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Comparison of ELT coursebooks for lower secondary schools in terms of teaching grammar

Master's thesis

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Abstract

The master's thesis focuses on teaching grammar in English language coursebooks for lower secondary schools and examines how grammar is presented and practised in these coursebooks. The thesis aims to compare three sets of coursebooks and determine how they differ in grammar teaching and practice. The theoretical part of the thesis focuses on the role of grammar in English language teaching, basic approaches and methods of teaching grammar, and ways in which grammar is presented, taught, and practised. The practical part compares the grammar syllabuses of selected English language coursebooks. It compares the presentation and teaching of past simple tense and the methods of grammar practice.

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Anotace

Diplomová práce se zabývá výukou gramatiky v učebnicích anglického jazyka pro druhý stupeň základních škol. Práce zkoumá způsob, jakým je gramatika prezentována a jakou formou je gramatika v těchto učebnicích procvičována. Cílem práce je porovnat tři sady učebnic a zjistit, jak se od sebe liší z hlediska výuky a procvičování gramatiky. Teoretická část práce se zaměřuje na roli gramatiky ve výuce anglického jazyka, na základní přístupy a metody výuky gramatiky, a na způsoby, jakými je gramatika prezentována, vyučována a procvičována. Praktická část srovnává gramatické sylaby vybraných učebnic anglického. Následně porovnává prezentaci a výuku minulého času prostého a způsob procvičování gramatiky z hlediska typu úloh.

Declaration

Prohlašuji, že jsem závěrečnou diplomovou práci vypracoval samostatně, s využitím pouze citovaných pramenů, dalších informací a zdrojů v souladu s Disciplinárním řádem pro studenty Pedagogické fakulty Masarykovy univerzity a se zákonem č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů.

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Table of Contents

List of Tables

Glossary

1 Introduction

2 Theoretical Part

2.1 Coursebooks in ELT.....

2.2 Coursebook Evaluation.....

2.3 Grammar and its Role.....

2.4 Grammar Syllabus.....

2.5 Approaches to Teaching Grammar.....

2.6 Grammar and Methods.....

2.7 Grammar Practice.....

3 Practical Part

3.1 The *Project* Series.....

3.2 The *Your Space* Series.....

3.3 The *Bloggers* series.....

3.4 Comparison of Grammar Syllabuses.....

3.5 Comparison of Presenting and Teaching the Past Simple Tense in the Selected Series of Coursebooks.....

4 Conclusion

Bibliography

Appendices

Appendix A.....

Appendix B.....

Appendix C.....

Appendix D.....

List of Tables

Table 1: *Grammar structures at the A1 and A2 levels according to CEFR* ..79

Table 2: *The number of controlled and free practice exercises in the selected coursebooks*

..... 106

Table 3: *The number of mechanical, meaningful, and communicative drill exercises in the selected coursebooks*

..... 107

List of Appendices

Appendix A: *Grammar syllabuses of all the selected coursebooks……* 124

Appendix B: *An example of grammar presentation and practice from Bloggers 2* …… 134

Appendix C: *An example of grammar presentation and practice from Project 2* …… 136

Appendix D: *An example of grammar presentation and practice from Your Space 2* …….... 138

Glossary

ELT	–	English Language Teaching
ESL	–	English as a Second Language
CLT	–	Communicative Language Teaching
TBL	–	Task Based Learning

1 Introduction

English language teaching (hereinafter referred to as ELT) coursebooks are essential for teaching English grammar to learners of all levels. These coursebooks offer a structured approach to learning, which is particularly important for those new to the language. ELT coursebooks provide learners with various activities and exercises focusing on various aspects of grammar, such as verb tenses, prepositions, and sentence structure. By working through these activities, learners can better understand grammar rules and concepts and develop the skills to use them correctly in spoken and written communication. Furthermore, ELT coursebooks often explain grammar concepts and examples that illustrate their use in context. This can be especially helpful for learners who may need help understanding abstract concepts or come from linguistic backgrounds that differ significantly from English. Overall, using ELT coursebooks in teaching English grammar is essential for providing learners with a comprehensive and structured approach to learning and the tools they need to become proficient in using English grammar.

ELT coursebooks have been a part of my life since early childhood. I received my first English language coursebook in the first grade of primary school when my parents enrolled me in the after-school English club. Since then, as a learner and a teacher, I have used many coursebooks from various authors and publishers. As a learner, most coursebooks bored and overwhelmed me with ubiquitous exercises for practising grammar. As an English language teacher, I see the pupils experiencing similar feelings when using coursebooks and working on the same grammar exercises. Throughout my teaching practice in private and public schools, I have never had the opportunity to participate in the process of selecting English language coursebooks and thus influence the overall teaching and learning process. For these reasons, I began researching various coursebooks,

determining how they differ and whether I can influence the learning process by selecting the most suitable coursebook. I focused on the topic of English language coursebooks in my bachelor's thesis, where I examined how the English File coursebooks developed and changed from their first to last editions.

This diploma thesis concerns the comparison of English language teaching coursebooks for lower secondary schools in terms of teaching grammar. The coursebook series selected for the thesis are *Project*, *Your Space*, and *Bloggers*. The Project series is published by Oxford University Press, and its author is a renowned British teacher and coursebook author Tom Hutchinson. Although published in the Czech Republic by a Czech publishing house Fraus, the Your Space series is written by British authors Julia Starr Keddle and Martyn Hobbs and initially published by Cambridge University Press. The Bloggers series is published by the German publisher Klett, but the authors of the international edition intended for Czech schools are Czech teachers Pavlíná Hrabětová, Michaela Mikulková, together with Karen Cryer. The first two mentioned series have been used by the author both as a learner and a teacher and come from British publishers with British authors. The Bloggers series was chosen as a representative of coursebooks from Czech authors based on recommendations from some English language teachers. As each series contains four or five volumes for the lower secondary schools, volumes for the seventh grade were selected to compare the presentation and teaching of specific grammar structures and types of grammar exercises.

The thesis is divided into two parts and consists of a theoretical and a practical part. Given the thesis topic, most of the theoretical part is devoted to grammar, its role in the learning process, grammatical approaches and methods, and ways of presenting teaching, and practising grammar. The

theoretical part also presents the theoretical background of coursebooks, their types, their use in English language teaching and learning, and coursebook evaluation.

The practical part aims to analyse how the coursebooks present new grammar in terms of methods and then describe and analyse grammar practice activities, their type, design, and frequency. Moreover, this part focuses on the grammar syllabus of the aforementioned coursebooks. It analyses the choice of grammar structures and their succession.

The research focuses on grammatical structures and rules presented in the coursebooks through grammar syllabuses. Moreover, it chooses one particular verb tense, past simple tense, and analyses its presentation and practice in the three coursebooks. The result is an in-depth analysis of these coursebooks' presentation and practice of the simple past tense and the overall approach to teaching grammar.

The thesis aims to use comparative methods to determine the extent to which the coursebooks differ in terms of teaching grammar, what methods of presentation and teaching of grammar are used in the coursebooks, whether controlled or free grammar practice is dominant, whether the grammatical syllabuses of the coursebooks differ, and to discuss to what extent these differences can affect the overall learning process.

The specific categories the practical part focuses on in the analysis of the coursebooks include grammar syllabuses, methods of presenting new grammar, types of grammar practice activities, design of grammar practice activities and frequency of grammar practice activities.

The research questions include:

- How do the coursebooks differ in terms of teaching grammar?

- What methods of presentation and teaching of grammar are used in the coursebooks?
- Is controlled or free grammar practice dominant in the coursebooks?
- Do the grammatical syllabuses of the coursebooks differ?

The ultimate goal of the thesis is to discuss to what extent the differences might affect the overall learning process.

2 Theoretical Part

2.1 Coursebooks in ELT

This chapter discusses the fundamental concepts regarding the terminology and use of coursebooks in ELT and their evaluation. A clear understanding of these principles is crucial for comprehending their significance as they form the basis of the thesis and other related works.

2.1.1 Defining a Coursebook

The terms coursebook and textbook are frequently used interchangeably despite their slight differences in meaning and form. Cambridge Dictionary defines a coursebook as "*A book used by learners when they do a particular course of study*", while Oxford Advanced Learner's Dictionary describes it as "*A book for studying from, used regularly on a particular course of study*". In contrast, a textbook is defined as "*A book that contains detailed information about a subject for people who are studying that subject*" by Cambridge Dictionary (n.d.) and "*A book that teaches a particular subject and that is used especially in schools and colleges*" by Oxford Online Dictionary (n.d.).

Although the usage of these terms remains inconsistent among methodologists such as Palmer, Harmer, and Thornbury, the term coursebook is more frequently utilized. This is likely due to its complexity, as the word 'course' suggests that it encompasses all the materials required for an English course. Therefore, the term coursebook will be used in this thesis to ensure consistency,

According to the definitions provided, ELT coursebooks aim to equip learners with the essential knowledge of the English language, language

skills, and vital information about English-speaking countries. Additionally, it prepares learners to communicate effectively with individuals from English-speaking countries and diverse cultural backgrounds.

2.1.2 The Role of Coursebooks in ELT

The utilization of coursebooks is a highly conspicuous aspect of a teacher's methodology and can significantly impact on the overall syllabus of a course. Throughout the years, there has been a discussion around the usefulness, importance, and function of coursebooks in English Language Teaching (ELT) classrooms. Several authors, including Allwright (1981) and Harmer (2007), have contributed to this debate. The primary query remains whether coursebooks aid learners in attaining better outcomes. O'Neill (1982) outlines four reasons supporting the use of coursebooks in ELT lessons. The justifications are:

- *A large portion of a coursebook's material can be suitable for learners' needs, even if not explicitly designed for them.*
- *Coursebooks allow learners to look ahead to what they are going to do, or to look back and refresh what they have done. They remove the element of a surprise in learners' expectations.*
- *Coursebooks have the practical aspect of providing material which is well-presented, and which would be possible to replace by teachers only at high cost in terms of both money and the time.*
- *Well-designed coursebooks allow both teachers and learners for improvisation and adaptation, including spontaneous interaction in the class. (O'Neill, 1982)*

2.1.3 Use of Coursebooks in ELT

In English language teaching (ELT) classrooms, coursebooks have both advantages and disadvantages. Some authors argue that coursebooks are an indispensable resource that plays a positive and crucial role in teaching and learning English. For instance, O'Neill (1982) states that since language is a means of generating spontaneous communication, the classroom requires spontaneous, creative interaction. Moreover, diverse groups of English language learners have similar core needs regardless of their learning goals, conditions, or culture. Therefore, coursebooks should be accessible and adaptable to diverse teaching styles, learners, and cultures. Ranalli (2003) supports O'Neill's argument and provides an example of the creation of a Global Coursebook, which can be used worldwide by learners at a particular age and level.

Coursebooks offer teachers a range of resources, including materials and activities, as well as supplementary resources like audio CDs, video/DVD materials, and interactive software. For learners, coursebooks serve as a reference for grammar, pronunciation, and vocabulary revision and as a means of language control and measuring progress as they progressively complete the units. Furthermore, coursebooks usually provide well-detailed and coherent syllabuses that guide inexperienced teachers through the lessons and lesson plans, thereby saving them time.

However, opponents of coursebooks argue that their coverage of language points is often superficial and limited. While coursebooks can be an essential teaching aid, they cannot determine a language course's entire content and outcome (Allwright, 1981). Despite this, coursebooks remain an essential source of information for both teachers and learners.

2.1.4 Types of Coursebooks

Coursebooks come in various forms, with many ways to categorize them. However, there is no definitive method for categorization. Grant (1990) notes that teachers often have their own approaches to categorizing coursebooks. For instance, he proposes categories such as learner-centred and teacher-centred materials, materials categorized by the language of instruction, the aim of the materials, the specific type of English, and others.

Grant suggests two broad categories for coursebooks: traditional and communicative. However, he acknowledges that it is not always possible to classify a coursebook as belonging solely to one of these categories. Traditional coursebooks aim to teach language as a system, focusing on grammar rules, vocabulary lists, and sentence structures practised through mechanical drills and exercises. This approach aligns with the grammar-translation and audio-lingual methods, both of which emphasize the study of grammar rules and the repetition of language patterns.

The theoretical perspective of behaviourism posits that language learning results from habit formation through reinforcement and repetition, which aligns with the traditional approach to teaching language. In contrast, constructivism emphasizes the importance of learners actively constructing their understanding of language through meaningful experiences and social interactions, leading to a more communicative and task-based approach to language learning.

Overall, the traditional approach to language teaching emphasizes language as a set of rules and structures to be learned and practised, with less emphasis on communicative competence and real-life situations.

The following list of characteristics is based on Grant's definition of traditional coursebooks. These coursebooks:

- emphasise the forms, or patterns, of language (the grammar) more than the communicative functions of language
- focus on reading and writing activities
- use a great deal of L1 (speaker's first language)
- emphasise the importance of accuracy
- focus rather narrowly on the syllabus and examinations

Despite their user-friendliness for teachers and learners, traditional coursebooks are often criticized for their limited effectiveness in promoting language use and communication. These materials tend to prioritize teaching grammar as a system, which may result in learners acquiring a theoretical understanding of the language but being unable to apply it in practice.

In contrast, proponents of communicative coursebooks, such as Grant (1987), argue that these materials offer valuable opportunities for learners to use the language in meaningful contexts within the classroom. This approach can serve as a steppingstone towards real-life language use by allowing learners to practise and refine their communicative skills in a supportive environment. Grant states that the communicative coursebooks try to create "opportunities for the students to use the language in the classroom, as a sort of 'halfway house' before using it in real life" (Grant, 1987, p.13).

Although communicative coursebooks might vary a lot, the characteristics they all should have in common, according to Grant, are as follows:

- *emphasis on the communicative functions of language*
- *reflection on students' needs*

- *emphasis on four language skills and good balance among them*
- *reflection on the authentic language of everyday life*
- *encouraging working in groups or pairs*
- *emphasis on fluency and not only on accuracy* (Grant, 1987, p.13)

Grant argues that traditional methods of teaching English might not result in learners being able to use the language effectively in everyday life. He proposes several communicative activities as examples of how learners can develop language skills that can be applied in real-life situations, including listening to authentic language, information-gap exercises, reading for specific information, and writing in real-life situations. These activities are now commonly incorporated in modern coursebooks. Grant also acknowledges that non-communicative activities, such as dictations, grammatical clarification, and accuracy exercises, may still be useful if they match learners' or teachers' preferred learning or teaching styles (Grant, 1987, p. 15).

To distinguish between traditional and communicative coursebooks, Grant provides a four-step test. Firstly, the language used in the coursebook is analysed. If the dialogues are artificial and not representative of real-life communication, the coursebook is likely traditional. Conversely, if real-life examples of communication are included, the coursebook is communicative.

Secondly, if the exercises and activities are likely to occur in real-life situations, the coursebook is communicative.

Thirdly, the test examines if the activities prioritize accuracy over fluency. A traditional coursebook is more likely to focus on accuracy, while

a communicative coursebook prioritizes fluency, even if this means accepting some errors.

Finally, the test assesses whether the coursebook emphasizes study or practice.

A communicative coursebook should provide opportunities for learners to use the language they are learning in contexts similar to real-life situations, such as role-plays, discussions, debates, and simulations.

Most modern coursebooks are likely to be categorized as communicative, including popular titles such as English File, American English File, Headway by Oxford University Press, and Interchange and Touchstone by Cambridge University Press. However, there is no definitive ranking of best-selling coursebooks, as this market is constantly evolving and global.

2.2 Coursebook Evaluation

When considering coursebooks for English Language Teaching (ELT) courses, it is critical to make an informed decision due to their significant impact on the teaching and learning process (Cunningsworth, 1995; Harmer, 1991). Cunningsworth suggests that a coursebook's quality is of paramount importance as it can determine the overall success or failure of an ELT course. Therefore, ELT teachers should be able to evaluate coursebooks to maximize the success of the course. Failure to select an appropriate coursebook can hinder learners' language acquisition rather than contribute positively to their development.

Tomlinson (2008, p.3) highlights serious pedagogical flaws and practical shortcomings in many coursebooks, such as overemphasis on grammar rules, insufficient exposure to authentic language, lack of learner-

centeredness, inadequate coverage of language skills, and cultural insensitivity. According to Tomlinson (2008, pp. 3-7), learning failure has two leading causes. Firstly, teachers often focus on teaching linguistic items rather than creating opportunities for learners to acquire the language, which is expected and required by society, i.e., by parents, publishers, authorities, and learners. Secondly, authors of coursebooks focus on their intuition and create materials that they think would be best for users instead of considering learners' actual needs and how they could benefit from the coursebook.

The primary reason for coursebook evaluation is to adopt new coursebooks in ELT courses (Cunningsworth, 1995). In cases where teachers have the autonomy to select coursebooks, they are responsible for their choice. However, according to a survey conducted by Tomlinson (2008, p. 8), only 15% of coursebooks are selected by teachers, while authorities (e.g., institutions, directors of studies, and colleagues) primarily select coursebooks (up to 85%). Therefore, it is beneficial if teachers can analyse and identify particular strengths and weaknesses of coursebooks to maximize their strong points while strengthening their weaker fields through adaptation or substituting materials from other coursebooks (Cunningsworth, 1995).

In light of the above, conducting an ELT coursebook evaluation is essential to support the effective attainment of both teaching and learning goals. The wrong choice of coursebooks could negatively affect both teaching and learning. Coursebook evaluation involves selective and subjective critical analysis based on criteria that vary due to current circumstances. Various pedagogical factors, such as age, nationality, cultural background, methodology, and personal involvement, can influence coursebook evaluation. Therefore, there is no material that can generally

apply to all ELT courses. However, according to Grant (1990), a coursebook should comply with three conditions to be optimal for a specific group of learners.

The conditions are as follows:

- *It should suit the needs, interests, and abilities of learners.*
- *It should suit the teacher (The best book in the world will not work in your classroom if you have good reasons for disliking it).*
- *The coursebook must meet the needs of official public teaching syllabuses or examinations.* (Grant, 1990, p. 118)

In Cunningsworth's (1995) perspective, the assessment of coursebooks entails a meticulous process of material selection that evaluates their alignment with the learners' genuine needs and the specific course's objectives, methods, and values. This evaluation critically analyses whether the content and methodology of the coursebooks adequately fulfil the criteria for effective language instruction within a given context.

2.2.1 Types of Evaluation

A wealth of literature is available on evaluating coursebooks and identifying the criteria for a high-quality coursebook. Various authors have proposed different evaluation methods and criteria. For instance, Alan Cunningsworth focuses on the distinct types of ELT coursebooks and outlines specific criteria for selecting them. Rod Ellis presents two distinct approaches to evaluating teaching materials, depending on when the evaluation is conducted. Meanwhile, Jan Průcha approaches the topic from the perspective of a pedagogical researcher, and Neville Grant likens coursebook evaluation to everyday situations for ease of understanding. The

authors mentioned above, including A. Daoud, Marianne Celce-Murcia, Mary Spratt, and Penny Ur, were reviewed, and compared to provide the author with practical information for the thesis.

2.3 Grammar and its Role

A language's sound sound, structure, and meaning system is known as grammar. All languages have grammar, and each language has its own grammar.

Canale and Swain's (1980) model of communicative competence identifies grammatical competence as the knowledge of the underlying rules of a language and the ability to use those rules to construct meaningful sentences. In this model, grammatical competence is essential for producing accurate and appropriate language forms. Within the context of communicative competence, grammar can be defined as one of the sub-competencies of linguistic competence.

Similarly, Bachman and Palmer's (2017) construct of communicative language ability includes grammatical competence as one of its components. Grammatical competence, in this model, refers to the knowledge and ability to use the syntactic, morphological, and phonological rules of a language to create well-formed and meaningful utterances.

