred by girls. The boys on the other hand like watching documentaries and cartoons.

The differences were seen much more between the learners of different schools than between the genders and it was mainly in the level of knowledge of the present perfect. The results in the brief tests, placed in the questionnaires, differed slightly between the girls and boys at the grammar schools and much more at upper secondary schools, while in both cases the girls were more successful than boys. The girls from grammar schools got the results of 99% and the boys 93%, while the girls from upper secondary schools got only 61% and the boys' score was 38%. The exercises focussed on the accuracy, the appropriate use and comprehension.

Although the work provides some important or interesting findings, the indicators are not entirely reliable due to a small number of respondents.

Because the research pointed mainly to the problems of learners at upper secondary schools (especially the lack of knowledge of irregular verbs and the use of the structure), it could be followed by another research that would focus on the identified problems of upper secondary school learners and subsequently at work with these learners, trying various methods and activities and searching for the best option that would lead to their improvement. All the learners, both grammar and upper secondary students, have to be successful at the leaving examination, so the difference in the level of their knowledge should not be so enormous.

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Appendices

Appendix 1: Lesson one – materials for practising the present perfect

Exercises taken from English Grammar in Use, Murphy, R, 1985, page 15:

7.1 You are writing a letter to a friend. In the letter you give news about yourself and other people. Use the words given to make sentences. Use the present perfect.

Dear Chris,

Lots of things have happened since I last wrote to you.

1 I / buy / a new car ...**I've bought a new car.**...

2 my father / start / a new job

3 I / give up / smoking

4 Charles and Sarah / go / to Brazil

5 Suzanne / have / a baby

7.2 Read the situations and write sentences. Choose one of the following:

arrive break go up grow improve lose

1 Mike is looking for his key. He can't find it. ...**He has lost his key.**...

2 Margaret can't walk and her leg is in plaster. She

3 Maria's English wasn't very good. Now it is much better.

4 Tim didn't have a beard last month. Now he has a beard.

5 This morning I was expecting a letter. Now I have it.

6 Last week the bus fare was 80 pence. Now it is 90.

7.3 Complete B's sentences. Use the verb in brackets + just/already/yet (as shown).

A
1 Would you like something to eat?

2 Do you know where Julia is?

3 What time is David leaving?

4 What's in the newspaper today?

5 Is Ann coming to the cinema with us?

6 Are your friends here yet?

7 What does Tim think about your plan?

B
No, thanks. I **'ve just had** lunch. (just/have)

Yes, I her. (just/see)

He (already/leave)

I don't know. I
(not/read/yet)

No, she the film. (already/see)

Yes, they (just/arrive)

I (not/tell/yet)

7.4 Read the situations and write sentences with just, already or yet.

1 After lunch you go to see a friend at her house. She says 'Would you like something to eat?'

You say: No, thank you. ...**I've just had lunch.**... (have lunch)

2 Joe goes out. Five minutes later, the phone rings and the caller says 'Can I speak to Joe?'

You say: I'm afraid (go out)

3 You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away. You say: Wait a minute! (not/finish)

4 You are going to a restaurant this evening. You phone to reserve a table. Later your friend says 'Shall I phone to reserve a table?' You say: No, it. (do)

5 You know that a friend of yours is looking for a job. Perhaps she has been successful. Ask her. You say:? (find)

6 Ann went to the bank, but a few minutes ago she returned. Somebody asks 'Is Ann still at the bank?' You say: No, (come back)

7.5 Put in been or gone.

1 Jim is on holiday. He's ...**gone**... to Italy.

2 Hello! I've just to the shops. I've bought lots of things.

3 Alice isn't here at the moment. She's to the shop to get a newspaper.

4 Tom has out. He'll be back in about an hour.

5 'Are you going to the bank?' 'No, I've already to the bank.'

3.1 You are asking somebody questions about things he or she has done. Make questions from the words in brackets.

- 1 (ever / ride / horse?) ...Have you ever ridden a horse?
- 2 (ever / be / California?)
- 3 (ever / run / marathon?)
- 4 (ever / speak / famous person?)
- 5 (always / live / in this town?)
- 6 (most beautiful place / ever / visit?) What

3.2 Complete B's answers. Some sentences are positive and some negative. Use a verb from this list:
 be be eat happen have ~~meet~~ play read see see try



1	What's George's sister like?	I've no idea. ... <u>I've never met</u> her.
2	How is Amy these days?	I don't know. I her recently.
3	Are you hungry?	Yes. I much today.
4	Can you play chess?	Yes, but for ages.
5	Did you enjoy your holiday?	Yes, it's the best holiday for a long time.
6	What's that book like?	I don't know. it.
7	Is Brussels an interesting place?	I've no idea. there.
8	Mike was late for work again today.	Again? He every day this week.
9	Do you like caviar?	I don't know. it.
10	The car broke down again yesterday.	Not again! That's the second time this week.
11	Who's that woman by the door?	I don't know. before.

3.3 Complete these sentences using today / this year / this term etc.

- 1 I saw Tom yesterday but ...I haven't seen him today...
- 2 I read a newspaper yesterday but I today.
- 3 Last year the company made a profit but this year
- 4 Tracy worked hard at school last term but
- 5 It snowed a lot last winter but
- 6 Our football team won a lot of games last season but we

3.4 Read the situations and write sentences as shown in the examples.

- 1 Jack is driving a car but he's very nervous and not sure what to do.
 You ask: ...Have you driven a car before?...
 He says: ...No, this is the first time I've driven a car...
- 2 Len is playing tennis. He's not very good and he doesn't know the rules.
 You ask: Have
 He says: No, this is the first
- 3 Sue is riding a horse. She doesn't look very confident or comfortable.
 You ask:
 She says:
- 4 Maria is in London. She has just arrived and it's very new for her.
 You ask:
 She says:

Appendix 2: The text for listening and reading

Taken from the course book Headway, Pre-Intermediate, 4th ed., Soars J., L., 2012, p.54,55:

STARTER

What's the Past Simple and the past participle of these verbs?
Which are regular? Which irregular?

live	have	be	give	go	eat
know	meet	move	work	write	

A HOUSE WITH HISTORY

Present Perfect, *for* and *since*

- 1 **T71** Look at the pictures. Listen and read about **John**. Answer the questions.
- Where does he live?
 - What's his job?
 - Where did he meet his wife?
 - Does he have any children?
- 2 Read about **John's flat**. Why is it famous? Who lived there? When? What tense are the verbs in **bold**? Why?

- 3 Work with a partner. Read the questions. Are they about **John (J)** or **Karl Marx (KM)**?

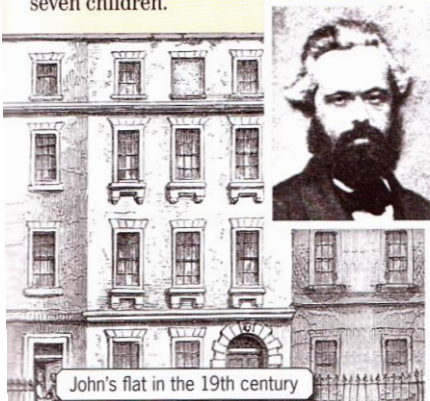
- How long has he lived in the flat? **J**
- How long did he live in the flat?
- Where does he work?
- How long has he worked there?
- What was his job in London?
- Which newspaper did he write for?
- How long has he been married?
- How long was he married?



John

“Hi! I'm John. I live in London. I have a flat in Dean Street, Soho. **I've lived** here for three years. I'm a press photographer. **I've worked** for *The London Gazette* since 2010. My wife's name is Fay. **We've been** married for two years. We met at university. Fay's a receptionist at the Ritz Hotel. I get around town on a motorbike. **I've had** it since I was 25. Fay goes by bus. We don't have any children yet.”

John's flat is famous. Karl Marx, the German philosopher and historian, **lived** there for five years in the 19th century. He **moved** to London in 1849 and **worked** as a foreign correspondent for an American newspaper. He **wrote** for *The New York Daily Tribune*. He **was** married to Jenny von Westphalen for 38 years. They **had** seven children.



- 5 Read the texts again. What differences and similarities are there between John and Karl Marx?



John's flat

Appendix 3: A diary page with a task – lesson 2

The task: Here are two busy days from Michael's diary, what has she already done? What hasn't she done yet? (one learner plays Michael's role for Tuesday, one for Wednesday).

Tuesday November 3rd	Wednesday November 4th
7:00 - send a letter ✓	7:00 - take toothbrush to school!! ✓
8:00	8:00 - test - Chemistry ✓
9:00 - write a test MATH!!! ✓ <u>call John at 9:30</u> ✓	9:00
10:00 - English - hand in the project	10:00 - dentist - 10:30 ✓
11:00	11:00 - PC presentation
12:00 - lunch with Susan - Pizzeria Bruno ✓	12:00 - lunch with Jane - 12:30 school canteen
13:00	13:00 - PE - fitness Fit Club ✓
14:00 - guitar lesson 14.15 ✓	14:00 - buy vegetables, bread, fruits, salami, milk, cheese ✓
15:00 - a date with M. ✓	15:00
16:00	16:00 - learn for test (Geography - GB) ✓
17:00 - pick up the parcel - post office closes at 5!!! ✓	17:00 - shopping with El
18:00 - buy some vegetables	18:00 - Café Florida - M. ✓
19:00	19:00
20:00 - cinema with Peter ✓	20:00 - send HW to PC teacher by 9:00 ✓
10.05 p.m. The Other Woman HBO - don't forget! ✓ GREAT COMEDY 😊!	9:00 p.m. - M. for dinner - make spaghetti 😊

Appendix 4: The course-book exercises: questions and answers

Taken from Soars, J., L., 2012, p.56, 57

AN ARCHAEOLOGIST

Present Perfect – *ever* and *never*

- Look at the photos of Frieda Hoffmann and read the introduction. What's her nationality? Which countries has she been to? What are her passions?
- Read the interview with Frieda and write the questions on the correct line.
Have you always been interested ...?
~~When did you first go abroad?~~
Why did you move there?
Have you ever discovered anything?
How many times have you been to Egypt?
~~Which countries have you been to?~~
How many books have you written?
... have you ever been in any dangerous situations?
How did you travel?

