Teaching Grammar: Past Tense

Diplomová práce

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Declaration

I declare that I wrote this diploma thesis by myself and I used only the literature listed.
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Contents

Introduction ....................................................................................................................... 6

Theoretical part .................................................................................................................. 7
1. History of teaching methods .......................................................................................... 7
   1.1 Grammar-translation method ...................................................................................... 7
   1.2 Direct method ............................................................................................................. 8
   1.3 Audio-lingual method ............................................................................................... 9
   1.4 Communicative Approach ......................................................................................... 9

2. Teaching methods nowadays ......................................................................................... 12
   2.1 Experiential learning ............................................................................................... 12
   2.2 Total Physical Response .......................................................................................... 12
   2.3 Task based learning ................................................................................................. 14
   2.4 Lexical approach ...................................................................................................... 14

3. Teaching grammar ........................................................................................................ 15
   3.1 Grammar and language factors ............................................................................... 15
   3.2 Cases for and against grammar ............................................................................... 15

4. Spoken and written grammar ....................................................................................... 19

5. Covert and overt grammar teaching ............................................................................. 22
   5.1 Deductive approach .................................................................................................. 22
   5.2 Inductive approach .................................................................................................. 23
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Principles for grammar teaching</td>
<td>23</td>
</tr>
<tr>
<td>6. Presenting and explaining grammar</td>
<td>27</td>
</tr>
<tr>
<td>7. Practice and correction</td>
<td>29</td>
</tr>
<tr>
<td>8. Grammar practice activities</td>
<td>30</td>
</tr>
<tr>
<td>8.1 Activities in general</td>
<td>30</td>
</tr>
<tr>
<td>8.2 Teaching Past Simple</td>
<td>31</td>
</tr>
<tr>
<td>Practical Part</td>
<td>36</td>
</tr>
<tr>
<td>9. Lesson Plans based on the past simple</td>
<td>36</td>
</tr>
<tr>
<td>10. Questionnaire</td>
<td>53</td>
</tr>
<tr>
<td>Questionnaire results</td>
<td>67</td>
</tr>
<tr>
<td>Conclusion</td>
<td>68</td>
</tr>
<tr>
<td>Summary</td>
<td>70</td>
</tr>
<tr>
<td>Resumé</td>
<td>71</td>
</tr>
<tr>
<td>Bibliography</td>
<td>72</td>
</tr>
<tr>
<td>Appendix</td>
<td>74</td>
</tr>
</tbody>
</table>
Introduction

Language is a way of communication among people. People all over the world mostly speak at least one language which is their native but there is a tendency to learn more languages to be able to communicate with people from different countries. Learners – people who learn languages - need motivation which gives them the energy and desire to spend time on learning. Language knowledge helps us to express our wishes, opinions. Nowadays there is a global need for language learning, which is a process of acquiring the system of sounds, words, sentences in the written as well as spoken form and using this system appropriately. The task of languages teachers is to hand on information concerning foreign language, it means grammatical rules, vocabulary, learning strategies, etc. and showing the learners how to deal with it, helping them practise it, motivating them, correcting their mistakes, etc. The process of language learning – as mentioned above - also contains learning grammatical rules which give the learners the idea of correct combination of the words and forming sentences.

In my diploma thesis I focused on learning and teaching grammar, specifically on the past tense. In the theoretical part I listed approaches to English teaching used in the past as well as in the present. Using of modern methods supports pupils independence and creativity, provide pupils practical examples from everyday life, so as they can understand the aim of learning. The teaching of grammar, as well as the factors that influence this process, are described. The difference between the overt and covert teaching and spoken and written grammar is explained.

In the theoretical part various activities are listed which could be useful when presenting and practising the past simple tense.

The practical part contains the examples of the lesson plans based on past simple which are possible to use in the classroom. Finally the results of the research are presented where I tried to find out learners´ attitude to grammar learning.
Theoretical part

1. History of teaching methods
Teaching grammar can be done through various methods and approaches which developed during approximately in last 100 years. Celce-Murcia (2001) clarifies the terminology to distinguish between the terms approach, method and technique. An approach is something like a theory and this term is the broadest of the three. A method is a set of procedures. The method is a system which gives the advice how to teach a foreign language. It is more specific than an approach but still not as specific as a technique. A technique represents the narrowest of the three terms. It is a classroom activity or device. Some techniques are found in and used in a lot of methods. However, some techniques are specific to or characteristic of a particular method.

Each method has its positive features as well as negative ones and undoubtedly each of the method works somehow. Celce-Murcia (2001) describes the methods in the past as very specific in terms of the procedures and materials that the teacher was supposed to use. These methods were developed and defined by a certain person who was to train the practitioners. Later the usage of such methods was criticized for the lack of flexibility. Linguists argued that such method which could be considered the best and the most effective does not exist. “The complex circumstances of teaching and learning-with different kinds of pupils, teachers, aims and objectives, approaches, methods, and materials, classroom techniques and standards of achievement-make it inconceivable that any single method could achieve optimum success in all circumstances.” (Strevens 1977, p.5)

1.1. Grammar-translation method
The grammar-translation method focuses on grammatical rules, learning them and applying them in translations of the texts. Learning vocabulary contains translating the vocabulary from one language to the other. It means the students are provided a list of words in the particular language with the translations to the student’s native language. In lessons the native language of the students is used very much, discussions are also in native language as well as the grammar explanations. Instruction is given in the native language as well. All the texts are translated, grammatical rules are explained and doing
exercises follows. During exercises it is also common to translate into and out of the mother tongue. The disadvantage of this method is seen in students’ passivity. The students can have problems with communication in the foreign language. They are not pushed to think in the foreign language and to construct their own sentence structures expressing their opinions or wish. They just try to memorize given phrases which need not correspond with the phrases that they would like to say.

1.2. Direct method
In the late nineteenth century the **direct method** appeared. Reformers were absolutely dissatisfied with the grammar-translation method, which was widely used and which produced students unable to communicate in the foreign language. The direct method gives priority to oral skills.

Celce-Murcia (2001) gives seven features of the direct method:

- Use of mother tongue is forbidden.
- Each lesson starts with the dialogue or an anecdote. The modern conversational style is used.
- Usage of pictures and actions makes students understand the meanings easier.
- When learning grammar, the inductive way is used. This way of learning grammar is compared to the way in which a little child acquires its mother tongue.
- The texts that are read in the class are not analyzed grammatically but they are read for pleasure and for finding out some interesting information.
- The target culture is taught in an inductive way
- The advantage for this method is the case when the teacher is a native speaker or at least he or she must have native-like proficiency.

The other principle of the direct method is the idea of keeping the written text away from the learner as long as possible. Translating texts is avoided as it causes the usage of mother tongue, which is not wanted. The avoiding of the printed text is considered the disadvantage of the direct method as it seems illogical when the learner is able to
read why he or she should avoid the written text. The next disadvantage can be the way how new vocabulary is explained. When using the direct method the teacher should not translate the word, which could be very quick and well understandable for students, but the teacher must explain it or demonstrate it somehow.

Disadvantage for a teacher is the great amount of time that he or she must invest in preparing the lessons and their own materials and courses.

1.3 Audio-lingual method
In the 1950’s and 1960’s in the USA the new method appeared which is used even today. It is called the audio-lingual method. The principle of this method lies in the learning particular blocks of language and afterwards students are to learn the rules how to combine it. Technique of drill is practised in this method.

The main features of the audio-lingual method are listed by Celce-Murcia (2001):

- Each lesson is begun with a dialogue.
- Language learning is habit-formation. That is why mimicry and memorization are used.
- Grammatical rules are taught in an inductive way, grammatical structures are sequenced.
- Skills are sequenced: listening, speaking - reading, writing postponed. It is believed that more effective way how to learn something is to present it orally first, then in written form.
- The importance of correct pronunciation is stressed.
- It is important to prevent learners’ errors, as they make bad habits.
- Language is often manipulated without context or meaning.

1.4 Communicative Approach
In the 1970s the communicative approach (CLT) was created to change teaching methods and to suit all the groups of students. Communicative approach has syllabuses
that are created to different needs of different pupils. The foreign language should be useful for practical purposes. The language is seen as a means of communication. The learners are lead to be able to say something, to find out some facts, information, express their likes and dislikes, etc. It contains also notions which can be asking for direction, apologising, etc. During the classroom activities the learners are encouraged to use target language as much as possible. The usage is in a communicative way. The activities are meaningful so the learners can recognize that the language that they learn is really useful and can be practised easily in everyday life. The materials used in lessons are related to pupils’ age, hobbies and interests, they are real and fresh. Common is the usage of authentic materials which are motivating. Among authentic materials belong for example newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, bulletins, discussion programmes, etc. The text book is used but it is not used from cover to cover. It functions as a starting point. The teacher uses some parts of the books but does not systematically follow it. They add their own materials including the use of visual stimuli and rely on their professional expertise. The needs of the learners are fulfilled and the learners are not exposed just to formal language but also the idiomatic language which is to hear in everyday language and in common conversation between people. For speaking especially to young people it is very important as the learner who uses just formal language appears a bit strange and in reverse the learner is not able to understand the native speaker particular idiomatic expressions. Even if he or she knows the words he or she is not able to recognize what the native speaker wanted to say. The teaching does not contain repetitions and drills but the learners’ creativity and spontaneity is encouraged. Pupils have the opportunity to hear a lot of information about the particular topic so that they can assimilate easily. In lessons methods such as role plays are used as well as simulations, surveys, projects, plays, etc. The instructions from the teacher are provided in target language and so is the classroom management. Instead of frontal teaching all the time the pair work and group work is used. From the four language skills the skill of listening and speaking is preferred. Still it does not mean that the communicative approach is limited just to oral skills. The remaining two skills – reading and writing- are considered important as well. The problematic of errors is considered as very much natural. Celce-Murcia (2001), Thornbury (1999)
The communicative approach was followed by the task-based learning which has more relaxed approach to grammar. This method will be described in the part dealing with the methods used widely nowadays.

