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**METODY VÝUKY ANGLICKÝCH GRAMATICKÝCH
STRUKTUR PRO STŘEDNĚ POKROČILÉ ŽÁKY**

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**METHODS IN TEACHING ENGLISH GRAMMATICAL
STRUCTURES TO INTERMEDIATE STUDENTS**

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ABSTRACT

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This thesis deals with grammar. It presents its current position in teaching, and arguments why to teach, or why not to teach it. Further, the work focuses on the possible ways of grammar presentation and practice. Considering grammar presentation, it provides with explanations, advantages, and disadvantages of deductive approach, inductive one, guided discovery, and teaching through a text. In addition, it offers techniques which support grammar presentation; for example, eliciting, and visual material. In the practice stage, there is a focus either on accuracy, or on fluency. Because mistakes originate during this stage, the work offers several ways of showing incorrectness. The theoretical part is concluded with explanation of a progress test, and with a definition of intermediate learners. In the research, this paper compares four different presentation techniques trying to prove which ones are more effective; namely, the more effective ones were the inductive approach in the form of concordance data, and the same approach using a text. The results are demonstrated in both tables and diagrams. Finally, there are discussed limitation of the research, and possible suggestions for a further one.

Keywords: grammar, the PPP model, the task-based approach, presentation, deductive approach, inductive approach, guided discovery, teaching through a text, eliciting, visual material, practice, accuracy, fluency, restructuring, grammar games, progress test, intermediate learners, research.

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INTRODUCTION

This thesis deals with grammar. It offers possible ways of teaching it in the form of its presentation and practice. This topic was chosen because I am interested in the English grammar. The current language lessons are based on communication, but I think that knowing and understanding the grammatical rules is not less important. Furthermore, I want to try several grammar presentation techniques and see how the uses of the individual techniques influence the learner's result knowledge of a rule.

The research is based on the four different presentation techniques used at the teaching practice; two of them presenting the difference between the pronouns *all* and *every*, and the other two presenting the individual modal verbs and their periphrastic forms. Namely, for the pronouns presentation, there is used the deductive approach in one class, and in the other class, there is used the inductive approach in the form of concordance data; and for the presentation of modal verbs, there is used the inductive approach with the support of a text in one class, and in the other one, there is used the same approach, but with the support of visual material. At the end of the teaching practice, the learners will be given a progress test, and according to the results, there will be explored which of the two used techniques is more effective. The whole research is made at the Commercial Academy with learners who dispose with the intermediate level of the language proficiency.

There is a brief description of the individual chapters. The chapter Theoretical Background offers an explanation of the term 'grammar', the current position of grammar in teaching, and how to incorporate it into the lesson sequence. Further, it deals with possible ways of grammar presentation; namely, with the deductive approach, inductive approach, guided discovery, and teaching through a text. Then, it offers ways of practice stage with a mention about grammar games. Because mistakes originate in this stage, there are several ways to show incorrectness as well. Finally, this chapter is concluded with a brief characteristic of a progress test, and of intermediate learners. These two characteristics are very brief because they refer to the research; they are not connected with teaching grammar which is the real topic of this thesis.

In the next part, there are presented the participants, research questions, and materials of the research. Further, there are described the individual lessons with respect to lesson aims, work of the learners, work of the teacher, and work with mistakes. The results of the research are demonstrated in both tables and diagrams; and then, they are described in a written form with consequent commentary.

In the following part, there are pedagogical implication, limitation of the research, and possible suggestions for a further research. Finally, there are appendices presenting the material used in the individual lessons.

THEORETICAL BACKGROUND

At the very beginning, this chapter deals with grammar. More specifically, there is defined the term ‘grammar’ and its two types: descriptive and prescriptive grammar. Further, it deals with the current position of grammar in teaching and arguments for and against teaching it. There are also types of possible organization of a grammar lesson, or a grammar lesson sequence. Then, there are offered many ways of presenting and practicing grammar. Considering the presentation techniques, there are the deductive approach, the inductive approach, guided discovery, and teaching grammar through text. There is also a wide range of practice activities, among them; for instance, grammar games. This part includes working with incorrectness. Finally, the chapter is finished with testing grammar in the course of the class; for this purpose, there is used a progress test; and with a brief characteristic of intermediate learners.

Grammar

There are many theories of what grammar is. In general, grammar is “a description of the regularities in a language” (Thornbury, 2002, p. 15). It is divided into two subfields: morphology and syntax. Morphology deals with rules which are concerned with the formation of words; and syntax deals with the order of words in a sentence. Ur (1997) calls a specific piece of grammar a ‘structure’ (p. 75). Each language has its own set of grammatical structures and there are structures which one language contains and another does not; for example, there is no present perfect tense in the Czech language, but this tense exists in the English language. These differences can be one of the possible causes of making mistakes by the foreign language learners.

It is necessary not to deal only with the grammatical form, but also with the grammatical meaning. The correct use of grammatical rules conveys the meaning and makes the utterance [that is, “a sentence, question, phrase, etc. in speech” (Harmer, 2007, p. 29)] clear. This is especially important when there is only little or no context; similarly, there functions “the rule of thumb: the more context, the less grammar” (Thornbury, 2002, p. 4). To be able to understand a particular meaning, the listener or the reader has to notice the clues from the context because there is no “one-to-one match between form and function” (p. 6). In other words, a single form can function, for instance,

as a warning, a piece of advice, or an offer; and a function can be conveyed by a number of different forms.

There are two types of grammar: prescriptive and descriptive. The matter of the prescriptive grammar is how people should use the language rules; and the matter of the descriptive grammar is how people really use the language rules (Bowen, Marks, 1994, p. 80). To be able for the teacher to teach and use the prescriptive grammar, it is necessary to obtain a linguistic intuition; that is the ability to determine “whether a particular piece of language ‘sounds right’ or not, without necessarily being able to tell ... what the rule is” (Moray House Institute for Education, 1992, p. 26). The problem is that the linguistic intuition is usually obtained only by the native speakers or very competent foreign language users. This point and the fact that the teachers tend to present the language in use mean that the teachers teach the descriptive rules. Furthermore, the pedagogical grammars “are based on available descriptions, with, depending on their exact target audience, deliberate omissions, simplifications and so on” (Bowen, Marks, 1994, p. 80). The descriptive type of grammar has also its disadvantages; for example, some structures are more formal than others, some structures are used in the United Kingdom and some in the United States, or the majority of people use this particular structure.

In brief, grammar describes the regularities of a language. These regularities do not include only the form of a particular grammatical structure, but also its meaning. Further, there are two types of grammar: prescriptive and descriptive. At schools, it is taught the descriptive grammar because for the prescriptive one, it is necessary to have the ability of linguistic intuition which is characteristic for the native speakers.

Current tendencies

Grammar has been developing and changing during the history of each community of speakers. The grammatical rules come “from the collective consciousness and consensus of these communities” (Bowen, Marks, 1994, p. 81). That is why the teachers and the learners of a foreign language may have problems with recognizing what structure or word combination is appropriate for a particular discourse; and why they have to rely on the printed grammars which may provide the descriptive grammar rather than the prescriptive one.

The development does not refer only to grammar itself but also to the methods of teaching it. On one hand, in the history, there were methods which were based on the grammar teaching while the use of language in communication was not so important; for example, the grammar-translation method; and on the other hand, especially in the 20th century, the methods were oriented mainly on the communication, grammar was inferior; for instance, communicative language teaching (Harmer, 2007, pp. 62-80). For the purpose of this work, the current views of grammar are important.

The views of grammar teaching in the last three decades have been heterogeneous. Some authors are against teaching grammar. They argue that it takes too much class time and that the learners can study grammar at home. Some of them are, according to Ur (1997), for example Newmark (1979) or Widdowson (1979). Contrariwise, Hawkins (1984) or Ur (1997) find grammar teaching positive. Moreover, Ur (1997) claims that “the important question is not whether teaching and learning grammar is necessary and/or sufficient for language learning, but whether it helps or not” (p. 77). Her answer is definite: yes, it does help; it contributes to improvement in mastering of the foreign language. Bowen and Marks (1994) even label these days as a ‘return to grammar’ (p. 82). They claim that grammar contributes to achieve meaning and communication; through the knowledge of grammar the learners improve their ability to understand the language, to express and communicate meaning which corresponds with their intention, and to interpret the content of the discourse of their speaking partner.

Further, Thornbury (2002) brings a few arguments for and against teaching grammar. Initially, there are some arguments for teaching grammar. The first of them is called ‘the sentence-machine argument’. It means that the knowledge of grammar enables the learners linguistic creativity without any limit; otherwise, the learners would have to rely on their memory in learning of individual items; such as words, phrases, or even sentences; but there is a limit of what a learner can memorize and then recall (p. 15). The second, ‘the fine-tuning argument’, shows that the knowledge of grammar contributes to producing correct utterances; and therefore, the learners avoid ambiguity of discourse. Thirdly, the learners should receive instructions; otherwise, they “seem to be at risk of ‘fossilization’” (p. 16). The fourth argument for teaching grammar is ‘the advanced-organizer’. The learners studied some items in the class; and later, for instance, when they hear these items in a conversation, they catch their attention; that

is, the learners notice them, which helps them to acquire the foreign language. Fifth, the basis of ‘the discrete item argument’ is to confess in the foreign language, to tidy it up and to classify it into the individual categories called ‘discrete items’; for example, the present perfect simple, the definite article. Sixth, ‘the discrete item argument’ is nearly connected with ‘the rule-of-law one’. Namely, “grammar is a system of learnable rules, it lends itself to a view of teaching and learning known as transmission [that is] the transfer of a body of knowledge” (p. 17).

The last Thornbury’s argument for teaching grammar is the learner expectation; but this one is the same in the case of being against grammar: some learners want to know the rules and the system in grammar-focused lessons; the others demand to use the language in the lessons based on communication. The learners’ expectation can start from their previous positive or negative experience of language learning, and it is up to the teacher to conform the lessons to the learners’ wish.

Apart from the arguments supporting teaching grammar, Thornbury also presents arguments against teaching it. First of them is ‘the knowledge-how argument’. It means that the learners learn something through their own experience; in other words, by doing it. They need practicing with simulation of the real conditions. The second one is ‘the communicative argument’. Thornbury states here that grammar and vocabulary are only parts of communicative competence and that it is exactly the communicative competence which serves the learners to use the language in an appropriate way to achieve the communicative intentions. Furthermore, he presents two schools emphasizing the communicative use of language. The first of them employs ‘the shallow-end approach’ which is based on “learning the rules and then applying them in life-like communication” (p. 18). The other school uses ‘the deep-end approach’ which is based on “learning to communicate by communicating” (p. 18). The third one is ‘the acquisition argument’, based on Krashen’s second language acquisition theory. Krashen believes that since people acquire their first language naturally, without deliberate learning of grammatical rules, this should function at the second language too. However, this does not necessarily apply to the situation when the foreign language is not the second language. Fourth, ‘the natural order argument’ is closely related to the previous one, and is also based on Krashen’s theory. The last one is ‘the lexical chunks argument’. Lexical chunks are larger pieces of language frequently used in communication. Learning of these chunks, including

grammatical structures, is more useful than learning grammatical rules (Thornbury, 2002, p. 20).

According to Thornbury, there are two possibilities of teaching grammar. Both are dependent on the syllabus of a particular school or institution. Thornbury (2002) explains that a syllabus is “a pre-planned, itemized, account of the route: it tells the teacher (and the students, if they have access to it) what is to be covered and in what order” (p. 8). On one hand, if the teacher teaches according to a communicative syllabus; that is, a particular grammatical structure is dealt with in the case of arising in a communicative activity; this model is called ‘covert grammar teaching’. On the other hand, if a teacher uses a grammar syllabus; that is, the grammatical rules are presented explicitly with the use of grammar terminology; it is called ‘overt grammar teaching’.

The grammar teaching is influenced by two related concepts: focus on form and ‘grammatical consciousness-raising’. As said, it is important for learners to pay some attention to form and to bring them instruction in order not to fossilize in the foreign language learning. Further, Nunan (1991) explains the term ‘grammatical consciousness-raising’ as “creative techniques for sensitizing learners to grammatical principles within a communicative context” (p. 151). In addition, he underlines the relationship between form and function, and the interrelationship between the individual rules. Thornbury (2002) implements this by stating that ‘grammatical consciousness-raising’ is “a train of mental process that in time will result in accurate and appropriate production” (p. 24).

To conclude, grammar and its teaching methods have been continuously developing. In the present time, there are opposite views of teaching grammar; some teachers and also learners want to teach or study grammatical rules; the others are against it, they prefer the communicative use of language. At schools, the grammar teaching is determined by the type and the content of a syllabus.

Basic Patterns for the Organization of Grammar Teaching and Basic Principles

There are several patterns to organize the grammar teaching. Ur follows these stages: presentation, isolation and explanation, practice (controlled practice, free practice, communicative practice, communicative use, production), and test (Moray House Institute for Education, 1992, p. 35). In the first stage - presentation - there can be either presented a new item, or an item of the previous lesson can be revisited, developed or retaught.

The second stage offers isolation and an explicit explanation. Ur states that this stage can be very brief (p. 37). Further, practicing should be done according to purpose: the activity is dedicated to form, meaning, or use. The fourth stage – test – is very important for both: the teacher and the learners. The teacher knows what the learners need to explain again or to complete; or how to improve the teaching of this staff for the next time. The learners know what they are good in and what they need to improve, or even what they did not understand at all.

Similarly, Nunan and Scrivener (1994) offer the traditional ‘PPP model’ which means presentation-practice-production. Again, presentation is the first stage of the grammar teaching; it introduces the new language item. In the second stage, the learners practice this item and become familiar with it. They also revise it after a particular piece of time and “eventually incorporate [it] into a larger body of language that has previously been presented and practised” (p. 114). During the production stage, the learners are supported to produce the new language item. Furthermore, Thornbury (2002) states that there were originally only the first two stages (presentation and practice) and that the aim of practice was achieving accuracy. The stage of production was added in order to achieve fluency (p. 128). Finally, the learners learn first accuracy; then, they are shifting to fluency in the PPP model.

Contrariwise; that is, if the learners start with the fluency and are shifting to accuracy, it is called ‘the task-based model’. It consists of three stages: task-teach-task (Thornbury, 2002, p. 129); test-teach-test (Scrivener, 2011, p.181); or pre-task, task cycle, language focus (Harmer, 2007, p.71). These authors slightly differ in the content of the individual stages. In the first stage of Thornbury (2002) and Scrivener (2011), the learners perform a communicative task; and as lately as the stage of ‘teach’, the teacher presents and clarifies the language items which may help the learners to perform the communicative task more effectively. Before the final stage, the learners are becoming familiar with this particular language item through practicing; and finally, the learners perform the original or a similar communicative task again using the newly learnt item (p. 129 / p.181).

To the contrast with Thornbury and Scrivener, Harmer (2007) introduces the topic and focuses the learners’ attention to some useful words. The second stage involves three substages: task, planning, and report. The learners do the task in pairs or groups; then, they

plan the presentation of the progress and results to the rest of the class; and finally, they present them in the oral or written form. The last stage offers identifying and exploring specific items which may be followed by several practice activities (pp. 71-2).

Finally, there are two basic principles for grammar teaching: the E-factor and the A-factor. First, the E-factor: the word *efficiency* is hidden in the abbreviation 'E'. It is further divided into three subcategories: economy, ease, and efficacy. If the presentation of a particular grammatical structure shall be economic, it has to be short; in other words, "the shorter the better" (Thornbury, 2002, p. 25). Under the term ease, there is hidden the ease of setting up an activity. The teachers spend much free time preparing materials for their classes; so in order to save their valuable free time, they have to try preparing activities which are easy to set up. The last 'E' means efficacy. It is expressed through feedback; that is, teachers gain the results of their teaching, they find out what the learners understood well and what they need to supply or explain again, and what teachers have to make better during their teaching next time. The key things for achieving efficacy are catching learners' attention followed by their understanding and memorizing the presented grammatical item. A very important role for the E-factor plays the learners' motivation (p. 25).

Considering the A-factor, the abbreviation 'A' means *appropriacy*. When teachers prepare for a lesson in a particular class, they have to consider several factors in order their teaching to be as appropriate for this class as possible. In fact, it is not easy because each class is different. These factors include: age of learners, their level of proficiency, the size of the group, the group's constitution, materials and resources, the learner's previous experience and present expectations, learner's interests and needs, cultural factors, the educational context (p. 27).

In conclusion, the teachers have to choose an appropriate organization of teaching a particular grammatical item. They can prefer the PPP model which is based on shifting from accuracy to fluency following the sequence of presentation, practice, and production; or the task based model based on shifting from fluency to accuracy based on the sequence task, teach, task. If teachers prepare a lesson, they should consider the E-factor, and the A-factor. The individual activities should be economic, easy to set up, efficient, and appropriate for this particular group of learners.

Presenting grammar

There are many ways to present grammatical structures. It is very important to choose the most appropriate way of presentation of a particular structure because not all ways can be used for presenting all structures. It is also important to choose the way of introducing grammatical structures according to the qualities of a particular group of learners.

First of all, Ur (1997) offers a set of seven points of how a good grammar presentation shall look like and what the teacher shall take into account when preparing a grammar presentation. According to Ur (1997), “a good presentation should include both oral and written forms, and both form and meaning” (p. 82). The teacher should present a grammatical structure in its context; and should provide enough examples for the learners to be able to understand it. The visual material is also helpful. Considering the level and age of the learners and the particular piece of grammar, the teacher uses or does not use terminology; for example, “older or more analytically-minded learners will benefit ... from the use of terminology” (p. 82). The same situation is applied to the use of the learners’ mother tongue and the use of the foreign language: the teacher chooses the mother tongue, or the foreign language, or the combination of the two in order the presentation to be the most effective. When teachers explain grammar, they should cover the grammatical item in the way which is needful for the learners; that is, the explanation should not be too detailed; but it should include obvious exceptions. The teachers should pay attention to their speed and manner of speaking; the speech has to have an appropriate speed and their explanation should be clear and unambiguous. The last point of Ur (1997) is if it is better not to tell the learners the rule or to tell it to them; and if the teachers consider helpful for the learners to know the rule, it is better to tell it themselves, or to let the learners discover it (p. 83).

Deductive approach

The deductive approach is the way of presenting grammar which is based on explicit teaching of a grammatical rule by the teacher. According to Nunan (1991), “deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they

use the language” (p. 155). Furthermore, Nunan suggests that this approach is appropriate for adults rather than for children (p. 158).

The deductive approach has its advantages as well as disadvantages which are presented by Thornbury (2002). A very essential advantage of this approach is that it saves the class time. The class time is valuable and if teachers present and explain a rule themselves, there will be more time for further practicing and application. Second, a new item can be presented as it comes up. Third, the learners who have analytic learning style will appreciate this way of teaching because they are simply given the rule. Finally, the fourth advantage is closely related to the Nunan’s state that the deductive approach is appropriate mainly for adult learners because Thornbury (2002) adds that “it respects the intelligence and maturity of many – especially adult – students, and acknowledges the role of cognitive process in language acquisition” (p. 30).

As said, the deductive approach has also its disadvantages. First, if the teacher begins a lesson with a grammar presentation, it can be demotivating for some students which can cause their off-putting of the lesson. Moreover, they may not understand the presented rule because the teacher uses unknown metalanguage; that is, “language used to talk about language such as grammar terminology” (p. 30), which disables the learners to perceive the point. Second, the teacher’s presentation offers only the frontal teaching without the opportunity for learners to be involved in the class. Third, the teacher-fronted presentation loses the memorability. And finally, it may be encouraged the belief that the main purpose of language learning is the knowledge of rules.

For a rule to be understood, it is very important how user-friendly it is. That is why Thornbury (2002) presents the criteria of a good rule by Michael Swan. A rule shall be true and precisely limited; that is, it shall have exact borders of what a rule covers and what it does not. A rule shall also be clearly expressed to avoid ambiguity, and it shall be explained with the help of concepts the learners are familiar with. Further, a rule presented to students shall serve to their needs, and it is not necessary to include all details of a rule, a rule shall be simple (pp. 32, 47). Finally, there are three types of rules to be distinguished: the rule of form, the rule of meaning, and the rule of use (Moray House Institute for Education, 1992, p. 40). Doff (1991) states that the teacher shall “show clearly how the structure is formed, so that the students can use it to make sentences of their own; ... show what the structure means and how it is used, by giving examples” (p. 33).