T 7.6 Listen and check.

- Work with a partner. Ask and answer questions about Frieda.
 - Which countries ... been to?

Which countries has she been to?

She's been to Egypt, Algeria, Kenya, South Africa, China, ...

- ... ever / South America?
- When / move / England?
- Where / her father get a job?
- When / see / the Tutankhamun Exhibition?
- How many times / to Egypt?
- How many books ...?

GRAMMAR SPOT

- What are the tenses in these sentences?
You've **travelled** a lot in your lifetime.
Which countries **have you been** to?
When I **was** six, my family **moved** to England.
Which tense refers to a definite time in the past?
Which tense refers to an experience some time in your life?
- The adverbs *ever* and *never* are often used with the Present Perfect.
Have you **ever** been in danger?
I've **never** been to South America.

▶▶ Grammar Reference 7.2 p152

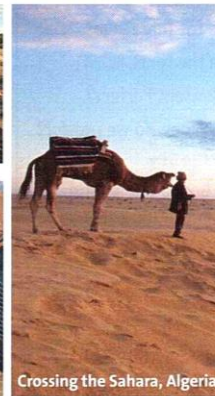


Frieda Hoffmann – archaeologist and writer

Frieda Hoffmann was born in Germany, but she has lived most of her life abroad. She has a passion for history and ancient civilizations. Her greatest love is Africa, and she has written several books about ancient Egypt.



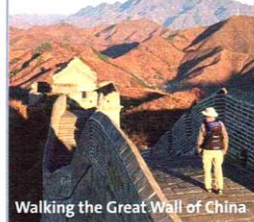
Driving in South Africa



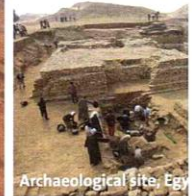
Crossing the Sahara, Algeria



The River Nile, Kenya



Walking the Great Wall of China



Archaeological site, Egypt

- Frieda, you've travelled a lot in your lifetime.
¹ Which countries have you been to?
- Well, I've been to a lot of countries in Africa and Asia, but I've never been to South America.
- ² When did you first go abroad?
- When I was six, my family moved to England.
- ³ _____?
- Because my father got a job as Professor of History at Cambridge University.
- ⁴ _____ in archaeology?
- Yes, I have. When I was ten, there was an exhibition of Tutankhamun, the Egyptian king, in London. My father took me to see it, and I was fascinated! After that I knew that I wanted to go to Egypt and be an archaeologist.
- ⁵ _____?
- Twenty times at least! I go as often as I can.
- ⁶ _____?
- Yes, I've made some very important discoveries. I was the leader of a team that discovered some ancient tombs near Cairo.
- You've written books about Egypt, haven't you?
⁷ _____?
- I've written three about the pharaohs. And I've written a book about a journey I made from Cairo to Cape Town.
- ⁸ _____? By train? By car?
- In a Land Rover, of course!
- In all your travels, ⁹ _____?
- Oh, goodness, yes! I've often been in danger. But in situations like that you learn so much about yourself.

PRACTICE

Present Perfect or Past Simple?

1 **T7.7** Listen and complete some lines from an interview with Frieda.

1 Do you go back to Germany much?

“No, I don't. I _____ back a few times, but I've _____ there again.”

2 What _____ you _____ at university?

“I _____ Ancient History at Cambridge.”

3 _____ you _____ an ordinary job?

“Of course I _____! I _____ all sorts of things! After university I _____ any money.”

So what _____ you _____?

“I _____ in a restaurant! I _____ it!”

4 What's the most dangerous situation you _____ in?

“Well, I _____ a very bad car crash in Cairo. I _____ seriously injured, and _____ several bones.”

What extra information did you hear? With a partner, practise the questions and answers.

2 Ask and answer more questions about Frieda. When did she do these things?

Has she ever ...

Yes, she has.

When did she do that?

- 1 ... cross/the Sahara? (in her early thirties)
- 2 ... walk/the Great Wall of China? (in 1995)
- 3 ... travel/up the Nile? (a student)
- 4 ... work/in a restaurant? (left university)

Talking about you

3 Choose one of the questions in the box. Stand up and ask everyone in the class.

Have you ever ...?

done anything dangerous?	slept in a tent?
broken your arm or your leg?	worked in a restaurant?
lost something important?	been to hospital?
been to Africa?	written a story?

When you find someone who says Yes, ask more questions.


Have you ever done anything dangerous?

Yes, I have.


What / When / How / Why ...?

Appendix 5: An example of material for conversation (one example card)

A famous person's list:

You are PINK	
	Born: 8th September 1979, Pennsylvania, US
	Music: Rock, pop, R&B, pop punk
	Instruments: guitar, piano, drums
	Occupation: Singer, songwriter, dancer,
	Years active: 1995-present
	Awards: 74 awards won and 137 nominations
	Got married: 2006 a motocross racer Carey Hurt
Since 2013: One of the best paid musicians in the world	

A reporter's list:

You ask PINK	
	Born:
	What kind of music:
	What instruments:
	Occupation:
	Years active till today:
	Number of Awards:
	Married? How long?
2013 - today?	

Appendix 6: A mini test and its results in four groups.

The maximum points, they could reach were fifteen.

Exercise 1: Translate and use these verbs in correct forms: *meet, have, be, buy, be married*

1. Jak dlouho máš toto auto? _____
2. Jsem vdaná od roku 2012. _____
3. Nikdy jsem nebyl v zahraničí. _____
4. Podívej, koupil jsem to za 20 liber. _____
5. Hádej, koho jsem potkal. _____

Exercise 2: Complete the sentences with correct verb forms:

1. I _____ John for six years. (*know*)
2. John _____ me the book yesterday morning. (*give*)
3. How long _____ you _____ for the Financial Times? (*work*)
4. I _____ yet. (*not finish*)
5. They _____ here in 2011. (*live*)

Exercise 3: Choose and circle a correct expression:

1. I _____ America.
a) *have never been in* b) *have never be in* c) *have never been to*
2. Peter and Sue _____ in June.
a) *have got married* b) *got married* c) *married*
3. Luke _____ here since last year.
a) *lives* b) *living* c) *has lived*
4. Who _____ the window?
a) *has broken* b) *broken* c) *has broken*
5. Oh, you look terrible. What _____ to you?
a) *has happen* b) *was happen* c) *happening*

The number of correct answers in each exercise was following:

Exercise 1: 1 – 13, 2 – 20, 3 – 27, 4 – 26, 5 – 11

Exercise 2: 1 – 4, 2 – 36, 3 – 26, 4 – 37, 5 – 42

Exercise 3: 1 – 44, 2 – 37, 3 – 12, 4 – 34, 5 – 31

The overview of the results - the number of correct answers in each exercise was following:

Exercise 1: Translation:

6. *Jak dlouho máš toto auto?* – 13 correct answers
7. *Jsem vdaná od roku 2012.* – 20 correct answers
8. *Nikdy jsem nebyl v zahraničí.* – 27 correct answers
9. *Podívej, koupil jsem to za 20 liber.* – 26 correct answers
10. *Hádej, koho jsem potkal.* - 11 correct answers

Exercise 2: Gap-filling:

6. *I _____ John for six years. (know)* – 4 correct answers
7. *John _____ me the book yesterday morning. (give)* – 36 correct answers
8. *How long _____ you _____ for the Financial Times? (work)* - 26 correct a.
9. *I _____ yet. (not finish)* – 37 correct answers
10. *They _____ here in 2011. (live)* 42 correct answers

Exercise 3: Multiple choice:

6. *I _____ America.* – 44 correct answers
d) *have never been in* e) *have never be in* f) *have never been to*
7. *Peter and Sue _____ in June.* – 37 correct answers
a) *have got married* b) *got married* c) *married*
8. *Luke _____ here since last year.* – 12 correct answers
d) *lives* e) *living* f) *has lived*
9. *Who _____ the window?* – 34 correct answers
d) *has broken* e) *broken* f) *has broken*
10. *Oh, you look terrible. What _____ to you?* – 31 correct answers

Tab.1 The number of points that the learners achieved in the whole test ordered from the highest score:

	G1	G2	B1	B2
Student	15	15	14	15
Student	15	13	14	13
Student	14	13	12	12
Student	12	13	11	12
Student	11	11	11	10
Student	7	9	8	10
Student	7	8	8	8
Student	5	7	7	8
Student	5	6	7	5
Student	3	6	6	5
Student	2	1	2	1
Student	0	1	0	1
Student	0	0	0	1
Student	0	0	0	0
Average score	6.86 (46%)	7.35 (49%)	7.14 (47.6%)	7.21 (48%)

Appendix 7: Two exercises from the language test and the results

Ex.1 10 points Write the conversations and use the clues:

1 A You/be/brown! Where/ you/ be?

You're brown! Where have you been?

B We/ be/ on holiday.

A Where/ you/ go?

B We/ go/ Spain.

A When/ you/ get/ back?

B Last night. The plane/ land/ 6.00
in the evening.

2 A What/ you/ do/ to your finger?

B I/ cut/ myself.

A How/ you/ do that?

B I/ cook/ and the knife/ slip.

A you/ put/ anything on it?

