

Sveučilište u Zagrebu

Filozofski fakultet

Odsjek za anglistiku

Katedra za metodiku

**ASPECTS OF TEACHERS' RELIANCE ON ENGLISH GRAMMARS
AND TEXTBOOKS IN TEACHING GRAMMAR**

Diplomski rad

Student: Petra Koranić

Mentor: dr.sc. Renata Geld, docent

Zagreb, listopad 2015.

University of Zagreb
Faculty of Humanities and Social Sciences
Department of English
TEFL Section

**ASPECTS OF TEACHERS' RELIANCE ON ENGLISH GRAMMARS
AND TEXTBOOKS IN TEACHING GRAMMAR**

Graduation Thesis

Student: Petra Koranić

Supervisor: Professor Renata Geld, Ph.D.

Zagreb, October 2015

Examining Committee:

Stela Letica Krevelj, PhD, postdoc.

Marina Grubišić, PhD, postdoc.

assistant professor Renata Geld

Contents

Abstract.....	1
1. Introduction.....	2
2. Theoretical background.....	3
2.1. The concept of grammar.....	3
2.1.1. Defining grammar	3
2.1.2. Types of grammar	3
2.1.3. Pedagogical grammars	4
2.2. Foreign language teaching.....	4
2.2.1. Introduction.....	4
2.2.2. Foreign language teaching approaches and methods	4
2.3. Teaching grammar.....	6
2.3.1. Deductive approach.....	8
2.3.2. Inductive approach	9
2.3.3. Deductive or inductive approach?.....	9
2.3.4. Grammar practice	10
2.4. Previous research.....	11
3. The study.....	13
3.1. Participants	13
3.2. Instruments and procedure	14
3.3. Results	15
3.3.1. Primary teaching material analysis.....	15
3.3.2. Lesson observation analysis	24
3.3.3. Interview analysis.....	34
3.4. Discussion	43
4. Conclusion	49
5. References.....	51
6. Appendices.....	54
Sažetak	60

Abstract

This graduation thesis deals with aspects of teachers' reliance of grammars and textbooks when teaching grammar in the classroom, more specifically, with teachers in the third, fifth and seventh grade of primary school.

First, readers will be presented with an outline of the literature related to the topic. The literature will be about grammar in general and its types, about foreign language teaching and its methods (mentioning the role of grammar in most methods), about teaching grammar, approaches to teaching grammar and types of practice and finally about previous research similar to the topic of the thesis. The next part, the case study, will provide the reader with information about the teachers, information about their primary teaching material, giving an analysis of the content of the student's book and workbook, with an insight into their teaching practice based on lesson observation and into their own opinions about their teaching by analysing the conducted interview. In the last part the author will give a conclusion about the topic and the research and will try to emphasize the importance of the research for the improvement of grammar teaching in Croatian primary schools.

Key words: grammar, teaching grammar, grammar practice, English grammars, English textbooks, FLT, FLT methods

1. Introduction

This thesis deals with teaching grammar, or more specifically, with aspects of teachers' reliance on material (both primary and additional) when teaching grammar. It is divided into two main sections: theoretical background and the case study. Theoretical background deals with the definition and types of grammar, foreign language teaching, teaching grammar, approaches to teaching grammar and finally with previous research related to the topic. The case study is based on the data collected through textbook and workbook analysis, lesson observations and teacher interviews.

Theories about how grammar should be taught have been present ever since the first teaching methods and have drastically changed since. Today's opinions about teaching grammar vary from scholar to scholar, teacher to teacher. Teachers tend to rely on their own experiences as learners but also their experiences as teachers when they figure out what works best for their students. Based on what they think is best for their students, teachers also choose textbooks and workbooks.

In addition, in such a modern world teachers have all kinds of additional material that they can use for their class – ranging from different grammar books, books containing different kind of activities for grammar practice, teaching material from different publishers that they are given as samples to an unlimited amount of activities and ideas from all around the world on the Internet. What and how teachers will use additionally is up to them.

The author's belief is that teachers mostly use their primary teaching material since that is the easiest thing to do (no extra copying, no projectors, etc.) and all of the students already have it. However, we can also assume that teachers make use of all the additional material offered to them in the way that they see fit for their classes.

The study was focused on investigating all of the teaching material that a teacher uses in their lessons and to what extent, but also on investigating correlations between what teachers believe they do when asked about their grammar teaching and what they truly do in the classroom. It is our belief that these two sides are related and that teachers are aware of the way they teach grammar.

2. Theoretical background

2.1. The concept of grammar

2.1.1. Defining grammar

When one wants to find out the definition of the term *grammar*, the Oxford Advanced Learner's Dictionary provides four different definitions of the term: "1) the rules in a language for changing the form of words and joining them into sentences; 2) a person's knowledge and use of a language; 3) a book containing a description of the rules of a language; and 4) a particular theory that is intended to explain the rules of a language or of language in general." (Hornby, 1948: 559)

In this paper we will deal with grammar using the usual denotation of the term which is the first definition. Grammar as a set of rules of a language is its essential part; without grammar, language wouldn't exist.

However, we must also distance ourselves from the definition of grammar being only a set of rules since in primary school rules come later. Also, strictly teaching only grammatical rules is an old-fashioned way of teaching; nowadays we must also concentrate on the meaning. Thus, we will concentrate on the definition from the dictionary but have in mind that grammar also carries the meaning of words. Students learn the rule, but they should know when to use a specific rule, depending on what they want to say.

2.1.2. Types of grammar

There are different varieties and types of grammar, but we shall deal only with certain aspects and types of grammar. One of the basic distinctions between grammar types is formal versus functional grammar. Burner (2005) explains that formal grammarians do not pay so much attention to meaning and context as they do to form and structures; they subject language to a bottom-up analysis and operate between morphemes and sentences as the smallest and largest language components. On the other hand, functional grammarians deal with language in use; they regard words and sentences not as individual and independent forms, but as part of a whole, getting meaning from their surroundings (p. 17).

Another basic distinction is descriptive versus prescriptive grammars. Burner (2005) explains that descriptive grammarians describe language as it is used, while prescriptive grammarians lay down rules for how language should be used. Descriptive grammarians tend, in addition, to give elaborate descriptions of grammatical features (p. 17-18).

2.1.3. Pedagogical grammars

As the name suggests, grammar becomes pedagogical grammar when it has been put into a classroom; when it adopts a teaching purpose.

When teachers teach grammar in the classroom, they take their knowledge of grammar and convert the information about grammatical structures in a way their students can understand. Burner (2005) emphasizes the term *converted* as being the essence of pedagogical grammar (p. 22). A teacher must bear in mind that this grammar has to be modified for a particular group/class of students, thus taking into consideration their age, abilities (general abilities as well as abilities in the target language), what motivates them to learn and various other factors.

Pedagogical grammar is, we could say, a kind of a hybrid because it is also comprised of other sciences, for example linguistics and also sciences such as “psycholinguistics and pedagogy, as to how languages are learnt, what role our first language (L1) plays when learning a second language (L2), what types of teaching methodologies help enhance learning as compared to others, and so on” (Burner, 2005: 23).

2.2. Foreign language teaching

2.2.1. Introduction

We can say that ever since it started, foreign language teaching (FLT) has changed a lot and has been through many developments, especially in recent years. Nunan (1999) states that we have “reconceptualised the nature of language, reevaluated the role of the learner within the learning process, and generated new insights into instructed second language acquisition” (p. 69). These changes, he concludes, “have led to an increasingly sophisticated view of second language teaching and learning” (Nunan, 1999: 69).

FLT is a complex structure and one can analyse different parts of this complex structure. For the purposes of this thesis, we will look at approaches and methods in SLT and how these approaches and methods dealt with grammar and then continue to teaching grammar, which is the main focus of this thesis.

2.2.2. Foreign language teaching approaches and methods

Methods that teachers used throughout history is described in detail in Richards and Rodgers’ (1986) book so we will concentrate on the book when describing each of the methods.

The first method that will be described is the Grammar- Translation Method (GMT). In this method grammar rules are firstly dealt with and then the method continues to translating sentences and texts to and from the target language. The only exercises of grammar are translating sentences and texts, and vocabulary is also limited to these examples of the target language. The main focus is then on reading and writing, with little or no speaking and listening. It dominated European and foreign language teaching from the 1840s to the 1940s, and Richards and Rodgers (1986) believe that in modified form it continues to be widely used in some parts of the world today (p. 4).

The Reform Movement tried to promote other types of language teaching as opposed to the GMT. It advocated focusing on the spoken language and establishing good pronunciation habits. Also, it emphasized the use of conversation texts and dialogues to introduce conversational phrases and idioms and an inductive approach to grammar teaching. Unknown word meanings were taught not by establishing associations with the mother tongue but rather within the target language (Richards and Rodgers, 1986: 7).

The Direct Method, as being part of natural methods of teaching language, advocated classroom instruction exclusively in the target language and only everyday vocabulary and sentences were taught. Communication skills were taught in progression while giving emphasis on correct pronunciation, and grammar was taught inductively (Richards and Rodgers, 1986: 9-10).

The Oral Approach and Situational Language Teaching are in some ways similar to the Direct Method: lessons are conducted only in the target language, grammar is taught inductively, accuracy in pronunciation and grammar is emphasized. In addition, this method starts with speaking and listening, and reading and writing are introduced after the students have a sufficient lexical and grammatical basis of the target language. The distinctive feature of the method is the theory that “knowledge of structures must be linked to situations in which they could be used” (Richards and Rodgers, 1986: 35).

The Audiolingual Method advocates a speech-based instruction and the primary goal is oral proficiency. The basis of practices is dialogues and drills; however, students are not encouraged to initiate interaction – it is a teacher-dominated method. Other parts of the method include inductive grammar teaching, teaching the cultural context of the people speaking the target language, etc. The order of skills learned in the method is listening, speaking, reading and writing.