Furthermore; for a rule to be understood, it not important only the fact how user-friendly a particular rule is, but also the manner of the teacher's rule presentation. The presentation shall be brief and complemented by examples. The teacher shall check the learners' understanding and give them an opportunity to personalize the rule (p. 48). Ur (1997) adds that the first presumption for the teachers to present a particular piece of grammar is to know it and to understand it themselves which means to know what this particular item involves. They have to deal also with possible learners' problems which are connected with acquiring this structure (p. 81).

In brief, the deductive approach is the way of presenting a grammatical rule explicitly followed by its practicing. It has to be distinguished the rule of form, the rule of meaning, and the rule of use. On one hand, a big advantage of the deductive approach is that it saves the valuable class time; but on the other hand, the learners are passive recipients which makes a rule less memorable to them. Finally, this approach is appropriate especially for adult learners and for those who have the analytic learning style.

Inductive approach

Inductive approach is the way of presenting a new grammatical item based on discovering the rule by the learners themselves. This rule is consequently summarized by the teacher. Nunan (1991) characterizes the inductive approach as the way of gaining grammatical knowledge in the process in which "learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language" (p. 156). Moreover, he gives a piece of advice that the teacher should not give any clues to learners how to discover the rule because it could influence and restrict the process of thinking and reaching the goal. Harmer (2007) adds that this approach is not appropriate for all learners; the main factor which shares in the choice of an appropriate approach is the learners' level of proficiency. He claims that "it is generally easier for more advanced students to analyze language using discovery procedures than it is for complete beginners" (p. 208).

According to Thornbury (2002), the inductive approach has as well as the deductive one its advantages and disadvantages. Considering the advantages, the learners have to discover the rule themselves which needs a greater cognitive exertion. The acquired rule fits into their existing mental structures more easily than a rule simply

presented by the teacher; discovering a rule makes it more meaningful, memorable, and serviceable. Further, the learners are more attentive because they participate actively in the learning process. Moreover, the challenge represented by reaching the goal; that is, finding the solution, is motivating for them. This approach contributes to collaboration and practicing of the target language; and it develops the learners' autonomy and self-reliance (p. 54).

Thornbury (2002) offers also the disadvantages of the inductive approach. The discovering of a rule takes time. Sometimes it takes too much time which then lacks in the phase of practice. Furthermore, the time and energy expended on discovering the rule can cause the learners' assumption that this is the main purpose of learning a foreign language; and if there is no checking, the discovered rule can be incorrect. Moreover, the inductive approach is not appropriate for all the rules; and similarly, it is not appropriate for all the learners. Some learners prefer the rule to be simply given to them.

An example of the inductive approach is called 'concordance data' or 'concordance lines'. Thornbury (2002) explains that "a concordance is a collection of the instances of a word or phrase, organized in such a way as to display its immediate linguistic environment" (p. 53). It looks like a database in the computer. The main goal of this technique is that the learners themselves have to discover the rules of form, meaning, and use of a particular grammatical structure using the individual examples in the concordance lines. Considering the E-factor; that is economy, ease, and efficacy, this technique is not so economic because it requires a lot of class time; but contrariwise, it is efficient in terms of the learners' consequent understanding. In relation to ease, this technique is demanding for the teachers because they have to prepare the list of concordance data in advance and they have to choose the individual examples of a grammatical structure very carefully. Considering the A-factor, this technique is appropriate for learners who do not prefer the analytical approach to language learning and who are comfortable with computers. This approach is cognitively demanding.

To summarize, the inductive approach is the way of presenting a particular grammatical structure through being discovered by the learners themselves. This fact makes the structure memorable, meaningful, and serviceable. Contrariwise, the inductive approach takes too much class time at the expense of further practice, and is not appropriate for the learners disposing with the analytical learning style.

Guided discovery

The approach called guided discovery stands somewhere between deductive and inductive approaches. The purpose of this approach is the learners to reveal a particular grammatical structure themselves. But although the process of discovering the rule is in command of the learners, the role of the teacher is not less important; Scrivener (2011) points out that the teacher has to “select appropriate task; offer appropriate instructions, help, feedback and explanations; manage and structure the lesson so that all learners are involved and engaged, and draw the most possible from the activity” (p. 166). Moreover, it is exactly the teacher who has to provide the learners with appropriate questions which shall lead them to discover the rule. Such questions should refer to the meaning, the context, or the form. Further, the teacher can ask the learners for analysis of individual sentences, reflection of the language they have used, or analysis of errors. On one hand, the teachers can also lay down puzzles or problems containing the language pattern; on the other hand, they offer help when the learners have got lost, and encourage them for further work (pp. 166 – 8).

Guided discovery has its advantages and disadvantages. A big advantage of this technique is that the learners are active during the phase of presentation; that is, they are involved in the phase of rule discovering. Consequently, it is easier for them to remember the rule. This technique motivates the learners and makes the presentation more interesting than simple explication of the rule by the teacher.

On the contrary, this technique is demanding on both the teacher and the learners; they have to be imaginative and flexible. From the point of view of the teachers, “[their] job here is not simply to pass over a body of information, but rather to create the conditions in which that information can be learned” (p. 166).

In brief, guided discovery is a demanding approach which requires careful preparation and appropriate leadership through the questions from the point of view of the teacher, and the cooperation and the volition of reaching the goal from the point of view of the learners.

Teaching grammar through text

The next possibility of teaching grammatical structures is the use of a text containing a pre-selected grammatical item. If there is no context, “it is very difficult to

recover the intended meaning of a single word or phrase (it is also true of sentences taken out of the context of texts)” (Thornbury, 2002, p. 69). Furthermore, it can cause ambiguity or unintelligibility. Thornbury (2002) distinguishes three types of context: context of the surrounding text, context of the surrounding situation, and context of culture. “The context of the surrounded text, [sometimes called ‘co-text’], is the rest of the text that surrounds and provides meaning to the individual language items in the text ... the context of situation [takes into account] the roles and relationships of the speakers and the mode of communication” (p. 70). And finally, there are some texts which cannot be understood without knowledge of that particular given culture.

There are several sources of texts. The most common source of texts used in the classes is a textbook. The texts designed for a textbook are simplified for the learners to be able to understand them; and they are focused on a specific piece of grammar. This makes the textbook texts a bit unreal. The authentic texts are the second possibility. Harmer (2007) explains that “authentic material is language where no concessions are made to foreign speakers; it is normal, natural language used by native or competent speakers of a language” (p. 273). Thornbury (2002) presents some examples of authentic material: newspaper, songs, literary texts, the Internet, etc. (p. 72). The next possibilities of the source of texts are the teachers or the learners themselves. The teachers’ and learners’ texts are considered as the most efficient kind of material because the learners are interested in them; and that is why they are good to be remembered. An example of that are the teachers’ stories.

Thornbury (2002) presents some advantages and disadvantages of the teaching grammar with the use of text. A very big advantage of having a context is that even if the learners do not know the meaning of a particular grammatical item, they can derive it from this context which serves not only for discovering the rule, but also for supporting the learners’ self-reliance and autonomy, and for their independent studying. If the learners deal with an authentic text, they can see how this grammatical structure functions in a real communication. Moreover, the work with a text does not bring only grammatical knowledge to the learners; they are enriched with new vocabulary, they can see how the text is organized; or they can practice their skills (p. 90).

Teaching grammatical structures through text has also its disadvantages. It is difficult to choose the right level of a text. Because the texts are sometimes too difficult,

there is an alternative: the teacher can give a simplified text to the learners. But this alternative can also have its drawback: the text need not necessarily show the surveyed grammatical item in its natural use. The next disadvantage is that the learners have different interests, so a text does not convey all their interests. The last disadvantage concerns the learning style of the learners. Some students consider working with texts and discovering grammatical structures too slow; they prefer some quicker procedure.

To conclude, grammar can be presented through text. The most common source of text is a textbook, but the best one is an authentic text. The advantages of the use of a text are the possibility to derive its meaning from the context, and to enrich the knowledge in other fields; for instance, vocabulary. Contrariwise, the difficulty of this approach can be the choice of an appropriate text from the point of view of the level, or the learners' interests.

Techniques used to support the effectiveness of the grammar presentation

One of the techniques used by teachers to involve the learners more into the grammar presentation is called 'eliciting'. According to Doff (1991), the teacher involves the learners in the grammar presentation "by asking students for their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess" (p. 159). The learners have to pay attention and to think about the new item. However, a disadvantage of this technique is that it is more time-consuming.

When the teachers introduce some new grammatical structure, they should support their presentation with some additional material. The best technique to support the new learned items is to demonstrate the meaning visually. Doff (1991) suggests that the teachers shall use "things the students can see: objects, the classroom, [themselves], the students themselves, pictures ... or a blackboard drawing" (pp. 34 – 35). Especially the blackboard drawings keep the learners' attention and interest. The teacher need not to be a great painter, the drawing should be quick and simple "showing only the most important details" (p. 50).

Next example to support the effectiveness of the grammar presentation is to show the meaning through a situation. The class is encouraged to think of a real or imaginary situation which the new grammatical item can be naturally used in. "By giving several

different examples, the teacher helps the class to build up a clear idea of what the structure means and how it is used” (Doff, 1991, p. 35).

The last technique is to put two structures into contrast beside the bare presentation. The learners should see the difference between them. That is, it is not important only to show how a structure is formed, but it is also important to show its meaning and its use; for instance, thorough examples. “This is especially important where there is a contrast between two structures in English which does not exist in the students’ own language” (Doff, 1991, p. 41). Furthermore, when contrasting two structures, it is more useful to use the students’ mother tongue for better understanding.

In brief, there are many possible way to support the grammar presentation. Through eliciting, the learners show their current knowledge, and bring their own suggestions and ideas. For learners’ better understanding of a staff, teachers can use visual material, various situations, or they can put two structures into contrast. If the phase of presentation has finished, it is followed by practice.

Practicing grammar and working with errors

The stage of practice is an essential, necessary and inevitable part of learning any grammatical structure. The purpose of practicing is to gain either accuracy or fluency of a particular language item. The third learning objective is the ability of the learners to reorganize or restructure their previous knowledge; in other words, the learners need to be able to “integrate new knowledge into old ... in order to make it more complex” (Thornbury, 2002, p. 92).

As said, one of the purposes of practicing grammar is to reach accuracy. According to Thornbury (2002), accuracy is “precision at applying the system” (p. 91); that is, the ability to apply produce correct phrases or sentences. Thornbury (2002) presents also features typical for practice activities. Firstly, the learners have to pay attention to form which requires a kind of activity that will motivate them, so that they want to be accurate. Secondly, the familiarity of the learners with the language is very important; otherwise, they cannot attempt to construct correct language items. Thirdly, when the learners want to make their language more accurate, they have to have enough time to think and reflect; and consequently, to be successful. Similarly, when training accuracy, teachers have more time for monitoring; and therefore, it is easier for them to check the learners. And finally,

the teacher has to provide the learners with unambiguous feedback which is followed by an appropriate type of correction (p. 92).

When learners try to familiarize with a new grammatical item, the incorrectness occurs in their utterances. It is a natural part of the learning process; nobody is perfect. Ur (1997) differentiates between two types of incorrectness: errors and mistakes. Errors are “consistent, based on a mis-learned generalization” (p. 85), and mistakes are “occasional, inconsistent slips” (p. 85). However, Harmer (2007) uses the term mistake as the superior one; he divides mistakes into slips, errors, and attempts. Slips are “mistakes which students can correct themselves once the mistake has been pointed out to them” (p. 137), errors are “mistakes which they cannot correct themselves – and which therefore need explanation” (p. 137), and attempts are mistakes “when a student tries to say something but does not yet know the correct way of saying it” (p. 137). On the contrary, Thornbury (2002) does not differentiate between individual types of incorrectness; the terms error and mistake are interchangeable. Because the authors have their own classification of incorrectness, the terminology is not unified; the individual terms for incorrectness will not be distinguished further in this work.

As said, mistakes occur as a part of the learning process. There are two distinct causes of them: transfer and developmental errors. According to Thornbury (2002), “transfer is the influence of the writer’s first language (his L1) on his second language (L2)” (p. 114). Moreover, there are two types of transfer: positive and negative. In addition, the negative one is called ‘L1 interference’. Further, the developmental errors are those which are “derived from over-applying (or overgeneralizing) an L2 rule” (p. 114). These mistakes can be compared to those ones which children make during learning their mother tongue; for instance, “*Daddy goed and they comed.*” instead of “*Daddy went and they came*” (Harmer, 2007, p. 138). Nevertheless, the mistakes can occur only randomly; or as a result of a developing but inexact system; for example, learners have knowledge of a rule, but in the moment they shall apply it, they fail. In this moment, it is very important if learners are able to correct themselves, or the teacher has to show their incorrectness.

There are many ways to show incorrectness. Harmer (2007) suggests a few of them. The teacher can let the learners repeat their statement indicating its wrongness, for example, with the use of interrogative intonation. The other possibility is to repeat

exactly “what a student said emphasizing the part of the utterance that was wrong” (p. 144). This technique is called ‘echoing’. The further way, called ‘statement and question’, subsists simply in pointing out that there was a mistake in the utterance; or address the other students; for instance, Do people think that’s correct? (p. 144). Moreover, Thornbury (2002) calls the case when other learners rectify a mistake each other ‘peer-correction’; and he warns the teacher that this type of indicating a mistake can lead to humiliating the original learner; that is why the teacher has to use this technique very carefully (p. 117). To show incorrectness in the classes the teacher knows well it is possible to use only a facial expression or a gesture (Harmer, 2007, p. 144). The learners recognize that something is wrong. However, the teacher has to be careful by using this technique because it is not appropriate in all situations and in all circumstances. The next possibility is called ‘hinting’. When teachers indicate a mistake, they make the learner pay attention to it by giving a quiet hint. For example, the learners should use the present continuous tense in a sentence, but they used the present simple, so the teacher highlights it and helps them to find it by saying *tense*. The condition for this technique is to share metalanguage by the teacher and the learners. The last way to correct mistakes presented by Harmer is ‘reformulation’. When teachers find a mistake, they repeat the learner’s utterance in a corrected version. This technique is not stressful for the learners (p. 145).

Thornbury (2002) presents the same ways of showing incorrectness, but he adds some other ones. The easiest way for the teacher is just to say: “No”. In other words, the teacher signalizes to the learner that there is a mistake in the sentence, but it is up to the learner to find it and to correct it. The further technique is to repeat the learner’s utterance until the point where the mistake was, and enable the learner a ‘self-correction’. This way is connected with ‘finger-coding’. Finger-coding is a technique when “the teachers mark out each word on [their] fingers, indicating with [their] fingers the part of the phrase or sentence that needs repair” (p. 118). Teachers can also pretend that they did not understand; or show that the learner’s utterance is unclear by asking: *Sorry? Excuse me?* They use ‘clarification requests’. Other possibility is to show the meaning of the learner’s false utterance literally. Because the result can be funny, the teacher should take into account a possible humiliating of the learner, and so use it in an appropriate situation. The last possibility is to write an error on the board, and return back to it later (p. 119).

If a learner makes a mistake and is not able to do a self-correction, teachers have to correct it themselves and to focus on this mistake in detail. They can simply say the right version; or they can highlight the wrong part and then say it correctly; for instance, a learner says “*Flight 309 go to Paris*” (Harmer, 2007, p. 145); and the teacher answers “*Not ‘go’. Listen, ‘goes’*” (p. 145). Finally; if necessary, the teacher can repeat the rule for this particular grammatical structure, and let the learners repeat the previous utterance correctly.

Giving feedback is for the learners necessary at every stage of the learning process. Otherwise, they do not know the real state of their knowledge; in other words, they do not know what they have already learnt, what their current result of the learning is, what they should improve; and more importantly, how they can improve it. Thornbury (2002) names several factors determining the choice of feedback. First of all, the teacher has to consider the type of learners: on one hand, learners must not feel embarrassed, humiliated, or even stressed after the correction; on the other hand, if the teacher will not correct them, they can feel injustice. The second factor is the type of error. It is undesirable to correct every mistake; that is why the teacher should consider the consequence of the mistake on the utterance, and subsequently indicate or correct it. Last factor is the type of activity: if there is a focus on form, or the focus on meaning. The latter mentioned is connected with the activities focusing on reaching fluency.

As said, one of the possible aims of practicing grammar is to achieve fluency. According to Thornbury (2002), “fluency is a skill: it is the ability to process language speedily and easily” (p. 93). In other words, through practicing the learners try to automatize the system. There are some characteristics necessary for a practice activity focused on system automatization. First of them is the attention to meaning: the learners try to pay attention to what they say instead of how they say it. The second feature is authenticity. The best way to fulfill this assumption is to include the communicative activities into the classroom. The communicative activities should reflect a real-life communication that is characterized by several features: purposefulness, reciprocity, mutual intelligibility, unpredictability, and real-time constraints. The third characteristic is chunking: “at least some of the language the learners are practicing should be in the form of short memorable chunks which can be automatized” (p. 94). The last feature closely connected with, and, at the same time, supporting automatization is repetition. The more

the learners repeat a particular grammatical item, the better and the quicker they automatize it.

There can occur also some errors in the fluency practice activities. However, in contrast to accuracy practice activities, it is recommended to deal with them after a learner's contribution, and to have much greater tolerance to them. If the teacher breaks the learners during their utterance several times, they can be confused, drop a word, and they will not be able to continue speaking. Harmer (2007) suggests some possible ways of fluency activities correction. If teachers feel that learners do not know how to continue, or attempt to say something they are not sure with; they can help them using 'a gentle correction' which is based on tact and discretion. "In other words, [teachers] will not stop the whole activity and insist on everyone saying the item correctly before being allowed to continue with their discussion" (p. 146). Teachers can do this type of correction through a few ways: reformulation, echoing, or expression; it is not as disruptive as the accuracy-based tasks. Another possibility is to 'record mistakes'. When learners have a speech, teachers are in the role of observers which enables them to register the individual mistakes of learners; and then, to talk, to analyze and to explain them after the learners' performance. Nevertheless, the teacher can record the learners' performance with audio or video recorder in order to reach better effectiveness of the learning process because also the previously talking learners can hear or watch their own performance; and consequently, correct their mistakes. Finally, after the event, the teacher can assess the activity; give the learners chance to say what was easy for them, and contrariwise, what they considered difficult; they can deal together with the problems written on the board trying to concentrate mainly on those mistakes made by more learners (p. 147).

The last objective of practicing grammar is restructuring. The practice activities supporting restructuring have also their characteristic features; these are: problematizing, push, and scaffolding. The learners should deal with a particular problem in order to activate restructuring. Further, Thornbury (2002) presents that "the activity should push learners to 'out-perform their competence' – that is, to produce or understand language that is a notch more complex than they would normally produce or understand" (p. 94). Finally, teachers should support their learners providing scaffolding; they offer them balance between the old and the new through "interact[ion], repeating, rephrasing, or expanding what they are saying in order to carry on a conversation" (p. 94).

There are many kinds of grammar practice activities; from those which are wholly restricted to those offering a free production. Ur (1997) as well as Doff (1991) present a scale of such activities. The essential stage of practicing structures is ‘awareness’. The learners try to be aware of a particular structure, they have to notice it. An example of a practice activity regarding awareness is simple underlying a particular grammatical item (Ur, 1997, p. 84).

The next stage of grammar practice is ‘drill’. Doff (1991) offers five different types of drill: repetition, substitution, single word prompts, picture prompts, and free substitution. During repetition, the teacher says several examples of a particular structure, and the learners have only to repeat them. Repetition is the easiest type of drill and is appropriate only for the initial stage of practice. In substitution, the learners repeat a grammatical structure substituting the part which the teacher gives another possibility for; for instance, “*T: You want to play football. Ss: Let’s play football. T: You want to go swimming. Ss: Let’s go swimming*” (p. 70). When using single word prompts, the teacher provides a single word which the learners include into the phrase or sentence through which a grammatical structure is practiced; for example, “*T: cinema Ss: Let’s go to the cinema*” (p. 71). Similarly, teachers need not provide with a single word, but they can use a picture instead. Finally, the most effective kind of drill is free substitution. The learners create their own sentences. However, Doff (1991) and Thornbury (2002) concur that the drill method is completely mechanical, and its big disadvantage is that the learners do not have to understand the meaning of the grammatical structure and also of the whole utterance to do this kind of practice.