B No. It's not that bad

The overview of the results:

- Conversation one

A *You/ be/ brown! Where/ you/ be?* *You're brown. Where have you been?*

B *We/ be/ on holiday.* *We've been on holiday.* - 30 correct answers

A *Where/ you/ go?* *Where did you go?* - 23 correct answers

B *We/ go/ Spain.* *We went to Spain.* - 24 correct answers

A *When/ you/ get/ back?* *When did you get back?* - 19 correct answers

B *Last night. The plane/ land/ 6.00 in the evening.* *...the plane landed at...* - 29 correct answers

- Conversation two

A *What/ you/ do/ to your finger?* *What have you done to...?* - 18 correct answers

B *I/ cut/ myself.* *I've cut myself.* - 31 correct answers

A *How/ you/ do that?* *How did you do that?* - 8 correct answers

B *I/ cook/ and the knife/ slip.* *I was cooking and the knife slipped* -2 correct answers

A *you/ put/ anything on it?* *Have you put anything on it?* - 31 correct answers

B *No. It's not that bad*

d) *also designed* e) ***has also designed*** f) *is also designed*

There were thirty-six correct answers in the present perfect, twenty learners chose option c.

8. He _____ in Los Angeles for many years.

d) *lives* e) ***has lived*** f) *lived*

There were twenty-two correct answers in the present perfect. The other learners chose incorrectly the past tense form of the verb.

9. He _____ married.

d) *never* e) ***has never*** f) *is never*

Only three learners were wrong, while two of them chose only *never* and one *is never*. The others answered correctly.

10. He _____ with friends in a villa in the mountains above Los Angeles.

d) ***lives*** e) *has lived* f) *lived*

Thirty-four learners used incorrectly the past tense form, the other twenty-two chose the present perfect.

Tab.3 The results – the number of achieved points ordered from the highest score:

	G1	G2	B1	B2
	10	10	10	10
	10	9	10	10
	8	9	9	10
	8	9	8	7
	7	9	8	7
	7	7	7	7
	6	6	7	7
	4	5	6	6
	4	5	5	6
	4	5	5	4
	4	4	4	4
	3	4	4	4
	3	4	4	4
	3	3	4	3
Average score	5.7 (57%)	6 (60%)	7.2 (72%)	6.3 (63%)

Appendix 8: The questionnaire for students in Czech

The questionnaire for students

Dotazník pro studenty

Předpřítomný čas - The Present Perfect

Pohlaví: muž žena

Škola a ročník: ZŠ - 7 8 9 ročník SŠ/ G - 1 2 3 4 5 6 7 8 ročník

Jak dlouho se učíte anglicky?let

Jak často se učíte anglicky?

Počet vyučovacích hodin týdně: Počet hodin domácí přípravy týdně:

Používáte AJ i mimo školu? Kdy? Zatrhněte možnosti (můžete vybrat více možností):

- **Poslouchám** hudbu v angličtině rádiovou stanicí v angličtině
- **Sleduji** filmy v angličtině, sitcomy v angličtině, animované seriály v angličtině, dokumenty v angličtině, zprávy v angličtině, zábavné pořady v angličtině,
- **Čtu** knihy v angličtině, noviny/ časopisy v angličtině, články na internetu v angličtině
- **Dopisuji si** s kamarádem z jiné země v AJ

Uveďte **další možnosti**:

.....
.....

Upřednostňujete výklad gramatiky v anglickém nebo v českém jazyce? Zatrhněte jednu z možností:

- v anglickém jazyce
- v českém jazyce

Svůj výběr můžete zdůvodnit:

.....

Zatrhněte jednu z možností:

Upřednostňujete vysvětlení předpřítomného času

- **formou poučky?** (Učitel vysvětlí, co je předpřítomný čas, jak se tvoří – používání *have* a příčestí minulého, dále v jakých případech kde se používá a potom si to procvičíte např. na cvičeních v učebnici.)
- **pomocí názorných příkladů?** (Učitel napíše několik vět v předpřítomném čase, zjistíte, že se v nich opakuje sloveso *have* – tím rozpoznáte, jak se předpřítomný čas tvoří. Potom přečtete příklady vět v předpřítomném čase s obrázky nebo přečtete dva podobné texty, v jednom se užije předpřítomný čas a přijdete na to proč. Společně s učitelem odvodíte, jak se tento jev používá a v jakých případech a poté procvičíte na cvičeních.)

Zdůvodněte, proč:

.....
.....

Procvičování předpřítomného času vám vyhovuje (zatrhněte i více možností):

- s učebnicí
 - v rozhovorech
 - v hraní rolí
 - s ITC (počítače, tablety) – interaktivní cvičení
 - s prezentací doplněnou vedením učitele
 - s interaktivní tabulí
 - formou her
 - psaním textu
 - čtením textu
 - poslechem
- jiná možnost _____

Zatrhněte, co vám u předpřítomného času činí potíže (zatrhněte i více možností). Svůj výběr zdůvodněte:

- Struktura (oznamovací věty/ otázky/ záporu):

.....
.....

- Tvar minulého příčestí pravidelných sloves:

.....

- Tvar minulého příčestí nepravidelných sloves:

.....

- Slovní zásoba:

.....

- Použití (rozhodování se mezi předpřítomným, minulým a přítomným časem):

.....
.....

- Jiný problém:

.....
.....

Zatrhněte, co vám činí větší potíže:

- produkce (tj. vlastní tvorba) vět v předpřítomném čase
- porozumění anglickému textu v předpřítomném čase

Při porozumění anglickému textu v předpřítomném čase máte větší potíže s poslechem nebo se čtením? Zatrhněte jednu z možností:

- poslech
- čtení

Zatrhněte, kdy používáte předpřítomný čas:

- výhradně ve cvičeních zaměřených na tento gramatický jev (cvičení k doplňování, dialogy, tvoření vět v předpřítomném čase apod.)
- kdykoli v ústní i písemné komunikaci v anglickém jazyce, pokud to považuji za vhodné/správné

Zatrhněte jednu z možností:

Lepší výsledky mám při:

- ústním zkoušením po probrání a procvičení látky
- písemném zkoušením po probrání a procvičení látky formou otevřených otázek, překladu, slohového útvaru
- písemném zkoušením formou testu s uzavřenými otázkami (a, b, c)

Z každé zadané trojice vět zatrhněte tu, kterou byste použili:

A	1. I have never been to Paris.	2. I never was to Paris.	3. I have never been in Paris.
B	1. Look, he broke our window.	2. Look, he breaks our window.	3. Look, he has broken our window.
C	1. She always has come late.	2. She has always come late.	3. She has always came late.
D	1. What you have done?	2. What did you done?	3. What have you done?
E	1. They have not visited us since they moved to London	2. They did not visited us since they have moved to London.	3. They did not visit us since they have moved to London.

Doplňte slovesa z nabídky ve správném tvaru (mohou být i v záporu):

meet *play* *see* *eat* *read*

- What's John's sister like? I've no idea. Ineverher.
- Are you hungry? Yes. Imuch today.
- Can you play chess? Yes, but Ifor ages.
- What's that book like? I don't know. Iit.
- Who's that woman by the door? I don't know. Ineverher.

Doplňte příčestí minulé - -d/ -ed/ třetí tvar:

- Be
- see
- stand
- catch
- meet
- try

Appendix 9: The overview of the data collected from the questionnaires for students

Tab.4 The overview of the resulting data, collected via the questionnaires for learners

school	Grammar school	Secondary schools	Secondary schools	Grammar school
Gender, number of interviewed	GIRLS, 30	GIRLS, 52	BOYS, 27	BOYS, 38
Number of years learning English – average per pupil	6.5	8.4	9	5.7
Number of lessons per week – average per a pupil	4	3.6	4.9	4
Number of hours learning at home – average per pupil	2.6	2	1,7	2.4
Where the learners use English language outside the school				
Music	30	52	27	38
Radio station	0	0	0	0
Films	30	29	17	32
Sitcoms	30	25	12	31
Cartoons	16	18	11	22
Documentaries	5	0	8	16
News	0	0	4	3
TV shows	4	1	4	0
Books	9	3	5	1
Newspaper	4	1	2	10
Magazines	29	11	6	20
On-line articles	30	19	11	34
Pen friend	30	1	6	18
Other options (PC games, holidays,..)	30	25	5	0
Total number of activities - average per a pupil	8	3.7	4.1	5.8
What preferences the learners have in relation to teacher´s explaining methods				
Explanation in Czech	0	39	7	3
Explanation in English	30	13	20	35
Explanation in a table with an overview	30	21	14	35
Explanation in examples	1	29	14	3
What didactic/ learning materials and methods the learners prefer				
Learning from the course-book	30	32	18	38
Learning through dialogues	30	34	16	38
Learning through role-plays	2	8	2	7
Learning on PC	7	11	8	3
Power Point presentation	0	15	9	0
Interactive blackboard	0	6	2	0
Game-like activities	3	9	6	0

Writing	28	24	12	4
Reading	7	14	9	5
Listening	30	21	10	35
Any other way	0	0	1	0
Learners' troubles with the present perfect				
The structure	0	1	7	0
Regular verbs	0	0	6	0
Irregular verbs	0	1	6	5
Lack of vocabulary	0	7	7	3
The use of appropriate tense	12	20	15	8
Other problems (students stated: in Czech- all clear, in English -can't use)	0	0	7	0
Learners have more problems with (production X comprehension; listening X reading):				
Production	13	47	21	38
Comprehension	0	3	5	0
Listening	13	50	23	38
Reading	0	0	0	0
Learners use the present perfect structure only in exercises X actively any time, it is appropriate:				
Mainly in exercises that focus on it	5	24	20	31
In any communicative situation (oral/written)	23	26	7	9
What assessment the learners have better results:				
In oral assessment after the topic is practised at school	0	7	3	0
In writing skills (essay, letter,...)	0	1	2	0
In multiple-choice tests	30	42	22	38
The results of exercises focussed on the present perfect in the questionnaire				
Part one – multiple choice				
A - chosen option 1 - correct	30	32	18	37
A - chosen option 2 - incorrect	0	1	2	0
A - chosen option 3 - incorrect	0	19	7	1
B - chosen option 1 - incorrect	0	4	7	4
B - chosen option 2 - incorrect	0	0	6	0
B - chosen option 3 - correct	30	48	14	34
C - chosen option 1 - incorrect	0	0	1	0
C - chosen option 2 - correct	30	47	17	38
C - chosen option 3 - incorrect	0	5	9	0
D - chosen option 1 - incorrect	0	3	0	2
D - chosen option 2 - incorrect	0	0	10	0
D - chosen option 3 - correct	30	49	17	36
E - chosen option 1 - correct	30	45	14	36
E - chosen option 2 - incorrect	0	0	6	0
E - chosen option 3 - incorrect	0	7	7	2
Part two – correct verb-forms				
Correct verb-form 1	30	19	12	37

Correct verb-form 2	27	12	7	33
Correct verb-form 3	30	4	6	34
Correct verb-form 4	29	6	7	38
Correct verb-form 5	30	11	11	33
Part three – the past participle of verbs				
correct - <i>be</i>	30	50	13	38
correct - <i>see</i>	30	48	15	36
correct - <i>stand</i>	30	23	7	34
correct - <i>catch</i>	26	19	9	32
correct - <i>meet</i>	30	44	17	38
correct - <i>try</i>	30	19	15	33

The overview of the results in the exercises - percentage:

Exercise one – multiple choice:

A1 – correct: 117 answers, it is 78% of correct answers.