In both models, grammatical competence is seen as a critical component of communicative competence, as it enables language learners to produce grammatically correct and meaningful language forms that can be used to convey their intended meanings in different communicative contexts.

At all levels of our educational system, grammar is an important aspect of the language curriculum. Most English coursebooks are divided into

smaller units according to the grammar topics presented in each unit. ESL teachers tend to primarily focus on grammar and base their lessons on grammar topics that they want to teach the learners, while learners' knowledge, progress, and performance is often measured using grammar tests.

A study by Nassaji and Fotos (2004) found that grammar was the most commonly taught language component by ESL teachers, with 90% of the teachers surveyed reporting that they spent a significant amount of time teaching grammar. In a study by Chen and Su (2011), ESL teachers reported spending an average of 30-50% of their classroom time on grammar instruction. A study by Celce-Murcia and Larsen-Freeman (2011) found that grammar was the most frequently taught language feature in ELT coursebooks.

These studies suggest that ESL teachers tend to focus on grammar instruction and that grammar is a vital component of many ESL lessons and coursebooks. However, it is important to note that the focus on grammar may vary depending on the teacher's approach, teaching context, and learner needs. Some ESL teachers may prioritize other language components, such as vocabulary or discourse, while others may use a more integrated approach incorporating multiple language components.

The question is, what is grammar, and what is its role in foreign language learning?

2.3.1 Grammar

The word *grammar* comes from a Greek expression *grammatike tekhnē*, which literally means "*the art of letters, referring both to philology and literature in the broadest sense*" ("Online Etymology Dictionary" n.d.). Nowadays, the term grammar is defined and interpreted in various ways.

Richard Nordquist, a professor emeritus of Rhetoric and English at Georgia Southern University and author of several grammar and composition coursebooks, suggests that the two most common definitions of grammar are:

- *The systematic study and description of a language*
- *A set of rules and examples dealing with the syntax and word structures of a language usually intended as an aid to the learning of that language* (Nordquist, 2020)

According to Cambridge Advanced Learner's Dictionary, grammar means "*the study or use of the rules about how words change their form and combine with other words to make sentences*" ("Cambridge Dictionary" n.d.). Oxford Advanced Learner's Dictionary defines grammar as "*the rules in a language for changing the form of words and joining them into sentences*", or as "*a person's knowledge and use of a language*" ("Oxford Online Dictionary" n.d.). Harmer (1991) states that all these definitions contain two essential elements concerning grammar: the rules of grammar in a language and the study and practice of the rules.

2.3.2 Types of Grammar

According to Lock (1996), there are two approaches to describing the grammar of a language. One approach describes grammar as a set of rules that specify all the possible grammatical structures of a language. In this approach, an explicit division is usually made between grammatical (also known as well-former) sentences and ungrammatical sentences. The forms of grammatical structures and their relationships to one another are more important than their meanings and applications in different contexts. A grammarian who is interested in this type of description will frequently use

made-up sentences to illustrate different grammatical rules rather than sentences taken from real-world sources for analysis.

Another approach views language first and foremost as a system of communication, examining grammar to see how it is organized to allow speakers and writers to create and exchange meaning. Rather than insisting on a clear distinction between grammatical and ungrammatical forms, the emphasis is usually on the suitability of a form for a specific communicative purpose in a particular context. The primary focus is on the functions of structures and their constituents, as well as their contextual meanings. A grammarian interested in this type of description is likely to use data from authentic texts in specific contexts (the term text refers to both spoken and written language).

The former approach to the analysis of grammar is often called formal, while the latter approach is commonly regarded as functional. Lock (1996) believes that the two approaches are not mutually exclusive. While formal analyses take account of meaning and function at some point, functional analyses take account of form. Nevertheless, most grammar descriptions can be found exclusively within one or the other of the mentioned approaches.

The distinction between formal and functional approaches is also applicable to the difference between theoretical linguistics and applied linguistics.

Norquist (2020) describes another distinction that linguists make: *descriptive* and *prescriptive* grammar. Both types of grammar concern specific rules, but in two different ways.

Prescriptive grammar represents the traditional approach of grammar that explains how to use a language, what forms should be used, and what functions should the forms serve. It essentially describes how a language

should be used and states what is correct and incorrect, not considering how native speakers would use it. Descriptive grammar, on the other hand, focuses on describing how speakers actually use the language in common communication instead of stating how it should be used in the correct way (Nordquist, 2020).

Hand in hand with the distinction of prescriptive and descriptive grammar goes a classification of written and spoken grammar. Harmer (2001, pp. 14-16) describes that speakers often use written and spoken language in various ways because of the fact that spoken grammar is based on its own constructional principles. Therefore, spoken language is organised in a different way than written language, for instance, by the use of interjections (ah, wow, oh no) and hesitators (umm, erm, er), which are normally acceptable in spoken discourse but not suitable in written discourse.

2.3.3 Grammar in Written and Oral Form

Thornbury (1999) states that grammar has always been presented based on the written language until recently when grammar started to be also taught based on the oral language. Harmer (2001) argues that based on the level of formality in spoken language, some rules that were considered fundamental in English language production are called into question. Moreover, he suggests that apart from the level of formality, another problem of oral language is that it often features stronger regional and idiomatic elements than written one.

Willis (2003) adds that written language is more accessible than oral one since every written piece of text is full of data to work with. Sometimes it is hard to analyse grammar in spoken language as it may be changeable, and there is no adequate manual on how to do that. However, Willis (2003)

suggests that if teachers want to illustrate the grammar of a spoken language, they should give their learners enough opportunities to analyse and also produce spontaneous natural language in day-to-day communication.

Crystal (2002) proposes that such a difference between oral and written language is entirely natural and follows the innate development in society. Though Harmer (2001) suggests that the difference between oral and written language is significant and spoken language has its unique construction grammar rules, Crystal (2002) opposes that it is important not to overrate the difference and states that up to 95% of grammatical constructions appears both in written and spoken language.

2.3.4 Formal and Informal Language

Swan (2005) states that almost all languages worldwide have different levels of formality according to the situational context. Formal and informal language serve different purposes both in written and oral language. Although it depends mainly on the situational context in each specific situation, the formal register is often associated with written language.

In contrast, the informal register is associated more with spoken language. Even though the difference in the level of formality is often expressed lexically, it can also be expressed using various grammatical features. For instance, Biber & Quirk (2012) and Crystal (2011) describe how formal written English typically employs complex sentence structures, more abstract nouns, and passive voice, whereas shorter sentences, more concrete nouns, and active voice characterize spoken English.

In the English language, specific grammatical structures are considered either formal or informal and, therefore, are more frequent in spoken language rather than in written language and vice versa (Wardhaugh, 2018).

However, with the development of communication technologies, informal language is becoming more common, even in written language (Holmes, 2013). Trudgill and Hannah (2002) provide examples of how English has evolved differently in various regions of the world, resulting in different varieties and registers of the language, including formal and informal ones. For instance, shortened forms of words like verbs, auxiliaries, or modals attached to other words (contractions), phrasal verbs, acronyms, slang, or colloquialism, are considered informal and thus used in informal situations both in written and spoken language.

2.3.5 Role of Grammar in Foreign Language Teaching

This thesis has already explained that grammar forms the basic structure of any language. Languages would lack coherence and comprehensibility if there were no grammar rules, given the abundance of language variations that would. Such languages would become ambiguous and contradictory for various reasons. For example, in written language, incorrect use of punctuation or tenses can alter the intended meaning of a sentence and create misunderstandings. In spoken language, however, incorrect grammar or pronunciation may still be comprehensible, though it can still cause confusion and affect effective communication. Some languages do not have a complex tense system like English, and the distinction between past, present, and future may not be grammatically marked. In such cases, the meaning of an utterance can often be conveyed by the context, lexical means or additional words.

However, the absence of a complex tense system does not necessarily mean that grammar rules are unimportant for mutual communication. In any language, there are still grammatical structures that need to be followed in order for the utterance to make sense and convey the intended meaning. For

example, word order, verb agreement, and subject-verb-object arrangement are crucial elements of grammar in many languages, and incorrect use of these structures can still cause confusion or ambiguity in communication.

For that reason, grammar used to be the central point in foreign language teaching. In fact, the grammar-translation method was one of the most widely used teaching methods from the 19th century until the mid-20th century. This method emphasizes the correct use of grammar in translation exercises. Richards (2006, pp. 2-3) states that this method focuses on the knowledge of building blocks of sentences, e.g., tenses, phrases, clauses, and how sentences are formed. Using this method, learners learn grammatical rules and then apply their knowledge in translation between the native and target language. This results in knowing the theoretical aspects of language very well but lacking the ability to use it effectively in day-to-day communication. This was caused not only by the method itself but also by the selection of materials. Some examples of materials used in the grammar-translation method include grammar rules written in the learners' native language, lists of vocabulary with their translations, and short texts or dialogues to translate. These materials often focus on isolated grammar points rather than integrating them into authentic communicative contexts. Additionally, the materials tend to be dry and lack real-world relevance, hindering learners' motivation and engagement in the learning process (Richards, 2006).

In recent decades, there has been a trend towards shifting the focus from grammar-focused approaches to more communicative-oriented approaches in foreign language teaching. The shift towards communicative language teaching began to gain momentum in the 1970s and 1980s, with the introduction of theories such as communicative competence by Dell

Hymes (1972) and the emphasis on functional and situational language use by Michael Halliday (1975).

This shift has been driven by the recognition that language learning should aim not only at the acquisition of grammatical rules but also at the development of communicative competence, that is, the ability to use language effectively in real-life communicative situations (Canale & Swain, 1980; Bachman & Palmer, 2017). The communicative approach, which emphasizes the importance of communicative competence, has been prevailing in foreign language teaching since the 1980s (Richards & Rodgers, 2001). However, it is essential to note that many other methods and approaches have developed between the grammar-translation method and the communicative approach, including the direct method, the audio-lingual method, and the cognitive approach (Richards & Rodgers, 2001).

Therefore, the prevailing approach in teaching a foreign language is called the communicative approach. This approach highlights the importance of communicative competence, including the following aspects of language knowledge:

- *How to use language for different purposes and functions*
- *How to produce and understand different types of texts*
- *How to vary our use of language according to the setting and the participants* (Richards, 2006, pp. 2-3)

Richards (2006) highlights that language teaching has shifted from grammar to communicative competence, which emphasizes the use of language in specific communicative situations. In this approach, various enjoyable, communicative activities are utilized to allow learners to use the language in real-life situations. Grammar is no longer the primary goal of teaching and learning but rather a tool to achieve the goal of communicative

competence. This shift in language teaching aligns with the concept of communicative competence, which emphasizes the ability to use language effectively in various social contexts (Canale & Swain, 1980).

2.3.6 Learners‘ Difficulties with Grammar

Harmer (1987, pp. 9-16) describes the most common difficulties for learners learning English grammar. These difficulties include:

- *Mismatch between form and function – many grammatical forms are used to perform several different functions, for example, present continuous describes actions taking place now but it can also refer to future. On the contrary, it is possible to find that several different forms are available in English to express what seems to be a single function. For instance, the variety of verb forms which can be used to refer to future time*
- *Contrast between English and mother tongue – when the English grammar system works different from learner's native language difficulties arise very easily, e.g., structure of tenses in English and other languages*
- *English is full of exceptions of grammar rules – probably in every language there exist exceptions to the normal grammar rules and so it is also in English, e.g., past tense is usually created by adding -ed to the base form of the verb but there are many verbs with irregular forms* Harmer (1987, pp. 9-16)

Moreover, it is not only learners having problems with grammar but also teachers may struggle with it. Even though most teachers have no problems applying grammar rules when producing language, they struggle

with explaining the rules to the learners. Henrici and Riemer (1994, pp. 163-165) summarized the three most common problems as follows:

- *Explanation of grammar in the interesting and motivating way*
- *Understandable explanation of the grammar*
- *Formulation of grammatical rules without unnecessary exceptions* (Henrici; Riemer, 1994, pp. 163-165)

2.4 Grammar Syllabus

Harmer (2001) states that a grammar syllabus is the most common type of syllabus, both traditionally and currently. Apart from grammar syllabus, there are also other types of syllabuses; for example, a lexical syllabus that is organised based on the vocabulary and lexis, a functional syllabus that focuses on communicative functions, a situational syllabus that selects and sequences various real-life situations, or topic-based syllabus that organises language around different topics. Harmer (2001) also introduces a multi-syllabus syllabus, which is "*a common solution to the competing claims of the different syllabus types*" (p. 299). Such a syllabus takes a grammar syllabus as the foundation and complements it with items from lexis, language functions, situations, topics, tasks, different language skill tasks or pronunciation issues (p. 300).

A grammatical syllabus can be described as a collection of grammatical content found in ELT coursebooks. Burton (2022) describes a grammatical syllabus as a document that states which grammar points have been selected for a particular coursebook (content) and in which order it has been decided to teach them with regard to the level and age of learners (sequencing). Grammar syllabuses are central to language teaching, and opinions on their use often cut through the core of beliefs about language

teaching (Burton, 2022, p. 1). As Richards (2001) suggests, the term *syllabus* is often contrasted with *curriculum*, when the former he describes as "a specification of the content of a course of instruction, which lists what will be taught and tested" (p. 2), while the latter "considers also learners' needs, course objectives, course structure, teaching methods and materials, and evaluation" (p.3). Burton (2022, p. 1) concludes that a syllabus is "an ordered catalogue of teaching items, which can be dealt with in different ways according to the overall curriculum."

O'Keeffe & Mark (2017) argue that in the ELT profession, there exists a catalogue of grammatical content, most clearly seen in coursebooks and practice grammar, representing the most prevalently held opinions on the proper content of the catalogue of grammar points to be presented and taught to language learners (for example, across all levels of a coursebook series) and the level of learning at which each item in the catalogue should be taught. Newby (2017) adds that the content of grammatical syllabuses consists of a specific type of grammatical analysis and description, namely *pedagogical grammar*. Newby (2017) describes pedagogical grammar as "a grammar developed for learners of a foreign language" (p. 524). Pedagogical grammar aims not to provide a full account of a language but describes features considered to be of most interest and importance to learners. Swan (2011) notes that such selectivity is a part of pragmatic considerations and that "time constraints do not allow language learners to learn, or their teachers to teach, anything approaching the whole of a language" (p. 565). The question is, however, who is it to make the selection and on what principles, as the rationale for the grammar syllabus found in ELT coursebooks is rarely made explicit. (Burton, 2022)

Concerning the criteria for grammar points to be included in a particular grammar syllabus, Thornbury (2006) describes two fundamental

features: frequency and usefulness. Nevertheless, it is relatively rare that the most frequently used grammar points are the most useful ones, as usefulness depends on the specific needs of each learner. Therefore, Thornbury (2006) adds three other criterions: difficulty, learnability from a learner's position, and learnability from a teacher's position.

"As regards difficulty and learnability from a learner's position, it should always be considered that the more grammar points there are, the more difficult the structure is" (Tomlinson & Masuhara, 2017, p. 27). For instance, the structure of past continuous is more difficult than the structure of present continuous, while the structure of future perfect continuous is even more difficult. Hence a certain logical ordering from the easier structures to the more difficult ones should be applied. Moreover, it should always be distinguished between what learners actually learn and what is expected from them as the result of the learning process.

According to Lightbown and Spada (2013), teachers' beliefs about the learnability of particular grammar structures can affect their selection and sequencing of content in a language course. They argue that teachers may prioritize teaching specific structures they perceive as more learnable, even if those structures are not the most frequent or essential for communication. Additionally, they note that teachers' beliefs about learnability can be influenced by their own linguistic background, teaching experience, and familiarity with different teaching methodologies.

Harmer (2001) then adds another criterion which is coverage. He describes it as a scope of use of words and phrases and claims that "some words and structures have greater coverage than others. Thus, a teacher can decide, on the basis of coverage, to introduce the going to future before the present continuous with future reference, if they could show that going to could be used in more situations than the present continuous" (p. 296).

2.5 Approaches to Teaching Grammar

Cortez & Genisan (2021, p. 29) state that there has always been a discussion in the field of second language grammar acquisition and teaching whether to learn grammar explicitly through conscious learning of grammatical rules or if it should be acquired implicitly in the context of meaningful language rules. Schwarz (2014) argues that it is the responsibility of teachers to teach grammar in foreign language instruction, and they should strive to do so in a manner that is efficient due to time constraints. Abdullah and Shah (2014) indicate that by studying grammar, language users are allowed to analyse patterns and avoid making mistakes, which may lead to more accurate skills, namely speaking and writing, among language learners. Abdullah and Shah (2014) then describe two groups of language teachers.

The first group of teachers tends to use the structural method in teaching grammar, stating that this method is the most efficient for enhancing language proficiency. The structural method is a language teaching approach that emphasizes the study and analysis of the structure of the language, particularly its grammar, syntax, and morphology. It focuses on explicitly teaching language rules and structures, often through deductive instruction, and using drills and exercises to reinforce learning. The goal is to help learners master the language's underlying structure so they can use it correctly in communication. The structural method was popularized in the mid-20th century, particularly in the United States, and was influential in developing communicative language teaching approaches.

The other group prefers to teach grammar using the communicative language teaching approach as they believe that a communicative approach helps learners to acquire grammatical structures without resorting to rote memorization or tedious learning strategies. The two approaches can be

called *inductive* and *deductive*, or, as Thornbury (2006) suggests, it may be easier to use the terms *rule-driven learning* and *discovery learning*.

According to Thornbury (2006), a deductive approach to teaching grammar means that a teacher first presents the rules and only then provides learners with exercises and activities so that they can apply the rules. On the other hand, utilizing the inductive approach entails providing learners with examples of the application of a particular grammatical rule, from which a rule can be deduced.

To understand the difference between inductive and deductive approaches better, Thornbury (2006) presents two following examples:

(1) *"On arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that."*

(2) *"On arriving in this same country, you observe several instances of people rubbing their noses on meeting so you conclude that this is the custom, and proceed to do likewise."* (Thornbury, 2006, p. 29)

These examples clearly explain the terms inductive and deductive approach to teaching and learning grammar, when the first example (1) talks about the deductive approach, and the second (2) about the inductive approach.

2.5.1 The Deductive Approach in Teaching Grammar

The deductive approach, also known as rule-driven learning, is an elementary approach to teaching grammar from rules to examples. According to Schwarz (2014), this approach is the academic and scholarly one that was invented to teach Latin and Greek.

When teaching grammar using the deductive approach, the teacher uses an example in a coursebook or writes their own examples on the board, explaining the underlying rule almost always in the first language, using the meta-language of grammar. Learners then try to apply the rule, orally or in writing, in order to practice the use of it. According to Cortez & Genisan (2021, p. 30), special attention is paid to the area of conflict between the grammar of the mother tongue and that of the target language. Moreover, the whole process is cognitive as learners contemplate the grammar rules and think about the structures before they produce spoken or written language, with little attention devoted to the value of the message.

According to Umida, Dilora, and Umar (2020), the deductive approach is the traditional or explicit approach to teaching grammar which focuses on basic skills that are the fundamental grammatical rules and concepts taught explicitly to learners. These basic skills may include knowledge of parts of speech, sentence structure, verb tenses, and other essential elements of grammar. The traditional refers to the approach commonly used in teaching grammar for a long time, which involves explicitly teaching grammar rules and focusing on basic skills. It is contrasted with the more modern communicative approach, which focuses on communication and language use in context rather than isolated grammar rules. Thornbury (2006) adds that this approach is traditionally associated with the *Grammar-Translation method*. Larsen-Freeman (2000) explains that the Grammar-Translation method is a deductive approach to teaching grammar. This method primarily focuses on the grammatical rules and structure of the target language, and learners are expected to memorize and apply them in practice activities such as translating sentences. The use of learners' first language is common in this method, and the primary goal is to improve reading and writing skills rather than speaking and pronunciation. However, this approach does not

provide learners with enough opportunities to practice the target language in authentic situations. Learning in the Grammar-Translation method is based on repetition, which can be effective for some learners but may not work well for others who need more varied and communicative practice.

