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Zásady pro vypracování

Studentka se bude ve své práci věnovat induktivnímu přístupu při výuce gramatiky anglického jazyka na základní škole. V teoretické části zasadí danou problematiku do širšího teoretického rámce se zaměřením na výuku gramatiky u žáků prvního stupně základní školy. Cílem praktické části pak bude navrhnout sadu vlastních aktivit odrážejících teoretická východiska práce.

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ANNOTATION

This bachelor thesis deals with the inductive approach to teaching grammar in English and it is divided into two parts. The inductive approach is based on constructivism and a learner-centred approach, so these terms are first discussed. Next, the learner is examined from the psychological and pedagogical point of view, then teaching grammar and finally the inductive approach to teaching grammar is defined. The practical part is devoted to the lesson planning process and contains a set and description of activities reflecting the features of the inductive approach in teaching grammar in English. The practical part is specifically devoted to activities based on the expected outcomes presented in the School Educational Programme of the selected lower-elementary school in the Czech Republic.

KEY WORDS

Inductive approach, constructivism, grammar teaching, learner-centredness, teaching methods

NÁZEV

Induktivní přístup k výuce gramatiky v anglickém jazyce

ANOTACE

Tato bakalářská práce se věnuje induktivnímu přístupu k výuce gramatiky v anglickém jazyce a je rozdělena na dvě části. Induktivní přístup vychází z konstruktivismu a z přístupu orientovaného na žáka, a proto jsou nejdříve tato teoretická východiska projednávána. Dále je popsán žák z psychologického a pedagogického hlediska, poté výuka gramatiky, a nakonec induktivní přístup k výuce gramatiky. Praktická část se věnuje procesu plánování výuky a obsahuje soubor a popis aktivit odrážejících induktivní přístup k výuce gramatiky v anglickém jazyce na základních školách v České republice. Praktická část se specificky věnuje aktivitám, které jsou založené na očekávaných výstupech obsažených ve Školním vzdělávacím programu vybrané základní školy.

KLÍČOVÁ SLOVA

Induktivní přístup, konstruktivismus, výuka gramatiky, výuka zaměřená na žáka, výukové metody

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LIST OF ABBREVIATIONS

APA – the American Psychological Association

CEFR – Common European Framework of Reference for Languages Learning, Teaching, Assessment

CLT – Communicative Language Teaching

CBI – Content-based Instruction

TBI – Task-based Instruction

CLIL – Communicative Language Integrated Learning

CLL – Cooperative Language Learning

FEP EE – Framework Education Programme for Elementary Education

SEP – School Education Programme

ELT – English Language Teaching

E-U-R – evocation, awareness, reflection

SMART – Specific, Measurable, Attainable, Relevant, Time-bound

INTRODUCTION

In the past, there were various approaches to grammar teaching, which put emphasis on different aspects of language. For example, the transmissive model of teaching, a teacher-centred approach, was predominantly used; however, it seems that this model is now surpassed by more modern approaches. Nowadays, the focus and teaching tends to be learner-centred. The deductive approach, which is similar to the transmissive model of teaching, also came under criticism and there was a need for a more modern approach to grammar teaching, which did not build on the old foundations of English language teaching.

Nowadays, it is advisable to opt for eclecticism to combine different approaches to teaching. The inductive approach is thus one of the possible approaches to teaching that pedagogues can employ. The aim of this thesis is to define the inductive approach in teaching grammar in English and to determine methods and techniques that can be used to reflect this approach. The inductive approach assumes that language learning is not only about memorizing the grammatical rules and that is the main reason for choosing the topic of this thesis.

This bachelor thesis deals with an inductive approach to grammar teaching in English and its practical application in the form of proposed activities and lesson plans. This paper is divided into two parts – the theoretical and practical part. The theoretical part consists of four chapters. The first chapter introduces the constructivist learning theory and learner-centred approach, which both form the basis for the inductive approach. Subsequently, the learner is examined from the psychological and pedagogical point of view. Learners' needs, learning styles, didactic principles and the Bloom's Taxonomy are also discussed. The third chapter focuses on grammar teaching and presents past and current approaches and methods, to provide background information about English language teaching. The last chapter of the practical part is devoted to the inductive approach in teaching grammar in the English language. The inductive approach is defined, and it is compared to the deductive model. The common aspects of the inductive approach, with the constructivist learning theory, advantages and disadvantages of the inductive approach, and selected methods reflecting the main features of constructivism and the inductive approach are also presented.

The aim of the practical part is to propose activities which reflect features of the inductive approach in teaching grammar in the English language. Furthermore, to reflect the expected outcomes of the fifth grade of the elementary school in the Czech Republic, a specific School educational programme is used. The practical part consists of two chapters. The fifth chapter

focuses on the lesson planning process, namely aim setting and phases of the lesson. The sixth chapter provides a description of the designed activities according to the criteria which are presented in the conclusion of the theoretical part. The activities are incorporated in lesson plans, which are attached in the appendices. The activities make use of various teaching methods to meet the aim of the practical part of this thesis.

THEORETICAL PART

1   EDUCATIONAL PSYCHOLOGY

The term 'education', defined by Williams and Burden (1997, 5), is: "a highly complex process involving an intricate interplay between the learning process itself, the teacher's intentions and actions, the individual personalities of the learners, their culture and background, the learning environment and a host of other variabilities". Since this thesis focuses on the inductive approach to teaching grammar, first we identify the learning theory which corresponds to the nature of the inductive teaching of grammar in English language.

To start with, it is vital to clarify that some authors use the term 'learning theories' or 'schools of thought', which are basically approaches or trends in the learning processes in the field of educational psychology. Hence, it can be assumed that both terms relate to the same concept. Brown (2000, 8-13) and Williams and Burden (1997, 6-38) present major schools of thought/learning theories of the educational psychology, namely behaviourism, rationalism, cognitive psychology, constructivism and humanism. These learning theories look at the learning processes from different viewpoints and therefore profess different approaches to teaching.

Although used primarily by teachers, the concept of learning can be interpreted in many possible ways. However, in this thesis, learning is considered as the action which takes place in the educational environment. Taken from this perspective, learning highlights its relation to the curriculum, teaching and sequencing, readiness and transfer. The focus will now be directed towards the constructivist learning theory as it has some common features with the inductive approach in teaching grammar in the English language.

1.1   Constructivism

As the word constructivism itself suggests, learning in the spirit of constructivist learning theory assumes the active involvement and participation of learners who are supposed to 'construct' their own ideas about particular problematics. Mareš and Gavora (1999, 38-39) define constructivism as a wide stream of theories emphasizing the active role of the individual in learning. Concerning constructivism, Williams and Burden (1997, 21) introduce Jean Piaget, the dominant figure in the educational psychology of child cognitive development, who put emphasis "upon the constructive nature of the learning process". It might also be added that educational constructivism has long been associated with advanced pedagogy because "it champions a learner-centred approach to teaching, advocates learning in meaningful contexts

and promotes problem-based activities where learners construct their knowledge through interaction with their peers" (Nikitina 2010, 90). Similarly, Richards and Rodgers (2014, 27) claim that "constructivist approaches to learning emphasize student-centred and project-based learning where students pose questions, explore multiple interpretations of meaning, and where teacher acts as facilitator and guide". Basically, constructivism is a theory which deals with helping the students learn how to learn (Concept to Classroom 2004) and therefore, in a constructivist classroom, the teacher is not perceived to be the sole authority in knowledge.

Instead of having the role of controller, the teacher becomes "a facilitator of exploration and a provider of experiences" (Prater 2001, 45). This definition is closest in meaning to the two teacher's roles, such as, the prompter and the resource. Acting as the resource, the teacher represents a helpful guide who teaches students to utilize accessible sources themselves when they are learning or interested in some problematics. Acting as the prompter, the teacher promotes students' active participation and makes propositions about how learners may progress in an activity. The prompter helps students only in need and always in an encouraging way (Eton Institute 2020). In other words, the constructivist approach to teaching promotes creative thinking, group work, and less theory and drill, and encourages learners to think for themselves, so they become independent citizens capable of solving problems.

The constructivist approach to teaching is opposite to the transmissive model. Zormanová states that for the transmissive approach to teaching, the direct transmission of knowledge from teacher to student is typical, leading to the need for memorization of the presented facts or knowledge (2012, 9). Emphasis is placed on the curriculum content and the pedagogue plays a dominant role in the teaching. Consequently, as suggested by Kalhous and Obst (2002; quoted in Zormanová 2012), in transmissive teaching, pupils play the role of passive recipients. To briefly summarize these points, the transmissive approach to teaching can be perceived as the traditional one, because most of us (when asked to imagine a typical lesson at school) think of a teacher who is standing in front of the blackboard and explaining a particular subject matter, while the learners are sitting at their desks, writing notes.

It could be assumed that nowadays the transmissive model of teaching is surpassed due to 'paradigm shifts' which correspond to the needs of society and technological progress; and also they are related to both the advancement of education itself and the subfields of language teaching influenced by the innovations "in the supporting disciplines of linguistics, psychology and second language learning" (Richards and Rodgers 2014, 38). As an evidence of paradigm

shifts, Jůva a Jůva (2001, 39-40) mark pedagogical reformism and anti-authoritarian pedagogy, movements that emerged in the 1900s and 1960s, as a negative reaction to the traditional model of teaching. These movements criticized in particular passivity, receptivity, conservatism and authoritarianism and promoted individualization, differentiation, adequacy and above all student activity. In terms of this thesis, the author leans towards the constructivist theory, as it has several common aspects with the inductive approach in teaching grammar in the English language, which are mentioned in the fourth chapter of this paper.

1.2   Learner-centredness

Learner-centred teaching corresponds to the beliefs of constructivism where a learner plays an active role in the process of learning. Equivalently, the inductive approach, which is also believed to be learner-centred, promotes higher learner's activity rather than passive reception of the knowledge in the learning process (Oxford University Press ELT 2015). In other words, learners are actively involved in their own learning. According to APA, the American Psychological Association (1997; quoted in McCombs 2001, 186), learner-centredness focuses on "individual learners — their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs — with a focus on learning — the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners".

As far as the goal of learner-centred teaching is concerned, Weimer claims that it is "the development of students as autonomous, self-directed, and self-regulating learners" and emphasizes that learners should have the choice about their learning (2013, 10). The interest of the learner-centred teaching is in "overcoming students' predilection to passivity" and that teachers advocating the learner-centred teaching are "trying to teach in ways that encourage students to accept responsibility for learning" (Weimer 2013, 18). In a similar way Spencer and Juliani (2017, 7-13) advocate the learner-centred teaching, however, they claim that teachers should "empower" the learners. They declare that the teachers' main job is to prepare the students for anything that comes. Teachers can nurture passionate and lifelong learners who are ready to tackle any problem, by encouraging them to solve problems which matter to them and are of their interests. It can be concluded that learner-centred teaching provides the basis for the inductive teaching which is the core of this thesis.

2 LEARNERS

As this thesis focuses on teaching lower elementary learners, this chapter concentrates on the learners from different perspectives in relation to the didactics of foreign languages. Therefore, the learner is examined from the psychological and pedagogical point of view.

2.1 Lower-elementary learners and their needs

In this work, the term 'lower-elementary learners' refers to the pupils from eleven to twelve years of age. Psychic and somatic development is different for each pupil, meaning that learners differentiate not only in knowledge content but also in skills and abilities. Vágnerová (2001, 3-5) claims that teachers should be aware of the patterns of the development of mental and physical of a pupil, and furthermore, they should know how they influence pupils' learning and behaviour at school. Assuming that the teacher has this necessary knowledge, it should be easier to understand the problems of the children, what demands are acceptable and what teaching method or technique is most appropriate for them.

In order to teach learners, their basic psychological, social and physiological needs should be taken into consideration. These needs are summarized in the Maslow's hierarchy of needs. Maslow (1971, 140) divides needs into two main groups - growth needs and deficit-needs. Maslow explains that within the deficit-needs (physiological, safety, love and esteem needs) each lower need must be met before moving to the higher level, while the growth needs (need to know and understand, aesthetic needs, self-actualization and transcendence) are dependent on the deficit-needs being satisfied. In practice this basically means that if a learner was sleepy or hungry, he or she is not likely to either pay attention or to learn the subject matter being taught.

Each child grows up in a certain environment that affects its development. Vágnerová (2001, 17) states that this development is dependent on the stimuli especially from the family environment, and later on the attitude or approach of the school and the teacher to the child. Phillips states: "There are many factors that influence children's maturity: for example, their culture, their environment (city or rural), their sex, the expectations of their peers and parents" (Phillips, 1997, 5). Without dispute, other factors which influence pupils' behaviour could be added, such as an individual's current situation, health condition, mood, temper, etc. Most of the factors affecting an individual's behaviour, unfortunately, cannot be either changed or influenced by the teacher. And naturally, students are influenced not only by the surroundings

where they grow up, but they are mainly influenced by their teachers at school, which is reflected in their maturity and behaviour.

2.2   Learning styles

As already mentioned above, learners differ in many aspects and the same is true of their learning styles. According to Oxford (2016), among the main factors which determine how and how well pupils learn second or foreign language, are language learning styles. In addition, Ehrman and Oxford (1989, 1-13) argue that learning styles relate to learning strategies. They remark that learners opt for strategies which reflect their preferences and consequently their learning styles. Accordingly, Ehrman (1996, 49) defines learning styles as "broad preferences for going about the business of learning".

There are seven types of learning styles: visual (spatial), aural (auditory-musical), verbal (linguistic), physical (kinaesthetic), logical (mathematical), social (interpersonal), and solitary (intrapersonal). Firstly, visual learners prefer learning by sight with the use of pictures. Secondly, although this learning style can be seen in speech or discussion, learners who prefer aural learning style like to use sounds and music when they are learning. Thirdly, learners who prefer verbal learning style use words, both written and spoken. Fourthly, kinaesthetic learners prefer movement and touch while learning. Fifthly, learners who profess logical learning style use logic and reasoning in learning (Learning-styles-online 2020). And finally, Reid (1995, 202-207) introduces group and individual preference. While social learners like to work and learn in groups or with other people, solitary learners tend to work and study individually.

It could be assumed that lower-elementary learners would favour learning by multiple sensory perception – we are speaking mainly about touch and movement accompanied with hearing and vision, because young learners tend to be very energetic and playful. Considering, for example, teaching of imperatives to young learners, the best way would be to perform an activity in which they would have to open the window, close the door, stand up or sit down, etc. This example of an activity includes visual, aural, verbal, kinaesthetic learning styles, and what is more, group learning can be included, too. This is in line with the didactic principles discussed in the next section.