A2 – 1 girl and 2 boys from upper secondary school answered incorrectly.

A3 – 19 girls and 5 boys from upper secondary and 1 boy from grammar school answered incorrectly.

B1 – 7 boys and 4 girls from upper secondary and 4 boys from grammar schools chose incorrect answer.

B2 – only 6 boys from upper secondary school chose incorrect answer.

B3 – correct: 125 answers, it is 85%.

C1 – 1 boy from upper secondary school answered incorrectly.

C2 – correct: 130 answers, it is 88%.

C3 – 3 girls and 8 boys from upper secondary school answered incorrectly.

D1 – 2 boys from grammar school answered incorrectly.

D2 – 10 boys from upper secondary school answered incorrectly.

D3 – correct: 131 answers, it is 89%.

E1 – correct: 125 answers, it is 85%.

E2 – 6 boys from secondary schools answered incorrectly.

E3 – 5 girls and 6 boys from upper secondary and 2 boys from grammar school answered incorrectly.

Exercise 2:

1. 98 correct answers, it is 67%.

2. 79 correct answers, it is 54%.

3. 74 correct answers, it is 50%.

4. 80 correct answers, it is 54.4%.

5. 85 correct answers, it is 58%.

Exercise 3:

Be – 131 correct answers, it is 89%.

See – 129 correct answers, it is 88%.

Stand – 94 correct answers, it is 64%.

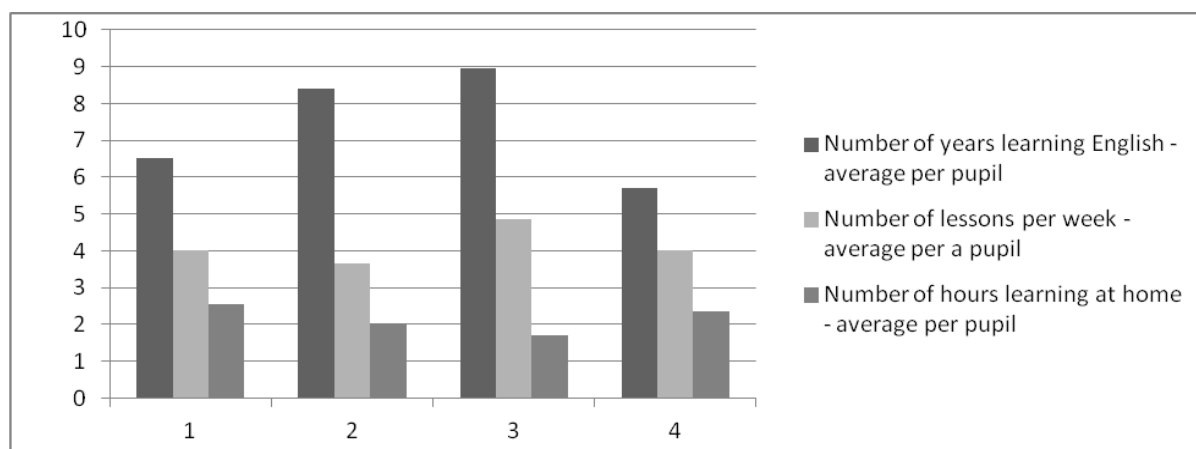
Catch – 86 correct answers, it is 59%.

Meet – 129 correct answers, it is 95%.

Try – 97 correct answers, it is 66%.

Appendix 10: The overview in charts based on the questionnaire for students

Chart 1: The time dedicated to learning English



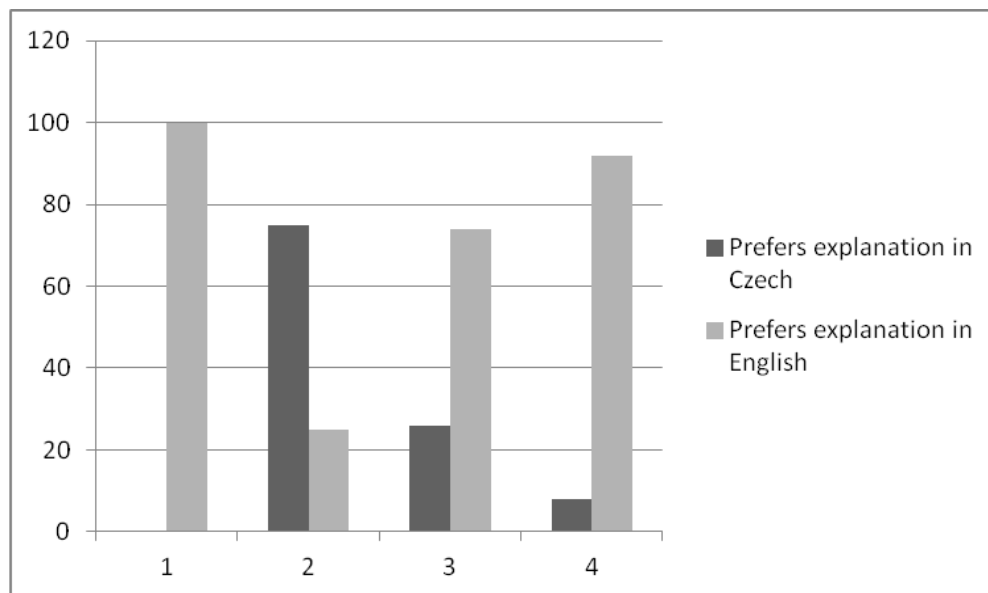
1 – girls (grammar school)

3 – boys (secondary schools)

2 – girls (secondary school)

4 – boys (grammar school)

Chart 2: Preference of the learners in relation to teacher's explaining methods – L1 or L2 (percentage per each group)



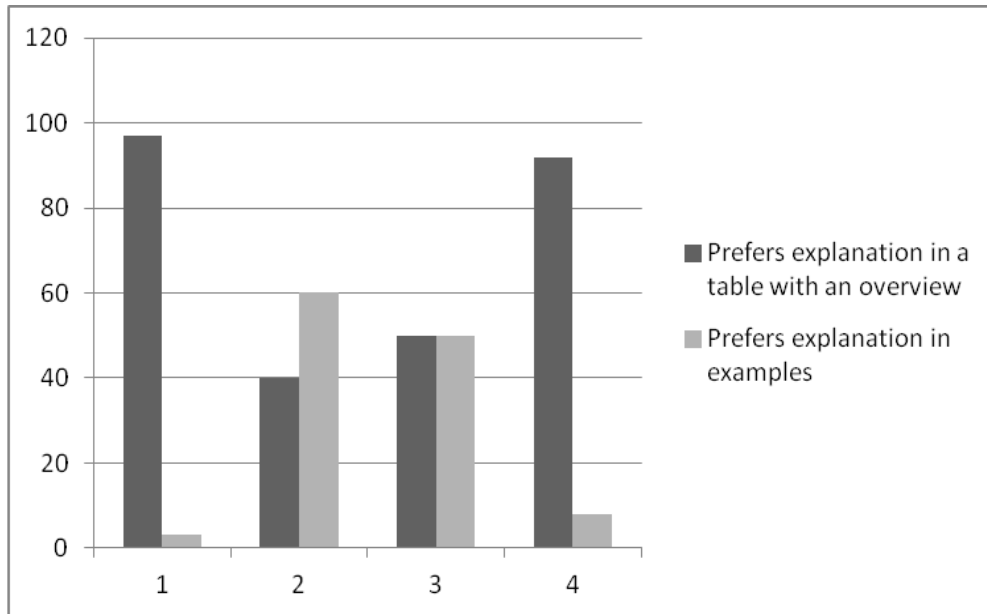
1 – girls (grammar school)

6 – boys (secondary schools)

5 – girls (secondary school)

7 – boys (grammar school)

Chart 3: Preference of the learners in relation to teacher's explaining methods – a table or example-sentences (percentage per each group)



1 – girls (grammar school)
 8 – girls (secondary school)

9 – boys (secondary schools)
 10 – boys (grammar school)

Chart 4: How the learners prefer to learn – compared girls and boys (percentage per each group)