Communicative Language Teaching, as the name suggests, is an approach that focuses on communication skills and thus the goal of learning is communicative competence. Activities and exercises used in this approach are chosen according to whether they provide real and meaningful communication and whether they engage the learner in such a meaningful conversation. Although one might believe, based on the description of this approach, that textbooks are not important, Richards and Rodgers (1986) state that “material have the primary role of promoting communicative language use” (p. 79), both textbooks and other kinds of material such as tasks, newspapers, advertisement, games, regalia, etc.

Total Physical Response (TPR) “attempts to teach language through physical (motor) activity” (Richards and Rodgers, 1986: 87). Grammar is taught inductively. The method is mostly suitable for beginners’ levels and it should not be used by itself, but only throughout a class, and combined with other approaches and methods.

The Silent Way is a method of language teaching where the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible (Richards and Rodgers, 1986: 99). In this method the learner does not remember and repeat language items, but is encouraged to discover and create. The teacher’s role is indirect and he/she should only direct and monitor students’ performance.

The methods and approaches described above are the most fundamental ones that were developed in the past. Nowadays the majority of teachers form their own teaching methods by combining certain aspects of the described methods.

2.3. Teaching grammar

Traditionally, teaching grammar has been based on two steps: presenting grammar items and rules and practising them. However, Ellis (2006) gives a more complex definition of teaching grammar:

Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it. (p. 84)

Furthermore, Ellis (2006) argues against this two-step process of teaching grammar and points out the key concepts of teaching grammar that need to be included in the process. In other words, some grammar lessons can consist either of presentation or practice, in some

lessons the learners can be the ones discovering grammatical rules while exposing them to the target structure, or a teacher can teach grammar through error correction during a communicative task. Through these examples one can see that a modern standpoint of grammar teaching is more complex but that it also gives more opportunities when teaching grammar.

The place for teaching grammar in FLT has always been a controversial subject. Most people, both professionals and laymen, believe that in order to learn a foreign language one must learn the grammar of the language in question. On the other hand, there are others who think of knowledge of grammar as an intuitive process, linking it to knowledge of one's mother tongue (L1) grammar. Some believe that it is not necessary to learn grammar to know the language. Despite the diversity of opinions, grammar still has an important part in the language teaching process.

As it was said when we tried to define grammar, grammar is a set of rules and these rules have their role in teaching, but structures are not the only thing teachers should think about when teaching grammar. What teachers need to focus on are meanings coded by particular forms and structures.

As proposed by Ellis (2006), modern syllabuses focus more the functions performed by grammatical forms (p. 86). In other words, less emphasis is placed on aspects of grammar such as sentence patterns or tense paradigms and more on the meanings conveyed by different grammatical forms. In Ellis' (2006) opinion, "a task-based approach that caters to the development of a proceduralised lexical system and simple, naturally acquired grammatical structures will ensure a threshold communicative ability and, therefore, is to be preferred to an approach that insists on grammatical accuracy from the start and that, as a consequence, may impede the development of this communicative ability" (p. 91). Although in theory this is true and there is more focus on meaning of the structures in communication, most teachers tend to forget to focus on the meaning and instead focus on the grammatical structure itself and focus on form. Ur (1996) argues that it is not important to know how to perceive or construct a new tense of a verb, but rather to know what difference a certain tense makes to meaning (p. 76).

With meaning also comes thinking about which examples to use when presenting new grammatical structures. Ur (1996) advocates the importance of contextualized examples which learners understand and may encounter in real life (p. 82). Nunan (1999) concludes that

learners' conceptualizations of grammatical principles are connected to the pointed contexts of a grammar rule (p. 113).

Ur (1996) gives some guidelines on presentation and explanation of new grammar items to have a successful grammar teaching lesson and suggests that a good presentation should include both oral and written forms, and both form and meaning. Furthermore, it is important to have plenty of contextualized examples of the structure that learners may encounter while also stating exceptions. However, too much detail may confuse learners; thus, a simple generalization is more helpful than a detailed grammar-book definition (p. 82-83). There is no doubt that these are valuable and logical guidelines; however, teachers tend to forget about the simple things and forget to think as students to help them master a grammatical structure and simply rely on old-fashioned out-of-the-book methods and approaches to grammar teaching.

2.3.1. Deductive approach

The deductive approach comes from deductive reasoning, or going from general to specific. In terms of teaching grammar, deductive approach deals with it by presenting rules and principles of a grammar item first and then moving on to grammar practice. Arnis (2013) mentions rule-explanation, translation, doing worksheet and self-study grammar as some possible activities that can be used in a deductive approach (p. 7). In this approach, the teacher explicitly presents grammar rules and principles and then follows by an example of the structure. Once the students understand the use of the grammar item in the example, they move on to grammar practice. As suggested by Widodo (2006), once the rules are presented the presentation needs to be further illustrated with examples as well as involve students' personalization of the rule (p. 127).

Widodo (2006) also gives a short summary of advantages and disadvantages of the deductive approach. The advantages being that it is to the point and can be time-saving (certain rules can be more simply explained than elicited from examples), practice immediately follows rule explanation and it is efficient for learners with an analytical style of learning (p. 127). The disadvantages of the approach are that learners (especially younger ones) may be demotivated by beginning the lesson with grammar presentation and thus may not memorise explanations, that the approach is mainly teacher-centred and that learning a language implies knowing only grammar rules (p. 127).

In the past the deductive approach was the main approach for grammar teaching, especially for the GMT. With the change of the way people teach grammar the approach was not as appreciated as before, especially in modern grammar teaching. However, a great number of teachers tend to use this approach unconsciously.

2.3.2. Inductive approach

As opposed to the deductive approach, the inductive approach comes from inductive reasoning – from particular/ specific to general. This means that the teacher starts by giving examples containing the target structure and learners then abstract the rules from the given examples. In this way the learners are more engaged in their own learning process and thus they not only learn the target structure but develop certain skills and strategies that are necessary for dealing with language.

According to Widodo (2006), the advantages of the inductive approach are that learners are more familiar with rule discovery thus enhancing their engagement and autonomy in the learning process and the learners' problem-solving abilities are more developed (p. 128). The disadvantages are that it is time and energy-consuming, learners may have the wrong concepts of the rule and it may also frustrate learners with different learning styles and different previous experiences in such a way that they may prefer simply to be told the rule (p. 128).

2.3.3. Deductive or inductive approach?

After the presentation of both approaches, one naturally asks oneself which of the approaches is better? There is no simple answer and we could say that it depends mostly on two things – the grammatical structure and the learners. Widodo (2006) states that some grammatical structures are “more amenable to a deductive approach, while others can be learned very well by an inductive approach” (p.129). Ur (1996) gives more emphasis on the learners than on grammatical structures when talking about which approach to use and argues that if the learners can perceive and define the rule themselves quickly and easily, then the teacher should let them do so because they are more likely to remember what they discover by themselves. However, if they find this difficult, the teacher may waste a lot of valuable time on guessing or misleading suggestions and in such cases it is better for the teacher to provide the information (p. 83).

Of course, the teacher's preferences are also important when planning a lesson and which approach to use. However, first and foremost the teacher must bear in mind the first two

conditions because he/she will know which approach is best for his/her students for a specific grammar structure.

2.3.4. Grammar practice

After the presentation of grammatical structures through examples and rules comes practice. Ur (1996) argues that the aim of grammar practice is to achieve that the students use the structure correctly on their own after learning it through both rules and examples (p. 83). However, what we mean by producing the structures on one's own is another question. We must be careful what kind of practice to give to students and what we then expect from them. The expectation should be that the students produce sentences on their own completely, especially in real-life situations where they are expected to form conversations. Since we mostly focus on form in grammar presentation, in practice we must use a variety of exercises which are detached from the simple examples in the presentation. When talking about what teachers should do for their students in this case, Ur (1996) stresses that teachers should help students transition from form-focused work to fluent production, by providing a 'bridge' that consists of a variety of practice activities focused on both form and communication and familiarizing the students with the structure in context (p. 83).

Concerning the variety of exercises for grammar practice, Ur (1996) gives a review of the types for grammar practice, in order, from the focus on form (accuracy) to fluency as follows:

- **Type 1: Awareness:** students encounter the form within a form of discourse and do a task that gives them focus on the form and/or meaning
- **Type 2: Controlled drills:** students produce examples of sentences predetermined by the teacher or textbook, with very clear prompts
- **Type 3: Meaningful drills:** similar to the previous type with very controlled responses, but students can make some kind of limited choice
- **Type 4: Guided, meaningful practice:** students form sentences on their own but according to a set pattern, but the vocabulary used is of their own choice
- **Type 5: (Structure-based) free sentence composition:** students are given a visual or situational cue and invited to make responses on their own, using the structure
- **Type 6: (Structure-based) discourse composition:** students write a passage or make a conversation according to a given task and are directed to use at least some examples of the structure

- **Type 7: Free discourse:** the same as the previous type, but here students are not given specific directions to use the structure (however, the situation in the given task gives possibility of the structure appearing) (p. 84).

2.4. Previous research

When investigating previous research on the topic, we could not find a single study directly dealing with teachers' reliance on grammars and textbooks when teaching grammar. However, there have been more general studies dealing with teaching grammar.

For example, Burner's (2005) research of fourteen teachers in Norwegian high schools consisted of textbook analysis and interview with the teachers. He found that the teachers' attitudes towards grammar may play a role in their teaching of it. Moreover, they have a positive attitude towards it which is closely connected to their idea of what grammar and believe grammar is useful and important for understanding the structure of the English language (p. 81). Burner also asked about the material the teachers used in their teaching – textbooks, workbooks, grammar books and other material and found that half of the informants neither use the workbook nor a grammar book (p. 87). Also, the teachers used various other materials in addition to textbooks: articles from newspapers, grammar exercises from other books, text from magazines, activities from the Internet, they made their own exercises based on students' needs, etc. (Burner, 2005: 87). However, Burner did not investigate whether what the teachers were saying in the interview about their classroom practices was congruent with their actual classroom practices.