2.3   Didactic principles

As already mentioned above, there are many aspects that affect both the learners' development and behaviour, which teachers yet cannot change or influence. However, there is something that teachers surely can determine in the educational environment. It is the way they teach and

treat students. Kalhous and Obst (2002, 447) claim that the way the teacher teaches is based on his or her ideas about how people learn. Learners spend plenty of time at school and therefore, they are also affected by the pedagogical-psychological approaches. Including the inductive model which is discussed in the fourth chapter.

Teaching students is a long-term and complicated process that requires knowledge of didactic (pedagogical) principles. Didactic principles are the very foundation and they help teachers to pass on the curriculum content to the students and to achieve better results in teaching. In spite of the fact that various authors use different expressions for certain pedagogical principles, they agree on the majority of them. Hendrich (1988, 77-81), Jůva and Jůva (2001, 69-75) and Šimoník (2005, 69-75) all provide a list of the didactic principles. However, for the purposes of this paper, only some of them are chosen – those which reflect the inductive approach to teaching grammar in the English language, and to which the activities in the practical part are focused:

1) The principle of awareness

2) The principle of systematicity (sequencing)

3) The principle of proportionality (preparedness)

4) The principle of activity

5) The principle of visualisation

6) The principle of feedback

7) The principle of linking the theory with practice

Firstly, the principle of awareness basically means the understanding of the activity which pupils learn. The teacher focuses not only on memorization, but on the fact that pupils really understand the curriculum, and then use the acquired knowledge and skills in practice correctly. Secondly, J. A. Komenský (1947, 31) described the principle of systematicity as succession of the curriculum from the easy to the more complex, from the general to the specific and from the close to the distant. The third principle of proportionality is considered to be one of the most significant ones because it expresses the demand that the aim, curriculum content and teaching methods be commensurate with the level of mental and physical development of pupils. It stands to reason that the fourth principle of activity is based on the active participation of learners during the lessons. Maňák (1998, 134) claims that the activity of pupils stimulates their

independent work which leads them to the creativity. The fifth principle of visualisation, adequately formulated by J. A. Komenský (1948, 156-157), claims that everything should be shown to all the senses, specifically to sight. The sixth principle of feedback is explained by Šimoník (2005, 74) as a mutual exchange of information between teacher and pupils as often as possible so that the teacher knows whether pupils understand the subject matter, whether they proceed correctly, and how successful they are in particular activities. And the last principle of linking the theory with practice is obviously very important as the knowledge acquired should be tried in the practice through questions, activities which lead students to the practical application of the theory.

These principles are definitely worth considering when planning a lesson or didactically transforming a subject matter, as the aim of schooling is not only to educate responsible and competent citizens but also to prepare the students for their future life.

2.4   Bloom's Taxonomy

The didactic principles and the learner variables discussed in the previous sections are vital components of the process of teaching and learning. However, there are also aims to be achieved. Their formulation has been the subject of various authors' work, but for the purposes of this paper we focus on Bloom's Taxonomy.

Originally, Benjamin Bloom proposed 6 major categories of the cognitive domain, such as knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al. 1956, 10-12). Nevertheless, Krathwohl (2002, 215) presented the revision of Bloom's Taxonomy which can be used "to classify objectives, activities, and assessments provides a clear, concise, visual representation of a particular course or unit" so teachers can decide where and how to improve curriculum planning and providing the instructions (Krathwohl 2002, 218). Broadly speaking, the Taxonomy is considered to be the united measure for ensuring all the teaching and learning aims of a particular activity or lesson.

Krathwohl (2002, 213-215) created two dimensions – the knowledge dimension and the cognitive process dimension. The former comprises noun features while the latter comprises verb features. It can be said that nouns were replaced by verbs, synthesis and evaluation levels were reordered and the synthesis level was renamed create. While remembering, understanding and applying belong to lower order thinking processes, analysing, evaluating and creating are embraced within higher order thinking processes. Overall, the revised Bloom's Taxonomy presents a scheme of cognitive processes, where each level presents higher demands on

learners, as each higher level includes the mastery of the previous level (Čapek 2015, 434). Particular activities in the practical part aim at higher and lower order thinking processes. For designing the objectives of lesson plans and activities, the action verbs of the cognitive process dimension from the revised Taxonomy are used, as presented in the appendix A.

3   GRAMMAR TEACHING

As the direction in which this work is conducted was outlined in the previous chapter, Hendrich (1988, 17-21) lists the sciences through which didactics of foreign languages develop and considers linguistics, psychology and pedagogy as fundamental. Linguistics is of primary interest, as the focus of this paper is on teaching grammar in the English language.

Before delving deeper into the exploration of grammar teaching; and approaches, methods and techniques, it would be beneficial to determine what actually 'language' is. There are various definitions and views on them vary. Larsen-Freeman (2003, 1-4) claims that a teacher's own definition of a language affects his or her view of language learning and teaching. She states that language can be a means of transmission, a set of sounds, a set of rules, something that people use when speaking, a means of interaction and communication or an instrument of power. It is up to each teacher to decide for which definition to opt, which consequently influences the selection of a language learning theory or the chosen approach to teaching.

The research paper concentrates particularly on teaching grammar in English language. Accordingly, the concept of 'grammar' and 'grammatical competence' should be determined. The Common European Framework of Reference for Languages Learning, Teaching, Assessment (CEFR) defines grammatical competence as "knowledge of, and the ability to use, the grammatical resources of a language". Taken from this perspective, grammar is seen as a set of principles which govern grouping of elements into comprehensible and meaningful sentences, and therefore, grammatical competence is "the ability to understand and express meaning by producing and recognising well-formed phrases and sentences in accordance with these principles" (CEFR 2009, 112-113). Similarly, Thornbury identifies grammar as a "description of the rules that govern how a language's sentences are formed" (1999,1). Also, Batstone (1994, 3) claims that grammar is an "integral part of the language we use in everyday communication" and therefore, it can be assumed that language without grammar would be a mere chaos.

To provide specific examples of grammar in the English language, there is a figure included below where the CEFR renders a list of grammatical organization and specifies grammatical elements, categories, classes, structures, processes and relations.

- *elements*, e.g.:   morphs
                                morphemes-roots and affixes
                                words

- *categories*, e.g.:   number, case, gender
                                concrete/abstract, countable/uncountable
                                (in)transitive, active/passive voice
                                past/present/future tense
                                progressive, (im)perfect aspect

- *classes*, e.g.:   conjugations
                                declensions
                                open word classes: nouns, verbs, adjectives, adverbs, closed word
                                     classes (grammatical elements – see section 5.2.1.1)

- *structures*, e.g.:   compound and complex words
                                phrases: (noun phrase, verb phrase, etc.)
                                clauses: (main, subordinate, co-ordinate)
                                sentences: (simple, compound, complex)

- *processes* (descriptive), e.g.:
                                nominalisation
                                affixation
                                suppletion
                                gradation
                                transposition
                                transformation

- *relations*, e.g.:   government
                                concord
                                valency

Figure 1. Grammatical organisation (CEFR 2009, 113)

As far as grammar teaching is concerned, some authors distinguish between grammar as a product and grammar as a process. Batstone (1994, 5) remarks that teaching grammar as a product puts emphasis on "the component parts of the language system, divided up into separate forms". Simply put, teachers favouring the grammar as product tend to stress the form of the language system over the meaning.

On the other hand, some authors consider the meaning more important. For example, Thornbury (2001, 1-2) raised the issue that grammar is actually a process, and therefore, he uses the term 'grammaring' because he considers grammar as a skill. Skill advancement takes practice, which is true for learning grammar, too. Thornbury (2001, 2) explains: "a description of used language is not the same as language being used". Similarly, Larsen-Freeman (2003, 13) also uses the term grammaring, because she considers grammar as a process or action rather than a thing. As children naturally acquire their mother tongue, the same could apply for the second language acquisition as children proceed from lexical to grammatical processes. Children are going through the process of learning to grammar (Thornbury 2001, 17) and for this reason the authors use the term grammaring. In a few words, given ideas propose that grammar is something that you do and hence, the verb 'grammaring' is used in these publications.

From a practical point of view, according to Lifestyle (2020), "Grammar forms the basic backbone of any language, both when it comes to speaking or writing a language. What most people do not understand is that without grammar, language makes no sense". Also, "Grammar does not only include rules for usage of proper tenses and proper sentence construction, but it also deals with punctuation and usage of correct words too" (Lifestyle 2020). On the top of that, if everyone started to use the language as he or she pleases, it would create a complete chaos and a lot of miscommunications, and the language would have too many variations. This leads us to the conclusion, that the main purpose of grammar is to communicate thoughts and ideas and to be actually understood. This basically corresponds with the view of or definition of a language and its purpose, as people usually want to express meaningful thoughts and also want to be understood.

To take it specifically, in the practical part the proposed activities include the grammar that the learners of the given school should learn at the fifth grade. Specific grammar to be achieved by the learners is presented in the bullet list in the chapter 3.3.1.

3.1   Approach, method, and technique

Before focusing on the inductive approach to teaching grammar in English language in the fourth chapter, it is essential to explain a few terms that relate to teaching as such and point out their differences. Specifically, 'approach', 'method' and 'technique' are the terms which are closely discussed in this subchapter, because the English terms do not exactly match with the translation into the Czech language.

To determine these terms from the English language, the American applied linguist Edward Anthony identified three levels of conceptualization and organization procedures for language teaching. He titled them approach, method and technique. According to Anthony (1963, 63), "the arrangement is hierarchical" and "the organizational key is that *techniques* carry out a *method* which is consistent with an *approach*". Firstly, an approach is described by Anthony as "set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning" (1963, 64). Secondly, a method (derived from the Greek word methodos – 'the journey to the goal') which according to Hendrich serves to indicate the process of activity or how to perform the activity (1988, 19). Similarly, Anthony (1963, quoted in Richards and Rodgers 1986) defined method as an "overall plan for orderly presentation of language material". In other words, method is the procedural component of language teaching and can be seen as a "practical implementation of an approach" (My English Pages 2019). And thirdly,

technique is what "actually takes place in a classroom" and therefore a technique is "implementational" (Anthony 1963, 64). Generally, the techniques used, reflect a method, and particular steps are taken for the achievement of specific objectives and goals.

Now the focus will be on the definition of these three terms used by the Czech authors, and subsequently they will be compared to their English equivalents. Firstly, in this paper the terms 'approach' and 'method' used in the Czech language could be used interchangeably as Skalková (2007, 185) classifies methods in terms of thought operations and logical aspect and includes there the inductive approach. Secondly, regarding the term 'method', Maňák and Švec (2003, 21) claim that a method not only characterizes the path that teaching takes, but it also functions as an implementer of successive steps taken in the process of teaching. The second part of this definition would correspond with the English equivalent of 'technique'. For example, Skalková (2007, 184-185), Maňák and Švec (2003, 53-103) and Šimoník (2005, 76-98) distinguish verbal, demonstrative and skill-practical methods. And lastly, in this paper the 'techniques' are referred to as "the most practical end of the continuum since they embody the operational step-by-step procedures in the classroom" (Academia 2020). Based on the comparison of these three English and Czech terms, it can be assumed that methods are very similar to techniques because they are used in the classroom as a step-by step procedure. Hence, these two terms are used as synonyms in this thesis.

Specific methods and techniques used within the inductive approach to teaching grammar in the English language are presented in the fourth chapter, and therefore they are not further examined here.

3.2   Current approaches and methods

Naturally, over the course of time, methods and approaches in teaching grammar in English language have changed according to the newest surveys, innovations, and technological progress. In the past, there were various approaches and methods to grammar teaching which put emphasis on different aspects of language teaching. Over time, several methods were accepted by different approaches to teaching grammar. Nonetheless, this thesis examines the inductive approach to teaching grammar in the English language, so it will be compared only with the deductive approach in the following chapter.

Thornbury (1999, 21-23) provides a brief history of methods, for example, the grammar-translation method, the direct method, the audiolingual method, communicative language teaching (CLT) or task-based learning.

Richards and Rodgers (2014, 81-244) consider the following as the current approaches and methods: communicative language teaching (CLT), content-based (CBI) and task-based instruction (TBI), communicative language integrated learning (CLIL), whole language, text-based instruction, the lexical approach and cooperative language learning (CLL).

CLT provides learners with opportunities to make real-life conversations to develop fluency and accuracy, and to experiment with the knowledge of a language they already have. Consequently, they learn the language through the process of communication. Similarly, both the CBI and CLIL approach aim at development the oral communication skills. The difference between these two approaches is that CBI originated in North America while CLIL was a relating approach which has its origin in Europe. Another approach that targets oral communication development is TBI. Promoting the implementation of meaningful tasks, which in the end support the learning process. Regarding the whole language, this perceives language as a whole entity which not only focuses on the development of reading, writing, listening and speaking skills but also emphasizes experiential and cooperative learning and the use of authentic language and materials. CLL, which is the complete opposite of competitive learning, is based on learner-centred teaching where the group or pair work is a common organizational form. Furthermore, CLL provides all learners with an opportunity to experience the success and it aims at the development of learners' critical thinking, learning and communication strategies; the enhancement of motivation, the reduction of stress and creating a positive classroom climate. The text-based instruction, as the title suggests, is mainly concerned with guided practice using the texts that are linked with the social and cultural context. Grammar is taught explicitly, and this approach focuses primarily on the product of learning rather than the process. Another approach that is nowadays used along with other approaches and methods in language teaching is the lexical approach. The lexical approach perceives language composed of multi-word 'chunks' which are formed of fixed phrases and collocations. The role of vocabulary is emphasized, and the remembering of those chunks is achieved by training in text chunking, memory-enhancing and awareness activities.

As some of the past and current approaches in grammar teaching were shortly presented, it could be assumed that there is no ideal method which would suit to each of the learners. In fact, as it was mentioned above, the chosen method or approach in teaching depends on the teacher's views and beliefs of the nature of the language which consequently shapes the way of teaching. Each of us is different and unique and this should be kept in mind by every teacher, especially when deciding on a particular teaching approach, method or technique. Considering the

uniqueness of every individual, teachers can opt for an eclectic method. In doing so, teachers choose certain techniques originating from various approaches and methods, and then they decide which would be the most appropriate for the learners, because after all, students and their needs are at the centre of our attention.