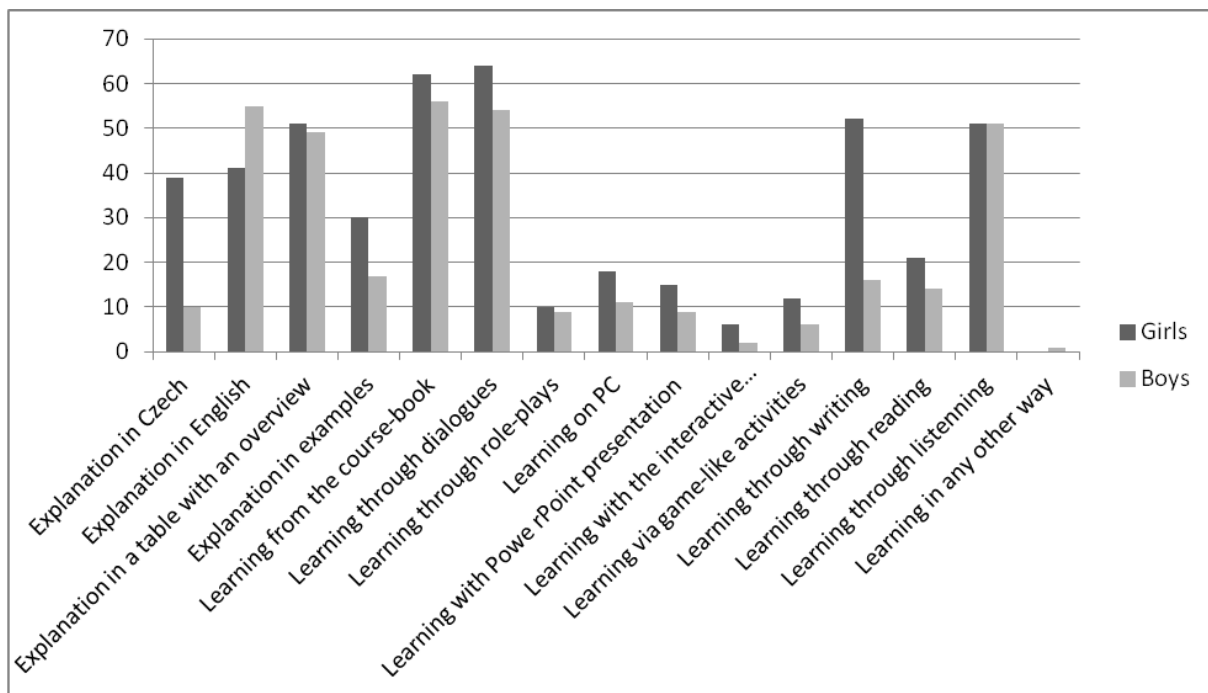


Chart 5: Situations, where the learners use English outside the school – girls compared to boys (percentage per each group)

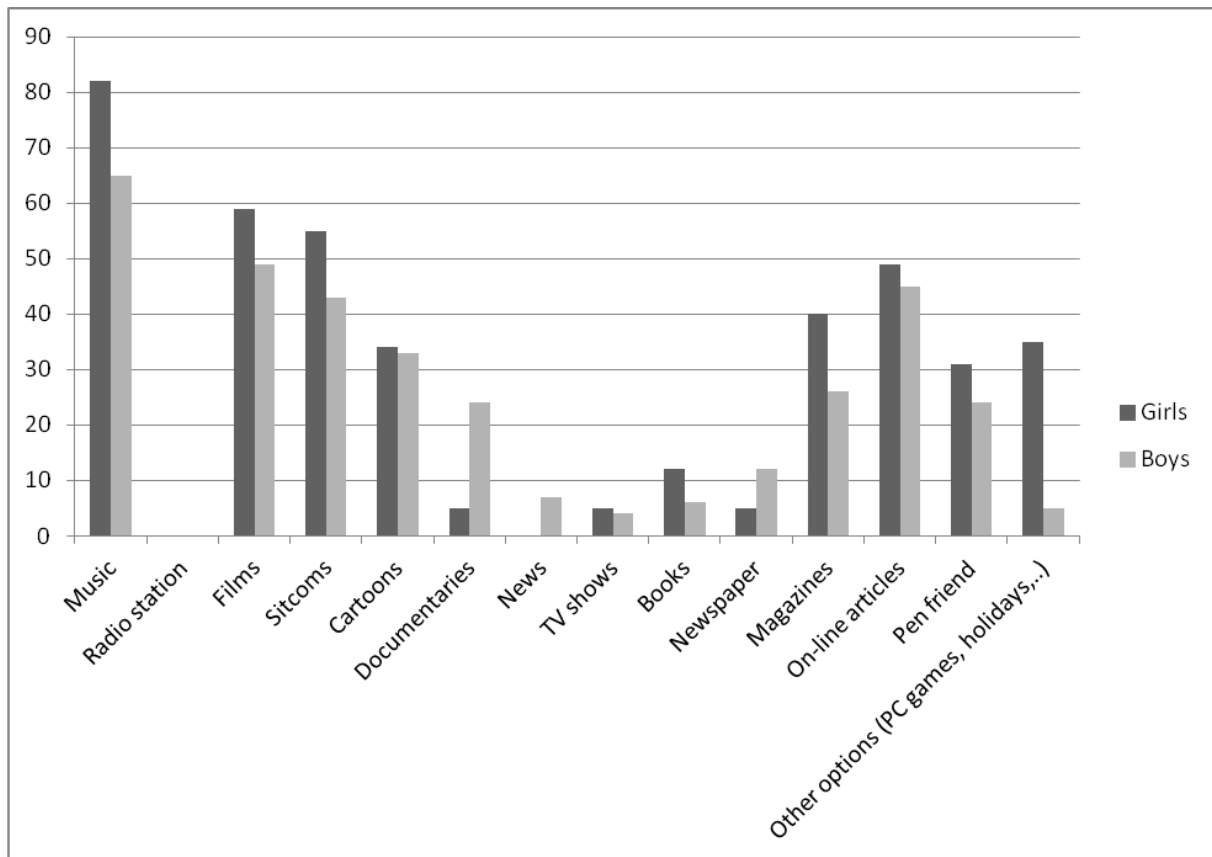


Chart 6: The overview of Learners' troubles with the present perfect (percentage per each group)

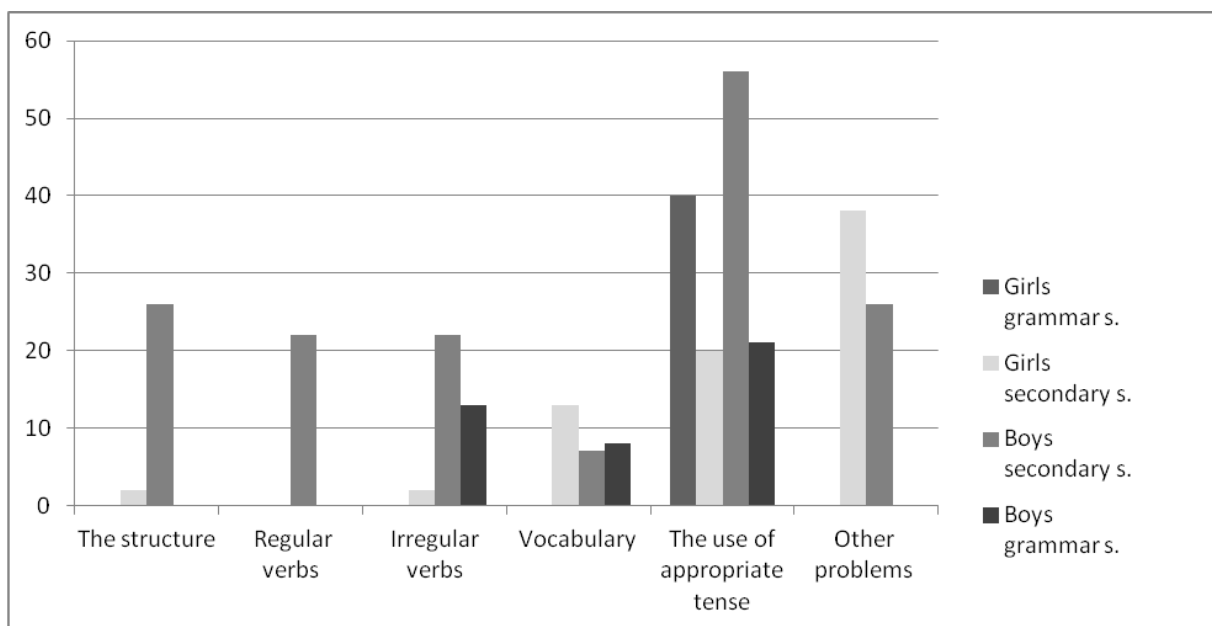
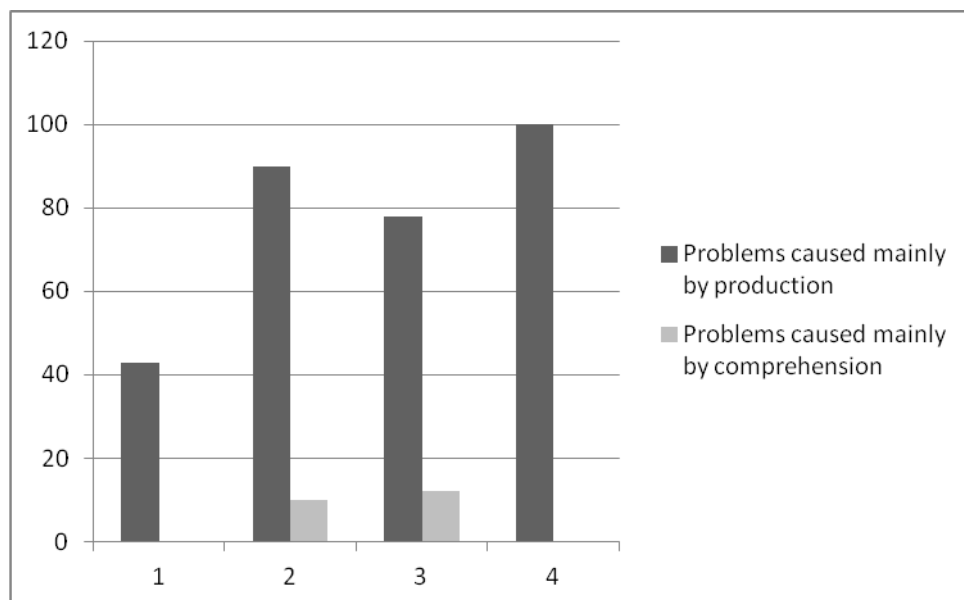