The following stages of grammar practice are the guided, meaningful tasks. Ur (1997) explains that to do such activities “learners form sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them” (p. 84). Moreover, Doff (1991) adds some characteristics which make a practice activity meaningful, and, at the same time, which differ this activity from the mechanical ones. To make a task meaningful, the learners should talk about themselves including real things. Further, the teacher should provide with a situation implying the structure, but the learners themselves can decide what they want to say. The last possibility given by Doff to prove the learners to understand a particular structure is to add something; for instance, an explanation, to their answer (p. 76).

The further practice stage is based on the sentence production. Ur (1997) calls this phase ‘structure-based free sentence composition’. It consists of giving a visual or a situational cue to the learners who use it to produce their own response. The teacher directs the learners to use a particular grammatical structure, and checks its correctness.

Structure-based discourse composition is almost the freest technique of practicing grammar. Ur (1997) specifies it with claiming that “learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse” (p. 84).

Finally, the last stage is called ‘free discourse’. At this moment, the learners produce the language freely; that is, they are not given any restriction for using the structure, there is no specific situation, or context.

Furthermore, the practice stage can be done in a very playful and enjoyable way – through playing games. Grammar games have several advantages: the learners practice a particular grammatical item, and, at the same time, they enjoy the activity, they try to win it which supports their competitive spirit, and so they are highly motivated. Harmer (2007) suggests that there are some games in the television or radio which can be used for the learning purposes. Moreover, Scrivener (2011) adds some other games especially created for such purposes. First example of that is called ‘Grammar quiz’. It can be used for all kinds of grammatical structures. An example of this game is that the teacher divides a class into two teams and “writes a verb on the board; the first team to put the past participle correctly on the board wins a point” (p. 177). There can be made various alternatives of this activity; for instance, ‘Noughts and crosses’ (‘tic-tac-toe’) which are based on getting three symbols in a row. The next example of a grammar game is ‘Memory test’. The teacher shows a picture to the learners; they have to remember it; then, the teacher says some true or false statements using the grammatical item which should be practiced, and the learners discuss them in groups. At the end, the learners prepare a set of their own questions to ask the other groups in the class (p. 178). Alternatively, a variety of the Memory test is ‘Picture dictation’. Learners work in pairs; a member of a pair has a picture and tries to describe it to the other member; the other cannot see the picture and tries to draw it according to the description. Next grammar game is ‘Miming an action’. This activity is based on mute performing of an action which is given on a card; the other learners shall guess. The last example is ‘Growing stories’ which is a very frequent activity

in the classes; especially for past tense practice. The easiest way to do it is the teacher says the first sentence, and all learners have to add their own sentences continuing the story. Alternatively, the teacher brings some magazine photos and writes some pre-selected verbs on the board. The learners in groups should look at the photos, match them with the verbs, and create a story. If they are ready to present their story, and the other groups are still working, they can add some details to complete their story (p. 179).

In brief, the aim of practicing grammar is reaching accuracy and fluency. Furthermore, the learners have to restructure their previous knowledge; that is, they have to incorporate new knowledge into the old to make it more complex. During the practice phase, the learners make mistakes. Mistakes arise naturally as a part of the learning process. If a mistake occurs, the aim of the teacher is to show this incorrectness and to offer the learner an opportunity for self-correction. If this learner is not able to correct it, the rest of the class can do it. There are many possibilities how teachers can show the incorrectness, they have to choose the most appropriate one with respect to the conditions. Finally, the learners can enjoy the practice phase much more through playing grammar games.

The teacher's role during the pairwork or groupwork

For each activity, teachers have to choose an appropriate grouping. They can use whole-class teaching, individual work, pairwork, or groupwork. During the pairwork or groupwork, the teacher has several possibilities of what to do. Harmer (2007) suggests that the teacher can contemplate the learners at the front of the classroom or; for instance, from the corner. Consequently, teachers can offer help to those learners who have got lost and do not know how to continue. An alternative to this is called 'monitoring'. Harmer (2007) defines monitoring: "[The teacher] goes round the class, watching and listening to specific pairs and groups either to help them with the task or to collect examples of what they are doing for later comment and work" (p. 172). In other words, the teacher should move the learners forwards with their task. Next possibility is the role of an observer: the teacher is only getting information about learners' progress or their target language problems. Finally, when working in pairs or groups, the teacher has an opportunity for the individual work with those learners who would benefit from it; for example, those who need to explain something again.

On the contrary, Scrivener (2011) titles all these kinds of teacher's work as monitoring. Moreover, he distinguishes between four types of monitoring. First type is 'discreet monitoring'. This technique is based on the presence of teachers in the classroom, but they do not intervene in the learners' work until the learners themselves need their help. Second way of monitoring learners is to 'vanish'; in other words, "to get out of immediate eyeshot" (p. 68). The teachers can stand, for example, in the corner of the classroom. The only thing they have to do is to watch over reaching the end of the activity. Further, third type is 'active monitoring' (by Harmer only monitoring). Scrivener (2011) explains that "a teacher who is actively monitoring will be walking around, viewing and listening in to many different groups and frequently offering spontaneous advice or correction, as well as responding to requests and questions from students" (p. 69). The last option for the teacher is to 'participate' in a group and behave as being a member of the group. Furthermore, there is a possibility not to stay in a group, but the teacher can change the groups and offer help and ideas.

In brief, teachers have several possibilities what to do during pairwork and groupwork. Harmer (2007) gives some examples: they can stand in front of the class, or monitor them. Contrariwise, Scrivener (2011) suggests that they can monitor the learners vanish, discreetly or actively, or they can participate in the learners' activity.

Testing grammar

For the purpose of this work it is necessary to mention 'progress tests'. Harmer (2007) explains that "[progress] tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following. [These] tests are often written by teachers and given to students every few weeks to see how well they are doing" (p. 380). They should consist of such test items which the learners are familiar with. Progress tests should reflect progress, not failure. Further; to measure the results of the progress test, it is used 'formative assessment'. Hughes (2003) explains that "assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans" (p. 5).

Hughes (2003) suggests four possible, the most common techniques used for testing grammar: gap filling, paraphrase, completion, and multiple choice. Considering

the gap filling, the teacher should design the individual sentences in order the correct answer to be only a single one. If there can be two correct answers, it is acceptable only in the case there is no change in the meaning (pp. 174 – 5). Other possibility of testing grammar is paraphrase. Having such a task in the grammar test, learners shall rewrite a sentence keeping the meaning of the original one. Sometimes, “it is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested” (p. 176). Further possibility is completion. This technique is based on incomplete phrases or sentences which the learners shall finish with the help of the context. Finally, Hughes presents multiple choice: “There is a stem and a number of options – one of which is correct, the others being distractors” (p. 75). The aim of learners is to choose the correct answer, and not to be confused by the distractors. Finally, it is always not easy for the teacher to find appropriate distractors.

Scrivener (2011) introduces another type of a test item suitable for the progress test: two-option answers. These are true or false statements, correct or incorrect statements, and defined options (p. 294 – 5). Considering the correct or incorrect statements, it is necessary not only to tick the right answer, but if the learners find an incorrect one, they shall correct it. Moreover, Hughes (2003) shows that the true or false statements (or yes or no statements) have a disadvantage in the 50% chance of choosing the correct response which means that the learners can guess the right answer easily (p. 79).

The last point of testing grammar is its scoring. The tests centered on grammar are scored analytically; that is, “scoring which require a separate score for each of a number of aspects of a task” (Hughes, 2003, p. 100). This type of scoring is, on one hand, time-consuming, but, on the other hand, it guarantees reliability.

Shortly, to find out the state of learners’ understanding of a new grammatical item in the flow of a course, it is used a progress test. This type of test should reflect the learners’ progress, not failure; and should be assessed analytically. The most common progress test item types are gap filling, multiple choice, paraphrase, completion, or two-option answer.

Intermediate Learners

Intermediate learners are considered as independent users of a language. According to CEFR, they dispose with the language ability at the level B1 labeled as Threshold

or Intermediate. In general, CEFR (2001) characterizes this level of proficiency with following 'can do' statements:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. (p.24)

In brief, the intermediate learners dispose with their knowledge at the level B1. On one hand, they can use the language in basic, routine activities; they can speak about familiar topics; but, on the other hand, they do not understand information in detail, so they need support.

To summarize, the chapter Theoretical Background deals with the matter of grammar, its current tendencies, and possible ways of teaching it. Considering the grammar teaching, this part deals with the organization of a grammar lesson or a grammar lesson sequence, and with possible techniques of grammar presentation and practice. Moreover, during the practice phase, mistakes arise as a natural part of the learning process, so there are mentioned several ways to show incorrectness. Then, there is offered a possibility of grammar testing in the form of a progress test. Finally, the chapter is concluded with a very brief characteristic of intermediate learners.

METHODS

This chapter deals with the research of the effectiveness of the individual ways of grammar presentation performed at the Commercial Academy in Pilsen. First of all, there are described the participants of the research, that is, the learners. Then, this part deals with the research questions, and with used materials. Further, there is offered the description of the teaching process in general, and finally, the chapter is finished with the description of the process of the individual lessons. Each lesson description starts with stating when it was taught, how many learners were present, and what the aims of the lesson were. Then, there are described the individual activities, the learners' work, the work of the teacher during the activities, and the following check of with the attention to showing incorrectness.

Participants

I spent my teaching practice at the Commercial Academy in Pilsen under the supervising of professor Bulant in the time period from 11 February 2013 to 4 March 2013. The Commercial Academy is a prestigious comprehensive school with the main focus on economy. However, there is also a high-level of the language teaching. The school offers four-year study programme finished with the final exam.

I was given two classes: 3. D, and 4. D, both divided into halves because of the high number of learners; that is, there were seventeen learners in both halves of the class 3. D, and there were fourteen learners in both halves of the class 4. D. The learners of the class 3. D were approximately seventeen years old, and the learners of the other class were a year older. All the learners should dispose with the intermediate level of the language proficiency.

Research Questions

The research was based on the effectiveness of the individual grammar presentation techniques. The fact that I was given two classes divided into halves and dealing with the same grammatical items enabled to try different teaching techniques in the individual halves with the consequent comparison of the results. In the first half of the class 4. D, there was used the inductive approach in the form of concordance data, and in the second

half of the same class, there was used the deductive approach for the presentation of the difference between the pronouns *all* and *every*. Similarly, there were used two different techniques for the presentation of modal verbs and their periphrastic forms in the class 3. D; namely, the inductive approach with the support of a text, and the same approach with the support of a visual material.

The aim of the research, and at the same time the research question, was to find out which of the two techniques in the class 4. D, and, similarly, which of the two grammar presentation techniques used in the class 3. D would be more effective; in other words, whose knowledge would be better at the end of the teaching practice. Another research question was if there would be any task which would make problems to the majority of the learners. To find out these points, there was a written progress test in all the classes at the end of the teaching practice.

Materials

The learners used various kinds of materials for the grammar learning. As the basic one, there was used the learners' course textbook *New Headway*. It was the third volume designed at the intermediate level. The class 4. D was working with the lesson 10, and the class 3. D with the lesson 4. This book is written in the English language, and nowadays, it is one of the most common textbooks at Czech comprehensive schools.

Nevertheless, I prepared additional material in the form of worksheets (see Appendices) with the help of the books of Murphy; namely, *English Grammar in Use* (1998, 2004); and a book of Ur; that is, *Grammar Practice Activities* (2006).

I as a teacher based the individual presentation techniques and materials on Thornbury (2002) and Harmer (2007). More specifically, the presentation using the deductive approach and the presentation using concordance data were inspired by Thornbury (pp. 41 – 45, 65 – 68); and the presentation supported with visual material was based on Harmer (pp. 218 – 219). As material for the last presentation; that is, the inductive approach with the support of a text, there was the learners' textbook *New Headway*.

Process in general

There were kept twenty lessons at disposition which meant five lessons in each class. The first lesson in all classes was dedicated to the presentation of a particular grammatical structure. The grammatical structure was the same in both halves of the class 3. D; in the concrete, modal verbs and their periphrastic forms. Similarly, the learning objective of both halves of the class 4. D was the same; namely, understanding the difference between *all* and *every*. The second and the third lessons were dedicated to practicing these structures. Further, in the fourth lesson, the learners had to show that they understood the grammatical item in the form of a written test. And finally, the learners were given their tests back with a grade; they got feedback, and in the case of need, further explanation of the rule.

There has to be mentioned that there were kept the lesson sequence in each lesson; but because this work deals with the teaching of grammatical structures, there will be described only those procedures and activities concerning grammar.

Teaching Unit

In the following part, there are described the individual lessons. At the beginning of each description, there is stated when the lesson took place, how many learners there were present, and the lesson aims. Further, there is illustrated the course of the individual activities with respect to the work of learners, and to the work of the teacher. Finally, there is shown the work with incorrectness. At first, there are described the lessons of the class 4. D; then, there are descriptions of the lessons of the class 3. D.

Class 4. D (group 1) – lesson 1: presentation and early practice

The first lesson of the class 4. D (group 1) took place on Monday, 11 February 2013, at 8 o'clock. There were ten girls in the classroom. The aim of this lesson was to introduce the difference between the pronouns *all* and *every*. Namely, it was necessary to draw the learners' attention to different forms of the noun following these universal quantifiers, and what other forms they can be used with. Further, they should understand the slight difference between the meanings of both the pronouns. At the end of the lesson, the learners should be able to recognize if there should be used *all* or *every* in the example sentences.

First of all, the learners were divided into four groups. Because I did not know the learners personally, I did not know their interests and needs, their level of proficiency, or the relationships in the classroom, the easiest way to group learners was the *Line up* activity. The learners were supposed to ask each other the question: ‘*When were you born?*’ According to their answers, they created a chronological line in front of the board; for example, the learner born on 1 January stood as the first one, and the learner born on 31 December was the last one in the line. When all the learners were ready in the line, there was made a check of their answers; and consequently, they were divided into two groups of three and two pairs according to their position in the line; for instance, the first three worked together, or the next two made a pair.

There was used an inductive approach called ‘concordance data’ for the presentation of the difference between the pronouns *all* and *every*. The issue is that there was a worksheet presenting several examples of a particular grammatical item surrounded by its typical linguistic environment. A group and a pair were given a worksheet presenting *all*; and the other group and the other pair was given a worksheet presenting *every* (see Appendix 1). All the learners were supposed to study their own worksheets trying to determine the rules for using *all*, respectively *every*, from the individual examples of sentences. They were supposed to cooperate, discuss the suggestions for the rules in the groups (pairs), and note them. For this initial stage, the learners were given ten minutes time. When they finished their work, the group and the pair dealing with *all* were united; and similarly, the group and the pair dealing with *every* worked together.

In the newly formed groups, the learners presented their results, compared them, and discussed them trying to talk in the target language. For the second stage, they got three minutes time.

Finishing discussions, there was final re-grouping: the group with *all* worked with the pair dealing with *every*; and vice versa, the group dealing with *every* was put together with the pair with *all*. But in this case, the situation was different from the previous ones; the learners had dealt only with a single worksheet including just one of the two pronouns until this moment. The learners were not supposed to discuss the rules, but their task was to introduce and to explain both the form and the meaning of a particular pronoun to those having the other worksheet; in other words, they should make the others familiar with

the structure. In this phase, all the learners disposed of all the information. The stage took five minutes. Their final task, still sitting in their groups, was to compare the two pronouns, to see and to try to understand the difference between them.

From the point of view of the teacher, at the beginning of the work, the learners were divided into the groups and pairs, and these formed groupings were further instructed where to take a seat. During the first six minutes of the initial stage of presentation; that is, the initial inquiry of their worksheets, the learners were discreetly monitored; the aim was the learners to find as many rules as they could themselves. On the contrary; during the following four minutes, the learners were actively monitored because there were groups having only few rules, so they had to be encouraged and directed to work further; for instance, they were pointed to an example of a sentence containing a rule they had not discovered yet. Considering the following two re-groupings, the learners were discreetly monitored again; since, in these stages, it was not necessary to disturb their discussions and explanations.

The final stage of this kind of presentation was the check of the learners' results. The board was prepared with both headlines (*All; Every*) on each part. Then, I elicited their answers, and, in the case of need, explained the rule myself, or draw the learners' attention to possible problems or exemptions. During this final summary, the learners made notes into their notebooks.

Following the presentation phase, there was the early stage of practice. Nevertheless, because this grammatical item was not completely new for the learners, it was not necessary to include the very early practicing stages; such as drills. The learners worked with their textbooks. There were two different types of exercises practicing grammar of *all* and *every* (see Appendix 12). The learners did both the exercises of their own at first, and then, compared them with their neighbour. In the first exercise, the learners had to complete the sentences with *all / everything / everybody / everyone*. It was a fill-in-gap activity for three minutes. Further, the basis of the other exercise was to find a mistake in each sentence; and consequently, to correct it. Because it consisted only of six sentences, the time of three minutes for the individual work of learners was adequate. Finally, the exercises were checked. If a learner made a mistake, the whole class was drawn its attention to it with the question: 'Do you agree?', so that anybody in the class was given a chance to correct it.

Class 4. D (group 2) – lesson 1: presentation and early practice

The first lesson of the class 4. D (group 2) took place also on Monday, 11 February 2013, at 8:50 o'clock. There were eleven learners in the classroom. The aim of this lesson was the same as of the previous lesson; that is, to introduce the difference between the pronouns *all* and *every*; to draw the learners' attention to different forms of the noun following these universal quantifiers, and what other forms they can be used with. Further, they should understand the slight difference between the meanings of both the pronouns. At the end of the lesson, the learners should be able to recognize if there should be used *all* or *every* in the example sentences.

The first stage of the lesson was the same as in the class 4. D (group 1); that is, dividing the learners into four groups. For this purpose, there was used the *Line up* activity: the learners asked to each other the question '*When were you born?*'; and according to their answers, they created a chronological line in front of the board. After checking their answers, they were divided into three groups and a pair, and the individual groups were consequently determined where they would be sitting for the groupwork.

In the first stage of presentation of the difference between *all* and *every*, all the groups were given a worksheet containing fifteen sentences designed as a fill-in-gap activity (see Appendix 2). The task of the learners was to try to fill in the gaps using *all*, *every*, and the compounds of *every* without knowing the rules. They could discuss their answers within their groups. The time allowed for this activity took seven minutes.

When they finished the task, they were given another worksheet containing different grammar summaries (see Appendix 3); namely, two groups were given worksheet A dealing with the rules of *all*, and the other two groups were given worksheet B dealing with the rules of *every*. All the learners were supposed to study their worksheets, to try to understand the rules, and to try to be able to talk about the rules. Finishing studying, the learners looked at the fifteen sentences again; and according to the newly gained knowledge, they tried, on one hand, to acknowledge correctness of their previous responses, or on the other hand, to correct their responses.

For the next presentation stage, each learner was given a number within the group; that is, there were three learners in the groups, so the learners of each group were given the numbers 1, 2, and 3; respectively, 1, and 2 within the pair. According to these numbers, the learners were re-grouped: the learners having the number 1 made a new group; and

similarly, the learners having the number 2, respectively 3, made new groups. Within their new groups; at this time with mixed grammar worksheets, they had to compare their answers, and after that, to explain their grammatical rules of *all* or *every* to the others in the group. In this moment, all the groups and all the members of the groups had complete information about both pronouns; that is why they looked at the exercise for the third time. There were ten minutes allowed for the whole second stage of the presentation. Finally, the whole exercise was checked; there were answered questions of the learners; and there were highlighted possible problems or exemptions.

During the whole presentation phase, the learners were discreetly monitored; it was not necessary to disrupt them during their work. When the learners needed help, they were offered explanation in the target language, or, if necessary, translation into Czech. Sometimes they had problems with the metalanguage on the grammar worksheets, but instead of the question: ‘What does it mean?’, they wanted rather to make sure that a particular word really meant what they thought; for example, countable.

