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Effective Ways of Presenting Grammar in English Language Classes at Lower Secondary School

Diplomová práce

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Studijní obory: Učitelství tělesné výchovy pro 2. stupeň základní školy
Učitelství anglického jazyka pro 2. stupeň základní školy

Autor práce: **Bc. Vendula Pykalová**
Vedoucí práce: PaedDr. Zuzana Šaffková, CSc., M.A.
Katedra anglického jazyka

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Zásady pro vypracování:

Cílem práce je navrhnout různé strategie prezentace vybraných jevů anglické gramatiky a zhodnotit jejich efektivitu v běžných hodinách anglického jazyka. K ověření účinnosti prezentace budou využity testy znalostí žáků, dotazníky určené pro žáky a sebe-reflexe autorky práce po každé vyučovací hodině.

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Vedoucí diplomové práce: **PaedDr. Zuzana Šaffková, CSc., M.A.**
                                Katedra anglického jazyka

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prof. RNDr. Jan Picek, CSc.   L.S.   PhDr. Marcela Malá, M.A., Ph.D.
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Anotace

Diplomová práce se zabývá možností efektivní prezentace anglické gramatiky v hodinách anglického jazyka na druhém stupni základních škol. Cílem práce bylo navrhnout odlišné metody pro prezentaci vybraných jevů anglické gramatiky a zhodnotit jejich efektivitu. Záměrem praktické části práce bylo ověřit předpoklad, že různé přístupy k prezentaci anglické gramatiky v běžných hodinách anglického jazyka mohou usnadnit porozumění danému jevu a tudíž jeho efektivnějšímu osvojení. Efektivita navržených aktivit byla následně posouzena pomocí sebe-reflexí autorky práce po každé vyučovací hodině, dotazníky vyplněnými žáky a pomocí testů pro ověření znalostí žáků. V závěrečné části práce jsou vyvozeny obecné závěry, které potvrzují správnost stanoveného předpokladu a poukazují na důležité aspekty, které je třeba při prezentaci gramatiky respektovat.

Klíčová slova

výuka anglické gramatiky, prezentace gramatiky, induktivní způsob prezentace, deduktivní způsob prezentace, heterogenní třída, motivace, učební styly a strategie

Abstract

The Diploma Thesis deals with possible ways of effective English grammar presentation in English language classes at lower secondary school. The aim of this work is to suggest various methods for presenting selected grammar items and evaluate their efficacy. The practical part of the thesis planned to verify the assumption that a variety of approaches to presenting English grammar in regular English language classes can facilitate the pupils´ better understanding of a particular item and thus its more efficient acquisition. The efficacy of the designed activities was assessed by means of the author´s self-evaluation after every taught lesson, the questionnaire filled by the students and tests intended to measure the pupils´ knowledge. General conclusions, formulated in the final part of the thesis, confirm the stated assumption and point to the important aspects that must be observed while presenting grammar.

Key words

teaching English grammar, grammar presentation, inductive approach to presenting grammar, deductive approach to presenting grammar, mixed-ability classes, motivation, learning styles and strategies

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INTRODUCTION

I consider grammar a very difficult aspect of the English language, not only for foreign learners but also for native speakers. It is not easy to learn it and it is even more difficult to explain it in an understandable yet interesting way.

During my teaching practice in English language classes at lower secondary schools I experienced various interesting activities being taught by different teachers in all types of lessons. However, grammar was very often presented deductively which often meant that a new grammar structure was introduced and the form, meaning, and usage were given to the learners.

Therefore, in my lessons I wanted not only to use various activities but also to present the target language through different methods and approaches. To support my aim, I decided to focus my attention on effective ways of grammar presentation, to apply some of these in my classes and finally to analyse their impact on the learners.

The thesis is divided into two parts. The theoretical part describes mixed ability classes and factors affecting pupils´ learning such as the learners' age, behaviour, and social and cognitive aspects. Learners´ motivation, their learning styles and strategies are also explained. Finally, principles of teaching grammar and effective ways of grammar presentation conclude the theoretical part.

The aim of the practical part is to test the efficiency of a variety of grammar presentations in the English language classes at lower secondary school. The data are collected from three different sources. First of all, detailed reflections of the taught lessons done by the author of the diploma thesis, then feedback on the lessons obtained from the questionnaires for the learners, and finally a short test to see what the pupils learned. I expected that on the basis of all the information, I would be able to assess to what extent the designed grammar presentations contribute to the pupils´ understanding of new grammar items.

As already mentioned the importance of grammar is significant. As Ur stresses: "There is no doubt that knowledge - implicit or explicit - of grammatical rules is essential for the mastery of a language" (1988, 4), thus it is essential to seek for

affective ways of teaching English grammar in order for the pupils to use the language accurately.

1 THEORETICAL PART

The process of learning English as foreign language is a demanding task for many pupils. In order to teach foreign language effectively, teachers have to know certain ways of how the learners perceive foreign language and what influences the learners´ learning. The teacher´s knowledge of the main learners´ characteristics and needs could help the teacher to create more suitable classroom environment for effective foreign language learning.

1.1 Mixed ability learners

Students learning foreign languages have different strategies and attitudes toward learning something new. That is caused by many factors which affect students' learning. Classes at schools are mostly heterogeneous therefore the teacher's job is to provide students with various techniques, styles, and approaches to support their individual needs. Although the first conspicuous difference is the students' level of the English language, teachers should be aware of the deeper aspects which cause differences among students´ learning abilities (Ur 1996, 273).

1.2 Age and maturity of learners

The present thesis is focused on the learners at lower secondary school who comprise the 11 - 15 year old age group. The period of adolescence is a period between childhood and adulthood. The transition can be very difficult due to the physical, cognitive and social developmental changes that young people may undergo (Vágnerová 1999, 158).

1.2.1 Cognitive aspects

From a cognitive point of view, around the age of twelve, adolescents develop abstract and critical thinking skills, which is a vast difference compared to children between the age of 6 to 12 who are concrete thinkers. Their thinking relates to what they see and what they experience.

The ability to think abstractly, which is the ability to think about things, which are not visible, is marked on learners being able to work on more difficult tasks. Other positive aspects are that their brain is changing in a way that they can retain more information in long-term memory or maintain attention for longer periods than children. Macek, on the other hand, stresses that "due to hormonal changes they can get distracted during lessons or change their interest and mood unexpectedly." Adolescents are also very self-centred and self-judgemental (1999, 57-60).

1.2.2 Social aspects

Society is another domain that plays an important role in shaping learners´ character. In childhood, there is family which controls a significant source of social patterns, attitudes, and models. During the adolescent period of time, there are friends, classmates and also school, which is the second most socialising factor [Ibid, 123].

Adolescents tend to create small groups of friends with the same interests. The attitudes, relationship and behaviour in such a group influence each member´s way of thinking, decision making as well as their manners and even the people outside the group. Macek also adds that peer groups are means of seeking and clarifying the relationship with oneself, replacing parental support and providing young people with a sense of self-worth and social status. [Ibid, 61-74].

1.2.3 Adolescents´ behaviour

Developmental changes in the adolescence period are important to be understood by teachers since they contribute to the formation of adolescents´ typical behaviour.

As Harmer points out, students of this age do not put much effort into schoolwork, they very often show a passive attitude towards the teacher while learning a new language. The reason for this behaviour might lie in their low motivation towards learning in general. The adolescent individual identity is a superior issue for them. They try to fit into a class and thus to favour their classmates more than the teacher. The classmates' opinions matter the most, which means that their classmates´ approval is more important for them than paying attention to the teacher (2001, 38).

In agreement with Harmer, Vágnerová sees students at lower secondary school as not active during lessons until it is necessary. Their aim is not to learn something new

and meaningful but to avoid troubles. As has been mentioned in chapter 1.1.2 *Social aspects*, adolescents prefer the peer group opinion rather than the school authority instruction, advice or judgement. They are often reluctant to make an effort at school or to be actively involved during a lesson and therefore it is often demanding to get students interested in most of the subjects. The consequence of all these facts is that adolescents start acting defensively and ignorantly, not only towards the subject matter, but also towards the teacher (1999, 178).

Vágnerová continues to describe how adolescents see their teachers. She says that adolescents are well aware of the teacher´s effort to make them learn and pay attention at school but it does not mean that they do what they are required. Adolescents are very often critical towards teachers even if they are able to rate the teachers´ knowledge, as well as relevant and understandable explanation of the subject matter. They are able to appreciate the teacher´s honesty, fairness, a good sense of humour and his or her understanding of the students´ needs [Ibid, 180-181].

Teachers should be aware of all these facts in order to work efficiently with this specific age group and be able to adequately use and respond to them. Teachers should also take into account the fact that although the age of the pupils is stated and there is no more than one-year difference among the students within the same class, their mental age does not always correspond to their chronological age.

1.3 Motivation

According to Ur, motivated learners are learners who want to succeed at something, and are willing to do a task that leads them to learning a new language. People generally need to have a reason to do something and motivation is a key precondition to succeed. Learners´ motivation makes teaching and also learning the English language easier and more enjoyable for both teachers and learners, because there is usually no effort without motivation (1996, 274).

In heterogeneous English language classes, each pupil has a different attitude and reason for learning English (Harmer 2001, 51). Some students learn English because they want to have good marks, some find it useful for the future and some students want to chat on Facebook with their new foreign friends. On the other hand, there are also some students who would give up at the very beginning because it seems to be a

waste of time for them and in that case, their motivation is decreasing (Bilanová, Lorencovičová, Netolička 2010, 17-18).

1.3.1 Types of motivation

There are two major types of motivation - extrinsic and intrinsic motivation. The difference between these two types of motivation lies in pupils´ reasons for achieving their goals. As Harmer points out, no matter how much the learners are willing to learn, everything they do is underlined by a certain type of motivation (2001, 51).

- **Extrinsic motivation**

Extrinsic motivation is related to outside factors. This motivation works when people try to achieve a goal in order to get a reward or to avoid punishment. The rules are given from outside [Ibid].

Extrinsic motivation arises hand in hand with confidence of people who gained success in the past. Success becomes very valuable in the learning process and the teacher's role is to help children experience their own success by praising, giving good marks or just responding positively. On the other hand, teachers should also be aware of the fact that the students might become dependent on them and thus start losing their own confidence.

Students who prefer extrinsic motivation could be motivated by the teacher´s strict rules with reasonably increasing demands. Ur suggests another source of extrinsic motivation such as tests which can promote willingness to learn something new in order to score good marks (1996, 278-279). Competition can also be a source of extrinsic motivation, but teachers should keep in mind that competitions motivate mainly the competitive students.

Examples of actions that result from extrinsic motivation include: students study because they want to pass an exam; they attend a sports tournament because they want to get an award or they tidy up their room to avoid not getting pocket money or being punished by their parents.

- **Intrinsic motivation**

This motivation arises from inside of the individuals. Intrinsic motivation means that people do things without external incentives (Cherry 2018). At the beginning of learning English, students usually display intrinsic motivation but it is in the teacher's hands to generate and maintain motivation. Ur mentions a lot of ways how to raise students´ interest that include interesting and involving tasks, setting clear goals, providing entertaining personalized lessons, preparing role-plays, focusing on varied topics and tasks (1996, 280-281).

Examples of actions that result from intrinsic motivation include: students participate in sport because it is enjoyable; they study English because they find it interesting or satisfactory.

Both types of motivation play an important role and they both have different effects on learners´ behaviour and performance. Sometimes students´ first motivation can be extrinsic, therefore they study in order to have good marks and then it can change into intrinsic motivation because the language starts to be interesting and enjoyable for them.

As Lemos and Veríssimo (2013, 936) point out, "intrinsic motivation and extrinsic motivation can be viewed as mostly independent dimensions, rather than opposite ends of a single dimension". The results of their research also show that "whereas for younger students´ extrinsic motivation does not undermine (and may even cooperate with) intrinsic interest and academic performance, by the end of elementary school this form of motivation may play a more debilitating role in student's intrinsic interest and achievement" [Ibid].

1.3.2 Motivational strategies

Motivational strategies are understood as techniques which support the learner´s behaviour in order to effectively achieve certain goals. Different literature provides different classifications of strategies for motivating learners because people are not the same and their preferences diverse (Dörnyei 2001, 28).

Since Dörnyei, focuses on the effect of motivation on the second language (L2) learning, his summary of motivational strategies is used as example. He suggests that teachers should:

- Focus on **the internal structure** of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback, set up communicative tasks or assign homework).
- Design a primarily **trouble-shooting guide** in which some particularly problematic facets of the classroom's motivational life are suggested (e.g. how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children).
- Focus on **key motivational concepts** such as intrinsic interest, self-confidence or student autonomy and use these as the main organising units [Ibid].

Even though these strategies are reliable, teachers have to be aware of the fact that they are not fully applicable all the time to everybody [Ibid, 30].