3.3   Curricular documents

As this thesis focuses on teaching grammar in the English language at a lower-elementary school, it is necessary to explain what the documents 'Framework Education Programme for Elementary Education' (FEP EE) and CEFR represent. The development of education and the schooling system contains a lot of documents, which in the past years have often changed according to the needs of society and the technological shift. Nowadays, the FEP EE, which is the cornerstone of education in the Czech Republic, belongs to the set of the so-called curricular documents. The curricular documents function at the state and school level. To put it simply, the FEP EE refers to when, who, and what to teach at school. For detailed information about the expected outcomes in a foreign language see appendix B.

3.3.1   SEP

Based on the FEP EE, the School Educational Programme (SEP) is created differently by every school. The SEP functions at the school level and it contains expected outcomes of various subjects at the end of a certain educational term. As this thesis focuses on the subject of the English language, namely the grammar teaching, for the practical part it is better to use a specific SEP to reflect expected outcomes in the designed activities. The expected outcomes in a foreign language stated by the SEP for the fifth grade of the selected elementary school are now introduced. The SEP (2019, 67) states that learners at the end of the term will be able to use:

- Singular and plural forms of nouns

- There is / are constructions for description of the place and the picture

- Verbs in imperative form, including the negative ones

- Contracted and non-contracted forms of the verb 'to be'

- Possessive pronouns – my, your, possessive – 's

- Questions containing what, where, which…

- Declarative and negative sentences, and questions with the verb 'have got'

- Prepositions of time – in/on/at/before/after

- Declarative and negative sentences, questions, basic grammatical structures and sentence types in the present simple tense

- Prepositions of place – on, under, in front of, behind, next to…

- Negative sentences and questions with the modal verb 'can'

- Declarative and negative sentences, and questions in the present continuous

Activities in the practical part focuses only on the selected grammar from this list.

3.4   CEFR

The generally known aim of English Language Teaching (ELT) is to develop learners' communicative competences. These competences are incorporated in the CEFR which defines the level of English and specifies the expected outcomes at certain levels of the language. Developing communicative competences means to improve both the ability to communicate, and the linguistic competences in the English language. According to the CEFR (2009, 110), communicative competences include the following components: linguistic competences, sociolinguistic competences and pragmatic competences. In language teaching it is essential to develop all the three competences, nonetheless, the focus of this paper are linguistic competences since the designed activities target teaching grammar. The CEFR (2009, 13) states that linguistic competences involve lexical, phonological, syntactical knowledge and skills. In other words, linguistic competences mean knowing how to use grammar, syntax and the vocabulary of a language. Also, the CEFR identifies the main elements of linguistic competence as "knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated" (2009, 109).

Comparing the expected outcomes from the FEP EE (appendix B) with expected outcomes from the CEFR, it could be said that the learners at the end of the fifth grade of the selected school would achieve the level of A2. Learners at this level should be able to "understand sentences and frequently used expressions related to areas of most immediate relevance", "communicate in simple routine tasks requiring a simple and direct exchange of information on familiar routine matters" and "describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need" (CEFR, 2009, 24). Regarding the grammatical accuracy, the CEFR (2009, 114) refines that a learner at A2 level "Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends

to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say." Basically, level A2 corresponds to the expected outcomes of the selected SEP. All the three documents are very important for the development, preparation and implementation of the curriculum content into English language classes at any elementary school in the Czech Republic. In this thesis, the CEFR determines the level of English and helps to identify grammatical organization to be achieved by the learners. The expected outcomes in a foreign language in the fifth grade of the selected school form the basis for creating and setting the aim of lesson plans and the designed activities in the practical part of this thesis.

4 INDUCTIVE APPROACH TO TEACHING GRAMMAR

Two approaches are distinguished in teaching grammar in the English language – the inductive and the deductive approach. Firstly, the differences between these two approaches are explored. Then the inductive approach is examined deeper, as it makes up the core of this thesis.

On the one hand, there is the deductive approach to teaching grammar, also called the "rule-driven", which is the opposite of the inductive one. The deductive approach is based on introducing a thought and then presenting the examples, and emphasizes the importance of rules, which are presented explicitly by the teacher, and then followed by guided practice. Traditionally, this approach to grammar teaching is considered to be similar to the transmissive teaching. However, the benefits of this rule-driven approach include directness, effectivity and it consumes less time during the lesson. But there are some drawbacks, for example; it can be demotivating for some learners and it can support the belief that language learning is based on the knowledge of rules (Thornbury 1999, 29-47). When applying the deductive approach, Michael Swan (1995; quoted in Thornbury 1999, 32) provides six principles when the rules are introduced, and the rules should: be true; show clearly what the limits are of the use of a given form; be clear; be simple; make use of concepts that the learners are already familiar with; and be relevant. But before presenting the rules, Pasch (2005, 200) outlines seven phases of a deductive teaching. The first phase is devoted to the introduction which should attract the learners' attention, revise previous knowledge and ascertain already existing knowledge. The second phase is concerned with the setting of the aim and purpose. The third phase is dedicated to the presentation of a particular subject matter and building of the meaning. After that, the teacher controls the learners' understanding, usually during transmission of the knowledge. The fifth phase focuses on guided practice and the application of the presented subject matter. The penultimate phase is committed to the detection and verification of the acquired knowledge. And the very last phase of the deductive teaching is allocated to the individual practice and further tutoring according to the learners' needs.

On the other hand, there is the inductive approach to teaching grammar which is also called the "rule-discovery" approach. Regarding the inductive approach, the name of Jan Amos Komenský appears very often in literature because of his legacy, which laid the foundations of modern pedagogy. Jůva and Jůva (2001, 30-31) state that Jan Amos Komenský was the first one to enforce the inductive approach in teaching in the Czech Republic. Besides that, he

emphasized the importance of didactic principles that are important to consider when planning a lesson (as presented in chapter 2.3).

In inductive teaching, learners are supposed to derive a concept or generalization from concrete examples. According to the Oxford University Press the inductive approach "involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language" (Oxford University Press ELT 2015). Similarly, Pasch (2005, 225-227) describes the inductive approach to teaching as a progression from the specific to the general. Also, Thornbury (1999, 49) provides a similar definition too: "without having met the rule, the learner studies examples and from these examples derives an understanding of the rule". Moreover, the lesson is guided inductively only if learners are involved in the process. In practice this means that individuals formulate general conclusions based on concrete examples. And from the induction perspective, the language acquisition is seen to be acquired through the exposure of the language itself in a natural way.

Widodo (2006, 127) provides a table of summarized advantages and disadvantages of the inductive approach to teaching grammar (figure 2.).

Advantages	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge.
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
Disadvantages	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Figure 2. Advantages and disadvantages of the inductive approach to teaching grammar (Widodo 2006, 127)

In addition, Allwright claims that the rule-discovery language teaching supports the learners' "informal language learning opportunities available in the world beyond the classroom not just during their current course, but more importantly, later in their lives when opportunities for formal language learning are no longer available" (1997, 75). Generally speaking, this has been

the ultimate goal of not only language teaching but also in education as such. The aim is to develop skills in every learner to be able to learn by himself or herself.

As already mentioned in chapter 1.1, there are similarities of the nature of the constructivism and in the inductive approach. Both constructivism and the inductive approach to teaching assume:

- the active participation and involvement of the learners;

- discovering the rules or ideas about particular problematics personally;

- learner-centred teaching;

- learning in meaningful contexts;

- promotion of project-based and problem-solving activities;

- cooperative learning with peers;

- the development of learning skills and strategies.

Those similarities lead to the conclusion that 'constructivism' is a broader notion which forms the basis for the 'inductive approach'.

4.1   Teaching methods and techniques

Concerning the inductive approach, Ke (2008, 6) presents the basic ideas behind the four steps in inductive teaching where students are:

1. given a representative set of sentences about an area of English grammar;

2. asked to generalize a grammatical rule to account for the set of English sentences;

3. asked to check and test the grammatical rule against new sentences about the same area of English grammar;

4. asked to revise the grammatical rule to accommodate the new sentences.

As it can be seen, this process involves an active participation of the learners who are supposed to discover the rules themselves. The rules then become more meaningful and memorable due to the 'discovery process'. However, in connection with the inductive approach to teaching grammar at present there is no precise list of inductive teaching methods or techniques.

Accordingly, a list of methods is presented that could reflect some of the main beliefs of the inductive approach in teaching grammar in English:

- Discussion methods

- Text-based tasks

- Brainstorming

- Cooperative learning

- E-U-R method

- Differentiation

- Open learning

To begin with the discussion methods, they are realized in the form of an interview between the teacher and the learners, where everyone has the opportunity to express their opinion on the issue and thus find solutions together (Maňák and Švec 2003, 108).

Secondly, the text-based tasks are focused on the development of reading and comprehension skills consequently leading to the enhancement of communicative abilities and critical thinking (Čapek 2015, 212).

Thirdly, according to Skalková (2007, 192-193) brainstorming is useful for searching new ways of problems solving. It demands that learners formulate as many spontaneous ideas as they can in a certain period of time.

Fourthly, cooperative learning described by Kasíková (2004, 62) is based on learning in small groups of learners. However, the cooperation itself is not the only aim – it is also the development of intellectual and personal-civic competence of an individual. In other words, when learners cooperate, they not only solve problems together, but they also, for example, learn how to make compromises and deal with other learners. Similarly, Skalková (2007, 224-228) states that groups of three to five learners work together to solve a mutual problem. Moreover, she contrasts cooperative learning with a competitive one, where one's failure means the success of another individual.

Fifthly, the E-U-R method (which literally means evocation, awareness, and reflection) assumes the learners' activity. The teacher creates learning situations in which learners independently seek, work with and explore new information. At the same time, the method

builds on previous knowledge and consequently, adds new concepts to existing ones (Čapek 2015, 465). The lesson plans and activities designed in the practical part comply with this method. In spite of the fact that the lessons are divided into four phases, the inductive teaching is realized only in the warm-up and review; introduction and presentation; and evaluation phase. In this thesis, the practice and application phase is regarded as the stage where students put in practice the discovered rules through chosen activities. The phases of the lesson are discussed in chapter 5.

Next, differentiation is concerned with the learners' preparedness. Practically, it means that the teacher has, for instance, three tasks with different levels of complexity and it is up to the learners to decide which one they want to solve (Badegruber 1994, 46; Čapek 2015, 160).

And lastly, despite the fact that open learning can be perceived rather as an approach than method or technique, since it has no clear practical application, it supports the active involvement of learners (Čapek 2015, 474). Nonetheless, Badegruber (1994, 26-84) introduces the fact that open learning can be achieved, for example, by different organizational forms, by learners' changing position in the classroom, by differentiation, by didactic games, by cooperative and group learning or by discussion in the circle.

In conclusion, there is quite a consensus among the authors that the inductive approach to teaching has benefits like learners' activity in the learning process, advancement of learners' autonomy and self-reliance, and that it supports learner-centred and meaningful teaching. However, some authors favour the eclectic approach, which focuses on the selection of certain methods and techniques from both the inductive and deductive approaches. Consequently, in the practical part the eclectic method is also used.

4.2   Didactic aids

Nowadays, as the importance of didactic aids is recognized, two main groups of didactic aids are distinguished – the material and non-material. Obviously, material didactic aids include all the physical objects like the classroom environment and equipment, technology, textbooks, dictionaries, pictures, etc. Regarding the non-material didactic aids, the strategies, techniques, methods and organizational forms used when teaching and learning are embraced within this group (Kalhous and Obst 2002, 338-339). According to Petty (1996, 271), 87% of information is absorbed by visual perception and therefore, the use of visual aids attracts the interest of students and helps them to remember and learn new things more easily. It is perfect for the visual type of learner, as discussed in a previous section, but not only for them. Accordingly,

the designed activities try to incorporate both the non-material and material didactic aids with the emphasis on visual support.

CONCLUSION OF THE THEORETICAL PART

The theoretical part, divided into four main chapters, has attempted to provide the essential information for the practical part, the aim of which is to design activities which reflect the inductive approach in teaching grammar in the English language. After examining constructivism and learner-centredness; defining the grammar and presenting approaches and methods to teaching it; and exploring the inductive approach in teaching grammar, now it is vital to summarize the main points which subsequently provide the main criteria for the creation of activities promoting inductive approach to teaching grammar in English language. These criteria are summarized in the bullet list, which is divided into two parts:

Constructivism and learner-centred teaching:

    1   Each activity reflects various learning styles (chapter 2.2).

    2   Activities comprise the didactic principles (chapter 2.3).

    3   Activities aim at cooperative learning (chapter 4.1).

Inductive approach to teaching grammar:

    4   Activities aim at lower and higher order thinking processes (chapter 2.4).

    5   Activities follow the idea of 'grammaring' (chapter 3).

    6   Activities use different teaching methods that are tailored to create activities concerned with specific grammar (chapter 4.1).

    7   Activities comprise didactic aids (chapter 4.2).

    8   Activities have potential to support learners in inducing grammar rules (chapter 4).

    9   Activities reflect expected outcomes concerning specific grammar provided in the SEP of a selected school (chapter 3.3.1).

    10   Activities aim at the development of grammatical competence which is stated by CEFR (chapter 3).

PRACTICAL PART

5   LESSON PLANNING

Having a carefully prepared lesson plan allows teachers to lead the lesson towards a goal, through the logical progression of activities. According to Scrivener, "planning is essentially a thinking skill. Planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organising and simplifying" (2005, 123). Teachers need to consider four elements in planning the lesson. Specifically, it is the aim; the selection of activities and their sequencing; selection and preparation of didactic aids; and last but not least the way teacher monitors and evaluates learners' progress during and after the lesson (Kyriacou 2007, 19). One of the most crucial things in planning the lesson is setting the objectives. It is essential to think about the main objective when planning a lesson, because learners should know why they are doing an activity, project, task or game. Therefore, the activities employ the action verbs from the revised Bloom's Taxonomy and follow the SMART framework, which means that the objectives should be specific, measurable, attainable, relevant, and time-bound (LIGS University 2020).

Any lesson can be divided into certain stages or phases. Henrichsen, Smith, and Baker (2020) divide a lesson into five phases. The first stage is devoted to a warm-up and review. While a warm-up helps to get the students in the mood for the lesson and can be realized by a question, story, discussion or by showing them a picture, reviews provide learners with room for demonstration of what they have learned and what they remember from the previous lessons. The second phase introduction and presentation go together because the introduction leads to the presentation. The teacher may introduce a topic by asking questions, showing pictures or videos, telling a story or showing real objects. While introduction centres learners' attention on the lesson and its purpose, the presentation phase introduces new information. The presentation may be deductive or inductive. Thirdly, practice, which is the crucial part of any English second language learning lesson, is the phase when the theory should be put into practice. The fourth stage, evaluation – can be both formal and informal. The former suggests testing and the latter one corresponds to "Assessment based on the observation of performance which occurs in the classroom as part of normal classroom practice" (Kyriacou 2007, 108).