A great deal of previous research dealt with teachers' beliefs about teaching grammar – how or to what extent their beliefs influence their grammar teaching in practice. The studies were done by conducting interviews with the participants and observing their lessons to compare their beliefs and practice. In his research Borg (1998) found that the teacher that was analysed was influenced by his initial training to a great extent (p. 29). His beliefs about communicative methodology and student-centeredness were his main methodology in his experiences as a teacher and they managed to extinguish the beliefs about explicit grammar teaching that he was influenced with when he was a learner. However, Borg (1998) argued that despite the teacher's belief that formal grammar work probably made no direct contribution to students' communicative ability he included such work in his practice (p. 28). In Farrell's (2005) research of two teachers, the results showed that the teachers strongly believe in providing grammar drills for their students (p. 6). One of the teachers stated that

this originated from her own experience as a student (p. 6), which shows that these teachers were influenced more with their own experience as students than their teacher training. Farrell (2005) stated that both of the teachers had more of a traditional approach to grammar teaching with teacher-centred lessons (p. 8). Farrell (2005) concluded that teachers had a set of complex belief systems that were sometimes not reflected in their classroom practices for various complicated reasons (p. 10). Nagyné Foki (2006) also examined teachers' beliefs and how they were reflected in classroom practices and found inconsistencies between teachers' beliefs and their actual practice, concluding that their previous learning experience influenced their teaching practice (p. 144). She conducted her research through class observation and interviews with teachers. The observations and interviews showed that teachers are strongly influenced by traditional approaches and by their own experience as learners (p. 146). In her research of five primary school teachers Zain (2007) also contributed to the topic and found that some aspects of their beliefs were not reflected during lesson planning stage but their instantaneous actions during the lessons were congruent with their stated beliefs; however, some aspects of their held beliefs were incongruent and some were congruent at both stages of teaching (p. xvi). Zain (2007) also found connections with the teachers' own experiences and their beliefs and classroom practices and concluded that previous personal and professional experiences (negative and positive) contributed to the development of their beliefs (p. xvi). Lin (2010) conducted a research of one teacher and his students' beliefs about grammar teaching and learning. Through interviews and classroom observations she concluded that there was a consistent relationship between the teacher's beliefs and classroom practices (p. 119).

3. The study

This study is focused on how English teachers teach grammar; more specifically, how they use their primary teaching material, whether they use additional material, what they rely on when teaching grammar and their personal opinions about teaching grammar. It was conducted in three primary schools in Croatia during a period of four months, from October, 2013, to April, 2014. The participants were teachers of English in two third, two fifth and two seventh grade classrooms.

The research questions were the following:

1. Do teachers use any additional material apart from the primary teaching material when teaching grammar and in what way?
2. If so, how much do they rely on the additional material when structuring their lessons?
3. How are lessons that deal with grammar usually structured?

3.1. Participants

A total of four teachers participated in this study, aged twenty-nine, thirty-one and thirty-three. They taught English in the third, fifth and seventh grade and their students started learning English in the first grade.

At the time of the study, teacher 1 (T1) was a 33-year-old female with 10 years of teaching experience. She had graduated from the Faculty of Teacher Education in Čakovec. She worked in a primary school in Ivanec and taught fifth and eighth graders. She taught English only.

Teacher 2 (T2) was a 33-year-old female with 9 years of experience. She had also graduated from the Faculty of Teacher Education in Čakovec. She worked in a primary school in Ivanec and taught first, third, fourth and seventh graders. She taught English only.

Teacher 3 (T3) was a 29-year-old male with 2 years of teaching experience. He had graduated from the Faculty of Teacher Education in Zagreb. He worked in a primary school in Karlovac and taught first, second, third and fourth graders. He taught English only.

Teacher 4 (T4) was a 31-year-old female with 4 years of experience. She had graduated from the Faculty of Humanities and Social Sciences in Zagreb. She worked in a primary school in Zagreb and taught third, fifth and seventh graders. She taught English only.

3.2. Instruments and procedure

The study consisted of four parts. In the first part of the study we asked the participants to fill in a questionnaire which contained basic demographic information (see Appendix 1). It contained nine questions regarding the participants' age, sex, education, work experience, workplace (school and grades they taught), other languages/subjects they taught, and their primary teaching material.

In the second part we analysed textbooks and workbooks the teachers used. All four teachers used the same primary teaching material and they were analysed concentrating mostly on grammar activities, but also on what precedes and follows these activities.

In the third part the participants' lessons were observed using a complex lesson observation sheet (see Appendix 2). Two 45-minute lessons where grammar was taught were observed for each teacher/grade. It was essential that lesson observations were carried out before the interview to avoid the possibility of the interview intervening with the lesson structure. The teachers might have related the interview questions with the fact that they would later be observed in their classroom while teaching grammar. With this sequence a more realistic and natural lesson was achieved.

In the fourth part we conducted a structured interview with the teachers (see Appendix 3). The interview contained 17 questions; 13 open-ended questions and four questions about the frequency of usage of the material, of consulting or using a grammar book and of teaching grammar during the entire 45-minute session. The four questions contained a five-point Likert scale to specify the level of frequency, number 1 meaning "never" and 5 "very often". Open-ended questions dealt with the following:

- a) information about teaching material (primary and additional)
- b) how teachers used the material
- c) a typical lesson structure (from the beginning to the end)
- d) how teachers taught rules
- e) what kind of grammar homework they gave
- f) whether they gave grammar projects to their students
- g) their typical procedures for teaching grammar
- h) information about their usage of L1 and
- i) whether they compared grammar structures in English with those in Croatian.

3.3. Results

3.3.1. Primary teaching material analysis

All four teachers used the same primary teaching material (textbooks and workbooks) for their classes. The textbooks and workbooks were: *Dip in 3* for the third grades, *Dip in 5* for the fifth grades and *Dip in 7* for the seventh grades.

We analysed the textbooks and workbooks with primary focus on grammar activities. Additional parts that we analysed included activities that preceded grammar, regardless of the type. These activities were important for teaching grammar because they introduced grammar structures through texts or real life situations, thus dealing with grammar inductively.

Textbooks and workbooks are important when doing this kind of study because they are the primary teaching material for teachers, and both the teacher and the students use them. They respectively introduce grammar structures, provide explanations and examples and provide practice activities. The aforementioned terms should be achieved in all textbooks teachers use, but the material should also be attractive to students and motivate them to learn.

3.3.1.1. Dip in 3 (Mardešić, 2004, 2004a)

Since these are books for third graders, we could not expect a lot of grammar, or in other words, grammar as such was not introduced to students. This was expected since in such an early stage of language learning, students did not encounter grammar as such because it was too abstract. It was taught indirectly and the students were not aware of learning grammar. Thus grammar activities were incorporated into other activities indirectly and connected to them.

In the contents at the beginning of the book these parts were specified as *Language in focus*, containing both grammar and vocabulary items. We could see that only at the end of the book were some grammar items named (Present Simple and Continuous); however, this was the case only in the contents while in the book we did not encounter this.

Grammar parts were incorporated into other activities and were not distinguishable throughout the book. The only distinguishable parts were *Remember* boxes which contained example phrases or sentences for specific grammar structures only (see pictures in Figure 1 and 2).

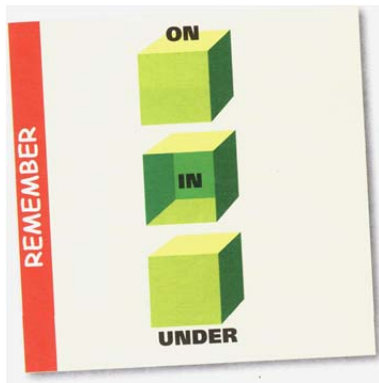


Figure 1



Figure 2

All of the units were connected and were in a logical order. For example, students learned about the weather in one unit, the seasons, clothes, clothes you wear in each season and using *he/she is wearing* with clothes followed. Each unit started with a story or a song with pictures. This was the main part of each unit that built up to a specific vocabulary or grammar item that will be dealt with. Also, all of the exercises for specific grammar structures were either connected to the stories (see picture in Figure 3) or were connected to the students' life (see picture in Figure 4). This enabled students to connect information and situations from what they had learned (i.e. in a story) with grammar structures they were supposed to learn and then apply them to their own life, thus making them more motivated and enabling them to absorb information easier.

Match questions and answers.	1 Where are Rosie and Ann?	<input type="checkbox"/>	She is wearing a white and pink dress.
	2 What is Ann doing?	<input type="checkbox"/>	They are at home.
	3 What is Rosie wearing?	<input type="checkbox"/>	She is wearing a long purple dress and a black hat.
	4 What is Dorian wearing?	<input type="checkbox"/>	She is looking for a hat.
	5 What is Kate wearing?	<input type="checkbox"/>	He is wearing a long black coat and black gloves.

Figure 3

What are the members of your family doing now?

Start like this:

I think ...

My mum	is isn't	watching TV.
My dad		playing computer games.
My brother		writing a test.
My sister		sleeping.
My grandma		reading.
My grandpa		doing homework.
		playing with friends.
		working.
		cooking.

Figure 4

The amount of exercises connected to grammar in the book ranged from one to four, depending on the topic. This was not a problem since the workbook provided additional exercises so teachers could assign them during the lessons when not enough exercises were provided in the book or when he/she assessed that students needed more practice. There were various types of exercises (multiple choice, filling the blanks, matching, etc.) so there was not emphasis on one or two types.