1.3.3 Motivational conditions

To enhance the effectiveness of motivational strategies it is necessary to guarantee the students some motivational conditions.

Appropriate teacher´s behaviours are, according to Dörnyei and Csizér´s survey, the most valuable condition to students. Dörnyei provides key factors contributing to positive conditions by which teachers can increase students' motivation.

- Enthusiasm
- Commitment to and expectations for the students' learning
- Relationship with the students
- Relationship with the students' parents
- Acceptance
- Ability to listen and pay attention to students
- Good relationship with parents [Ibid, 32-39].

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Pleasant and supportive classroom atmosphere, which can be achieved by a positive relationship between the teacher and students, among the students themselves, by creating an atmosphere in which the students will not be afraid of taking a risk and speaking or asking questions without humiliating themselves.

A cohesive learner group with appropriate group norms, in which students cooperate. Even though teachers approach students individually, they primarily teach whole classes. Groups are formed by individuals who are different from one another in many respects as described in chapter 1.1 *Age and maturity of learners*. Creating a cohesive group of learners is done by conditioning the group to cooperate and through bonding over time. Another significant precondition is to create rules which must be followed by everybody including the teacher. Rules should be explicit for the whole class which prevents students from complaining about unfairness and negotiating [Ibid, 40-48].

It is necessary to mention that all three conditions are interconnected and one will not work without the others.

The teacher is the one who spends many hours with pupils during lessons, who is also in contact with the parents; therefore, it is clear that the teacher plays a significant role in students' motivation. The teacher should know the pupils so that he/she can create interesting and involving lessons which should also increase their motivation (Harmer 2001, 52).

The following tips, which Bilanová at al. suggest, are useful pieces of advice that can help the teacher to provide effective lessons that would motivate learners:

- Pupils should always know exactly what to do during the lesson. The ones who need more time should get some extra time and the faster pupils should get some other work to do. A good teacher will try to meet the pupils´ needs as much as possible.
- Pupils should know that they can count on their teacher anytime. If they need a piece of advice or some help the teacher is there for them.
- The level of English which pupils have in class is variable and to motivate all of the students, the teacher has to be able to adapt tasks to satisfy everybody.

- The teacher should remember that student's success is a key factor for further motivation. Praise is an important motivation too because teacher can focus on students´ different skills and abilities.
- When pupils learn a new piece of language they make mistakes in spelling, have bad pronunciation or they lack the vocabulary or fluent speaking. These mistakes can be an impulse for mockery, which should be prevented by the teacher.
- The teacher should be able to connect with the mind of his or her pupils, e.g. provide examples which should be familiar for them, adjust tasks from textbooks or create personalized questions, etc..

Some teachers have a talent for motivating the pupils but others have to learn it. Both groups of teachers should spend some time on planning their lessons, improving their teaching and educating themselves (2010, 21-24).

Harmer adds that using different methods could be very useful to satisfy different learners (2001, 52).

1.4 Learning styles

Apart from the congenital dispositions of the learners, their motivation and the level of their socialization, there are other factors, such as learning styles and strategies, which promote the classroom heterogeneity.

Learning styles could be described as "cognitive, affective and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe 1979, 4 as cited in Ellis 2005, 499). Generally, learning styles are the ways in which learners acquire a second language. It means that each learner comprehends and retains information in his/her preferred way.

1.4.1 Language learning style classifications

Psychologists and educators provide a high number of learning style models, even if referring to different terms, related to the same quality. Learning style models listed in the following paragraphs are classifications that relate closely to language learning (Brown 2000, 114).

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- **Field dependence/ independence model**

According to Brown, Field dependent style can be defined as a learner's way to perceive a general view of an idea or a problem. Such a learner is able to see a picture as a whole, not as separate units. On the other hand, the field independent style enables learners to see individual parts from a whole. They focus more on details. However, if there is too much of field independence style, which is called "vision tunnel", it could affect the learners negatively in a way that they cannot see a relationship between the single units.

In order to look at this model from the second language learning perspective, the positive aspects are that the field independence helps the learners to pay attention to details, drilling, and other focus activities. Brown says that both of these styles can lead to either success or failure in language learning and emphasizes appropriate classroom conditions that are decisive for the learners' results [Ibid, 114-116].

- **Hemispheric dominated model**

Another useful classification refers to left/right brain dominance theory. Right and left hemispheres are associated with certain functions. As illustrated by Torrance (1980) in Figure 1 (as cited in Brown 2000, 118-119).

Left-Brain Dominance	Right-Brain Dominance
Intellectual	Intuitive
Remembers names	Remembers faces
Responds to verbal instructions and explanations	Responds to demonstrated, illustrated, or symbolic instructions
Experiments systematically and with control	Experiments randomly and with less restraint
Makes objective judgments	Makes subjective judgments
Planned and structured	Fluid and spontaneous
Prefers established, certain information	Prefers elusive, uncertain information
Analytic reader	Synthesizing reader
Reliance on language in thinking and remembering	Reliance on images in thinking and remembering
Prefers talking and writing	Prefers drawing and manipulating objects
Prefers multiple-choice tests	Prefers open-ended questions
Controls feelings	More free with feelings
Not good at interpreting body language	Good at interpreting body language
Rarely uses metaphors	Frequently uses metaphors
Favors logical problem solving	Favors intuitive problem solving

Figure 1: Left/right brain dominance characteristics

Unfortunately, the left brain is used more than the right at schools when children get older. As Oflaz admits,"the educational systems often teach them that remembering facts is more important than being creative and imaginative" (2011, 1509).

In her study focusing on the effects of right and left brain dominance on students' academic achievement and learning English, Oflaz also claims that the brain dominance significantly affects the English language acquisition in the classroom. To support learners´ progress, teachers should be aware of the learners themselves and their brain dominance and adjust activities to engage the part of their brain apart from the dominant one [Ibid, 1513].

- **Ambiguity tolerance style**

The third type of learning styles that counts among cognitive styles refers, according to Brown, to the learners´ ability to accept and deal with vague or contradictory situations. For language learners this might be, for example, new lexical or grammatical structures, that create complicated situations. The learners, who are tolerant of ambiguity, are willing to take risks, open to changes and entertain, do not get distracted by uncertainty and ambiguity. Researchers (Brown 2000, 119-120) found that learners with high tolerance of ambiguity have presupposition for being more successful at foreign language learning.

On the other hand, learners with Intolerance of ambiguity are unsure in complicated situations or they even avoid these situations. As the ambiguity tolerance style on second language learning is evident, teachers should use strategies that would help learners overcome their uncertainty, such as informing them about the lesson aims, using motivating materials and tasks or teaching them specific skills in language learning.

- **Reflectivity and Impulsivity styles**

Another cognitive style, as mentioned in Brown [Ibid, 121-122] refers to two different ways that the learners use when they process information, create notions and think about them. Brown presents two psychological studies which show that learners with impulsive style are more swift or hazardous decision makers and of the guessing type. Learners with a reflective style, contrarily, take more time to think,

and make decisions after all the facts were thought through. The learners with reflective style make fewer errors in reading than impulsive learners, who on the other hand, read faster while learning a second language. Reflective learners also prefer an inductive approach while learning second language. The teachers should use different strategies for reflective and impulsive students, especially with regards to dealing with errors. Learners with an impulsive style tend to "be more willing than a reflective person to gamble at an answer. On the other hand, a reflective person may require patience from the teacher, who must allow more time for the student to struggle with responses." (Brown 2000, 122).

- **Visual and Auditory styles**

This model, which is considered as a sensory type, is the most relevant and most frequently used in the language classroom.

Visual learners prefer to see the written form of the target language, which means that they enjoy reading. They also like studying charts, looking at drawings, images and working with graphic organizers to approach and understand information more easily. There is a high percentage of learners who gain more information through visual presentations rather than being exposed to written or spoken forms, so the teachers should be aware of providing material according to their needs. For visual learner, it is more effective to see and hear the words in target language. Hedgcock and Ferris (2009) distinguish the visual learners into two categories. Visual-verbal learners who perceive the target language rather through verbal communication and visual-non-verbal learners who prefer to receive information through maps, charts or picture (in Alquadi 2015, 27-28).

On the other hand, auditory learners prefer listening over reading. They enjoy interacting with others. To support the learners´ advantage of perceiving target language through hearing, teachers should read the instructions aloud and present information verbally.

According to Brown, the most outstanding learners apply both visual and auditory input; however, they always have one which they prefer [Ibid, 122].

However, the visual and auditory styles are common among the English language learners; the small percentage of learners with different preferences cannot be forgotten. Teachers can not only teach through the learners´ preferred learning styles but also to help the learners to explore new learning styles which might encourage self-direction in learning.

1.5 Learning Strategies

While learning styles can be considered as students´ approaches to learning, strategies refer to the ways that the student use to learn. A learner's dominant strategy of learning greatly influences the way they absorb new information.

Learning strategies are "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (Oxford 1990, 8). She then says that learning strategies help the learners to make the learning proofs easier and considers learning strategies as "specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" [Ibid].

Effective use of learning strategies help learners to become more responsible for their own language learning, therefore it is important to be familiar with them and apply them to language learning. Suitable learning strategies promote the learners´ self-esteem and helps them to improve their knowledge of a foreign language (Oxford 1990, 1-2).

1.5.1   A system of language learning strategies

According to Oxford, who describes learning strategies with regard to communicative competence, learning strategies can be divided into two main classes, i.e. direct and indirect ones. Each category includes three subclasses of strategies referring to particular abilities. Direct and indirect classes do not work as separate units, they rather support each other.

- **Direct Learning Strategies**

Direct learning strategies include memory strategies, cognitive and compensation strategies. They are called direct because they directly enable learners to comprehend

the target language. Direct learning strategies comprise memory, cognitive, and compensation strategies.

Memory strategies help students to store and retrieve information. They are more effective when they are used together with meta-cognitive and affective strategies. Concrete examples of memory strategies are ordering things, making associations, and applying images and sounds. Grouping, placing new words into context, using physical response or representing sounds in memory belong as well to memory strategies (Brown 1990, 38-40).

Cognitive strategies are crucial in learning a second or a foreign language and are very popular among learners. They work in a step like fashion by repeating the new information, analyzing the expressions, and then summarizing. Cognitive strategies contain subcategories, such as practising, and they compromise receiving and sending messages. Analysing, reasoning, transferring the language from the mother tongue or creating structure for input and output, [Ibid, 43-45]. Cognitive strategies, in simple words, help language learners to get the knowledge and understand the language system.

Compensation strategies help learners use new language despite their lack of knowledge of vocabulary or grammar. Therefore, these strategies do not only allow learners to understand the language, but also to produce it [Ibid, 47-49]. A typical example of compensation strategies is, for example, guessing meaning from context.

- **Indirect Learning Strategies**

These strategies are called indirect because they do not relate directly to foreign language learning but can ease the learning process. According to Oxford (1990, 135), they include meta-cognitive, affective, and social strategies.

Meta-cognitive strategies play an important role because they help the learners to organize, plan or set goals of foreign language learning.

Affective strategies are very useful for learners who have lack of self-confidence. They help learners to cope with emotions, both positive and negative. Relaxation, writing a diary or discussing feelings are examples of these strategies.

Social strategies are about the interaction between people. One of the most important strategies is asking questions, either for correction or for clarification. This is beneficial in gaining better understanding of a new language, and it also encourages the learners to cooperate within the groups, rather than being competitive. Cooperation, as another social strategy, has a positive effect on the learners´ self-esteem, and confidence, and supports the positive attitude towards the teacher [Ibid, 136-146].

The knowledge of the learners´ learning strategies is important for the teachers who should become familiar with their learner´s ways of learning and then create such classroom conditions that would help students to understand and apply strategies suitable for classroom work. As Oxford stresses, learning strategies have positive effects on learners and support the language acquisition (1990, 17-22).

1.6 Second/foreign language acquisition

According to Brown, the second language acquisition is a complex process which involves many associated factors such as age, cognition, native language, input, affective domain and educational background (2000, 273).

Language acquisition is explained by a number of theories that describe different stages of language development and that understand language acquisition as a gradual process (Gitsaki 2018, 2).

The Monitor Model developed by Stephen Krashen is one of the most influential theories in second language acquisition. This model includes five hypotheses which introduce the most influential aspects of the second language acquisition. The first one is called The acquisition-learning hypothesis which considers acquisition as a subconscious process and learning, "that takes place in formal environments ", as a conscious study of the foreign language. The second is The natural order hypothesis which understands acquisition as a natural order of understanding and acquiring second language rules during which "some of them are early-acquired and some are late-acquired". The third is The monitor hypothesis, which means that learners monitor what they are going to produce and by this self-correction they actually learn the language. The input hypothesis says that learners acquire the language only when they receive comprehensible input. The last hypothesis is called The affective filter

hypothesis which explains that the comprehensible input will not be fully applied if the learner has a mental block (the affective filter), which hinders the second language acquisition [Ibid, pp. 90 - 91].