Cortez & Genisan (2021) describe the teacher's role in this approach as directive and rooted in authority as there is a belief that teachers impart information to learners while learners receive knowledge and work on their own using their coursebooks. Afterwards, teachers assess the outcome using declarative knowledge testing as there is a definite correct answer for every question.

Thornbury (2006) suggests that the deductive approach may be suitable solely for adult learners or learners whose English is a a decent level as such learners already know the fundamental grammar structures of a language.

According to Saadatnia and Tahririan (2016), the deductive approach can effectively teach grammar rules explicitly, allowing learners to understand and internalize the rules faster than the inductive approach. This method benefits learners who prefer structured and organized learning, as it provides a clear framework for learning grammar. Additionally, the deductive approach can benefit learners who need to pass exams requiring knowledge of grammar rules. The approach can help them learn and apply the rules in practice exercises.

Thornbury (2006) suggests that a deductive approach to teaching grammar has several advantages, including:

- *It gets straight to the point and can therefore be time-saving. Many rules, especially rules of form, can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.*

- *It respects the intelligence and maturity of many – especially adult students.*
- *It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.*
- *It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.* (Thornbury, 2006, p. 30)

Kaye (2007) then adds another advantage that a teacher can monitor learners' progress and understanding of a certain grammar point more easily.

Conversely, there are certain disadvantages of a deductive approach. One disadvantage of a deductive approach to teaching grammar is that it may not provide learners with enough opportunities to practice the target language in authentic situations (Umida, Dilora, & Umar, 2020). Learners may become overly reliant on explicit rules and struggle to use the language in real-life communicative situations. Additionally, some learners may find this approach boring or unengaging, as it may not offer enough opportunities for creativity and self-expression. Finally, the approach can be quite teacher-centred, with the teacher directing the learning process and learners expected to follow instructions without much input or participation (Cortez & Genisan, 2021). Thornbury (2006) describes some of the possible disadvantages:

- *Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e., language used to talk*

about language such as grammar terminology. Or they may not be able to understand the concepts involved.

- *Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.*
- *Explanation is seldom as memorable as other forms of presentation, such as demonstration.*
- *Such an approach encourages the belief that learning a language is simply a case of knowing the rules.* (p. 30)

2.5.2 The Inductive Approach in Teaching Grammar

The inductive approach, also known as the rule-developing approach, is, according to Schwarz (2014) an approach that encourages learners to realise certain grammar rules without any form of prior explanation, from examples to rules. Such a way of learning, learning through experience, is perceived as a natural way of learning. Teachers who support and prefer this approach assume that the grammar rules become evident when learners get enough time and appropriate examples in the learning process. Schwarz (2014) states that the procedure starts with a teacher's demonstration of the meaning of a grammar point to the class, being silent during this stage apart from correcting if necessary. The teacher shows the grammar point on the board only after extensive practice but does not always make explanations except for the situations when learners elicit explanations themselves. When this happens, the first language may be used. Finally, the model is copied, and learners might be told to produce and write sample sentences from the model.

Umida, Dilora, and Umar (2020) add that the inductive approach can also be called the *constructivist* approach, stating that such an approach focuses on big concepts, going from the whole and pervading to include the parts. Using this approach, learners' learning is interactive, and learners' knowledge is built on the basis of what they already know. Moreover, the teacher's role is interactive too. The teacher establishes a dialogue with the learners and helps them create their own knowledge. Learners cooperate in pairs or groups, which makes their questions and interests appreciated. The assessment includes learners' works, observations, opinions, and even testing. Nonetheless, Cortez & Genisan (2021) believe that the learning process is just as vital as the final product.

Abdullah and Shah (2015) note that a considerable number of nations have adopted Communicative Language Teaching (CLT), also referred to as the covert method, as the basis for their English language curricula. With the covert method, the teacher engages the class in applying the structure without pointing out grammatical conventions. Learners have ample opportunity to practice the question forms, as communicative learning is prioritized over explicit grammar instruction in the covert approach. When performing speaking and listening activities, the technique creates a setting where several languages, both known and unknown, are encountered. Learners are only assisted in learning a new language when they already have some familiarity with it and questions or curiosity about it.

Additionally, according to Christensson and Seiberling (2021), concentrating on form entails calling attention to the grammatical forms while engaging in communicative-based tasks. This might be accidental or intentional. Planned Focus on Form is when the instructor creates a communicative-based assignment that highlights the usage of a certain grammatical form by the learners as opposed to incidental Focus on Form,

which is when the teacher labels grammatical forms when errors occur in learners' communication.

Kaye (2007) considers the inductive approach a modern way of teaching grammar since it includes some discovery techniques and, in some ways, tries to imitate the process of acquiring the language. It also provides learners with a plethora of authentic materials and focuses on learners as the most important part of the learning process.

Thornbury (2006) provides a summary of the benefits of the inductive approach, which are:

- *Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.*
- *The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.*
- *Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.*
- *It is an approach which favours pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.*
- *If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.*

- *Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.* (Thornbury, 2006, p. 54)

In contrast, he describes the disadvantages accordingly:

- *The time and energy spent in working our 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.*
- *Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.*
- *It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.*
- *However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.*
- *An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.* (Thornbury, 2006, pp. 53–54)

Thornbury (2006, p. 54) states that “research findings into the relative benefits of deductive and inductive methods have been inconclusive.” Based

on the research findings, he suggests that deductive learning has shown short-term advantages and that there is some evidence to support the idea that some linguistic objects are better received than discovered. Additionally, most learners seem to choose deductive grammar presentations when polled. However, after being introduced to inductive methods, there is frequently less opposition since the learners see the advantages of approaching solutions on their own. The ability to recognise patterns and regularities in naturally occurring materials would seem to be a vital capability for self-directed learning and as such, one that may be cultivated in the classroom, which further supports the autonomy argument.

2.5.3 The Eclectic Approach to Teaching Grammar

The eclectic approach to language teaching is characterized by a combination of different methodologies and techniques based on the needs of learners and the context of learning (Brown, 2007). This approach combines all the positive aspects of the deductive and inductive approaches. Cortez & Genisan (2021) claim that even though the language is intended for communication, there are still times when a brief explanation of a grammatical principle is important. Moreover, there will not be any formal language teaching because learners may learn the rules on their own over time. Not only will learners benefit from this strategy, but so will the teachers. The teachers will also be able to cater to the various needs and learning preferences of the pupils. In addition, Schwarz (2014) notes that, like in all choices of pedagogy, the middle path is the best when it comes to teaching grammar.

2.6 Grammar and Methods

Thornbury (2006) argues that over the last century, the architects of language teaching methods have been focused on two fundamental design decisions regarding grammar:

(1) *Should the method adhere to a grammar syllabus?*

(2) *Should the rules of grammar be made explicit?* (Thornbury, 2006, p. 21)

Thornbury (2006) believes that the different ways the architects of language teaching answered these questions help discern various methods of teaching from each other. The following chapter briefly describes some of the methods concerning their approach to these questions.

2.6.1 Grammar-Translation Method

The Grammar-Translation method is a traditional approach to teaching foreign languages that originated in the 19th century. Its focus is on the explicit teaching of grammar rules and vocabulary through the translation of texts from the target language to the learner's native language and vice versa.

According to Richards and Rodgers (2014), the Grammar-Translation method is based on the belief that language learning should involve mastering grammatical rules and memorising vocabulary. Learners learn language by translating texts and analysing grammar rules and are expected to understand and apply these rules in their own writing and speaking.

This method is often criticised for its lack of emphasis on speaking and listening skills, which are essential for real-life communication. The emphasis on grammar rules and vocabulary memorisation can also

demotivate learners, as it can be perceived as boring and irrelevant to their needs.

Despite these criticisms, the Grammar-Translation method continues to be used in some language classrooms, particularly for teaching classical languages such as Latin or Greek. Its focus on the explicit teaching of grammar can be helpful for learners who need to develop a strong understanding of grammatical rules to read and write in the target language.

In conclusion, while the Grammar-Translation method has its advantages in specific contexts, it is generally considered an outdated and ineffective approach to language teaching. Modern language teaching methods, such as Communicative Language Teaching, prioritise developing speaking and listening skills and encourage learners to use language in meaningful communication rather than simply memorising grammar rules and vocabulary.

2.6.2 The Direct Method

The Direct Method is a language teaching approach that emphasizes the direct use of the target language, avoiding using the learners' native language. It was developed in the late 19th century in response to the Grammar-Translation Method, which had been criticized for focusing on written language at the expense of oral communication. According to Richards and Rodgers (2014), the Direct Method aims to develop the learners' ability to think and communicate in the target language by immersing them in it from the start.

According to Larsen-Freeman (1986), the fundamental rule of this method is that it avoids translating. The method is called direct, as the nature of things is directly associated with the target language without using the first language. This method focuses on oral skills directly in the target

language, rejecting explicit teaching of grammar. Learners acquire the language and grammar in a similar way as children acquire their mother tongue, i.e., by being exposed and immersed in the language.

Richards & Rodgers (1999) claim that this method was successful mainly in private schools as learners, who had to pay for their studies, were motivated and taught by native speakers. On the contrary, it was rather difficult to use this method in public schools as it was supposed that only native speakers with a great knowledge of the concepts of this method would teach this method, and it was difficult to find such teachers to teach in public schools.

2.6.3 Audiolingualism

Audiolingualism, also known as the Army or Structural Method, is a language-teaching approach that emerged in the 1950s (Richards & Rodgers, 2001). The method is based on behaviourist principles that emphasize habit formation and the acquisition of automatic responses to stimuli (Larsen-Freeman & Anderson, 2011). The audio-lingual approach aims to enable learners to produce accurate and fluent utterances in the target language by drilling sentence patterns, grammar structures, and vocabulary items (Richards & Rodgers, 2001).

The method emphasizes the oral skills of language learning, mainly listening and speaking, with little attention paid to reading and writing (Larsen-Freeman & Anderson, 2011). The teacher models target language structures, and learners imitate and repeat them in drills and pattern practice activities. Error correction and feedback are frequent, and the emphasis is on producing accurate language rather than on meaning or communication.

Proponents of the audiolingual method claim that it effectively teaches essential communication skills and builds learners' confidence and accuracy

in the target language (Richards & Rodgers, 2001). However, critics argue that the method focuses too much on mechanical drills and repetition and does not provide learners with the tools to engage in meaningful communication (Larsen-Freeman & Anderson, 2011).

Overall, the audiolingual method has significantly influenced language teaching and remains a common approach in some contexts, particularly in teaching English as a foreign language (Richards & Rodgers, 2001).

2.6.4 Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the importance of communication and meaning in language learning. According to Nunan (1991), CLT is "an approach to language teaching that aims to develop communicative competence in the learner" (p. 6). This approach to language teaching emerged in the 1970s as a reaction to the perceived limitations of more traditional approaches, such as the Grammar-Translation Method and the Audio-Lingual Method.

Communicative Language Teaching emerged as a response to the limitations of traditional grammar-based language teaching methods. According to Thornbury (2006), CLT was influenced by sociolinguistics, which emphasized that communicative competence encompasses more than just knowledge of grammar rules. However, grammar was not entirely excluded from the syllabus; instead, it was restored as a means to develop communicative competence, albeit under a more functional approach. The goal of CLT is for learners to acquire the ability to communicate fluently, accurately, grammatically correctly, and effectively in the target language in various real-life situations.

Harmer (2001) suggests that the primary aim of CLT is to enable learners to use language structures in different contexts and for various

purposes. The emphasis is placed more on the successful achievement of a communicative goal than on language accuracy. During the learning process, learners should focus on the content of the language rather than its form.

According to Larsen-Freeman (1986), smaller groups of learners are preferred when using the CLT approach in order to maximize their communicative skills. Learners should be given sufficient opportunities to express their thoughts, opinions, and feelings. Making mistakes is regarded as a natural consequence of developing communicative skills, and communicative interaction encourages cooperative relationships among learners. The teacher's role is more of an observer and advisor than a direct and active participant in the learning process.

In summary, CLT emphasizes the importance of developing communicative competence through authentic communication in various real-life situations. It encourages learners to focus on language's meaning and communicate effectively rather than solely on grammatical correctness. This method emphasizes learner-centeredness, where the teacher is a facilitator rather than a director, allowing learners to take an active role in the learning process.

2.6.5 Task-based Learning

Task-based learning (TBL) is a methodology that focuses on using meaningful tasks as the central unit of instruction. According to Willis and Willis (2007), tasks are activities that require learners to use language in order to achieve a goal or solve a problem, and they often simulate real-life situations. The goal of TBL is to develop the learners' communicative competence by providing them with opportunities to use language purposefully.

TBL is based on the idea that language learning should be task-driven, as opposed to rule-driven, which is characteristic of more traditional language teaching methods. This approach is rooted in the principles of Communicative Language Teaching (CLT), and it places a strong emphasis on learner-centeredness, where the learners are active participants in the learning process.

In TBL, the focus is on using language to accomplish real-world tasks, such as ordering food in a restaurant, filling out an application form, or making a phone call. The tasks are designed to be challenging yet achievable, and they are often structured around a series of pre-task, during-task, and post-task activities. The pre-task activities help to prepare the learners for the task, the during-task activities provide opportunities for the learners to use language to complete the task, and the post-task activities allow for reflection and feedback on the task and the language used.

The TBL approach has been widely adopted and applied in language classrooms worldwide. A number of studies have investigated the effectiveness of TBL in promoting language learning. For instance, Kim (2009) investigated the effectiveness of TBL on the development of Korean EFL learners' speaking ability. The results showed that TBL significantly improved the learners' speaking ability compared to traditional grammar-focused instruction.

Furthermore, Skehan and Foster (1999) argued that TBL could promote the acquisition of the language system and that it can also lead to the development of cognitive skills, such as problem-solving and critical thinking. These skills are considered important in both language learning and in life more generally.

In conclusion, TBL is a task-driven approach emphasising the importance of using language to achieve real-world goals. It is an effective method for promoting language learning, as well as the development of cognitive skills. It is a learner-centred approach that emphasizes the importance of learners being active participants in the learning process, and it has been widely adopted and applied in language classrooms around the world.

2.7 Grammar Practice

As reported by Harmer (2001), when learning and practising a language, the emphasis can be put either on accuracy or fluency. It is vital to know beforehand whether teachers want their learners to speak as fluently as possible or as accurately as possible. Therefore, it is desirable to realize the difference between two types of activities, communicative and non-communicative. Non-communicative activities focus primarily on the accuracy of a single grammar point and its correct usage, which is often monitored and corrected by a teacher. During these activities, learners often lack interest and do not understand the purpose of such activities. On the contrary, communicative activities focusing on fluency should encourage learners' desire to communicate and use the target language while they emphasize the content rather than form, with the teacher being a communicative partner.

2.7.1 Accuracy

The importance of accuracy in grammar practice cannot be overstated, as it is essential to language learning. According to Ellis (2015), accurate use of grammar is necessary for successful communication, as even minor errors can cause misunderstandings and affect the clarity of the message.

Therefore, it is essential for language learners to focus on developing their accuracy in grammar.

One effective strategy for developing accuracy in grammar is focused practice. Nassaji and Fotos (2011) explain that focused practice involves providing learners with opportunities to engage in structured activities focusing on specific grammatical structures or rules. These activities can include exercises, drills, or games that provide learners with repeated opportunities to practice using the target grammar.

Another effective strategy for developing accuracy in grammar is through explicit instruction. According to Larsen-Freeman (2017), explicit instruction involves the teacher providing learners with clear explanations of the grammatical structures, followed by opportunities for learners to practise using the structures in context. Explicit instruction can be especially beneficial for learners with limited exposure to the target language, as it helps build a foundation of knowledge that can be applied in real-life situations.

In addition to focused practice and explicit instruction, corrective feedback can also be an effective tool for developing accuracy in grammar. According to Bitchener and Knoch (2010), corrective feedback can help learners identify and correct grammar errors. Feedback can be provided in various forms, such as direct correction, prompts, or recasts, and can be tailored to the learner's individual needs.

Finally, it is vital to incorporate authentic materials and contexts into grammar practice activities. According to Ur (2012), authentic materials and contexts help learners see the target grammar's relevance in real-life situations. This can be achieved through activities such as role-plays,

discussions, and simulations, which provide learners with opportunities to use the target grammar in meaningful and authentic contexts.

In conclusion, accuracy in grammar practice is crucial for language learners to communicate in the target language successfully. Practical strategies for developing accuracy in grammar include focused practice, explicit instruction, corrective feedback, and the use of authentic materials and contexts. By incorporating these strategies into their teaching practices, language teachers can help their learners to achieve greater accuracy in their use of grammar.

2.7.2 Fluency

Fluency is a vital aspect of language learning that enables learners to communicate effectively and efficiently in the target language. According to Skehan (1998), fluency involves the ability to use language structures and expressions smoothly, accurately, and effortlessly in real-time communication. Therefore, it is essential for language learners to focus on developing their fluency to achieve successful communication in the target language.

One effective strategy for developing fluency is through extensive reading and listening activities. These activities can include reading graded readers, listening to podcasts or radio programs, or watching videos in the target language, which provide learners with repeated exposure to authentic language use. According to Nation (2014), extensive reading and listening can help learners to develop their automaticity and speed in processing language, which are key components of fluency.

Another effective strategy for developing fluency is through the use of communicative activities. According to Thornbury (2015), communicative activities involve learners in real-life communication tasks that require them

to use language for meaningful purposes. These activities can include role-plays, debates, or discussions, which allow learners to use language spontaneously and creatively in authentic contexts.

In addition to extensive reading and communicative activities, timed and repeated practice can also be an effective tool for developing fluency. According to Skehan and Foster (1999), timed and repeated practice involves learners engaging in activities requiring them to produce language under time pressure, which helps to develop their automaticity and speed in language use. These activities can include dictations, speed-writing exercises, or timed role-plays, which provide learners with opportunities to use language accurately and fluently under time constraints.

Finally, it is essential to provide learners with feedback on their fluency. According to Derwing and Munro (2015), feedback can help learners identify and correct language errors and develop greater fluency in their speech. Feedback can be provided in various forms, such as recordings, self-assessments, or peer assessments, and can be tailored to the learner's individual needs.

To conclude, fluency is a crucial aspect of language learning that enables learners to communicate effectively and efficiently in the target language. Practical strategies for developing fluency include extensive reading and listening activities, communicative activities, timed and repeated practice, and feedback on fluency. By incorporating these strategies into their teaching practices, language teachers can help their learners to achieve greater fluency in their use of language.

2.7.3 Phases of Grammar Practice

Every learning process has its principles, and the same applies to learning grammar. It is necessary to undergo certain phases that logically follow one

another and guide learners through the grammar learning process. There are certain nuances in each of the following phases, yet the basis is still the same. In the process of acquiring new knowledge, grammar, in this case, it is essential to provide learners with sufficient and comprehensible input, thanks to which the learners' internal system is created. Ur (2006) distinguishes these four phases: presentation, isolation and explaining, practice, and testing.

Presentation

Presentation is an essential phase in grammar teaching and learning, where teachers present new grammar structures or rules to learners in a clear and comprehensible way, as it sets the foundation for learners to understand and use new grammar structures accurately and effectively. According to Larsen-Freeman and Anderson (2011), effective presentation helps learners understand the meaning and use of new grammar structures and provides them with opportunities to practice and apply the structures in context.

In addition, an effective presentation can create a positive learning environment where learners feel engaged and motivated to learn. Harmer (2015) notes that well-planned and well-executed presentations can help to generate interest and curiosity in learners and create a sense of excitement and anticipation about the new grammar structures being introduced.