There was a lack of games connected to grammar. There were a couple of games in the workbook, but they were primarily connected to vocabulary. If we take into consideration that teachers get a teacher's package providing more material, such as a teacher's book, posters, flashcards, etc., we could assume that perhaps they got more exercises or games connected to grammar structures. If not, teachers should provide such games on their own to motivate their students more.

In conclusion, this book provided enough grammar activities and presented them in a manner students will be satisfied with. Since we were talking about third grade, students should not knowingly learn grammar items but learn them throughout other types of activities. Also, no grammar rules were provided in the book (only examples), which was also expected at this stage of learning.

3.3.1.2. Dip in 5 (Ban, 2010, 2010a)

As opposed to the first book, in this book we encountered much more grammar. At this stage students started learning grammar as such, they were introduced with concrete names for grammar structures and rules that were learned.

As was the case with the previous book, in the contents these parts of the book were specified as *Language focus*, but here this only referred to grammar items; vocabulary is separated.

When we compared the list of grammar structures learned in the fifth to the third grade, it was evident that in the fifth grade many more grammar structures were introduced. This was expected because students could be exposed to much more information considering they had been learning English for five years, and they could understand grammar as an abstract part of the language at this stage of learning. Also, we could see that some of the grammar structures from the third grade book recurred here. Repetition is an important part of mastering a language so this was to be expected; however, grammar structures and rules were more

extended than in the third grade, thus even in repetition students were encountered with something more/ new to learn.

Grammar parts were distinguished from other parts of the book in each unit. However, they were not called grammar, but *Language focus*. Here we encountered concrete names for the grammar structures in question; all possible forms for all grammatical persons (see picture in Figure 5). The rules were not provided; they were visible only through different colouring of letters or something similar.

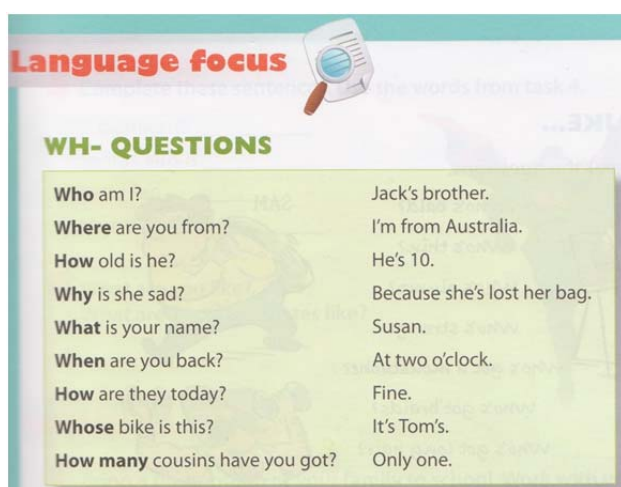


Figure 5

If there was something additional to know about a form it was separated into a *Be careful!* box (see picture in Figure 6).

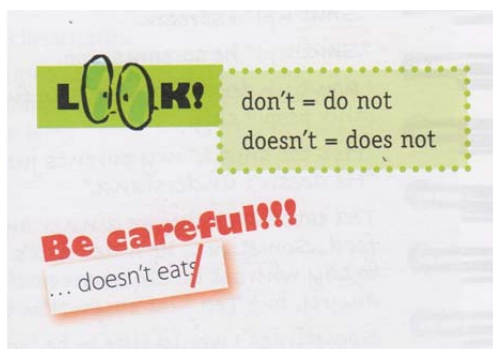


Figure 6

It is also worth commending that all the forms were not provided from the start; even in the first part of *Language focus* students were given words that they had to put in the table based on the provided information (see picture in Figure 7).

Language focus

Use these words to complete the table:
Yes, can, you, No, sing, can't, Can, she

✓	✗	questions	short answers
I can sing.	I can't sing.	Can I sing?	Yes, I can./No, I can't.
You can _____.	You can't sing.	Can _____ sing?	Yes, you can./No, you can't.
He can sing.	He can't sing.	Can he sing?	Yes, he can./No, he can't.
She can sing.	_____ can't sing.	Can she sing?	_____, she can./No, she can't.
It can jump high.	It can't fly.	_____ it sing?	Yes it can./No it can't.
We can sing.	We _____ sing.	Can we sing?	Yes, we can./No, we can't.
You _____ sing.	You can't sing.	Can you sing?	Yes, you can./No, you can't.
They can sing.	They can't sing.	Can they sing?	Yes they can./_____, they can't.

Figure 7

Grammar structures in each *Language focus* part were connected to the main topic of the unit; at the beginning of each unit there was a story, a text, pictures, cartoons, etc. that contained the grammar structure in question.

There were at least two different exercises for grammar practice. The number of exercises went up to five in some units, but grammar structures were practised more in the *Speaking* or *Writing* parts that followed (see picture in Figure 8). Various exercise types were covered in each unit as in the third grade book. The most interesting exercises were questionnaires for pair work, story pictures where students made sentences, making a quiz, etc.

Speaking

4 How well do you know your friend?

a) Try to guess his / her answers.
b) Ask your friend and check.

	My guesses	His/her answers
Do you like milk?		
Do you sometimes forget to do your homework?		
Do you write a diary?		
Do you like watching TV?		
Does your mother work?		
Does your father play football with you?		
Does your sister/brother annoy you?		
Do your parents know all your marks?		
Do your grandparents visit you often?		
Do you often cry?		

UNIT 4 page 90

Figure 8

If not enough exercises were provided in the textbook, teachers could find more exercises in the workbook. There were six revision parts (after each unit) called *Look back* where grammar exercises were separated as *Language at work* where students could see what they had learned in each unit and whether they knew how to use the grammar structures.

At the end of the book there was a part called *Grammar summary* where students had all the grammar structures that they had learnt in the fifth grade in one place in the form of tables for each grammar structure (see picture in Figure 9).

GRAMMAR SUMMARY	
TO BE - PRESENT	
✓	x
I am (I'm)	I am not (I'm not)
You are (You're)	You are not (You aren't)
He is (He's)	He is not (He isn't)
She is (She's)	She is not (She isn't)
It is (It's)	It is not (It isn't)
We are (We're)	We are not (We aren't)
You are (You're)	You are not (You aren't)
They are (They're)	They are not (They aren't)
questions	short answers
Am I happy?	Yes, I am. No, I'm not.
Are you?	Yes, you are. No, you aren't.
Is he?	Yes, he is. No, he isn't.
Is she?	Yes, she is. No, she isn't.
Is it?	Yes, it is. No, it isn't.
Are we?	Yes, we are. No, we aren't.
Are you?	Yes, you are. No, you aren't.
Are they?	Yes, they are. No, they aren't.
HAVE GOT - PRESENT	
✓	x
I have got (I've got)	I have not got (I haven't got)
You have got (You've got)	You have not got (You haven't got)
He has got (He's got)	He has not got (He hasn't got)
She has got (She's got)	She has not got (She hasn't got)
It has got (It's got)	It has not got (It hasn't got)
We have got (We've got)	We have not got (We haven't got)
You have got (You've got)	You have not got (You haven't got)
They have got (They've got)	They have not got (They haven't got)
questions	short answers
Have I got a brother?	Yes, I have. No, I haven't.
Have you got?	Yes, you have. No, you haven't.
Has he got?	Yes, he has. No, he hasn't.
Has she got?	Yes, she has. No, she hasn't.
Has it got?	Yes, it has. No, it hasn't.
Have we got?	Yes, we have. No, we haven't.
Have you got?	Yes, you have. No, you haven't.
Have they got?	Yes, they have. No, they haven't.
POSSESSIVE PRONOUNS POSSESSIVE ADJECTIVE	
I am a pupil.	My favourite teacher is...
You are a pupil.	Your favourite teacher is...
He is a pupil.	His favourite teacher is...
She is a pupil.	Her favourite teacher is...
It is a dog.	Its tail is long.
We are pupils.	Our favourite teacher is...
You are pupils.	Your favourite teacher is...
They are pupils.	Their favourite teacher is...

Figure 9

A disadvantage, as in the third grade book, occurred – it did not provide any grammar games to make learning grammar more interesting and make students motivated. We could assume teachers got these kinds of exercises with the teacher package, but if not, teachers should provide such activities.

To conclude, the book was a good primary teaching material that provided appropriate grammar structures for the stage of learning. The topics were connected and organized in a meaningful way and made students motivated to learn.

3.3.1.3. Dip in 7 (Anić, Pavlinek, 2010, 2010a)

Taking into consideration the previous two books, we could expect that the book for the seventh grade would be even more elaborate when it came to grammar. This was entirely true

for this book. There was much more grammar, but it was mostly dealt with in quite a different way than in the previous books.

The contents at the beginning of the book provided an overview of the grammar structures that would be dealt with in the seventh grade. They were distinguished as grammar into a separate column in the contents table. There were much more grammar structures than in the previous books; however, there were also a lot of revision parts from previous years of learning English.

Grammar parts in each unit were separated from other parts and were called *Language focus* as in the previous book (see picture in figure 10). This part contained examples, rules and was sometimes an exercise in itself – mostly fill in the blanks. It was more elaborate than before because of the rules for using grammar structures, spelling, etc. All of the grammar structures were meaningfully connected to other parts of the unit – not only to stories, conversations, etc. that preceded the *Language focus*, but also to the activities that followed (speaking, writing, etc.).