Interlanguage Theories describe a certain stage when the learners create their own system that is based both on L1 and L2. Learners are able to learn a new language thanks to cognitive processes such as overgeneralization. In simple words, "interlanguage is seen as a kind of interim grammar gradually progressing towards the target language grammar"[Ibid, p. 93].

Universal Grammar Theories are based on Chomsky´s idea that the human brain has a certain capacity for organizing a language and thus creates a certain structural basis, such as a set of rules, typical for all languages. This means, for example, that in all languages questions are formed according to certain patterns, present, future or past are expressed in certain ways, etc. The theory also claims that people are able to learn languages even without being taught. Even if it has not been proved by research that Universal Grammar plays the same role in L1 acquisition as in L2 learning, mainly due to differences between these two languages, it provides a useful description of how children learn languages. For teaching foreign languages this means that because learning L2 is not a natural process, clear explanation and proper practice of grammar is needed.

Cognitive Theories, according to psychologists and psycholinguists who explain that second language learning is acquired through cognitive skills in which learners purposefully use learning strategies. After practice, the sub-skills become automatic, which enables learners to add a new piece of information, which increases the level of knowledge in the second language. As Gitsaki says, language acquisition, according to the Cognitive Theory is based on "the gradual automatization of skills through stages of restructuring and linking new information to old knowledge"(2018. 94-95). For teaching a foreign language this means that teachers should include tasks and activities that would make learners to think critically, such as problem solving activities, project work, etc.

All the theories mentioned above also mention age as an important factor in L2 acquisition. The idea that young learners can learn a foreign language quickly if they

are properly exposed to the target langue is proposed by The critical period hypothesis.

1.6.1 Critical Period Hypothesis

The critical period hypothesis says that there is a biologically determined period during which learners are capable of learning a new language on the same level as a native speaker. Once, learners are beyond this period, the ability to learn a second language decreases. The length of this period is from early childhood to adolescence, and as the acquisition theories claim, adults do not acquire languages as progressively as children. This is not because of their inability but due to internal and external factors (British council 2008).

Initially, the critical period hypothesis approach was related only to the first language acquisition, but second language researchers have found connections with the critical period hypothesis in second language acquisition. As Brown points out "a critical point for second language acquisition occurs around puberty, beyond which people seem to be relatively incapable of acquiring a second language" (2000, 53-54). However, the question, not yet answered by researchers, is whether this hypothesis is applicable to all languages and all adolescent learners.

It is universally agreed that the earlier learners learn a second language, the better their pronunciation would be. According to Du 2010, 220) "L2 learners' perception and production ability are separated over the critical period", which may result in incorrect pronunciation of certain vowels and consonants. In other words, the first language very much influences the pronunciation of the second language (Du 2010, 219-220).

From the grammatical point of view, younger learners have better results in acquiring grammatical rules than learners after the critical period [Ibid, 220-222].

As for the semantic competence, it has been proved that "functional subsystems were affected differently by delays in first immersion in L2". More specifically, "the late learners seemed to be much slower at interpreting the grammatical content of the sentences than the semantic content of the sentences" [Ibid, 222]. This shows that age does not influence all aspects of a foreign language in the same way and specifically that The critical period hypothesis does not apply to older learner´s ability to acquire semantic properties.

Although the theories provided explanations about how languages are acquired, no single theory can offer a comprehensive explanation about second language acquisition (Gitsaki 2018, 2). However, all the theories mentioned above show that there are a variety of ways a learner use to acquire a foreign language. Thus teachers should take into account, while teaching a foreign language, not only the subject matter and the ways it is delivered to learners, but also cognitive, socio-cultural, and affective factors that greatly influence the teaching and learning process.

1.7 Teaching Grammar

Learning grammar facts and rules by heart does not mean, as Scrivener points out that learners will be able to communicate or be understood in the foreign language. The learners should be able to transfer the rules to real communication, which means to be able to use grammar fluently and accurately at the same time (2011, 156-157). To make this possible, Scrivener goes on to state six important steps that are vital in order for the learners to acquire a grammar item.

To learn a language item, learners need to:	It follows that, in class, teachers probably need to:
• **be exposed** to a lot of language while reading and listening.	• include lots of reading and listening activities which should include realistic texts a little above the apparent current language level of learners so that learners are exposed to a comprehensible new language.

• **notice** specific item when they are being used, in texts (e.g. in stories, in conversations).	• provide texts, exercises and techniques that help learners notice specific items. Texts specifically written for learners may be useful.
• **understand** the form, meaning and use of an item. **Form** refers to how the pieces fit together **Use** refers to the typical situations, conversations, contexts in which it might be used.	• be informed about form, meaning and use of language. • focus learners´ attention on meaning and use by means of exercises, explanations, drills, games, questions etc.
• **try things out** in a safe environment with limited order linguistic demands. • **have opportunities** to practise new language.	• give many opportunities to practise, speak and write, with encouragement and feedback.
• **use the new language when speaking and writing** to communicate in different contexts.	• offer speaking and writing tasks that allow learners to make use of all the language they know.
• **remember** items.	• pay attention to how learners record items. • return to items again and again with revision tasks.

Table 1: Six important steps when acquiring a language (Scrivener 2011, 158)

What Scrivener mentions in his overview, refers to a fundamental process consisting of presentation, practice, and production (PPP) that needs to be followed when a new grammar in an English class is presented. "This model allows the teachers to control the content and the pace of the lesson, which, for new teachers in particular, helps them cope with unpredictability classroom life" (Thornbury 2012, 128). Each stage is going to be described in the following paragraphs.

1.7.1 Grammar presentation

According to Criado, in the presentation phase, teachers control the teaching/ learning process and provide materials that serve as a source of the structures and

linguistic items (2013, 99). Harmer adds that in the presentation stage, learners must become familiar with the form, meaning, and usage of a new grammar item. These three elements are the key factors that the learners should understand in order for them to construct a new piece of language (1987, 17).

Harmer goes on to say that a good presentation should be clear, efficient, lively and interesting, appropriate and also productive (1987, 19). To achieve these goals, teachers can choose from a variety of approaches to this presentation stage. There are two main approaches of teaching grammar: deductive and inductive approach (Scrivener 161-164).

- **Deductive approach**

A deductive approach simply goes from general to specific, which means that grammar is presented from rules that are followed by examples related to the rules.

The advantages of the deductive approach are that the teacher gets straight to the point, which is time-saving and the teacher can use spare time for practice. This approach is very often seen in language lessons at lower secondary schools where the pupils, after they learn the rule, apply it immediately in practice. Moreover it is appropriate for learners who prefer learning about language.

On the other hand, as Thornbury stresses, there are some disadvantages as well. This approach might be, especially for young learners, difficult to understand, due to the lack of grammar terminology. Learners are not involved during this type of presentation which might be due to teachers´ frontal position. Finally, the deductive approach encourages learners to think that grammar is only about knowing the rules (2012, 29-30).

- **Inductive approach**

The inductive approach is based on teaching grammar from examples. The learners derive the grammatical rules from concrete examples. This approach is seen as the "natural" way of learning.

Thornbury mentions several advantages of inductive approach. First of all, inductive approach encourages learners to learn the rules by themselves and forces them to be active throughout the presentation stage. The next advantage is that teaching

inductively deepens on the learners´ cognitive development which might support learners´ long-term memory. This approach also involves problem-solving and pattern cognition, which again forces the learners to be actively involved. Finally, discovering things by themselves encourages the learners´ self-reliance and their autonomy (2012, 54).

The negative aspects of the inductive approach are that creating this type of presentation is more time-consuming, not only for the teachers to prepare the lesson, but also to present it in the class. In addition, students have to work out the rules that might lead them to creating non-existent rules or generalizing them. This problem could affect the practice stage. The inductive approach might be problematic and rated negatively by learners who are used to only the deductive approach.

As Thornbury indicates, learners tend to prefer the deductive presentation of grammar. Nevertheless, when presenting grammar inductively, learners can finally see the benefits. Teachers should use both approaches because "some items are better ´given´ than ´discovered´ "and on the other hand "to discern patterns and regularities in naturally occurring input would seem to be invaluable tool for self-directed learning" [Ibid, 55].

- **Situational presentation**

Scrivener introduces another technique for presenting grammar – situational presentation – which focuses first on meaning rather than on form. In the situational presentation a new piece of language is introduced through context. A teacher can create the context by using mainly a text, but also by pictures, short stories, videos, etc. The typical order of situational presentation is that the teacher should first establish the context, then the meaning of the target item, and lastly, introduce and practise the target language. After the introduction of a new grammar, learners try to form more sentences using the target language and finally they write the rule into their notebooks. After these steps, they can move on to the practice stage (2011, 161-162).

1.7.2 Grammar practice

After the grammar presentation teachers should also plan how to practise a new piece of language. As Criado points out, a practice phase should reflect learners´ understanding of the target language presented in the presentation stage. The aim of practicing the target language is to produce the language accurately and fluently (2013, 99-100).

- **Focus on accuracy**

The accuracy focus is important for learners to produce foreign language intelligibly. The practice phase activities focus on form rather than meaning and aim to provide the learners with opportunities to use correctly what they have learnt in the previous phase. Accuracy needs attention and attention requires time. It means that the more time the learners have for practice, the more accurate learners they become. According to Thornbury, key factors which positively affect accuracy are learners´ attention to form, their familiarity with the language, and adequate thinking time as well as feedback from the teacher to know how accurate they are (2012, 91-94).

- **Focus on fluency**

Fluency is the ability to process language promptly and efficiently. Fluency is developed by automating the language. Compared to accuracy, fluency focuses on meaning and is more important because learners can concentrate on what they say rather than on how it is said. The important elements of activities focusing on fluency stated by Thonbury are: attention to meaning, authenticity which should simulate the real-life language, communicative purpose, chunking that would allow learners to practice new language in small pieces and repetition leading to the automation [Ibid, 93-94].

When planning activities for the practice stage, teachers have to know whether their aim is to practise fluency or accuracy. Both are very important when learning/teaching a new language but they should be taught separately to acquire the language efficiently.

1.7.3 Grammar production

The aim of this stage is to increase fluency, preferably through more meaningful, interesting and creative activities. To achieve this goal, teachers should use freer activities with communicative purpose rather than a controlled practice which is used more in the second stage. Examples of communicative activities according to Criado are role-plays, discussions, guessing games or interviews (2013, 100).

1.7.4 Testing grammar

Testing grammar can be considered as the fourth stage of teaching grammar. Even though students learn something new and practise the new item, it does not mean that they are able to use it correctly and efficiently. In order to know how much the students learnt, teachers mostly use tests. There are various tests used for different purposes. The most typical tests used at lower secondary schools are a placement test, a progress test, and an achievement test. Placement tests help to place learners into relevant learning groups, progress tests enable learners and teachers to see the learners' progress, and an achievement test tests learners' level of skills and knowledge. Both progress and achievement tests are there to provide feedback, not only for teachers to see learners' improvements and shortcomings but also for learners and parents to see improvements and the final results of the learners.

Thornbury provides six important factors that guarantee the quality of a grammar test:

- Practicality – tests should be relatively easy to prepare and easy to mark.
- Reliability – tests should provide consistent results.
- Validity – tests should measure what it is planned to measure.
- Face validity – for learners, tests should seem to measure what it claims to measure to prevent learners from underestimating the tests.
- Backwash effect – the impact of the results of a test on teaching.
- Spin-off – the possibility to use the tests later in the class for the revision of a difficult area (2012, 141-143).

There are various tasks and activities which could be used in tests. Harmer suggests activities like *multiple choice* activities where learners choose one correct answer

among more options. *Fill-in* activities where is usually one word missing. *Sentence completions* where are more possible answers, *sentence reordering* or *sentence transformation* which require grammatical knowledge (1987, 60-65).

1.8 Effective ways of grammar presentation

Presentation is important because in this stage learners should understand the form, meaning, and usage of a new grammar item so that they can experience it. According to Harmer, the experience refers to a personalization of the language, which means that learners are able to use a new grammar structure when talking about something meaningful for them (1991, 17).

In order for the students to become familiar with a new grammar rule, the teachers should pay attention to how clearly and understandably they present it. The following guidelines summarize basic principles that the teachers should follow when planning an effective presentation.

- **Preparation**

Even if the teachers usually use a textbook where a particular language item is presented, it is worthwhile to prepare the presentation in advance so that the teachers´ explanation is clear for the learners to understand. This will help the teachers anticipate possible problems, plan clear instructions, think of questions the students might ask, etc.

- **Full attention and effort**

The presentation can be perfectly prepared but if the learners do not pay attention and do not cooperate, the presentation is pointless. Only fully focused learners can get necessary information otherwise they would struggle in the following lessons. As Ur suggest "you might point out how a new item is linked to something they already know, or contrast a new bit of grammar with a parallel structure in their own language" (1996, 11).