After the presentation phase, there was the early stage of practice. As in the previous lesson, the learners were not in contact with this grammar point for the first time; that is why it was not meaningful to include all the practice stages; such as awareness, or drills. The first practice exercises were a *fill-in-gap* activity, and a *correction* of sentences in their textbooks *New Headway* (see Appendix 12). The learners were given three minutes to complete each of these short exercises of their own being discreetly monitored. Then, they were supposed to compare their answers with their neighbour; and finally, there was a check of both exercises with the teacher. If a learner made a mistake, the whole class was drawn its attention to it with the question: ‘Do you agree?’; so that anybody in the class was given a chance to correct it. There were always learners having a correct answer. If needed, I added an explanation for a particular sentence example.

Class 4. D (group 1 / group 2) – lesson 2: practice

The second lessons of both halves of the class 4. D took place on Wednesday, 13 February 2013, at 9:55 and 10:50 o’clock. In the first half, there were ten girls; and in the second half, there were nine learners. The aim of the second lesson was to practice

the universal quantifiers *all* and *every*; to make both clearer to the learners. For such purposes, there were used restricted exercises concentrating on accuracy.

At the beginning of the lesson, the learners were offered an envelope with cards of two different shapes: cubes, and triangles. The learners were supposed to take a shape, and according to these shapes, they were, consequently, divided into two groups. These two groups should function as two teams in the game 'Noughts and crosses'. On the board, there was drawn a field consisting of nine subfields (three to three); the lines were labeled with the numbers 1, 2, and 3; and the columns were marked with the letters A, B, and C. The aim of this game was to reach three *noughts*, or *crosses* in a line, in a column, or diagonally. When there was the turn of one team, it should choose a field; for instance B3, and there were read a sentence containing a phrase with *all* or *every*, or its compound (see Appendix 4). The task of the team was to transform the sentence using *all* if there was *every* in the sentence, and vice versa. It had to be transformed not only the pronoun, but also the part of the sentence related to the pronoun; in other words, to construct a grammatically correct sentence. If the answer of the team was correct, it won the field; if not, the other team was given a chance to re-formulate the sentence again. That is why my reaction on the wrong answer was only: 'No'. If both teams answered incorrectly, there was prepared an extra sentence for the field.

Considering 'Noughts and crosses', this activity was chosen for the beginning of the lesson because it is a game offering grammar practice; and, at the same time, having a role of a warm-up activity. Because it was only the second lesson dealing with this grammar point, a big advantage of this game was that the learners could suggest and discuss their answers within their groups; and consequently, agree on a final answer. Furthermore, because this game is based on the competition of two teams, the learners were motivated to do this activity. It was very well seen that both teams wanted to win. There was even a quarrel because of a wrong answer in the group 2 of the class 4. D. This was finally the reason which the activity had to be ended ahead of schedule for. Nevertheless, the group 1 of the class 4. D brought the game successfully to its end; and so there was a winning team that was really happy that it defeated the other one. Finally, the learners were asked if there was any problem in the sentences which was needed to be explained.

The game ‘Noughts and crosses’ was followed by a written exercise in the learners’ exercise books (see Appendix 13). First, they should work individually; their task was to identify the correct place of the pronoun *all* in each sentence. Because there were only seven sentences, the learners were given three minutes to complete the exercise. After that, there was a check with the teacher. If there was a mistake in the placement of *all*, the other learners were given a chance to correct it with saying: ‘Do you agree?’, or ‘Anybody else?’

The next stages of the second lesson were dedicated to reading; that is why the following lesson stages will not be mentioned in this work.

Class 4. D (group 1 / group 2) – lesson 3: practice

The third lessons of both halves (group 1, group 2) of the class 4. D took place on Monday, 17 February 2013, at 8:00, and 8:50 o’clock respectively. In the group 1, there were thirteen girls; and in the group 2, there were present nine girls. The goal of this lesson was to practice the grammatical rules of the pronouns *all* and *every*; to be able to use them correctly in the learners’ own sentences. For this purposes, there was used an exercise intent on the structure-based free sentence composition. Further, because there should be a written short test in the following lesson, the second lesson stage dealing with grammar was dedicated to a fill-in-gap activity as a revision for this test.

At the first stage of the lesson, the learners were divided into pairs according to their wish. A member of each pair was given a picture (see Appendix 5) which was not allowed to be shown to the other one. The other member took a sheet of paper, a pencil, and crayons. The task was that the learner having the picture was supposed to describe it to the classmate as detailed as possible using the pronouns *all* and *every* if possible. The other learner was supposed to draw this picture only according to the description. When they finished the task, they compared the two pictures and looked at how similar they were.

The learners really liked this activity because it was funny. Concretely, both the learners of a pair did not know how the other picture looked like, they wanted to see the results and were looking forward to them; and that is why they were motivated to do the task. When the activity was at its end, the learners who had not finished their descriptions yet did not want to finish, they wanted to bring the task to its end, so I let them to finish it because I was also pleased that they liked doing this activity.

During the picture description, the learners were actively monitored. Because this activity was based on restricted speaking, the learners sometimes made mistakes. When there was a mistake in a learner's utterance, I tried to make the learner pay attention to it with *echoing*; that is, repeating the learner's utterance with an emphasis on the wrong part; with a facial expression, or gesture; or with the repetition of the learner's utterance until the point where the mistake had occurred. The learner was always given a chance for self-correction; only in the case of no self-correction, I told the learner the right answer.

There were practiced the learners' productive skills, on one hand; and the receptive skills, on the other hand. In other words, the learners having the picture and trying to describe it were practicing their productive skill of speaking; and the learners drawing the picture according to the dictation were practicing the receptive skill of listening. It would be useful to do this exercise vice versa; that is, the learners describing the picture should draw it this time; and similarly, the learners drawing the picture should try to describe it in detail. Nevertheless, it was not possible because of too little class-time.

'Picture dictation' was followed by a written exercise in the learners' exercise books (see Appendix 13). There was a gap-filling exercise consisting of eight sentences. The learners had to prepare the exercise of their own, at first; and then, it was checked. If there was a mistake, there was given a chance to correct it to the other learners by the question: 'Do you agree?', or 'Do you think it is correct?' Finally, the learners were asked if they had any question to this grammar point, and were informed that they would write a short test in the following lesson.

Class 4. D (group 2 / group 1) – lesson 4: test

The fourth lesson of both classes took place on Tuesday, 18 February 2013, at 10:50, and 12:35 o'clock respectively. It was the lesson of learners' own production. There were nine learners in the group 2, and ten girls in the group 1. The aim of this lesson was to show the measure of understanding of the difference between the pronouns *all*, *every*, and its *compounds*; to show the ability to use these pronouns into sentences; and to show the ability to decide if a sentence is grammatically correct or not.

At the beginning of the lesson, there was a short warm-up activity because it is not appropriate to start a lesson with the test. For this purpose, there was a conversation about modern technology which was the topic of an article read by the learners in one

of the previous lessons. The learners were asked questions; such as: ‘Is the modern technology close to you?’; or ‘What kinds of modern technology do you use every day?’; etc. After finishing the conversation, there was time for the progress test; that is, the test type including only such test items the learners are familiar with; and the test showing a learner’s progress, not failure.

The test (see Appendix 6) was short. The learners were given the test bottom-up, and only when all the learners had their own test, they could turn it up. First of all, they were supposed to write down their names, date, and class. After that, the learners were given instructions to the individual tasks, and the time for completing the whole test which amounted ten minutes. During the test, the learners each were sitting in one bank. If the learners had questions, they raised their hands, and I came to them and talked to them silently not to disturb the others. Finally, after ten minutes, I ended the learners’ writing, they put the tests bottom-up again, and I collected them.

The test consisted of two parts. The first part was a fill-in-gap exercise; the learners had to fill seven gaps with *all*, *every*, or its *compounds*. There was one point for each correct gap-filling; in other words, the total point of this exercise was seven. The task of the learners in the second exercise was to decide if a sentence is grammatically correct or not; namely, ‘true or false’ statements. If the learners considered a sentence correct, they should tick it; and if they thought there was a mistake in a sentence, they should label it, and consequently, correct it. This exercise included five sentences; that is why the total point for this exercise was five. Reaching the total point of the whole test, a learner could sum up twelve points.

From the previous scoring explanation for the individual exercises, it is clear that the scoring was analytical; that is, scoring each task separately, and then, summarizing them in the whole grade. Considering the difficulty level of the test and the very tight number of possible answers, the final grades were following: grade 1 for twelve and eleven points, grade 2 for ten and nine points, grade 3 for eight and seven points, grade 4 for six and five points, and grade 5 for less than five points.

Class 4. D (group 1 / group 2) – lesson 5: feedback

The last lesson of both halves of the class 4. D took place on Monday, 4 March 2013, at 8:00 and 8:50 o’clock respectively; after the spring holidays. There were present

twelve girls in the group 1, and there were thirteen learners in the group 2. The aim of this lesson was to give feedback to the learners by means of the corrected tests; to draw the learners' attention to the most common mistakes; to explain these points again; and to fill in the learners' information gaps.

After the initial warm-up activity which was based on the conversation about the past spring holidays, the tests were on turn. First, the learners were given the corrected tests back; they could look at them, and consequently, concentrate on their individual mistakes. Then there was a check. If there was any question about the correct answer; 'Why cannot I use *all* instead of *every*?' I tried to explain it to them. Finally, there were highlighted the most frequented mistakes, and re-explained the rules referring to them. The following part of the lesson was dedicated to vocabulary practice.

Generally, the results of the test showed a very good level of the learners' knowledge. Namely, in the group 1 of the class 4. D, the results were excellent: there was the grade 1 five times, and the grade 2 also five times, the other grades did not occur. Further, in the group 2 of the class 4. D, the results were also good: there was the grade 1 twice, the grade 2 also twice, the grade 3 four times, and the grade 4 only once.

In brief, the learners had to learn and understand the difference between the pronouns *all* and *every* (and its compounds). They were supposed to understand their meaning and use. According to the results of the tests, there can be said that this aim was successfully reached, the learners showed their progress; and so the learners are ready to move to some other grammatical item.

Class 3. D (group 1) – lesson 1: presentation and early practice

The first lesson of the group 1 of the class 3. D took place on Monday, 11 February 2013, at 9:55 o'clock. In the classroom, there were fourteen girls. The aim of this lesson was to introduce modal verbs; namely, *can*, *must*, *should*, and *may*; and their periphrastic forms; that is, *to be able to*, *to have to*, and *to be allowed to*; to become familiar with their forms; to try to understand their precise meaning; and to apply them in simple practice exercises.

The initial stage of the lesson was dedicated to simple conversation of the learners with the teacher about the Great Britain. There were asked following questions: 'Have you ever been to Britain?'; 'What did you visit there?'; or 'What did you like at most?'

The next questions were based on the individual answers of the learners. Because the whole class was in the Great Britain two years ago, the learners could talk about their own experience; and so the initial conversation took over five minutes.

The next stage was reading the article ‘Tips for visitors to Britain’ aloud (see Appendix 15). Because of the loud reading the learners were not fully concentrated to its content, so they were given two minutes to go through the whole text again, and to understand the main points of the text. Further, they were given a few questions (see Appendix 7) related to the text; for each question, there was chosen a learner to answer it; if there was no answer, the other learners got the opportunity for a response. If there were any problems with the vocabulary in the text, they were given a chance to ask about it; and each word was explained in the target language; if needed, there was added the Czech equivalent.

In this stage, the learners were supposed to go through the reading text again, and to pay attention to the modal verbs and their periphrastic forms. Next to the article, there was a table prepared for filling the individual forms into it; so the task of the learners was to fill the modals in the table; moreover, the immediate context should be helpful if they did not understand the meaning of a grammatical structure. At first, they were supposed to do this task individually; and then, they compared their answers with their neighbours.

During the activity, the learners were discreetly monitored. There was no point in disturbing them because they knew the vocabulary used in the text from the previous lesson stage; and for the individual modals, there should be helpful the immediate context. Furthermore, there was prepared a similar table on the board for the final grammar summary.

The final stage of presentation was the check with the teacher. For this purpose, there was drawn an empty table on the board (see Appendix 9). According to the learners’ answers in their own tables, I filled the table on the board gradually, and the learners draw and wrote it down into their notebooks. Finally, the learners were advised to pay attention to the negative forms of the verbs *must* and *may*; that is, *need not* and *must not*, respectively. Generally, this grammar point often causes problems to the learners because of the similarity of the forms *must* and *must not* which they mistakenly suppose to be a positive form with its negative one.

The presentation stage was followed by the practice one. The learners worked with their textbooks (see Appendix 14). The first exercise consisted of eight sentences in which there were offered two possible verb forms. The learners' task was to choose the correct verb to complete the sentences; first of their own; and then, they compared their answers in pairs. The last stage of this exercise was the check with the teacher. A learner was chosen to read the answer, and if it was not correct; the others were given an opportunity to correct it with the questions: 'Do you agree?', or 'Was it correct?' Because there are only slight differences in the individual meanings of the modals, I found helpful for the learners to translate all the sentences into Czech to see their exact meanings.

The lesson was finished with a fill-in-gap exercise consisting of ten sentences in the learners' textbooks. They were given five minutes to complete the sentences with appropriate modal verbs or their periphrastic forms of their own. Because of little time, there was no time left for the final check, so the learners were given the rest of this exercise as their homework with the check in the following lesson.

Class 3. D (group 2) – lesson 1: presentation and early practice

The first lesson of the group 2 of the class 3. D took place on Monday, 11 February 2013, at 10:50 o'clock. In the classroom, there were fourteen girls. Similarly, the aim of this lesson was to introduce modal verbs; namely, *can*, *must*, *should*, and *may*; and their periphrastic forms; that is, *to be able to*, *to have to*, and *to be allowed to*; to become familiar with their forms; to try to understand their precise meaning; and to apply them in simple practice exercises.

At the beginning of presentation, it was necessary to divide the learners into four groups. For this purpose, there was used the *Line up* activity: the learners should ask each other the question: '*How much time does it take to you to go to school?*' According to their answers, they were supposed to make a line in front of the board; the first person of the line should represent the shortest time; and logically, the last person should represent the longest time spending with the journey to school. When the learners were ready, there was a check of this task; and consequently, the learners were divided into two groups of four and two groups of three. All the groups were given a place for the work.

For the presentation stage, the learners working in groups were given a worksheet including nine pictures of signs, and nine possible descriptions of the signs consisting

of two or three multiple choice items (see Appendix 10). The learners' task was, first, to match the set of sentences with a relevant picture, and then, to choose the correct sentence of the set. They were given eight minutes for the task. Further, there was a check with the teacher: there was chosen speakers of the groups and they had to present the results of the whole group's work. If there was a mistake, the other groups were challenged to correct it with asking: 'Do you agree?', 'Do you have the same answer?', or 'Anybody else.'

During this activity, the learners were discreetly monitored. I went around the individual groups and watched their work, but I did not disturb them until they themselves needed help; for example, with vocabulary. Nevertheless, helping learners was almost not necessary because they worked not only with the text, but also with the visual material in the form of the pictures in order to support the process of working on the task, and their better understanding this particular grammatical item. In the course of the activity, there was prepared a table consisting of seven columns, containing only the headings; for instance, 'it is necessary / important to do', 'it is OK / permitted', or 'it is not a good idea / not the correct thing' (see Appendix 8).

After the check with the teacher, the learners were asked to complete the chart prepared on the board referring to meanings of the individual modal verbs and their periphrastic forms. The learners went to the board individually, and wrote on a modal verb. The others paid attention to the correctness of their classmates coming to the board.

Finally, the teacher completed the chart on the board summarizing the modal verbs; their positive form, negative form, and periphrastic form (see Appendix 9). It was the same chart as in the previous lesson. Also the learners of the group 2 of the class 3. D were advised to pay attention to the difference between the two negative forms of the verbs *must* and *may*: the negative form of the modal verb *must* is not *mustn't* but *needn't*, and vice versa, the negative form of the verb *may* is *mustn't*. This is considered as a very frequent problem of learners.

After the presentation stage, there was the stage of early practice in the form of two exercises in the learners' textbooks (see Appendix 14). The task of the learners in the first exercise was to choose the correct verb of two possibilities to complete the sentences. They were given four minutes for eight sentences preparing of their own; consequently, they compared their answers with their neighbours; and finally, the task was checked with

the teacher not only through simple reading of the individual sentences containing a correct answer; but also with the translation of all the sentences. I considered helpful the learners translated the sentences in order to see the slight differences in the meanings of the modal verbs. If there was a mistake, the learners were said: ‘No.’, ‘This is not the exact meaning.’, ‘Do you agree?’, or ‘Anybody else?’ In brief, it was not important only to put the right form into the sentences, but also to understand the content of each sentence.

The last exercise completed in this lesson was an ordinary fill-in-gap activity. The task of the learners was to complete ten sentences with the correct modal verb, and its form. They were given five minutes for the work; then, there should be a check with the teacher; but because of little time, the learners were given this exercise as their homework with the check in the following lesson.

Class 3. D (group 2) – lesson 2: practice

The second lesson of the group 2 of the class 3. D took place on Tuesday, 12 February 2013, at 8:00 o’clock. There were present fourteen girls. The aim of the lesson was to practice modal verbs and their periphrastic forms in order for the learners to understand better the form, meaning and use of the individual forms.

As the initial activity, the learners were divided into pairs. In these pairs, they were supposed to suggest ten rules for school using a modal verb in each sentence. After the work, the individual pairs presented the result rules and compared them with those of the other groups.

The learners were discreetly monitored by the teacher in the course of their rule suggesting; in the case of need, the learners raised their hands, and they were provided with help; for example, with the vocabulary. During the learners’ presentation of the rules, they were signaled that there was a mistake through a gesture, or a face expression, or through saying: ‘No.’ The particular pair got an opportunity to think about their sentence, to find the mistake, and to try to correct it; if not, the other pairs were supposed to say the right answer.

The second stage of the lesson was the check of their homework. It was concerned about a fill-in-gap exercise consisting of ten sentences practicing the modal verbs and their periphrastic forms. Each learner should read a sentence; if there was a mistake, the others had a chance to correct it. They were asked: ‘Was it correct?’, or ‘Do you agree?’. They

were sometimes also asked these two questions even if the sentence was correct because the aim of my asking was not to signalize that there was a mistake in the sentence, but I wanted the learners to think about the individual sentences, and about an appropriate use of the modals within them.

In the main part of the lesson, the learners were supposed to deal with a reading text containing modal verbs. As the lead-in stage, the teacher introduced the section of magazines where readers help other readers with their problems. The learners were asked several questions; for instance, ‘What do you think about this section?’, ‘If you had any problem, would you write into this section?’, or ‘Would you help with solving a problem of a reader?’ After this initial stage, the learners opened their textbooks, and there was the reading text ‘Modern morals’ (see Appendix 14). The task was to read the individual seven problems aloud, and after reading each problem, the learners were supposed to think about it, and to try to suggest possible solution using modals; for example, ‘I think he should...’, or ‘He must...’

During this activity, the learners did not want to reply to the individual problems of the readers. Initially, I did not know if they were only shy, or if they really did not know any possible solution; so I tried to ask the learners more specifically; but, then, there was shown that they really did not have any possible solution in mind. So I tried to offer them several solutions, and they were supposed to choose one of them and to use it in a sentence including a modal verb. Nevertheless, there were also two learners who knew the answer without my help, and their cooperation with me was great; I could only listen to their suggestions.

On the following page, there were seven replies to the problems on the previous page. The learners’ task was to read the seven replies, and to match them with the problems. They should work individually for three minutes, and then, there was a check with the teacher.

The final two exercises were based on the practicing of giving advice using *should*; linking to the reading text. Both the exercises were in the learners’ exercise books (see Appendix 18) in the form of paraphrasing sentences. In other words, the learners were supposed to rewrite the sentences using the modal verb *should*; and each sentence had to start with the prepared beginning. They worked of their own for seven minutes, then, there was a common check: a sentence was read by a learner, and if there was a mistake, I called

the learner's attention to it through saying 'No.' giving a chance for self-correction. If there was no self-correction, the others got an opportunity to answer.

Finally, the learners were given a written homework which concerned with obligation (see Appendix 17). The learners had to look at three photos: a teenage boy, a young woman, and a pensioner; and nine statements presenting their obligation. The learners' task was to match the individual pictures with the individual statements.