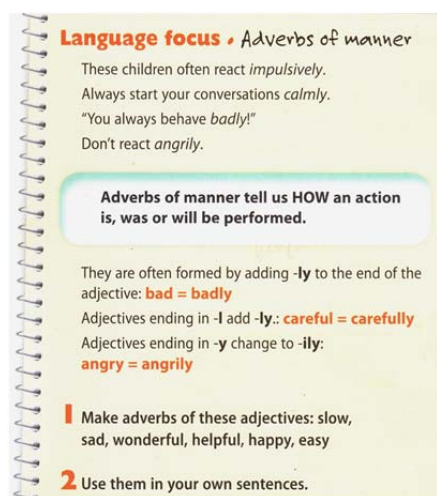


Figure 10

Exercises that followed were separated with the title *Grammar in action* or *Language in action* and ranged from two to five or six exercises. In some cases they continued throughout the following parts, *Writing* or *Speaking*. We could say that the title for the exercises was appropriate since students could see the use of the specific grammar structure *in action* – in real life. These exercises were what gave the book a different approach to grammar than the previous two – there were only one or two exercises of sample sentences where students had to simply put the grammar structure appropriately in the sentences. The other exercises showed students where they could apply the grammar structure in real life; they made

students use their imagination when making sentences in/ about specific situations (see picture in Figure 11), make quizzes, etc.

3 In pairs, ask each other questions and give short answers.
e.g. A: Did you share your room with your brother?
B: Yes, I did./No, I didn't.

4 Talk about your last weekend.
Say if these sentences are true for you.
If they are not true, correct them. In either case add some comment.
e.g. I was at home all day on Saturday because the weather was bad.
or
I wasn't at home all day on Saturday.
I went to the park with my friends.

- I was at home all day on Saturday.
- I went to the cinema last weekend.
- I didn't watch TV last night.
- I played computer games on Sunday.
- I didn't go out with my friends last weekend.
- I visited my grandparents.

Figure 11

There was also a lot of pair work throughout the whole book (see picture in figure 12), which made students communicate among themselves much more than in the previous books. This was very important since recent teaching practices gave an important role to the communicative aspect of learning a language. The communication was not generic as it would be if there were only simple exercises with given sentences and prompts. The workbook also provided additional exercises, and they were separated within each unit with the title *Language focus*, *Language frame* or *Grammar in action*.

Pairwork

3 Ask your partner these questions and find out more.
e.g. (play)
A Have you played any new computer games *these days/this month/this week*, etc.?
B Yes, I have.
A What games did you play?
B I played...

- ...(play) any new computer games...?
- ...(buy) any piece of clothing...?
- ...(read) any good books...?
- ...(eat) in a restaurant...?
- ...(see) any good films...?
- ...(lose) anything...?
- ...(do) any sport...?
- ...(phone) your friends...?

Report on your partner.

Figure 12

At the end of the book the students had *Grammar bank* that summarized all grammar structures that were dealt with in the book divided in units. It was more elaborate than the

same part in the previous book because it provided all the forms for a grammar structure as well as the rules and specific details (see picture in Figure 13).

Grammar Bank

UNIT 1

PRESENT CONTINUOUS

PRESENT CONTINUOUS = AM/ARE/IS + PRESENT PARTICIPLE (VERB + -ING)

+	-	↑
I am reading now.	I am not reading now.	Am I reading now?
(I'm reading now.)	(I'm not reading now.)	
You/We/They are reading.	You/We/They are not reading.	Are you/we/they reading now?
(You/We/They're reading.)	(You/We/They aren't reading.)	
He/She/It is reading now.	He/She/It is not reading.	Is he/she/it reading now?
(He/She/It's reading now.)	(He/She/It isn't reading.)	

Short answers

+	-
Yes, I am.	No, I'm not.
Yes, you/we/they are.	No, you/we/they aren't.
Yes, he/she/it is.	No, he/she/it isn't.

Spelling

- we leave out -e when we add -ing
take → *taking*
- when a verb ends in -ie, it changes to -y
lie → *lying*
- when a one-syllable verb ends with one vowel and one consonant, we double the consonant
put → *putting*

We use the present continuous

- to talk about what's happening now
I'm learning English now.
- to talk about temporary actions
He's staying at home because he's got a flu.
- to talk about changes and trends
The earth is getting warmer.

We use the present continuous with the following time expressions: *now, at the moment, today, this week, this weekend, these days, currently, nowadays, etc.*

PRESENT SIMPLE

+	-	↑
I/You/We/They like sport.	I/You/We/They do not like sport.	Do I/you/we/they like sport?
	(I/You/We/They don't like sport.)	
He/She/It likes sport.	He/She/It does not like sport.	Does he/she/it like sport?
	(He/She/It doesn't like sport.)	

Short answers:

+	-
Yes, I/you/we/they do.	No, I/you/we/they don't.
Yes, he/she/it does.	No, he/she/it doesn't.

Spelling

In the 3rd person singular most verbs end in -s

- verbs ending in -s, -sh, -ch and -x add -es
watch → *watches* *mix* → *mixes*
- some verbs ending in -o have -es
go → *goes* *do* → *does*
- verbs ending in a consonant + -y, change the -y to -ies
fly → *flies* *copy* → *copies*
(We do not change -y after a vowel.) *stay* → *stays* *play* → *plays*

I think → *he thinks*
miss → *misses* *wash* → *washes*

We use the present simple

- for things that are generally true
The sun rises in the east.
- for repeated actions and habits
I visit my grandpa every weekend.
- for facts
He speaks English.

We use the present simple with adverbs of frequency: *always, usually, sometimes, often, never, rarely*

We also use it with adverb phrases like: *every day/week/month/morning, once a week, twice a month, three times a year, four times a day, etc.*

Figure 13

There were some grammar games (i.e. board game using will future questions) but they were not numerous. Since at this stage of language learning we were talking about teenagers, it was understandable that they would find games childish so perhaps this was the reason for not having so many. Although, if we went back to the previous two books, this had also been the problem, thus this could be a disadvantage of these books since they were from the same publisher. However, keeping in mind the numerous activities where students used their imagination in other ways and where they had different opportunities to talk to their fellow students, this problem was not that evident in this book.

To conclude, this was a very good book that provided quite a lot of grammar material that was well incorporated into the book. Its biggest advantage was the way grammar was dealt with or practised – giving students more opportunities to think and imagine different situations where they could use the grammar structures.

3.3.2. Lesson observation analysis

Lesson observations were carried out over a period of three months from February to May 2014. Two lessons that contained teaching/learning grammar structures for each teacher/grade were observed. As was already mentioned, we used an observation sheet (Appendix 2) in order to observe the lessons in a structured and unified way and to collect as much data as possible.

For the sake of clarity, we are going to present our results under the following headings:

- Grade:
- Topic of the lesson:
- Time dedicated to grammar:
- Primary material used:
- Additional material used:
- Lesson structure (introduction, sequence – presentation of grammar structure and practice, closure):
- L1 usage:

In addition, after the headings we are going to provide a short conclusion mentioning main points of the lessons for all the teachers.

Teacher 1, lesson 1

- Grade: fifth
- Topic of the lesson: Present Simple negative
- Time dedicated to grammar: 30 minutes (including reading a text with the target structure, writing examples and rules and doing two exercises for practice)
- Primary material used: textbook, workbook
- Additional material used: none
- Lesson structure: introduction – homework check, revision of Present Simple; sequence – reading a text, game *Chinese whispers* using sentences from the text, writing the title, sentences and rules (in Croatian; students contribute to forming the rule) on the board, doing one exercise in the textbook; closure – doing an exercise from the workbook (for a plus, students switch workbooks and correct each other's sentences using a colouring pencil), giving homework

- L1 usage: largely used throughout the whole lesson, for asking questions, commenting tasks, while explaining grammar structure and rules; used also in writing – rules for making Present Simple negative verbs on the board

Teacher 1, lesson 2

- Grade: fifth
- Topic of the lesson: Present Continuous
- Time dedicated to grammar: 30 minutes (including reading the text containing the target structure, writing examples and spelling rules on the board, reading *Remember box* and filling in *Language focus* in the textbook, doing 2 exercises from the workbook and revision)
- Primary material used: textbook, class CD and workbook
- Additional material used: personal photograph from a vacation used as introduction for the target structure
- Lesson structure: introduction – homework check, quiz about Australia, describing the teacher’s personal photo from her vacation; sequence – looking at photos from a character’s vacation in the book and describing them, listening and reading the accompanying text; asking about what they were doing (if someone took a photo of them, what would they be doing) and writing sentences on the board, explaining the form of the verb and writing rules for spelling, reading the table containing Present Continuous forms for all persons from the book, filling in missing words in sentences in *Language focus*, assignment for a plus (to memorise by heart one example sentence in all persons in three minutes); closure – doing an exercise in the workbook, revising rules and usage of Present Continuous (orally), doing another exercise in the workbook for a plus (students switch and correct each other’s exercises using a coloured pencil), giving homework
- L1 usage: largely used throughout the lesson while giving instructions, asking questions, commenting on tasks and explaining rules

To conclude, T1 lessons were overall interesting and successful. However, there were some issues. The teacher used examples before giving the rule and that was in essence inductive and using additional examples from real life brought focus more on meaning than on form. However, in some parts of the lessons (especially when explaining rules and writing on the board) we had the impression of a more old-fashioned way of teaching, especially

when she wrote the title on the top of the board (Present Simple – negative; Present Continuous) without any explanation at that time and then proceeded to writing examples. In one of the lessons the teacher even gave the students a chance to earn a plus by learning by heart one sentence in all persons in three minutes. The practice part consisted of drills in most parts, without many opportunities for free composition or discourse. In addition, too much Croatian was used when asking questions, giving rules and explaining if we take into consideration the age group of the class in question (fifth graders). The usage of L1 should have already been reduced to a minimum.