Various methods have different attitude to learning grammar. Thornbury (1991, p. 22) writes a paragraph: “To the first of the questions posed above (Should the method adhere to a grammatical syllabus?) most approaches to language teaching up until the 1970s have answered firmly Yes. The actual form of the syllabus differed considerably from method to method, but, until such organising categories as functions or tasks were proposed, syllabuses were essentially grammar-based. On the question of the explicitness of rule teaching there is a clear divide between those methods that seek to mirror the processes of first language acquisition – such as the Direct Method and the Natural Approach- and those- such as Grammar Translation – that see second language acquisitions as a more intellectual process. The former methods reject grammar instruction, while the latter accept a role for conscious rule-learning.”
2. Teaching methods nowadays

Nowadays a communicative curriculum is given a priority. The learners’ communicative needs and goals are considered the most important.

2.1 Experiential learning

Experiential language learning acknowledges the socioaffective component of the process of learning. The learner is situated in the centre of the process. Teachers treat learners as individuals. They encourage their self-expression and listen to their response. Students are provided opportunities for learning by doing and the importance as well as the sense of learning is evident for them.

In experiential learning the endeavour to raise personal consciousness and self-recognition is present. Ideas borrowed from psychotherapy and psychology entered the field of education. Awareness-raising principles were promoted such as sensitivity training, perception and activation of emotions, body training (relaxation, breathing, movement), psychodramatic expression of feelings (drama), empathy training, training in communication skills, and the stimulation of imagination, projection, and creativity. For example the Total physical response adopted body movement for language training, Suggestopedia adopted relaxation training. Celce-Murcia (2001)

2.2 Total Physical Response

Nowadays the various methods of teaching are used. The methods described above are used as well or they can be a bit changed. The exception is the grammar-translation method which is avoided. There is a significant number of methods used in teaching foreign languages. One of them is the Total Physical Response created by Dr. James J Asher. It functions on the same principle as the children learn their mother tongue. The child is given an instruction by the parents and it physically responds to it. This physical response takes place until the child is able to speak. In the classroom the role of the parent is taken by the teacher. The teacher says an instruction and demonstrates it. Afterwards the teacher says it again and all the students are to do the action. After a few repeating processes, students are able not only demonstrate the phrase but also to repeat it in words. Having the students managed it, they can direct each other or the whole class. Ideas when and why the method of TPR is to use are following:
• TPR can be used to teach and practise many things.

• Vocabulary connected with actions (smile, chop, headache, wriggle)

• Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)

• Classroom language (Open your books)

• Imperatives/Instructions (Stand up, close your eyes)

• Story-telling

**Why should we use it in the classroom?**

• It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

• It is very memorable. It really helps students to remember phrases or words.

• It is good for kinaesthetic learners who need to be active in the class.

• It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.

• It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.

• It doesn't require a lot of preparation or materials. As long as you are clear what you want to practise (a rehearsal beforehand can help), it won't take a lot of time to get ready.

• It is very effective with teenagers and young learners.

• It involves both left and right-brained learning.

(http://www.teachingenglish.org.uk/think/methodology/tpr.shtml)
Disadvantages of TPR are mostly seen in the fact that the performing of particular actions may be embarrassing for some students especially for those who are not used to doing similar activities. The suitability of this approach is mainly for beginners and there is a problem that not all of the topics can be taught through this method. It is necessary to combine it with other techniques.

2.3 Task based learning

Task based learning was mentioned together with the methods used in the past. It developed from the communicative learning approach. TBL is based on three stages: pre-task stage, task cycle and language focus. Pre-task stage is characterized by the teacher’s introducing of the topic. Students recall the vocabulary which they think could be useful and of course they learn some new words and phrases connected with the topic. During the stage of the task cycle students perform their tasks (it can be an exercise-reading or listening, or an exercise demanding the solving of certain problem). Students work in pairs or small groups. Their task is to prepare a report which is to be shown to the whole class in spoken or written form. The final stage contains discussing new language features occurred in the task.

The advantage of TBL is avoiding grammar practice routines, which is a pleasant change for students. Students are allowed to practice various situations in English that can become real in everyday life.

The disadvantage on the other side can be the risk of chaos. Some tasks can need more time that the teacher is able to devote to it. The disadvantage is also seen in the teacher’s control. It cannot be fully performed during the time of the task. However, it must be concentrated at the beginning and the end of the task. Thornbury (1999)

2.4 Lexical approach

Michael Lewis published ‘The Lexical Approach’ approximately ten years ago and the lexical approach came into existence. Lewis (1993, p. 6) gives the basic principle of the lexical approach: “Language is grammaticalised lexis, not lexicalised grammar.” He claims that the knowledge of phrases, collocations, idioms and patterns is the core. The grammar does not play such an important part. Moreover sees a tight relationship between the lexis and the grammar.
3. Teaching grammar

3.1 Grammar and language factors

Although the teaching framework tends to be mostly communicative nowadays, teachers are to integrate grammar in it. Grammar should not be taught isolated. Students should be provided with the context, they should be able to create realistic picture of English and apply what they have learned in actual situations. Celce-Murcia and Hilles (1988) describe three kinds of factors which should teachers take into account when presenting new grammar.

**Social factors** are described as the factors that refer to the social roles of interlocutors, their relationship to each other, and the purpose of the communication. When communication the learners are not only to use the structures grammatically correctly but also they should be aware of the politeness and appropriateness. They should be able to distinguish which reaction would be inappropriate or even offensive in English.

**Semantic factors** involve meaning. Expressions of time, space, degree, quantity and probability are most naturally taught from a semantic perspective. (For example, the difference between *few* and *a few* is semantic when used in a sentence.) Such expressions could be taught most effectively with a focus on morphological, lexical and syntactic contrasts that signal a difference in meaning.

**Discourse factors** include continuity, word order and the sequencing of new and old information. This category includes the elements of language which are more effectively defined with reference to their function in discourse than to their socio-linguistic function or semantic content. For example the connectors function would be explained in the best way when the teachers provide the learners with several examples. It would be more useful than just definition of them.

3.2 Cases for and against grammar

S. Thornbury (1999) tries to avoid taking an entrenched position on the issue of teaching grammar. In his book he gives arguments for putting grammar in the foreground as well as the arguments against grammar. I would like to mention just some of them which in my opinion rank among the most significant.
The case for grammar

• necessity of sentence making

Some English courses use the method of item-learning. It is the way when a student does not learn grammar or rules but they learn some items by heart, various phrases and practise it in particular situations. For travelling for example it can be sometimes worth to know useful phrases by heart. The difficulties come when an unexpected situation appears and we find out that none of our learnt phrases is suitable. In case we did not study grammatical rules, we would probably not be able to construct the sentence that we want at that time. Learning grammar helps us make sentences and communicate.

• avoiding misunderstandings

Knowledge of grammar helps us avoid ambiguity. It is especially case of written language. In spoken there is a possibility of clarification, using other means such as a mimic, gestures, etc. to avoid misunderstanding. When we do not know grammar properly we can easily exchange some terms (example can be bored and boring). The incorrect usage of word ending changes the meaning of the whole sentence and can easily cause misunderstanding.

• recalling the rules after some time

When learning a lot of grammatical rules, there is common that a learner does not remember everything but very likely he or she forget it in case he or she does not use it in their everyday life. When such learner begins to use the language again (it may be the case of the stay in a foreign country) the structures that he or she had learnt some time ago are noticed very quickly, the process of brushing up follows.

• organising language

The language becomes more understandable and easier to learn when it is organized into categories.
The case against grammar

There exist some arguments against teaching grammar as such. These theories claim that it is not enough to explain grammatical rules and make students study it. It is important to experience. This way of learning is called experimental learning.

- communication argument

Some theorists argue that communication is the most important part of a language, in other words that it is the language itself. They prefer using the grammar and vocabulary, practising it in life like situations. They claim that studying rules of grammar is a waste of time.

- acquisition argument

The linguist Stephen Krashen’s theory gives the argument against learning grammatical rules because of the fact that he believes when one is learning a foreign language the same principles work as when one is learning the first native language as a baby. He does not call it language teaching but language acquisition. He says acquisition is a natural process and a person who is to learn a foreign language must be exposed to the particular language environment and natural communication when the form of sentences is not as important as the communicative act. He distinguishes between “the acquired system” and “the learned system”. According to Krashen “learning” is less important than “acquisition” (acquisition-learning hypothesis)

Krashen's theory of second language acquisition consists of five main hypotheses:

- the Acquisition-Learning hypothesis,

- the Monitor hypothesis,

- the Natural Order hypothesis,

- the Input hypothesis,

- and the Affective Filter hypothesis.
The Monitor hypothesis explains the function of the learned grammar as a monitoring function. First an utterance system is acquired, then “monitoring” follows.

The Natural Order hypothesis suggests that there is a natural order of the grammatical structures acquisition which is to predict. Particular grammatical structures are acquired earlier than others and the order does not depend on the learner’s age.

The Input hypothesis is the explanation of how second language acquisition takes place. This hypothesis does not deal with the learning but only with the acquisition. It claims that a learner gets a particular level of the language through the acquisition and the learner should be exposed to the “input” which is one step beyond his or her current stage.

"If a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.” (http://www.sk.com.br/sk-krash.html)

The Affective Filter explains various “affective variables” which are significant in second language acquisition. They are motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-confidence, and anxiety can form a “mental block” and form an obstruction in making a progress.

1. Krashen’s view mostly derives from the Noam Chomsky’s work. Chomsky has maintained that the most of knowledge is innate. He implies that children need only learn certain parochial features of their native languages.¹ This innate knowledge is called universal grammar. As an evidence of existing universal grammar he provides the fact that small children are able to acquire their native language in a very short time. (http://www.sk.com.br/sk-krash.html)

4. Spoken and written grammar

It is obvious that there is a significant difference between the spoken language and written language. In spoken language the listener is able to tolerate certain mistakes, repetition of words, omitting words, short and simple sentences. When we read the speech transcribed, it does not make a good impression. The speech can be interrupted. It is created in fact during the time when all the speakers take part in conversation. The speaker can change the topic as often as he or she wants, the clarification can be added when the other speaker asks for it. It is also normal that the speakers complete each other’s utterances. Certainly there is a difference in the choice of vocabulary. In speaking we do not care much about the appropriateness of the vocabulary, the most important feature is the content, it means what a person wants to say is more important than what the structure of the text looks like. In writing not only content is the most important, however, we care about the form that the text should have. Written text contains longer complex sentences while the spoken text prefers simple sentences. The repetition of the words is inappropriate that is why we should find and use synonyms. Passive structures are used more frequently than in speaking. Writing compared to spoken text is always a monologue without immediate feedback. Question tags are one of the features of spoken text. Still it can appear in written text, too.