- **Repetition**

It is important to repeat given information more than once, and thus to increase the chance of learners´ understanding. It is also useful to provide information via different forms (written form, spoken form, visual, etc,).

- **Brevity**

Learners cannot keep their concentration for a long period of time because of their limited attention span. Therefore, teachers should keep the presentation simple and clear, in order to have enough time for the practice stage. This means that they must realize what is important in the presentation and what can be left out. However, if this is not possible and "a lengthy explanation has taken place, it helps also to finish with a brief restatement of the main point" [Ibid, 12].

- **Examples**

It is necessary to provide examples or do demonstration together with a theoretical explanation. Examples and demonstrations should be based on the learners´ experiences and interests.

- **Feedback**

After the presentation, teachers have to make sure that learners understand the new grammatical items. Teachers can for example ask concept checking questions or according to Ur make the learners "do something that will show their understanding: to paraphrase in their own words, or provide further illustrations of their own" [Ibid, 17].

1.8.1 Various techniques and resources for presenting grammar

When foreign language teachers prepare lesson plans, the question of how to teach grammar is often the main issue. Scott concludes: "while there are many different grammar teaching strategies that are currently being used, there are essentially two basic approaches, namely explicit and implicit grammar teaching (1990, 779).

- **Explicit explanation**

Zheng defines explicit grammar teaching as the teaching method where the form is in the centre position. It can help learners to more thoroughly understand the grammar items because this way of presentation provides students with a system (2015, 556-557). For example grammar rules could be written on the board so that it is easier for students to copy them.

Figure 2: An example of explicit grammar explanation written on the board (Clanfield et al. 2009, 13)

- **Implicit explanation**

Implicit grammar teaching is described by Zheng as a suggestive method, mainly adopting the inductive thinking style when students induce grammar rules through communicative use of the language. "Learners contact with English mainly through scenes. This teaching method makes communicative teaching method as representation, emphasising the unconsciousness, abstractness, and automaticity of grammar study" (2015, 557). The following techniques which belong to the implicit presentation are:

Using charts, graphs, and timelines

Charts, graphs, and timelines used in the presentation can be used for different language levels. They are mainly preferred by visual learners. Graphics could be used to supplement text or to be part of a text in order to ease learners´ understanding of a particular grammar structure. Teachers should always have the diagrams

prepared in advance so that they are understandable and easy to copy into learners´ notebooks.

Figure 3: Examples of diagrams (Clanfield et al. 2009, 8-9)

Figure 4: An example of a chart illustrating personal question: *How do you get to class?* (Harmer 1991, 19)
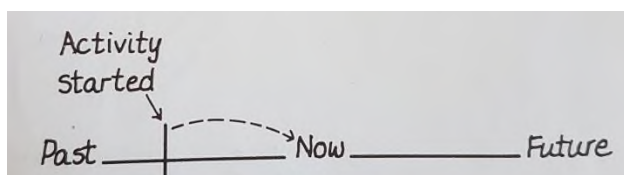
Figure 5: The presentation of the present perfect tense (Harmer 1991, 25)

Using written texts

Clanfield et al. suggests three ways of using written text for grammar presentation.

- a ready-made text with a particular grammar point which will be taught
- a text that can be rewritten or adjusted so that it contains examples of grammar points which will be taught
- a text that is written by the teacher with examples of the grammar points which will be taught

Teachers can ask the learners to underline key words or phrases and work with them, replace them or match them with definitions (2009, 10).

Using realia

Realia and objects are vital teaching aids which have many uses in the classroom. They can be used, for example, for grammar presentation via storytelling or role-play, to contextualize the lesson. Learners can connect a particular grammar structure with particular objects and create a physical hook. Realia and objects can be brought into the lesson by the teacher or by the learners but very often the classrooms are already equipped with plenty of materials which can be used on the spot.

Using pictures and videos

Visuals are a very effective source through which various grammar structures can be explained. There are many advantages of using pictures and videos in the classroom, for example, they can be used to advantage at all levels of proficiency, they can focus either on specific objects or evoke an entire story. Pictures and videos make the learning of grammar more enjoyable and stimulating, especially for beginners and low-intermediate learners who might have trouble understanding long and difficult structures. If teachers choose appropriate materials, there is a high chance that the learners will become motivated and involved which is crucial for language acquisition (Hilles 1988, 73-85).

Using dialogues

This technique can help students to personalize the new language at an early stage of learning. Dialogues establish patterns of interactions that students can use even outside the classroom. Lado and Fries distinguish three stages when learning/teaching a dialogue. The receptive stage is about listening to the dialogue more than once so that learners are able to focus separately on pronunciation and understanding. This could be supported by pictures or typescript. In the productive stage, learners memorize patterns and in the creative stage learners create their own dialogues using the learnt patterns (Lado, Fries 1970, 72-90).

Zheng concludes that both explicit and implicit grammar teaching methods have pros and cons."Explicit grammar teaching pays attention to language forms, which means

most students can make grammatically accurate sentences, but cannot communicate with simple English" (2015, 557). However, implicit grammar teaching focuses rather on meaning than on form and it creates conditions for "interaction between teachers and students through the interactive feedback, thus the output of students is more efficient and accurate" [Ibid, 558].

Based on the findings from the theoretical part, it can be summarized that acquiring grammar plays an important role in language learning in general. For an effective way of teaching English grammar, the knowledge about the students is important. Teachers should know all the factors that influence individual student's learning, range of learning strategies that the students use as well as their levels of motivation. Then in order to maximize the students´ process of learning English, the teachers should choose techniques or strategies that best fit the needs of learners and the goals of the lessons.

2 PRACTICAL PART

2.1 The purpose of the diploma thesis

The reason why I have decided to research the area of teaching English grammar, specifically the explanation and presentation of new grammatical structures, is that during my teaching practice I was rather paying attention to providing a variety of activities at the expense of focusing on grammar presentation. Therefore, I did not have the opportunity to try how to present grammar effectively and which approach seems to be the most suitable.

Despite the fact that there are different approaches and methods for grammar presentation I decided to focus on inductive approach which is according to the literature survey in the theoretical part more effective for young learners who learn better from examples. In addition, pupils are more actively involved in learning, they are provided with an opportunity to communicate while working collaboratively, and finally, they are trained to solving tasks independently, which support the learners´ autonomy. Moreover, I wanted to verify if there is any possibility to motivate the students in this difficult stage of learning grammar by means of various grammar presentations.

Based on the conclusion from the literature and the aims of the investigation, the following research questions are stated:

1. Does a variety of presentation models help pupils fully understand selected grammar points?
2. Does the variability of presentations have an impact on the pupils´ achievements in grammar?
3. Is it possible to motivate the learners´ by means of interesting ways of presenting grammar?

To answer the research questions, qualitative research methods were used. Effectivity of each grammar lesson was analysed through self-reflection that aimed at evaluating the effectivity of an individual presentation from the point of view of the pupils´ involvement in learning, their grasp of the particular grammar item and their

ability to apply it later in the practice stage. Each lesson was closely observed by the students´ regular teacher[1] and by the teacher[2] who is the author of this thesis. After all three lessons were taught, the students were handed a questionnaire considering of five questions (it will be discussed in chapter 2.7), which served to collect the students´ opinions and attitudes about the modes of the presentations. Then a short final test related to grammar points presented during the three lessons should have shown how much the pupils are able to remember.

The research was conducted in three different lessons which were designed for the 9th grade classes. In two groups of parallel classes three different grammar structures were taught which are accurately described in the following paragraphs.

The lesson plans were designed according to the following criteria:

- From the grammatical point of view, the content of each lesson was realized according to the actual English language syllabus of the class.
- The same grammar points were always presented for both parallel research groups.
- In all three lessons, the grammar presentation was presented inductively using different kinds of prompts.
- All three presentations met various learning styles especially visual and auditory styles.
- In the grammar presentations the rules were always deducted from concrete examples which were introduced in the first stages.
- The presentation of selected grammar points tended to be simple however explicit enough.

2.2 Characteristics of the school

The school where the research was conducted is a relatively large school with 600 pupils, situated in a small city Český Krumlov. The reconstructed building was firstly opened in 1972.

The school has its own school education program called "Me in our school". Classes take place in regular classrooms as well as in specialized classrooms adjusted to

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[1] regular teacher is meant as the learners´ English teacher, who teaches them through the whole year
[2] the teacher is meant as the author of this diploma thesis

different subjects. Most of the classrooms are equipped with computers, interactive boards, whiteboards, and the whole school has a Wi-Fi connection available for both the teachers and the students. As for language classes, various languages are taught at the school and specifically, the English language is compulsory for all the students from the 3rd grade. This school also takes part in ELEC (European Language Examination Centre) which provides an opportunity for the pupils to complete an international Cambridge exam.

The school is also involved in a project called "Wide opportunities for quality education". The aim of this project is to support the teachers´ further self-education and self-development in the pedagogical area.

2.3 Characteristics of the classes

The English language teacher in 9th grade, who is qualified as an English and Czech teacher for Lower Secondary schools is familiar with both groups of pupils in 9th grade and provided me with useful characteristics of the learning groups.

There are 14 students in each learning group. According to the regular English teacher, the learners´ marks during the year are relatively good. Class 9.A is usually less actively involved in learning than class 9.B where two students are extremely interested in the English language, which increases the level of the whole class. Some of the students in both groups are quite fluent in using English and finish activities much faster at the expense of making small mistakes. However, there are also students, mainly girls, who are slower learners but compensate this with their diligence. From the perspective of the learners´ specific needs, there is not needed any specific support during English lessons. The learners generally prefer visual and auditory learning styles, which correspond with the teaching materials. The regular English teacher points out that both groups are relatively easy to work with and their current knowledge of English is very good. However, the fact that they are already accepted to the upper secondary education might slightly affect their productivity during the lessons.

The description of the classes indicated groups of learners, mostly intrinsically motivated, who demonstrated typical features of a mixed ability class mentioned in the theoretical part of the thesis. Therefore, the lesson plans, designed for the

research, were adjusted accordingly. The plan and the course of the lessons are described and analysed in the following chapter.

2.4 Lesson 1

Topic: There is/are something + ing, I can hear/see something + ing

Aims:

- To introduce the grammar structure There is/are something + ing.
- To present the new grammar inductively through a comic story.
- To practise the presented grammar through descriptions of pictures.

Objectives:

After this lesson the students will be able to describe pictures or situations using the grammar structure "There is/are something + ing or I can hear/see something + ing."

Purpose:

- To provide new grammar structure that can be used in everyday situations.
- To increase the student's involvement during the grammar presentation.
- To help the learner´s better understand a new grammar point

Materials:

- Student´s book - Project 4[3], CD Project 4
- cut up comic strip pictures, pieces of written text, two large pictures
- whiteboard, blu tack, CD recorder

The number of students:

14 students

Time: 45 minutes

Stage 1 - Lead-in (5 minutes)

For this activity, the students work in pairs. They are provided with eight pictures which are taken from the student´s book Project 4. Originally, new grammar structure is already included in the pictures but I thought that it would be more motivating and engaging to change the comic strip activity, so that the students

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[3] Hutchinson, Tom. 2015. *Project 4* 4th ed. Oxford: Oxford University Press.

encounter a problem-solving task. The text was erased in the text bubbles, the comic strip was printed and the pictures were cut up in order not to indicate the order of the story by the margins.

Feedback: The teacher asks two to three pairs what their story is about.

Aim: To motivate and activate the students for the lesson.

Stage 2 - Pre-grammar presentation activity (10 minutes)

To connect the story with the grammar, students are given pieces of paper with descriptions of the pictures. The students are to match the descriptions with the pictures.

Smart Alec, I need your help.
<u>There are two people. They are looking at our house.</u>
There is a man. He is taking photographs.
There is a woman. She is writing in a notebook.
I think they are planning a burglary.

Look Smart Alec.
<u>There is a car. The car is stopping by the gate.</u>

Figure 6: Example of the pre-grammar presentation activity.

The main idea of this activity is to provide the students with the context and examples of basic grammar *There is/are* as a starting point for the new grammar structure.

Feedback: A recording from the Project 4 is played for the students to check whether their order of the pictures and the texts is correct. (Project 4, 46/1)

The last step before the students move on to the grammar presentation is a listening activity. The recording is a full version of the discussion about the comic strip where the students can hear the target grammar for the first time. Their task is to rewrite

three sentences underlined in the texts according to what they actually hear in the recording. This task enables the students to use the target language unconsciously which might be an effective strategy for effortless remembering.

Feedback: The teacher asks some students what the correct answers are.

> *There are two people looking at our house.*
>
> *There is a car stopping by the gate.*
>
> *I can hear someone coming to the front door.*

Aims:

- To prepare the students for the following activity related to the new grammar structure.
- To introduce the new grammar structure through a listening activity together with a written text.