Teacher 2, lesson 1

- Grade: third
- Topic of the lesson: Present Continuous (with clothes)
- Time dedicated to grammar: the last 20 minutes of the lesson for explanation and examples, writing on the board and practice; however, the grammar item was also used for additional 10 minutes at the beginning for describing flashcards and pictures in the textbook
- Primary material used: textbook, class CD and workbook
- Additional material used: flashcards with clothes and characters from the book, only during the introduction (for about 5 minutes)
- Lesson structure: introduction – homework check, *Word tennis* game with clothes vocabulary, using flashcards and asking questions about them; sequence – using the book (using pictures and asking questions about them, listening, reading the text and finishing sentences), going through the *Remember* box and asking questions about the grammar form, writing on the board and explaining (using a student in class to make sentences about what he was wearing); closure – doing an exercise in the workbook, giving homework from the workbook
- L1 usage: used throughout the lesson in almost all activities; used in order to clarify what students needed to do in certain tasks, for explanations and asking questions about the target grammar structure

Teacher 2, lesson 2

- Grade: third
- Topic of the lesson: Present Continuous (with everyday activities)

- Time dedicated to grammar: about 20 minutes; however, the target grammar structure was used during the whole introduction part (about 10 minutes) while practicing saying everyday activities
- Primary material used: textbook, class CD, workbook
- Additional material used: flashcards (characters from the book doing certain everyday activities), used at the beginning of the lesson for 15 minutes, while explaining Present Continuous and at the end for a couple of minutes to revise
- Lesson structure: introduction – showing flashcards and doing various activities with them (saying sentences, guessing which one is missing after students having their eyes closed, writing sentences, listening to the story and writing in which order the pictures in the flashcards appear in the story); sequence – using the textbook (looking at pictures, listening to the story and reading, doing exercises about the story), students read and translated sentences from the *Remember box*, writing examples on the board, using flashcards to make incorrect sentences and asking students to correct them, students chose two sentences with *is* and two with *isn't* that are connected to the story and wrote them in their notebooks, reading the sentences; closure – doing an exercise in the workbook, revising sentences using flashcards and giving homework
- L1 usage: not used in all of the activities; only used for giving instructions about more demanding activities and explaining the target structures; students used it while translating sentences from the *Remember box*

Expectedly, the lessons in the third grade were not all about the grammar items. They were only a small part of the lesson along with games, listening, reading, exercises; also, there was more usage of Croatian because of the students' age. As grammar practice was concerned, the exercises included mostly awareness and controlled and meaningful drills since the students would not be able to produce much on their own. There was also a lot of repetition – looking at flashcards and making sentences or reading them from the board, correcting false sentences, saying a sentence in all persons, etc. As it was mentioned above, the teacher used a lot of Croatian when explaining tasks and the grammar form; however, this was expected at this age and level of learning English. In addition, there was no naming of the grammar form Present Continuous because of the same reason (even though one boy from the class said to the teacher: “*Teacher, I think you wrote Present Continuous on the board*”). The rules were limited to simple explanations of the form, e.g. for *I* we need *am* or ‘*m*, for *he/she* we need *is* or ‘*s* and if we want a negative we need ‘*m not* or *isn't*.

Teacher 2, lesson 3

- Grade: seventh
- Topic of the lesson: Present Perfect with *already, just, yet*
- Time dedicated to grammar: 35 minutes
- Primary material used: textbook, class CD, workbook (only for checking and giving homework)
- Additional material used: none
- Lesson structure: introduction – homework check, remembering a text from last time and immediately using sentences from the text to explain the target grammar structures on the board (the teacher wrote the title first); sequence – reading examples and explanations in *Grammar focus* in the textbook, doing three exercises in the textbook to practice, students making their own sentences using the target structure (incorporated into a guessing game); closure – everyday language (connecting parts of a conversation, listening, acting out the conversation), spelling practice (connected to the previous activities), giving homework
- L1 usage: limited usage of L1, only at the beginning of the lesson when explaining the grammar items and with giving instructions about a more demanding task

Teacher 2, lesson 4

- Grade: seventh
- Topic of the lesson: Simple Future (Will Future) for promises, predictions and offering help
- Time dedicated to grammar: last 10 minutes of the lesson (not including reading the text with the target structure at the beginning of the lesson)
- Primary material used: textbook, workbook (only for checking and giving homework)
- Additional material used: none
- Lesson structure: introduction – homework check, writing *Fortune teller* on the board, students telling words connected to it; sequence – working on the text in the textbook (matching parts in logical order, reading, writing and explaining unfamiliar words, doing exercises about characters), doing exercises connected to vocabulary from the text (looking for synonyms, using them in students' own sentences), introducing Will Future (reading *Language focus*, matching rules and examples), writing examples on the board; closure – practicing the target grammar structure through two exercises in the textbook, giving homework

- L1 usage: usage limited to new grammar structure explanation and translating unfamiliar vocabulary from the text (orally)

To conclude, as expected, for T2 we noticed a significant difference in grammar teaching in the third and seventh grade. In the third grade the teacher used more Croatian than in the seventh. Grammar metalanguage was not used in the third grade and rules for them were simplified, whereas in the seventh grade the students were expected to know the names of the grammar structures and the rules for using them. The older students were also given more opportunity for practising the structure through various exercise types and to think of their own examples. However, there were no games for the older students, and they were not given much space for free speaking. In both of the grades, the focus was more on the teacher and what the teacher was doing and saying than on the students' production and use of the language.

Teacher 3, lesson 1

- Grade: third
- Topic of the lesson: There is/ are
- Time dedicated to grammar: 30 minutes (out of a 90-minute session)
- Primary material used: textbook, class CD, workbook
- Additional material used: flashcards with rooms and furniture, additional worksheet for homework (to practice rooms, furniture and *there is/are*)
- Lesson structure: introduction – homework check, writing the word *home* on the board and discussing what it meant (discussing in Croatian); sequence – drawing a scheme of a house and using flashcards to teach rooms in the house (and sticking them on the board in the right place in the house), looking at a house and a flat in the textbook, listening to descriptions and pointing at rooms, , doing an exercise dealing with vocabulary (also using *there is/are*), briefly explaining the target grammar structure using the *Remember box*, finding coins in the rooms and describing where they are, describing students' own home in pairs, playing a game (guessing names of rooms in the house), doing a crossword puzzle in the workbook, using flashcards to revise known and teach new furniture vocabulary, saying false sentences about the house in the book (students corrected sentences, using *there is/are*), writing new vocabulary on the board (students taking flashcards and sticking them next to the right word); closure

– reading new vocabulary from the board, writing in the notebooks with translation, giving homework

- L1 usage: used throughout the lesson; however, not in all activities (limited to the discussion in the introduction, trying to translate *there is/are*, translating new vocabulary, giving instructions for certain activities and for the game)

Teacher 3, lesson 2

- Grade: third
- Topic of the lesson: Present Continuous
- Time dedicated to grammar: 65 minutes (out of a 90-minute session; the target grammar structure present almost throughout the lesson, including reading a text, describing pictures, playing a game, doing exercises, etc.)
- Primary material used: textbook, class CD, workbook
- Additional material used: music CD, box and cards containing phrases for miming, additional worksheet with exercises for Present continuous (describing a photo, for homework)
- Lesson structure: introduction – homework check, looking at a picture and smaller pictures in the book and describing people and actions in it, writing a few examples on the board, saying false sentences about the pictures, students correcting them (describing actions using Present Continuous); sequence – listening and reading a text in the book, reading in pairs, doing two exercises in the book based on the text, asking and answering in pairs based on a set pattern in the book (asking about what the characters from the pictures at the beginning of the lesson were doing), playing *Pass the box* (music was playing and students were passing a box with papers in it, when the music stopped the student holding it had to take a piece of paper and mime what was on the paper, the other students had to guess using *He/She is...*), practicing the grammar structure by doing three exercises in the workbook; closure – game *Simon says*, giving homework
- L1 usage: present throughout the lesson; however, the usage was limited to explaining the target grammar structure orally

In the first lesson there was a bigger focus on vocabulary – parts of a house or a flat, furniture. In the second lesson there was a bigger focus on grammar – expressing what the people are doing in the pictures, but there was also some vocabulary when talking about activities. Both T3 lessons were successful. Both lessons were 90-minute sessions so the

students had enough time for learning target grammar structures but also for practice and games. Also, the class was significantly smaller (11 children) than the other classes (20+ children). The students were motivated to learn and eager to play games and participate in the lesson. The teacher used Croatian during the lesson, but less than teacher 2 in the third grade. He tried to say and explain as many things as the children could understand in English. Also, he moved away from the book and workbook by giving a separate worksheet for homework. The flashcards were very useful and fun and they were a part of the teacher package from the book (T2 used the same ones).

Teacher 4, lesson 1

- Grade: fifth
- Topic of the lesson: Comparative and superlative of *good* and *bad*
- Time dedicated to grammar: 25 minutes
- Primary material used: textbook, workbook (only for giving homework)
- Additional material used: none
- Lesson structure: introduction – giving back students' notebooks with corrected homework (using superlatives for describing family members), remembering what they did last time and reading the text from last time; sequence – saying sentences using the target grammar items, students translated them, teacher wrote comparatives and superlatives from the sentences on the board (with the place for *good* and *bad* missing, students guessed the missing words) and students copied in their notebook, warning that there are no rules and that it was necessary to learn by heart, the teacher wrote questions about the students' best/worst film, song, food, etc. on the board, students copied, answered in their notebooks, read full sentences; closure – doing an exercise in the book (one student read and translated the task), giving homework
- L1 usage: present during the majority of the lesson (at the beginning of the lesson when giving back students' notebooks, explaining the target structure, commenting and explaining tasks)

Teacher 4, lesson 2

- Grade: fifth
- Topic of the lesson: Present Simple
- Time dedicated to grammar: 20 minutes

- Primary material used: textbook, workbook (for giving homework)
- Additional material used: none
- Lesson structure: introduction – dictation analysis, asking about students' typical day; sequence – going through *Language focus* in the book (matching parts of sentences, focusing on grammar structures in the examples), writing on the board, saying a few verbs in all persons in the Present Simple (all students together and a couple of students by themselves), practicing saying sentences in all persons (i.e. 'I celebrate my birthday...'); closure – doing two exercises in the book (teacher read instructions in English and translated, when checking answers explained in Croatian why they had to add *-s*), giving homework
- L1 usage: excessive usage of L1 throughout the lesson, especially at the beginning when explaining mistakes and grades in the dictation, when explaining rules for Present Simple and during practice (instructions and comments while checking answers)