To compare written and spoken text M. Swan (2005, p.41) provides following example:

“-Writing: Peter’s failure to gain a degree, and his subsequent refusal to look for work, caused his parents considerable concern.

-Speech: Peter, you know, he didn’t get a degree, and then he wouldn’t do anything about getting a job, and of course, his parents, they got really worried."

The message of both parts of texts is the same. Still there is a huge difference in the form. Written form is much longer and sometimes the sentences can be of double size comparing to spoken form.”

In the past the most emphasis was put on the written language. The course books were not composed for the communicative approach. There was hardly any opportunity to communicate in the lesson. The typical structure of the lesson contained the
introductory reading of an article where the new grammatical phenomenon occurred as much as possible. It was followed by the teacher’s explaining the new grammatical rules and finally students were to do the grammatical exercises where they should practise just this one new grammatical rule. In my opinion it must have lead to the fact that the students cannot use the language properly. The language is the combination of grammatical rules and no one tells you which rule you should use.

Nowadays there is a tendency towards combination of teaching written and spoken language. Teachers today undoubtedly pay attention to grammatical rules and accurate writing, however, they combine it with speaking. The most of the course books allow students to practice all of four skills-writing, reading, listening and speaking. They provide students with neutral language which can be used in common conversations.

When teaching grammar, we should practice it in written as well as in spoken form. First of all, the clear idea must be given. There is a plenty of structures which belong to grammar. Some of them are easy to understand as they are based on the same principle as those in our native language. Some are easy in their meaning but to be able to use them needs learning the enormous amount of difficult forms (example is the past simple and the irregular verbs).

P. Ur (1988, p.6) comments on the spoken and written form: “When we teach any of these types of structures, we are – or should be – getting our students to learn quite a large number of different, though related, bits of knowledge and skills: how to recognize the examples of the structure when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentences using it themselves.

P. Ur (1988, p.6) gives a table which presents all the “bits” mentioned above:

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5. Covert and overt grammar teaching

Teaching grammatical rules can be done in two ways. The covert teaching (or inductive approach) means that students are forced to find the rules themselves. They are not provided any structures just examples and students are to discover it. It can be done through reading a particular text where new grammar appears and afterwards students are asked to do tasks focused on language practising. Teachers help the students but still do not draw their attention to the grammatical rules. The attention is drawn to the functions and tasks of the language and grammar questions arise during the time when communicative activities are practised. The overt teaching (or deductive approach) includes providing grammatical rules beforehand. The students get the rules and explanation and the practising follows. According to Harmer (1987) the teacher is open about the grammar and on the other hand in covert teaching the teacher hopes that the students acquire the grammar in fact subconsciously and so they will acquire the language as a whole.

5.1 Deductive approach

Deductive approach is sometimes being connected with the grammar-translation method because of the fact that it carries similar features. In fact the weak points of this method as using mother tongue can be easily avoided. Thornbury (1999) finds unfortunate to connect grammar translation method and deductive approach. He suggests that translating is not the only way how to apply deductive learning.

Deductive learning needs a teacher who has proficiency in the mother tongue as well as in the target language. The disadvantages can be for example the need of frontal teaching during teacher’s explanations which minimize students’ interaction and it causes that they do not memorize as much as they would during demonstration instead of explanation. Some students may not have the sufficient language background for understanding the theory of rules and the language can be seen as the plain structure consisting of rules.

Advantage on the other side is of course saving the time. It can be time consuming to let students find the rules from the examples. Much quicker is to explain it to them and so get more time for practising and it can be very effective. The deductive approach carries
the advantage according to Thornbury (1991) to the learners who have an analytical learning style. This approach really suits such people.

5.2 Inductive approach

As mentioned above in the inductive approach the examples are studied first and afterwards the students derive the rules. This method is considered ‘natural’ as the learners are exposed to the language without preceding explaining. The direct method for example uses this approach. The advantage certainly lies in better memorizing the grammatical structures. It is obvious that the rule that the learners discover themselves tend to fix in their minds. The activity of the students is considerably higher than by using deductive approach. Learners get more language practice during group work when they are to solve some problem and are forced to communicate in target language. The inductive approach definitely supports the learners’ autonomy.

The disadvantages include a plenty of time which must be devoted to students’ searching rules. Thornbury (1991, p.54) describes this disadvantage as follows: “The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.”

Next disadvantage is the possibility of students’ finding the wrong rules and fixing them, which can be difficult to eliminate. The time that the teacher must devote to the preparing of the lesson is also considerably high.

To conclude the topic concerning these two approaches Thornbury (1991) writes about the need of self-directed learning. He suggests that there are some items which are better given than discovered and at the same time he writes about the fact that more learners prefer inductive learning because of the higher effect. The solution lies in the combining both of the approaches.

5.3 Principles for grammar teaching

• “grammar teaching should be planned and systematic, driven by a strategic vision of eventual desired outcomes;

• grammar teaching should nevertheless be ‘rough tuned,’ offering learners at slightly different stages a range of opportunities to add increments to their grammar understanding;

• grammar teaching may involve acceptance of classroom code switching and mother tongue use, at least with beginners;

• grammar teaching should be ‘little and often,’ with much redundancy and revisiting of issues;

• text-based, problem-solving grammar activities may be needed to develop learners’ active, articulated knowledge about grammar;

• active corrective feedback and elicitation will promote learners’ active control of grammar;

• grammar teaching needs to be supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use”

Thornbury (1991) gives two basic principles which should be followed when teaching. The principles are the E-Factor and the A-Factor.

• **E-Factor**

E-Factor got its name according to the beginning letters of the words economy, ease and efficacy. These words in fact can be included in one simple word which is efficiency. The most important question that a teacher should ask themselves is whether the activity, presentation of the grammar and practising it is as efficient as possible. The teacher must consider all the steps of their lesson and decide whether activity is appropriate to use and which are not. The time of the lesson is very limited especially at primary or secondary school where one lesson lasts forty-five minutes. It is difficult to incorporate into the lesson everything that the teacher would find useful. Unfortunately it is the question of choice and decision and the decision must be made by a teacher.
The explanation of new grammar should be as short as possible but of course the teacher must recognize whether the students understand it. The explanation must be short, quick, clear and understandable. This is what is called economy.

The teacher should follow the ease factor. It says that there is no need to prepare a plenty of materials and resources. Usually the teachers have a significant number of lessons a week and in case the teacher would prepare the plenty of handouts and aids for various activity, they would not do anything else than devote their free time to preparing long elaborates. The activity should be easy and the easier the activity is the better it is.

After have the activity prepared the teacher is to ask themselves, whether it will work. It is proved by the feedback from the learners. From the results of various tests and tasks the teacher can observe how effective the methods were. This is called efficacy. The efficacy of a grammar activity is recognized partly by the degree of attention and memory. It is important whether the activity arouses the learners’ attention and understanding. It goes hand in hand with memory it means the amount of the subject matter that the learners remember after the lesson. To make the teaching efficient there is a need to motivate them sufficiently. The proper motivation depends on the choice of activities and tasks. The learners must see that the subject matter is useful and that it will help them in their everyday life. Thornbury (1991) consider efficiency as the optimal setting of three related factors: economy, ease, and efficacy. In other words the question should be asked whether the time and resources spent on preparing and executing a grammar task are justified in terms of its probable learning outcome.

• **A-Factor**

A-Factor in teaching grammar arouse from the beginning letter of appropriacy. The teacher must consider not only the efficiency but also the degree of appropriateness of tasks and methods for a particular group of students. One activity may fit the certain study group but need not be suitable for different one. Thornbury (1991, p.27) listed the “factors to consider when determining appropriacy:

• the age of the learners

• their level
• the size of the group
• the constitution of the group, e.g. monolingual or multilingual
• what their needs are, e.g. to pass a public examination
• the learner’s interests
• the available materials and resources
• the learner’s previous learning experience and hence present expectations
• any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher
• the educational context, e.g. private school or state school, at home or abroad

Activities that fail to take the above factors into account are unlikely to work. The age of the learners is very important. Research suggests that children are more disposed to language learning activities that incline towards acquisition rather than towards learning. That is, they are better at picking up language implicitly, rather than learning it as a system of explicit rules. Adult learners, on the other hand, may do better at activities which involve analysis and memorisation.”

To sum it up grammar activities should take into account the level of efficiency and appropriateness. The efficiency level depends on how much time it takes (economy), how easy it is (ease) and how is it consistent with learning principles (efficacy). Appropriacy considers students’ needs and interests, attitudes and expectations.
6. Presenting and explaining grammar

The subject matter must be well presented. The presentation must not be long but on the other hand it must be long enough for students to understand and memorize it. The teacher who is presenting the topic is to find the compromise between these two problems.

Presentation can be done by giving a model structure and let students repeat it. It can be explained with the visual aids. Among visual demonstration the writing belongs as well as using time lines when explaining the grammatical tenses.

After satisfactory presentation the teacher is given an appropriate feedback. Students have the opportunity to react immediately, ask questions and ask the teacher for repeating something that was not clear enough.

Ur (1991) provides in her Course in Language Teaching guidelines on presenting and explaining a new grammatical structure.

- Presentation should include as the written as the spoken form
- It is useful to provide learners with a lot of examples dealing with the new subject matter. For better understanding the visual aids help.
- The teacher should be able to estimate the needs of the learners and on conditions the group is analytically oriented, they will benefit more from the use of terminology.
- The current situation and teacher’s judgement play the significant role in using language-mother tongue or the target language.
- By explaining it is better to avoid a lot of detail, which could be confusing. The teacher should be able to generalize.
- The observer can be helpful for the teacher as they can tell him about the possible faults. The observer can notice for example fast speed in speaking or repeating some words or unclear explaining. The teacher themselves may not be able to notice these factors.
• The teacher decides whether the learners will be provided with the rules or whether they will be to discover it themselves. It depends on the group itself and on the subject matter. The teacher should predict whether the students can find the rules easily or whether it would be just wasting the time to let them find it.
7. Practice and correction

Celce-Murcia and Hilles (1988) divide the presentation of the grammar into focused practice and communicative practice. During the focused practice the learners’ task is to master a particular grammatical structure. They should be able to gain control of the form.