Stage 3 - Grammar presentation (10 minutes)

Since grammar presentation is the topic of the diploma thesis, this stage is described in more detail.

The teacher writes on the board the first underlined sentence.

There are two people. They are looking at our house.

The teacher: *What is the original sentence from the recording?*

Students: *There are two people looking at our house.*

The teacher writes the correct answer on the board under the first sentence, so the students can visibly see both sentences for further comparison.

The teacher: *Do both sentences have the same meaning?*

Students: *Yes.* (The teacher ticks both sentences)

The teacher: *How do you create the second sentence from the first one? What happens in the first sentence?*

Students: some guesses…

The teacher underlines the same subjects in both sentences to highlight what to pay attention to. *There are two people. They are looking at our house.*

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Teacher: *Are the subjects the same?*

Learners should be able to answer correctly, which is followed by the teacher´s meaningful explanation:

−> If the (Subjects) the persons/things are the same, we can leave the second subject and the verb to be out and put two sentences into one.

The teacher crosses these words out: *There are two people. ~~They are~~ looking at our house.*

The teacher: *Look at the text and try to find other examples of these structures.*

Students: *I can see a woman standing by the car…*

The teacher writes the sentence *I can see a woman standing by the car* on the board.

The teacher: *Is there the same rule applied?*

Students: *Yes.*

The teacher: *Good, so we can apply the rule to the sentences starting with There is/are, I can see, I can hear* (the teacher points at the sample sentences written on the board) *where the subjects are the same.*

The teacher: *Write it into your exercise books.*

During the presentation students are exposed to the target language and they also find example sentences themselves, on which the whole presentation is based. The grammar is presented inductively because the teacher tries to elicit the grammar rules from the students.

Aims:

- To elicit as much information as possible from the students in order to help the students understand the new grammar point.
- To involve the students in the presentation process.

Stage 4 - Practice of the written form. (8 minutes)

Students work with a picture which is in their student´s book. Their task is to create at least five sentences using "There is/are, I can hear/see something + ing verb."

Before the students start working, I will provide one example sentence: *I can see three kids wearing a cap.* to inspire the students.

Figure 7: A picture from Student´s book Project 4 (p. 47)

This activity is chosen for two reasons. Firstly, the students work with the pictures for the most part of the lesson the whole lesson, so they can strengthen the link between new grammar and a picture description. Secondly, they have an opportunity to practice the written form of the target language in order to be precise with the sentence structure.

Feedback: Each student reads his/her own sentences.

Aims:

- To practice the correct written form of the grammar structure "There is/are, I can see, I can hear something + -ing".
- To be able to use the new structure when describing a picture or a situation.

Stage 5 - The practice of spoken and written forms (12 minutes)

The last activity is a game similar to the activity called "Running Dictation". In the classroom, there are two pictures marked as A and B. The students work in pairs (one of the pair is a letter A and one is a letter B). A student runs to the picture A, creates one sentence about the picture using the target language then run back to their partner and dictates the sentence. Then they switch roles.

Figure 8: Pictures A and B

Not only are all the students involved at the same time while drilling the new grammar structure, but this activity also forces them to remember certain things which keep their brain active.

Feedback: The teacher walks around the class through the whole activity and observes the students. The teacher is prepared to help the students during the whole activity. At the end of the activity the students count their sentences and read some of them aloud. Correction is provided, if it is needed.

Aim: To consolidate the student's spoken and written form of the target language.

2.4.1 Reflection on lesson 1

The students had already studied the grammar structure *There is/are* for describing pictures which could be considered as a useful starting point for the new grammar structure *There is/are something + ing, I can hear/see something + ing*.

The lesson in both groups went according to the lesson plan and there was no need to make any unexpected changes during the lesson.

Stages 1-2

After the students were given the pictures, they immediately started working. The pairs cooperated well and showed a certain level of motivation, therefore, to boost their involvement they were given additional three minutes to have enough time to finish the story. Some of the pairs tried to match the pictures according to the

margins, instead of ordering them according to their understanding, which was addressed individually. The learners´ involvement was rated positively but most of them discussed the pictures in the Czech language. The teacher addressed this problem by reminding the students to speak English and waiting until she heard them speaking English. During the feedback, most of the pairs had difficulty to express their thoughts in English in front of the others. The students´ lack of confidence or probably laziness prolonged this activity at the expense of the following activity.

To reduce the speaking barrier, the students were asked additional questions about the story *(What is your story about?, Who are the people in the picture?, Is it a happy ending?)* If some pairs had problems with the pictures, the cut-up text helped them to finish the story or make any further changes. While describing the pictures some of the students were already using "There is … / There are …" structures, which was desirable for the main part of the lesson.

The recording that followed after the introductory activity had two aims. The first listening was used as a feedback for the story. Since, it helped to the students to complete the story and to correct the task if it was necessary. The listening task contributed to the fact that the students had the context for the following grammar presentation ready. During the second listening, students were to make notes using the new grammar structure, which was easy for them because they could hear the required version and compared it with the written form. Moreover, this activity addressed students with various learning styles such as auditory learners, while they were listening to the recording, visual learners, when they checked their correct sentences and finally verbal students who were supposed to say their sentences. The correct grammar structure was elicited by the learners before the presentation itself.

Stage 3

The unconscious use of the new grammar had a positive effect on the presentation stage where the learners were able to create the rules from the example sentences. Thinking about and answering the teacher´s questions, related to meaning, form and usage of the new grammar, resulted in the learners´ involvement in creating the rules by themselves. At the end of this stage, the students could see the structure of the new grammar in a concrete context of a story and thus understand how it is formed and used.

Stages 4-5

In stage 4 the concentration was focused on the written form of the new grammar. In this activity the students applied the new grammar structure to a new situation displayed in the picture while creating sentences using *There is/are something +ing, I can see/hear something +ing*. The activity was not very demanding for the learners because they had already worked with the new grammar structure and could rely on the model sentences written on the board or in their notebooks.

The lesson in both learning groups was taught according to the lesson plan. However, the teacher observed a slight difference between these two classes. Even if the students from both groups did understand and applied the new grammar properly, Class 9.B. where the students can be considered more active and more motivated paid full attention to the presentation stage and thus made fewer mistakes compared to 9. A class where the students are not so eager to learn.

In stage 3, the learners in both learning groups made two types of mistakes.

The students put the -ing verb before the notional subject (something):

I can see flying pigeon in the sky. x I can see a pigeon flying in the sky.

I can see the shining sun in the sky. x I can see the sun shining in the sky.

Students used simple *There is/are* structure:

There is a one dog on the picture. x There is a/one dog lying under the bench.

As these sentences were the first ones, the teacher corrected them immediately and individually with the students until she saw that the next sentence was written correctly.

In stage 4, the students´ main errors were from different areas (*There is a children running on the street.*). The target language was mostly written correctly. Some pairs tried to remember as many things from the pictures as possible, so they could write a couple of sentences in one go. On the other hand, the procedure of this activity appeared to some pairs as unattractive; therefore they had to be encouraged to complete the activity.

The reason of the learners´ lower interest in the last activity could be, according to the literature, the choice of the activity, the level of the activity or unclear instructions. Because all the aspects were properly thought through, there was no reason for the learners to be rather passively involved. The explanation of this can be that these types of movement activities "might be done without personal investment because the learners feel silly or embarrassed when doing them" (Scrivener 2011, 329). This applies even more to teenagers in 9th class who think that they are forced to do something that they cannot choose themselves.

Except for the last activity which was not completed with the students´ full enthusiasm as had been expected, the lesson was evaluated satisfactory. The aims of the lesson were fulfilled and most of the students understood the new grammar structure and were able to apply it in the practice and production activities.

2.5 Lesson 2

Topic: Passive voice (present simple tense)

Aims:

- To introduce the basics of the passive voice through a written text related to London cabs.
- To teach the learners how to create a passive sentence from an active sentence.
- To practice the written and spoken passive form**s.**

Objectives:

After this lesson the students should understand how the passive voice is created and used in the present simple tense.

Purpose:

- To show the learners the difference between the passive and the active voices.
- To help the learners to use the passive voice correctly

Materials:

- computer – Quiz in the Microsoft PowerPoint
- handouts with the quiz questions and the text related to the quiz

- printed board game, dice, figures

The number of students:

2x 14 students

Time: 45 minutes

Stage 1 – Lead-in (3 minutes)

Students work individually and the teacher expects the learners to shout any words and sentences related to London. If the activity does not meet the teacher´s expectation, the teacher is prepared to prompt students with some examples.

The teacher: *When I say London, what comes to your mind?*

Students: *Tower Bridge, London Eye, the river Thames, many tourists, different languages…*

Feedback: If the students do not know what to say, the teacher will provide some examples and ask some pupils to say one thing about London.

Aim:

- To activate the learners and to introduce the topic *London cabs.*

Stage 2 – Pre-grammar presentation activity (10 minutes)

The students are given a handout folded in half to prevent the learners from seeing the text. The teacher provides the Quiz in a PowerPoint presentation and students have to mark the correct answers into their handouts. The full handout is available in Appendix 2.

The teacher: *Write the whole answers, not only a, b, c. Use a pencil in case you need to change your answers.*

Feedback: After the written quiz the teacher tells them to unfold the piece of paper, to read the text where the correct answers are.

The self-correction teaches the learners to be able to find information on their own in the text. The feedback also serves as the introduction for the grammar presentation which follows**.**

Aims:

- To motivate the students by means of an interesting quiz.
- To prepare the students for the grammar presentation.

Stage 3 - Grammar presentation (15 minutes)

The teacher works with the sentences both from the quiz sentences and from the text. On the board: *Tourists see black cabs everywhere in London.*

The teacher: *Look at the text and find the same sentence but written differently.*

Students: *Black cabs are seen everywhere in London.*

The teacher writes the dictated sentence on the board under the first sentence so both examples can be seen by everybody.

The teacher: *One of the sentences is in the active voice and one is in the passive voice. What does it mean in Czech? What are active and passive sentences?*

Students: *Činný a trpný rod, aktivní a pasivní věty.*

The teacher uses Czech translation so that the students could make reference to the forms that they know in their mother tongue.

The teacher: *Ok, which sentence is in the active voice and which is in the passive voice?*

Students make some guesses and the teacher writes in the brackets "active" and "passive" next to the example sentences.

Tourists see black cabs everywhere. (Active)

Black cabs are seen everywhere. (Passive)

The teacher: *Now I want you to create the rules about the passive voice. For this you must understand which word is a subject and which is an object in the sentence. Look at the sentences again and find the subjects and objects in both sentences.*

The teacher: *What is the subject in the active sentence?*

Students: *Tourists*

The teacher: *What is the object in the active sentence?*

Students: *Black cabs*

The teacher: *What is the subject and object in the passive sentence?*

Students: *The subject is black cabs and there is no object.*

The teacher: *So what is the rule to create a passive sentence?*

Students: *some guesses…*

The teacher reacts to the learners´ ideas and they together make a rule which the students write it into their exercise books.

The teacher uses an arrow to indicate the change of the position of the object and says: *The O in the active sentence becomes the S in the passive sentence. The original verb in the active sentence changes into BE + past participle – is seen.*

Teacher: *If you want to say WHO saw the black cabs, what would you add at the end of the sentence?*

If the learners are uncertain, the teacher can draw their attention to the following sentence in the text (*London cabs are driven by taxi drivers*).

Students: *Black cabs are seen everywhere by tourists.*

The teacher: *When is the passive voice used? What do you think?*

The teacher predicts that students will not know the answer, therefore she can help them with concept question: *Is the subject in the active sentence important? What is the most important information in the active sentence?* Etc…

Then the rules are summarized by the teacher: We use the passive voice:

- when the S in the active sentence is not important
- when the O from the active sentence is very important
- when the S from the active sentence is unknown

Students are told to underline more passive sentences in the text. The teacher walks around the class and checks the sentences.

Aims:

- To stimulate the learners to draw the grammar structure themselves by analyzing example sentences.
- To distinguish the active and passive sentences and to provide information about the usage of the passive voice.

Stage 4 - restricted practice of written form (7 minutes)

Students go back to the quiz sentences and their task is to rewrite the sentences 2,3, 5,6 and 7 into the passive voice. The teacher moves around the classroom and helps the weaker learners. Some of the passive sentences appear in the text which might be useful for the weaker students. On the other hand the more advanced learners can try to rewrite the sentences 1 and 4 which are more demanding.

Aim:

- To practise the written form in more realistic sentences.

Stage 5 - restricted practice of spoken form (10 minutes)

The students work in threes and they are given a board game (Appendix 2) with many sentences in the present simple tense. Their task is to roll a dice and move with their figures to the correct square on which they have to read the active sentence and transfer it into the passive one. The person who first reaches the square FINISH is the winner. The students are asked to correct each other if necessary.

The teacher monitors the game and listens to the students´ sentences.