Chart 7: Comparison of problems with production and comprehension (percentage per each group)



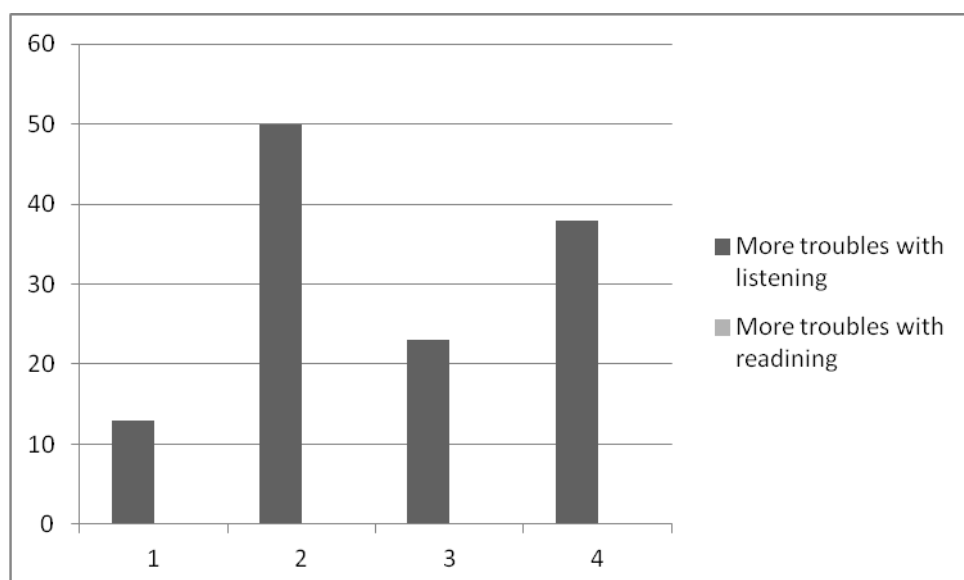
1 – girls (grammar school)

3 – boys (secondary schools)

2 – girls (secondary school)

4 – boys (grammar school)

Chart 8: Comparison of problems with listening and reading (percentage per each group)



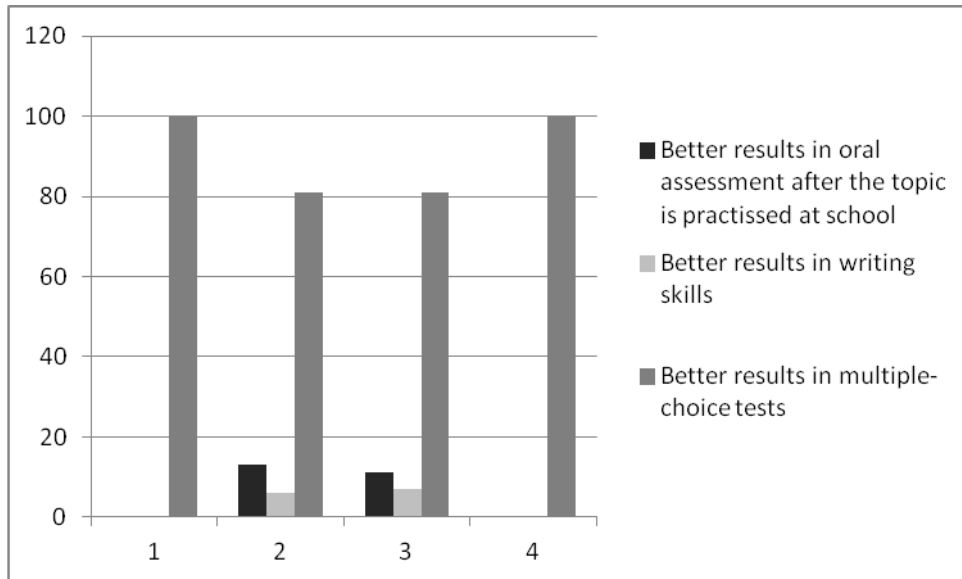
1 – girls (grammar school)

3 – boys (secondary schools)

2 – girls (secondary school)

4 – boys (grammar school)

Chart 9: Comparison of assessment, in which the learners get better results (percentage per each group)



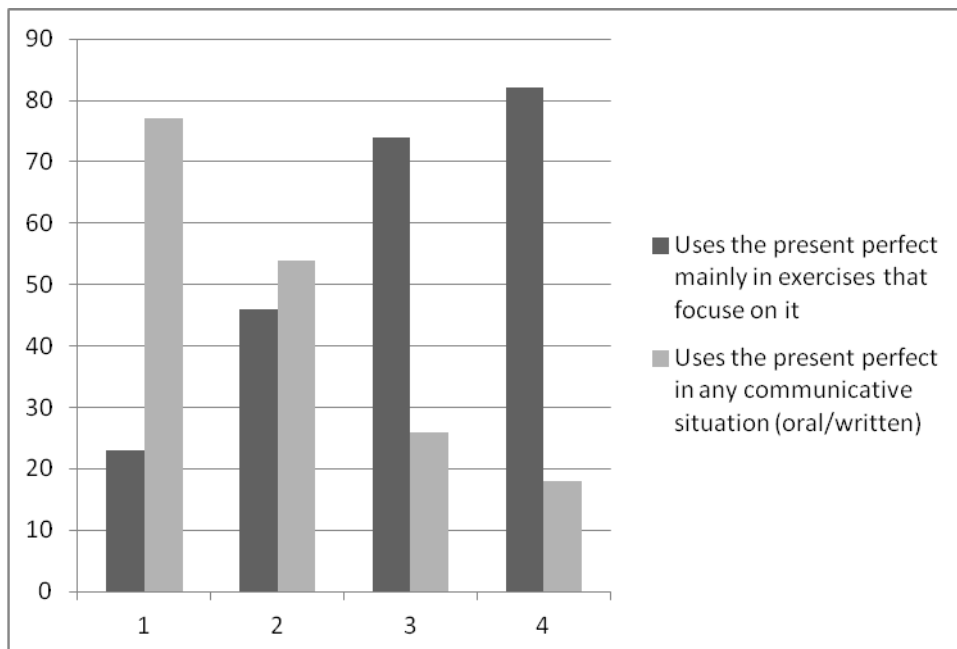
1 – girls (grammar school)

3 – boys (secondary schools)

2 – girls (secondary school)

4 – boys (grammar school)

Chart 10: The overview of learners' use of the present perfect (percentage per each group)



1 – girls (grammar school)

3 – boys (secondary schools)

2 – girls (secondary school)

4 – boys (grammar school)

Chart 11: Problems with the correct verb form of irregular verbs – comparison between genders with regard to the type of school (percentage per each group)

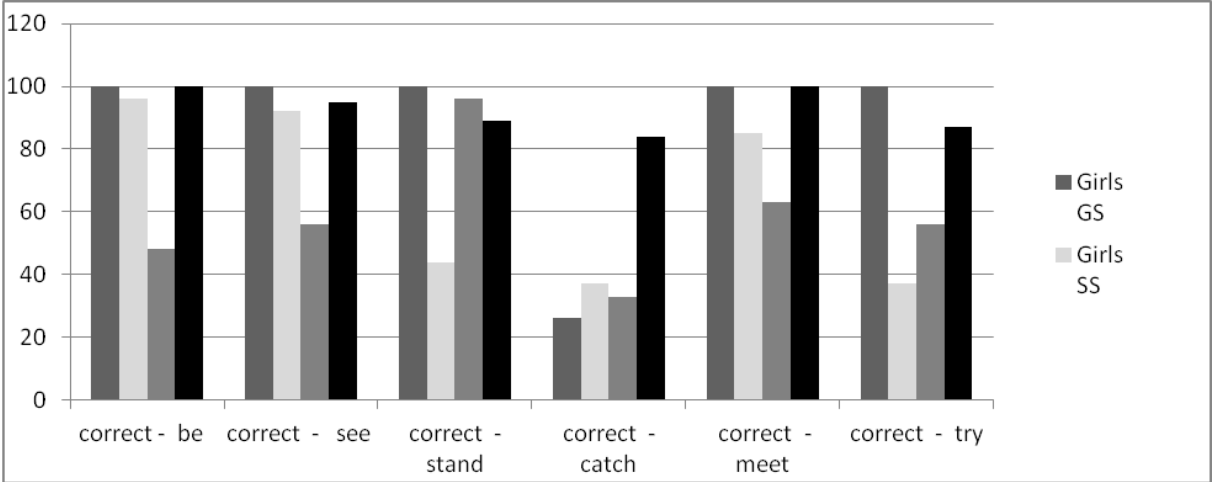
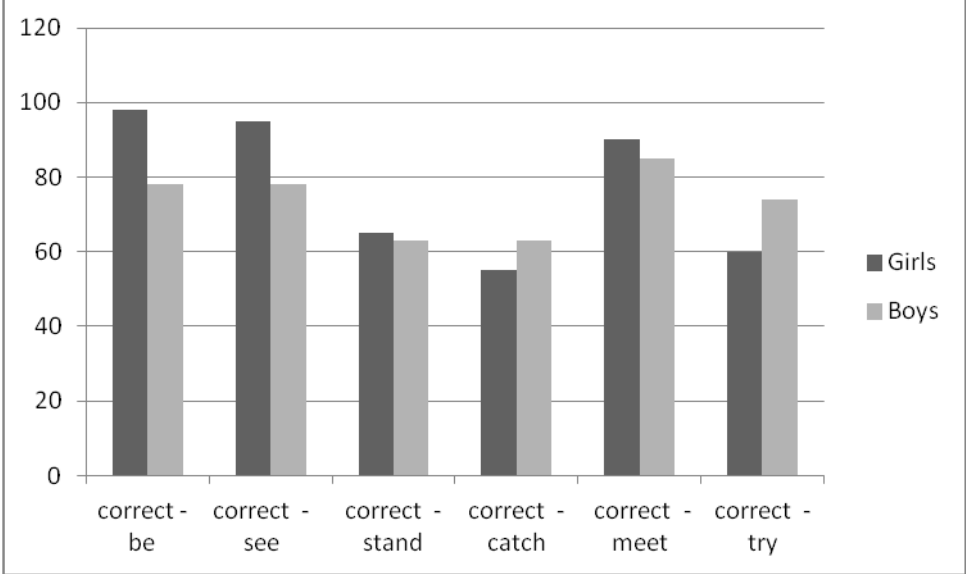


Chart 12: Problems with the correct verb form – comparison between genders (percentage per each group)



Appendix 11: The questionnaire for teachers and the overview of the respondents

A QUESTIONNAIRE FOR TEACHERS

What textbook do you use for teaching English?.....