The last stage is application. In this phase, learners should be provided with 'real-life' activities in which they can apply what they have learned. As the application stage is similar to the practice phase, the lesson plan combines these two phases together, forming the third phase

called practice and application. In the third phase, learners are provided an opportunity to put in practice and test out what they have learned. Altogether, given that the phases of a lesson were determined, it is vital to remark that activities aiming at the inductive teaching are embraced in the introduction and presentation phase. Nonetheless, the lesson plans also provide activities within the warm-up and review, and evaluation phase, as these phases realize the E-U-R method which was chosen among the ones supporting the rule-discovery approach.

6 DESIGNED ACTIVITIES

Having established the essential aspects of lesson planning, the subchapters below are now devoted to specific lesson plans and activities using inductive approach techniques and targeting various areas of grammar to be achieved by lower-elementary learners, namely fifth graders of the selected school. Moreover, the lesson plans with designed activities are attached in appendices. The lesson plans and activities are described in accordance with the criteria which were presented in the conclusion of the theoretical part, successively from the first to the tenth criterion.

6.1 The plural forms of nouns

Overall aim: By the end of the lesson, learners will be able to construct plural forms of nouns ending with letters -sh, -s, -x, -o, or -z.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1 The activities proposed in the lesson plan 1 (appendix C) reflect visual, aural, verbal, logical and social learning styles. **Visual learning style** is reflected through the use of the cards with specific nouns (appendix D). **Aural learning style** is reflected in the brainstorming method, when the teacher asks the learners what nouns they know, and in the evaluation phase, when the learners are asked to summarize the rules and discuss what they have learnt. **Verbal learning style** is reflected in all the three phases of the lesson as learners talk with the teacher and classmates, read the words written on the cards and on the blackboard, and write their notes or summaries. **Logical learning style** is reflected in the introduction and presentation phase, when learners need to analyse the words on cards and come up with the rules for making plural forms of nouns. And **social learning style** is reflected in the introduction and presentation, and evaluation phase when the learners are supposed to cooperate in the group.

2 The activities reflect the principles of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** is reflected in the warm-up and review phase, when learners answer the questions the teacher asks. **The principle of awareness** is also reflected in the introduction and presentation phase, as the activity focuses on guided discovery of the rules not on the memorization. Moreover, the principle of awareness would be reflected in the practice and application phase as learners would use the acquired knowledge in practice. **The principle of sequencing** is

reflected in the order of activities presented in the lesson plan. The activities are ordered from the easy ones to the more complex ones (in line with Komenský's principles). According to the SEP of the selected school (2019, 64-66), fifth-grade learners had been introduced to plural number of nouns, namely to the suffixes -s and -es, in the previous fourth year of this elementary school, and therefore **the principle of proportionality** is reflected. **The principle of activity** is reflected in all the three phases of the lesson. In the warm-up and review phase teacher expects answers. If learners provide some answers, it means that they were thinking about the question asked, exerted effort to answer the question and were therefore active. In the introduction and presentation phase, learners are supposed to form groups to cooperate on the task. And in the evaluation phase, the learners are expected to summarize the rules and discuss what they have learnt and share their ideas. **The principle of visualisation** is reflected in the warm-up and review phase, when the teacher writes on the blackboard, and in the introduction and presentation phase, when the learners are given the cards with nouns. Lastly, **the principle of feedback** is followed in the last phase of the lesson, when learners summarize and discuss what they have learnt. Activities in the practice and application phase would follow the principle of linking the theory with practice.

3 **Cooperative learning** can be seen in the introduction and presentation, and evaluation phase. In the group, learners are supposed to cooperate and come up with the rules, and at the end of the lesson they should summarize what they have learnt.

4 According to the revised Bloom's taxonomy, activities aim both at lower and higher order thinking processes, namely remembering, understanding, applying, analysing, evaluating and creating. In the first phase of the lesson, learners share what they **remember** about forming the plural forms of nouns. **Understanding** is reflected in the warm-up and review phase, as learners provide answers to the question, and in the introduction and presentation phase, when learners need to understand the words written on the cards and they need to induce the rules for making plural forms of nouns. **Applying** and **creating** would be reflected in the practice and application phase, as learners would be asked to, for example, form the plural forms of certain nouns and therefore, they would apply the rules. **Analysis** is reflected in the introduction and presentation phase, when learners are supposed to discover the rules by analysing the words on the cards. And **evaluating** is reflected in the evaluation phase, as learners reflect on and discuss what they have learnt.

5   As the learners would be given enough time for the self-directed discovery of the rules, they would probably find out the rules thanks to a 'trial and error' process, and therefore, the concept of **'grammaring'** is reflected.

6   Activities in the lesson plan make use of different teaching methods and techniques, namely discussion methods, text-based tasks, brainstorming, cooperative learning, E-U-R method, and open learning. **Discussion methods** can be seen especially when the teacher raises questions and the answers are expected, for example, in the second phase of the lesson and in the evaluation phase. The second phase of the lesson plan comprises **text-based task**, as learners would be given cards with various nouns in the plural form. **Brainstorming** is used in the first phase to introduce the topic of the lesson and to elicit vocabulary. To implement **cooperative language learning**, learners are divided into smaller groups. **The E-U-R method** is realized in the three phases of the lesson – the warm-up and review, the introduction and presentation, and the evaluation. And **the open learning** is reflected by allowing learners to change their position in the classroom when forming the groups.

7   Activities make use of various **didactic aids**, both material and non-material. Among material didactic aids are blackboard, cards with nouns, dictionaries, mobile phones, notebook, paper and pen. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8   In the introduction and presentation phase learners are provided with an opportunity to induce and **discover the rules** for making plural forms of nouns.

9   According to the **SEP** of the selected school (2019, 67), at the end of the term learners are supposed to be able to make and use plural forms of nouns.

10 According to the **CEFR** (2009, 113), these activities focus on developing the grammatical competence, and teaching grammatical elements, specifically words and their morphemes and affixes.

6.2   Prepositions of place

Overall aim: By the end of the lesson, learners will be able to utilize prepositions of place correctly in simple sentences. Specifically, learners will be able to use prepositions: on, under, in front of, behind, next to, and between.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1 The activities proposed in the lesson plan 2 (appendix E) reflect visual, aural, verbal, social and solitary learning styles. **Visual learning style** is mostly reflected by the use of didactic aids (dictionaries, and pictures – appendix F, G, H). **Aural and verbal learning styles** are reflected in all the three phases of the lesson. In the first phase of the lesson learners provide answers and the teacher writes them on the blackboard. In the second phase, learners are supposed to cooperate on and discuss the task in the group and write down the sentences. And in the evaluation phase, learners are given handouts in which they are supposed to either describe the picture or choose the correct preposition, and then they are supposed to discuss what they have learnt. **Social learning style** is reflected in the group work in the introduction and presentation phase. **Solitary learning style** is reflected in the evaluation phase, as learners are given the handout which they are supposed to work on individually.

2 The activities follow the principle of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** is reflected in the introduction and presentation phase, when learners induce the rules, and the task does not focus on memorization. Also, the principle of awareness would be reflected in the third phase of the lesson when learners would use the acquired knowledge in the practice. **The principle of sequencing** is reflected in the order of activities presented in the lesson plan. The activities in the lesson plan are ordered from the easy ones to the more complex ones. According to the SEP (2019, 66), learners have already been introduced to some prepositions in the fourth grade. To be specific, they have been taught these prepositions: in, on, at, to, near, and under, and therefore **the principle of proportionality** is followed. **The principle of activity and visualisation** is included in all the three phases of the lesson. In the first phase, the learners are asked question and answer is expected, then teacher writes the answers on the blackboard. Also, they are shown picture and they are supposed to determine where the objects are. In the second phase, teacher displays pictures and learners are supposed to cooperate on the task in the group. In the last phase, learners are given handout with picture and text, and they are supposed to work on the task individually. **The principle of feedback** is reflected at the end of the activity in the second phase of the lesson, when each group presents their sentences and the teacher provides feedback and corrects any errors. **The principle**

of feedback is also reflected in the evaluation phase of the lesson, when the learners are expected to summarize and reflect on what they have learnt. And the practice and application phase would follow the principle of linking the theory with practice.

3   **Cooperative learning** can be seen in the introduction and presentation phase, when learners are expected to cooperate on the task in the group and determine where the cat is in the picture.

4   The activities in the lesson plan aim both at higher and lower order thinking processes, namely remembering, understanding, applying, analysing, evaluating and creating. In the first phase of the lesson learners **recall** prepositions which they already know. **Understanding, applying and creating** would be visible in the practice and application phase, when the learners would show they understand the meaning of the prepositions, apply the acquired knowledge in practice, and create, for example, some sentences. **Understanding, applying and creating** is also reflected in the evaluation phase, when learners are given handouts with two tasks. They are either supposed to show they understand the meaning of prepositions by applying the acquired knowledge and choose the correct preposition or describe the picture by creating five sentences using the prepositions of place. **Analysis** is embraced in the introduction and presentation phase, when learners are expected to analyse the pictures and then look up the preposition they need. **Evaluating** is included in the last phase of the lesson, when learners summarize and discuss what they have learnt.

5   The concept of **'grammaring'** is reflected, as the learners would look the prepositions up in the dictionary or on the internet.

6   The activities are made up of different teaching methods, specifically, discussion methods, text-based tasks, brainstorming, cooperative learning, the E-U-R method, differentiation and open learning. **Discussion methods** can be seen in the warm-up and review phase, when learners are expected to provide answers, and in the evaluation phase, when learners are supposed to discuss what they have learnt. **Text-based tasks** are involved in all the three phases, as learners are shown pictures with questions to which they are supposed to provide answers. **Brainstorming** is reflected in the warm-up and review phase to elicit answers. **Cooperative learning** is embraced in the introduction and presentation phase, when learners are supposed to work together in a small group. **The E-U-R method** is involved in all the three phases of the lesson –

warm-up and review, introduction and presentation, and evaluation. **Differentiation** is realized in the evaluation phase, when learners can decide for the level of complexity in completing only one task of the two provided (appendix H), or if they wish they can decide to do both exercises. And **open learning** can be seen in all the three phases. In the first phase of the lesson it is realized by discussion. In the second phase, the open learning is realized by the different organizational form, and group and cooperative learning. And in the evaluation phase, open learning is realized by differentiation.

7 Activities make use of various **didactic aids**, both material and non-material. Among the material didactic aids are a blackboard, computer, PowerPoint presentation used to display pictures, dictionaries, mobile phones, notebook, handout, paper and pen or pencil. The pictures presented in appendix F and G were drawn by the author of this thesis. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8 In the introduction and presentation phase learners are provided with an opportunity to **discover the prepositions** in a dictionary or on the internet.

9 According to the **SEP** (2019, 67), at the end of the term learners are expected to know and be able to use prepositions of place correctly.

10 According to the **CEFR** (2009, 113), activities focus on development of the grammatical competence, and teaching grammatical elements, specifically prepositions which belong to closed word class.

6.3   There is/there are for picture description

Overall aim: By the end of the lesson, learners will be able to construct sentences using there is/there are for the description of a picture.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1 The activities proposed in the lesson plan 3 (appendix I) reflect visual, aural, verbal, social and solitary learning styles. **The visual learning style** is reflected by the use of handouts with pictures (appendix J, K) in the introduction and presentation phase, and in the evaluation phase. **The aural and verbal learning styles** are reflected in all the three phases of the lesson. In the first phase, the teacher asks learners what object they have in their bedroom or living room and writes the answers on the blackboard. In the

second phase, learners are given a handout with a picture and text which describes the picture, and learners are expected to discuss and work on the task in a group. In the evaluation phase, learners are given handouts with two exercises which they should complete, and then they should discuss what they have learnt. **Social learning style** is reflected in the group work in the introduction and presentation, and in the pair work, specifically peer correction, in the evaluation phase. **Solitary learning style** is mirrored by the individual work in the evaluation phase.

2 The activities follow the principle of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** is reflected in all the three phases of the lesson. In the warm-up and review phase, when learners answer the question – which means they understand the question which they are asked. The activity in the second phase of the lesson provides learners with the opportunity to discover the rules for description of a picture, which means it is not concerned with memorization. And in the evaluation phase, learners use the acquired knowledge in completing the two tasks in the handout. **The principle of sequencing** is reflected in the order of activities presented in the lesson plan. The activities are ordered from the easy ones to the more complex ones. According to the SEP of the selected school (2019, 64-65), fifth-grade learners had been introduced to the topic of family and home in the previous years, therefore, a picture of a bedroom is used in the introduction and presentation phase and **the principles of proportionality and visualisation** are reflected. **The principle of feedback** is reflected in the introduction and presentation phase, when the teacher summarizes the rules provided by the learners, and in the evaluation phase, when learners summarize and discuss what they have learnt. The practice and application phase would follow the principle of linking the theory with practice.

3 **Cooperative learning** can be seen in the introduction and presentation phase, when learners work on the task in pairs.

4 The activities in the lesson plan aim both at higher and lower order thinking processes, namely remembering, understanding, applying, analysing, evaluating and creating. In the first phase of the lesson, learners **recall** objects which they have in their bedroom or living room. Understanding, applying and creating would be visible in the practice and application phase. **Understanding, applying and creating** can also be seen in the evaluation phase, when learners are given handouts with two tasks which they are

supposed to complete. **Analysis** is embraced in the introduction and presentation phase, when learners are expected to analyse the text and find the differences between 'there is' and 'there are'. **Evaluating** is included in the evaluation phase, when learners reflect on what they have learnt, and at the end of the activity in the introduction and presentation phase, when learners summarize the rules which the teacher writes on the blackboard.

5   The concept of **'grammaring'** is reflected, as the learners would discover the rules through a text-based task.

6   Activities in the lesson plan employ different teaching methods, namely discussion methods, text-based tasks, brainstorming, cooperative learning, the E-U-R method, and open learning. **Discussion methods** are used in the warm-up and review phase, when the teacher asks students what objects they have at home, and in the evaluation phase of the lesson, when learners discuss what they have learnt. The second phase of the lesson plan comprises a **text-based task**, as the pairs receive a handout with a picture and text. **Brainstorming method** is used in the warm-up and review phase to elicit vocabulary and to introduce the thematic area which is later associated with constructions of 'there is' and 'there are' sentences for the picture description. **Cooperative language learning** is implied in the second and last phase of the lesson – realized by the pair work. **The E-U-R method** is realized in the three phases of the lesson – the warm-up and review, the introduction and presentation, and the evaluation. And **the open learning** is implied by allowing learners to change their position in the classroom when forming the pairs.