Aims:

- To transfer the active sentences into the passive sentences.
- To practise spoken form of the passive voice in the present simple tense.

2.5.1   Reflection on lesson 2

The passive voice was presented as a new grammar for everybody in each learning group except for two students, who had already been familiar with this grammar structure. The structure of the lesson had the same flow in both learning groups however, the course of the lesson did not completely follow the lesson plan.

Stages 1-2

The lead-in activity really involved and activated the learners. As some of them already visited London or knew something about it, they were eager to show their knowledge. By this stage they also had a chance to active the vocabulary needed for the following activities and to become familiar with the theme of the lesson.

To begin with the second stage, the learners in 9.A did not know what a cab was, which had to be explained before the quiz. Firstly, the learners did not find the quiz very interesting but from the third question which was not as obvious as they expected, they started thinking about their answers more deeply. Nevertheless, the leaning group 9.B who had the data projector in their classroom were more actively involved during the quiz than class 9.A. The quiz activity served as an introduction to the topic that accompanied the learners throughout the whole lesson.

Stages 3 - 4

Class 9.B came up with the rules without much of the teacher´s support and they also did not make many mistakes. As provided in Appendix 2.

During the feedback, the teacher observed that the learners made some mistakes she used a simpler sentence and explained the passive structure one more time for everybody. The teacher provided other example out of the topic area.

The teacher: *We can say; The window is broken. (Okno je rozbité.) We do not know who did it. The window + is/are + broken (past participle).*

In class 9.A, the teacher had to help the learners to create the structure of the passive voice. The instructions for the first practice activity were given differently compared to the lesson plan in order not to confuse the learners with the more difficult sentences.The faster students could also do sentences 1 and 4 which were more demanding.

The presentation and the practice activity took more time than it was expected which caused stage 5 impossible to complete. The learners surely needed more practice so the teacher decided to include the incomplete activity on the passive voice in the following lesson.

Stage 5

The decision which was made about adding the board game activity on the passive voice into the next lesson had a positive impact on the learners. At the beginning of the following lesson the students were reminded of the passive voice by writing a sentence *Tourists see black cabs everywhere* on the board and the students were asked to put the sentence into the passive voice. *Black cabs are seen everywhere (by*

tourists). The students did not have problems in making the passive sentences correctly during the board game. Only sometimes forming the past participle of the irregular verbs stopped them from creating the sentences with ease.

However, the aims of the lesson were fulfilled; the practice stages could have been more effective.

Next time there should be simpler sentences provided for the students to practise the passive voice in the present simple tense. The focus should be rather on automation of the correct structure through various drilling activities than on the more demanding tasks which take more time and less effectiveness.

2.6 Lesson 3

Topic: The 1st conditional

Aims:

- To present the 1st conditional through a song.
- To practise the spoken and written form of the 1st conditional.

Objectives:

After this lesson the students should know what the structure of the 1st conditional is and when we use it.

Purpose:

- To introduce one type of the conditional sentences.
- To present the grammar inductively through a song.
- To practise the taught grammar structure.

Materials:

- The song *If we ever meet again* with lyrics

https://www.youtube.com/results?search_query=if+we+ever+meet+again

- a computer, a data projector
- handouts with the lyrics and sentences for the grammar practice
- If cards and result cards

The number of students:

2x14 students

Time: 45 minutes

Stage 1 - Board game (10 minutes)

The lesson started with the board game *Appendix 2* which was explained and was supposed to be played in the lesson 2. All the details were already explained in the reflection of the lesson 2.

Stage 2 - Introduction (7 minutes)

The students get a handout with lyrics. There are 12 gaps in the text and the students´ task is to listen to the song and complete the missing words. Most of the missing words are related to the 1st conditional.

Teacher: At the beginning of the lesson you will hear a song by an American rapper. It´s a love song. We won´t talk about it, we just need the text for the grammar that I am going to talk about today.

I'll never be the same if we ever meet again
Won't let you get away, say if we ever meet again
This freefall (ahh), got me so (ohh), kiss me all night
Don't ever let me go.
I'll never be the same if we ever meet again
If we ever meet again, I'll have so much more to say. (if we ever meet again)
If we ever meet again, I won't let you go away. (if we ever meet again)
If we ever, ever meet again, I'll have so much more to say. (if we ever meet again)
If we ever, ever meet again, I won't let you go away.

Table 2: Two paragraphs from the song *I´ll never be the same*.

Feedback: The teacher writes numbers 1 to 12 on the board and students write the answers next to the numbers.

Aim:

- To motivate the learners through a pop song and prepare them for the new grammar.

Stage 3 - Grammar presentation (15 minutes)

The teacher: *Which sentence is used the most?*

The students: *I´ll never be the same if we ever meet again.*

As in an everyday speech this type of a sentence usually starts with the If clause so the teacher writes on the board:

If we ever meet again, I´ll never be the same.

The teacher: *Are the sentences the same?*

Students: *Yes/no/ I don´t know.*

The teacher responds to the *Yes* answer and confirms that both sentences have the same meaning and we can use both versions.

The teacher: *The only difference is that if the sentence begins with IF there must be comma however if we start with the future tense there is NO comma.*

The teacher: *How do you translate the sentence: If we ever meet again, I´ll never be the same.*

Students: *Jestli se znovu potkáme, nikdy nebudu stejný.*

The teacher: *It is a condition. Do you know how to translate the word condition?*

The students: some guesses…

The teacher writes on the board CONDITION = PODMÍNKA

(CONDITION) *If we ever meet again, **I´ll never be the same (RESULT)***

The teacher: *Look at the example and try to find similar examples of the same structure.*

Students for example underline: *If we ever meet again, I won't let you go away*

If we ever, ever meet again, I'll have so much more to say.

Teacher: *Look at the sentences. They are all first conditional sentences. How do we create the fisrt conditional?*

Students say some guesses and the teacher ask questions (e.g. *What follows after IF?*) so that the students come up with the correct form according to the example sentence.

IF + present simple, future simple (Will)

The teacher: *Does the sentence refer to the past - present - future?*

The teacher: *We use it with things which may happen in the future, something that can be true. For example, if it rains we´ll stay at home.*

The teacher: *Look at the text and try to find more examples of the first conditional.*

Students: *If we ever meet again, I´ll have so much more to say…*

Won´t let you get away, If we ever meet again.

Aim:

- ▪ To present the meaning, form and usage of the new grammar structure inductively.

Stage 4 - Restricted practice of written form (7minutes)

The students have 14 sentences written in the handout and they have to fill in the gaps in order to create the 1st conditional (Appendix 3). The first sentence is done together. And then the students work individually. The teacher monitors the learners while working on the task and provides some help if it is required. This activity helps the learners to drill written form of the 1st conditional.

Feedback: Each student reads 1 sentence.

Aim:

- ▪ To practice the written form of the fist conditional

Stage 5 - practice of spoken form (5-10 minutes)

In case there is some time left the lesson can be closed by an oral activity. This activity includes If pictures and result pictures. The students are given the "result" pictures and the teacher takes a random "if" card and creates a sentence about the picture. The learners working in groups of three compete who first find the "result" picture which corresponds to the "if" picture. (The activity is in Appendix 3)
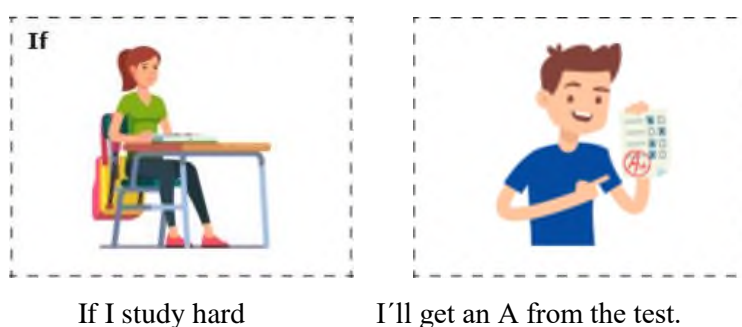

If I study hard   I´ll get an A from the test.

Figure 9: An example of the "If" and "result" cards activity

Feedback: The teacher closely monitors students work and provides correction individually.

Aim:

▪ To practise the spoken form of the passive voice.

2.6.1 Reflection on lesson 3

The third lesson had a different progress in each of the learning groups caused by the fact that the groups did not have the same amount of time for the lessons. In 9.A. class a discipline matter had to be solved at the beginning, therefore the lesson was shorter compared with the lesson in 9.B. As a result of this event, it took a while to make the pupils become concentrated and attentive. However, the presentation phase was implemented in same form as in 9.B. class. The students were able to deduce the grammar rules, unfortunately there was no time for further practice.

Stage 1

The board game was a part of the previous lesson and thus it was already described and reflected on in Lesson 2.

Stage 2

The students thought that the song would be easy to listen to and they would have free time but after the first strophe was played they realised that some of the sentences were hard to understand. The teacher reacted to the learners´ uncertainty by playing the song from the beginning and emphasised that they have to listen carefully to be able to hear the missing words. After providing the second chance the learners really became focused during the whole song. They finally were able to complete the verses with missing words as the words repeated several times in the song.

Stage 3

To find the most used grammar sentence was an easy task to do. The model sentences written on the boards helped the learners to derive the rule. As Thornbury stresses: "Learning grammar in context will allow the learners to see how rules can be used in the sentences" (2012, 69). The learners by themselves did not come up with any idea when we use the first conditional. However, after the teacher´s suggestions and information checking questions, the learners were able to create some rules.

Stage 4

The activity provided after the grammar presentation stage was not difficult and it served as an effective drill of the written form. During the close observation, the teacher noticed only one mistake. The learners used the tenses mostly correctly but sometimes they used *will* after *if (I don´t go to the park, if it´ll rain.)*.

Unfortunately there was no time left for the practice of the spoken form due to the board game at the beginning of the lesson and also due to the more time than planned devoted to grammar presentation. The practice of the spoken form of the first conditional was postponed to the following lesson.

In the following chapter, the evaluation of the course and the efficiency of the lessons, seen from the teacher´s point of view, is supplied by the pupils´ feelings and opinions as stated in the questionnaire.

2.7 The analysis of the questionnaire

After the three lessons were taught, the students were given a questionnaire with four questions to be answered. The teacher went through the questions with the students so that she made sure that the pupils understood them. In order to encourage the pupils to answer openly and frankly, the teacher explained to them that the questionnaire is anonymous and that she would appreciate if they wrote anything related to the grammar lessons taught by the external teacher (the author of the thesis).

The questionnaire was written in the Czech language so that the learners could express their opinions more accurately and in more details.

After the students finished the questionnaire, they were to write the test. The empty questionnaire and the test are in Appendices 4 and 5 and some examples of the filled questionnaire and the test by the students are in the Apendices 6 and 7. As the pupils could not practice the new grammar in an extent that was planned, the test comprised only a few questions that related to the lessons. On the other hand, since the students took the test immediately after the lessons, it was supposed that they could remember what they learnt.

In class 9.A nine learners and in class 9.B twelve learners were present and answered the questionnaires and took the tests during their lessons, however, not everybody from the twenty-one learners was present during all three lessons.

The questions and the learners´ responses from the questionnaire are closely described in the next paragraphs.

2.7.1 Questionnaire

Question 1: Which one of the lessons did you like?

The learners (from both learning groups) were to choose from three options Yes - No - I don´t know for each lesson and they were supposed to justify their choice.

	Yes	No	I don´t know	I was not present
lesson 1	11	3	5	2
lesson 2	14	1	3	3
lesson 3	16	0	3	2

Table 3: The general evaluation of the lessons by the pupils

From the table is obvious that more than half of the learners enjoyed the lessons. The learners´ reasons for their choices were various. According to the learners´ answers the lessons were interesting, because they included a variety of activities. They really appreciated pair work which appeared in every lesson. The most successful lesson was lesson 3 which was seen positively by majority of the pupils as Table 3 shows and which was also confirmed in the learners´ comments. The learners, for example mentioned that they liked the lessons the topic was explained in an interesting way by using a song, or a quiz. However, there were also a few negative answers. Some students referred to the fact that they did not have enough practice of the target language or to the difficult grammar in lesson 2. This was a correct comment as the extent of the instruction that was available for the research allowed neither enough guided practice nor free production. However, this was the content of the following lessons with their class teacher.

Question 2: How do you rate your knowledge of the new grammar?

The students also had three options to choose from ~~for~~ each lesson.

a) I know when and how to use the new grammar structure.

b) I need to go through the new grammar structure again.

c) I don´t understand the new grammar structure at all.

This question aimed to make the learners evaluate their knowledge of what they have learnt in the three lessons. Their real knowledge was then assessed in the subsequent test.

Lesson 1 (Grammar presentation of *There is/are something + ing*)

According to the learners´ self-evaluation, 11 learners are well aware of the usage and form of the grammar *There is/are something + ing* and 9 learners know the grammar but need to practise the new grammar structure further more.