Teacher 4, lesson 3

- Grade: seventh
- Topic of the lesson: *The* and geographical names
- Time dedicated to grammar: 35 minutes (only checking homework was not concerned with grammar – reading about explorers)
- Primary material used: textbook, workbook (for homework check and giving homework)
- Additional material used: none
- Lesson structure: introduction – homework check, introduction to the article *the*; sequence – using a geography quiz in the book from the previous lesson to discern when we use *the* and when we do not use the article with geographical names and writing on the board (teacher and students together), writing examples for geographical names with *the* (together) and without *the* (students by themselves), talking about exceptions and writing them on the board; closure – doing an exercise in the book and checking (commenting and explaining why the student who was reading put *the* or not in Croatian), giving homework
- L1 usage: extensive usage of L1 throughout the whole lesson during explanations about the article *the*, when to use it, translations of sentences, talking about correlations in L1, giving instructions for activities

Teacher 4, lesson 4

- Grade: seventh
- Topic of the lesson: *Used to*
- Time dedicated to grammar: 30 minutes (except for the beginning of the lesson)
- Primary material used: textbook, workbook (only for giving homework)
- Additional material used: none
- Lesson structure: introduction – homework check, oral examination (explorers); sequence – using students' sentences from homework (what their family members used to do in the past) to explain *used to*, writing an example and translation on the board, reading *Language focus* in the book, students read and translated usage of *used to* (had to write in their notebooks – better students in English, the teacher dictated the translation for weaker students), explaining and writing examples of negative sentences and questions, practicing by doing an exercise in the book (writing sentences that were true for the students using prompts in the exercise, making both positive and negative sentences) and checking; closure – students asked each other about what they used to do using prompts in the previous activity, giving homework
- L1 usage: the majority of the usage limited to explaining the usage of *used to* (translating sentences, writing translation and example in L1 on the board, comparing to L1, dictating translated rules for using *used to* for weaker students to write in their notebooks)

To conclude, for T4 there was a significant difference between the fifth and seventh grade lessons regarding the amount of grammar in the lessons – the fifth grade lessons included other parts as well, whereas in the seventh grade lessons the focus was only on grammar. The exercises gave the students a bit more freedom in the seventh grade but they were still based on drills. However, most of the lessons were teacher-centred (except for the one in the seventh grade when they had to participate in looking for grammar rules for using the article *the*) and all of the lessons included a significant amount of Croatian spoken by the teacher. She used it when explaining grammar rules and comparing them to Croatian grammar, when giving explanations about tasks and commenting them, giving homework and she even wrote examples and translations in Croatian on the board.

3.3.3. Interview analysis

In the last part of the study we conducted a structured interview with the teachers (Appendix 3). The analysis will be divided into three parts (one for each grade) as it will be easier to analyse and compare what two teachers said about teaching grammar in the same grade. For the sake of clarity, for each grade and teacher a table with questions and answers will be provided.

3.3.3.1. Third grade

<i>Teacher 2</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 3</i> , because it has material of the highest quality and it is the most serious (talking about the whole teacher package).
What additional material do you use, if any? Explain.	Books Fun With Grammar, Busy Pad 3 and the Internet.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 5 very often; for explanations and doing exercises Workbook: 5 very often; for practicing Grammar book: 1 never Grammar book exercises: 1 never Textbook/workbook from other publishers: 3 sometimes; for additional practice (Building blocks and Smiley) Exercises and activities from the Internet: 3 sometimes; for additional practice
How often do you consult grammar books in order to learn more or clarify something for yourself?	3 sometimes
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	1 never
How does your grammar lesson usually start? Describe, give examples.	With flashcards and doing oral repetition without flashcards.
How does it usually end? Describe. Give examples.	Revision and giving homework.
How often do you teach grammar or do grammar for the whole 45-minute session?	3 sometimes
What type of activities do you think are the best for learning/practicing new grammar items?	Activities with flashcards because when the students see pictures they remember faster.
How do you teach rules? What do you	By reading the <i>Remember box</i> , explaining in Croatian and in the

rely on when teaching rules? Explain and give examples.	end students practice by making their own sentences. She relies on the textbook and her own experience.
What is the most usual grammar homework you give your students?	Exercises from the workbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	No.
What is for you the best ever resource for teaching grammar?	Her own experience.
Is there any usual procedure or sequence that you follow when you teach grammar?	The visual approach and a lot of repetition of the target grammar item.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	No, because at this stage of learning the teacher cannot use the names of grammar items, let alone compare them to Croatian grammar.
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?	Yes, always; to make sure it is clear to them. She explains both in English and Croatian.
In your opinion, what should a good and successful grammar lesson consist of?	Visual material, a lot of repetition and practice and sometimes using Croatian.

<i>Teacher 3</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 3</i> , because at the time of choosing the books they had seemed to be the best.
What additional material do you use, if any? Explain.	Flashcards, worksheets, the computer, etc. For him it is easier to introduce new vocabulary with flashcards and students always enjoy it when a computer is used in any form.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 4 often; usually the texts introduce grammar and there are some tasks to solve Workbook: 5 very often; for doing tasks to reinforce what the students have learned Grammar book: 1 never Grammar book exercises: 1 never Textbook/workbook from other publishers: 1 never Exercises and activities from the Internet: 3 sometimes; depending on whether the students need additional practice

	Other: 3 sometimes; interactive games that reinforce grammar or vocabulary
How often do you consult grammar books in order to learn more or clarify something for yourself?	2 almost never
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	2 almost never
How does your grammar lesson usually start? Describe, give examples.	With a game that requires students to use grammar that is related to the new grammar item or with a text that introduces the grammar item.
How does it usually end? Describe. Give examples.	With solving tasks to reinforce the grammar item.
How often do you teach grammar or do grammar for the whole 45-minute session?	1 never
What type of activities do you think are the best for learning/practicing new grammar items?	For him a well-directed game is always the best way of introducing anything new, while for practice the best activities are written tasks.
How do you teach rules? What do you rely on when teaching rules? Explain and give examples.	Through giving a lot of examples, giving the students all of the forms for the grammar item and telling them how to use it in real situations.
What is the most usual grammar homework you give your students?	Tasks from the workbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	No.
What is for you the best ever resource for teaching grammar?	The teacher.
Is there any usual procedure or sequence that you follow when you teach grammar?	Reading a text from the textbook, a few easier tasks, writing examples in the notebook, doing exercises in the workbook or using additional material.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	He does not use any specific resource but sometimes compares grammar items in English and Croatian.
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?	He almost always uses it; the frequency depends on the students' age.

In your opinion, what should a good and successful grammar lesson consist of?	Activities that are to the point, concise, fun and diverse and they should start from easier ones to more difficult.
---	--

3.3.3.2. Fifth grade

<i>Teacher 1</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 5</i> , because it combines the best of contemporary and traditional approaches to language teaching.
What additional material do you use, if any? Explain.	Flashcards, posters, material from English speaking countries (newspapers, magazines, leaflets, etc.), material from the Internet. She uses them because lessons are more dynamic and students are more motivated.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 4 often; to see the grammar item in use in a text, to check the rule in the grammar reference section Workbook: 4 often; to do revision, to do further exercises and for giving homework Grammar book: 3 sometimes; to learn more or to check something for herself Grammar book exercises: 3 sometimes; to find better examples Textbook/workbook from other publishers: 4 often; to get ideas and additional tasks for festivals Exercises and activities from the Internet: 3 sometimes; for motivation or revision
How often do you consult grammar books in order to learn more or clarify something for yourself?	3 sometimes
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	3 sometimes
How does your grammar lesson usually start? Describe, give examples.	With talking, describing pictures, playing games, listening, etc. – it depends on the lesson in question.
How does it usually end? Describe. Give examples.	With an activity or an additional task (where students get a plus or a good mark) and sometimes with a game.
How often do you teach grammar or do grammar for the whole 45-minute session?	2 almost never
What type of activities do you think are the best for learning/practicing new grammar items?	Different types of activities – see the grammar item in use in a text, identifying examples of the grammar item, formalising a rule, doing controlled practice activities, using the grammar item

	in skill activities, doing exercises, revision.
How do you teach rules? What do you rely on when teaching rules? Explain and give examples.	She or the students give examples; they identify the pattern or rule, write down the rule and do some controlled practice activities to consolidate their knowledge of the rule.
What is the most usual grammar homework you give your students?	Tasks for further practice and reinforcement in the textbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	Rarely; perhaps to make a poster (irregular verbs), comparison of adjectives (PowerPoint presentation).
What is for you the best ever resource for teaching grammar?	J. Eastwood, R Mackin – A Basic English Grammar with exercises A. J. Thompson, A. V. Martinet – A Practical English Grammar G. Gerngross, H. Puchta, S. Thornbury – Teaching Grammar Creatively
Is there any usual procedure or sequence that you follow when you teach grammar?	The cognitive approach.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	Sometimes grammar books when teaching tenses (how to translate to Croatian or vice versa).
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?	Yes, sometimes – to check whether students understand the rules and if they do not, then she uses Croatian.
In your opinion, what should a good and successful grammar lesson consist of?	Positive motivation, good examples, a lot of exercises, understandable rules, personal tasks about the students' own lives, evaluation.