**Communicative practice** serves for practising the particular structure in communicative activities. The communicative exercises should incorporate following features:

- Information gap. During this activity the learner is to tell the others some new information that they do not know yet.

- Choice. The learners must decide what to say and how.

- Feedback. What the speaker says to the person he or she is communicating with depends not only on what the other person says, but also on what the speaker wants to accomplish via the conversation.

**Correction** is the important teacher’s task. The correction strategy should change according to the phase of the grammatical lesson. During the part when the students are trying to master the new grammatical structure, the teacher must be precise in correcting all the mistakes. In the communicative part of the lesson the teacher should not interrupt the communication but take notes of errors and deals with them after the communicative activity. P. Ur (1991, p.87) claims that “it is probably better to be selective: to concentrate on the important errors, and direct the learner’s attention towards them only.”

P. Ur (1991) distinguishes between errors and mistakes. Errors are based on the fact that a particular subject matter was not learnt correctly. Mistakes are understood as slips.

The teacher should devote more time to particularly difficult structures. They are to precede whether it can cause problems to their learners or conversely whether the subject matter usually does not cause any difficulties.
8. Grammar practice activities

8.1 Activities in general

After presentation and explanation the stage of practice comes. Ur (1991) explains the need of practice as the need for students to absorb the learnt material into long-term memory. After presentation and explaining the learners can understand the principles well but it cannot be said that they have mastered it. The material learnt is perceived and taken into the short-term memory. Practice helps to the ability of the learners to produce their own examples. Practice activities can be either passive – the learners are exposed to spoken or written input- or active – it is the case when learners are to produce certain language items.

The aim of grammar practice activities is to make students manage the particular subject matter. It does not only mean coping with the grammar exercises but it includes also the master the structures in speaking or writing. It is common that learners are able to do exercises on the certain subject matter without any faults but they are not able to use the new grammatical structures when they are asked to compose a piece of writing or a speech. Ur (1991, p.83) sees the task of teachers as follows: “One of our jobs as teachers is to help our students make the ‘leap’ from form-focussed accuracy work to fluent, but acceptable, production, by providing a ‘bridge’: a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning.”

The activities should be constructed in such way that the certain grammatical structure should be repeated in the activity as much as possible. On the other hand it does not mean the mechanical repetition of forms but the students’ production of many various examples either in written form or in the spoken form.

The practice should be composed in such a way as to make it likely that the students will be successful when doing it. It encourages them and makes them feel more confident. The activity which would carry the risk of many possible students’ mistakes would make the learners feel demotivated and would cause the tension and anxiety.
The exercise should be heterogenous. It means that there is a possibility to do it in various ways at various levels. The exercise lacking the heterogeneity is for example multiple choice. As the most of the group are mixed ability group such exercise can be easy for stronger students and on the contrary too difficult for weaker ones. The example of heterogeneity is given by Ur (1988). The first arbitrary sentence is said or written and students add the continuing sentence. The advantage is that the stronger students give longer and more complex sentences while the weaker provide simple sentences, which is all right.

The role of a teacher during practice activities lies in assisting the learners in their production and supporting them rather than continuous correcting mistakes.

Ur (1988, p.14) sees the teacher’s assistance as “simply giving extra time to reread or think; repeating or simplifying a text; approving the beginning of an utterance in order to encourage production of the whole; suggestions, hints, prompts. All this means that we have to be very alert to sense when and where help is needed and what form it should take. Again, there is a wider message: I, the teacher, am here to help you, the learner, succeed and progress in your learning, not to judge, scold or make you feel inferior.”

The practice activities must arouse learners’ interest and make them motivated. It depends among others on the choice of the topic. The topic should be somehow related to the students and it should have something to tell them. It can be topics concerning geography or history, entertainment and spending free time – films, television programmes, celebrities, well-known personalities, etc.

8.2 Teaching Past Simple

The past simple tense is a very often used verb tense. It refers to finished past activities and the learners usually run into it in the sixth grade of a primary school. Together with the present simple it belongs to the most frequent grammatical tenses.

This part is devoted to the examples of the past simple practice activities drawn mainly from the didactics book of Ur (1988), Scrivener (2003), Scrivener (2005), Thornbury (2005).
Listening to stories

The teacher reads a story focused on the past activities. The story can be also listened from the recorder. After finishing it the students are to recall some of the sentences in the past tense. The story need not be a single one but the students can be exposed to a serial form of stories or a book can be read. Ur (1988)

Telling a story

The preparation needs the teacher’s own story using past tense. It should be interesting and it should have a plot. The students are given just key words from the story and not in the order as they are mentioned in the story. The students guess what the story is about and possibly try to make the story. Telling the teacher’s story follows and students put the key words in the correct order according to the story. Then students write the story themselves using the past simple. Scrivener (2003)

Pilling up events

Each student is given a verb in the past tense and they form the story. This is a chain of events when each student is to repeat preceding sentences and add their own at the end. As a follow up activity the writing is possible to practise when learners are asked to write as much as they remember from the story. Ur (1988)

Dictating keywords

The teacher dictates some past simple verbs to the students. These verbs are from the story which must be prepared beforehand. Students work in pairs or small groups to make a story that has all the dictated verbs in that order. The various stories are shared and then the original one is told. Scrivener (2003)

Chain story

The beginning of the activity is the same as in the previous one. Each student is given a verb in the past simple. The teacher begins to tell a story. After a few sentences he or she stops a student continues adding a sentences including the given past tense form. It is continued until all of the students have contributed with their sentences. The difference to the previous activity is in repeating the sentences. During the chain story
the learners add just their own sentence and do not repeat the preceding ones. It helps students concentrate on the story itself and not only on the correctness of the sentences. Ur (1988)

**Miming**

The students can be asked to mime some action and the others are to guess what it is. All the sentences are in the past tense. The students may be told that we are talking about the last week activities. Scrivener (2003)

**Pictures into story**

Material needed is a simple picture story which can be found even in students’ books. Pictures are taken one by one and students write or narrate the story in the past simple. It can be done in the way that students are shown only the first picture and they guess what happened next. Afterwards the second picture is shown and it is continued in the same way.

At the beginning the teacher may just ask some questions about pictures using past simple. Students answer and afterwards they are asked to make a list of the past simple verbs used in asking a answering the questions. The teacher’s telling the story according to the pictures follows and students check whether their list is complete. Ur (1988)

**Putting stories in order**

Putting stories in the correct order follows the similar principle as the previous activity with the difference that the pictures are given the students separately or together but not in logical order. Their task is to make the logical sequence and then make a story. Ur (1988)

**Changes in one’s life**

Students are asked to think about a past event in their lives that made a significant change. The teacher starts the activity with telling students their own story and makes them ask the teacher questions. Students are very curious about a teacher’s personal life
that is why they really ask about some details. After the teacher’s story students’ contributions follow in the same way. Then writing comes when students are to write their change as a short story. Ur (1988)

**Sounds interesting**

A recorded series of various sounds is needed. The tape is played and students guess what happened. By listening to the sounds, they are asked to make a story. Ur (1988)

**Questionnaires**

Students’ task is to survey each other. They make their own questionnaire including arbitrary questions in past simple and they find out the information. Then they tell the results of the questionnaire to the class. Scrivener (2003)

**Alibi**

A scene of a crime is set. Two students are suspects, they go outside the classroom and prepare their alibi for the particular time. The suspects come back after some time and they are asked questions. If they corroborate each other’s stories, they are innocent in the opposite case they are guilty. Ur (1988)

Thornbury (2005, p.90) suggests variations called UFO. “Two people are interviewed separately by The Institute of Paranormal Research about an encounter with aliens that they claim to have experienced. They are questioned separately about the exact details of the encounter, in order to check that it is authentic.”

**Cooperative story**

Each student is given a sheet of paper having a title of the stories on it as well as the names of two main characters-male and female. Each student writes the first sentence and passes it to the next student. He or she writes the second sentence, folds the paper to hide the title and the first sentence, leaving only his or her own sentence exposed and so on. Ur (1988)
**Grammar quiz**

Past forms of the verbs are trained. There are two teams and the teacher uses a noughts and crosses grid to score on-the team must get three symbols in a row. Someone from one team says the infinitive of some verb and someone from the other team says the past form. Whether it is correct, he or she can make a nought or cross on the board.

Scrivener (2005)
Practical Part

9. Lesson Plans based on the past simple

In this part I focused on the lesson plans based on the past simple practice. These mainly grammatical lesson plans were created according to the Project books as the class is using them and some activities were added from the different sources. Lesson plans are supplemented with the homework handouts which the pupils are supposed to do at home and bring the next lesson.

Introduction of the class:

The lesson plans were created for the pupils of sixth grade of the primary school. The sixth class has twenty-five pupils it means that they are divided in two groups. When dividing this particular class the teachers did not consider just the number of pupils but also their knowledge, abilities, competences, willingness to learn English, etc. In this way two groups arouse when one group is slightly larger in amount (14) but the pupils there are very clever, enthusiastic about English, they are very quick and always ready to learn something new. The second group has got eleven pupils including some pupils with special needs. The pace in the class is slower and the school curriculum is a bit limited to the most important. The lesson plans are intended for the group of fourteen children. The level of English is elementary. Pupils are communicative and prefer oral tasks to written. They like acting dialogues in pairs or in a small group. In a while they are able to think out a small “theatre performance”. They like talking about pictures and topics mentioned in their students’ book as well as about their everyday lives, they like pair works and changing pairs. They are used to looking for their partner according to certain criterion - for example - according to the size of their hands, kind of food they had for breakfast, the months of birth etc. They get bored very easily so a teacher must change the activities often. Pupils are not able to concentrate on one activity for a long time, which is the problem of every pupils group.
Lesson Plan 1

Time: 45 minutes

Aims: to introduce and practise the past simple of the verb 'to be'; to introduce writing of formal letters

Anticipated problems: problems with recognizing where to use was and were in sentences; Czech language

Teaching aids: Student’s book Project 2, cassette recorder, cassette, cards with was and were written on them, whiteboard, handout from Project Grammar by Barraclough (2004) (see Appendix II)

Culture note: addressing teachers in Great Britain

Stages:

1. Pre-reading activities

Estimated time: 10 minutes

Procedure:

Formal letter: Pupils look at the sick note that Liam has for his teacher. He was absent for three days. We talk about writing a formal letter. Ask pupils what we begin the formal letter with (Dear Miss…) – (we point out that it is normal to call the teacher Miss in Great Britain) and what we end with (Yours sincerely).