How much material is devoted to the topic of the present perfect in this textbook? (the number of units, pages)

.....

Do you use any other materials, when you teach the present perfect? If yes, give examples:

.....

.....

.....

What kind of activities, associated with the topic of the present perfect, is there in the textbook that you use? Circle:

- Reading comprehension
- Tests including the present perfect and the past tense for comparison
- Gap fill exercises
- Listening comprehension
- Writing task
- Picture based speech
- Discussion
- Conversation (pair-work)
- Role-play
- Multiple choice
- Translation from the mother tongue
- Translation to the mother tongue

What do you miss in this text book in relation to the present perfect? State comments, why:

.....

.....

When teaching the present perfect, what do you prefer? Circle:

- Deductive approach (explain the rule first, then give examples and practise it)
- Inductive approach (examples first, discovering the rules afterwards)

Why?

Do you prefer a different approach with a group of boys than with a group of girls?

Add a brief comment:

.....

How often do you use the mother tongue when teaching the present perfect? Circle:

always often seldom never

If you use Czech, when do you use it and why? Add a brief comment:

.....

.....

.....

What, according to you, causes the main problems to your pupils/students when learning the present perfect (you can circle more than one):

- Learning and using the structure using *have* and the past participle
- Different word order in the positive, negative and interrogative sentence
- Short answers to *Yes/No* questions
- The use of this structure – the ability to choose between the present perfect, the past tense and the present tense
- Irregular verb forms
- Regular verb forms

What is more difficult for your pupils/students? Circle one option:

- the comprehension of the present perfect structures
- production of the present perfect structures

How often do your students actively use the present perfect structure in their oral and written work? (during lessons, in homework)

always often seldom never

How do you assess your pupils in relation to the present perfect? Circle the methods you use:

- Orally in front of the class
- Orally in whole-class interaction
- Written brief ten-minutes tests
- Written tasks (essays, letters, etc.)
- Written –gap-filling, close questions, multiple choice etc.

- Written – translation Czech X English and vice versa
 - Written Unit tests –writing, reading, listening and English in use included
 - Evaluated homework
 - Other options:
-

Circle one option:

Better results in tests focussed on the use of the present perfect in my class usually have:

- boys
- girls

Thank you very much.

Optional⁷: circle: state the town, where you teach:.....

- gender: male/female
- kind of school: grammar s./upper secondary school/lower secondary school

Tab.5 The overview of the interviewed teachers

Schools	Number of teachers
elementary schools	13
secondary schools or grammar schools	27
elementary schools and grammar schools	23
?	4
Total	67

⁷ Even the teachers were also asked to write the type of school, the town and gender, this information was voluntary, due to promised anonymity to all questioned respondents, so not all of them answered.

Appendix 12: The overview of the resulting data collected from the questionnaires for teachers

Tab.6 Teachers' answers

Questionnaire item	Number of teachers	The percentage of use
The textbook used by a teacher		
Headway	18	26.47
Snapshot	6	8.82
English File	1	1.47
Solutions	14	20.59
Matrix	2	2.94
Activator	2	2.94
Way to Win	1	1.47
Horizons	1	1.47
English Grammar in Use	1	1.47
Project	22	32.84
Teachers who use also other textbooks as additional material	47	69.12
The quality indicators of chosen textbooks		The average
Number of units devoted to the present perfect	116	1.71
Reading comprehension	58	0.85
Comparable texts in the present perfect and the past tense	66	0.97
Gap fill exercises	68	1
Listening comprehension	61	0.90
Writing task	60	0.88
Picture based speech	50	0.74
Discussion	24	0.35
Conversation (pair-work)	55	0.81
Role-play	10	0.15
Multiple choice	40	0.59
Translation from the mother tongue	11	0.16
Translation to the mother tongue	11	0.16
Lack of activities in the book? Number of them:	37	0.54
Other materials except the books that the teachers use? Number of them:	175	2.57
What approach the teachers use		The percentage
Deductive approach	21	30.88
Inductive approach	47	69.12
Different approach with girls and boys	15	22.06
The use of the mother tongue		
Always L1	6	8.82

Often L1	26	38.24
Seldom L1	36	52.96
Never L1	1	1.47
Learners' problems according to their teachers		
Learning and using the structure	32	47.06
Different word order in the statement and the question	19	27.94
Short answers to <i>Yes/no</i> questions	1	1.47
The use of this structure	65	95.59
Irregular verb forms	50	73.53
Regular verb forms	5	7.35
What causes more troubles to learners (comprehension X production)		
comprehension	7	10.29
production	60	88.24
The frequency of learners' use of the present perfect in oral or written communication		
always	0	0
often	15	22.06
seldom	51	75
never	4	5.88
The assessment of learners that the teachers prefer in the case of the present perfect		
Orally in front of the class	11	16.18
Orally in whole-class interaction	32	47.06
Written brief ten-minutes tests	50	73.53
Written tasks (essays, letters, etc.)	11	31.88
Written –gap-filling, close questions, multiple choice etc	53	77.94
Written – translation Czech X English and vice versa	20	29.41
Written Unit tests - all possible skills	41	60.29
Evaluated homework	21	30.88
Other options (progress tests - 5 months)	22	32.35
Better results with this grammatical category generally have (boys X girls)		
Boys	2	2.94
Girls	22	32.35
The same	44	64.71

Appendix 13: The overview in charts based on the questionnaire for teachers

Chart 11: A graphical view of the textbooks used by interviewed teachers (the number of teachers):

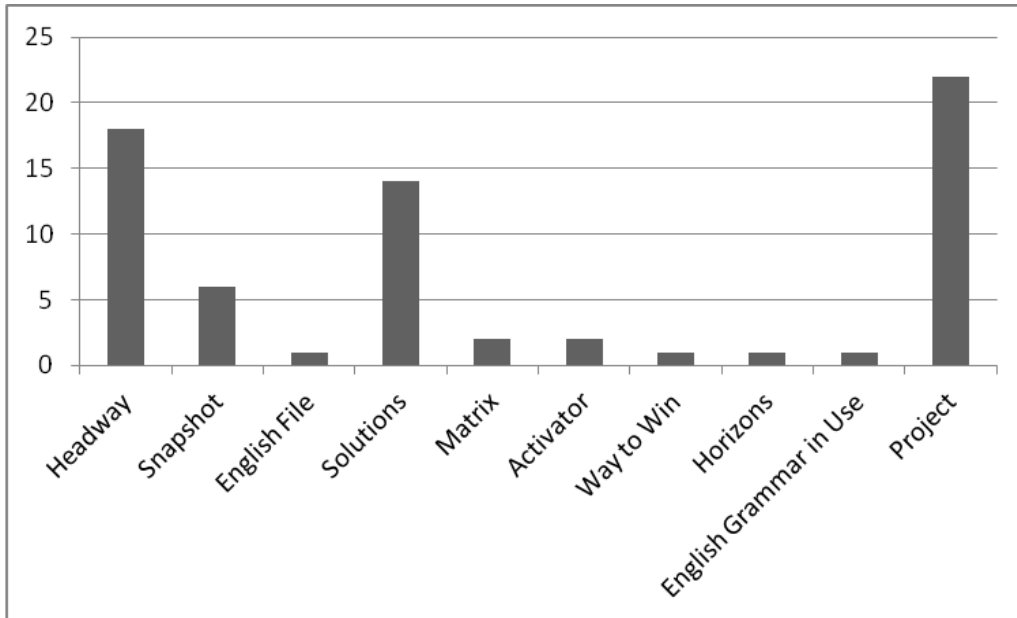


Chart 12: The overview of approaches and the use of L1 by teachers (the number of teachers):