According to the test results 7 students out of the 11 ones who chose the option a) used the grammar structure correctly, 5 students who chose the option b) used the grammar structure also correctly and 2 students made small mistakes *(*On the picture is dog running for a ball)*. Other 4 learners answered also correctly but not according to the new grammar structure *(Two guys are fishing)* and 3 learners did not know how to use the new grammar *(*There are one girl, who take photos)*. To sum it up 12 students out of 17 students know how and when to use the grammar structure *There is/are something + ing* form. After an appropriate practice it can be predicted that these learners will consolidate this grammar item and the others will recall it.

Lesson 2 (Grammar presentation of the passive voice)

7 learners consider their knowledge of the passive voice good and 11 learners are still not perfectly sure about when and how to use the passive voice. Three learners were not present in the lesson.

The test results showed that out of the 7 learners only 3 learners had the sentences correct, 2 learners made small mistakes such as using different tense *(*The housework **is being done** by she.)* or using wrong number *(*The flowers is watered by my mother.)*. And 2 students wrote the sentences completely incorrectly.

Out of the 11 learners, who chose the option b), 4 students created the passive voice correctly, 4 learners made small mistakes or wrote only one sentence correctly and 3 learners could not create the passive voice at all.

To summarize the results: 7 students are able to transfer the active sentences into the passive voice, 6 students have some idea about the form of the passive voice but have to consult the grammar again and 5 learners do not know how to form the passive voice at all.

Lesson 3 (Grammar presentation of the 1ˢᵗ conditional)

According to the responses in the questionnaire, 6 students claimed that their knowledge of the 1ˢᵗ conditional is good, as they knew when and how to use it and 13 students circled the option which means that they would need to go through the new grammar structure more in depth.

However, the final test results showed that 3 learners out of the 6 used the grammar structure without any mistakes, 2 learners were slightly confused about the structure of the 1ˢᵗ conditional and made small mistakes. For example, one student had two sentences correct and one sentence incorrect *(*I don´t go to the park if it´ll rain)*. And 1 student who thought that he/she knew the grammar had all the sentences written incorrectly.

Out of the 13 learners only 1 learner used the grammar in the test correctly, 6 learners were still quite confused and mixed the conditional sentence *(*If I studied hard, I´ll get an A from the test., *If I´ll study hard, I get an A from the test.).* 6 students did not know how to create the 1st conditional at all *(*Mary have missed, she is late for school.).*

To sum up the learners´ knowledge of the form of the 1ˢᵗ conditional, it can be concluded that 4 learners know the structure correctly, 8 learners need a further practice and 7 learners are confused about the structure of the target language.

	a) I know when and how to use the new grammar structure	b) I need to go through the new grammar structure again	c) I don´t understand the new grammar structure at all
Lesson 1	12	2	3
Lesson 2	7	6	5
Lesson 3	4	8	7

Table 4: The summary of the questionnaire

The results from the questionnaire and the test show that, even if the students mentioned the passive voice as the most difficult, their knowledge of the 1ˢᵗ

conditional was the worst. This can be attributed the fact that they themselves mentioned, and it was the lack of time for a thorough practice.

Question 3: What do you rate positively and what negatively about the lessons?

This question is similar to the first one. However, it focuses on all the lessons together. This question also provided enough space for the pupils to express their opinions, feelings, and attitudes towards the content of the lessons and the teacher´s performance. Some of the students´ answers were very wide and related more to the teacher´s performance and some learners made comments on the course, organisation and effect of the lessons.

The positive comments written by the learners (the learners used the Czech language, their comments were translated into English by the author of the thesis):

- *The teacher used a wide range of activities (games, a song, a quiz, pictures…).*
- *We worked in pairs and groups.*
- *The teacher taught as new stuff.*
- *The teacher presented the target language through various activities.*
- *The grammar presentation was understandable.*
- *The teacher spoke in English and wrote the notes also in English.*
- *The grammar was presented differently which was interesting.*
- *The lessons were not only theoretical but also practical.*

The negative comments written by the learners:

- *The teacher sometimes asked too many questions during the lessons.*
- *The teacher put some pressure on the weaker students.*
- *The teacher spoke mainly in English.*
- *The grammar lessons were taught too quickly and there was not enough time for ~~the~~ practice.*
- *The teacher´s writing was sometimes difficult to read.*
- *The lessons were too challenging - too many activities.*

Examples of the filled-in questionnaires and tests are in Appendices 6 and 7.

3 CONCLUSION

The main aim of the language teaching is to help English language learners gain the communicative competence which is impossible to achieve without grammar and vocabulary knowledge. Since grammar is an irreplaceable part of foreign language learning, it is necessary to pay enough attention to grammar teaching. As Widdowson points out, English language learners "need to realize the function of the device as a way of mediating between words and contexts, as a powerful resource for the purposeful achievement of meaning" The device itself is very complicated and therefore needs to be properly presented and explained to learners. There are various methods and approaches for presenting grammar adapted to the concrete subject matter and the learners´ needs. The inductive approach to presenting grammar, which contributes to the better learners´ motivation, understanding and remembering of the language item, is one of them. It became the central focus of the diploma thesis.

Three different ways of presenting grammar that were employed in common English language classes at lower secondary school and the evaluation of their effectiveness provided enough data allowing to answer research questions stated in chapter 3.1.

To answers the first two research questions *Does a variety of presentation models help pupils better understand selected grammar points?* and *Does this variability have an impact on the pupils´ achievements in grammar?* will be explained and backed up in the following paragraphs.

After teaching three grammar lessons, the pupils´ rated the lessons rather positive due to a variety of activities. As Harmers says "teacher use a variety of teaching aids to explain meaning and construction, engage students in a topic, or as the basis of the whole activity" (2001, 134). The first grammar lesson can be considered as effective because more than half of the students enjoyed creating the story and used the grammar structure correctly in the practice stage. Compared to the other two lessons, in lesson 1 the learners spent more time on practice and production stages and all three stages were included in one lesson. However, it must be also acknowledged that the target grammar taught in lesson 1 was not as demanding as the grammar in two other lessons.

In the second lesson the passive voice was not drilled enough and the production stage was moved to the beginning of the following lesson. These aspects may be the reason why only 7 students used the passive voice correctly.

The last grammar structure, presented in lesson 3, included a drilling activity; nevertheless, many students did not finish it and the production stage was left out completely. This was also reflected in the test in which only four learners managed to create the 1st conditional.

The results show that even if the effective and interesting presentation stage is used, the learners need immediate practice of the target language item. The practice stage is "the most important in that it is through practice that the material is the most thoroughly and permanently learnt" (Ur, 1988, 11)

It can be confirmed that the variability of grammar presentations based on inductive approach appeared to be effective. Interesting grammar presentations helped the learners to understand the selected grammar items. The pupils were actively involved during the presentation stages and were able to deduce the grammar rules and most of the activities were fulfilled without significant difficulties. A few pupils even used the presented structures in the questionnaires and therefore showed that they could remember them (Appendix 7).

Even though the grammar was not practiced enough, more than half of the learners were able to create the target language correctly or with small mistakes. Because the test was given to the pupils unexpectedly, they did not have any space for presentation and thus proved in the test what they really learned.

The answer to the last research question *Is it possible to motivate the learners´ by means of interesting ways of presenting grammar?* can be deduced from the pupils´ reactions during the lessons and from their comments in the questionnaire. They really appreciated the lead-in and pre-grammar activities such as the song, the quiz or the pictures which guided them towards the target language. Besides the learners who expressed their interest in doing various activities there were also some students who made positive comments specifically on the form of the grammar presentation stage *(good ways of grammar explanation, grammar was taught from examples)*. Positive learners´ motivation can be considered a great asset of the lesson since

"motivation is very strongly related to achievement to language learning" (1996, 274).

Even though the research confirmed that the various grammar presentations have rather positive effect on pupils, the generalization of the results is limited by the following factors:

- The research was conducted only for a short period of time (the period of teaching practice) which reduces its validity.

- The results of the research could be influenced by the learners´ not knowing the teacher (the author of this thesis) which also appeared in the questionnaire in the learner´s reaction to lesson 1 (*I don ´t know whether I liked the lesson because I did not know you*.).

- The results of the test could be also influenced by the period of time when the research was implemented. The learners were in the ninth grade after already being accepted to upper secondary education which could cause the learners´ poor attention during the lessons.

- The teacher´s learning styles and strategies (relating especially to the inductive approach to the grammar presentation) which did not correspond to the styles and strategies of their regular teacher could be another factor which might influence the results of the research.

- Despite all these drawbacks, it can be concluded that the aims of the diploma thesis were fulfilled and the research questions answered. It was proved that inductive mode of presentation is effective in teaching English with lower secondary students as „it activates and involves students and prepares them for autonomy (Thornbury, 1999:54-55). The research also evidenced, in accordance with literature (Brown 2000, Harmer 2001, Ur 1988, Scrivener 2011) that a new grammar item needs to be appropriately practiced until it becomes automatic. Only then can the learners proceed to the production stage and demonstrate that they are able to use the taught language fluently and naturally.

- Finally, the research of the diploma thesis was a very useful experience for the author of the thesis. The learners´ answers in the questionnaire and the test results are profitable sources of information which will be reflected and adapted in the author´s future career as an English language teacher at lower secondary school.

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Appendices

Appendix 1 – Lesson 1

Lesson1 - (Cut-up) pictures which the students have to order

Lesson 1 - Pieces of text to match with the pictures.

Smart Alec, I need your help. There are two people. They are looking at our house. There is a man. He is taking photographs. There is a woman. She is writing in a notebook. I think they are planning a burglary.	It´s very dark. I can´t see the man now, can you? Yes, there he is. I can see him. He is opening that window near the front door.
Look Smart Alec. There is a car. The car is stopping by the gate.	I can hear someone. Someone is coming to the front door. I think the burglar´s coming out that way.
There is a man. He is climbing over the gate now. I can see a woman. She is standing by the car.	We have got him. Just a minute, I can see a man. He is climbing out of that window.

Appendix 2 – Lesson 2

Lesson 2 - Quiz sentences about London cabs

Cabs in London - Quiz

1. Taxi drivers have to pass _____.

2. Tourists see _____ everywhere in London.

3. In London taxi drivers drive over _____.

4. London taxi drivers are prepared after_____ to pass the test.

5. Future taxi drivers study from the _____ to pass the test

6. Taxi drivers remember over _____.

7. Taxi drivers use Satellite navigation.

Lesson 3 - Text related to the quiz

When you visit London, black cabs are seen everywhere. There are over 21 000 of them. London cabs are driven by taxi drivers who are almost as famous as the London black cabs. Do you know why that is?

Not everybody can become a taxi driver because it all depends on their knowledge. You cannot become a taxi driver in few weeks; it takes two to four years to study for the test. The test is called "The Knowledge" test. To pass the test rivers have to learn over 320 basic routes, all of the 25,000 streets and approximately 20,000 landmarks and places of public interest that are located within a six-mile radius of Charing Cross. All the important streets and placed are written in the Blue book which is available online.

Now you think "why to learnt all of this when we can use GPS". Well, London taxi drivers are not allowed to use satellite navigation at all. Now would you like to become a taxi driver? ☺

Lesson 2 - The learner´s handout

First worksheet

Cabs in London - Quiz

1. Taxi drivers have to pass *The Knowledge* test

2. Tourists see *black cabs* everywhere in London. ✓ Black cabs are seen everywhere.

3. In London taxi drivers drive over *21 thousand*. ✓ ~~The taxis are driven~~ Over 21 thousand cabs are driven by taxi drivers in London.

4. London taxi drivers are prepared after *24 years* to pass the test. ✓

5. Future taxi drivers study from the *the book* to pass the test ~~~~ The Blue book is studied by taxi drivers.

6. Taxi drivers remember over *25 thousand* streets 25 thousand streets are remembered by taxi drivers

7. Taxi drivers use Satellite navigation. *fals* Satellite navigation is used by taxi drivers.

When you visit London, black cabs are seen everywhere. There are over 21 000 of them. London cabs are driven by taxi drivers who are almost as famous as the London black cabs. Do you know why that is?

Not everybody can become a taxi driver because it all depends on their knowledge. You cannot become a taxi driver in few weeks; it takes two to four years to study for the test. The test is called "The Knowledge" test. To pass the test rivers have to learn over 320 basic routes, all of the 25,000 streets and approximately 20,000 landmarks and places of public interest that are located within a six-mile radius of Charing Cross. All the important streets and placed are written in the Blue book which is available online.