Class 3. D (group 1) – lesson 2: practice

The second lesson of the group 1 of the class 3. D took place on Tuesday, 12 February 2013, at 8:50 o'clock. There were present fourteen girls. The aim of the lesson was to practice modal verbs and their periphrastic forms in order for the learners to understand better the form, meaning and use of the individual forms.

The initial stage of the lesson was the same as with the group 2; that is, suggesting ten rules for school in pairs. After the work, the individual pairs presented their results and compared them with those of the other groups.

The learners were discreetly monitored by the teacher in the course of the activity; in the case of need, the learners raised their hands, and they were provided with help; for example, with the vocabulary. During the learners' presentation, they were signaled that there was a mistake in a sentence through a gesture, or a face expression, or through simple saying: 'No.' The particular pair got an opportunity to correct its answer; if not, the other pairs should had a chance to response correctly.

The following activity was a check of the homework. It was a fill-in-gap activity in which the learners had to complete the sentences with a correct form of a modal verb or its periphrastic form. A learner was addressed to read a sentence, and if there was a mistake in this sentence, the learner got a chance for self-correction, but if there was no right answer, the others were given an opportunity to correct it. Finally, I answered some questions to the individual sentences, and explained why there should be a particular modal verb or why exactly in this form.

In the main stage of the class, the learners were returned to the reading article about the Great Britain from the last lesson. I asked them to compare the main points about Britain from the text; that is, weather, tip, servants, car driving, and smoking in the public, with the situation of these items in the Czech republic. As the next stage, they should take

their textbooks in which there was a similar exercise: the learners had to read eight British laws, and then, to compare them with the laws of the Czech republic (see Appendix 16). They worked in pairs for five minutes trying to use modal verbs. Consequently, the answers were checked.

In the textbook, there was also a very short text named 'Rules past' dealing with education in Victorian England 1832 – 1901 (see Appendix 16). The learners read it, at first; and then, they were supposed to perform understanding of the text in the subsequent exercise: choosing a correct verb of two possibilities for the statement to follow the article. They worked of their own; then, there was a check.

The last exercise dealing with the Victorian England was the simple fill-in-gap activity. The task of the learners was to fill in eight gaps using one of the offered three periphrastic forms of modal verbs; *had to*, or *didn't have to*, or *weren't allowed to*; to complete the sentences of the article 'School Rules 1880'. The learners had four minutes to complete it; then, there was a check. Their attention for a mistake was called through saying 'No', or 'Anybody else?' Additionally, there was explained why a particular form was used in a particular sentence; or in the case of need, the sentence was translated into Czech.

Finally, the learners were given homework in their exercise book based on expressing obligation with *have to*, or *don't have to* (see Appendix 17). There were nine sentences and three pictures: a fifteen-year old boy, a thirty-year old woman, and a pensioner. The task of the learners was to match the individual sentences with one of the three persons in the photograph.

Class 3. D (group 2 / group 1) – lesson 3: practice

The following lesson of the group 2 and 1 of the class 3. D took place on Thursday, 14 February 2013, at 11:40, and 13:30 o'clock respectively. In both lessons, there were present thirteen girls. The aim of the lesson was the same as in the previous one; that is to practice modal verbs and their periphrastic forms in order the learners to understand better the use and meaning of the individual forms.

The first task; that is a warm-up activity, was called 'Desert island equipment'. For this activity, the learners had to be divided into four groups, so I gave them numbers from one to four, and according to these numbers, they created groups; in other words, all

the learners having the number one created a group, and similarly, all the learners having number two (three, or four) created a group. The groups were determined their seating for work and given a set of cards with pictures. The task of the learners was to find a convincing use of the things in the pictures using a modal verb in each sentence. The groups prepared ten sentences in 8 minutes. The presentation of the results of the individual groups was taken as a competition: a group presented using a particular thing on the island, and the other groups were supposed to vote if the use was legitimate or not. If the others considered the suggestion legitimate, the presenting group won a point, if not, there was no point for it. The winner was the group with the highest number of points.

During the preparation, the learners were actively monitored. They were given help; especially, with the correct use of a modal verb, or with the choice of appropriate vocabulary. If there was a mistake during the presentation, the group was given a chance for self-correction.

From the point of view of the learners, they really enjoyed this activity. At first, they were highly motivated because it was a competition; and second, the pictures were not connected with the essential equipment for a desert island, that is why the learners were laughing at the individual sentences, they were funny. What I really liked was that some groups had finished earlier; nevertheless, they did not stop doing the activity, but they took other pictures and tried to think about their possible use on the desert island too.

As the second stage of the lesson, there was a homework check. Both the halves of the class 3. D were supposed to do the exercise in their exercise books based on expressing obligation. The learners' task was to match nine sentences with three pictures. Because it was a really simple exercise, there were also no mistakes; but the aim of the exercise was to perceive the structures expressing obligation.

Following this activity, there was necessary to mention the difference between the uses of the modal verb *must* and its periphrastic form *have to*. During the learners' work on the 'Desert island equipment', there were prepared two sentences on a part of the board: 'I must have a drink of water.' and 'I have to drink a lot of water.' and on the other part of the board: 'The doctor told me to.', and 'I am really thirsty.' The task of the learners was to read these sentences, to think about them, and to try to match those of one part of the board with those on the other one according to their meanings; in other words, they

were supposed to try to recognize the difference. After their answer, they were also added with the exact explanation by the teacher directing the learners to open their exercise books and trying to use the rule in two exercises (see Appendix 17).

The first of these two exercises was based on the same principle as the presentation stage of the difference between *must* and *have to*; that is, on matching the two sentences with appropriate pair sentence. Contrariwise, the other one was supported by pictures, and according to these, the learners completed eight sentences with an appropriate verb choosing one of the following possibilities: *must*, *have to*, or *had to*. Both the exercises were prepared of the learners' own for four minutes each, and then, there was a check. It was a new grammatical item, that is why the explanation of the right answer for each sentence was needed.

Finally, the learners were warned that there would be a written ten-minute progress test in the next lesson concerning about modal verbs and their periphrastic forms. At the same time, they were calmed down that the grammatical item of today's lesson; that is, the difference between *must* and *have to*, would not be included in the test.

Class 3. D (group 1 / group 2) – lesson 4: test

The fourth lesson took place on Monday, 18 February 2013, at 9:55 and 10:50 o'clock respectively. For the test lesson, there were present seventeen girls in the group 1 of the class 3. D, and fourteen girls in the group 2 of the same class. The aim of this lesson was to show the learners' progress and measure of understanding of the individual modal verbs and their periphrastic forms; in other words, to show their ability to use correct forms of these verbs, to show their ability to understand their meanings, and to show their ability to apply them into the sentences.

At the beginning of the lesson, there was a short warm-up activity to get the learners into the English class and the English language. Because the lesson took place after the weekend, the learners had a conversation with me about this topic, they were asked: 'What did you do during the weekend?' The conversation took five minutes time; then, there was the right time for the progress test.

The test (see Appendix 11) was short; it consisted of ten test items. At first, the learners each had to sit in a bank alone. Then, they were given the test bottom-up, and when all the learners had a copy of the test, they can turn it up and I gave them

instructions what to do and ten-minute time to complete the test. In the course of writing, I stood in front of the table watching the learners. If there was any problem or any question, the learners had to raise their hand; I came to them and silently answered their question in order not to disturb the others. After ten minutes, the tests were turned bottom-up again, and they were collected back.

The test was designed in the form of a well-known fill-in-gap exercise consisting of ten sentences. The gaps could be filled with a single correct answer, or sometimes, there could be two correct answers possible: a modal verb or its periphrastic form. If there was a correct answer, a learner won a point; if there was a mistake in a gap, a learner won no point for such a gap-filling. The total point for the test was ten.

The scoring of the test was analytical; that is, scoring each item individually, and creating the final grade after considering all the individual points. The learners could get the grade 1 for ten or nine points, the grade 2 for eight or seven points, the grade 3 for six or five points, the grade 4 for four or three points, and the grade 5 for less than three points.

Class 3. D (group 1 / group 2) – lesson 5: feedback

The last lesson the both halves of the class 3. D took place on Tuesday, 19 February 2013, at 8:50 and 9:55 o'clock. There were present seventeen girls in the group 1, and fourteen girls in the group 2. On one hand, the aim of this lesson was to give feedback to the learners; that is, the learners should see their progress in the grammar point of modal verbs; and on the other hand, the results of the test should inform the teacher what was successfully mastered, where some gaps are, and what is necessary to change in the future teaching. Furthermore, the learners should be pointed out their most common mistakes, and should be provided with explanation why a particular form had to be used.

After the initial warm-up activity, the learners got corrected tests. They were supposed to go through concrete mistakes. Then, there was a check, and consequently, they were reminded that there cannot stand two modal verbs next to each other which was their most frequent mistake. After that, the learners could ask about their obscurity. The following part of the lesson was dedicated to vocabulary practice.

Generally, the results of the group 1 were much better than the results of the group 2. Namely, in the group 1, there was the grade 1 four times, the grade 2 five times, the grade 3 seven times, no grade 4, and the grade 5 only once; in the group 2, there was

the grade 1 only once, and similarly, the grade 2 was also only once, the grade two was six times, the grade 4 five times, and finally, the grade 5 was once.

In conclusion, the aim of the lessons was to understand the forms, meanings, and uses of the individual modal verbs and their periphrastic forms. It is a very difficult subject matter, but according to the test results, the learners of the group 1 of the class 3. D performed their progress, and that is why they can move to some different grammatical item. Contrariwise, the learners of the group 2 of the class 3. D need some other practicing to improve their knowledge of modal verbs before moving forwards.

To summarize, the chapter Methods deals with the research of effectiveness of the individual grammar presentation techniques. At the beginning of this chapter, there are described the learners, the learning materials, and the research questions. Further, there is described the teaching process in general followed with the descriptions of the individual lessons which include the more specific detail about the lesson aims, the individual activities, the work of both the learners and the teacher, and the work with incorrectness. In the following chapter, there are the results of the research presented also in the tables and in diagrams.

RESULTS AND COMMENTARY

In this chapter, there are discussed the results of the research. First, there are tables illustrating the responses to the individual tasks, total point reaching in the progress test, grade, and the half-year assessment of each learner. The last line of the table depicts the number of correct answers, and in the last three cells, there are the arithmetical means of the total point in the progress test, of the grade, and of the half-year assessment. Second, there are diagrams for the individual tasks demonstrating the comparison of both halves of the class 4. D; respectively 3. D, in the number of correct answers. The blue colour represents the number of correct answers, the green one the number of the incorrect ones. Finally, the results of the research are described in the written form. In the second part of this chapter, there are discussed the results of the research with an offer of their possible explanations.

Tables

Class 4. D – group 1

L	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	P	G	As
A	+	+	+	+	+	+	+	-	+	-	+	-	9	2	2
B	+	+	+	+	-	+	+	-	+	+	+	-	9	2	2
C	-	+	+	+	+	-	+	+	+	+	+	-	9	2	1
D	+	+	+	+	+	+	+	+	+	-	+	+	10	1	2
E	+	+	+	+	+	+	+	+	+	+	+	-	11	1	2
F	+	+	+	+	+	+	+	+	+	+	+	-	11	1	2
G	+	+	+	+	+	+	+	+	+	+	+	-	11	1	3
H	+	+	+	+	+	+	+	+	+	+	+	-	11	1	1
I	+	+	+	+	+	+	+	-	+	+	+	-	10	2	2
J	+	+	+	+	+	-	+	+	+	+	+	-	10	2	1
R	9	10	10	10	9	8	10	7	10	8	10	1	10,1	1,5	1,8

Class 4. D – group 2

L	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	P	G	As
A	+	+	+	+	+	-	+	+	+	-	-	-	8	3	2
B	+	+	+	+	+	+	+	+	+	+	+	-	11	1	2
C	-	+	-	+	+	+	+	+	+	-	+	-	8	3	3
D	-	+	-	+	+	-	-	+	+	-	+	-	6	4	3
E	+	+	+	+	+	+	-	+	+	-	+	+	10	2	2
F	+	+	-	+	+	+	-	+	+	+	+	-	9	2	2
G	+	+	+	+	+	-	-	+	+	+	-	-	8	3	3
H	+	+	+	+	+	-	-	+	+	-	+	-	8	3	3
I	+	+	+	+	+	+	+	+	+	+	+	-	11	1	2
R	7	9	6	9	9	5	4	9	9	4	7	1	8,8	2,44	2,44

L = Learner (A – I/ J)