Discussing pictures: Pupils look at the pictures and predict. We ask: Who is he? Where is he from? What do you think the dialogue is about?

Pupils go through the gapped sick note from Liam’s parents. The letter gives the reason why Liam was absent. He was ill for three days. As a pre-reading activity pupils are asked to look at the letter and answer the questions given by a teacher: Where do we write a date? What do we begin a formal letter with? What do we end a formal letter with?
Follow up activity: pupils can be asked to write their own formal letter that they would write as parents to excuse their child having been absent from school.

After discussing the letter a short discussion about pictures follows. Possible questions:
Who is the boy in the picture? Where is he from? Who is he talking to in the picture?
What is the dialogue about?

2. Listening, reading, filling in the gaps

Estimated time: 10 minutes

Procedure:

We play the tape, pupils read and listen to the dialogue. We play it once more pausing for pupils to repeat the text after each sentence. After reading, pupils fill in the gaps in the sick note for the teacher, Miss Brown. First pupils check in pairs what they have, then they check it in group together with the teacher. The teacher checks it with the group. We divide pupils into pairs. We ask one pair to practise the dialogue and the rest of the class listen to it (open pair). Afterwards pupils practise reading the dialogue, they take a role in turn (closed pairs).

After listening to the dialogue and reading it, pupils can practise it as a role play without using the textbooks as a follow up activity.

3. Introducing new grammar

Estimated time: 10 minutes

Procedure:

Pupils were working with the past forms of the verb ‘to be’ in the previous activity. On this stage, they are given rules and they continue practising it.
Pupils fill in the gapped sentences using was, were or wasn’t. Pupils write the missing words in the table. We discuss how the past simple of ‘to be’ is formed in the Czech language. Different pupils make sentences using the table. We compare how the past simple of ‘to be’ with its form in the present simple in English.
Pupils copy the table into their exercise books.
In pairs pupils form various sentences according to the table.

After filling in the gapped sentences and the table, pupils copy the table into their exercise books.

<table>
<thead>
<tr>
<th>Past simple – to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>It</td>
</tr>
<tr>
<td>We</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

4. Practising the new grammar

Estimated time: 5 minutes

Procedure:

Pupils look at six gapped sentences in the exercise in their books. They should fill in was or were. Each pupil is given two cards with was and were written on them. The teacher reads the gapped sentence, instead of the gap we make some sound (coughing or bleeping). Each pupil chooses the appropriate card and rises it above his or her head. The teacher can check easily the answers of all pupils.

Filling in the gapped sentences using the cards is a good way how to check that every pupil knows the right answer. When we do such an exercise orally, only one pupil is talking and the others are passive. Raising cards is active and must be done quickly. Of course there is a problem that someone who is not really sure about the answer, first
look which card is his neighbour using and then use the same one. On the other hand this might help and pupils’ confidence is encouraged.

5. Game

Estimated time: 10 minutes

Procedure:

Pupils sit in the circle. The teacher begins the game with saying the first sentence using was. For example: *I was in the swimming pool yesterday.* The pupil sitting next to the teacher repeats teacher’s sentence and adds his or her own. It means the more students, the more sentences to repeat.

The activity when you must repeat the sentences of all pupils talking before you is rather drilling but helps to remember the sentence structure.

**Homework:** Handout from Project Grammar by Barraclough (2004) (see Appendix II)

Pupils are given a handout with a picture of the house. There are several people in the picture in various rooms. Pupils’ task is to answer the questions using the past simple of the verb ‘to be’ in the negative or positive form.

The second task is to write ten sentences using the given time expressions about themselves.
Lesson Plan 2

**Time:** 45 minutes

**Aims:** to practise the past simple of the verb ‘to be’ and ‘to have’; to revise the topic health and illnesses

**Anticipated problems:** problems with word order in sentences; Czech language during conversation; using the names of various illnesses in a wrong way; using of indefinite article when talking about illnesses

**Teaching aids:** Student’s book Project 2, cassette recorder, cassette, whiteboard, a circle made of paper having pictures of people with certain health problems and various kinds treatments on it (see Appendix IV), handout from Grammar in Practice 2 by Gower (2002) (see Appendix III)

**Stages:**

1. **Warm-up - speaking**

   Estimated time: 10 minutes

   Procedure:

   Pupils make pairs. The grammar from the last lesson is revised. (How the past tense of the verb ‘to be’ is formed). They are given 7 time expressions (past). They ask and answer questions in pairs about where they were at the different times.

   Time expressions: on Sunday afternoon, last week, yesterday, at eight o’clock on Monday morning, yesterday evening, at five o’clock this morning, on Friday afternoon

   Examples:

   - Where were you on Sunday afternoon?
   - I was in the cinema/in the park/ at my grandparent’s...

2. **Listening and speaking about pictures**

   Estimated time: 15 minutes
Procedure:

Note: We preteach that in English, when someone has a temperature above normal, we usually say He/She has got a temperature, not a fever (US English). Pains in the head, stomach, tooth and ear are called a headache, stomach ache, toothache and earache. We note that we must use the indefinite article before headache, sore throat, temperature, but we can omit it with the others. When we sneeze and cough, we say we have a cold and when we have a pain in our throat we have a sore throat. A severe cold, with aches, pains, a sore throat and high temperature, is called ‘flu’ or influenza. When we go for help for these problems, we say we are going to the dentist’s or to the doctor’s. This is a short way of saying to the dentist’s or doctor’s surgery.

There are six pictures in the textbooks describing six people who are not feeling well-having a cold, stomach ache, sore throat, temperature, toothache and a headache. We ask pupils to look at the pictures and say what is wrong with each person.

We play the tape for pupils to listen and connect the names with the pictures. We play the tape once and after each pupil tried to match the names and pictures themselves, pupils check their answers in pairs at first. The second listening follows and after discussing the correct answers in pairs again, we correct it in a group. This kind of checking encourages low achievers to be more confident about the language, they need not be shy and they can share their ideas with the others.

Example:

Teacher: What’s the matter, Emma?

Girl: I’ve got a headache.

Teacher: Oh dear. Well, sit down and have a rest.

Girl: OK

3. Making dialogues

Estimated time: 10 minutes
Pupils work in pairs to make dialogues with the different people. We ask different pairs to perform their dialogues to the class.

4. **A paper circle activity**

Estimated time: 10 minutes

Procedure:

Pupils are in small groups. They are given a circle made of paper (see Appendix IV). It consists of one big and one smaller circle-shaped pieces of paper. Round the bigger one there are pictures of various treatments and on the smaller one there are pictures of people having certain health problem. In the middle there is a hand. A pupil in a group gets a small piece of paper with a health problem written on it. For example: Headache. He or she is to form a correct sentence in the past simple (I had a headache), moves the hand on the circle towards the picture with a headache. Then he or she must choose the appropriate treatment and set it on the circle as well so that the pictures of headache and the treatment are in one line. Then he or she makes a correct sentence about the treatment: I took an aspirin. After that other pupil take a small piece of paper with the problem, set the circle and makes sentences. The vocabulary-as well as grammatical structures in the past simple-are trained.

*Health problems: cough, backache, black eye, broken arm, toothache, headache, rash, burnt hand, cut finger, sore throat*

**Homework:** Pupils are given a handout from Grammar in Practice 2 by Gower (2002) (see Appendix III) to practice the past simple of ‘to be’. On the handout there is picture of the robbery in the shop and the pupils are to fill in the sentences under it.

Sentences about pupils themselves follow.
Lesson Plan 3

Time: 45 minutes

Aims: to practise the past simple; to revise vocabulary concerning health and disease; to practise questions in the past simple

Anticipated problems: problems with making questions correctly; Czech language during conversation;

Teaching aids: set of cards for making questions; picture cards with health problems from Intermediate Vocabulary Games by J. Hadfield (1999) (see Appendix VIII), handout from the Oxford Photo Dictionary (see Appendix I)

At the beginning of the lesson pupils are given a handout from the Oxford Photo Dictionary (see Appendix I) to look at the pictures concerning health problems and revise vocabulary. After the lesson they put it in their portfolios.

Stages:

1. Warm-up: vocabulary revision

Estimated time: 5 minutes

Procedure:

Pupils are standing in the circle. They are throwing a small ball, the pupil who catches it, he or she says some word concerning diseases and health problems. When the pupil catches the ball and is not able to say the appropriate word within 10 seconds, he or she must sit down on the floor, he or she is out of the game but still stays in the circle. The one who stays standing till the end is the winner.

2. Miming

Estimated time: 10 minutes

Procedure:
One pupil is given a picture card (see Appendix VIII) with a health problem *(headache)*. He or she mimes it for others to recognize it. Speaking is not allowed. As we want to train past simple, pupils who guess the right answer have to say the sentence in the past *(He had a headache)*. Who guesses the right answer and says the sentence correctly he or she takes a card and continues miming.

3. **Writing**

Estimated time: 15 minutes

Procedure:

Each pupil gets a piece of paper with a health problem (headache, cold, sore throat, temperature, toothache, stomach ache). They are asked to write a sick note. Revision of sentence structures and appropriate phrases precedes. The teacher asks different pupils to read their notes to the rest of the class.

4. **Making questions**

Estimated time: 15 minutes

Procedure:

Pupils work in small groups. Each group is given a set of cards (see below). They spread the cards on the desk. One by one is asked to form a correct question in the past simple. The teacher monitors, advises and corrects the pupils. At the end pupils write a few questions in their exercise books.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>yesterday</td>
<td>this morning</td>
<td>last week</td>
</tr>
<tr>
<td>last Saturday</td>
<td>Sunday morning</td>
<td>Wednesday evening</td>
<td>Friday afternoon</td>
</tr>
<tr>
<td>be</td>
<td>play</td>
<td>get</td>
<td>have</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>go</th>
<th>give</th>
<th>take</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
<td>want</td>
<td>write</td>
<td>phone</td>
</tr>
</tbody>
</table>
Lesson Plan 4

Time: 45 minute

Aims: to practise the past simple; to practise irregular verbs;

Anticipated problems: problems with making sentences correctly; Czech language


Procedure:

Pupils spend this lesson in IT classroom. Each pupil is using their own computer. They are asked to visit OUP websites. OUP (Oxford University Press) is one of the largest publishers in the UK and the largest university press in the world. On this webpage there is among others the broad list of books published by Oxford University. We can find here supplementary material and activities for various English textbooks including Project.