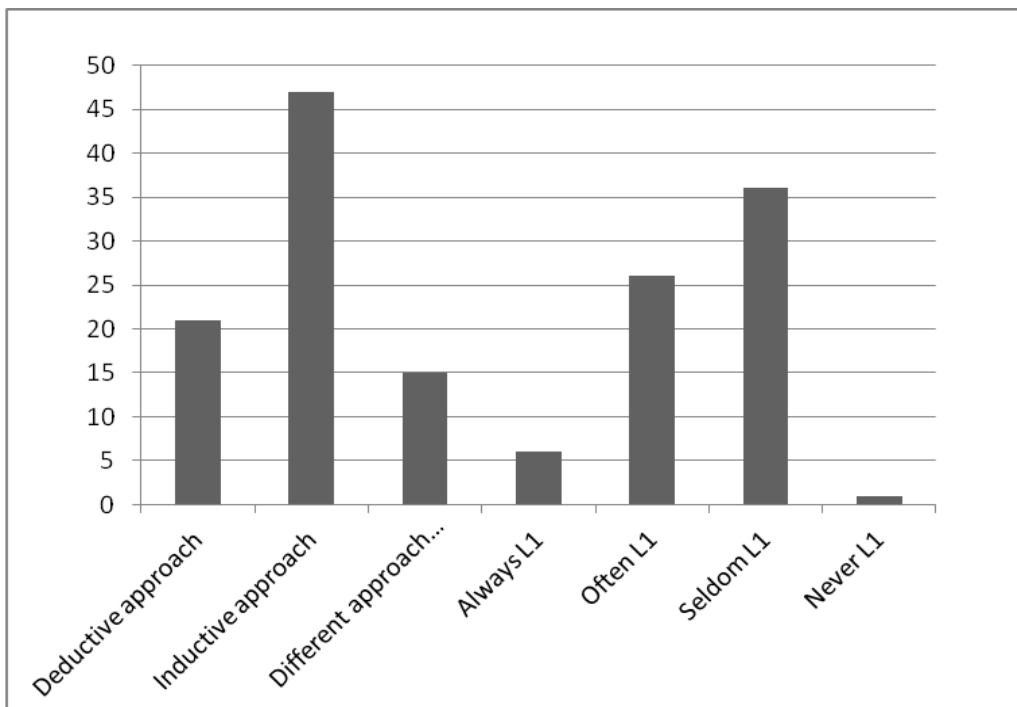
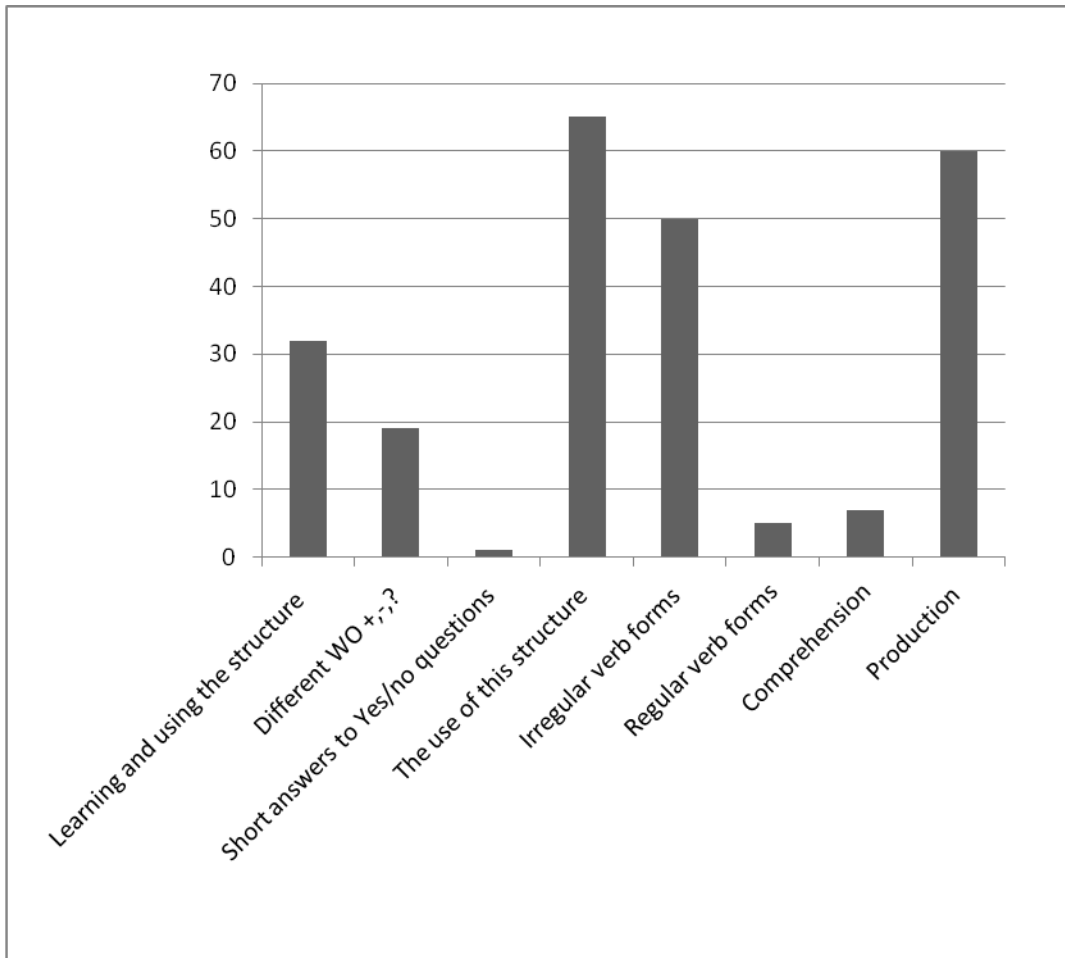


Chart 13: Learners' problems according to the teachers and comparison of troubles with comprehension and production (the number of teachers):



List of abbreviations

AMTB - Attitude Motivation Test Battery

B1 – boys taught mainly by using deductive approach, L1 used fairly much by both the teacher and the learners

B2 – boys taught mainly by using inductive approach, L2 preferred

CLT – Communication Language Teaching

G1 - girls taught mainly by using deductive approach, L1 used fairly much by both the teacher and the learners

G2 – girls taught mainly by using inductive approach, L2 preferred

ICT – Information and communication technology

IWB – interactive whiteboards

L1 – mother tongue

L2 – second language (target language)

LMS – Learning Management System

SLA – Second Language Acquisition

STT – student's talking time

TTT – teacher's talking time

Résumé

Závěrečná práce se zabývá výukou předpřítomného času. Zaměřuje na hledání příčin žakovských neúspěchů, na hledání podnětů k volbě vhodných aktivit, které vedou k dosažení dostatečné motivace a pracovního nasazení žáků a mohou být předpokladem dosažení co nejlepších žakovských výsledků. Zaměřuje se na rozdíly mezi děvčaty a chlapci a snaží se zjistit, zda je vhodné volit rozdílné metody a formy práce s ohledem na pohlaví, dále do jaké míry je vhodné využít mateřského jazyka, aby to bylo přínosné a jak mohou různé druhy testování ovlivnit žakovské výsledky. Všímá si rovněž postojů žáků k dané problematice a jejich praktické schopnosti použít zmíněnou gramatickou kategorii v běžných komunikačních situacích, a to i s přihlédnutím na druhy škol.

Vychází ze zkušeností a názorů vybraného vzorku pedagogů, kteří působí na středních školách a gymnáziích ve čtyřech moravských městech a ze zkušeností a názorů žáků z těchto i jiných škol. Dále z praktického výzkumu, založeného na paralelní výuce čtyř studijních skupin, dvou chlapeckých a dvou dívčích, aplikované na Střední škole automobilní v Prostějově, s cílem zjistit, zda rozdílné přístupy povedou k výrazně odlišným výsledkům a zda jsou patrné výkonnostní rozdíly mezi dívkami a chlapci.

Bylo zjištěno, že v rámci předpřítomného času mají žáci potíže především s rozhodováním, kde tuto gramatickou strukturu použít. Problematické je hlavně rozhodování mezi předpřítomným a minulým časem. Další obtíže jsou spojené s neznalostí nepravidelných sloves, proto je nutné se zaměřit na jejich pravidelné procvičování. Větší potíže činí produkce v porovnání s porozuměním. Dále bylo zjištěno, že volba přístupu neovlivňuje výrazně výkon žáka, ale ovlivňuje časové rozpětí věnované probíranému tématu.

ANNOTATION

Jméno a příjmení:	Dagmar Sedláčková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, PhD.
Rok obhajoby:	2016

Název práce:	Výuka předpřítomného času
Název v angličtině:	Teaching the Present Perfect
Anotace práce:	<p>Práce se zabývá výukou předpřítomného času. Zaměřuje se na přístupy a metody využívané při výuce gramatiky s ohledem na předpřítomný čas, popisuje strukturu předpřítomného času a principy jeho použití. Zabývá se výukou i žákem. Cílem je zjistit, co činí žákům potíže, jaké přístupy učitelé používají a proč, do jaké míry volba přístupu ovlivní žakovské studijní výsledky. V souvislosti s tím zjišťuje, do jaké míry učitelé používají při výuce mateřský jazyk. Dále se zaměřuje na rozdíly mezi výukou chlapců a dívek a zjišťuje, jestli je přínosné pracovat s nimi odlišným způsobem.</p>
Klíčová slova:	Předpřítomný čas, gramatika, metody, přístupy, struktura, použití, mateřský jazyk, cílový jazyk, osvojování jazyka
Anotace v angličtině:	<p>The final project focuses on teaching the present perfect. It concentrates on the approaches and methods used in teaching grammar with a respect to the present perfect. There is described the structure of the present perfect as well as the principles of the use. It pays interest to teaching and to the learner as well. The aim of the work is to identify the problems that the Czech learners face, then what approaches</p>

	are used by the teachers and why and in what extent can the school results be influenced by it. In connection to it the work finds out the extent of the use of the mother tongue by the teachers. Finally it pays attention to the differences between girls and boys and finds if these differences require different approaches and didactic methods.
Klíčová slova v angličtině:	The present perfect, grammar, method, approach, structure, use, mother tongue, target language, language acquisition
Přílohy vázané v práci:	<ol style="list-style-type: none"> 1. Lekce 1 – materiály k procvičení předpřítomného času 2. Text k poslechu a četbě 3. Lekce 2 – stránka z diáře a úkoly 4. Cvičení z učebnice: otázky a odpovědi 5. Příklad materiálu ke konverzaci - kartičky 6. Mini-test a výsledky čtyř skupin 7. Dvě cvičení z didaktického pololetního testu a výsledky 8. Dotazník pro studenty 9. Přehled údajů zjištěných ze studentských dotazníků 10. Grafický přehled výsledků studentských dotazníků 11. Dotazník pro učitele a přehled zúčastněných respondentů 12. Přehled údajů zjištěných z učitelských dotazníků 13. Grafický přehled výsledků učitelských dotazníků
Rozsah práce:	92
Jazyk práce:	anglický