There are several strategies and techniques that teachers can use to present new grammar structures to learners effectively. One strategy is to use visuals, such as diagrams, pictures, or charts, to help learners visualize the new grammar structure or rule. According to Ur (2016), visuals can help make the presentation more engaging and memorable and help learners better understand the meaning and use of the new structure.

Another strategy is to use real-life examples or contexts to illustrate the new grammar structure. According to Thornbury (2017), using authentic examples helps learners to see the relevance and practical application of the new structure and can help to increase motivation and interest in the learning process.

Another effective technique for presentation is to use guided discovery. Guided discovery involves providing learners with a series of questions or prompts that lead them to discover the new grammar structure or rule on their own. As noted by Ellis (2006), guided discovery can effectively promote learner engagement and increase learner autonomy, as learners are actively involved in the learning process.

Isolation and explaining

Isolation is the process of separating a specific grammatical structure from a text or conversation to focus on its form and meaning. This stage is critical in grammar teaching because it allows learners to see the structure in isolation, making it easier to understand its form and function. According to Celce-Murcia and Larsen-Freeman (2011), isolation enables learners to recognize and understand the grammatical structure before encountering it in a real-life situation. This stage also helps learners identify the rules governing the structure and how it functions in the language.

After isolating a grammatical structure, the next stage is to explain its form, meaning, and use in the language. According to Ur (1999), providing a clear and concise explanation of the grammar structure is essential for learners to understand its function in the language. This explanation should include examples demonstrating the structure's use and highlighting any exceptions or irregularities.

Several effective strategies can be used to implement isolation and explanation in grammar teaching. One strategy is to use authentic materials, such as songs, poems, or stories, to introduce the grammatical structure in context. This gives learners a meaningful and engaging way to learn the structure and its use in real-life situations.

Another effective strategy is to use visuals, such as diagrams or charts, to illustrate the structure's form and function. This can help learners to visualize the structure and its rules, making it easier to understand and remember.

In addition, using a deductive approach, where the teacher presents the rule first and then provides examples, can effectively explain the grammatical structure. This approach helps learners to understand the rule's form and function before applying it in context.

Practice

Practice is the phase in grammar teaching and learning that provides learners with opportunities to use the target language structures or rules they have learned in context. Practice helps learners to consolidate their knowledge and develop the ability to use grammar accurately and fluently in real-life situations. According to Larsen-Freeman (2017), "Practice is essential for developing automaticity, which means that learners can produce the language structures without conscious effort or attention to form" (p. 103).

One effective strategy for grammar practice is controlled practice. Controlled practice helps learners to practise using the target grammar accurately and build confidence in their ability to use the language structures correctly. The controlled practice involves providing learners with structured activities focusing on specific grammar rules or structures

(Larsen-Freeman & Anderson, 2011). Controlled practice is often used in the early stages of language learning to provide learners with a solid foundation of the language's basic structures. These activities can include fill-in-the-blank exercises, matching activities, and sentence completion tasks.

Drills are a specific type of controlled practice that focuses on developing automaticity and accuracy in using specific language structures or vocabulary. Drills typically involve repetitive and focused exercises that require learners to produce specific responses. Drills can be divided into several categories based on different criteria. One common way of categorizing drills is based on their degree of structure or control, which can range from highly controlled to less controlled. According to Harmer (2007), drills can be divided into the following categories:

- Mechanical drills: These are drills that involve the repetition of a specific language item in a highly structured and controlled way. Examples include substitution drills, where learners replace one element of a sentence with another (e.g., "He drinks coffee in the morning" becomes "He drinks tea in the morning"), and transformation drills, where learners change the form or structure of a sentence (e.g., "I am a teacher" becomes "Are you a teacher?").
- Meaningful drills: These are drills that involve the use of language in a more meaningful context but still with a degree of control. Examples include information gap activities, where learners work in pairs to exchange information to complete a task (e.g., describing a picture to a partner), and guided role-play activities, where learners are given a specific situation to act out (e.g., ordering food in a restaurant).

- Communicative drills: These are drills that involve using language in a more communicative and authentic context, with less control. Examples include problem-solving activities, where learners work together to find a solution to a real-world problem (e.g., planning a trip), and free conversation activities, where learners are given a topic and are expected to have a natural conversation.

Contrasting the controlled practice, free or independent practice is the most advanced type of grammar practice and involves learners using language to express their ideas, feelings, and opinions (Lightbown & Spada, 2013). It is a practice where the learners have complete control over the language input and output. In free practice, the learners are allowed to use the language they have learned more authentically and communicatively. Free practice activities involve open-ended exercises allowing learners to use their creativity and critical thinking skills to produce language. Examples of free practice exercises include debates, presentations, and writing assignments.

Though the communicative drill and free practice may seem almost identical, the main difference between a communicative drill and free grammar practice is the level of control over learners' language. In a communicative drill, learners are given a specific task or scenario that requires them to use the target language in a particular way. The focus is on using the language in context and meaningfully rather than simply memorizing or repeating language forms.

Learners are typically given a range of exercises or activities to choose from, and they have more freedom to experiment with the language and use it in their way. In contrast, free grammar practice allows learners to use the target language in a more open-ended way. This can benefit learners who

want to explore the language more deeply and develop their own style and approach to using it.

Another important difference is the level of scaffolding or support provided to learners. In a communicative drill, learners are typically given more guidance and support to complete the task or achieve the goal. This might include examples, prompts, or other types of support that help learners use the language correctly and meaningfully. In contrast, free grammar practice often requires learners to rely on their knowledge and skills and take more responsibility for their own learning.

Overall, both communicative drills and free grammar practice have their place in language learning. Communicative drills help learners with focused practice and opportunities to use the language in context. In contrast, free grammar practice allows learners to explore the language more deeply and develop their own style and approach.

In conclusion, the presentation, isolation, explanation, and practice phases are critical to effective grammar teaching and learning. Presentation sets the foundation for learners to understand and use new grammar structures accurately and effectively, while isolation and explanation help learners recognize and understand the grammatical structure before encountering it in a real-life situation. The practice provides learners with opportunities to use the target language structures or rules they have learned in context, which helps consolidate their knowledge and develop the ability to use grammar accurately and fluently in real-life situations. Implementing effective strategies and techniques, such as using visuals, authentic materials, guided discovery, and controlled and independent practice, can enhance these phases and facilitate learner engagement, motivation, and autonomy. By incorporating these strategies into their teaching practices,

language teachers can help their learners develop the necessary skills to use grammar accurately and fluently in communication.

3 Practical Part

Lower secondary schools in the Czech Republic use various coursebooks for English language teaching and learning. Most of them have been designed by English authors and published by international publishing houses. However, there are some that have been prepared by Czech authors and published by Czech publishing houses. The way the English coursebooks present grammar may vary as some of them may focus on drill activities more, and others may prefer communicative activities. Nevertheless, most of the coursebooks combine grammar and functional syllabuses with nuances concerning the succession of grammar structures.

The practical part aims to use comparative methods to determine the extent to which the coursebooks differ in terms of teaching grammar, what methods of presentation and teaching of grammar are used in the coursebooks, whether controlled or free grammar practice is dominant, whether the grammatical syllabuses of the coursebooks differ, and to discuss to what extent these differences can affect the overall learning process.

The specific categories the practical part focuses on in the analysis of the coursebooks include grammar syllabuses, methods of presenting new grammar, types of grammar practice activities, design of grammar practice activities and frequency of grammar practice activities.

The research questions include:

- How do the coursebooks differ in terms of teaching grammar?
- What methods of presentation and teaching of grammar are used in the coursebooks?
- Is controlled or free grammar practice dominant in the coursebooks?

- Do the grammatical syllabuses of the coursebooks differ?

The ultimate goal of the thesis is to discuss to what extent the differences might affect the overall learning process.

For the purpose of the thesis, the author has chosen three sets of ELT coursebooks. The series of coursebooks are *Project*, *Your Space*, and *Bloggers*. As there are no relevant studies examining the popularity of individual English coursebook titles in Czech schools, the selection of coursebooks for this thesis primarily relied on the approval list of coursebooks from the Ministry of Education, Youth, and Sports. According to Schmidtová's (2017) questionnaire survey, eighty-two out of one hundred teachers use the Project coursebook series for teaching English in Czech schools. For this reason and the author's personal experience, the Project series was selected. Another set of coursebooks selected is the Your Space series, which the author uses in their teaching practice at the school where they teach. Both series are written by English authors and published by English publishing houses. The third series, Bloggers, represents coursebooks written by Czech authors. It was chosen based on a recommendation from the Czech School Inspectorate and some of the author's colleagues who use and recommend this coursebook.

The practical part of the thesis deals with the analysis and comparison of the selected coursebook series. First, it describes the selected coursebook series. Second, it compares the grammar syllabuses of the series in terms of content and continuity, focusing on grammatical tenses. Finally, it compares the presentation and teaching of the past simple tense in the selected series of coursebooks, including the analysis of grammar practice. The results are then discussed and interpreted in a separate chapter.

3.1 The *Project* Series

The *Project* series is a well-designed and comprehensive coursebook series for teenage and young adult ESL learners. Written by Tom Hutchinson and published by Oxford University Press, the series consists of six levels, from beginner to upper-intermediate, and is aimed at learners aged twelve to eighteen. Each level is divided into eight themed units, covering a wide range of relevant and interesting topics, such as social media, global issues, and pop culture.

The coursebook combines grammar and a functional syllabus, using an inductive approach to teach grammar. Based on a specific text, learners derive rules for creating and using new grammar structures and then practice them in guided exercises. In these exercises, the learners acquire and consolidate the new grammar structures and then use them in communicative exercises, which include language skills such as reading, speaking, listening, or writing. Each unit contains activities that cover all language skills, allowing learners to not only practice grammar and vocabulary but also develop their ability to understand and express their thoughts (Hutchinson, 2017).

Since the coursebook and its activities emphasise interaction as both the means and goal of the learning process, the Project series can be described as communicative coursebooks using the communicative method (Hutchinson, 2017). Each unit works with a text connected to the lesson's main topic. These texts usually present new grammar structures and are followed with exercises and activities to consolidate and practice the new grammar. Most texts are also recorded so that learners can develop both reading and listening skills. New vocabulary is always presented in the form of pictures, and the new vocabulary is then practised in connection with the

new grammar structures in each unit. There are also exercises focusing on pronunciation (O'Keeffe, McCarthy, & Carter, 2007).

Each unit includes a revision page that allows learners to revise and review what they have learned, allowing teachers to see whether any further practice is needed. At the end of each unit, learners create projects on various topics, using vocabulary and grammar they have learned in the unit in practice. The projects also allow learners to talk and write about their own lives, providing an opportunity to practice the language in a meaningful and authentic way (Tomlinson, 2013).

The series has been in publication for over a decade and has received positive reviews for its engaging content, functional language focus, and multimedia resources (Tomlinson, 2013). The series has also been recognized with awards, including the ELTons Award for Innovation in Learner Resources.

The Project series is widely used in schools, language institutes, and private tutoring settings, particularly in countries where English is not the first language (O'Keeffe, McCarthy, & Carter, 2007). It has a strong presence in Europe, Asia, and the Middle East and is used by both native and non-native English speakers.

In addition, the series has a supportive online community, with many resources and activities available on the Oxford University Press website and other online platforms (Hsieh & Tsai, 2015). This community provides further opportunities for learners and teachers to engage with the coursebooks and connect with others who are using the same materials.

Overall, the series' engaging and relevant content, functional language focus, and multimedia resources make it an effective tool for language learning and development. The series is supported by teacher's guides,

which provide detailed lesson plans, additional activities, and assessment materials, as well as guidance on how to adapt the course to suit learners with different needs and learning styles.

3.2 The *Your Space* Series

Your Space is a four-level coursebook series designed for pupils from 6th to 9th grades of lower secondary schools. The series is published by Cambridge University Press and elaborated in accordance with the *Framework Education Programme for English as a first foreign language*. The level of language ranges from A1 to A2+, according to CEFR. The series aims at learners who want to develop their language skills for use in everyday situations.

The coursebooks are divided into eight units, each of which covers a different theme. These themes include personal interests, communication, travel, social issues, and more. Each unit begins with a pre-reading activity that helps learners activate their prior knowledge about the topic. This is followed by a reading text, which is accompanied by comprehension questions, vocabulary exercises, and other activities that help learners develop their reading skills.

After the reading text, there is a grammar and language focus section that introduces and practises language structures and vocabulary related to the theme of the unit. The grammar and language focus sections are presented in a clear and concise manner and are accompanied by practice exercises that help learners develop their grammar and vocabulary skills.

The coursebook combines grammatical and functional syllabuses. Grammar is presented using the inductive approach. First, each unit contains various activities providing learners with enough examples of the target

grammar structures without referring to any rules, developing mostly reading and listening skills. These activities should encourage learners to acquire the grammar structures naturally and only then deduce the grammar rules on their own. Then, speaking activities are presented to encourage learners to produce language using the new grammar structures. At the end of each unit, there is a part called *Language space* that provides learners with exercises to practise the target grammar structures. However, no grammar rules and descriptions of how to make or use the grammar structures are included, as they are listed only in the overview of grammar at the end of the coursebook.

In addition to the grammar and language focus section, each unit also includes a speaking and listening section that provides learners with opportunities to practise their communication skills. These sections include role-plays, discussions, and other activities that encourage learners to use the language they have learned in a meaningful way.

The main advantage of the coursebooks, according to their authors, is the adaptation to the specific needs of Czech learners. The coursebooks consider the most frequent mistakes of Czech learners in Cambridge language exams and provide learners with an alphabetical list of vocabulary with Czech translation.

One of the strengths of Your Space is that it incorporates a variety of learning strategies and activities that appeal to different learning styles. For example, there are visual aids, such as photographs and illustrations, which help learners understand the reading texts and the grammar and language focus sections. There are also audio recordings of the reading texts and speaking and listening sections that allow learners to practise their listening skills.

Another strength of the series is that it includes a range of authentic materials, such as news articles, interviews, and advertisements, that expose learners to real-life situations and language use. This helps learners develop their ability to understand and use English in a variety of contexts.

Overall, Your Space is a comprehensive and engaging ELT coursebook series that is suitable for young adult and adult learners of English. Its well-structured units, clear presentation of language structures, and variety of learning strategies and activities make it an effective tool for developing language skills for academic, vocational, and everyday purposes.

3.3 The *Bloggers* series

Bloggers is a series of English coursebooks for pupils from fifth to ninth grades of lower secondary schools. It is elaborated in accordance with the *Framework Education Programme for English as a first foreign language*. The level of language ranges from A1 to A2+. The main advantages of this set are mainly gradual progression, internal differentiation and exercises adapted to the needs of pupils with learning disabilities. The coursebook offers a large variety of activities and exercises, from attractive mind maps, projects using modern technology (making a poster, filming a video, preparing a presentation), interesting videos and games, and up-to-date topics.

The curriculum is divided into units based on topics and grammar that follow according to difficulty and succession. The coursebook combines both grammatical and functional syllabuses, and grammar is presented using the inductive approach. The aim of the coursebook, according to its authors, is to develop communicative skills in both oral and written language. Thus, the coursebook uses communicative approach.

Each unit of the coursebook involves six parts with a clear and set structure. The introductory page to each unit focuses on the topic and main character of the unit, presenting the relevant facts concerning the topic, including an authentic video. Each unit is separated into four double-page parts presenting grammar, vocabulary and exercises with an emphasis on speaking and listening skills.

To develop reading and writing skills, the coursebook offers an immense variety of different texts, for instance, emails, blogs, comics, or dialogues, complemented with authentic texts. Learners then write similar texts to those they have read and worked with during reading tasks, always following step-by-step instructions on how to proceed.

New vocabulary is presented by using pictures in each part of the unit. Pictures are used to supply visual support for vocabulary acquisition and correspond to the words in the dictionary at the end of the workbook. The pictures can also be used for conversational pair or group activities.

What is different about the Bloggers series compared to Project and Your Space is the fact that coursebooks one to four (grades five to eight) cover all the target grammar structures for levels A1 and A2 according to Common European Framework of Reference for Languages and Framework Education Programme for English as a first foreign language. The coursebook for grade nine (the fifth level of the series) then revises all the grammar structures from previous levels and reinforces learners' language abilities by using the grammar structures in practice, focusing on speaking, listening, reading and writing skills. The content part of the coursebook does not even state what grammar is revised in each unit, as it only states what the topic, vocabulary, useful phrases, and reading and writing tasks are.

3.4 Comparison of Grammar Syllabuses

This chapter deals with the grammar syllabuses of the aforementioned coursebooks. The aim is to compare the syllabuses and analyse whether they differ and if so, in what way. The chapter also focuses on the choice and succession of grammar structures.

First, it is important to state what language ability and grammar structures a grammar syllabus should include at certain levels. For this purpose, the Council of Europe issued a document called the *Common European Framework of Reference for Languages*, which is *"a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency"* (Council of Europe, n.d.).

This document is used as the international standard for describing language ability. It describes language ability on a six-level scale, from beginners (A1) to proficient users (C2). As this thesis focuses on A1 and A2 level coursebooks, the Council of Europe describes that an A1 user can:

- *understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type*
- *show only a limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire*
- *introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has*
- *interact in a simple way provided the other person talks slowly and clearly and is prepared to help*

, whereas an A2 user can:

- *understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment)*
- *use some simple grammatical structures correctly, but still systematically makes basic mistakes*
- *communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters*
- *describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need* (Council of Europe, n.d.)

The Common European Framework of Reference for Languages describes all the grammar structures for each language level in a document called English Profile. The English Profile is a collaborative project between the Council of Europe and Cambridge English Language Assessment. It aims to provide detailed descriptions of the English language abilities of learners at different levels of the Common European Framework of Reference for Languages (CEFR), which is a widely recognized framework for assessing language proficiency.

The English Profile project involves collecting and analysing data from a range of sources, including language tests, learner corpora (large collections of texts produced by language learners), and expert judgments. Based on this data, the project produces profiles of learners' language abilities at each level of the CEFR, including descriptions of the

grammatical structures, vocabulary, and functions that learners are likely to be able to use at each level.

The complete list of all grammatical categories for each level is quite exhaustive and can be retrievable from the official website www.englishprofile.org. For the purpose of the thesis, the following table includes a simplified list of the grammar structures that A1 and A2 language users should learn and be able to use correctly:

Table 1

Grammar structures at the A1 and A2 levels according to CEFR

	A1	A2
	Nouns – singular and plural, countable and uncountable, proper and common	Past simple tense – affirmative, negative, and interrogative forms

	A1	A2
	Articles – definite, indefinite, and zero; use of articles with singular, plural, countable and uncountable nouns	Past continuous tense - affirmative, negative, and interrogative forms
	Pronouns – personal, subject, object, possessive, and reflexive pronouns	Future simple tense – will and going to

	A1	A2
	Adjectives – basic forms, comparative, superlative, and adjective order	Present perfect tense - affirmative, negative, and interrogative forms
	Verbs – infinitives, base forms, past tense, present perfect, and future with going to	Comparative and superlative forms of adjectives – short and long adjectives, irregular forms

	A1	A2
	Present continuous tense – affirmative, negative, and interrogative forms	Adverbs – of manner, time, frequency, degree, and place
	Present simple tense – affirmative, negative, and interrogative forms	Gerunds and infinitives – with or without “to”, after verbs and prepositions
	Adverbs of frequency – always, usually, often, sometimes, rarely, and never	Conditional sentences – first, second, and third conditionals, mixed conditionals

	A1	A2
	Prepositions of time and place – in, on, at, to Modal verbs – can, could, may, might, must, shall, should, will, and would	Imperatives

3.4.1 Grammar Syllabuses of the Selected Coursebooks

The following table contains all the grammar structures in the correct order as they follow one another in the Bloggers, Project and Your Space coursebooks. It is important to say that the number of coursebooks in each series differs.