T = Task

P = Points

G = Grade

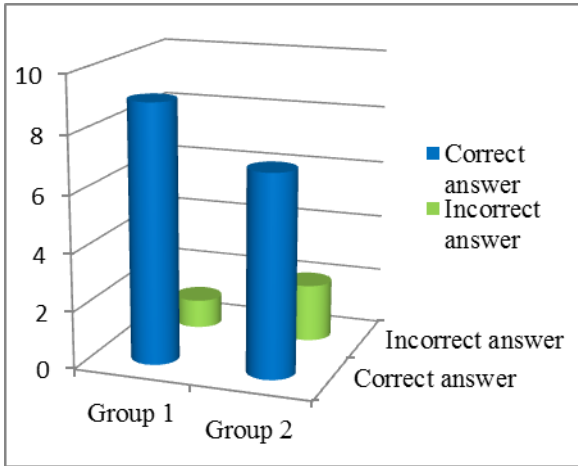
As = A half-year assessment

R = Right answer

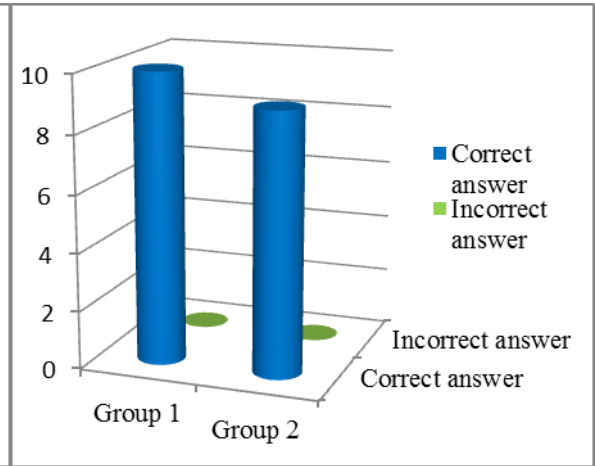
Diagrams

Class 4. D

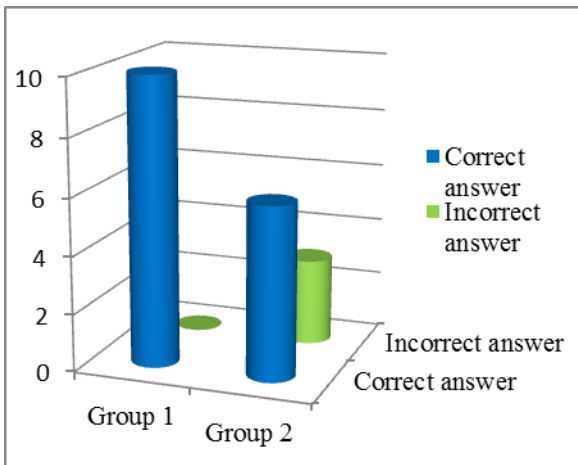
Task 1



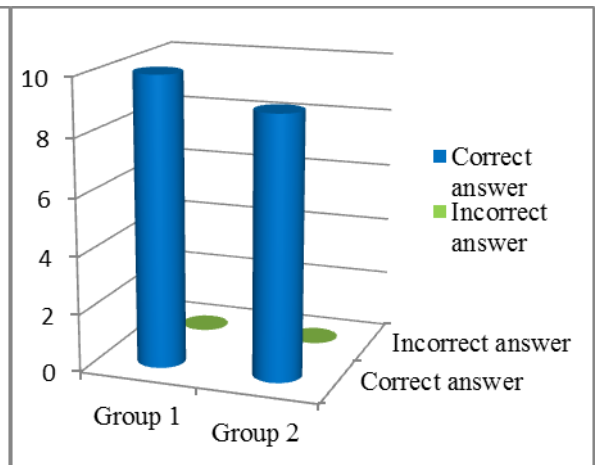
Task 2



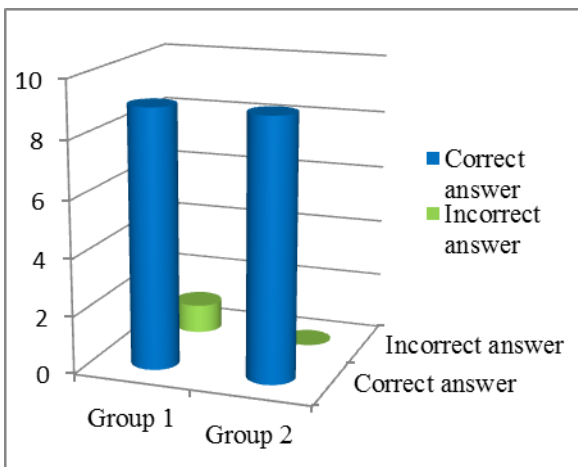
Task 3



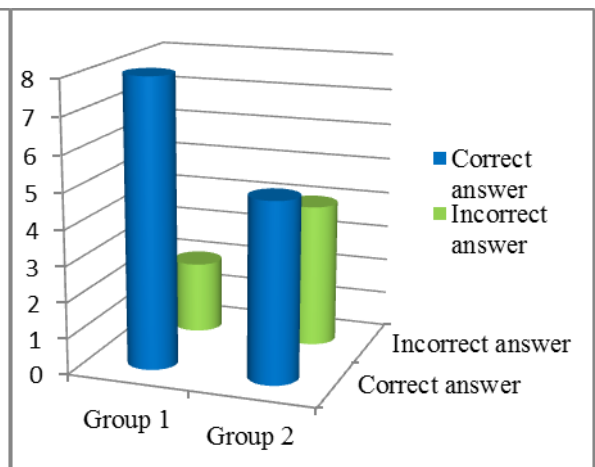
Task 4



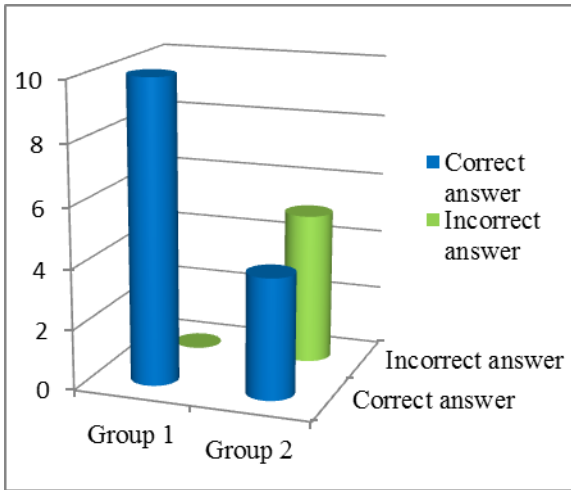
Task 5



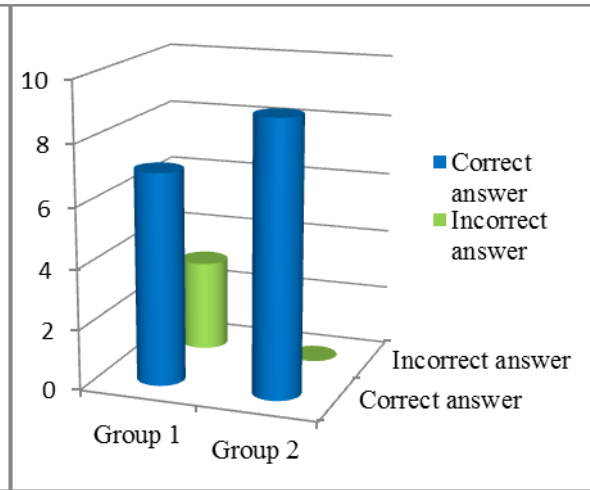
Task 6



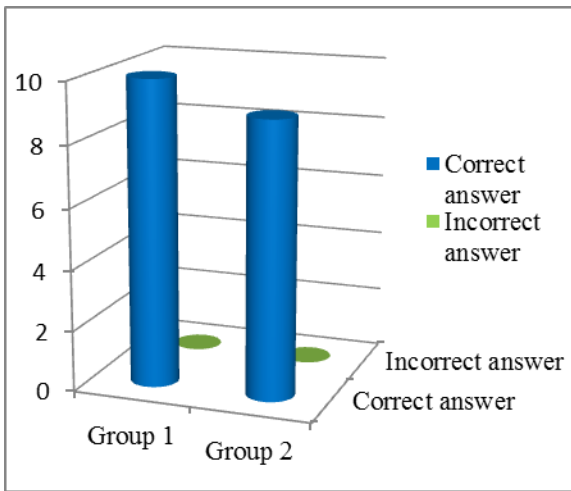
Task 7



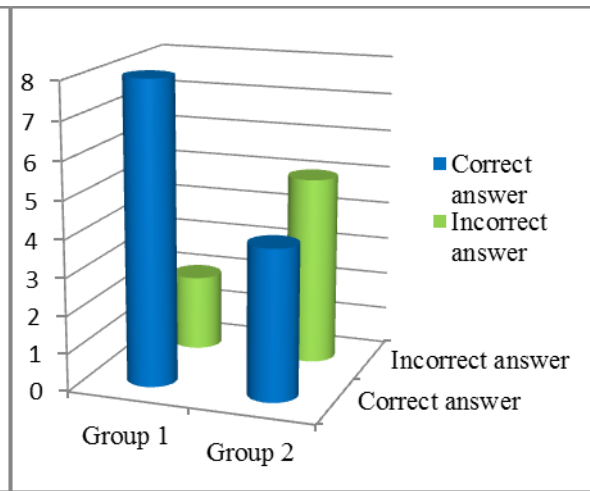
Task 8



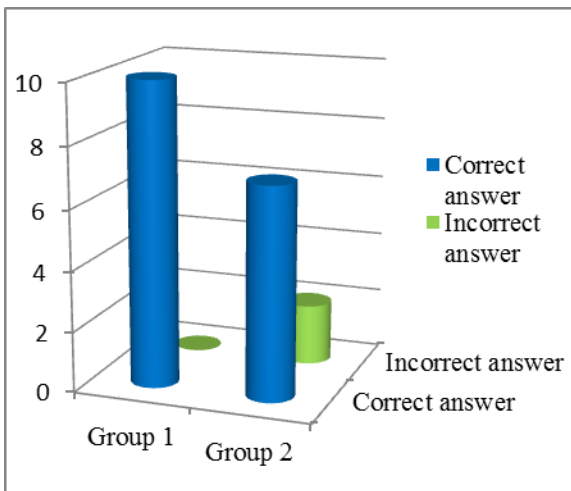
Task 9



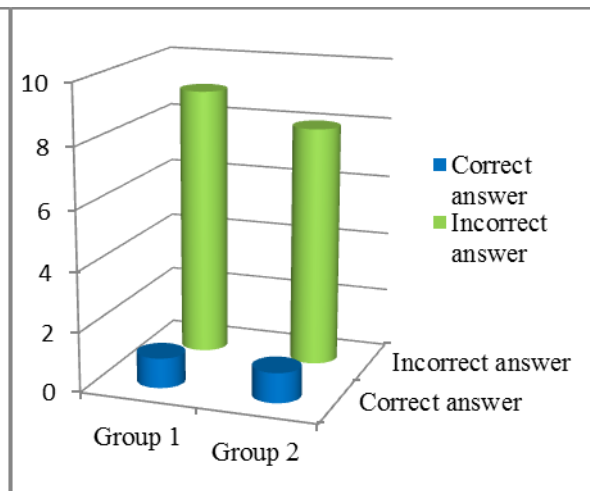
Task 10



Task 11



Task 12



Tables

Class 3. D – group 1

L	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	P	G	As
A	+	+	+	+	+	+	+	+	+	+	10	1	1
B	-	+	+	+	+	+	+	-	+	-	7	2	2
C	-	+	+	+	+	-	+	-	+	-	6	3	2
D	-	+	-	+	+	+	+	-	+	-	6	3	4
E	-	+	+	+	+	+	+	+	+	+	9	1	1
F	-	+	+	+	-	+	+	+	+	-	7	2	1
G	+	+	+	+	-	+	+	-	+	+	8	2	1
H	-	+	+	+	+	-	+	+	+	-	7	2	3
I	-	+	+	+	+	+	+	+	+	-	8	2	2
J	-	+	-	+	+	-	+	+	+	-	6	3	2
K	-	-	-	+	-	-	+	-	-	-	2	5	4
L	-	+	+	+	+	+	+	+	+	+	9	1	2
M	-	+	-	+	-	-	+	+	+	-	5	3	3
N	-	+	+	+	+	-	-	-	+	-	5	3	3
O	-	+	-	+	-	+	+	-	+	-	5	3	2
P	+	+	+	+	+	+	+	+	+	+	10	1	1
Q	-	+	+	+	-	-	+	-	+	-	5	3	4
R	3	16	12	17	11	10	16	9	16	5	6,76	2,35	2,24

Class 3. D – group 2

L	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	P	G	As
A	-	+	-	+	-	-	+	+	+	+	6	3	3
B	-	+	-	+	-	-	+	-	+	-	4	4	2
C	-	+	-	+	-	-	+	-	+	-	4	4	4
D	-	+	-	+	+	+	+	-	+	+	7	2	2
E	-	+	+	+	+	-	+	+	-	-	6	3	3
F	-	+	-	-	-	-	-	-	-	-	1	5	4
G	+	+	+	+	-	-	+	-	+	-	6	3	3
H	-	+	-	+	+	+	-	-	-	-	4	4	3
I	-	+	-	+	-	-	+	-	-	-	3	4	3
J	+	+	+	-	+	+	-	-	-	+	6	3	3
K	-	+	-	-	+	+	+	-	+	-	5	3	3
L	-	+	+	+	+	+	+	+	+	+	9	1	2
M	+	+	+	+	-	-	+	-	+	-	6	3	1
N	-	-	+	+	-	-	+	-	-	-	3	4	3
R	3	13	6	11	6	5	11	3	8	4	5	3,29	2,79

L = Learner (A – Q / N)

T = Task

P = Points

G = Grade

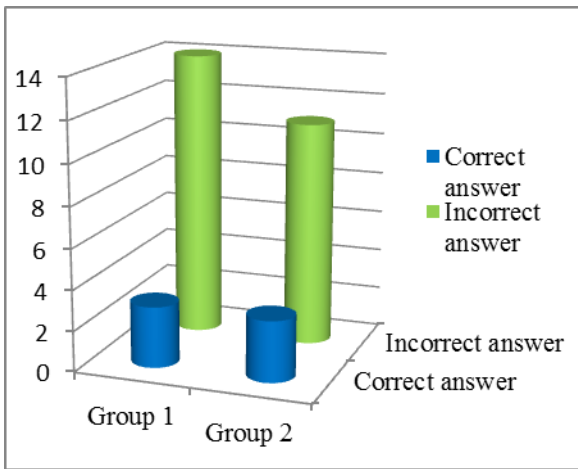
As = A half-year assessment

R = Right answer

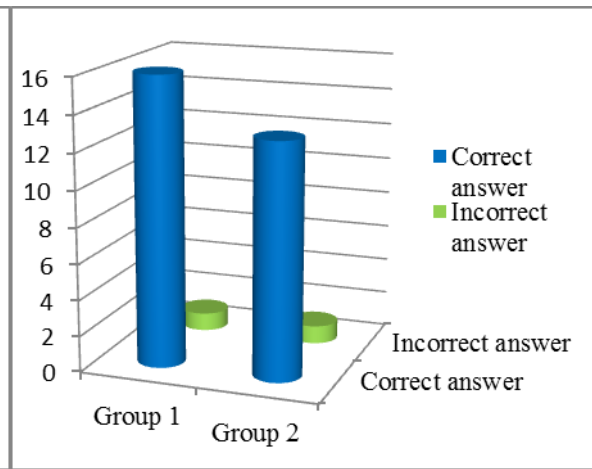
Diagrams

Class 3. D

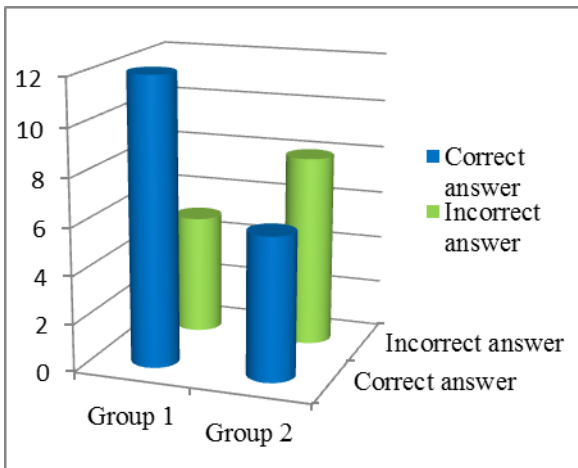
Task 1



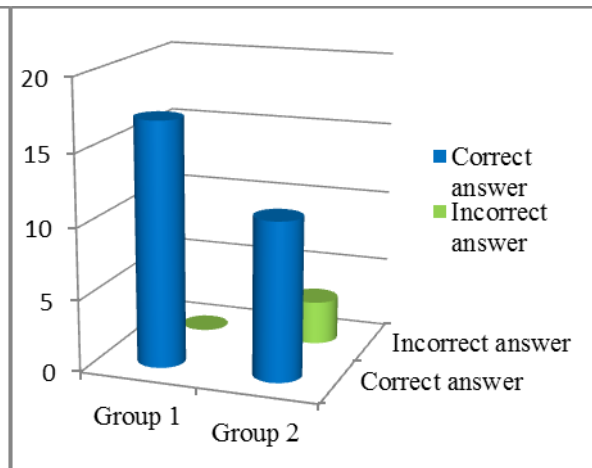
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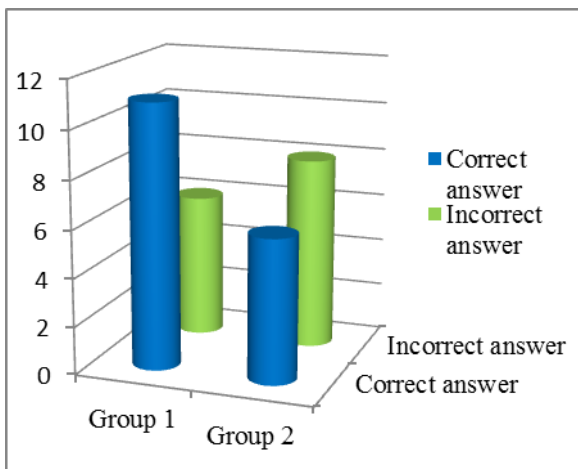
Task 3



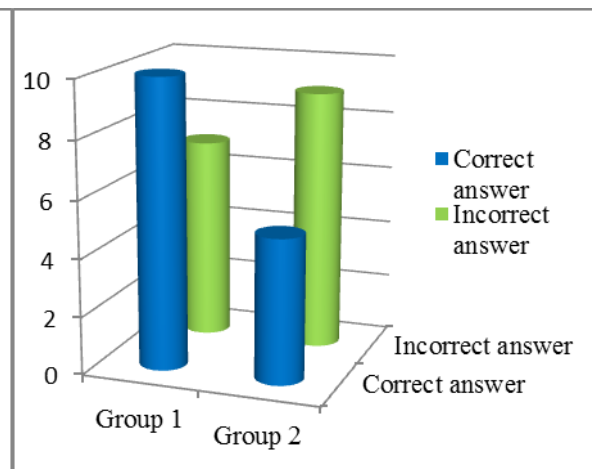
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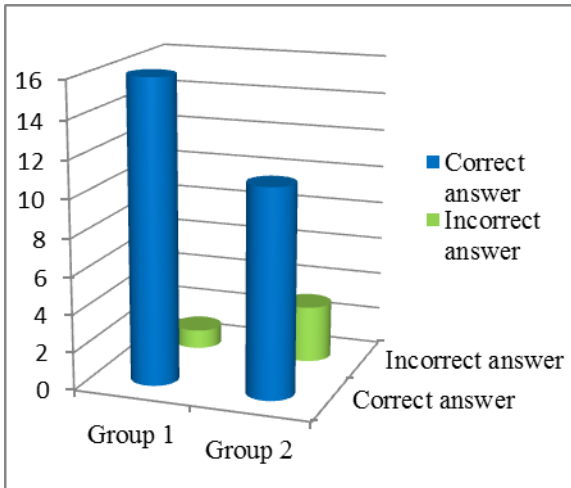
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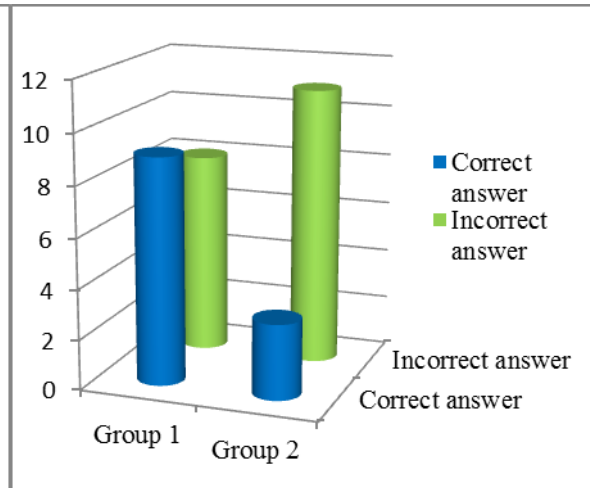
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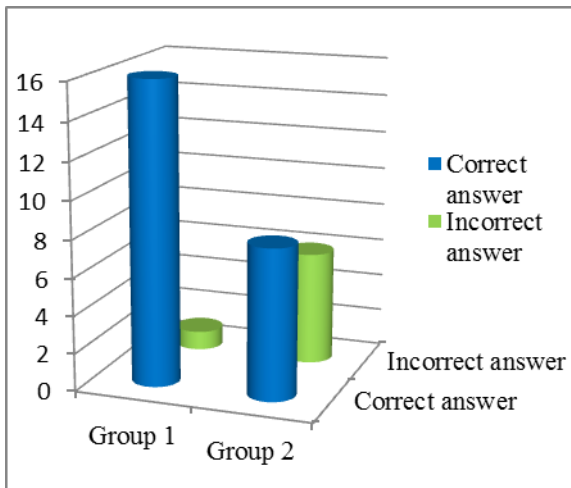
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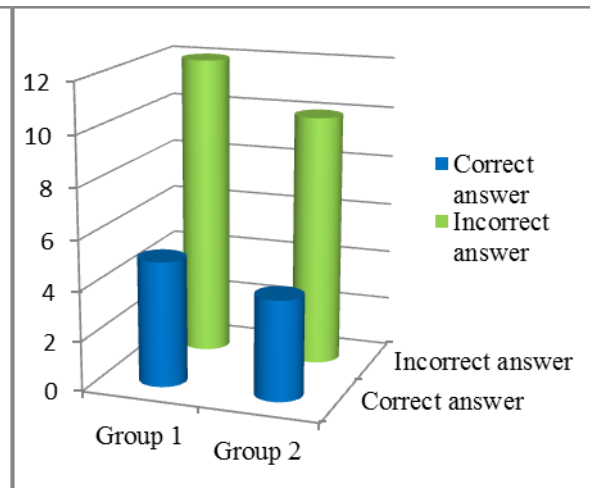
Task 8



Task 9



Task 10



Results of the Class 4. D

Generally, the results of both halves of the class 4. D are very good. Overall, the test was written by nineteen learners, and fourteen of them got the best two grades which is satisfactory. In other words, almost all the learners became familiar with the grammar point and understood its form, meaning, and use; and that is why they are able to make a progress to the next one.

Considering both halves separately, the results of the group 1 are much better than those of the group 2. In the group 1, there are only the grades 1 and 2, represented equally. That is, the arithmetic mean of the grade is 1.5. Contrariwise, the learners of the group 2 were given all grades except the grade 5. Their arithmetic mean is 2.44. The difference between the two arithmetic means amounts almost to one whole grade.

According to these results, there can be stated that the inductive approach named 'concordance data' used in the group 1 is more effective than the deductive approach used in the other group. Nevertheless, because I did not know the learners' outcomes, I had to inform about their half-year assessment in order to compare the results of the test with their long-term results. Similarly, I could not state that a technique is more effective than the other one without having these data.

Comparing the two results; the half-year assessment and the progress test's results, the group 1 reached improvement in the progress test because their half-year assessment's arithmetical mean is 1.8; that is, the results of the progress test are 0.3 grades better than their half-year outcomes. However, the results of the group 2 are eventually also satisfactory because the arithmetic means of both the progress tests and the half-year assessments are the same; namely, 2.44. It follows that the inductive approach of concordance data is, on one hand, more effective than the deductive approach; but, on the other hand, the deductive approach has not appeared as a failure because the results stayed being the same.

Considering the individual tasks, the most problematic was the task twelve for both groups. It was done correctly only by a single learner in each group. The learners were supposed to refer to the compound pronoun *everyone* with the possessive pronoun *their* in order to avoid gender. The most common answer was substituting the pronoun *everyone* with *everybody*, or marking the sentence as a correct one. Another problem of the group 2 was the task ten: moving the pronoun *all* in front of the whole noun phrase being the very

first pre-determiner. The learners ticked it thinking it was a correct sentence. The last common problem of the group 2 was showing understanding the difference between *all* and *everything* in the sentence: 'It was a terrible fire. *Everything* was destroyed.' Using *all* in the sentence would mean *the only thing*, but using *everything* means: '*Nothing left.*'

In brief, the results of the progress test were satisfactory. The learners became familiar with the grammar item of the difference between the pronouns *all*, *every*, and its compounds; and they are prepared to promote to another grammar point.

Results of the Class 3. D

Generally, the topic of the class 3. D; namely, the modal verbs and their periphrastic forms, is a very difficult grammatical item requiring a careful attention. That is why the results of the progress test are not as good as in the class 4. D. But still, they are satisfactory, especially those of the group 1. Overall, the test was written by thirty-one learners, and twenty-four of them reached the grade 1, 2, or 3.

As said, the results of the group 1 are very good. More specifically, four learners reached the grade 1, five learners the grade 2, seven learners the grade 3, and only a single learner did not pass the test. The arithmetical mean of their results is 2.35. Comparing this mean to the mean of the group 2 which amounts to 3.29, it can be claimed that the inductive approach with the support of the contextual information is much more effective than the same approach, but this time with the support of visual material. Nevertheless, for such stating, there has to be the evidence of the learners' half-year assessment because the learners in the individual classes are not the same; they do not have the same learning outcomes.

Considering the arithmetical mean of the half-year assessment which is 2.24 in the group 1, and 2.79 in the group 2, and comparing them with the results of the progress test, there can be said that the inductive approach with the support of the context appeared as a much more effective one. Although the assessment of both groups is worse than their standard results, the grade of the learners of the group 1 is only 0.11 grades worse than their half-year assessment, but the arithmetical mean of the group 2 in the progress test is even 0.5 grades worse than their half-year assessment which is a considerable difference.

Taking the individual tasks into account, the most problematic were the tasks one and ten. In the task one, the learners had to follow the rule that there must not appear a modal verb after another. They were supposed to fill in the gap with the periphrastic form *be able to* instead of their most frequent answer *can*. In the task ten, the learners were supposed to use the periphrastic form *are not allowed to*. The tests included various answers of this task, but the correct one was the least frequent.

Considering only the group 2, there were two other collective mistakes; namely, the task six, and the task eight. The most frequented answer of the task six was *must not* instead of *do not have to*, or *need not*. Taking into account the task eight, the most common answer was *cannot* because of unrespecting the sequence of tenses.

In conclusion, the results of the progress test in the group 1 are satisfactory. It is seen that the learners became familiar with this grammar point, and that is why they are ready to promote to some other grammatical item. Nevertheless, the results of the learners of the group 2 are not so convincing, so it is still necessary to practice this grammatical item in the future lessons. They can also promote to some other grammar point, but they should return to modal verbs more frequently than the group 1.

Commentary

Considering the class 4. D, the grammar presentation technique which proved as the more effective one was the inductive approach in the form of concordance data. Looking back into the chapter Theoretical Background, this result is not so surprising because the basis of the inductive approach is discovering the rules by the learners themselves. That is, the learners discovered the rules of form, meaning, and use of *all* and *every* themselves which made them more memorable and more meaningful than simple studying and consequent using ready-made rules. Furthermore, the technique of concordance data was completely new for the learners; they were curious and so highly motivated to do the task.