7   Activities make use of various **didactic aids**, both material and non-material. Among the material didactic aids are a blackboard, handouts (appendix J and K), dictionaries, mobile phones, and pen or pencil. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8   In the introduction and presentation phase learners are provided with an opportunity to **discover the rules** for using 'there is' or 'there are' for the picture description through a text-based task.

9   According to the **SEP** of the selected school (2019, 64-65), learners had been introduced to the topic of family and home in the previous years, and accordingly, a picture of a bedroom is used, and it is assumed that learners know the vocabulary used in the

introduction and presentation phase. Also, at the end of the term learners should be able to describe a picture using 'there is' or 'there are' constructions.

10 According to the **CEFR** (2009, 112-113), these activities focus on developing the grammatical competence, specifically the ability to organise words and sentences correctly to convey a meaning.

6.4   The present simple tense – declarative sentences

Overall aim: By the end of the lesson, learners will be able to discover the rules for creating sentences in the present simple. They will be able to construct declarative sentences in the present simple tense, and they will be able to understand that the present simple tense is used to describe routines, habits, daily activities, and general truths.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1   The activities proposed in the lesson plan 4 (appendix L) reflect visual, aural, verbal, logical, social and solitary learning styles. **Visual learning style** is reflected in the warm-up and review phase, when the teacher writes on the blackboard, and in the introduction and presentation phase, when learners are given handouts (appendix M). **Aural and verbal learning styles** are reflected in all the three phases of the lesson. In the first phase of the lesson, the teacher writes adverbs on the blackboard and asks the learners what activities they do every day/every week, etc. In the second phase, the learners are given handouts with sentences which they are expected to compare and find the differences, and they are then supposed to discuss and work on the task in the group. In the evaluation phase, the students create and write down six sentences, and then they are supposed to discuss what they have learnt. **Logical learning style** is reflected in the introduction and presentation phase, as the learners are supposed to analyse the sentences and find the differences. **Social learning style** is realized by group work in the second phase, and by pair work in the evaluation phase of the lesson. **Solitary learning style** is mirrored by the individual work in the evaluation phase.

2   The activities follow the principle of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** is reflected in the warm-up and review phase, when the learners provide answers to the question, and in the second phase of the lesson, when they are expected to find the differences between the sentences. **The principle of sequencing** is reflected in the order of activities presented

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in the lesson plan, as the activities are ordered from the easy ones to the more complex ones. According to the SEP (2019, 66), the learners had already been introduced to the thematic areas of sports and leisure time activities, and occupation. It is appropriate to link the grammar with everyday activities they are already familiar with and therefore, **the principle of proportionality** is reflected. **The principle of visualisation** is reflected by the text-based task in the introduction and presentation phase. **The principle of activity** is reflected in all the three phases of the lesson. In the first phase, the learners provide answers. In the second phase students discover the rules for creating the sentences in the present simple tense. And in the evaluation phase, students create six sentences, then evaluate their peers, and after the activity summarize what they have learnt. **The principle of feedback** is reflected in the introduction and presentation phase, when the learners summarize the rules and the teacher writes them on the blackboard, and in the evaluation phase, when the learners reflect on what they have learnt. The practice and application phase would follow the principle of linking the theory with practice, as students would apply the acquired knowledge in practice tasks.

3 **Cooperative learning** can be seen in the introduction and presentation phase, when the students cooperate in a group to discover the rules for creating sentences in the present simple.

4 The activities in the lesson plan aim both at higher and lower order thinking processes, namely remembering, understanding, applying, analysing, evaluating and creating. In the first phase of the lesson learners **recall** activities they do daily, weekly, etc. **Understanding, applying and creating** would be visible in the practice and application phase, as the learners would be expected to create sentences in the present simple, to show they can apply the rules in practice and understand the meaning of sentences. **Understanding, applying and creating** is reflected in the evaluation phase, too, because the learners are expected to create six sentences in the present simple, which means they apply the rules which they have discovered and that they understand what they mean. **Analysis** is embraced in the introduction and presentation phase, as the learners are supposed to analyse and compare the sentences. **Evaluating** is included in the evaluation phase, when the learners discuss, summarize and reflect on what they have learned.

5   The concept of **'grammaring'** is reflected, as the learners would discover the rules through a text-based task.

6   The activities are made up of different teaching methods, specifically, discussion methods, text-based tasks, brainstorming, cooperative learning, the E-U-R method, and open learning. **Brainstorming and discussion methods** are used in the warm-up and review phase to elicit answers and introduce the topic of the lesson. **Text-based task** is embraced in the introduction and presentation phase, when the learners are given handouts with the sentences in the present simple tense. **Cooperative learning** is realized in the introduction and presentation phase, when the learners are supposed to work together on the task in a small group. **The E-U-R method** is embodied in all the three phases of the lesson – warm-up and review, introduction and presentation, and evaluation. **Open learning** is realized by discussion and brainstorming in the first phase of the lesson. In the second phase, the open learning is realized by the different organizational form, and group and cooperative learning. And in the evaluation phase, the open learning is realized by discussion on what the learners have learnt.

7   Activities make use of various **didactic aids**, both material and non-material. Among the material didactic aids are a blackboard, marker, handouts, dictionaries, mobile phones, notebook, paper and pen or pencil. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8   In the introduction and presentation phase the learners are provided with an opportunity to **discover the rules** for using and creating the present simple tense through a text-based task.

9   According to the **SEP** (2019, 67) at the end of the term learners are expected to be able to make and use sentences in the present simple tense.

10 According to the **CEFR** (2009, 113), these activities focus on developing grammatical competence, and grammatical categories, specifically the present tense.

6.5   The present simple tense – negative sentences

Overall aim: By the end of the lesson, the learners will be able to explain that the present simple tense (negative and affirmative sentences) is used to express likes, dislikes, general truths, habits and daily activities. They will be able to discover the rules for creating negative sentences in the present simple tense and justify the rules with specific examples.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1. The activities designed in the lesson plan 5 (appendix N) reflect visual, aural, verbal, physical, logical and social learning styles. **Visual learning style** is mirrored by the use of pictures, which were drawn by the author of this thesis, and sentences written on the cards (appendix O). **Aural learning style** is reflected in speaking in all the three phases of the lesson and by the brainstorming method in the warm-up and review phase, when the learners reply to the question. Furthermore, it is reflected by the discussion in the group in the introduction and presentation phase, when the learners discuss, examine, and compare the sentences and then justify their ideas with specific examples. And it is also reflected by the discussion in the group in the evaluation phase, when the learners summarize and then present the rules and share with the class what they have learnt. **Verbal learning** style is mirrored by speaking in all the three phases, and by writing in the second and the last phase of the lesson, when the learners write the rules in the chart on the blackboard and make notes about forming negative sentences in the present simple tense. **Physical learning style** is reflected in the group-forming activity in the introduction and presentation phase, when the learners search for their partners to form a group and a sentence close in the meaning to one of the sentences displayed on the screen. **Logical learning style** can be seen in the introduction and presentation phase, when the learners examine and compare the sentences. And finally, **social learning style** is mirrored by the group work in the second and last phase of the lesson.

2. The activities reflect the principles of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** is reflected in the first phase of the lesson, when the learners provide responses. This principle is also reflected in the second phase, when the learners are not expected to memorize the rules but discover them, and in the evaluation phase, when the learners discuss and summarize what they have learnt. **The principle of sequencing** is reflected by the order of activities presented in the lesson plan, as the activities are ordered from the easy ones to the more complex ones. The fact, that the learners should be taught the present simple affirmative sentences first (chapter 6.4) and then the negative ones, mirrors **the principle of proportionality**. **The principle of activity** is reflected in all the three phases of the lesson. In the warm-up and review phase the teacher expects answers. If the learners provide some answers, it means that they were thinking about the question asked,

exerted an effort to answer the question and were therefore active. In the introduction and presentation phase, the learners are supposed to form groups and cooperate in the group on the task. And in the evaluation phase, the learners are expected to discuss and summarize the rules and share with the class what they have learnt. **The principle of visualisation** is reflected in the warm-up and review phase, when the teacher writes words and draws the chart on the blackboard. This principle is mirrored by the use of pictures and cards in the second phase which were created by the author of this thesis. Also, this principle can be reflected in the evaluation phase, when the learners write their notes and summaries. And lastly, **the principle of feedback** is reflected in the second phase of the lesson, when teacher helps the students with any problems, and in the evaluation phase when the learners share with the class what they have learnt. Activities in the practice and application phase would follow the principle of linking the theory with practice.

3 **Cooperative language learning** is used in the second and last phase of the lesson, when the learners are supposed to cooperate in the group and come up with the rules, and at the end of the lesson they should summarize the rules and say what they have learnt.

4 According to the revised Bloom's taxonomy, activities aim both at lower and higher order thinking processes, namely remembering, understanding, analysing and evaluating. In the warm-up and review phase, the learners **name** what they like or dislike and what they do every day, etc. **Understanding** is reflected in the warm-up and review phase, as the learners provide answers to the question, and in the second phase, when the learners compare the sentences in the table. Understanding is also reflected in the evaluation phase as the learners summarize the rules. **Analysis** is visible in the second phase, when the learners compare and examine the sentences to discover the rules. And **evaluating** is reflected in the evaluation phase, as the learners discuss and reflect on what they have learnt.

5 The concept of **'grammaring'** is reflected in the introduction and presentation phase of the lesson, as the learners are provided with an opportunity to discover the rules with their peers.

6 Activities in the lesson plan make use of different teaching methods and techniques, specifically discussion methods, text-based tasks, brainstorming, cooperative learning, the E-U-R method, and open learning. **Discussion methods** are used in the warm-up

and review phase, when the learners share with the class what they like or dislike and what they do every day, etc.; and in the evaluation phase, when the teacher asks what we usually express by affirmative and negative sentences in the present simple tense. **Text-based task** is used in the second phase, as there are displayed pictures with sentences, the learners are given cards with words and they are supposed to form a sentence and then write it into the chart on the blackboard. **Brainstorming** is used in the first phase to introduce the topic of the lesson and to elicit the vocabulary. **Cooperative learning** is used in the second and last phase of the lesson, when the learners are divided into eight groups of three and they are supposed to work on the task together.

7   Activities make use of various **didactic aids**, both material and non-material. Among the material didactic aids are a blackboard, marker, cards and pictures with sentences, PowerPoint presentation, computer, projector, dictionaries, mobile phones, notebook, paper and pencil or pen. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8   In the introduction and presentation phase the learners are provided with an opportunity to induce and **discover the rules** for creating negative sentences in the present simple tense through a text-based task and cooperative language learning.

9   According to the **SEP** of the selected school (2019, 67), at the end of the term the learners are supposed to be able to make and use negative sentences in the present simple tense.

10 According to the **CEFR** (2009, 113), these activities focus on developing the grammatical competence, and grammatical categories, specifically the negative sentences in the present tense.

6.6   The present simple progressive – affirmative sentences

Overall aim: By the end of the lesson, the learners will be able to discover the rules for constructing affirmative sentences in the present progressive tense and they will be able to create simple sentences. Also, they will be able to compare the usage of the present simple tense with the present progressive tense and justify their ideas with specific examples from the text.

A description of activities in accordance with the criteria which are provided in the conclusion of the theoretical part:

1   The activities designed in the lesson plan 6 (appendix P) reflect visual, aural, verbal, logical and social learning styles. **Visual learning style** is mirrored by the use of didactic aids, specifically the handouts (appendix Q), which the students are given, and dictionaries or mobile phones which the students are allowed to use in the introduction and presentation phase of the lesson. **Aural learning style** is reflected in the discussion in the first phase of the lesson, when the teacher asks the learners: "When do we usually use the present simple tense?" The aural learning style is also involved in the second phase, when the teacher describes the actions he or she performs. This learning style is also reflected in the discussion in the evaluation phase, when the teacher tells students to discuss the rules and compare the present simple tense with the present progressive tense. **Verbal learning style** is involved in all the three phases of the lesson as the learners talk with the teacher and classmates, read the text and sentences in the handout, write on the blackboard, and discuss the rules for creating the present progressive tense. **Logical learning style** is reflected in the second phase, when the learners examine and analyse the text. And **social learning style** is involved in the introduction and presentation, and evaluation phase, when the learners are expected to cooperate in the group.

2   The activities reflect the principles of awareness, sequencing, proportionality, activity, visualisation and feedback. **The principle of awareness** can be seen in the warm-up and review phase, when the learners answer the question. In the second phase of the lesson, the principle of awareness is reflected in the activity that focuses on a guided discovery of the rules through a text-based task, not on the memorization. And in the evaluation phase, this principle is mirrored by the discussion, when the learners summarize the rules. **The principle of sequencing** is included as the activities are ordered from the easy ones to the more complex ones and teaching of the present progressive tense build upon the previous knowledge of the present simple tense. **The principle of proportionality** is reflected as the learners had already been taught the present simple tense, and teaching of the present progressive tense is linked with sports and other activities meaning that the learners have the necessary vocabulary to be able to construct the simple sentences in the handout in the second phase of the lesson. **The principle of activity** is mirrored in all of the three phases of the lesson. In the first phase, the learners provide answers and suggest examples. In the second phase, the learners cooperate in the group to discover the rules and complete the task. And in the evaluation

phase, the learners again cooperate in the group to summarize the rules. **The principle of visualisation** is reflected in all of the three phases of the lesson as the teacher writes on the blackboard, and in the second phase of the lesson, when the learners are given handouts with text and various pictures. **The principle of feedback** is included in the second and last phase of the lesson, when the teacher provides feedback and when the learners summarize and discuss what they have learnt. Activities in the practice and application phase would follow the principle of linking the theory with practice.

3   **Cooperative learning** is involved in the introduction and presentation, and evaluation phase. In the group, the learners are supposed to cooperate and come up with the rules and describe pictures; and at the end of the lesson they should summarize the rules and compare the present simple tense with the present progressive tense.

4   According to the revised Bloom's taxonomy, activities aim both at lower and higher order thinking processes, namely remembering, understanding, applying, analysing, evaluating and creating. In the warm-up and review phase, the learners tell when the present simple tense is used, and they name examples and that reflects the fact they **remember** how the tense is used and formed. In the second phase of the lesson, the learners **comprehend** what the teacher says by seeing the actions performed. In the introduction and presentation phase, the learners **analyse** the text and they **apply** the rules they have discovered in the text to **construct** simple sentences which describe the pictures. In the evaluation phase, the learners summarize the rules for creating the present progressive tense showing that they **understand** it, and then they **evaluate** when the tense is used, and they reflect on what they have learnt.