1. Grammar

Estimated time: 15 minutes

First activity is focused on practising grammar. Pupils are to put the words in the correct order. Questions, negative statements and affirmative sentences are practised. After they fill in the correct sentences, they click on ‘score’ and they can check how many right answers they had. They can start again and keep rearranging the words until the sentences are all correct.

Put the words in the correct order.

1. give Did your homework? teacher you any

2. The any didn't give doctor medicine. me

3. When wrote on postcards. was I holiday I lots of
4. I over and arm. bruised fell my
5. yesterday. I eat any didn't chocolate
6. at Were afternoon? school on you Friday

2. Game

Estimated time: 15 minutes

Fernando ..... go to school!

Irregular verbs are practised in this game. There is a boy roller-skating, carrying a book with a verb in the base form written on it. Until he disappears, a pupil is to write the correct form of the particular verb in the past simple. When the pupil does not manage to write it in time, Fernado falls off and a woman sitting on the bench is laughing. Twenty verbs are trained.

3. Vocabulary - looking for words

Estimated time: 15 minutes

Pupils choose their level, they are given words and word phrases and they are to find them in a puzzle. They have to do it in given time.

Homework: Pupils are given a handout from Project Grammar by Barraclough (2004) (see Appendix V). On the handout there is a picture from the past, still there are five things there that would not be possible in 1900. Pupils write negative sentences in the past simple.
Lesson Plan 5

Time: 45 minutes

Aims: to practise the past simple; to revise vocabulary concerning health and disease; to practise questions, negative and declarative statements in the past simple; to practise speaking and listening-to be able to recognize a mistake in the listening story

Anticipated problems: problems with making sentences correctly; Czech language; wrong understanding of the listening text; mistakes in irregular verbs

Teaching aids: tables to fill in past tenses or regular and irregular verbs; Student’s book-Project 2; handout from Grammar in Practice 2 by Gower (2002) (see Appendix VI)

Stages:

1. Warm-up –regular and irregular verbs

Estimated time: 5 minutes

Procedure:

Each pupil is given a table to fill in the Czech form, infinitive form and the past form of particular verb. The time is measured and the activity is done like a competition. When children learn new irregular verbs, they take the Czech list of verbs and try to say the English forms-present and past. Very rarely do they it in a different way. It can happen that when they see the past form of the verb, they are not able to recognize, which verb it is. This kind of learning (filling in the tables where not only English forms of the verbs are missing) helps them to be able to recognize all of the forms.

<table>
<thead>
<tr>
<th>délat</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>go</td>
</tr>
<tr>
<td></td>
<td>had</td>
</tr>
</tbody>
</table>
2. Writing a diary

Estimated time: 10 minutes

Procedure:

Before the pair work, each pupil is asked to write a diary from the last week. It is expected that they write only the most significant events of the day.

Example:

<table>
<thead>
<tr>
<th>Monday</th>
<th>drama classes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>hairdresser’s</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Chemistry test</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>walk with a dog</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>cinema</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>friend’s visit</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>homework</td>
<td></td>
</tr>
</tbody>
</table>
They create the similar table in their exercise books and work in pairs. In pairs they form correct sentences in the past simple. For example: I did my homework on Sunday. When they say all of the sentences from the own diary, they compare it with the diary of the partner and negative statements are formed then. For example: I wasn’t at the dentist’s on Friday. At the end they write the sentences in the exercise books-affirmative (own) as well as negative (partner’s ones).

3. **Speaking about pictures**

Estimated time: 5 minutes

Procedure:

The teacher asks pupils to look at the pictures in their books. We go through the pictures one by one and ask pupils to say what is happening in each. It is a picture story about Tim’s holiday. The pictures are not in correct order.

4. **Reading the text**

Estimated time: 10 minutes

Procedure:

We read through the story of Tim’s holiday with the class. The teacher checks any difficulties with new words. Pupils put the pictures in the correct order. We check the answers with the class.

5. **Talking about the story**

Estimated time: 5 minutes

Procedure:

Pupils work with a partner to ask and answer questions about Tim’s story. We invite some pairs to ask and answer in front of the class.

Example:

When did Tim get up? – He got up at eight o’clock.
Did he have a shower? – No, he didn’t. He had a bath.

6. **Listening for fact mistakes**

Estimated time: 10 minutes

Procedure:

Pupils listen to the story of Tim’s holiday. This time some of it is wrong. We play the tape, pausing at the end of each sentence for pupils to correct it. Pupils write down the corrected sentences.

**Homework:** Pupils are given a handout from Grammar in Practice 2 by Gower (2002) (see Appendix VI) concerning CV. The teacher is to explain the pupils what CV means, when we are to write it and what information it should contain. After that pupils go through the CV of Lauren Minton and then they are to complete the sentences either negative or positive according to the meaning.

Afterwards they try to write similar sentences about themselves.
10. Questionnaire

To discover some facts concerning learning grammatical rules I decided to create a questionnaire. I wanted to cover the topics mentioned in the theoretical part of my diploma thesis so that I focused on the teaching methods, covert and overt approach of teaching grammar and grammar practise activities.

The questionnaire has two parts. The first part includes five questions and deals with the learning grammar in general. I wanted to find out what the pupils of the upper primary level think about the importance of studying grammar, which is connected with the amount of time they would like to dedicate learning grammar in their ideal lessons. One of my questions deals with the kind of work the students would like to use in their lessons it means whether they prefer working individually, in pairs or groups. In teaching grammatical rules there are in fact two possibilities - inductive and deductive approach. I did not expect the pupils to know these terms but I gave them such examples of acquiring new grammar that their answers show their preferences. The last question of the first part shows how the pupils are successful in grammatical tests and whether their results in these tests are different from the other.

The second part of the questionnaire is focused on the past simple itself. Through the first question I wanted to find out whether the pupils are sure what the past simple is and how the sentences in this tense are made. I asked the teachers of the classes where I distributed my questionnaires to borrow me books used by the pupils. I found the chapters dealing with the past simple and brought them to the class and showed it to the pupils before they started filling in. I wanted them to commemorate the particular unit so as they were able to answer the question about the acquiring mentioned tense. I wanted to know whether it was better for them for example to learn some examples from the text or whether they studied the rules first, etc.

I included the question about the strategies when learning irregular verbs which goes hand in hand with the past simple tense.

The rest of the questions always set some example of the task and offers several opportunities how the pupils would like to work on it-whether individually or in groups, what kind of activity they would choose for this particular topic, etc.
The questionnaires were distributed at three primary schools – two of them in Velké Meziříčí and one in Brno. I worked with four classes of the eighth grade, which made a total number of the questionnaires 113. I decided to work with the pupils of the eighth grade because their level of English is appropriate for work with the English questionnaires and they have more experience with language learning than the pupils of the sixth grade for whom the lesson plans in this diploma thesis were created.

The questionnaires were distributed in English but I was present in the classroom during the pupils filling them in. At the beginning I introduced it to them and went through it together with the pupils. The words or phrases unknown were translated in the Czech language and pupils had the opportunity to ask me for help whenever they wanted during the given time. The time for filling in the questionnaire was 15 minutes.

As mentioned above I cooperated with four classes and I had an opportunity to discuss the questions of the questionnaire with five teachers of these classes. Their answers are presented together with the pupils’ results.

The questionnaire form is included in the appendix (see Appendix VII).
Questions:

1. What do you think about the importance of learning grammatical rules?
   
   A. It is the most important part of learning languages.
   
   B. It is important to study grammatical rules but there are more important features of foreign languages for example communication skill, knowledge of vocabulary, etc.
   
   C. I consider studying grammatical rules useless. We can communicate in foreign language without the knowledge of them.
   
   As I expected there exists quite considerable number of pupils that find grammatical rules useless. I think it is connected with their age. They do not realize the importance of learning anything. They are sure that they will be able to communicate with the foreigners without the knowledge of grammar. The results A and B were quite comparable. A little higher number of pupils finds grammar the most important part and a little fewer pupils find it important as well but they are aware of the fact that it is also necessary to know appropriate vocabulary and to have certain communicative skills.

2. What kind of learning in the classroom do you prefer?
   
   A. in one large group
   
   B. in a small group
   
   C. in pairs
   
   D. individually
Answers on this question were varied. In my opinion it very much depends on the activity. Every activity needs different kind of work. For something it is better to work individually and for other in pairs or groups. Still 12% chose the individual work as the best option. Most of the pupils like to work in pairs. I think because they can feel more confident when they have someone to discuss the problems. And what is more, when they work in pairs, they work with their neighbour who is usually their good friend.

3. How much of the lesson would you like to dedicate to grammar?

A. Nearly in each lesson there is a time dedicated to grammar it means grammatical exercises and activities practising grammatical rules, explaining of new grammatical rules, etc.

B. The grammar is not covered in each lesson but every week some time is dedicated to grammar.

C. The English lessons are not based on grammar but mostly on communication skills, practising vocabulary and phrases.

The most of the pupils would like to include grammar in their English lessons but they would not like to have it in each lesson. The number of those who would like to avoid
grammar totally was similar to the number of the pupils who would like to have grammatical part in each lesson.

The number of the English lessons per week is three. I asked the teachers of the classes where I distributed my questionnaires how much time they dedicate to grammar. The answer was every time the same-B (grammar is not covered in each lessons but there is not any week when the grammar would not appear)

4. In which way would you like to study grammatical rules, if you were to choose?

A. The teacher writes the rules on the board and explains it, practising follows. Practising can cover grammatical exercises, communicative activities where the new grammar is used, writing some text, etc. We can apply the rules easily as they become clear after the teacher’s explanation.

B. The teacher does not tell us about the rules but we are exposed to some text where the new grammar appears and we are to find out how the new grammar works. The fact that we are made to discover it ourselves helps us remember the rules more easily.