Although the results of the group 1 were better, the other technique; that is, the deductive approach, proved also satisfactory because the arithmetical mean of the progress test's results is equal to the arithmetical mean of the learners' half-year assessment.

In general, on one hand, the results were very good in both groups which shows the learners' understanding of the tested grammar point; but on the other hand, the possible explanation of such good results could be also the fact that the test was based on the grammar of *all* and *every*; in other words, the learners had almost 50% chance of success (there were also the compounds of *every*). Nevertheless, to avoid complete chance of guessing, there was not only a fill-in-gap exercise in the progress test, but also the sentence correction.

With the sentence correction, there is connected the most frequent mistake: the task twelve. The learners' task was to substitute the possessive pronoun *his* with the possessive pronoun *their* in the sentence 'Can everyone write his names on a piece of paper?' The aim of this substitution was to express the reference to the compound pronoun *everyone* avoiding gender. Because there was no other sentence supporting this one, there was another correct answer possible; namely, substitution of the noun *names* in plural with the same form in singular; that is, *name*. Making a mistake in the sentence could be caused by overgeneralizing the rule; more specifically, the learners maybe ticked the sentence as a correct one because they considered the pronoun *everyone* as a singular form and it was not natural for them to refer to it with the use of plural form *their*. During the test check, the learners were called their attention to this problem again, and it was re-explained to them.

The subject matter of the class 3. D was a very difficult grammatical item of modal verbs. Considering the results of both groups, there was proved that the inductive approach with the support of a text was the more effective presentation technique. The thing which could be helpful for the learners was having the immediate context of the modals verbs from the very beginning of the presentation, that is why the learners could see a particular form having a particular meaning used in context immediately. Even if they did not know the meaning of a verb, they could derive it from the text.

The other group disposed with the presentation in the form of the same approach, but with the support of visual material. They were not given the grammatical item in its immediate context in the first stage of presentation. First of all, they had to study the sets of sentences, then, they matched them with the nine pictures, and finally, they choose the correct sentence of each set. The other sentences in the individual sets should work as distractors which could cause confusion of the learners from the very beginning; in other

words, they could see the modal verbs used in an incorrect context which could confuse the learners at the beginning of the presentation.

Considering the individual tasks of the progress test, there were two items making reasonable problems. First of all, it was the item number one. The task of the learner was to complete the sentence using the periphrastic form *be able to* in the sentence ‘Ask Ann about your problem. She should _____ help you.’ The majority of them used the modal verb *can* denying the rule that there may not occur two modals next to each other. The other frequent mistake was the task number ten. The aim of this task for the learners was to show understanding of the periphrastic form *to be allowed to*. This mistake appeared because the learners are not used to using this form; it is not natural for them.

The next collective mistake, in this case only in the group 2, was the task six. In the case of the answer *must not*, the learners probably changed the negative form of *must*; they used *must not* instead of *need not*. In the case of other answers, the learners did not read the other sentence supporting the first one including the gap; or because they did not catch the content of the two sentences. The last collective mistake, also in the group 2, was the task eight. The cause of filling the gap incorrectly was the learners’ unrespecting of the sequence of tenses. This item was included into the test because the subject matter of tense sequence was the last grammar point the learners had dealt with.

To conclude, the chapter Results and Commentary brings the complete results of the research with possible explanations. The part Results offers processing the results in both the tables and diagrams; further, there is a written description of these results. It shows that the inductive approach named concordance data proved as more effective than the deductive approach, and the inductive approach with the support of a text proved better than the same approach with the support of visual material. Finally, the part Commentary suggests discussion of the results and their possible explanations. The next chapter offers implications of the research, its limitations, and suggestion for a further research.

IMPLICATIONS

Pedagogical Implications

According to the results of the research in the class 4. D, there was proved that inductive approach is more effective than the deductive one for the presentation of a new topic in the field of grammar. Generally, this comes especially because the learners become active subjects of the learning process; in other words, they are not simply given a rule, but they have to discover it themselves. That is why they are highly motivated; they want to reach the goal. Moreover, discovering the rule by the learners themselves makes this rule meaningful and easily memorable.

Contrariwise, considering the E-factor of ‘concordance data’, it takes much time for the teacher to select appropriate data in advance, so that the preparation of this activity is not *easy* at all. Furthermore, realizing this activity in the classroom is not *economical* because it takes too much valuable class-time for the learners to discover the rules. The fact of why to include this approach into the class is that it is *efficient*. As said, the rules after discovering are meaningful and memorable; and the learners are highly motivated to work.

Considering the results of the class 3. D, there was proved that the more effective kind of presentation was the inductive approach with the support of a text. Using text in the classroom brings contribution not only in the field of grammar (considering the use of text in this work), but the learners can gain new knowledge in vocabulary, or organization of the text. In the field of grammar, the learners can see an immediate context of a grammar point which helps them in discovering its meaning and use. Furthermore, this kind of learning supports the learners’ autonomy and self-reliance.

As well as the inductive approach of concordance data, the inductive approach using a text is very *efficient*. Contrariwise, it is difficult for the teacher to choose an appropriate text. Namely, this text has to correspond with the learners’ level of proficiency, it has to consist of such a vocabulary the learners are familiar with (otherwise, the teacher has to pre-teach unknown words), and has to include the grammatical structure being presented through this text. In the class, this activity is also not *economical* because working with a text requires much class time.

Finally, the inductive approach is not appropriate for all learners. This approach is suitable for those learners who are creative, who want and feel comfortable when

discovering something new; while the deductive one is suitable for those learners who want to get a complete rule, and consequently, they will have more time to practice it.

Limitation of the Research

The main factor which limited the research was the class time. Namely, there were only five lessons available in each class which should not be dedicated only to teaching a single grammatical item. I was given a lesson in the textbook *New Headway* (lesson 4 for the class 3.D, and lesson 10 for the class 4.D) which should be more or less covered during my teaching practice. I tried to keep the right lesson sequence, and additionally, to incorporate the particular grammatical structure into each lesson in order to practice is as much as possible.

Because of little time and only four classes, another limitation of the research was that there could not be tried more techniques for presenting and practicing grammar. It would be also interesting to include such techniques as guided discovery, or inductive approach supported with a situation suggested by the learners themselves; and consequently to compare the results with those already gained.

The next limitation of the research was that I did not know the learners; I did not know their level of proficiency, their needs and interests, or the relationships within the class. That is why the learners had to be grouped accidentally. During the presentation stage, I did not know if the learners working in one group were good or weak at English, if they could help each other, or not; or if the learners in this group were friends or 'enemies'.

Not knowing the learners was also the reason why I did not know they did not cooperate during the activity when they had to suggest possible solutions of the magazine readers' problems (when practicing modal verbs). I did not know if they were too shy to answer; if they did not know the answer; or if there was any other problem for not communicating. I tried to ask in another way, and then even to offer possible solutions. After that, there were some learners being able to answer.

Suggestion for Further Research

There can be made also another research in these two classes, but this time, using the presenting techniques vice versa; that is, in the class 4. D, using the deductive approach

in the group with concordance data in the previous research, and using the concordance data in the group with previous deductive approach. Similarly, in the class 3. D, there should be used the inductive approach with the support of a text in the group working with the support of visual material in the previous research, and there should be used the inductive approach with the support of visual material in the group dealing with a text in the previous research. Consequently, there should be made a comparison of the new results; and finally, the new results should be compared with the results of the research made in this work. There would be validated if a particular technique is really more effective than the other one; or if it depends on the learners and their individual characteristics.

There can be made a further and wider research about the effectiveness of the individual grammar presenting techniques. This research would require a wider range of possible presenting and practicing techniques, and also a wider range of tested classes.

For a greater validity of the reached dates, it would be necessary for a further research to dispose with more class-time to be able to practice a grammatical item more.

Shortly, this chapter offers pedagogical implications. That is, it presents the two techniques of grammar presentation proved as more successful, there are shown their positives and negatives in the form of the E- and A-factor for the teachers who are thinking about incorporating these two techniques into their own lessons. Further, there are mentioned things which limited the research of this work which were connected especially with the low number of lessons and not knowing the learners. Finally, there are two possible suggestions for further research. The following chapter concludes the whole work.

CONCLUSION

This work deals with the possible ways of teaching grammar: its presentation, practice, and testing. At the beginning of the chapter Theoretical Background, there is explained that grammar is a set of regularities of a language. Further, there is presented the current position of grammar at schools supported with arguments why to teach, or not to teach grammar. When incorporating grammar into lessons, there are possible suggestions of a lesson sequence; for instance, the PPP model, or the task-based approach.

In the following part of the chapter Theoretical Background, there are presented possible ways of grammar presentation and practice. Considering the grammar presentation, the teacher can use deductive approach, inductive one, guided discovery, or teaching grammar through a text. Furthermore, there are techniques supporting the grammar presentation; for example, eliciting, or using visual material. The activities used for grammar practice are intent either on achieving accuracy, or on achieving fluency. Moreover, during the phase of practice, the new grammatical structure has to be incorporated into the learner's old knowledge. This process is called 'restructuring'. Nevertheless, the phase of practice is connected with mistakes. Making mistakes is a natural part of the learning process that is why this work offers several possibilities of showing incorrectness. Finally, this chapter is concluded with a brief characteristic of a progress test used for grammar testing in the course of the school year, and a brief characteristic of intermediate learners.

The other part of this work deals with the research of effectiveness of the individual grammar presentation techniques. The research was based on five lessons in four classes (twenty lessons overall); the first lesson was dedicated to grammar presentation; the second and the third ones were dedicated to practice; in the fourth one, there was a written progress test; and the last lesson of each class was based on feedback. The results of the research are presented both in tables and diagrams; further, they are described in a written form. There was proved that the inductive approach in the form of concordance data was more effective than the deductive one; and similarly, the inductive approach with the support of a text was more successful than the same approach supported with visual material. Finally, the work is concluded with pedagogical implications and possible suggestions of a further research.

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APPENDICES

Appendix 1: *Concordance Data*

All

1. arrived, a portiere in the hotel took all my luggage into my room. I paid him for this
2. home I realised that I had to wash all my jeans, they were dirty because of the
3. At the Christmas party, there were all the members of our family. We have not
4. invite them? Why did he invite all of them? I do not want to host them at all.
5. asked me: “Aren’t you hungry? All you have eaten today is a fish sandwich”.
6. We have been repairing the car all day and it has not function yet. Where is the
7. When he stopped smoking, we all helped him and encouraged him not to start
8. He tried to help Catherine with all of her problems which was not easy for him.
9. As they arrived home, they told us all about their holiday in Spain. It was really
10. In biology classes we learnt that all tigers are dangerous animals. They live in

Every

1. I wanted to buy a ticket for a theatre performance, but every seat was sold out.
2. to become a translator, I learn the English language every day. I have to practice
3. I like more kinds of sport. I play squash almost every week. I usually play it
4. be at home, to be with her family again – this was her every wish. It has been such
5. the people like the party? Did they enjoy it? – Yes, everybody enjoyed the party.
6. difficult. Can we pass the exam? – Yes, we will meet every other day and learn.
7. What do you think? Do you believe her? – I think everything she said was true.
8. travelling and shopping. We go on a trip to Germany every three months. We buy
9. we arrived into the theatre, the teacher asked: “Has everyone got their tickets?”
10. absurd. I can meet so many people. Why do I see you everywhere I go? Why do I

Appendix 2: *Fill-in-gap* Exercise

All / every (everything, everyone ...)

- 1) A portiere in the hotel took _____ my luggage into my room.
- 2) I had to wash _____ my jeans because they were dirty.
- 3) I wanted to buy a ticket for a theatre performance, but _____ seat was sold out.
- 4) Did they enjoy the party? – Yes, _____ enjoyed it.
- 5) Can we pass the exam? – Yes, we will meet _____ other day and learn.
- 6) At the Christmas party, there were _____ the members of our family.
- 7) Do you believe her? – I think _____ she said was true.
- 8) Why did he invite _____ of them? I do not want to host them at all.
- 9) When he stopped smoking, we _____ helped him and encouraged him not to start again.
- 10) I want to become a translator; I learn the English language _____ day.
- 11) What do you want? - _____ I want is her to be healthy.
- 12) In biology classes we learnt that _____ tigers are dangerous animals.
- 13) It is impossible. Why do I see you _____ I go?
- 14) I like many kinds of sport. I play squash almost _____ Sunday with my father.
- 15) He tried to help Catherine with _____ of her problems which was not easy for him.

Appendix 3: Rules for *all* / *every*

All

- 'all' refers to all members of a group without any exception
- Used with **singular countable** – meaning: *the whole*
 - e.g. all day = the whole day
- Used with **plural countable** (e.g. *all* animals)
- Used with **plural uncountable** (e.g. *all* my jeans)
- Used with **singular uncountable** (e.g. *all* luggage)
- We can use *all of*...
 - 'all' + a noun (podstatné jméno) – 'of' is not necessary
 - e.g. *all (of)* my friends
 - 'all' + a pronoun (zájmeno) – 'of' is necessary
 - e.g. *all of* them
- apposition (přístavek) – we *all* carry responsibility
- 'all' itself (without noun / pronoun) = the only thing
 - e.g. *All* I've eaten today is a sandwich.

Every

- 'every' refers to all members of a group without any exception
 - This group must have more than two members (only two members = 'each')
- Distributive meaning (označuje každého zvlášť):
 - e.g. *every* other day, *every* three years
- Used with **singular countable** (e.g. *every* child)
- Used with **plural countable** only with **a numeral** (číslovka)
 - e.g. *every* two weeks
- Used in **compounds**: e.g. *everything*, *everybody*
 - we refer to *everybody* or *everyone* with *they*, *them*, *their*
 - e.g. *Everybody* invited *their* close friends. (*not* *Everybody* invited *his* or *her* close friends.)

Appendix 4: *Noughts and Crosses*

Sentences for the individual fields:

A1: It was a good party. Everybody enjoyed it.

A2: Nobody is perfect. Everybody has their faults.

A3: Everyone in Dave and Jane's family plays tennis.

B1: The police came to the house. They were looking for something. They searched all rooms.

B2: Kate has read every book in the library.

B3: There are six apartments in the building. Every one has a balcony.

C1: Our football team is playing well. We've won all games this season.

C2: Every side of a square is the same length.

C3: I understood most of what they said but not every word.

Extra sentences:

D1: Answer all five questions. Write your answer to all questions on a separate sheet of paper.

D2: She's very popular. Everybody likes her.

D3: I asked her lots of questions and she answered every one correctly.

(English Grammar in Use, 3rd edition)

Appendix 5: Picture Dictation



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Appendix 6: Test to the Grammar Point *All X Every*

Date: _____

Name: _____

Class: _____

Points: _____

Grade: _____

All X Every

1) Fill in the gaps:

- a. Although I pushed _____ button, the lift continued moving.
- b. Exhausted after 14 hours working on our farm, _____ I wanted was a bath and my bed.
- c. _____ should have a checkup with the dentist _____ six months.
- d. To my surprise, I knew _____ the answers in the test.
- e. Whenever we got our dog to the bathroom door, he'd put _____ fours on the door frame, refusing to take a bath.
- f. It was a terrible fire. _____ was destroyed.

2) Correct or incorrect? Identify the correct sentences and correct the incorrect ones:

- a. The MP's answer to all question was just 'No comment'.
- b. We live near a busy airport. A plane flies over the house every ten minutes.
- c. Ann knows the all information about the accident.
- d. Jill's husband does all, but she does not do any of the housework.
- e. Can everyone write his names on a piece of paper?

Appendix 7: Questions for the Article ‘Tips for visitors to Britain’

- 1) What is the weather in Britain?
- 2) Does a servant bring you a drink in the pub?
- 3) Is it necessary to leave a tip in a restaurant?
- 4) Do they use ‘Mr’ or ‘Mrs’ when they meet?
- 5) Are there any rules for car driving?
- 6) What do they recommend to visit in Britain?
- 7) Is it possible to smoke in public places?

Appendix 8: The Table in the Textbook (group 1 / 2 of the class 3. D)

It is necessary / important to do	must	Have to
It is not necessary		Don't have to
It is OK / permitted	Can	To be allowed to
It is not OK / permitted	Can't	
It is a good idea / the correct thing	Should	
It is not a good idea / not the correct thing	Shouldn't	
It is forbidden	Can't	Aren't allowed to

Appendix 9: Summary of Modal Verbs and their Periphrastic Forms

Modal verb	Positive form	Negative form	Periphrastic form
Can	I can	I cannot / can't	I am (not) able to
Must	I must	I need not / needn't	I have to / do not have to
Should	I should	I should not / shouldn't	
May	I may	I must not / I mustn't	I am (not) allowed to

Appendix 10: Signs and Multiple Choice Activity

Signs



- a) Dogs must be here.
Dogs are allowed.
- b) You can park on this place.
You must use this car park.
You are allowed to use this car park.
- c) You should use this phone cell.
You can use this phone cell.
- d) You are not allowed to smoke here.
You can't smoke here.
You shouldn't smoke here.
- e) You should use the pedestrian crossing.
You have to use the pedestrian crossing.
- f) Dogs are not allowed.
Dogs can't be here.
Dogs are not able to be here.
- g) You have to use the stairs.
You can use the stairs.
- h) The direction has to be followed.
The direction can be followed.
The direction needn't be followed.
- i) You shouldn't drink the water.
The water is not allowed to drink.

Appendix 11: Test for the Grammar of *modal verbs* and their *periphrastic forms*

Date: _____

Name: _____

Class: _____

Points: _____

Grade: _____

Modal verbs and their periphrastic forms

1) Fill in the gaps:

- a. Ask Ann about your problem. She should _____ help you.
- b. You _____ have a passport to visit most foreign countries.
- c. Do you think I _____ apply for this job?
- d. I am thirsty. _____ I get some tea or coffee?
- e. I promised I'd be on time. I _____ be late.
- f. We _____ leave yet. We have plenty of time.
- g. Some children _____ wear uniform when they go to school.
- h. He had hurt his leg, so he _____ walk very well.
- i. I think you _____ ride your bicycle at night without lights. It's dangerous.
- j. The passengers _____ stand in the upper deck of a double decker bus.

Appendix 12: *All* and *Every* in the Textbook

all and *every*...

7 Correct the mistakes in these sentences.

- 1 I buy ^{all my} ~~my~~ all clothes in the market.
- 2 All was stolen in the burglary.
- 3 'Did they take any of your CDs?' 'All.'
- 4 In my family we like all football.
- 5 All enjoyed the party.
- 6 All of employees in my company work hard.

8 Complete the sentences with *all/everything/everybody/everyone*.

- 1 Two plus two is four. Everybody knows that.
- 2 _____ I want is you.
- 3 I'm having a terrible day. _____ is going wrong.
- 4 My girlfriend gets at me _____ the time.
- 5 My sister is really popular. She knows _____ ,
and _____ knows her.

Appendix 13: *All* and *Every* in the Exercise book

all and *every*

8 Position of *all*

Write the word *all* in the correct place in the sentences.

- 1 In my family we ^{all} like football.
- 2 I've spent day on the computer.
- 3 I've done my homework.
- 4 Pedro's invited the whole class to his house – of us!
- 5 I need is a pair of socks.
- 6 I've wanted to meet you my life.
- 7 I like kinds of music, from classical to jazz to rock.

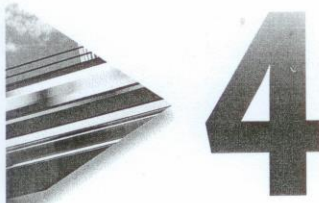
9 *all/every/everyone*

Complete the sentences with a word in the box.

all	every	everyone	everything	everywhere
-----	-------	----------	------------	------------

- 1 The police searched every room. They looked in the garden and the basement. They looked _____.
- 2 There's nothing wrong with your car. _____ it needs is some petrol.
- 3 It was a great party. _____ had a wonderful time.
_____ the food was eaten.
- 4 Burglars emptied my flat. They took _____.
- 5 I believe _____ word he says.
- 6 It's been raining _____ week.
- 7 You must tell me _____ about your holiday.
- 8 I've spent _____ penny I own. I mean *owned*.