The Your Space series contains four coursebooks, each intended for one grade of the lower secondary school, grades six to nine. The Project series contains five coursebooks, while the first part is intended for grade five of primary school and thus covers language teaching in grades five to nine. The Bloggers series also contains five coursebooks. However, the authors state that their use can be adapted to the learners' language level without omitting any of the target grammar structures for grades five to nine, as mentioned in chapter 3.3. In the case of a more linguistically gifted

class, it is possible to include the first level of the series already in grade five of primary school and finish the series with level five in grade nine. In the case of a language-weaker class, the first level can be used in grade six and therefore finish with level four of the series in grade nine.

Appendix A (pp. 124-133) contains all the grammar structures in the correct order as they follow one another in the Bloggers, Project and Your Space coursebooks, levels one to four in the case of Your Space, and levels one to five in the case of Bloggers and Project.

As mentioned before, Bloggers and Project aim their first levels at grade five, unlike Your Space which introduces its level one coursebook for grade six of lower secondary school. Therefore, when comparing the general grammar syllabuses of the three series listed in the table above, it is essential to consider the grades of lower secondary school rather than the level of the coursebook, as, for example, both Project 1 and Bloggers 1 are aimed at grade five and thus can be compared to each other, but not to Your Space 1 as this coursebook is aimed at grade six.

First, comparing Project 1 and Bloggers 1, both syllabuses cover the same basic grammar structures, such as affirmative/negative forms of be, possessive adjectives, and question words. However, Bloggers 1 goes further to include prepositions of place and time, irregular plurals, and possessive pronouns. Conversely, Project 1 includes positions of adjectives, which are not in Bloggers 1. The sequencing of grammar structures is relatively similar in both courses, with the present simple following the affirmative/negative forms of be and possessive adjectives.

Second, Your Space 1 shares some similarities with Project 2 and Bloggers 2, including there is/there are, the present simple, and have got in all forms. However, Project 2 and Bloggers 2 also introduce ordinal

numbers, adverbs of frequency, and subject and object pronouns. In contrast, Your Space 1 covers question words, irregular plurals, and prepositions of time and place. The sequencing in these courses is relatively similar, with *there is/there are* and *have got* introduced before the present simple.

Third, Your Space 2, Bloggers 3, and Project 3 all introduce the present continuous and present simple but with different foci. Your Space 2 focuses on the use of these tenses for talking about the future, while Bloggers 3 covers their use for talking about actions happening now. Project 3 includes additional grammar structures such as *would like to*, *may/might*, and the infinitive of purpose. The sequencing of grammar structures is similar in these coursebooks, with the present continuous introduced before *can* and the past simple.

Fourth, Your Space 3, Bloggers 4, and Project 4 all include the past simple, adverbs of manner, and prepositions of time. However, they differ in their sequencing and focus. Your Space 3 emphasises the use of *be going to* and *will* for prediction, while Bloggers 4 and Project 4 focus on reported speech and the passive voice. Project 4 also includes zero conditional and relative pronouns.

Finally, Your Space 4 covers a range of grammar structures, including present and past passive, question tags, and general language review. Project 5 and Bloggers 5 also cover a range of grammar structures but with a focus on more complex language, such as modals and conditionals.

Going more into detail, the following paragraphs focus only on the verb tenses and their presentation and teaching in the series of coursebooks.

3.4.2 Present Simple and Present Continuous

The three coursebooks series, Your Space, Project, and Bloggers, cover the present simple and present continuous tenses in the first levels of the series, using similar grammatical concepts, approaches and focus. They provide a comprehensive teaching of both tenses, starting with the present simple and gradually progressing to the present continuous. They cover both tenses in detail and refine the learners' understanding as they progress through the book.

In terms of teaching the present simple tense, all three books cover its affirmative, negative, and question forms and its usage in describing habitual actions, routines, and permanent states. The coursebooks introduce the present simple with the verb *to be* in its long and short form, followed by personal and possessive pronouns. Additionally, Your Space and Bloggers cover articles with the present simple, while Project focuses on possessive adjectives.

Similarly, all three books cover the present continuous tense, including its positive, negative, and question forms. They introduce the present continuous tense after covering the basic concepts of the present simple, describing its usage in talking about actions happening at the moment of speaking. Only then do they contrast the present continuous tense with the present simple tense.

All three books cover additional grammatical concepts, such as possessive pronouns, comparatives and superlatives, countable and uncountable nouns, adverbs of frequency, and stative verbs in the present tenses.

In conclusion, Your Space provides a comprehensive teaching of both tenses, gradually progressing from the present simple to the present

continuous. Project focuses on emphasising the difference between the tenses and their usage in various situations. Bloggers introduces the present simple first and then moves on to the present continuous, refining the learners' understanding of both tenses as they progress through the book.

3.4.3 Past Simple and Continuous

The past simple and past continuous tenses are among the most common tenses used in English language communication. Therefore, it is essential to understand when and how to teach these tenses to non-native English speakers. According to Celce-Murcia and Larsen-Freeman (2011), past simple and past continuous tenses should be introduced to learners after they have developed a basic understanding of present tenses. Typically, this would occur after the learners have been exposed to basic present tenses for several weeks or months. Learners who have developed a good understanding of present tenses are better equipped to learn past tenses.

All three series follow the above-mentioned procedure, introducing the past simple tense after thorough exposure to present simple and present continuous tenses. They all start with the past simple of the verb to be and then cover the past simple of regular and irregular verbs.

On the contrary, both Bloggers and Project introduce past simple in their coursebooks for grade six and past continuous in coursebooks for grade seven. Your Space introduces past simple in its second coursebook for grade seven, contrasting it with present tense. Past continuous is then introduced for the first time in the third coursebook for grade eight.

Although there is a difference in sequencing the presentation of past simple and past continuous tenses among the three series of coursebooks, they all introduce the past tenses early in the learning process, and learners are taught how to form and use the tenses correctly. They teach the past

tenses systematically in a simple and easy-to-understand manner, suitable for beginner and pre-intermediate learners, introducing the regular and irregular forms of the past simple tense and using the past continuous tense to describe actions in progress in the past.

3.4.4 Future with *will* and *going to*

Although all three coursebooks teach expressing the future in their syllabuses using the same specific grammar structures and approaches, *be going to*, *will*, and present continuous, the sequence differs.

Your Space introduces the future at the end of the second coursebook (grade seven) for the first time, presenting the use of present continuous for future arrangements, *may*, *might*, *should* and *would like*. In Your Space *3* (grade eight), learners study the use of all forms of *be going to* for plans and predictions, followed by *will* for prediction and decisions.

A whole unit focuses on discussing the future, using the three grammar structures that make learners realise when to use them correctly. In Project series, it is the structure *be going to* that is discussed first and presented at the end of the second coursebook (grade six). In the following coursebook, Project 3, learners discover the use of *will* for decisions and contrast it to the use of *be going to* for future intentions. Only in the last coursebook for grade nine do the learners discuss the differences between the use of *will*, *be going to*, and present continuous for the future.

Learners using the Bloggers series discuss the future for the first time at the end of the third coursebook for grade seven, learning to talk about future arrangements using the present continuous tense. In the following unit, they learn how to use *be going to* and *will*. At the beginning of the following coursebook for grade eight, learners reinforce the knowledge of

future forms in the form of revision from the previous coursebook, followed by the structure *will have to* later in Bloggers 4.

3.4.5 Present Perfect

The present perfect is a grammatical tense used to describe actions or events that occurred at an unspecified time in the past, with a connection to the present (Kolln et al., 2016). It is a challenging tense to teach to Czech learners, as it is not found in the Czech language, and its uses can be subtle and nuanced. While there may be some variation across A2 coursebooks, many coursebooks tend to introduce the present perfect tense after learners have been introduced to other verb tenses and grammar structures such as the present simple and continuous, past simple and continuous, and future forms using be going to, will, and present continuous (Thornbury, 2017; Harmer, 2015). This sequence of instruction is generally recommended by language teaching experts as it allows learners to first build a foundation of knowledge with more basic structures before moving on to more complex structures such as the present perfect tense (Lightbown & Spada, 2013).

The same applies to the three series of coursebooks discussed in the thesis. All series introduce the present perfect tense in their coursebooks for grade eight, starting with the present perfect of regular verbs, the use of *since* and *for*, *ever* and *never*, *still*, *yet*, and *already*, followed with the present perfect of irregular verbs, negative and questions. Also, the present perfect tense is immediately contrasted with the past simple tense and its use, which makes it easier for learners to understand and realise how and when to use both tenses.

3.4.6 Conclusion

The three series of coursebooks analysed in this thesis share notable similarities in the sequencing of grammar structures. However, there are also discernible differences in the emphasis and extent of coverage of different grammar points. These differences can be seen in the inclusion or exclusion of specific grammar points and the sequencing of these points throughout the courses.

All three series introduce the present simple and continuous tenses before the past tenses, with a focus on the affirmative, negative and question forms. They also cover additional grammatical concepts such as possessive pronouns, comparatives and superlatives, countable and uncountable nouns, adverbs of frequency, and stative verbs in the present tenses.

However, there are also differences in sequencing and emphasis. Your Space provides a comprehensive teaching of both present tenses, starting with the present simple and gradually progressing to the present continuous. In contrast, Project emphasises the difference between the tenses and their usage in various situations. Bloggers introduces the present simple first and then moves on to the present continuous, refining the learners' understanding of both tenses as they progress through the book.

Regarding the past tenses, all three series introduce the past simple tense after thorough exposure to present simple and present continuous tenses. However, the sequencing of past simple and past continuous tenses differs among the three series. Bloggers and Project introduce the past simple in their coursebooks for grade six and past continuous in coursebooks for grade seven. Your Space introduces past simple in its second coursebook for grade seven, contrasting it with the present tense. Past continuous is then introduced in the third coursebook for grade eight.

Finally, all three coursebooks teach expressing the future using specific grammar structures such as be going to, will and present continuous. However, the sequencing and emphasis vary. Your Space introduces the future at the end of the second coursebook (grade seven) for the first time, presenting the present continuous for future arrangements, may, might, should and would like. In contrast, Project introduces the structure *be going to* first and contrasts it with *will* for decisions. Bloggers teaches the present continuous tense for talking about future arrangements first and then introduces *be going to* and *will*.

3.5 Comparison of Presenting and Teaching the Past Simple Tense in the Selected Series of Coursebooks

This chapter compares the teaching of the past simple tense in all three series.

The past simple tense has been chosen as one of the basic tenses taught in lower secondary schools and is usually a completely new structure for learners transitioning from primary to lower secondary school, causing difficulties. Additionally, this tense is frequently used in everyday communication, making it essential in teaching English.

The instruction of this tense can be divided into three parts. First, the past tense of the verb *to be* is introduced, followed by the past tense of regular verbs, and finally, the past tense of irregular verbs. The objective is to determine whether the teaching of this tense differs across the coursebooks and, if so, in what ways. Attention is given to both presentation and practice. Specifically, this chapter examines whether the past simple tense is taught using an inductive or deductive approach and what types of exercises are included for reinforcing this tense.

Furthermore, it is examined whether communicative or controlled exercises are predominant and how the coursebooks work with the meaning and usage of the past simple tense. The sequence of the exercises and the continuity with the present simple tense, necessary for understanding the past simple tense, is also considered. Based on this analysis, the grammar presentation is described in the following chapter.

3.5.1 Your Space

In the *Your Space* series, learners first encounter the past simple tense in the second coursebook intended for seventh graders in the second unit. The preceding unit focuses on expressing the present using the present simple and continuous tenses. A total of three entire units in this coursebook are devoted to the past simple tense, and learners then revisit it in the third part of the series intended for eighth graders.

The second unit of the Your Space 2 coursebook presents a photo story featuring the heroine Poppy, who accompanies learners throughout the book. First, learners listen to a recording of text messages that Poppy sends to her friends, which describe what they did over the weekend. Then, learners read the messages and fill in a table with information about each child and what they did last weekend. The table contains pre-written sentences using the past simple tense of the verb *to be*. Learners complete the missing information about where the children were. This exercise is followed by a table called *Language focus*, which contains six sentences using the simple past tense of the verb *to be*. The verb *to be* is highlighted in bold for clarity. The table includes the forms *was, were, wasn't, weren't* in positive and negative sentences, and the form *were* is used also in a yes/no question and then in a wh-question. Learners study the table and then complete six sentences with the correct form of the verb *to be* according to

the symbols for positive or negative sentences in parentheses at the end of each sentence. Here is an extract from the exercise:

Read Language focus. Then complete the sentences with was, wasn't, were or weren't.

1. *I* ***was*** *at the cinema last night. (✓)*
2. *Sarah and Abi … at work yesterday. (✓)*
3. *… you at the swimming pool yesterday?*
4. *I … at school on Monday morning. (×)*

(Hobbs & Keddle, 2012, p. 26)

The introductory double page is then concluded with two speaking exercises. In the first exercise, learners work in pairs and tell each other where they were in a given time in the past. In the second exercise, learners are asked to provide information about their partner from the pair to the rest of the class.

The approach to grammar instruction in this introductory double-page first presents a text and a listening exercise using the target grammar structures, which are then presented in a clear table. Learners practise accuracy by filling in the correct form of the simple past tense of the verb *to be*. Afterwards, learners have the opportunity to practise the given grammatical structure freely in conversation about what they did in the past.

The following double page is called *Language focus* and is dedicated mainly to practising language accuracy. It contains a table with the correct forms of the simple past tense of the verb *to be* in all persons, positive and negative sentences, and yes/no questions with short positive and negative answers, along with sample sentences that learners can use whenever they are unsure of the correct form of the verb *to be*. In ten exercises, learners

practise using the simple past tense of the verb *to be* in various forms. There are exercises in which learners match pictures with sentences in the simple past tense and others in which they have to arrange chronological expressions of the past in order. There is also an exercise in which learners complete sentences in the simple past tense with appropriate time expressions and another in which they must put verbs into the correct form.

The third unit of the coursebook is devoted to expressing the future using the present continuous tense, and the book returns to the past in the fourth unit. In the first part of the fourth unit, learners review what they can already say in the past. They do this by reading and retelling a photo story in their own words. With the help of the *Language focus* table, they then complete the past tense forms of the verb *to be* in an email related to the photo story as a review exercise. The *Language focus* section, like in previous lessons, presents a table with an overview of the grammatical forms covered, in this case, the past tense of the verb *to be* and the *there was/were* structure. To reinforce and practise these structures, learners can access guided exercises focused on accuracy, which revisit the past tense forms already covered.

In the second part of the fourth unit, learners learn about irregular verbs in an article about holiday disasters. As in previous sections, they read and listen to the story first, which includes many regular and irregular verbs. Then, they read a table with an overview of the grammar rules and complete guided exercises focused on accuracy. The exercises to reinforce and practice these grammar rules include five guided exercises and two free ones in the form of writing and speaking. Regarding the exercises in the *Language focus* section, guided and free exercises are included. However, guided exercises focused on the accuracy of form and meaning prevail, such as completing verbs in the correct form of the past simple tense in gaps,

matching exercises, or rewriting sentences from the present to the past tense. Free exercises include speaking and writing exercises in which learners describe their holiday experiences, such as "*Write sentences about your holiday*" or "*Work in groups. Talk about your holidays*" (Hobbs & Keddle, 2012, p. 53). After the reading and listening section, in which learners are asked to write a short story about their holidays according to a given outline, the coursebook introduces the use of the simple past tense in the negative form in an article, which includes an audio recording. Learners write a few sentences about what they did not do the day before to practise using the simple past tense in the negative form.

The presentation of the present simple is concluded in section 5B, where the coursebook focuses on forming questions, short answers, and using interrogative pronouns. To consolidate and practise the grammar learned in previous lessons, the *Language space* section includes more free exercises. These are group activities in pairs or larger groups, where learners discuss their experiences and past events. Learners must complete the conversation with the correct form of the past simple in positive sentences, negative sentences, questions, and answers. In the final exercise, learners can test their knowledge and ability to use the present simple in all forms by completing a long conversation between a grandchild and their grandparents.

In conclusion, the Your Space 2 coursebook presents new grammatical structures through articles, comics, photo stories, or spoken dialogues. In the language space section, learners have ample opportunity to practice and consolidate their new knowledge. Learners become familiar with the given structure, which is then introduced in the *Language focus* table, along with the rules for its usage. They then practice the structure in guided exercises, usually in the form of sentence completion tasks, after which they can

reinforce their knowledge and usage in free or guided writing or speaking exercises. The exercises alternate between written, listening, and speaking exercises, as well as controlled, guided, and free exercises. Free exercises include group debates or written exercises on a particular topic. However, guided exercises such as role-plays, discussions, and simulations predominate.

3.5.2 Project

The past simple tense is covered in the third unit of Project 2 coursebook for grade six. It then reappears in the first lesson of Project 3 for revision and expansion.

Unit 4 starts with presenting the verb *to be* in the past tense. There is a listening and reading exercise that focuses on comprehension. The exercise describes what two people usually do in a sports centre on Saturday mornings. However, there were no lessons last weekend, and the two people discuss where they were instead in a dialogue. Based on the dialogue, learners are expected to answer a question: *"Where were these people last night?"* (Project 2, p. 32). It is clear from the dialogue that this is the past tense of the verb to be, contrasted with the present tense of the same verb. Reading and listening to the dialogue, learners acquire the structure of the past tense of the verb to be in affirmative, negative, and question forms and then complete a table called *Grammar* on the following page. In this table, they complete the verb *to be* in the correct form for the corresponding person in both positive and negative sentences. All the persons for which learners must complete the correct form of the verb *to be* appear in the dialogue in the previous exercise. Subsequently, learners are instructed to make eight sentences with the table.

Following the previous exercise, learners engage in a controlled practice exercise where they are required to fill in the blanks in sentences with the appropriate forms of *was* and *were*, and then transform them into negative sentences. The exercise concentrates on establishing the correct grammatical structure, and learners do not necessarily need to comprehend the meaning of the sentences. This type of exercise is frequently employed in most coursebooks.

Subsequently, learners utilise the same reading and listening exercise to acquire skills in constructing questions and providing brief responses utilizing the verb *to be*. They complete these rules in another *Grammar* table and practice questions and answers in the following exercise. After completing this exercise, learners are required to practise this dialogue orally in pairs. The goal is to solidify the form in practice. Here is an extract from the exercise:

a) "*Make the dialogues. Use the cues."*

1. Mr Riley / at the sports centre last Saturday?

No

He / ill?

Yes / He / in bed all weekend.

- *Was Mr Riley at the sports centre last Saturday?*
- *No, he wasn't.*
- *Was he ill?*
- *Yes, he was. He was in bed all weekend.*

b) Work with a partner. Practise the dialogues." (Hutchinson, 2018, p. 33)

The exercises are arranged from simpler to more complex ones. There are two other exercises to reinforce the target grammar structure. In the first one, the focus is on the meaning, and learners complete a given text with both positive and negative forms of the verb *to be* into blanks. This article is linked to another task in which learners must determine whether the statements are grammatically correct and, if not, correct them. The exercise focuses on comprehension; learners must know the meaning of the sentences. Learners then listen and check the correct form of the statement, learning the correct pronunciation of *was, were, wasn't, weren't.*

The teaching of the past simple tense continues with the presentation of the past tense of regular verbs. First, there is a listening comprehension exercise, and learners tick the problems that happened to the boy during his holiday. The given sentences describing the boy's problem present some of the regular verbs in past simple tense in affirmative and negative forms. Then, learners read a monologue article about the boy's holiday that contains many regular verbs in the past tense. Based on the article, the learners put these verbs into the *Grammar* table with their infinitives. The table clearly shows the spelling changes of certain verbs when forming the past tense, providing learners with the correct pronunciation. Learners indicate which verbs end with -id, -d, or -t sounds. Then they check according to the recording.