5   The concept of **'grammaring'** is reflected in the introduction and presentation phase of the lesson, as the learners are provided with an opportunity to discover the rules with their peers in the group and through a text-based task.

6   Activities in the lesson plan make use of different teaching methods and techniques, namely discussion methods, text-based task, cooperative learning, the E-U-R method and open learning. **Discussion methods** are used in the first phase of the lesson, when the teacher asks an open question, and in the evaluation phase, when the learners discuss the rules for creating the present progressive tense and share with the class what they have learnt. The introduction and presentation phase involves a **text-based task** as the learners are given handouts with pictures, text and task. **Cooperative learning** is

involved in the introduction and presentation, and evaluation phase as the learners are supposed to cooperate in the group to complete the task. **The E-U-R method** is realized in the three phases of the lesson – the warm-up and review, the introduction and presentation, and the evaluation. And **the open learning** is reflected by the different organizational form in the second phase of the lesson, when the learners form groups and change their position in the classroom.

7   Activities make use of various **didactic aids**, both material and non-material. Among the material didactic aids are a blackboard, marker, handouts (appendix Q), dictionaries, mobile phones, notebook, paper and pen or pencil. Non-material didactic aids were presented previously – those are the teaching methods and techniques used.

8   In the introduction and presentation phase the learners are provided with opportunity to induce and **discover the rules** for creating the present progressive affirmative sentences. Also, thanks to the pictures provided in the handout, they can conclude when the present progressive tense is used.

9   According to the **SEP** of the selected school (2019, 67), at the end of the term the learners are supposed to be able to understand and create sentences in the present progressive tense.

10 According to the **CEFR** (2009, 113), this activity focuses on developing the grammatical competence, and teaching grammatical categories, specifically the present progressive tense.

CONCLUSION OF THE PRACTICAL PART

The practical part of this thesis tried to propose activities which would reflect the main features of the inductive approach and which would be in correspondence with the criteria that were provided in the conclusion of the theoretical part. The proposed activities are incorporated in lesson plans which are attached in appendices. Each lesson plan is divided into three phases of the lesson – the warm-up and review, the introduction and presentation, and the evaluation phase. These three phases are in focus, because there is realized the E-U-R method. The practice and the application phases are combined together, forming the third phase called practice and application. The lesson plans do not provide any designed activities for this phase as in this thesis it is believed that in the practice and application phase the learners are only putting into practice acquired knowledge and discovered rules.

The sixth chapter, which is divided into six subchapters, provides the designed activities. Each subchapter describes a lesson plan and specific activities according to the criteria stated in the conclusion of the theoretical part. All in all, it can be concluded that the lesson plans reflect most of the learning styles, however, among the most included ones are visual, aural, verbal and social learning styles. Activities reflect all the didactic principles except for the principle of linking the theory with practice, as the practice and application phase of the lesson does not provide any activities. Also, all activities aim at cooperative learning as group or pair work is expected. Furthermore, the activities aim at higher and lower order thinking processes, namely remembering and understanding, and analysing and evaluating. The activities follow the idea of 'grammaring' as they try to support the learners in discovering the rules. In the lesson plans there are used various teaching methods, namely text-based tasks, discussion methods, brainstorming, cooperative learning, open learning and the E-U-R method. The activities comprise didactic aids both material and non-material, reflect expected outcomes stated by the SEP and aim at the development of grammatical competence.

CONCLUSION

This bachelor thesis deals with the inductive approach in teaching grammar in the English language and its practical application in the form of designed activities and lesson plans.

The first chapter introduces the constructivist learning theory and examines the learner-centred approach. In terms of this thesis, constructivism is believed to be an umbrella term for the inductive approach to teaching grammar in English as it forms the basis for the inductive approach and thus, has several common aspects with it. The second chapter provides an overview of the learners' needs, their learning styles, presents didactic principles and levels of cognitive processes stated by the revised Bloom's Taxonomy to draw attention towards the learners, inasmuch learner-centredness is a main feature of both constructivism and inductive approach. In the third chapter, the term grammar is defined and explained. Some of the past and current approaches and methods to the grammar teaching are presented. Moreover, the terms approach, method and technique are defined and compared to the Czech equivalents as the translation is not always consistent. The CEFR and the SEP documents are introduced as they form the basis for the creation of the activities proposed in the practical part. In the last chapter of the theoretical part, the inductive approach to teaching grammar is explored. Some of the methods that reflect the main features of the inductive approach, namely discussion methods, text-based tasks, brainstorming, cooperative learning, the E-U-R method, differentiation and open learning are listed as they differ from the deductive teaching.

The main aim of the practical part was to design activities promoting the inductive approach to teaching grammar. Accordingly, the fifth chapter focuses on the lesson planning process, and the sixth chapter presents the designed activities and lesson plans and describes the activities according to the criteria which are presented in the conclusion of the theoretical part. Based on the data from the designed lesson plans and activities presented in this thesis it can be assumed that the inductive approach in teaching grammar in the English language increases learner's activity due to the demand on cooperative learning in a text-based task and therefore, exploiting not only lower order thinking processes (like remembering and understanding) but also higher order thinking processes (especially analysing and evaluating) which may lead to a more permanent remembering of the curriculum.

RESUMÉ

Tato bakalářská práce se zabývá induktivním přístupem k výuce gramatiky v anglickém jazyce a jeho praktickou aplikací ve formě navržených aktivit a plánů lekcí. Tato práce je rozdělena na dvě části – teoretickou a praktickou. Teoretická část představuje zásadní teoretické koncepty, které jsou spojeny s induktivním přístupem k výuce gramatiky.

Teoretická část nejdříve popisuje konstruktivismus, ze kterého vychází induktivní přístup. Poté je v následující podkapitole popsána výuka zaměřená na žáka a její hlavní rysy, jelikož tuto vlastnost mají konstruktivismus a induktivní přístup společný.

Druhá kapitola se věnuje popisu žáka prvního stupně základní školy v České republice, a to z psychologického a pedagogického hlediska. Jsou zde uvedeny potřeby žáků, které jsou shrnuty v Maslowově pyramidě potřeb, protože vyjadřují úrovně potřeb, které musí být splněny pro to, aby se žáci byli schopni učit. Dále jsou prezentovány učební styly, které poukazují na preference žáků vzhledem k učení, jako například visuální, aurální, verbální, kinestetický, logický, interpersonální a intrapersonální. V další podkapitole jsou vylíčeny didaktické principy, které mohou pomoci pedagogům, ať už lépe předat nebo didakticky transformovat učivo žákům, tak i reflektovat výuku zaměřenou na žáka a usnadnit tak studentům učení. Proto byly vybrány pouze určité principy, které reflektují rysy induktivní výuky, jako například princip uvědomění, princip systematičnosti, princip přiměřenosti, princip aktivnosti, princip názornosti, princip zpětné vazby a princip spojení teorie s praxí. V následující podkapitole je krátce zmíněna revidovaná Bloomova Taxonomie, která učitelům slouží nejen k tomu, aby mohli stanovit cíl aktivity nebo vyučovací hodiny, ale také dosáhnout toho, aby byla výuka zaměřená na žáky a zacílit tak i na různé úrovně myšlenkových procesů. V induktivní výuce mají aktivity tendenci mířit spíše na vyšší úrovně myšlenkových procesů jako je analýza, hodnocení a tvoření.

Ve třetí kapitole je vysvětlen pojem gramatika a jsou zde zmíněny různé minulé i současné přístupy a metody k výuce gramatiky a anglického jazyka. V této kapitole jsou také představeny dokumenty, které tvoří základ pro tvorbu aktivit v praktické části. Nejdříve jsou zde uvedeny kurikulární dokumenty, konkrétně RVP – rámcový vzdělávací program (FEP EE) a ŠVP – školní vzdělávací program (SEP) s očekávanými výstupy v cizím jazyce v pátém ročníku základní školy v České republice. V této podkapitole je předložen seznam zaměřený pouze na očekávané výstupy týkající se gramatiky. V následující podkapitole je čtenář seznámen se společným evropským referenčním rámcem pro jazyky (CEFR) - který definuje lingvistické

kompetence, konkrétně gramatickou kompetenci a určuje úroveň anglického jazyka. Při porovnání očekávaných výstupů z RVP s CEFR by se dalo říci, že žáci na konci pátého ročníku dosáhnou úrovně A2.

Čtvrtá kapitola nejprve porovnává dva přístupy, které jsou pravým opakem, konkrétně je porovnán deduktivní a induktivní přístup. Následně je analyzován induktivní přístup, který jako první prosazoval Jan Amos Komenský. Při induktivní výuce žáci odvozují závěry nebo generalizace z konkrétních příkladů, a tudíž jsou jim gramatická pravidla představována implicitně, což může vést k autonomii při učení, k samostatnosti nebo naopak kooperaci při řešení problémů, k vyšší aktivitě při procesu učení a ke zvýšení motivace. Nicméně, induktivní výuka je časově náročná jak na přípravu, tak na výuku a může vést studenty i ke špatným závěrům. Častý neúspěch, neporozumění aktivitám nebo celková nelibost vůči induktivní výuce může mít za následek demotivaci a frustraci a studenti tak mohou raději upřednostňovat explicitní představení pravidel – tedy deduktivní výuku. Ve čtvrté kapitole jsou také prezentovány podobnosti konstruktivismu s induktivním přístupem, jako například výuka zaměřená na žáka; aktivní účast studentů při výuce, kdy sami objevují pravidla; učení ve smysluplných kontextech; zařazení projektových a problémových aktivit; kooperativní učení; a rozvoj dovedností a schopností. Díky těmto charakteristikám je induktivní přístup podobný konstruktivismu. V další podkapitole jsou předloženy metody, které vyhovují těmto rysům induktivního přístupu. Konkrétně jsou zde představeny a krátce popsány diskuzní metody, textové úlohy, brainstorming, kooperativní učení, metoda E-U-R, diferenciace a otevřené učení.

Cílem praktické části bylo navrhnout sadu aktivit odrážejících induktivní přístup k výuce gramatiky a uvést teoretická východiska do praxe. V páté kapitole je nejprve popsán proces plánování výuky, a to konkrétně stanovení cílů aktivit a hodin, které by měly být SMART (specifické, měřitelné, atraktivní, relevantní a termínované) a jednotlivé fáze hodiny. Pro stanovení cílů aktivit a plánů hodin byla využita tabulka akčních sloves z revidované Bloomovi Taxonomie.

Šestá kapitola obsahuje popis navržených aktivit podle kritérií prezentovaných v závěru teoretické části. Navržené aktivity jsou zahrnuty do plánů lekcí, které jsou přidané v přílohách. Plány hodin jsou rozděleny na čtyři fáze. První fáze se týká „zahřívání a opakování“ a slouží k uvedení tématu hodiny. Tato fáze umožňuje učiteli zjistit, co si studenti pamatují z předešlých hodin a studenti tak mají možnost si již probrané učivo znovu vybavit. Druhá fáze hodiny je pojmenována „úvod a prezentace“ a je věnována představení dané problematiky. V této fázi

mají studenti objevit gramatická pravidla, většinou za pomocí textových úloh s vizuální podporou a pomocí spolupráce ve dvojicích nebo skupinách. Čtvrtá fáze „procvičování a aplikace" by měla být věnována specifickým aktivitám na procvičení gramatických pravidel. Poslední fází je „zhodnocení". Nejen, že hodnocení může být formální nebo neformální, ale v této fázi mají studenti také možnost sami zhodnotit to, co se naučili.

Na základě výše popsaného teoretického výzkumu bylo zjištěno, že nejčastějšími metodami, které byly použity v úvodní fázi hodiny, jsou diskuzní metody a brainstorming. Tyto metody byly vybrány především proto, že jsou vhodné nejen pro uvedení tématu hodiny, ale také pro zjištění toho, co žáci o dané problematice už vědí. Druhá fáze, ve které je realizován induktivní přístup ke gramatice, nejčastěji obsahuje textové úlohy s vizuální podporou a kooperativní učení ve dvojicích nebo ve skupinách. Tyto metody byly vybrány, protože tak mohou žáci, ať už sami, nebo za pomoci svých vrstevníků, objevit určitá gramatická pravidla. Mají také možnost používat mobilní telefony a slovníky, ve kterých si sami vyhledají potřebné informace a navzájem si mohou pomáhat a radit při analýze textu. Třetí fáze hodiny neobsahuje žádné aktivity, jelikož v této fázi studenti pouze procvičují daná pravidla, a proto tato fáze není v souladu s induktivní výukou gramatiky. V poslední fázi hodiny jsou nejčastěji využity diskuzní metody, při kterých by měli žáci být schopni, ať už ve dvojicích nebo skupinách, zhodnotit to, co se danou hodinu naučili a podělit se tak o své myšlenky a názory s celou třídou. Tyto metody byly vybrány, protože jsou vhodné pro závěr hodiny a pro celkové shrnutí dané problematiky. Tyto tři fáze každého plánu lekce jsou tak i v souladu s metodou E-U-R.

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APPENDICES

Appendix A Revised Bloom's Taxonomy Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

(Azusa Pacific University 2020)

Appendix B Expected outcomes in foreign language stated by FEP EE

Stage 1

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 1

The pupil shall:

➢ *pronounce and read with correct pronunciation in an appropriate vocabulary range*
➢ *understand simple directions and sentences and react to them adequately*
➢ *distinguish between the written and spoken forms of a word*
➢ *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding*
➢ *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

➢ *understand familiar words and simple sentences related to the topics being studied*

➢ *understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work*
➢ *read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation*
➢ *find necessary information in a simple text and create an answer to a question*
➢ *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

➢ *create a simple written message, short text and response to a message using correct grammar and form; fill his/her basic personal data in forms*
➢ *reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation*
➢ *modify short texts while preserving their meaning*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

➢ *participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the information required*

Subject Matter

- **rules of communication in common everyday situations** – greetings, expressing thanks, introductions
- **simple messages** – addresses, congratulations, holiday greetings and letters, apologies, requests
- **thematic areas** – home, family, school, leisure time and hobbies, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, word meanings in context
- **basic grammatical structures and sentence types, the basics of the lexical principles of orthography** – simple sentences, formation of questions and negation, word order in a sentence

(Jeřábek et al. 2007, 23-24)

Appendix C Lesson plan 1

Overall aim: By the end of the lesson, learners will be able to construct plural forms of nouns ending with letters -sh, -s, -x, -o, or -z.