Appendix 14: Reading Text 'Modern Morals' and two exercises practicing modal verbs



4

Getting it right

Modal and related verbs
Phrasal verbs (1)
Polite requests and offers

STARTER

Look at the sentences.
Say them aloud as a class.

You	can must should have to	go.
-----	----------------------------------	-----


- 1 Say the negative.
- 2 Say the question.
- 3 Say the 3rd person singular with *he*.
- 4 Which verb is different in form?

MODERN DILEMMAS

should/must/have to/be allowed to

- 1 Work in groups. *The Times* newspaper has a section called *Modern morals* where readers help other readers with problems. Read the problems in *Readers ask*. What advice would you give? Use these phrases:
I think they should ... I don't think she should ... He must ...
- 2 Read the lines from *Readers reply* on p31. Which lines do you think go with which problems?
Read the full replies on p149. Do you agree with the advice?
- 3 Look again at *Readers ask* 1–7. Find the questions used to *ask for advice*. Find the verbs used in *Readers reply* a–g to *give advice*.

Modern morals



Readers ask

- 1 How should I deal with my difficult and disagreeable neighbour? He is in the habit of dumping his garden waste along the public footpath between our two houses.
Jim T. via email
- 2 Is it OK to greet people you don't know with a 'How are you?' In California (my home) it's considered friendly, but here in London some people react with a cold look. Should I be less friendly in my greetings?
Erica Fleckberg, London
- 3 My new PC automatically picks up wireless networks to gain access to the Internet. This includes the one belonging to my neighbour. Is it right for me to use it?
Richard Dalton, via email
- 4 My stepfather was disqualified for two years for drink-driving, but we have learnt that he still drives while under the influence of alcohol. Should we keep quiet or inform the police?
Stella Milne, Newcastle
- 5 I am a medical student. After I qualify in June, I have one month before my first job starts. My fiancée says that I am not allowed to claim unemployment benefit for this. I disagree, because I'll be unemployed. The dole is for all those who are out of work, isn't it? What do you think?
J. R. Collin, via email
- 6 Is it wrong for me to record CDs borrowed from my local library? I am not denying anyone the money, as I wouldn't buy the CD anyway.
Pete Rodriguez, via email
- 7 Is it ever permissible to lie to children? I lied to my two-year-old granddaughter to remove her from a fairground ride without a tantrum. I said: 'You must get off now because the man is going for his dinner.' She got down without a fuss. But I'm worried that if she remembers this, she won't trust me in future.
Barbara Hope, Perth, Australia

30 Unit 4 • Getting it right

GRAMMAR SPOT

- These sentences give advice. Which is the stronger advice?
You **should** check online.
You **must** tell your neighbour.
- Which sentences express permission? Which express obligation?
I

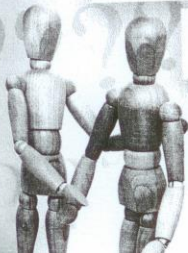
can
am allowed to
must
have to

 go.
- Complete the sentences with *have to*, *don't have to*, or *mustn't*.
Children _____ go to school.
You _____ ride your bike on the footpath.
People over 65 _____ go to work.
- The past of these sentences is the same. What is it?
I must go. I have to go.

▶▶ Grammar Reference 4.1–4.5 p137–8

Readers reply

- You must ring 'Crimestoppers' and report him. You don't have to give your name.
- I think you are allowed other benefits. You should check online.
- You don't have to be like the English just because you're in England.
- You've got to act with self-control. I don't think you should confront him.
- It's not only wrong, it's illegal. You are not allowed to do this.
- Not only should you lie sometimes, you often have to.
- You must tell your neighbour this. It's the only fair thing to do.



PRACTICE

Discussing grammar

- Choose the correct verb to complete the sentences.
 - I don't get on with my boss. Do you think I *should* / *must* look for another job?
 - We're giving Tom a surprise birthday party. You *shouldn't* / *mustn't* tell him about it.
 - Please Dad, *can* / *must* I go to Tom's party? It'll be great.
 - You *should* / *have to* drive on the left in Britain.
 - Do you *must* / *have to* wear a uniform in your job?
 - Are you *can* / *allowed to* take mobile phones to school?
 - I *must* / *had to* go to bed early when I was a child.
 - You *mustn't* / *don't have to* go to England to learn English, but it's a good idea.

T 4.1 Listen and check.

Giving advice



- T 4.2** Listen to three conversations. After each one discuss these questions.
 - What is the problem?
 - What is the advice?
 - Do you agree with it? Give *your* advice if it's different.
- Listen again and complete the lines with the exact words.
 - I don't know if I _____ go or not.
 - They told her she _____ to have friends over while they were away.
 - Come on! You _____ come. It's a party.
 - Look. You _____ tell your mum and dad.
 - You _____ to smoke in here.
 - Do you think I _____ tell her to stop?
 - No, no, you _____ say anything.
 - I _____ say something.
 - I _____ go to the shops for my dad.
 - I think he _____ pay the fine.

Practise the conversations in T.4.2 on p122.

Unit 4 • Getting it right

Appendix 15: Reading Text 'Tips for visitors to Britain' and the Table to Complete Modal Verbs

4

Modal and related verbs
 – obligation (*must, have to, should*)
 – permission (*can, allowed to*)
 Phrasal verbs – separable or inseparable?

Getting it right

Modal and related verbs

1 Recognizing verb forms

Read the text. Use the verb forms in *italics* to complete the chart.

Things that are IMPORTANT to do	
with <i>have to</i>	<i>have to buy</i>
with <i>must</i>	
Things that are IMPORTANT NOT to do	
with <i>mustn't</i>	
Things that are NOT NECESSARY to do	
with <i>don't</i>	
with <i>have to</i>	
Things that are A GOOD IDEA to do or A GOOD IDEA NOT TO DO	
with <i>should</i>	
with <i>shouldn't</i>	
Things that you are ABLE or PERMITTED to do	
with <i>can</i>	
Things that are FORBIDDEN to do	
with <i>can't</i>	
with <i>not allowed to</i>	



The weather British weather is notoriously changeable. You *should bring* some warm clothes and some waterproof clothes whatever the season.

Food and drink In a pub or bar you *have to buy* your drink from the bar, then carry your drink to a table. You are only served at a table in a café or restaurant.

Tipping is a problem. You *don't have to leave* a tip in a restaurant, but if the meal and the service have been good, you *should leave* about 10%. Similarly you *can tip* a taxi driver if you want.

In a restaurant, you *mustn't say* 'Give me the menu!' or 'I want a drink!' This is considered very rude. You *should be* polite and say 'Could I have the menu, please.' We tend to say 'Please' and 'Thank you' a lot.

People You *mustn't address* people as 'Mr' or 'Mrs'. We usually say – 'Good morning', not 'Good morning, Mr'.

Transport Obviously, you *have to drive* on the left, and the law says you *must wear* a seat belt in the back seat as well as the front. You *shouldn't drive* if you've been drinking alcohol.

Tourism In London, you *should buy* an Oyster card. With this you *can travel* on the Underground, the buses, and some railways.

You *don't have to pay* to visit most museums and art galleries. Entrance is usually free.

You *must see* the London Eye, St Paul's Cathedral, and Borough market. They're too good to miss.

General You *can get* cash from ATM machines, which are everywhere.

You *aren't allowed to smoke* in any public buildings. You *can't smoke* in pubs, bars, or restaurants.

Appendix 16: Rules Present and the Reading Text 'Education in Victorian England'

Rules present

- 1 Work with a partner. Read these British laws. Compare them with laws in your country. Are they the same?

In Britain ...

- | | |
|---|--|
| 1 you can get married when you're 16. | 5 you mustn't use a mobile phone while driving. |
| 2 you can't buy cigarettes until you're 18. | 6 young people don't have to do military service. |
| 3 you're not allowed to buy alcohol until you're 18. | 7 there are lots of public places where you aren't allowed to smoke. |
| 4 you have to wear seat belts in the front and back of a car. | 8 many school children have to wear uniforms. |

- 2 What other laws are there in your country? Think of places such as: motorways, parks, town centres, libraries, churches and schools. Tell the class.

Rules past

- 3 Read *Education in Victorian England*. Discuss with a partner which statements below are correct.

- In 1870 all children *had to / didn't have to* go to school.
 - In 1880 children *had to / weren't allowed to* go to school until they were 10.
 - In 1899 children *weren't allowed to / didn't have to* leave school until they were 12.
- 4 Read the *School Rules*. What do you think was true for Victorian schools? Complete them with *had to / didn't have to / weren't allowed to*.

- 5 **T4.3** Listen to Jess talking about her great-grandmother's schooldays. What was the problem? Retell the story in your own words.
- Do you know anything about your parents' or grandparents' schooldays? Tell the class.

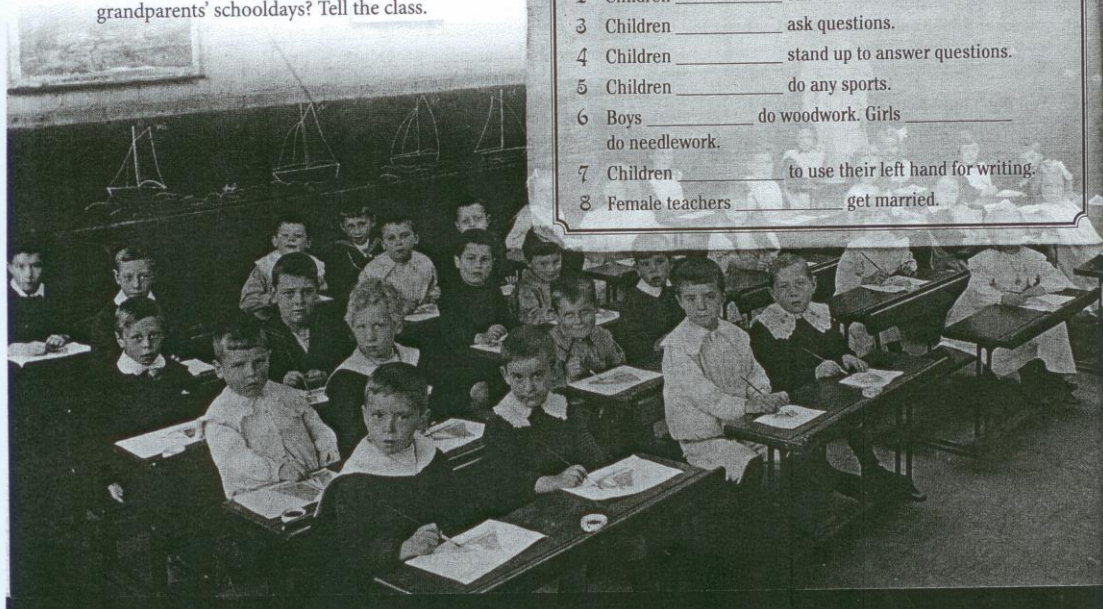
City Council
No Ball Games
Allowed
By Order

Education in Victorian England 1832–1901

In Victorian England education played a very small role in most children's lives. In 1840 only 20% of children had any schooling at all. Then, in 1870 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents preferred their children to work and earn money for their families. It was not until 1880 that all children had to attend school until the age of 10. Then, in 1899 the school leaving age was raised to 12.

School Rules 1880

- Boys and girls had to enter school through different doors.
- Children _____ call teachers "Sir" or "Ma'am".
- Children _____ ask questions.
- Children _____ stand up to answer questions.
- Children _____ do any sports.
- Boys _____ do woodwork. Girls _____ do needlework.
- Children _____ to use their left hand for writing.
- Female teachers _____ get married.

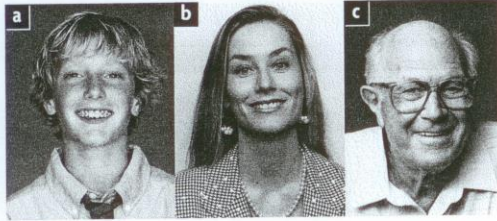


Appendix 17: Obligation and the Difference Between *must* and *have to*

Obligation

2 *have to/don't have to*

Look at the photos. Match the sentences with the people.



- 1 **b** I have to wear smart clothes.
- 2 I always have to be home before 11.00 p.m.
- 3 My dad usually has to work in the evenings.
- 4 I don't have to get up at 6.30 a.m. anymore.
- 5 My husband has to take our children to school every morning.
- 6 My wife has to go to the hospital every week.
- 7 I have to get good marks in my exams.
- 8 My little sister doesn't have to help with the housework.
- 9 I often have to travel abroad.

3 Questions with *have to*

Write the questions for these answers.

- 1 Why **does she have to** wear smart clothes?
Because she has to meet a lot of important people.
- 2 Why _____ be home before 11.00 p.m.?
Because his parents say that he has to.
- 3 Why _____ work in the evenings?
Because he's a teacher and he has to prepare lessons.
- 4 Why _____ get up at 6.30 a.m.?
Because he's retired.
- 5 Why _____ go to the hospital?
Because she broke her arm and she has to have physiotherapy.
- 6 Why _____ get good marks in his exams?
Because he wants to go to Oxford University.
- 7 Why _____ help with the housework?
Because her mother says that she is still too young.
- 8 Why _____ travel abroad?
Because she works for an international company.

4 Forms of *have to*

Match a line in A with a line in B.

A	
1	<input type="checkbox"/> I don't have to get up early tomorrow ...
2	<input type="checkbox"/> My grandmother had to go to work ...
3	<input type="checkbox"/> We're having to economize ...
4	<input type="checkbox"/> You'll have to study hard ...
5	<input type="checkbox"/> You didn't have to buy me a present, ...
6	<input type="checkbox"/> Will I have to take the exam again ...
B	
a	if you want to be a doctor.
b	because it's the weekend.
c	if I don't pass?
d	when she was just 12.
e	because we're saving up for a holiday.
f	but it was very kind of you.

5 *must* and *have to*



There is a difference between *must* and *have to*.

Must expresses the authority of the speaker.

Have to refers to the authority of another person, or to obligation generally.

If you are not sure which one to use to express obligation, use *have to*.

Match the pairs of sentences with their meaning.

- | | |
|---|--|
| 1 I must have a drink of water. | <input checked="" type="checkbox"/> b |
| I have to drink lots of water. | <input checked="" type="checkbox"/> a |
| a The doctor told me to. | |
| b I'm really thirsty. | |
| 2 I must do my homework tonight. | <input type="checkbox"/> |
| I have to do my homework tonight. | <input type="checkbox"/> |
| c I'm telling myself it's important. | |
| d That's why I can't come out with you tonight. | |
| 3 We must go to Paris some time. | <input type="checkbox"/> |
| We have to go to Paris next week. | <input type="checkbox"/> |
| e Another boring business trip! Yawn! | |
| f It would be so romantic! | |
| 4 I must water the plants today. | <input type="checkbox"/> |
| I have to water the plants today. | <input type="checkbox"/> |
| g I haven't done them for ages | |
| h They need lots and lots of water. | |
| 5 We must have lunch soon. | <input type="checkbox"/> |
| We have to have lunch with our boss. | <input type="checkbox"/> |
| i What about next Wednesday? | |
| j We'd better look smart! | |

6 Talking about obligation

Complete the sentences with *must*, *have to*, or *had to*.



- 1 a 'You _____ be home by 11.00.'
 b 'Bye! Dad said I _____ be home by 11.00!'



- 2 a 'You _____ stay in bed for a few days.'
 b 'The doctor told me I _____ stay in bed for a few days.'



- 3 a 'I _____ wash my hair tonight.'
 b 'I _____ wash all these dishes.'



- 4 a 'I _____ go to the doctor's.'
 b 'Sorry, I _____ go to the doctor's at 3 p.m.'

7 *mustn't* / *don't have to* / *didn't have to*

Choose the correct verb form.

- 1 We have a lot to do tomorrow. You *mustn't* / *don't have to* have a late night.
- 2 You *mustn't* / *don't have to* tell Mary what I told you. It's a secret.
- 3 The museum is free. You *mustn't* / *don't have to* pay to get in.
- 4 In the Victorian times children *mustn't* / *didn't have to* attend school up to the age of 16. Most children left when they were 12.
- 5 Terry's a millionaire. He *mustn't* / *doesn't have to* go to work.
- 6 When I was a child I *didn't have to* / *don't have to* do my washing. My mother did it for me.
- 7 We *mustn't* / *don't have to* rush. We've got plenty of time.
- 8 You *mustn't* / *don't have to* play with knives. They're dangerous.
- 9 This is my favourite pen. You can borrow it, but you *mustn't* / *don't have to* lose it.
- 10 A Shall I come with you?
 B You can if you want, but you *mustn't* / *don't have to*.

Appendix 18: Should for Advice

8 should for advice

- 1 Read the sentences. Give advice using *should* and an idea from the box.

take more exercise	let him play for an hour
take up a sport or a hobby	get it serviced

- My son never wants to go out, he just plays computer games all day!
You **should let him play for an hour**, and then tell him to stop and do something else.
- My car keeps breaking down.
_____.
- My wife isn't sleeping very well these days.
_____.
- Since he retired, my father doesn't know what to do with himself.
_____.

- 2 Complete the questions with *do you think I should*

9 Modern manners

Do the quiz to see if you know how to behave in the UK!

...? and an idea from the box.

go to	go out with	say	take	have
-------	-------------	-----	------	------

- Peter wants to go out with me. He's nice, but I only like him as a friend.
Do you think I should go out with him?
- I've been offered places at Oxford and Cambridge Universities. Which university _____?
- Everything on the menu looks wonderful!
What _____?
- I've got a terrible headache, and I can't read the instructions on this aspirin bottle.
How many _____?
- My aunt has invited me to her picnic, but I don't want to go. What _____ to her?

Do you have good manners?



Choose the response that's true for you.

- You're in a restaurant with friends and your mobile rings. Should you ...
a answer it in front of them?
b turn your phone off, of course?
- You get a present for your birthday. You need to say thank you. Should you ...
a text?
b email?
- You are at the dinner table. Your meal has arrived, but no one else's has. Should you ...
a start eating?
b wait for everyone else to be served?
- You've been invited round for dinner. Should you take ...
a a bottle of wine?
b something to offer – a bunch of flowers, a box of chocolates?
- You get an invitation to the kind of evening you really can't stand. Should you ...
a ignore the invitation?
b make up an excuse?
- Your friend asks if you like his/her new clothes. You think they're awful. Should you ...
a tell the truth?
b say they look great?
- You're at home watching your favourite TV programme when some friends arrive. Should you ...
a invite your friends to watch with you?
b turn off the TV?
- You're on the bus listening to your MP3 player. Someone asks you to turn it down. Should you ...
a pay no attention and carry on listening?
b apologize and turn it down?

Of course it's impossible to say what is the correct way to behave in all situations. The more polite answers are probably b, the more impolite a.

1 Young people think it's OK to leave their phones on. Older people find this very rude.
2 An email saying thank you is probably fine.
3 a is very impolite.

4 Either is fine.
5 b is probably what most people do if they really don't want to go.
6 It depends how well you know your friends.
7 Some people have no hesitation in keeping on the TV. For others this is incredibly rude.
8 b is the right thing to do.

SHRNUTÍ

Tato diplomová práce se zabývá gramatikou. Prezentuje její současnou pozici ve výuce a argumenty pro a proti jejímu zařazení. Dále se práce zaměřuje na možné způsoby prezentace a procvičování gramatiky. Co se týče její prezentace, práce nabízí vysvětlení, výhody a nevýhody deduktivního a induktivního přístupu, řízeného objevování gramatických pravidel a vyučování s použitím textu. Navíc jsou zde prezentovány techniky podporující prezentaci nového jevu, jako například použití vizuálního materiálu. Při procvičování gramatiky je kladen důraz buď na přesnost, nebo na plynulost. Jelikož vznikají při této fázi chyby, práce nabízí i několik způsobů, jak na takové chyby upozornit. Teoretická část je zakončena vysvětlením pojmu postupového testu a krátkou charakteristikou středně pokročilých žáků. Ve výzkumné části srovnává práce čtyři různé způsoby prezentace gramatiky a snaží se ukázat, které z nich se jeví jako efektivnější. Dle výsledků jsou to induktivní přístup ve formě souhlasných dat a ten samý přístup podporovaný textem. Výsledky jsou zobrazeny jak v tabulkách, tak v grafech. Práce je zakončena diskusí o tom, co limitovalo daný výzkum, a jak by se v něm dalo dále pokračovat.