Forming the past tense from regular verbs is then practised in a fill-in exercise where they put the infinitives into the past tense. This is a mechanical drill. It is not necessary to know the meaning of the sentences.

Another *Grammar* table contains the formation of the negative form in the past tense. The table contains one positive sentence and the same sentence in the negative. This is followed by the question: *"This is the past simple negative. How do we make it? What part of the verb do we use after*

didn't?" (Hutchinson, 2018, p. 35). Based on the given sentence, the learners deduce the rules for forming the negative in the past tense. This is followed by a mechanical exercise in which positive sentences in the past tense are transformed into negative ones. The learners do not need to know the meaning of the sentences. Lastly, there is a speaking and writing exercise in which learners practice the affirmative, negative and question forms. Learners are given a set of things found in a man's jacket and a set of regular verbs in the infinitive. Their task is to create a story about the man, saying what he did and did not do, using the verbs in the past simple. First, learners do the task orally and then write.

The third part of the unit continues with the topic of a holiday but focuses on the past tense of irregular verbs. First, learners listen to a recording and match past tense sentences with pictures. Then they find the past forms of given irregular verbs in the sentences. This exercise continues with a story of a boy who did not enjoy his last holiday. Learners listen to the story, then read it and discuss why the boy did not like his holiday. They discuss given statements about the story and decide whether they are true or false. All the statements contain irregular verbs in the past form. Only then are learners provided with a table that compares the regular and irregular verbs, eliciting the difference.

The formation of the negative in the past tense of irregular verbs is presented in the same form as in the previous section. The table contains two positive sentences that include irregular verbs in the past tense, and the same sentences in the negative are next to them. The question for the learners is: *"Look at the table. How do we make the negative with an irregular verb?"* (Hutchinson, 2018, p. 36).

There are two drill exercises where learners only put the given verbs in brackets into the past tense.

In the *Reading and Writing* section, there are two gapped letter-form articles, and the learners' task is to complete the gaps with verbs from the list in the correct form.

Another exercise is: *"Complete the sentences with these words: took, have, take, or had."* (Hutchinson, 2018, p. 39). This exercise focuses on the correct use of the past simple tense and present simple tense forms of the verbs "take" and "have". It requires learners to choose the appropriate form of the verb based on the context of the sentence, which indicates their understanding of the different uses of these verb forms. So, while the exercise involves understanding the meaning of the words, it also places emphasis on the accuracy of the verb form used in the sentence.

This is a controlled exercise that focuses on form. In this exercise, knowing the meaning of the words is necessary.

The fact that learners need to know the meaning of the words in order to choose the correct form of the verb does not necessarily mean that the exercise is not focused on form. The exercise aims to reinforce the correct usage and form of these verbs, even though some meaning-related knowledge is also required.

The last part of the third unit focuses on all language skills, using the target grammar structures of past simple of regular and irregular verbs. Learners are given a comic story; they read it, listen to it, and discuss in groups what happened in the story. They can do some follow-up grammar exercises to reinforce the forming of the past simple in affirmative, negative and question forms. Learners create questions and short answers from given words in a written exercise. Then they practice these questions and answers orally in pairs. The goal is to use the form in practice. In the following exercise, learners create past tense questions for given answers. It is

necessary to understand the meaning. Then, learners practice the dialogue orally again.

The whole unit ends with a section called *Revision*. In this part, learners read a story about a girl's holiday, complete it with verbs in the past simple tense, and then arrange pictures in the correct order. This is followed by a written task in which learners make questions and answer them.

The revision part ends with a project in which learners should describe their last holiday.

The types of exercises used to practise the past simple tense are varied. Both guided and communicative exercises are present. However, there is a prevalence of guided exercises that focus on the form and usage of the past simple, including regular and irregular verbs, question and negative forms, and time expressions.

Some of the common guided exercises that prevail in the Project series include gap-filling exercises, completing sentences with the correct form of the verbs in brackets, sentence transformation exercises, rewriting sentences in the given form, and error correction exercises.

On the other hand, the communicative exercises include role-plays, picture stories, information gap activities, and making dialogues.

Regarding the instructions for individual exercises, it should be noted that since an English-speaking author writes the Project coursebooks, the instructions are exclusively in English. The English used in the instructions is simple and comprehensible, with elementary sentence structures. Each exercise begins with examples of how to work with it to facilitate understanding.

In conclusion, new grammar structures are generally presented as a monologue, dialogue, or through listening exercises, utilising an inductive method of teaching. The Project series, therefore, uses an inductive approach to teaching grammar, offering a range of accompanying activities that encourage learners to deduce the rules and meaning of new grammar structures. This approach follows the following three stages:

1. Learners find sentences in the article that contain the new grammar structure.
2. In the *Grammar* table, they complete sentences with the new grammar structure.
3. They practise the rules in guided exercises that reinforce their knowledge of the rules.

The inductive approach to grammar is an essential part of the coursebook methodology. According to Larsen-Freeman and Anderson (2013), the inductive approach to grammar is an essential part of the coursebook methodology as it helps learners memorize the grammatical structure better and also teaches them a strategy to find the information they need on their own. Moreover, Ellis (2002) argues that the inductive approach can lead to better retention of grammar structures, more accurate production of language and also teaches learners a strategy to find the information they need on their own.

The grammar rules are told by the character Mut from a cartoon story in the coursebook to make grammar more interesting for learners.

Although the guided practice and fill-in-the-blank drill exercises predominate, there are some free practice exercises during which learners can produce the target language as they would in day-to-day language use. Most exercises are in the form of written exercises, but there are numerous

exercises in which learners practice dialogues orally in pairs, with the content already given. At the end of the lesson, there is a project in which learners check to what extent they understand the target grammar structure and can use it in practice.

3.5.3 Bloggers

In the *Bloggers* series, the past simple tense is covered in the last two units, units four and five of the second coursebook targeted for grade six. It reappears at the beginning of Bloggers 3 for grade seven as a revision of the previous book and then in unit 2 before processing to the past continuous tense.

The first part of unit 4 sets the topic for the whole unit and does not present any grammar structure. It introduces the topic of travelling, specifically to New York City, with a presentation of new vocabulary and some listening and speaking exercises.

The next chapter, 4B, states in its heading that learners will learn to speak about the past. It presents a table with the positive form of the verb *to be* in past simple for all persons, providing some example sentences using past time expressions.

Next, there is a text message written in both the present simple and the past simple tense. Learners read the text message, focus on the adjective and past simple, and decide whether a set of four follow-up sentences is true or false. Then their task is to write a similar text message to their friend. Learners then study another table with the negative, question and short answer form of *to be* in the past simple. They practise the use of the above-mentioned grammar structures in two guided speaking activities, where they work in pairs and ask and answer the given questions, for example:

How was your day?

What was the weather like last week?

Were your parents at work last Monday? (Hrabětová et al., 2018, p. 77)

Finally, learners listen to a dialogue between two friends about their last holiday and answer comprehension questions.

The following chapter, 4C, starts with an exercise that presents a table with the infinitives and past simple forms of regular verbs. The instruction says: *"Study the table. What are the rules for making the past simple tense of the verbs?"* (Hrabětová et al., 2018, p. 78). Learners study the table and then work in groups of three, making a sentence chain using the regular verbs from the table in past simple.

Having learned what the rules for making the past simple of regular verbs are, learners read a leaflet about the *Island of Hope* in New York City. Their task is to find all the verbs in the past simple and translate them into Czech. As a follow-up exercise, learners watch a video about a trip to New York City, answer the comprehension question, and choose options a), b) or c) in a quiz concerning the video.

Similarly to unit 4C, also unit 4D starts with a table showing the past simple tense of irregular verbs. Again, learners study the table and focus on the six sentences next to the table, using the six irregular verbs. In pairs, they read the sentences and match them with the correct pictures. Then, they listen to another set of sentences and complete the missing irregular verb in the past. To reinforce the process of acquiring irregular verbs, learners are provided with one more exercise in the form of a blog article. The task is: *"Listen and then read the blogs. Find all the verbs that are in the past simple. Then, work in pairs. Ask and answer the questions"* (Hrabětová et

al., 2018, p. 81). Two other free speaking activities in pairs let learners discuss their holiday experiences.

A revision section follows where learners read a blog article written in the past simple tense and answer reading comprehension questions. Then, there is one drill fill-in-the-blanks exercise where learners put given verbs in the past simple tense and write them in the correct sentence. Finally, learners are instructed to write blog articles about their holidays. They are provided with a table containing detailed steps guiding them throughout the writing process.

The fifth unit builds upon the previously mentioned grammatical structures of the past simple tense from the previous lesson. Through free speaking exercises, learners first review the use of the simple past tense of the verb *to be* and regular and irregular verbs. Similar to the previous lesson, each lesson starts with a table summarising the grammar concepts for that lesson. In lesson 5B, the table provides an overview of how to form negative sentences in the simple past tense using the auxiliary verb *did*. This is followed by a controlled drill exercise in which learners are required to rewrite positive sentences in the past tense into negative ones.

In section 5B, learners encounter a movie review that describes the personal opinions of people who went to see the movie. learners first listen to the review, then read it, and then in pairs, discuss whether the statements about the movie are true. Unlike the previous lesson, which focused on travel, learners now learn to talk about their favourite movies, actors, and actresses.

In the following section, 5C, the formation of the simple past tense of regular and irregular verbs is compared in the introductory table. In the following exercise, learners are tasked with creating sentences about the

lives of famous actors and actresses based on information about their lives. This exercise again focuses on speaking, as learners are supposed to say the sentences in groups of three without writing anything down. This does not apply to the next controlled drill exercise, which contains eight sentences in the simple past tense about a famous actor with a missing verb, whose infinitive is given in parentheses. The task is to put the verb into the simple past tense and complete the sentence by filling in the missing part. As one of the few exercises, learners are required to rewrite this exercise in their notebooks according to the instructions. In the remainder of section 5C, learners watch two videos about famous actors and in a quiz exercise, they choose the correct options about their lives.

The last part, 5D, focuses on forming past tense questions, including yes/no questions and questions with wh- question words. After studying the table at the beginning of the lesson, learners are tasked with matching past tense questions with the correct answers, introducing a matching exercise for the first time. The goal is to understand how question words combine with the past tense. The same skill is then practised in the following listening exercise, where actors and actresses answer a questionnaire about their past. learners are asked to guess which famous personality is being discussed based on their responses. This is followed by a free writing exercise, where learners choose a favourite character and write several sentences about their life. A group activity follows, where learners ask past tense questions and try to guess which famous personality their classmates have chosen. This speaking exercise focuses on using the grammatical structure of the past simple tense in spoken discourse.

In the review section at the end of the fifth unit, a text written in the simple past tense is once again presented, which the learners listen to, read, and then decide in pairs whether the statements are true or false. This is

followed by a guided drill exercise in which the task is to complete the missing verbs in the simple past tense in the gaps in the text. Although the learners do not have to create the past tense from the given verbs directly, they need to understand the text and the verbs to fill in the verbs in the text successfully. The review concludes with a writing exercise where learners write biographies of their favourite famous personalities. The writing process is guided by detailed instructions that show learners helpful vocabulary and sentence constructions in the simple past tense that learners could and should use.

In the next part of the seventh grade coursebook, before delving into the past continuous tense, learners revisit the simple past tense, which they have previously learned. In the first part of the second unit, through listening and reading exercises, they review the formation of the past tense for regular and irregular verbs and how to create questions and negations. After introducing the past continuous tense, these two tenses are compared in terms of usage.

Regarding the grammar exercises in the Bloggers coursebooks, communicative exercises predominate over guided ones. Types of communicative exercises that can be found in the coursebook for practising the past simple tense include role-plays, describing pictures, creating stories based on pictures, sharing personal experiences, and creating dialogues. The coursebook often employs group work among learners, and many exercises are designed for pairs or trios.

On the other hand, controlled exercises are less common and usually follow tables summarising new grammar. These exercises serve to reinforce the grammar structures that have been covered. Typically, they involve rewriting sentences, gap fills, or matching exercises. However, it should be

noted that the accompanying workbook contains exclusively guided exercises to practise and reinforce newly covered grammar structures.

Concerning the language of instructions for each exercise, despite a team writing the book of Czech and English-speaking authors, most instructions are in English. In the coursebook, Czech instructions are not found; they are instead more common in the accompanying workbook. This is likely due to the internal differentiation of the coursebook and its adaptation to learners with special educational needs. The language used in the instructions is simple and understandable, with grammatically simple sentences. The instructions are mainly in the form of commands, such as *look, read, listen,* or *speak.*

In summary, the coursebooks in the Bloggers series provide sufficient material and information for successfully acquiring the grammatical structures of the simple past tense. Each lesson begins with a table summarising the targeted grammatical structure, which learners first study before moving on to exercises that utilise these structures. Based on the exercises provided in the coursebook, the authors aim at developing learners' ability to use the simple past tense effectively in spoken language, with less emphasis placed on perfecting the formation of these grammatical structures. Most exercises related to the past simple tense focus on comprehension of spoken and written language and speaking skills. The coursebooks contain minimal drill exercises, and there are more independent than guided ones. However, it is essential to note that the workbook, which is included in the Bloggers set, contains many guided drill exercises, including numerous tables summarising grammatical structures. What sets this coursebook apart from others is that it actively incorporates translation into the Czech language. Some exercises in the workbook

explicitly require learners to translate sentences into Czech, while in other exercises, for example, past tense verbs are translated into Czech.

In most cases, the tables summarising grammar also include Czech translations. This may be due to the fact that the authors have designed the coursebooks for use by both more talented and weaker learners. Moreover, the authors claim that their coursebooks are uniquely tailored to support internal differentiation, which aids learners with special educational needs and motivates faster learners with more challenging tasks.

3.5.4 Grammar Practice

This chapter analyses grammar practice employed by the coursebooks mentioned above for practising grammar, specifically past simple tense. Firstly, a grammar exercise is categorised as either controlled or free practice. If the exercise is classified as controlled practice, it is further specified as a mechanical, meaningful, or communicative drill. For this analysis, the same units as in the previous chapter were selected, i.e., those presenting the past simple tense. The number of controlled and free practice exercises is presented in Table 2.

Table 2

The number of controlled and free practice exercises in the selected coursebooks

Type practi	Your Spac	Projec	Bloggers
Contr olled practi (drills			
Free practi			
Total numb			

Table 2 shows that Your Space 2 and Bloggers 2 contain more controlled practice exercises focusing on the simple past tense than Project 2. However, this information is only partially relevant given that Your Space 2 and Bloggers 2 cover the past simple tense in two units, and Project 2 covers the past simple tense in one unit.

The proportion of controlled and free practice exercises in each coursebook is much more relevant. As we can see from the table, Project 2 contains the highest proportion of controlled practice exercises at the expense of free practice exercises. Of all the grammar practice exercises focused on the past simple tense, 80% are controlled practice exercises, and 20% are free practice exercises. On the other hand, in Bloggers 2, there is nearly 40% of free practice exercises, much more than the other two coursebooks, and 60% of controlled practice exercises. Your Space 2 coursebook contains 74% controlled and 26% free practice exercises. The most common controlled practice exercises include gap-filling, sentence transformation, matching, multiple-choice, and cloze texts. The most common free practice exercises include role plays, group discussions, debates, presentations, and writing.

Table 3 presents the number of mechanical, meaningful, and communicative drill exercises in the selected coursebooks.

Table 3

The number of mechanical, meaningful, and communicative drill exercises in the selected coursebooks

	Your Space	Project	Bloggers 2
Mechanical			
Meaningful			
Communicative drill			

Regarding the different types of controlled practice exercises (drills), the mechanical, meaningful, and communicative drills ratio is similar in all three coursebooks as shown in Table 3. Mechanical drills predominate in all three coursebooks, accounting for approximately 50% of all controlled practice exercises in the respective coursebooks. Meaningful drills account for approximately 20% of all controlled practice exercises, and communicative drills account for approximately 30%.

3.5.5 Conclusion

This chapter uses the findings from previous chapters. It compares the grammar syllabuses of the selected coursebook series, how past simple tense is presented and taught in three selected coursebooks and analyses the grammar practice in terms of controlled and free exercises. All three coursebooks use a combination of inductive and deductive approaches to teaching past simple tense.

The three series of coursebooks analysed in this thesis share notable similarities in the sequencing of grammar structures. However, there are also discernible differences in the emphasis and extent of coverage of different grammar points. These differences can be seen in the inclusion or exclusion of specific grammar points and the sequencing of these points throughout the courses.

All three series introduce the present simple and continuous tenses before the past tenses, with a focus on the affirmative, negative and question forms. They also cover additional grammatical concepts such as possessive pronouns, comparatives and superlatives, countable and uncountable nouns, adverbs of frequency, and stative verbs in the present tenses.

However, there are also differences in sequencing and emphasis. Your Space provides a comprehensive teaching of both present tenses, starting with the present simple and gradually progressing to the present continuous. In contrast, Project emphasises the difference between the tenses and their usage in various situations. Bloggers introduces the present simple first and then moves on to the present continuous, refining the learners' understanding of both tenses as they progress through the book.

Regarding the past tenses, all three series introduce the past simple tense after thorough exposure to present simple and present continuous

tenses. However, the sequencing of past simple and past continuous tenses differs among the three series. Bloggers and Project introduce the past simple in their coursebooks for grade six and past continuous in coursebooks for grade seven. Your Space introduces past simple in its second coursebook for grade seven, contrasting it with the present tense. Past continuous is then introduced in the third coursebook for grade eight.

Finally, all three coursebooks teach expressing the future using specific grammar structures such as be going to, will and present continuous. However, the sequencing and emphasis vary. Your Space introduces the future at the end of the second coursebook (grade seven) for the first time, presenting the present continuous for future arrangements, “may”, “might”, “should” and “would like”. In contrast, Project introduces the structure “be going to” first and contrasts it with “will” for decisions. Bloggers teaches the present continuous tense for talking about future arrangements first and then introduces “be going to” and “will”.

Concerning the methods and approaches, Your Space 2 takes a communicative language learning approach to teach past simple tense, presenting it in a series of contexts and real-life situations. The coursebook includes exercises that focus on listening, reading, and speaking, allowing learners to use past simple in communicative activities. Teaching past simple in Your Space 2 is primarily inductive, with learners identifying past tense verbs in reading and listening exercises before being introduced to the grammatical form. However, there are also some deductive elements, such as when the coursebook explicitly explains the grammar rule for forming regular past tense verbs.

Project 2 also uses a combination of inductive and deductive approaches. The teaching of past simple begins with a listening and reading activity where learners identify past tense verbs, which is an example of an

inductive approach. The coursebook then presents a chart of irregular past tense verbs and explains the spelling patterns, which is an example of a deductive approach. The coursebook also provides various exercises where learners use past simple in context, which is an example of a task-based learning approach. In addition, there are some other deductive elements, such as when the coursebook explains the grammar rule for forming negative statements in the past simple tense.

Bloggers 2 takes a more structured, explicit approach to teach past simple, using a combination of deductive and inductive approaches. The coursebook presents the rules for forming regular and irregular past tense verbs clearly and concisely, which is an example of a deductive approach. Then, learners are given opportunities to practice using past simple in context through reading and writing exercises, which is an inductive approach. However, there are also some inductive elements, such as when the coursebook presents examples of past tense verbs in a text before asking learners to identify them.