C. The teacher let us search the rules but when it is not possible for us to find them, the teachers explains it.

D. The teacher does not explain but provides us the theory of grammar, we study it first ourselves and then practising follows. We have enough time for studying. Everyone can use their individual pace.

In grammar there are two ways of teaching. The first is the deductive approach where the students are to find the rules themselves. 26 percent of the pupils would like their
teacher to use this approach as well as 21 percent who would like to try it first but if it were not possible for them to find, they would like to get advice from the teacher. 39 percent prefer the comfort of rules given by a teacher (inductive approach) and then using it and the smallest percentage (14) of students would like to study the rules themselves. It means they would like to use their own pace and study it for example at home, then come to the lesson and practise. They prefer it to teacher’s explanation.

Teachers mostly were not able to answer unambiguously. They claim that they use both of the approaches and they decide according the kind of grammar which approach will be more appropriate. There are some grammatical rules that are visible and clear for example in the given text. In such case the teacher let pupils to work in pairs and look for the rules. Other grammar can be very difficult and tricky. In such case the teachers explain it first themselves and list the various exceptions, etc. They claim it could be harmful for pupils to find grammatical rules that they would consider correct but in fact the rules would be wrong. There is a danger that the pupils could remember it as they understand it at first and then it could be difficult for the teacher to change their minds and correct rules. Only one teacher admits that she prefers the inductive approach each time as she considers it much quicker and she thinks that her pupils would not be able to work according to deductive approach.

5. What are your results in grammatical tests?

A. I am always successful.

B. I am usually successful but it happens sometimes that I fail.

C. The grammatical tests results are a lot worse than other tests in English-for example vocabulary tests, tests of reading or listening skills, etc.

D. Mark 3 is the most common.

E. I am usually not successful. (marks 4 or 5)
Only 7 percent is confident to claim that they are successful always. The similar number of pupil admits that they can sometimes make a mistake and the test results cannot be very good. For most of the pupils bring the grammatical tests the worst results. 34 percent is the percentage for the average pupils who do not have either extremely good or extremely bad results no matter whether the test is grammatical or other. 8 percent do not feel confident in English and admit bad results.

**Past simple**

6. How is the affirmative sentence in the past simple formed?

A. Base form of the verb is used but in the third person singular the ending –s is added. (ex.: I play football. She works in a bank)

B. The auxiliary have is used and the –ed ending is added to the verb. (ex.: They have moved to London.)

C. –ed ending is added to the verb. (ex.: I finished my homework at night.)

D. The auxiliary to be is used and the –ed ending is added to the verb. (ex.: The best chocolate is produced in Switzerland.)
None of the students chose the answer A which confused past simple with the present tense. The significant number of pupils answered correctly. Few pupils let themselves confused by present perfect and passive voice.

The teachers claim that there are not many problems with the past simple. It means the pupils are able to use it without difficulties. The problem may be according to the teachers when the pupils are to choose between for example past simple and continuous or past simple and present perfect.

7. How did you acquire the principles of the past simple?

A. I learned the rules by heart. It means the way how the question, affirmative and negative sentence are made and then practise it in various exercises.

B. I took a piece of text where the past simple appeared, studied examples and find rules. Then I learnt some sentences by heart, practised dialogues using past simple in pairs, etc.)

C. We learnt some sentences by heart and practise it without the knowledge of any past tense rules.

The most common process of acquiring rules seems to be the inductive approach. Most of the pupils answered that they learnt rules by heart and the exercises and activities followed. None of the pupils chose the answer C which was not using rules at all just learning the whole sentences and phrases. 28 percent claim that they acquire the past simple deductively it means they discovered the rules themselves.
Two teachers admitted that they provided the rules first and pupils wrote them in their exercise books. One teacher use deductive way when explaining past simple. She gave pupils story with pictures. It was obvious from the pictures that it happened in the past. Pupils went through it and found out the rules for affirmative sentence (using regular verbs), making questions and negative form. The teacher claims that nearly all of the students were successful in finding it.

8. How do you learn irregular verbs which are necessary for the past simple?

A. I have a photocopied list of irregular verbs and I underline the verbs that we are supposed to know.

B. I write the list of verbs myself. I add new verbs always to the end without any order.

C. I write the list of verbs myself. Verbs are arranged in the alphabetical order.

D. I write the list of verbs myself. I have several groups of verbs according to their similarity-ex. buy-bought and bring-brought, etc.

E. I do not have any list of irregular verbs and learn it from my book.

Most of the pupils work with the photocopied list of verbs which is certainly the easiest way. The pupils choose it because there is the least work with it as they just underline what the teacher tells them. A little fewer pupils (38%) choose the way of writing the
verbs on their own list but they write it without any order. Simply each new verb is put at the end of the list. 3% arrange the verbs in the alphabetical order and no one arrange it in the most logical order which is finding some verbs that are similar in their past and participle form and putting them together. 17% admit that they have no list either photocopied or self made.

Teachers told me that they really do not force pupils to make their own lists. They provided them photocopies or they can use the lists in their books. They said just some pupils want to make their own colourful lists and writing and colouring them is a pleasure for them. I think teachers should tell the students about the opportunity to arranging verbs, for some of them it would be undoubtedly helpful.

9. You are given certain verbs in the past simple. What kind of activity would you choose?

A. Miming the verbs in front of the class.
B. Writing a story using these verbs.
C. Telling a story.
D. Telling a story but each pupil would say one sentence. The story would be created together with the whole class.

The answer that the pupils chose the most often was telling a story with a class sentence by sentence. The pupils who chose this option seem to be cooperative and prefer work together with their schoolmates. Writing the story which is an individual work prefer 30% of the pupils. These pupils could be solitaries, they can be also very self-confident and they do not want anyone to spoil their work or there is a possibility that the child
does not have anyone in the classroom that he or she would like to cooperate and that is why he or she decides to work rather on their own.

I wanted to know the teachers’ opinions. They were surprised that so many children have chosen writing as writing is considered unpopular activity. They thought that more students would like to mime the verbs to show their actor’s skills.

10. You are given a picture story. Which kind of work with the pictures would you choose?

A. Writing story in my exercise book individually.

B. Writing story in a small group or in pairs.

C. Telling the story.

D. I would like to be given just the first picture so as I could create my own story. (writing or speaking)

E. Acting the story in a group.

The results are comparable with the previous ones. The number of those who prefer writing is very similar as in the previous question as well as the number of pupils who chose miming in previous question and acting in this one is similar. 31% of pupils would like to just tell the story according to the pictures and 19% are creative pupils who would not like to follow the picture story but create own and more interesting plot.

11. The topic of the lesson is a particular fairy tale. What kind of interpretation of the story would you choose?
A. Listening to the story from the cassette recorder.

B. Reading the story alone.

C. Reading the story with the class.

D. The teacher is reading the story.

E. The teacher is showing pictures from the story and is telling it in his or her own words.

Students did not choose reading the story alone much. It made only 4%, which was the smallest number of all. I think it is caused by its apparent difficulty as when a pupil is reading an unknown text alone, he or she needs to find unknown vocabulary in the dictionary and is to concentrate on the read text as much as possible so as he or she can understand it properly. Among the unpopular kinds of interpretation belongs listening to the story from the type recorder. It can be caused by the insufficient material conditions which can be the quality of the type recorder, the classroom with poor acoustics, etc. Reading the story with the class and the teacher´s reading the story chose very similar number of pupils. The most wanted option is the teacher´s telling the story accompanied by showing the pictures. I think showing pictures help pupils to understand the read text and of course telling something by heart is more entertaining for listeners than just listening to someone reading.

Teachers admit that when they want to introduce some story to their pupils, the most common kind of interpretation is the reading it with the whole class or listening to it from the recorder. They told me that there is a problem with the pictures as they do not have it for the particular stories that they want to read with their class.
12. Your task is to create a project about transport in the past.

- What kind of work would you choose?

A. individual work and then each pupil presents his or her own project

B. pair work

C. work in a small group

D. Everyone works on some part of the project and then the parts are put together so the result is one project of the class.

In making project pair work seems to be the most popular. It is followed by individual work. Pupils prefer pair work and individual work to work in a small group. Working in a group is rather convenient for weaker students. They can leave the main tasks on the stronger and more creative. Option D (making one big project when everyone is to participate somehow) chose 22% of the pupils. This kind of work support cooperation and strengthens the collective of the class as the pupils are forced to communicate with one another.

At one school it is common to make one big project, which is very popular. At the remaining schools when making project the individual work is the most common, sometimes pair work is allowed.

- Would you like to present the project when working in a group?

A. Yes

B. No
The most of the pupils would like to present the projects, which is the sign of their confidence.

- Where would you search information?

A. on the Internet

B. in the books-encyclopedias

C. I would use my exercise books from the school and use the information we were given in particular subjects.

The majority would search the information on the Internet, which is quite normal for pupils nowadays. They work with the books very rarely but it is determined with the easy accessibility to the computers and the Internet.
Questionnaire results

The aim of the first part of my questionnaire was to discover the pupils’ attitude to learning grammar. I found out that pupils even at the primary school are aware of the importance of grammar. 45% consider it the most important part of English learning. Still the significant most of pupils would not like to cover grammar in every single lesson of English. Number of pupils who chose the deductive approach was approximately the same as the number of pupils who prefer inductive approach when learning grammar. The teachers admit that pupils know both of the approaches as they are using them. They always decide which approach would be more convenient for the particular subject matter. Some pupils think very logically and like the way when they are to discover the rules themselves. The rules become more understandable for them then. Other pupils are rather work-shy and they prefer the teacher to tell them everything, while the pupils just try to learn and remember it.

The questionnaire contained several questions concerning the kinds of work. It is obvious that the pupils are not solitaries and they prefer working together with other pupils even when working on projects. The most popular became pair work and working in the small groups.

The second part of the questionnaire focused on the past simple activities might be useful for teachers as it shows what activities are preferred by pupils. It is apparent that the pupils do not like working alone either writing or reading. They like to cooperate and prefer speaking to writing. Listening to the cassette recorder is not popular very much.