Phase	Activity (what the teacher does)	Activity (what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Ask learners what nouns they know – brainstorming. Elicit vocabulary. Ask how plural number of nouns is realized in English. Ask them to provide examples.	Provide vocabulary (food, clothes, animals, sports, weather, leisure time and means of transport). Provide examples of nouns in plural form.	Whole class	Blackboard	The learners will be able to recall the rule they know about forming plural forms of nouns and they will be able to name examples.	5 minutes
INTRODUCTION AND PRESENTATION	Ask learners to form small groups and hand out the cards with plural forms of the nouns. Set task – pay attention to underlined letters and come up with rules for making plural forms of certain nouns. Ask – why is it sometimes possible to just add -s or -es?	Form groups. Study cards in detail. Come up with rules for making plural forms of certain nouns.	Group work	Cards with nouns (appendix D) Dictionaries Mobile phones	Learners will be able to examine the words on the cards, discover the rules of forming plural forms of nouns and justify the rules they have come up with.	20 minutes
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				The learners will be able to apply and practice the discovered rules in various types of activities.	10 minutes
EVALUATION	Tell learners to summarize the rules for making plural forms of nouns and write them on the blackboard. Discussion - each learner shares with the class what he or she has learnt.	Each group summarizes the main points. Each learner says what he or she has learnt in this lesson.	Whole class Group work	Blackboard Notebook Paper Pen	The learners will be able to reflect and evaluate what they have learned about forming plural forms of nouns.	10 minutes

Appendix D Cards with nouns ending -s, -sh, -ch, -o, -z, and -y

CAR<u>S</u>	FISH<u>ES</u>	RIVER<u>S</u>
BUS<u>ES</u>	WISH<u>ES</u>	GIRL<u>S</u>
DAY<u>S</u>	POTATO<u>ES</u>	GLASS<u>ES</u>
BAB<u>IES</u>	LAD<u>IES</u>	CIT<u>IES</u>
PART<u>IES</u>	BOY<u>S</u>	FOX<u>ES</u>
MONKEY<u>S</u>	PLAY<u>S</u>	BEACH<u>ES</u>
BUSH<u>ES</u>	TOMATO<u>ES</u>	QUIZ<u>ZES</u>
HOUS<u>ES</u>	WEEK<u>S</u>	CAT<u>S</u>
BOX<u>ES</u>	CHURCH<u>ES</u>	WITCH<u>ES</u>

Appendix E Lesson plan 2

Overall aim: By the end of the lesson, learners will be able to utilize prepositions of place correctly in simple sentences. Specifically, learners will be able to use prepositions: on, under, in front of, behind, next to, and between.

Phase	Activity — (what the teacher does)	(what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Ask learners what prepositions they already know – brainstorming. Elicit answers, write them on the blackboard and circle prepositions of place to be discussed. Display pictures and ask learners where the objects are (appendix F)	Provide answers, probably the prepositions they know from the previous year – in, on, at, to, near, under. Determine where the objects are – the cat is in the box / on the chair / under the chair.	Whole class	Blackboard PC PowerPoint presentation	The learners will be able to recall prepositions they already know from the previous year, and they will be able to name examples. Also, they will be able to demonstrate those prepositions by describing specific pictures.	5 minutes
INTRODUCTION AND PRESENTATION	Ask learners to form small groups. Display pictures (appendix G) and tell learners they are supposed to: describe the picture and determine where the cat is in simple sentences which they write down. Feedback: each group reads their sentences, and teacher corrects.	Form groups and work on the task together. Write the answers down on the paper/in the notebook. When the groups finish, a learner from each group reads the sentences.	Group work Whole class	PC PowerPoint presentation Dictionaries Mobile phones Paper Notebook Blackboard	The learners will be able to look up other prepositions of place in the dictionary or on the internet. Also, they will be able to describe the position of objects using prepositions: behind, in front of, next to, and between.	10 minutes
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				The learners will be able to apply and practice the discovered rules in various types of activities.	20 minutes
EVALUATION	Formal - give each learner a handout where they are supposed to either describe the picture with 5 sentences or choose the correct preposition (appendix H) – Differentiation. Discussion	Describe the picture in 5 sentences using prepositions of place. Choose the correct preposition of place. Discussion – summarize what you have learnt	Individual work Whole class	Handout Pen Pencil	In the first exercise, the learners will be able to decide which preposition to use in the sentences they create. In the second exercise, the learners will be able to select the correct preposition.	10 minutes

Appendix F Lesson plan 2 – Warm-up and review phase

Where is the cat?
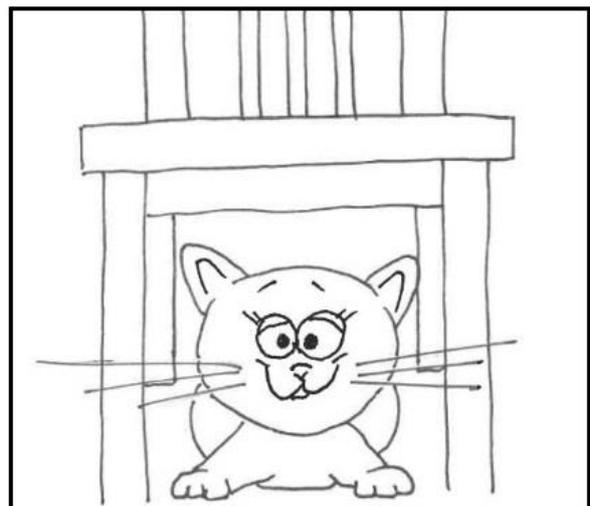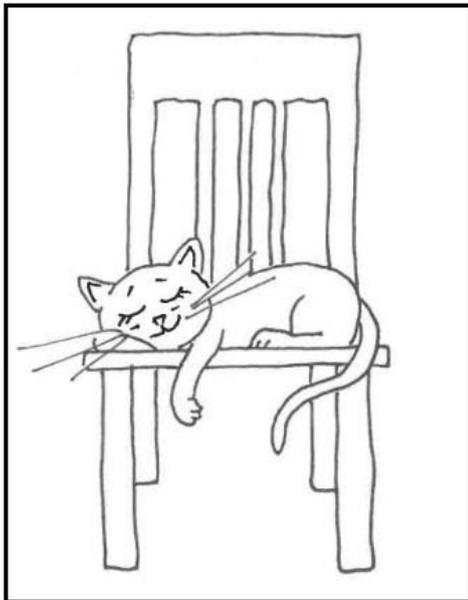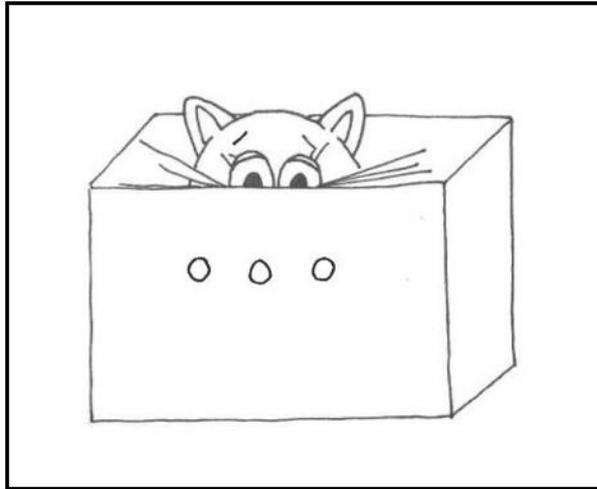
**Appendix G Lesson plan 2 – Introduction and presentation phase**
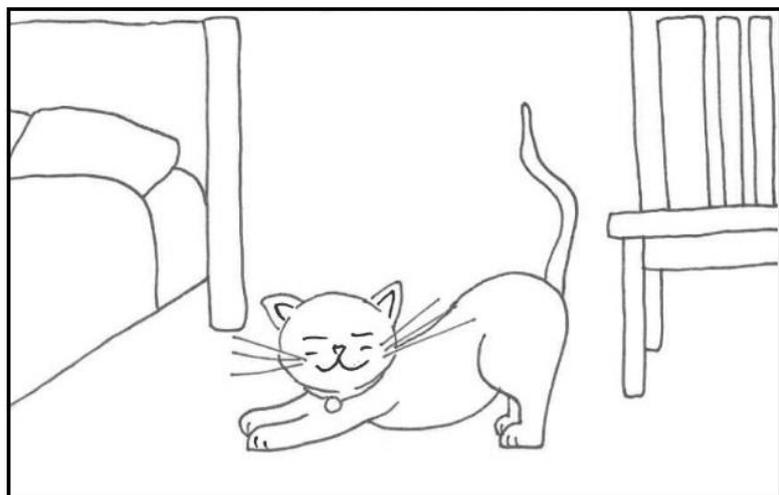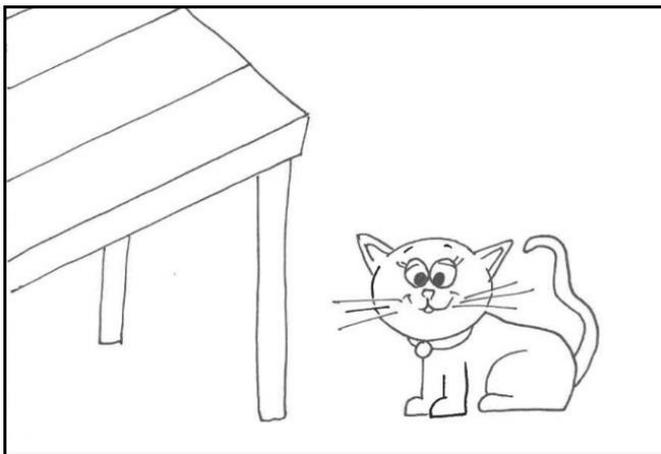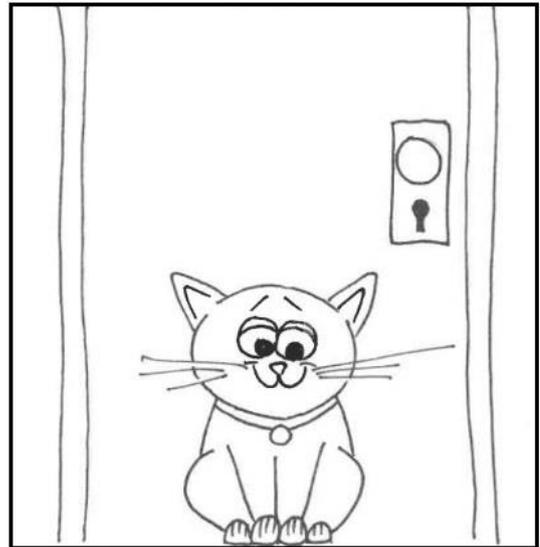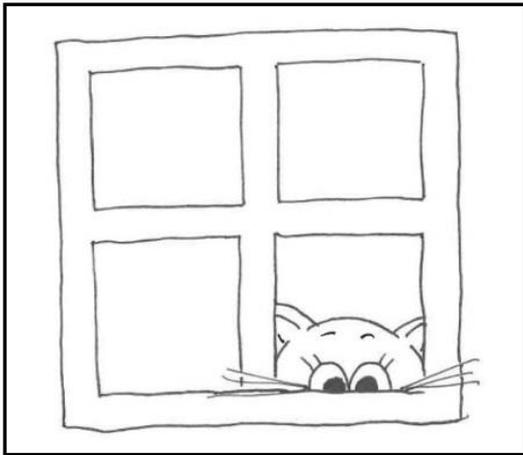
Appendix H Lesson plan 2 – Evaluation phase

Choose which exercise you want to do. If you wish, you can do both.

1) Describe the picture in 5 sentences.

Example: The carpet is <u>on</u> *the floor.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
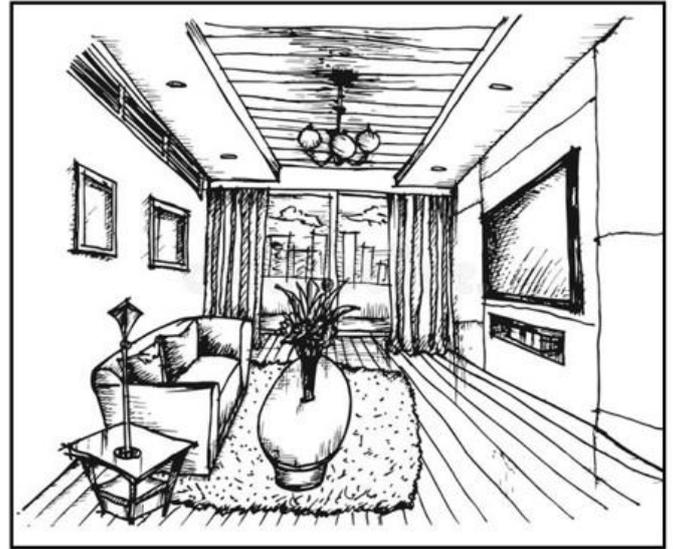
2) Choose the correct preposition of place.

1 There is a computer *in / on / between* the table.
2 There is a car *between / in front of / under* the house.
3 The present is *under / between / in* the box.
4 There is a swimming pool *behind / on / under* the house.
5 The clock is *in / on / between* the wall.
6 Lucy is standing *under / between / in* the roof.
7 Lucy is standing *between / under / on* Jane and Harry.
8 Lucy is standing *next to / on / between* the garage.

The source of the picture:

Dreamstime. 2020. "Hand drawing Interior Design for living room." Accessed March 30, 2020. https://www.dreamstime.com/stock-illustration-hand-drawing-interior-design-living-room-white-background-vector-image45623567

Appendix I Lesson plan 3

Overall aim: By the end of the lesson, learners will be able to construct sentences using there is/there are for description of a picture.