Regarding grammar practice, it can be assumed that there is a connection between the proportion of controlled and free practice and the methods used for grammar teaching. Inductive and deductive approaches relate to the proportion of controlled and free practice exercises in the coursebooks. Your Space 2 uses a communicative language learning approach and has a higher proportion of free practice exercises while also including inductive elements, such as learners identifying past tense verbs in reading and listening exercises. Project 2 and Bloggers 2 use a combination of inductive and deductive approaches and have a higher proportion of controlled practice exercises.

All three coursebooks use a similar ratio of mechanical, meaningful, and communicative drills in their controlled practice exercises. Mechanical

drills are the most commonly used, followed by meaningful and communicative drills, which suggests that the coursebooks may focus on the accuracy of form and meaning before communicative competence.

In summary, the three coursebooks combine inductive and deductive approaches to teaching past simple tense, with the inductive approach being the prevailing one. By combining these approaches, the coursebooks provide learners with opportunities to discover the grammar rules for themselves, receive explicit explanations, and use past simple in communicative and task-based activities.

4 Conclusion

The thesis called *Comparison of ELT coursebooks for lower secondary schools in terms of teaching grammar* intended to introduce the role of grammar in ELT coursebooks and to analyse and compare three series of coursebooks in terms of teaching grammar. The aim of the thesis was to show how the coursebook series differ, what methods of presentation and teaching of grammar are used in the coursebooks, whether controlled or free grammar practice predominates, and if the grammatical syllabuses differ. The ultimate goal was to discuss to what extent the differences might affect the overall teaching and learning process.

The theoretical part, supported by valid and pertinent information extracted from reference books and articles listed in the bibliography, firstly presented the theoretical background of coursebooks, their types, role, use and evaluation in ELT. Secondly, the theoretical part discussed grammar and its role in foreign language teaching. It described the types of grammar, its use and learners' difficulties with grammar. Thirdly, it focused on various grammar methods, briefly describing their history and main features, and discussed the main features, advantages and disadvantages of the inductive, deductive and eclectic approach to teaching grammar. Lastly, the theoretical part examined the theory of grammar practice with the focus on the phases and aims of grammar practice.

The practical part called research first introduced a general description of the selected coursebook series, i.e., Project, Your Space and Bloggers, and analysed the grammar syllabuses of the coursebook series in terms of sequencing and continuity of particular grammar structures and verb tenses.

The three series of coursebooks analysed in this thesis share similarities in the sequencing of grammar structures, particularly in

introducing present simple and continuous tenses before past tenses. Additionally, all three coursebooks cover various grammatical concepts, such as possessive pronouns, comparatives and superlatives, countable and uncountable nouns, adverbs of frequency, and stative verbs in the present tenses. However, there are discernible differences in the extent and emphasis of coverage of different grammar points.

While Your Space provides a comprehensive teaching of both present tenses, Project emphasizes the difference between the tenses and their usage in various situations. Bloggers introduces the present simple first and then moves on to the present continuous, refining learners' understanding of both tenses as they progress through the book. The sequencing of past simple and past continuous tenses also differs among the three series, with Bloggers and Project introducing the past simple in their coursebooks for grade six and past continuous in coursebooks for grade seven. In contrast, Your Space introduces past simple in its second coursebook for grade seven, contrasting it with the present tense, and past continuous is then introduced in the third coursebook for grade eight.

Regarding expressing the future using specific grammar structures, such as be going to, will, and present continuous, all three coursebooks teach them, but with varying sequencing and emphasis. Project introduces the structure be going to first and contrasts it with will for decisions, while Bloggers teaches the present continuous tense for talking about future arrangements first and then introduces be going to and will. Your Space introduces the future at the end of the second coursebook for the first time, presenting the present continuous for future arrangements, may, might, should, and would like.

The similarities and differences in the sequencing and coverage of grammar structures among the three series of coursebooks analysed in this

thesis reveal different pedagogical approaches to teaching English grammar. The comparison of grammar syllabuses provided valuable insights into the design and content of these coursebooks, which could inform decisions about their use in language teaching and learning.

In the following chapter, comparative methods were used to determine the extent to which the coursebooks differ in terms of teaching grammar, what methods of presentation and teaching of grammar are used in the coursebooks, whether controlled or free grammar practice is dominant, and to discuss to what extent these differences can affect the overall learning process. The past simple tense was chosen to represent a verb tense commonly included as a fundamental tense taught in lower secondary schools. It can challenge learners transitioning from primary to lower secondary school because it is usually an entirely new structure for learners. Furthermore, the past simple tense is widely used in everyday communication, underscoring its importance in English language education. The result was an in-depth comparative analysis of these coursebooks' presentation and practice of the simple past tense and the overall approach to teaching grammar, and the results were discussed and interpreted in a subsequent chapter in terms of the research question stated in the introduction of the thesis.

The units from the selected coursebooks that were compared in the previous chapters were taken as representative samples from all three coursebook series. As publishers issue all coursebooks in a series as a comprehensive set of interconnected coursebooks, it can be assumed that all series coursebooks are built on the same foundations and principles. Therefore, the results obtained in individual chapters of the thesis can be applied to the entire series of coursebooks.

Firstly, it was shown that the Your Space series offers a communicative approach to language learning, focusing on developing learners' speaking and listening skills. The coursebooks include various interactive activities that encourage learners to participate actively in the learning process. The coursebooks also incorporate technology by providing links to online resources and multimedia materials.

In terms of teaching grammar, Your Space takes an inductive approach that allows learners to discover grammar rules through examples and practice. The coursebooks use a combination of controlled and free grammar practice to help learners internalise the grammar rules. The grammatical syllabuses are presented clearly and concisely, and the coursebooks provide ample opportunities for learners to practice grammar in context.

One notable feature of Your Space is the emphasis on promoting learner autonomy. The coursebooks include various learner training activities that teach learners how to learn independently, set goals, and evaluate their progress. The coursebooks also encourages learners to reflect on their learning and take responsibility for their progress. Your Space is a well-designed and effective ELT coursebook series that provides a solid foundation for young learners to develop their language skills. With its focus on communicative competence, learner autonomy, and the use of technology, Your Space offers a modern and engaging approach to language learning.

Secondly, Project coursebooks aim to provide a comprehensive approach to teaching grammar, vocabulary, and language skills while also fostering creativity, critical thinking, and communication skills.

Regarding teaching grammar, the Project coursebooks use various methods to present and practice grammar structures, including inductive and deductive approaches, controlled and free practice activities, and authentic texts and situations. The grammatical syllabuses of the coursebooks cover a wide range of structures, from basic to more complex, and are presented in a clear and structured way that helps learners to understand and apply them.

Compared to other coursebooks, the Project series strongly emphasises communicative activities encouraging learners to use the language in real-life situations. The coursebooks also include regular opportunities for learners to reflect on their learning and progress, as well as to self-assess their language skills and set learning goals.

The Project coursebooks are a well-designed and comprehensive set of materials that provide learners with a solid foundation in English language skills and grammar while also developing their creativity, critical thinking, and communication skills.

Finally, Bloggers series is structured around different themes and topics, such as school, family, hobbies, and travel. Each coursebook unit introduces new vocabulary and grammar structures related to the theme. The series follows a communicative and task-based approach, emphasising the development of the four language skills: listening, speaking, reading, and writing.

In terms of teaching grammar, Bloggers coursebooks use a combination of deductive and inductive methods. Grammar structures are introduced through contextualised examples and illustrations, and learners are encouraged to discover and analyse the rules themselves. The coursebooks provide a variety of grammar activities, including controlled

practice exercises, such as gap-filling and matching, and free practice exercises, such as role-plays and creative writing tasks.

Overall, the Bloggers coursebook series aims to provide learners with a solid foundation in English language skills and prepare them for higher-level studies or real-life communication situations. The series is well-structured, engaging, and learner-centred, and it offers a wealth of resources and activities to support teachers in delivering effective and enjoyable lessons.

To conclude, the way that grammar is presented and taught can affect the learner's understanding and ability to use grammar structures correctly. Different approaches to teaching grammar, such as inductive or deductive, can also impact how learners learn and internalize grammar rules. For example, an inductive approach that focuses on discovering grammar rules through examples and practice may be more effective for some learners. In contrast, a deductive approach that presents grammar rules explicitly may work better for others.

Additionally, the type and amount of grammar practice provided in coursebooks can affect the learners' mastery of grammar structures. A coursebook that provides ample opportunities for learners to practice grammar in context and with a combination of controlled and free practice activities can lead to better retention and use of the grammar structures in real-life communication situations.

Choosing a well-designed and comprehensive coursebook that incorporates effective approaches to teaching grammar can help learners to become more motivated, engaged, and successful in their language learning. The differences in ELT coursebooks in terms of grammar teaching and presentation, grammar practice, grammar syllabuses, and approaches to

teaching grammar can significantly affect the overall learning process. Therefore, coursebook designers and teachers need to consider these factors when selecting and using coursebooks to ensure that they meet the needs of their learners and promote effective language learning.

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Appendices

Appendix A

Grammar syllabuses of all the selected coursebooks

Your Space 1	**Project 1**	**Bloggers 1**
Be: positive Question words Imperative	*A / an* Imperatives Plurals *There is / are*	Imperatives
Subject pronouns Be: positive Possessive adjectives, regular plurals Be: negatives, questions and short answers Articles	*Be:* long and short forms, affirmative, negative and questions Possessive adjectives: *my, your, his, her, its, our, their* Possessive *'s* *Yes / no* and *Wh-* questions	*To be* *Wh-* questions *Like, love, hate* *A / an, the,* plurals, *there is / are*
Be: question words *There is, there are, lots of* Irregular plurals *This, that, these, those* Prepositions of place	*Have got:* affirmative, negative, questions Positions of adjectives	*Have got* – positive *Have got* – negative, questions *To be* + adjectives

Possessive adjectives		
Have got: positives Possessive *‘s* Have got: questions, negative, and short answers Possessive pronouns and *Whose …?*	Prepositions of time Present simple: affirmative, negative and questions	Present simple – positive Present simple – negative Present simple – questions Adverbs of frequency
Present simple: positive Prepositions of time Present simple: negatives, questions and short answers	Prepositions of place *There is / are …* *Can / can’t*	Personal, possessive pronouns Possessive *‘s* Prepositions of place Objective pronouns *Have to, must, mustn’t*
Can: positive and negative forms, questions and short answers Adverbs of manner *Like / love / hate + -ing* Imperative	*Have got* and *be* for describing people Present continuous: affirmative, negative and questions Present continuous v. present simple *How much is / are …?*	Present continuous – positive Present continuous – negative, questions *Can / can’t* *How much …?*
Adverbs of frequency Question words and	**Project 2** *Be*	**Bloggers 2** *There is / are*

present simple Prepositions of time *Must:* positive and	*Can* Questions *Have got*	*To like* Present simple – revision Present continuous – revision Present tenses
Countable and uncountable nouns *A / an, some / any* *How much? How many?* *Lots of / not much / many*	Present simple: affirmative, negative and questions Ordinal numbers *Yes / no* and *Wh-*questions Adverbs of frequency	*Need / need to* Adverbs of degree *And, but, because*
Present continuous: positive and negative Present continuous: questions and short answers Present continuous or present simple?	Present continuous: affirmative, negative and questions Present continuous v. present simple *Must* Subject and object pronouns	*A few, a little, a lot of* *How much / how many / a lot of* Countable and uncountable nouns *Some / any*
Your Space 2	Past simple: *be* Regular verbs Irregular verbs Questions and short	Comparative Superlative

	answers	
There is / there are *Must / mustn't* *Have got – all forms* *Adverbs of frequency*	Countable and uncountable nouns *A / an, some* and *any* *How much / How many?* Articles: *a / an, some, the* *A little, a few*	Past simple – *to be* Past simple – regular verbs, positive Past simple – irregular verbs, positive
Present simple *Some / any* Countable / uncountable *Too much / too many* Present continuous Present simple / present continuous *Can* *Very / really / quite*	*How* questions Comparative adjectives Superlative adjectives *As … as*	Past simple – negative Past simple – regular verbs, irregular verbs, positive Past simple – questions
Past simple *be:* positive, negative, questions and short answers Past simple regular verbs: positive	*Going to* Adjectives and adverbs *Have to* Making suggestions	**Bloggers 3**
Present continuous as future *Have got*	**Project 3**	Past simple – *was, were* Past simple – regular verbs

Prepositions of time Present and past *Can / can't*		Past simple – irregular verbs Past simple – negative, questions
Past simple *be:* all forms *There was / there were* Past simple: positive – regular and irregular verbs	Present simple Present continuous	*So do I. / Me too. / I don't.* Expressing quantity Comparison Past simple – irregular verbs Abilities Opinions
Past simple: negative *Could* Past simple: questions, short answers and question words	Past simple: *be* Regular and irregular verbs Questions	Past simple – irregular verbs Past continuous Past simple v. past continuous
Comparative adjectives *As … as / not as … as* Superlative adjectives	*Will* for the future *Will* for decisions *Going to* for intentions	Suggestions Future plans Accepting an idea, offer Refusing and idea, offer Dates
Present continuous for future arrangements *Would like (to)* *May / might*	Past continuous: affirmative, negative, questions and short answers Past continuous and	*Should, shouldn't* *Be going to*

May / might or present continuous Infinitive of purpose	past simple	
Must *Have to* *Should* Imperative	The definite article *the* *The, a / an*	*Will, won't* *Would like to, wouldn't like to*
Your Space 3	Present perfect Questions *Ever* and *never*	**Bloggers 4**
Past simple Superlative adjectives *I'd like to* Countable / uncountable Prepositions of time	*Should / shouldn't* *Must / mustn't, don't have to*	*Be going to* *Will, won't* *Will* – use Expressing the future
Past continuous: all forms Adverbs of manner Past continuous v. past simple with *when* *Articles: a /* and *the*	**Project 4**	Numbers
Be going to: all forms *Be going to* for prediction	Present tenses Stative verbs *Will / going to*	More than / less than (U) / fewer than (C) As many … as (C) / as much … as (U)

Prepositions of movement		First conditional Passive
Will *for predictions* First conditional	Past simple and past continuous *Used to* *Too / enough*	Present perfect *Would rather / would prefer*
Present perfect: regular verbs, positive and negative *Never / ever* Present perfect: irregular verbs, questions and short answers	Present perfect Present perfect v. past simple Present perfect *For / since*	*Will have to* Present perfect – *still / yet / already* Present perfect – *since / for*
Past simple Past continuous *When / while*	Relative pronouns *Should / might* Relative clauses	*If* + past simple, *would* + infinitive
Must *Have to* *Had to*	Verb + *-ing* or infinitive *There's* someone / something + *-ing* *Can see / hear* someone / something + *-ing*	Expressing contrast *Be allowed to* *Can* and *be allowed to / must* and *have to*
Will for prediction *Definitely / probably* *Might / might not* *Will* for offers,	Passive voice: present Passive voice: different tenses	**Bloggers 5**

promises and decisions Present continuous for future and *going to*		
Present perfect *Ever / never* Present perfect with *for / since* Present perfect and past simple	First conditional Future time clauses	Future careers – choice of school
Present perfect with *just / already / yet* Indefinite pronouns *Too / too much / too many / (not) enough*	**Project 5**	Food and catering – asking about an opinion, ordering a meal
Your Space 4	Present simple and present continuous Stative verbs	Plans for the weekend – planning an activity, at the ticket office
Present continuous Pronouns Possessive adjectives Past simple Present perfect *Will* for prediction	Talking about the past: past simple and past continuous Present perfect Present perfect and past simple Articles	Public transport – buying an e-ticket, buying a ticket
Zero conditional First conditional	Talking about the future: *will* for predictions and	Accommodation – online booking, check-in / check-out

	spontaneous decisions *Going to* for plans and intentions	
Relative pronouns	Present continuous for arrangements First conditional Time expressions	
Reported speech: statements *Say / tell* Reported speech: modals, *yes / no* questions	*Would* Second conditional *So … that* Reflexive pronouns	Airport – buying a flight ticket, take a plane
Second conditional: statements, questions and short answers Second conditional: wh- questions *If … were …* *A little / a few*	Questions forms Gerunds Separating phrasal verbs	
Present passive Past passive	Passive voice: present simple, past simple, present perfect, future with *will* Modal verbs with the passive voice Prepositions	
Question tags: present simple	Reported speech *Say / tell*	

positive	
Question words	Indirect questions
Subject and object questions	
Used to / didn't use to	
General language review	

Appendix B

An example of grammar presentation and practice from Bloggers 2

4C Island of Hope

Learn about Ellis Island.

1 **Study the table. What are the rules for making the past simple tense of the verbs?**

DVD: 21

Past Simple – regular verbs			
Infinitive	Past simple	Infinitive	Past simple
use	used	need	needed
walk	walked	invite	invited
arrive	arrived	visit	visited
look	looked	travel	travelled
rain	rained	stop	stopped
call	called	cry	cried

- most verbs + -ed
- d, t + -ed = [ɪd]
- a consonant + y ⟶ -ied
- one syllable with a short vowel ⟶ stopped

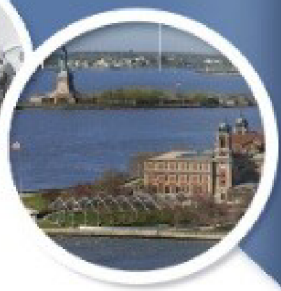
2 **Work in groups of 3. Make a sentence chain.**

Example: Student A: Yesterday, I travelled to Brno.
Student B: Yesterday, you travelled to Brno and I visited my grandma.
Student C: Yesterday, you travelled to Brno, you visited your grandma and I used my brother's computer.

3 **Read the leaflet about the Island of Hope. Find all the verbs in the past simple and translate them into Czech.**

The Statue of Liberty & Ellis Island

The Statue of Liberty was completed in 1886. Only six years later, Ellis Island opened as an immigration port. More than 12 million immigrants arrived in New York between 1892 and 1954. They travelled across the ocean because they needed hope and a new home. When they looked at the statue, most of them cried with joy. But first they walked through the golden door of Ellis Island, the "Island of Hope".



4 **Work in pairs. Are the sentences true (T) or false (F)? Student A: Read the sentence. Student B: Say true or false. Correct the false sentences.**

a Ellis Island opened in 1888.
b They travelled by ship.
c The immigrants were sad when they arrived.
d First, they stopped at Ellis Island.

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4C Island of Hope

Past simple – regular verbs			
Infinitiv		**Minulý čas prostý**	
use	používat	you used	vy jste použili
walk	procházet se	you walked	ty ses prošel
arrive	přijet	I arrived	já jsem přijel
look	podívat se	she looked	ona se podívala
rain	pršet	it rained	(ono) pršelo
call	zavolat	we called	my jsme zavolali
need	potřebovat	I needed	já jsem potřeboval
invite	pozvat	they invited	oni pozvali
visit	navštívit	he visited	on navštívil
travel	cestovat	she travelled	ona cestovala
stop	zastavit	they stopped	oni zastavili
cry	plakat	we cried	my jsme plakali

Minulý čas prostý používáme k vyjádření děje, který se stal a skončil v určitou dobu v minulosti.

Např.: I **needed** my umbrella in the morning. – Ráno jsem potřeboval deštník.
She **visited** New York last year. – Loni navštívila New York.
They **arrived** late yesterday. – Včera přijeli pozdě.

U pravidelných sloves přidáváme koncovku -ed:
→ **look – looked, rain – rained, need – needed**

U jednoslabičných sloves (u nichž poslední 3 písmena jsou souhláska + samohláska + souhláska) a slovesa končících na l a r zdvojíme poslední souhlásku:
→ **stop – stopped, travel – travelled (Br.), prefer – preferred**

Pokud sloveso končí na -e, před připojením koncovky ho odstraníme:
→ **use – used, arrive – arrived**

Koncové -y změníme na -i, pokud je před -y souhláska:
→ **cry – cried**

Když je před -y samohláska, pouze přidáme koncovku -ed.
→ **play – played**

Minulý čas prostý použijeme také ve vyprávění, když se několik akcí odehrálo v řadě za sebou.
→ I **visited** my grandma and then I **stopped** for an ice cream. – Navštívil jsem babičku a pak jsem se stavil na zmrzlinu.