Harmer (1987, p.7) concludes on this topic: “It is enough to say that grammar teaching—of both the overt and covert kind—has a real and important place in the classroom. The various techniques and activities are useful. But the, so are communicative activities, listening and reading activities, and activities aimed directly at language acquisition. Also, teachers of EFL know that different students react differently to different kinds of methodology and technique. We are all aware, too, that different activities are useful for different purposes.”
Conclusion

This diploma thesis suggests effective way how to teach past simple. I tried to show that teaching grammatical rules need not be boring for the learners but it can be done in a communicative and game-like way.

The lesson plans in the practical part of this diploma thesis were created according to the principles listed in the theoretical part and even if they are sometimes based on the course book that the learners use in their English classes, I tried to avoid using it in an usual way.

Sometimes the course books provide few ideas for interesting and meaningful grammar practice so in the part of grammar activities I presented communicative activities that develop students´ fluency and their vocabulary and that do not need much extra materials, sometimes the only things that the teacher needs is a board.

In the conclusion I would like to point out the importance of a teacher´s role. The teachers have important tasks including satisfactory motivation of the learners, showing them the importance of English learning, ability of understandable explanations of grammar, vocabulary, learning strategies, etc. The teacher also is to show the learners that grammar is not just broad list of explanations and rules but the means for better and more understandable communication. Scrivener (2003, p. 1) describes the process of teaching rules by heart: “A teacher who gets learners to recite grammar rules by heart is not ‘teaching grammar’. Except in exams, or related school situations, no-one will ever come up to a student and say ‘Tell me about the Present perfect tense.’ Grammar only makes any sense if you can use it.”

In the process of language teaching grammar plays very important part and learners should realize it. When facing a new grammatical structure (it is not only the past simple) the learners should be exposed to it several times (in texts, conversations, etc.). Then they are to understand the form and its meaning. After this step they should try it themselves and then use the structures as much as possible.

I would like to wish the teachers to be patient when teaching grammar and to acknowledge the fact that the process of teaching grammar is not easy but slow and
sometimes messy for learners. I would recommend them not to give up when the learners continue doing mistakes but to remember that the best way how to teach foreign language is an instant exposure of the language. It means that the teachers should speak English as much as possible, which help the learners acquire wide range of vocabulary as well as grammatical structures.
Summary

The diploma thesis deals with teaching past simple to the upper primary pupils and its aim is to suggest various ways how to deal with this grammatical structure.

This diploma thesis is divided into two parts. The first, the theoretical part, describes the teaching methods in the past and in the present. It deals with the language factors in the process of teaching grammar, gives cases for and against teaching grammar, describes the difference between the written and spoken grammar, as well as between deductive and inductive approach. Advice for a good lesson planning and factors that should the teacher follow when explaining new grammar is presented. The last chapter focuses on the grammar practice activities, specifically activities to practice the past simple tense.

In the practical part you can find five example lessons focused on the past simple practice and the results of my questionnaire discovering the learners’ views on learning grammar.
Resumé

Tato diplomová práce se zabývá výukou minulého času prostého na druhém stupni základní školy a jejím cílem je poskytnout různé způsoby výuky tohoto gramatického jevu.

Diplomová práce je rozdělena do dvou částí. První teoretická část popisuje metody výuky v minulosti a nyní. Zabývá se jazykovými faktory při výuce gramatiky, uvádí důvody pro výuku gramatiky a proti ní, popisuje rozdíly mezi psanou a mluvenou formou stejně jako rozdíl mezi deduktivním a induktivním přístupem. Jsou zde uvedeny rady pro efektivní plánování hodiny a faktory, které by měl učitel zvážit při vysvětlování gramatiky. Poslední kapitola je zaměřena na praktické aktivity, konkrétně na ty, při kterých žáci provádějí minulý čas.

V praktické části můžete najít příklady pěti plánů hodin, které jsou zaměřeny na minulý čas, výsledky mého dotazníku, pomocí něhož jsem zjišťovala přístup žáků k anglické gramatice.
Bibliography


www.sk.com.br/sk-krash.html - 23k - 2.3. 2008, 17 : 00
Appendix

I. Pictures from the Oxford Photo Dictionary
II. Handout from Project Grammar by Barraclough (2004)

**Project Grammar 27**

- **D** Odpovzte na otázky k textu ve cvičení C podle vzoru.

1. Was Petra in the bathroom?
   No, she wasn’t. She was in her room.

2. Was Woody with Joe?

3. Were Joe and Andrew in the bathroom?

4. Was it ten o’clock?

5. Were the children in the garden?

6. Was the cat’s name Woody?

7. Was Woolly in the bathroom?

8. Was Eva with Andrew?

9. Were Grandma and Grandpa in the living room?

10. Was it a woman in a mask?

**E** Napište deset pravdivých vět o sobě, svých kamarádech a o své rodině. Použijte výrazy v rámecíku nebo jiné časové výrazy.

Examples
My sister was in Warsaw in July.
I was at home last night.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
C. Now look at the picture and correct the police report in exercise A.

1. It _wasn't_ sunny. It _was_ rainy.
2. ___________ two robbers in the shop. ___________ three robbers in the shop.
3. ___________ two men and one woman. ___________ three men and one woman.
4. The woman ___________ in the shop. She ___________ in the car.
5. The men ___________ in the car. They ___________ in the shop.
6. Their car ___________ white. It ___________ black.

D. Complete the sentences about you.

1. I _wasn't_ at home last night.
2. I ___________ at work last Saturday.
3. It ___________ sunny yesterday.
4. The shops ___________ open yesterday.
5. My manager ___________ in Brazil last year.
6. My friends and I ___________ at the cinema last Friday.
IV. Paper circle
Čtěte něco ze stránek o věci, která se vyznačuje. Zapište věty v minulém čase prostěm.

in 1900 ...

1 People didn’t skateboard.
2 People
3 People
4 People
5 People
VI. Handout from Grammar in Practice 2 by Gower (2002)

C Look at the CV and complete the sentences in the past simple.

CV
Lauren Minton

WORK
1996–now  Sales Rep, Nissan
1995–96  Waitress, Mango Restaurant, London
1994–95  South America

EDUCATION
1990–94  Edinburgh University
         BA Economics (1994)
1983–90  Lichfield School, London

1 She _________ to school in London. (go)
2 She _________ school in 1988. (leave)
3 She __________ school in 1990. (leave)
4 She ___________ to Newcastle University. (go)
5 She ___________ her degree in 1994. (take)
6 She ___________ Economics. (study)
7 She ___________ Art. (study)
8 She ___________ around South America in 1994–95. (travel)
9 She ___________ as a waitress in London. (work)

D Write past simple sentences about you. Use the verbs in the box.

- go - leave - study - take - travel - work

1 _________ to school in Prague.
2
3
4
5
6
VII. Questionnaire form

Questionnaire

1. What do you think about the importance of learning grammatical rules?
   A. It is the most important part of learning languages.
   B. It is important to study grammatical rules but there are more important features of foreign languages for example communication skill, knowledge of vocabulary, etc.
   C. I consider studying grammatical rules useless. We can communicate in foreign language without the knowledge of them.
   D. I do not understand the rules, but I learn them by heart.

2. What kind of learning in the classroom do you prefer?
   A. in one large group
   B. in a small group
   C. in pairs
   D. individually

3. How much of the lesson would you like to dedicate to grammar?
   A. Nearly in each lesson there is a time dedicated to grammar it means grammatical exercises and activities practising grammatical rules, explaining of new grammatical rules, etc.
   B. The grammar is not covered in each lesson but every week some time is dedicated to grammar.
   C. The English lessons are not based on grammar but mostly on communication skills, practising vocabulary and phrases.

4. In which way would you like to study grammatical rules, if you were to chose?
   A. The teacher writes the rules on the board and explains it, practising follows. Practising can cover grammatical exercises, communicative activities where the new grammar is used, writing some text, etc. We can apply the rules easily as they become clear after the teacher’s explanation.
   B. The teacher does not tell us about the rules but we are exposed to some text where the new grammar appears and we are to find out how the new grammar works. The fact that we are made to discover it ourselves helps us remember the rules more easily.
   C. The teacher lets us search the rules but when it is not possible for us to find them, the teachers explains it.
   D. The teacher does not explain but provides us the theory of grammar, we study it first ourselves and then practising follows. We have enough time for studying. Everyone can use their individual pace.

5. What are your results in grammatical tests?
   A. I am always successful.
   B. I am usually successful but it happens sometimes that I fail.
   C. The grammatical tests results are a lot worse than other tests in English for example vocabulary tests, tests of reading or listening skills, etc.
   D. Mark 3 is the most common.
   E. I am usually not successful. (marks 4 or 5)

6. How is the affirmative sentence in the past simple formed?
   A. Base form of the verb is used but in the third person singular the ending –s is added. (ex.: I play football. She works in a bank)
   B. The auxiliary Have is used and the –ed ending is added to the verb. (ex.: They have moved to London.)
   C. –ed ending is added to the verb. (ex.: I finished my homework at night.)
   D. The auxiliary to be is used and the –ed ending is added to the verb. (ex.: The best chocolate is produced in Switzerland.)

7. How did you acquire the principles of the past simple?
   A. I learned the rules by heart. It means the way how the question, affirmative and negative sentence are made and then practise it in various exercises.
   B. I took a piece of text where the past simple appeared, studied examples and find rules. Then I learnt some sentences by heart, practised dialogues using past simple in pairs, etc.)
   C. We learnt some sentences by heart and practised it without the knowledge of any past tense rules.

8. How do you learn irregular verbs which are necessary for the past simple?
   A. I have a photocopied list of irregular verbs and I underline the verbs that are supposed to know.
   B. I write the list of verbs myself. I add new verbs always to the end without any order.
   C. I write the list of verbs myself. Verbs are arranged in the alphabetical order.
   D. I write the list of verbs myself. I have several groups of verbs according to their similarity-ex. buy-bought and bring-brought, etc.
   E. I do not have any list of irregular verbs and learn it from my book.

9. You are given certain verbs in the past simple. What kind of activity would you choose?
   A. Writing a story using these verbs.
   B. Telling a story.

10. You are given a picture story. Which kind of work with the pictures would you choose?
    A. Writing story in my exercise book individually.
    B. Writing story in a small group or in pairs.
VIII. Handout from Intermediate Vocabulary Games by J. Hadfield