Phase	Activity (what the teacher does)	Activity (what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Ask learners what objects they have in their bedroom/living room - (brainstorming). Write answers on the blackboard. Ask learners to form plural forms of the nouns which they have provided.	Name the objects (bed, table, chair, couch, television, lamp, computer, sofa, window, door, etc.) Provide plural number of given nouns.	Whole class	Blackboard	The learners will be able to name objects they have in their bedroom/living room at home. Also, they will be able to recall the rule they know about forming plural forms of nouns and create examples.	5 minutes
INTRODUCTION AND PRESENTATION	Ask learners to form pairs. Give each pair one handout with the picture and text. Set task – pay attention to the underlined words; find out the difference between there is / there are; come up with the rule; and support your answers with specific examples from the text. Summarize the rules and write them on the blackboard.	Form pairs. Study the picture and the text in detail. Come up with rules for the use of there is and there are.	Pair work	Handout (appendix J) Dictionaries Mobile phones Blackboard	Learners will be able to compare 'there is' to 'there are' constructions, discover the rules for the use of these constructions, and justify the rules with specific examples from the text.	15 minutes
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				The learners will be able to apply and practice the discovered rules in various types of activities.	10 minutes
EVALUATION	Both formal and informal Learners are given handout and they are supposed to do two exercises – fill in there is/there are and then describe their bedroom. When they finish, pairs swap their handouts and correct their peers. Discussion	Each learner evaluates the learner with whom he or she makes pair. Discussion – summarize what you have learnt.	Individual work Pair work	Handout (appendix K) Pen or pencil	The learners will be able to choose the correct form and fill it in the blanks; and they will be able to construct simple sentences using there is or there are. Learners will be able to reflect what they have learned about the use of there is/there are; and they will be able to evaluate their peers.	10 minutes

Appendix J Lesson plan 3 – Introduction and presentation phase

My family and I live in a house near Prague, Czech Republic. There is a kitchen, a big living-room, a bathroom and two bedrooms in the house. There is a large garden with a swimming pool behind the house. In the garden there are four trees and many beautiful flowers, too.

I have got my own bedroom. It's large and it's painted in purple colour. There is a bed near the window. Behind the bed, there is a chest of drawers. Next to the window, there are two shelves with many toys on it. And there are usually many toys on the floor.

The source of the picture:

VectorStock. 2020. "Room for kids with funny toys on the floor vector image." Accessed March 30, 2020. https://www.vectorstock.com/royalty-free-vector/room-for-kids-with-funny-toys-on-the-floor-vector-14498736

Appendix K Lesson plan 3 – Evaluation phase

Fill in the gaps with *there is* or *there are*.

1 _____ a brown couch in the living room.

2 In the forest, _____ many trees.

3 In the kitchen, _____ a table and _____ four chairs.

4 _____ two flowerbeds in our garden.

5 _____ eight rooms in our house.

6 On the shelf, _____ one book and a flower.

Describe your bedroom in 5 sentences. Use *there is* or *there are*.

1 _____

2 _____

3 _____

4 _____

5 _____

Appendix L Lesson plan 4

Overall aim: By the end of the lesson, learners will be able to discover the rules for creating sentences in the present simple. They will be able to construct declarative sentences in the present simple tense, and they will be able to understand that the present simple tense is used to describe routines, habits, daily activities, and general truths.

Phase	Activity (what the teacher does)	Activity (what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Write on blackboard: usually, sometimes, never, always, every day, every week, once a month, every year, etc. Open question – ask learners what they do every day/week, … Elicit answers and write them on the blackboard.	Provide answers (e.g. sleep, eat, drink, go to school, go on holidays, travel, work, play on PC, watch TV, study, read book, do homework. etc.	Whole class	Blackboard Marker	The learners will be able to name examples of their habits, daily routines and daily activities.	5 minutes
INTRODUCTION AND PRESENTATION	Ask learners to form groups of 3-4. Give learners handouts. Set task – compare A sentences to B sentences, find differences; and come up with generalizations about forming sentences in the present simple tense. After the activity – summarize the rules which learners have provided and write them on the blackboard.	Form groups. Work on the task. Cooperate with peers. Find out rules. Summarize the rules. Support the ideas with evidence from the handout.	Group work Whole class	Handout (appendix M) Dictionaries Mobile phones Pen or pencil	The learners will be able to examine and compare the sentences provided in the handout. They will be able to discover the rules for the 3rd person singular in the present simple tense, summarize the rules and justify their ideas with specific evidence from the text.	15 minutes
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				The learners will be able to apply and practice the discovered rules in various types of activities.	15 minutes
EVALUATION	Informal: Ask learners to make pairs. Each learner creates six sentences with different person (singular and plural) in the present simple tense. When learners finish, they swap notes and evaluate each other. Discussion - learners share their results and summarize what they have learnt.	Make pairs. Create and write down six sentences with different persons in the present simple. Swap notes and evaluate peers. Share results and summarize what you have learnt.	Individual work Pair work Whole class	Paper Notebook Pen or pencil	The learners will be able to construct sentences with different persons in the present simple tense. Also, the learners will be able to reflect on the rules which they have discovered, and they will be able to evaluate their peers.	10 minutes

Appendix M Lesson plan 4 – Introduction and presentation phase

1   a. I sleep every day.
    b. He sleeps every day.

2   a. You drink coffee every morning.
    b. She drinks coffee every morning.

3   a. We go to school five times a week.
    b. He goes to school five times a week.

4   a. They go on holidays once a year.
    b. She goes on holidays once a year.

5   a. I watch TV every day.
    b. She watches TV every day.

6   a. They play games on computer three times a week.
    b. He plays games on computer three times a week.

7   a. You study English four times a week.
    b. She studies English four times a week.

8   a. He works at school.
    b. He teaches English.

9   a. I wash the car every month.
    b. He washes the car every month.

10 a. They buy bread in the bakery every morning.
    b. He buys bread in the bakery every morning.

11 a. We miss home.
    b. She misses home.

The source of the picture:

Break into English. 2019. "Present simple explained in pictures." Last modified December 6, 2019.   https://englishclassviaskype.com/blog/how-to-learn-english/present-simple-explained-in-pictures/

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Appendix N Lesson plan 5

Overall aim: By the end of the lesson, learners will be able to explain that the present simple tense (negative and affirmative sentences) is used to express likes, dislikes, general truths, habits and daily activities. They will be able to discover the rules for creating negative sentences in the present simple tense and justify the rules with specific examples.

Phase	Activity (what the teacher does)	Activity (what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Brainstorming – ask learners what they like and dislike, what they do every day, etc., elicit answers and write them on the blackboard in two columns. Draw a table on the blackboard (appendix O, part 1)	Provide answers (e.g. food, animals, sports, leisure time activities, etc.)	Whole class	Blackboard Marker	Learners will be able to express what they like and dislike; and they will be able to recall and name certain vocabulary.	5 minutes
INTRODUCTION AND PRESENTATION	Put the cards (appendix O, part 2 and 3) bottom up on a table, tell learners to come and take one card. Instructions: find partners to form the sentence and the group; a card with a picture provides a clue; examine the sentence and write 'person + do/does + not + verb' in the table on the blackboard. Then, compare the sentences in the table, come up with a rule for making negative sentences in the present simple, and justify your ideas.	Read sentences. Each learner takes one card. Find partners and form 8 groups of 3 people. Examine the sentence and write it in the table on the blackboard. Analyse sentences in the chart, compare them and come up with a rule for making negative sentences in the present simple tense.	Group work	Pictures with sentences Cards (appendix O) PC PowerPoint presentation Projector Blackboard Marker Paper, notebook Pen or pencil Dictionaries Mobile phones	Learners will be able to examine the sentences in the text and on cards; and discover the rules for making negative sentences with auxiliary verbs in the present simple tense. Also, learners will be able to compare the sentences and justify the rules they have discovered with specific examples from the texts.	20 minutes
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				Learners will be able to apply and practice the discovered rules in various types of activities.	10 minutes
EVALUATION	Divide learners into 4 groups. Discussion: What is usually expressed by affirmative and negative sentences in the present simple? Instructions for discussion in groups: Summarize the rules and write them down. One member of the group presents the rules to the class, and each learner shares what he or she has learnt.	Form groups of 4. Provide answers. Summarize the rules in the group, write them down, and share them with the class. Each learner says what he or she has learnt in this lesson.	Whole class Group work Individuals	Notebook Paper Pen or pencil	Learners will be able to explain when the present simple tense is used. Also, they will be able to summarize the rules which they have discovered and reflect on what they have learned about making negative sentences in the present simple tense.	10 minutes

Appendix O Lesson plan 5 – warm-up and review + introduction and presentation phase

Part 1

Complete the chart:

| SINGULAR		PLURAL	
Person (subject)	Auxiliary + not + verb	Person (subject)	Auxiliary + not + verb
1.		1.	
2.		2.	
3.		3.	

Part 2

1. John and Emma don't like dogs, because they are allergic to them.
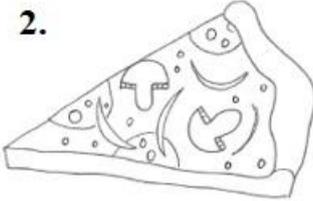
2. My mum baked a pizza with mushrooms. I won't eat the pizza because I don't like mushrooms.

3. Your grandma wants to know how much flour she needs to make the cake. You don't know, so you search for the recipe in the cookbook.

4. My friend Matt gave me his telephone number. I tried to call him today, but the number doesn't exist!

5. "How come you are so lazy? You don't do anything to help me!" shouted my angry aunt at my cousins.

6. Mike doesn't play football, because he thinks it's boring. He likes to play hockey.

7. Lucy doesn't eat meat because she is a vegetarian. She loves to eat vegetables and fruits.

8. I meet with my family at the café every month. I don't understand why, as we don't drink coffee.

Part 3

I do not	like mushrooms.
You do not	know the answer.
He does not	play football.
She does not	eat meat.
It does not	exist.
We do not	drink coffee.
You do not	help aunt.
They do not	like dogs.

Appendix P Lesson plan 6

Overall aim: By the end of the lesson, learners will be able to discover the rules for constructing affirmative sentences in the present progressive tense and they will be able to create simple sentences. Also, they will be able to compare the usage of the present simple tense with the present progressive tense and justify their ideas with specific examples from the text.

Phase	Activity (what the teacher does)	(what the learners do)	Interaction patterns	Didactic aids	Objectives	Time
WARM-UP AND REVIEW	Write two columns on the blackboard – the left one for the present simple tense and the other for present progressive tense. Open question: When do we usually use the present simple tense? Elicit answers and sentence examples.	Provide answers (e.g. daily routines, habits, repeated actions, etc.) Provide examples of sentences in the present simple.	Whole class	Blackboard Marker	The learners will be able to tell when the present simple tense is used. Also, learners will be able to name some examples of sentences in the present simple tense.	5 minutes
INTRODUCTION AND PRESENTATION	Introduce the present progressive tense by carrying out the actions (e.g. start writing and say: "I am writing now", pick up a book and say: "I am reading a book right now", start walking and say: "I am walking now", etc. Write some sentences (I am/you are/we are + verb + -ing) in the right column on the blackboard – circle the subject, underline the verb 'be' and highlight the -ing. Instructions: make 6 groups, number groups from 3 to 8, give each group one handout, tell students to read the text and then describe the pictures. Feedback: a chosen member of each group writes the sentence (according to the group's number) in the right column on the blackboard, corrects any errors.	Learners repeat what the teacher says in the second person singular (e.g. you are writing, reading, walking, etc.)	Whole class	Blackboard Marker	The learners will be able to comprehend what the teacher says by seeing the actions performed.	15 minutes
		Make 6 groups. Read the text, then describe the pictures.	Group work	Handout (appendix Q) Pen or pencil Dictionaries	The learners will be able to examine and analyse the text, discover the rules for creating the present progressive tense, and construct simple sentences to describe the pictures in one sentence.	
		A chosen member of each group writes the sentence on the blackboard.	Individuals	Mobile phones	The learners will be able to decide and choose one member of the group to write the sentence on the blackboard.	
PRACTICE AND APPLICATION	In this phase, learners are provided an opportunity to put in practice and test out what they have learned. Teacher can choose from a wide variety of activities to put a certain subject matter into practice, decide for different organizational forms and use various didactic aids to simplify the learning process.				The learners will be able to apply and practice the discovered rules in various types of activities.	10 minutes
EVALUATION	Ask learner to form groups of 3 or 4. Instructions: in groups, summarize the rules for making the present progressive tense. Discussion – discuss the rules with the class, write them on the blackboard. Ask learners to compare the present simple tense with the present progressive tense and ask when we use it. Ask learners what they have learnt.	Form groups. Summarize and then discuss the rules. Compare the usage of present simple tense with the present progressive tense, justify your ideas. Say what you have learnt.	Group work Whole class Individuals	Pen or pencil Paper Notebook Blackboard	The learners will be able to summarize and interpret the rules for creating the present progressive tense; and compare it with the present simple tense. The learners will be able to reflect on what they have learnt and evaluate, when is the present progressive tense used.	15 minutes

Appendix Q Lesson plan 6 – Introduction and presentation phase

Look at the picture and read the text carefully.

There are many people in the picture. They are at the beach in Rio de Janeiro and they **are** hav**ing** good time. The sun **is** shin**ing** but it looks it **is** set**ting**. Some people **are** swim**ming** in the sea. There is a woman and she **is** sit**ting** under the beach umbrella. The two boys **are** play**ing** with the ball. A boy **is** throw**ing** the ball to the other boy. Some people **are** stand**ing,** and some people **are** walk**ing** in the beach.

The source of the picture:

Pixabay. 2020. "Rio Brasil." Accessed April 8, 2020. https://pixabay.com/cs/photos/rio-brasil-lid%C3%A9-fotbal-beach-2359870/

What are the people in the pictures doing? Describe each picture in one sentence.

1. He **is** play**ing** golf.

2. They **are** ski**ing**.

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sequentially ordered picture sources:

1. Shutterstock. 2020. "Illustration of a boy with glasses playing golf." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/illustration-boy-glasses-playing-golf-143139475

2. Shutterstock. 2020. "Chlapec malý lyžování. Lyže ve sněhu lyžování lidí. Zimní sporty na dětských prázdninách. Rodiče a děti lyžaři se těší sněhové krajině. Vektorová ilustrace v rozvinu." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/boy-little-skiing-skis-snow-people-725931922

3. Shutterstock. 2020. "Boy playing football." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/boy-playing-football-634054658

4. Shutterstock. 2020. "Vektorové ilustrace Děti hrají basketbal." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/boy-playing-football-634054658

5. Shutterstock. 2020. "Vector Illustration of Kids Playing Tennis." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/vector-illustration-kids-playing-tennis-1042791307

6. Shutterstock. 2020. "Cartoon Character Playing Chess Game." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/cartoon-character-playing-chess-game-1593206062

7. Shutterstock. 2020. "Illustration of a boy and a girl playing piano." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/illustration-boy-girl-playing-piano-1451766206

8. Shutterstock. 2020. "Girl in sportswear jogging alone." Accessed April 8, 2020. https://www.shutterstock.com/cs/image-vector/girl-sportswear-jogging-alone-286975991