V angličtině kromě pravidelných sloves máme také slovesa nepravidelná. S některými z nich se seznámíme v lekci 4D.

Pravidla výslovnosti koncovky -ed se nachází na straně 44.

36 thirty-six

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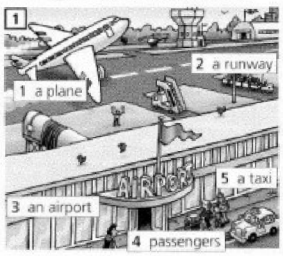
Appendix C

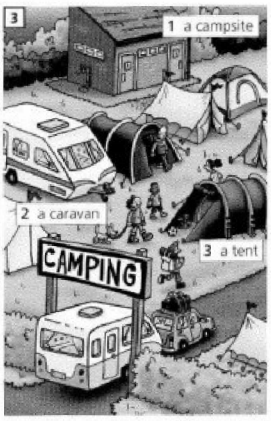
An example of grammar presentation and practice from Project 2

3B Our holiday

Vocabulary

1 a 1.44 **Listen and repeat.**





b 1.45 **Listen. What is it?**

1 a suitcase

Comprehension

2 a 1.46 **Read and listen. Conor is talking about his holiday. Tick (✓) the problem.**

- They missed their plane. ☐
- Someone picked up their bag. ☐
- They picked up someone else's suitcase. ☐
- Their luggage didn't arrive. ☐

b Which of the words from exercise 1 does Conor mention?

We were on holiday in July. We travelled to Spain by plane. We landed at the airport in Malaga. A man checked our passports and then we waited for our luggage. Soon the bags and suitcases started to arrive. Mum and Dad's bag was first. Then my sister, Clare, shouted: 'There's our suitcase!' We didn't check the label. We just grabbed it and then followed Mum and Dad with all of our luggage on a trolley. When we arrived at our hotel, we started to unpack. Mum and Dad opened their bag and Clare tried to open our suitcase. 'Is this the right key?' she asked. 'I can't open it.' Then we looked at the name on the label. It wasn't our suitcase! Mum phoned the airport. Our bag was still there. There was a very angry man there, too. Dad wasn't happy, because we needed a taxi to take the other passenger's suitcase back to the airport and collect our suitcase.

Grammar

3 a Copy and complete the table with verbs from the story.

Past simple: regular verbs	present	past
Most verbs: add *-ed*	check	_____
Verbs ending in *-e*: add *-d*	arrive	_____
Verbs with a short vowel and one consonant: double the consonant and add *-ed*	grab	_____
Verbs ending in *-l*: double the *-l* and add *-ed*	travel	_____
Verbs ending in *-y*: remove *-y* and add *-ied*	try	_____

b 1.46 **Listen again. What do you notice about the verbs?**

landed waited started shouted needed

34

3B: Grammar • Past simple: regular and irregular verbs **3B**

c **Write the past tense of the verbs. Say them.**

open	travel	phone	play	like	stop
close	want	collect	practise		

4 Write sentences about Conor's holiday. Use the verbs in brackets in the past simple.

1 We / tennis. (play)
We played tennis.
2 I / to speak Spanish. (try)
3 It / on our last day. (rain)
4 We / DVDs in our hotel room. (watch)
5 I / my friends at home. (text)
6 We / to the beach. (walk)
7 We / Granada. (visit)
8 We / around Spain by bus. (travel)

5 Find the negative sentence in the text and complete it.

This is the past simple negative. How do we make it? What part of the verb do we use after didn't?

Past simple: negative	
We checked the label.	We _____ the label.

6 Make the sentences negative.

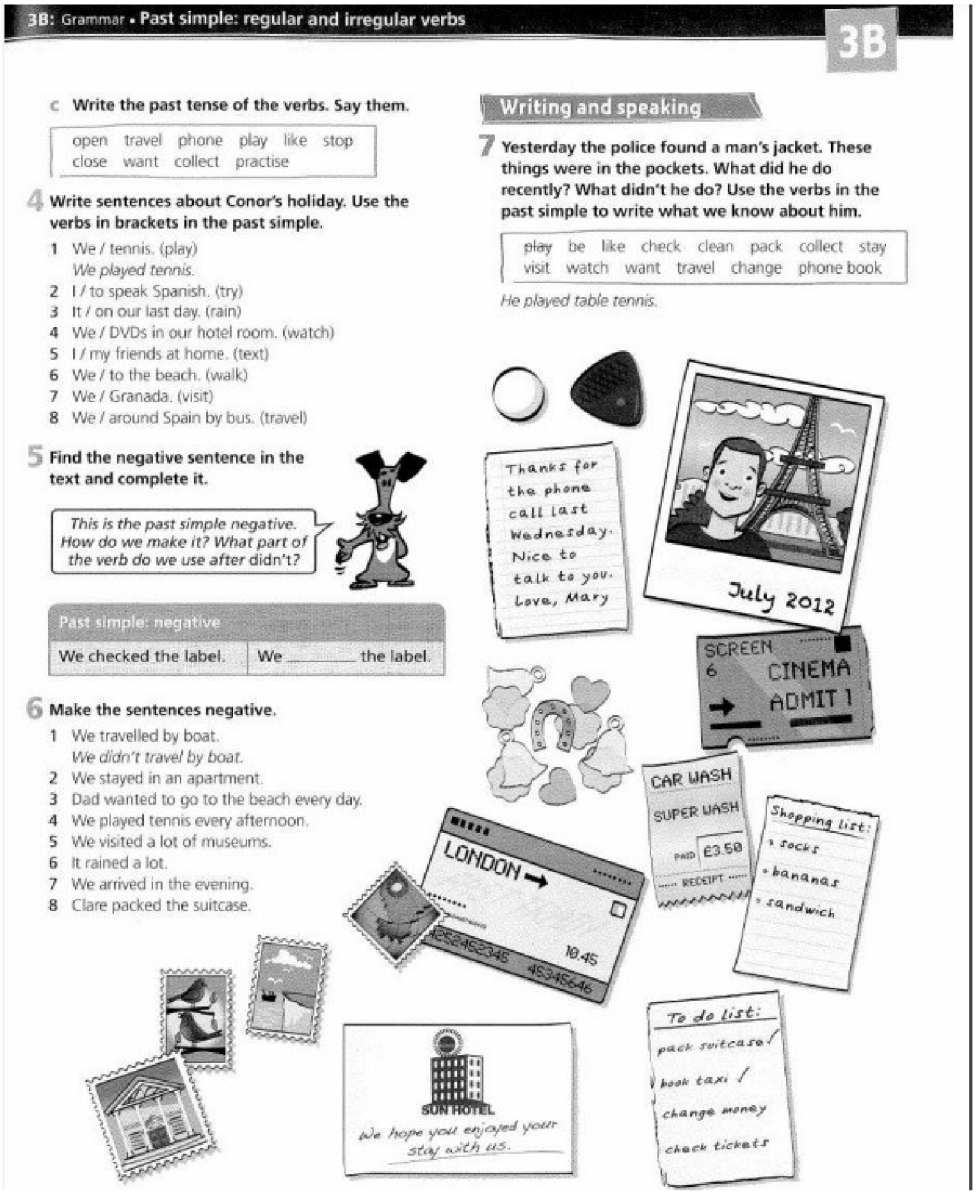
1 We travelled by boat.
We didn't travel by boat.
2 We stayed in an apartment.
3 Dad wanted to go to the beach every day.
4 We played tennis every afternoon.
5 We visited a lot of museums.
6 It rained a lot.
7 We arrived in the evening.
8 Clare packed the suitcase.

Writing and speaking

7 Yesterday the police found a man's jacket. These things were in the pockets. What did he do recently? What didn't he do? Use the verbs in the past simple to write what we know about him.

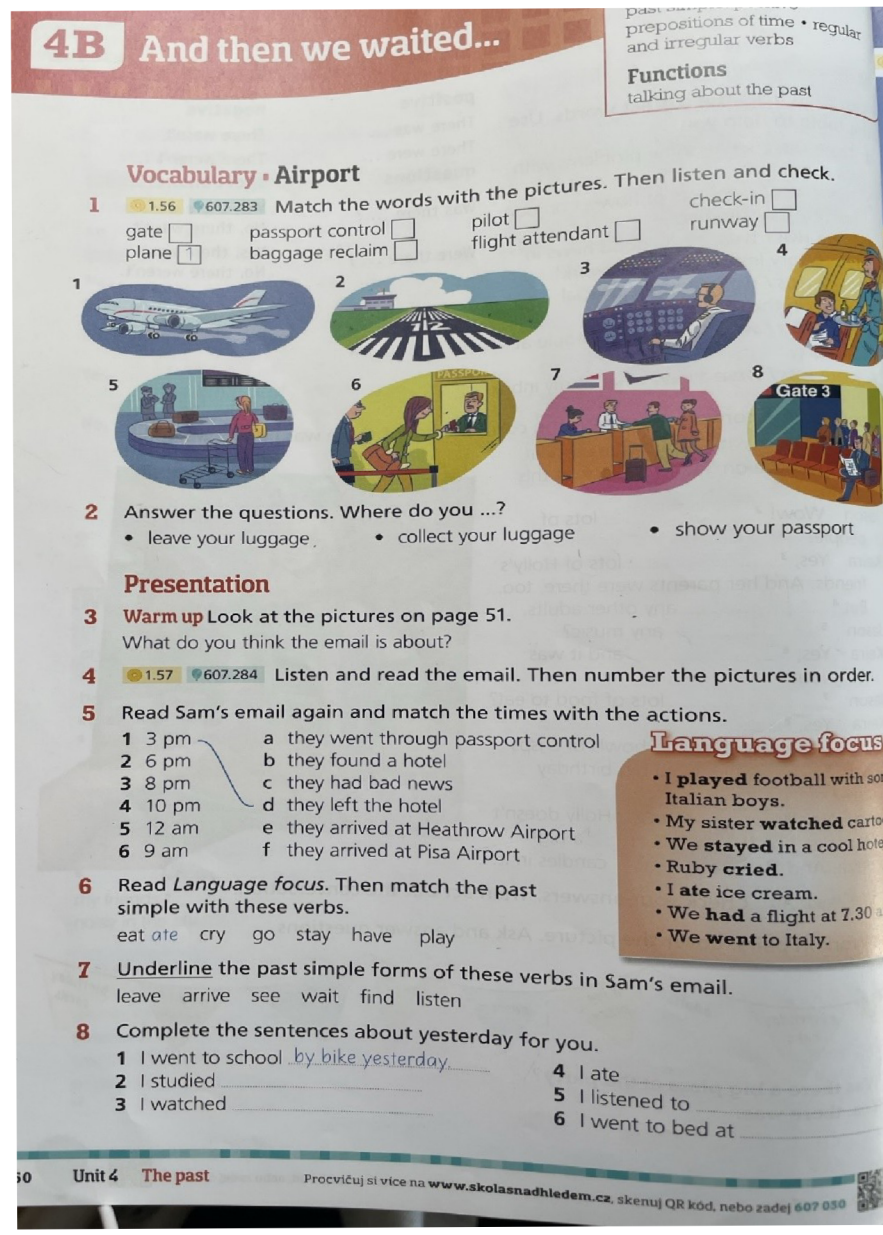
~~play~~	be	like	check	clean	pack	collect	stay
visit	watch	want	travel	change	phone	book	

He played table tennis.



Appendix D

An example of grammar presentation and practice from Your Space 2



4B And then we waited...

prepositions of time • regular and irregular verbs

Functions
talking about the past

Vocabulary • Airport

1 1.56 607.283 Match the words with the pictures. Then listen and check.

gate ☐ passport control ☐ pilot ☐ check-in ☐
plane [1] baggage reclaim ☐ flight attendant ☐ runway ☐

2 Answer the questions. Where do you ...?
• leave your luggage • collect your luggage • show your passport

Presentation

3 **Warm up** Look at the pictures on page 51.
What do you think the email is about?

4 1.57 607.284 Listen and read the email. Then number the pictures in order.

5 Read Sam's email again and match the times with the actions.

1 3 pm	a they went through passport control
2 6 pm	b they found a hotel
3 8 pm	c they had bad news
4 10 pm	d they left the hotel
5 12 am	e they arrived at Heathrow Airport
6 9 am	f they arrived at Pisa Airport

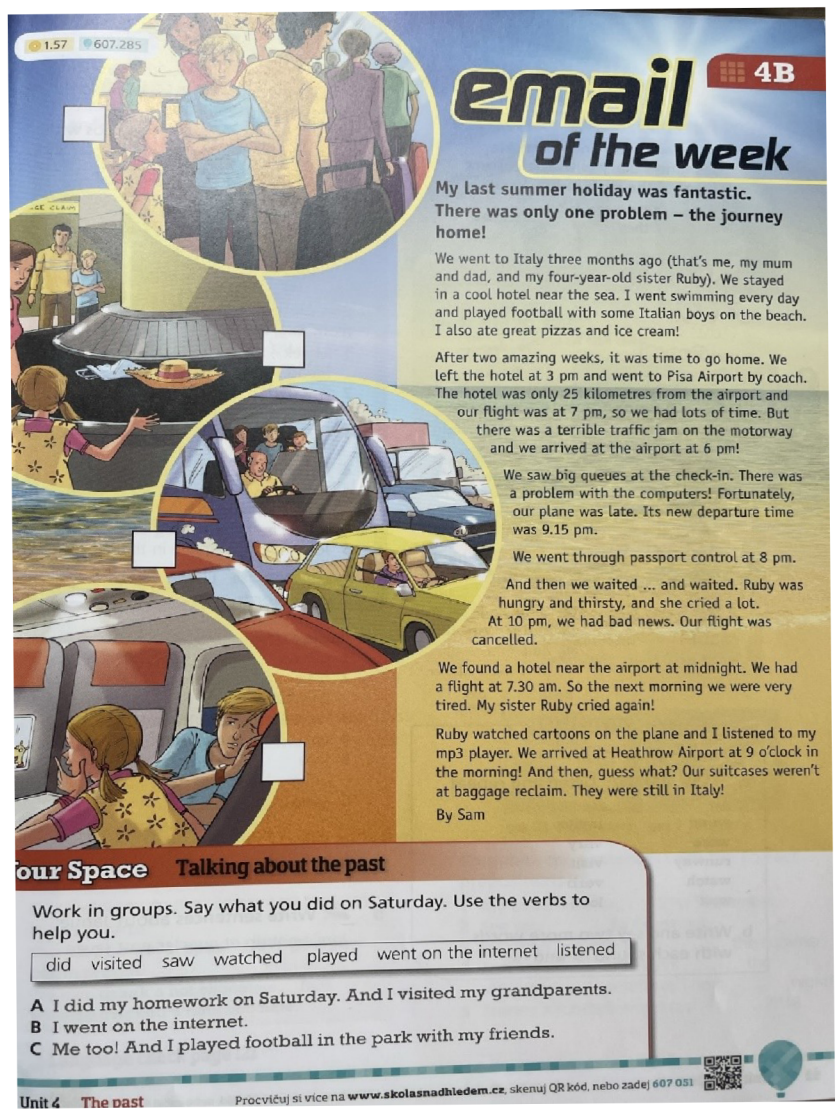
Language focus
• I **played** football with some Italian boys.
• My sister **watched** cartoons
• We **stayed** in a cool hotel.
• Ruby **cried**.
• I **ate** ice cream.
• We **had** a flight at 7.30 a.m.
• We **went** to Italy.

6 Read *Language focus*. Then match the past simple with these verbs.
eat ate cry go stay have play

7 Underline the past simple forms of these verbs in Sam's email.
leave arrive see wait find listen

8 Complete the sentences about yesterday for you.
1 I went to school by bike yesterday.
2 I studied .....
3 I watched .....
4 I ate .....
5 I listened to .....
6 I went to bed at .....

50 Unit 4 The past Procvičuj si více na www.skolasnadhledem.cz, skenuj QR kód, nebo zadej 607 050



1.57 607.285

4B

email of the week

My last summer holiday was fantastic. There was only one problem – the journey home!

We went to Italy three months ago (that's me, my mum and dad, and my four-year-old sister Ruby). We stayed in a cool hotel near the sea. I went swimming every day and played football with some Italian boys on the beach. I also ate great pizzas and ice cream!

After two amazing weeks, it was time to go home. We left the hotel at 3 pm and went to Pisa Airport by coach. The hotel was only 25 kilometres from the airport and our flight was at 7 pm, so we had lots of time. But there was a terrible traffic jam on the motorway and we arrived at the airport at 6 pm!

We saw big queues at the check-in. There was a problem with the computers! Fortunately, our plane was late. Its new departure time was 9.15 pm.

We went through passport control at 8 pm.

And then we waited ... and waited. Ruby was hungry and thirsty, and she cried a lot. At 10 pm, we had bad news. Our flight was cancelled.

We found a hotel near the airport at midnight. We had a flight at 7.30 am. So the next morning we were very tired. My sister Ruby cried again!

Ruby watched cartoons on the plane and I listened to my mp3 player. We arrived at Heathrow Airport at 9 o'clock in the morning! And then, guess what? Our suitcases weren't at baggage reclaim. They were still in Italy!

By Sam

Your Space Talking about the past

Work in groups. Say what you did on Saturday. Use the verbs to help you.

did visited saw watched played went on the internet listened

A I did my homework on Saturday. And I visited my grandparents.
B I went on the internet.
C Me too! And I played football in the park with my friends.

Unit 4 The past

Procvičuj si více na **www.skolasnadhledem.cz**, skenuj QR kód, nebo zadej 607 051

4B Language space

Past simple – regular verbs

1 607.286 Read and complete Jasmine's diary with the correct form of the verb in brackets.

I / you / he / she / it / we / they	listen**ed**

Diary

Monday
I [1] ..... (text) my friend Jenna in America yesterday.

Tuesday
We [2] ..... (visit) the Science Museum. Cool!

Wednesday
We [3] ..... (watch) a boring film last night. ☹

Thursday
My sister Jessica [4] ..... (arrive) late for work today.

Friday
Jessica [5] ..... (decide) to get up early this morning! ☺

Saturday
I [6] ..... (practise) the piano in the morning.

Sunday
David and I [7] ..... (walk) for three hours in the countryside. Very tiring! My dad [8] ..... (cook) a roast dinner.

Soundbite

/w/ /v/

a 1.58 607.287 Listen and repeat.

/w/	/v/
went	invite
wore	very
runway	visit
watch	verb
wait	love

b Write and say two more words with each sound /v/ and /w/.

Past simple – irregular verbs

2 1.59 607.288 Match the verbs with their past forms. Then listen and che

do, win, come, write, give, wear, know, lose, ride

rode, gave, knew, wrote, won, did, lost, came, wore

3 Complete the sentences with the ve from Exercise 2.

1 Marek wrote an email to his Americ friend Josh last night.
2 Our dad ..... a terrible hat to th school open day.
3 Omar and Khaled ..... on an elephant at the safari park.
4 Mum ..... me a new bike. I love it.
5 Poor Sophie! She ..... her mobi phone in the shopping centre.
6 Jo ..... a prize in the art conte

4 1.60 607.289 Listen and circle th correct words.

Jamie's day		
1 get up	a 7.15 am	b 7.45 am
2 have breakfast	a cereal	b toast and jam
3 leave home	a 8.15 am	b 8.45 am
4 eat	a chicken	b sandwic
5 lose	a keys	b mobile phone
6 send	a text messages	b email
7 read	a book	b comic
8 go to bed	a 10.20 pm	b 10.30

5 Write sentences about Jamie.
Jamie got up at quarter past seven.