Now you think "why to learnt all of this when we can use GPS". Well, London taxi drivers are not allowed to use satellite navigation at all. Now would you like to become a taxi driver? ☺

Second worksheet

Cabs in London - Quiz knowledge ✓

1. Taxi drivers have to pass ~~another~~ test. ✓

2. Tourists see *black cabs* everywhere in London. ✓ Black cabs are seen everywhere.

3. In London taxi drivers drive over *ten thousand* ✗ 21 ~~The streets are~~ 21 000 in London ~~Taxi drivers are~~ ~~streets~~

4. London taxi drivers are prepared after *four ~~two~~* to pass the test. ✓ 21 000 taxis are driven in London by taxi drivers.

5. Future taxi drivers study from the *map* to pass the test ✗ blue book The Blue book is studied by taxi drivers

6. Taxi drivers remember over *twenty five* ✓ Twenty five thousand streets are remembered by taxi drivers.

7. Taxi drivers use Satellite navigation. *F* ✓ The Satellite navigation are used by taxi drivers.

When you visit London, black cabs are seen everywhere. There are over 21 000 of them. London cabs are driven by taxi drivers who are almost as famous as the London black cabs. Do you know why that is?

Not everybody can become a taxi driver because it all depends on their knowledge. You cannot become a taxi driver in few weeks; it takes two to four years to study for the test. The test is called "The Knowledge" test. To pass the test rivers have to learn over 320 basic routes, all of the 25,000 streets and approximately 20,000 landmarks and places of public interest that are located within a six-mile radius of Charing Cross. All the important streets and placed are written in the Blue book which is available online.

Now you think "why to learnt all of this when we can use GPS". Well, London taxi drivers are not allowed to use satellite navigation at all. Now would you like to become a taxi driver? ☺

Lesson 2 - Board game - passive voice (present simple tense)

Start	My parents buy a new house	A pickpocket steals my wallet		Finish		
		Miss a turn ☹		My friends forgive me	Miss a turn ☹	Sandra makes a sandwich
Micah kicks that dog	Danielle eats the pizza	Kate kills a mosquito				The boy sees an alien
Go back 2 spaces				Ana takes Ani´s boyfriend	Maria watches a movie	Cindy helps the children
Patricia breaks the window	Vanda builds a sand castle	Peter washes the car		John writes a letter		
		Miss a turn ☹		Go ahead 2 spaces	Laurence speaks French	Teresa sings a beautiful song
Victor rides a terrible horse	Jamie cuts those trees	Caroline brings a puppy				Douglas flies a plane
Suzy cleans the kitchen everyday				David drives a taxi	Miss a turn ☹	Mena bakes some cakes
Go ahead 2 spaces	Miss Melissa teaches English	The students open the books	Jack reads an email	Go back 5 spaces		

Appendix 3 – Lesson 3

Lesson 3 - The whole handout - a song and an exercise

What's somebody like you, doing in a place like this?
Say, did you come alone or did you bring all your_____?
Say, what's your name, what you drinking,
I think I know what you're thinking.
Baby what's your sign?
Tell me yours, I'll tell you mine.
Say what's somebody like you, doing in a place like this?

(1, 2, 3, come on!)

I'll never be the same if we ever _____again
_____ let you get away, say if we ever _____again
This freefall (ahh), got me so (ohh), kiss me all night
Don't ever let me go.
I'll never be the same if we ever meet again

Oohh, oohh say if we ever meet again

Do you come here much? I _____I've seen your face before.
(beforeee, yeah)
Hope you don't see me blush, but I can't help but want you
more, more.
Baby tell me what's your_____, I ain't shy and don't you
worry.
I'm flirting with my eyes, wanna leave with you tonight.
Do you come here much? I gotta see your face some more.
Some more cause baby I,

I'll never be the same if we ever _____again
Won't let you get away, say if we ever _____ again
This freefall (ahh), got me so (ohh), kiss me all night
Don't ever let me go.
I'll never be the same if we ever meet again

_____we ever meet again, I'll _____so much more to say. (if
we ever meet again)
If we ever meet again, I won't let you go away. (if we ever
meet again)
If we ever, ever meet again, I'll have so much more to say. (if
we ever meet again)
If we ever, ever meet again, I won't let you go away.

_____ if we ever meet again
Won't let you get away, say if we ever meet again
This freefall (ahh), got me so (ohh), kiss me all night
Don't ever let me go.
I'll never be the same _____.

I'll never be the same if we ever meet again
Won't let you get away, said if we ever meet again
This freefall (ahh), got me so (ohh), kiss me all night
Don't ever let me go.
I'll never be the same, say if we ever meet again

What is the most used sentence in the song?

Structure:

When we use first conditional.

1) If you _____ (go), I _____ (go).

2) If you _____ (get) back late, I _____ (be) angry.

3) If we _____ (not/see) each other tomorrow, we _____ (see) each other next week.

4) If he _____ (come), I _____ (be) surprised.

5) If we _____ (wait) here, we _____ (be) late.

6) If the weather _____ (not/improve), we _____ (not/have) a picnic.

7) If I _____ (not/go) to bed early, I _____(be) tired tomorrow.

8) If we _____(eat) all this cake, we _____ (feel) sick.

9) They _____ (go) to the party if they _____ (be) invited.

10) He _____ (not/get) a better job if he _____ (not/pass) that exam.

11) She _____ (cook) dinner if you _____ (go) to the supermarket.

12) We _____ (be) late if we _____ (not/hurry).

13) She _____ (take) a taxi if it _____ (rain).

14) I _____ (not/go) if you _____ (not/come) with me.

Lesson 3 - If and result card game

Appendix 4 – The questionnaire

Questionnaire / Dotazník

1. Která z hodin se ti líbila?

1. ano - ne - nevím Proč:

2. ano - ne - nevím Proč:

3. ano - ne - nevím Proč:

2. Jak hodnotíš své znalosti nové gramatiky?

a) vím kdy a v jakých případech gramatiku použít (př.)

b) musím se na to doma ještě podívat

c) vůbec jsem to nepochopil/a

1. hodina -

2. hodina -

3. hodina -

3. Co na výuce hodnotíš pozitivně?

4. Co na výuce hodnotíš negativně?

Appendix 5 – The test

Test:

1. Who is in the picture and what is happening?

a)

b)

c)

2. Rewrite the sentences - use the passive form.

a) The policeman helps the children.

b) She does the housework.

c) Mother waters the flowers.

3. Create the 1st conditional.

a) ___ I _____ (study) hard. I _____ (get) an A from the test.

b) Mary/miss/the bus - she/late/for school.

c) I _____ (not go) to the park if it _____ (rain)

Appendix 6 – The final test answered by the learners

Test:

1. Who is in the picture and w hat is happening? 54oe.

a) There area two mens fishing

b) There is a men working in a computer.

c) There is an ice cream.
There is a woman buying icecream

2. Rewrite the sentences - use the passive form.

a) The policeman helps the children.
the childrens are helped by the policeman

b) She does the housework.
The houseworg are done by she

c) Mother waters the flowers.
The flowers are watered by another.

3. Create the 1st conditional.

a) If I study (study) hard, I'll get (get) an A from the test.

b) Mary/miss/the bus - she/late/for school.
if Mary missed the bus She late for schol

c) I won't go (not go) to the park if it rained (rain)

Test:

1. Who is in the picture and w hat is happening?

a) There are one girl, who take photos

b) There are some woman, who bought icecream

c) There are two boys, who are fishing.

2. Rewrite the sentences - use the passive form.

a) The policeman helps the children.
The children have been helped by the policeman

b) She does the housework.
The housework is done by she

c) Mother waters the flowers.
the flowers is watered by Mother

3. Create the 1st conditional.

a) If I study (study) hard, I'll get (get) an A from the test.

b) Mary/miss/the bus - she/late/for school.
If Marry miss the bus, she'll be late for school

c) I don't go (not go) to the park if it 'll rain (rain)

Test:

1. Who is in the picture and what is happening?

a) *There are 2 guys catching a fish.*
b) *There is a women selling an ice cream.*
c) *There is a man doing some work on laptop.*

2. Rewrite the sentences - use the passive form.

a) The policeman helps the children.

The children are ~~~.

b) She does the housework.

Housework is done by her.

c) Mother waters the flowers.

Flowers are watered by mother

3. Create the 1st conditional.

a) *If* I *study* (study) hard, I *'ll get* (get) an A from the test.

b) Mary/miss/the bus - she/late/for school.

If Mary misses the bus, she'll be late for school.

c) I *won't* (not go) to the park if it *rains* (rain)

Test:

1. Who is in the picture and w hat is happening?

a) *There is a man laying on grass.*
b) *There are children playing games.*
c) *There's a bird watching man on computer.*

2. Rewrite the sentences - use the passive form.

a) The policeman helps the children.

Children help the policeman.

b) She does the housework.

Housework is done by her.

c) Mother waters the flowers.

Flowers are watered by mother.

3. Create the 1st conditional.

a) *If* I *study* (study) hard, I *'ll get* (get) an A from the test.

b) Mary/miss/the bus - she/late/for school.

If Mary miss the bus, she'll be late for school.

c) I *won't* (not go) to the park if it *rains* (rain)

Appendix 7 – The questionnaire answered by the learners

Questionnaire / Dotazník

1. Která z hodin se ti líbila?

   1. ano - ne - *nevím* Proč: *Mám smíšené pocity*

   2. *ano* - ne - nevím Proč: *Bylo to zábavné a zároveň náročné*

   3. ano - ne - *nevím* Proč: *Chyběl jsem*

2. Jak hodnotíš své znalosti nové gramatiky?

   a) vím, kdy a v jakých případech gramatiku použít (př.)

   b) musím se na to doma ještě podívat

   c) vůbec jsem to nepochopil/a

   1. hodina - *a*

   2. hodina - *b*

   3. hodina - ——

3. Co na výuce hodnotíš pozitivně?

   Dobrá angličtina, dobré nápady na vysvětlení, milý úsměv, příjemné učení

4. Co na výuce hodnotíš negativně?

   Někdy nadměrné dotazy, hodně školská mluva i když se třída rozichu

---

Questionnaire / Dotazník

1. Která z hodin se ti líbila?

   1. ano - ne - *nevím* Proč: *Ze začátku jsem moc nepochopila, co máme dělat, potom už to bylo lepší*

   2. *ano* - ne - nevím Proč: *Bavila mě dělat kvíz, dozvěděla jsem se nové věci*

   3. *ano* - ne - nevím Proč: *Bavilo mě pracovat s písničkou a celkově mi ta hodina přišla zajímavá*

2. Jak hodnotíš své znalosti nové gramatiky?

   a) vím, kdy a v jakých případech gramatiku použít (př.)

   b) musím se na to doma ještě podívat

   c) vůbec jsem to nepochopil/a   *I can see cat. She is running away.*

   1. hodina - *I can see cat running away.*

   2. hodina - *People see cubs everywhere → The cats are seen by people*

   3. hodina - *If we ever meet again I will never be the same.*
      podmínka   důsledek

3. Co na výuce hodnotíš pozitivně?

   Všechny hodiny byly dobře připravené. Vysvětlovanou gramatiku jsem pochopila většinou hned.

4. Co na výuce hodnotíš negativně?

   Možná jsme během 1 hodiny dělali moc věcí, ale moc mi to nevadilo, protože mě AJ baví

Questionnaire / Dotazník   *Byla jsem nervózní*

1. Která z hodin se ti líbila?

1. ano - ne - **nevím** Proč: *Protože jsem vás neznala*

2. **ano** - ne - nevím Proč: *Zábavná cvičení super spolupráce*

3. **ano** - ne - nevím Proč: *— || — + práce ve skupinách*

2. Jak hodnotíš své znalosti nové gramatiky?

a) vím kdy a v jakých případech gramatiku použít (př.)

b) musím se na to doma ještě podívat

c) vůbec jsem to nepochopil/a

1. hodina - *a I can see a bird (Pflzingen/Porsby)*

2. hodina - *b*

3. hodina - *a b*

3. Co na výuce hodnotíš pozitivně?

Vaši spolupráci a ochotu   Podrobný popis učiva

Zábavná cvičení

Práce ve skupinách

4. Co na výuce hodnotíš negativně?

Nátlak na další roky

Questionnaire / Dotazník

1. Která z hodin se ti líbila?

1. **ano** - ne - nevím Proč: *bavilo mě jak jsme vynášeli: ty obrázky*

2. ano - ne - **nevím** Proč: *Na hodině jsem nebyl*

3. **ano** - ne - nevím Proč: *Naučil jsem se nové věci, přijde mi super že do toho byla zapojena i písnička*

2. Jak hodnotíš své znalosti nové gramatiky?

a) vím kdy a v jakých případech gramatiku použít (př.)

b) musím se na to doma ještě podívat

c) vůbec jsem to nepochopil/a

1. hodina - *A*

2. hodina - *nebyl jsem na hodině*

3. hodina - *b*

3. Co na výuce hodnotíš pozitivně?

• *Téměř celá hodina byla v angličtině*

• *Naučili jsme se jen teoreticky, ale i prakticky*

4. Co na výuce hodnotíš negativně?

Ve výuce jsem žádná negativa nenašel