<i>Teacher 4</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 5</i> ; she did not choose it (substitute teacher).
What additional material do you use, if any? Explain.	None.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 5 very often; to look at rules and examples and to discuss Workbook: 5 very often; for giving homework Grammar book: 2 almost never

	Grammar book exercises: 2 almost never Textbook/workbook from other publishers: 3 sometimes; for additional practice and making tests Exercises and activities from the Internet: 1 never
How often do you consult grammar books in order to learn more or clarify something for yourself?	1 never; for her grammar in the fifth grade was easy.
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	1 never
How does your grammar lesson usually start? Describe, give examples.	With examples – more based on speaking, later used the blackboard; sometimes with the textbook (texts, pictures).
How does it usually end? Describe. Give examples.	With practice in the textbook and workbook, revising and repeating the rules, giving homework.
How often do you teach grammar or do grammar for the whole 45-minute session?	2 almost never
What type of activities do you think are the best for learning/practicing new grammar items?	Activities with speaking that the students can use in everyday life.
How do you teach rules? What do you rely on when teaching rules? Explain and give examples.	Relies on her own experience as a student and a teacher, she warns students about common mistakes, uses a lot of Croatian for explaining rules.
What is the most usual grammar homework you give your students?	Exercises in the workbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	No.
What is for you the best ever resource for teaching grammar?	Teacher's experience.
Is there any usual procedure or sequence that you follow when you teach grammar?	She explains, looks at examples and then practices with students; good to use drill exercises.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	Yes, very often, but rather her own experience than resources.
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency	Yes, often; if the students are thinking in their mother tongue it is easier for them to understand grammar.

depend on?	
In your opinion, what should a good and successful grammar lesson consist of?	Good explanations and a lot of practice.

3.3.3.3. Seventh grade

<i>Teacher 2</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 7</i> , because it seemed as the most appropriate for the students.
What additional material do you use, if any? Explain.	Different grammar books, the Internet, sometimes magazines; for providing additional grammar practice, videos and clips from YouTube, etc.; in order to make lessons more interesting and fun.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 5 very often; to make conclusions, to look for the rules and examples Workbook: 5 very often; for practice Grammar book: 5 very often; for more practice and grammar rules Grammar book exercises: 5 very often; for practice Textbook/workbook from other publishers: 5 very often; for more practice Exercises and activities from the Internet: 5 very often; for practice
How often do you consult grammar books in order to learn more or clarify something for yourself?	4 often
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	4 often
How does your grammar lesson usually start? Describe, give examples.	With a lot of different examples, i.e. for Past simple she made up a story that had happened to her recently.
How does it usually end? Describe. Give examples.	The students do exercises in their workbooks or she gives them worksheets with exercises.
How often do you teach grammar or do grammar for the whole 45-minute session?	3 sometimes
What type of activities do you think are the best for learning/practicing new grammar items?	Activities based on the students' personal experience.
How do you teach rules? What do you	Students have to make their own conclusions, they look up the

rely on when teaching rules? Explain and give examples.	rules in the book; she gives a lot of examples and students have to practice a lot.
What is the most usual grammar homework you give your students?	Exercises from the workbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	No.
What is for you the best ever resource for teaching grammar?	Different grammar books combined with Internet resources.
Is there any usual procedure or sequence that you follow when you teach grammar?	Giving examples from everyday life, students looking for rules in their books, grammar practice in the workbook or worksheet.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	No.
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?	Yes, to explain grammar rules so "weak" students can understand everything.
In your opinion, what should a good and successful grammar lesson consist of?	It should be based on personal experience, students should be able to understand the rules and practice a lot.

<i>Teacher 4</i>	
What is your primary teaching material? Why did you choose it?	<i>Dip in 7</i> , she did not choose it (she was a substitute) and she does not like it – too confusing for students, too much of everything, not enough grammar exercises or not at all.
What additional material do you use, if any? Explain.	None, because it is very hard technically – no computer and projector, has to bring her own paper for copying. In addition, students are a bit difficult and there is no time.
How often do you use the following material when teaching grammar? How do you usually use it?	Textbook: 4 often; to look at examples and rules and read the texts Workbook: 5 very often; the students had to do exercises for themselves, but more for homework and less in class Grammar book: 3 sometimes; as a personal reference Grammar book exercises: 3 sometimes; for revision before the test Textbook/workbook from other publishers: 3 sometimes; for revision, comparing and making tests

	Exercises and activities from the Internet: 2 almost never; only for special occasions
How often do you consult grammar books in order to learn more or clarify something for yourself?	4 often
How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?	3 sometimes
How does your grammar lesson usually start? Describe, give examples.	It depends; she tries to give an example first and students think about it and discuss in Croatian.
How does it usually end? Describe. Give examples.	With practice and giving homework.
How often do you teach grammar or do grammar for the whole 45-minute session?	2 almost never
What type of activities do you think are the best for learning/practicing new grammar items?	It depends on what she has in the textbook and workbook.
How do you teach rules? What do you rely on when teaching rules? Explain and give examples.	She relies on her experience; always gives an example and the rules both in English and Croatian and students choose how to learn the rules – by heart or by examples.
What is the most usual grammar homework you give your students?	Something in the workbook.
Do you give your students any kind of grammar projects? Explain and provide examples.	No.
What is for you the best ever resource for teaching grammar?	Michael Swan's English Grammar Course – gives a lot of ideas.
Is there any usual procedure or sequence that you follow when you teach grammar?	A little introduction, rules and then practice.
Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?	She uses her own knowledge.
Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?	She uses it a lot, she explains rules in English but translates as well because for the majority of students it is easier to understand in Croatian.
In your opinion, what should a good and	More what should a good and successful grammar lesson be like:

successful grammar lesson consist of?	when students understand and connect examples with real life, not only know the rules.
---------------------------------------	---

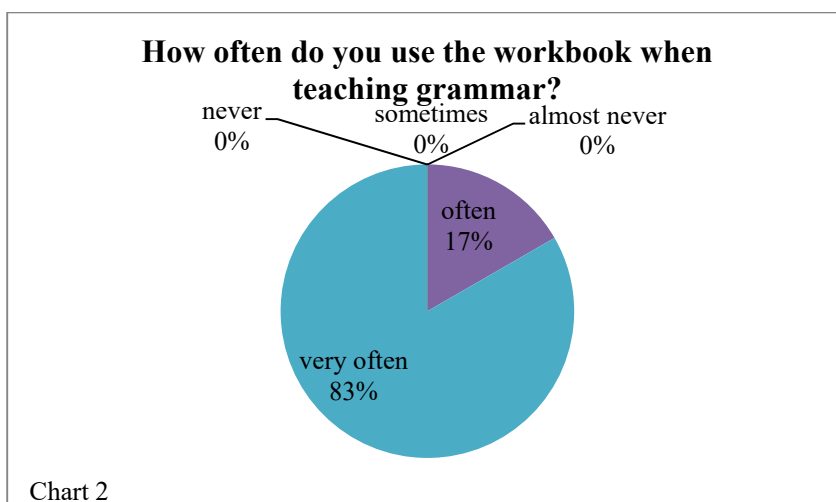
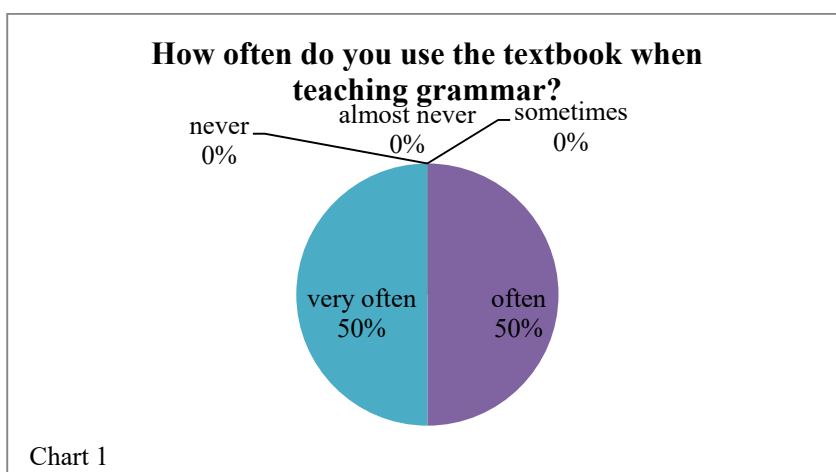
3.4. Discussion

We believe that the research done in this thesis has successfully answered all of the research questions. Through all parts of the research we were able to get a better picture of what grammar teaching looks like in the third, fifth and seventh grades in primary schools in Croatia.

The analysis of the primary teaching material showed that in essence the teachers were using quality teaching material that contained everything needed for a successful grammar lesson. Grammar parts were age-appropriate and various types of practice activities were provided. However, there were some minor problems concerning the lack of interesting activities like games in higher grades so these kinds of activities could be incorporated into following editions.

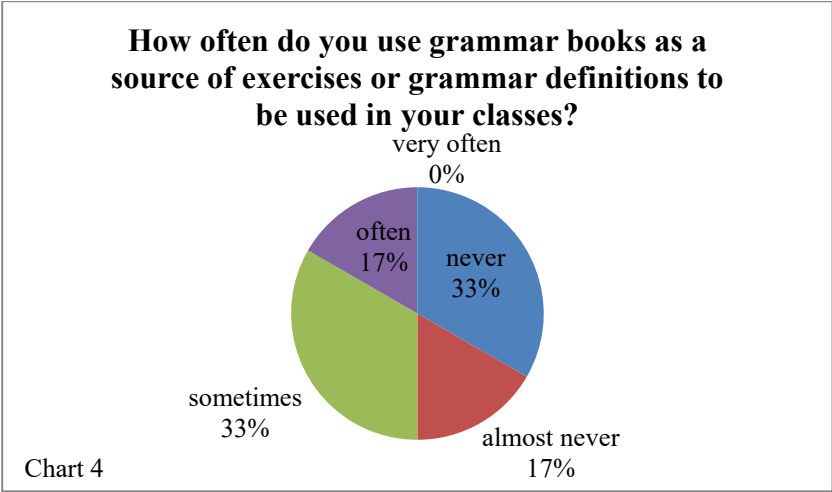
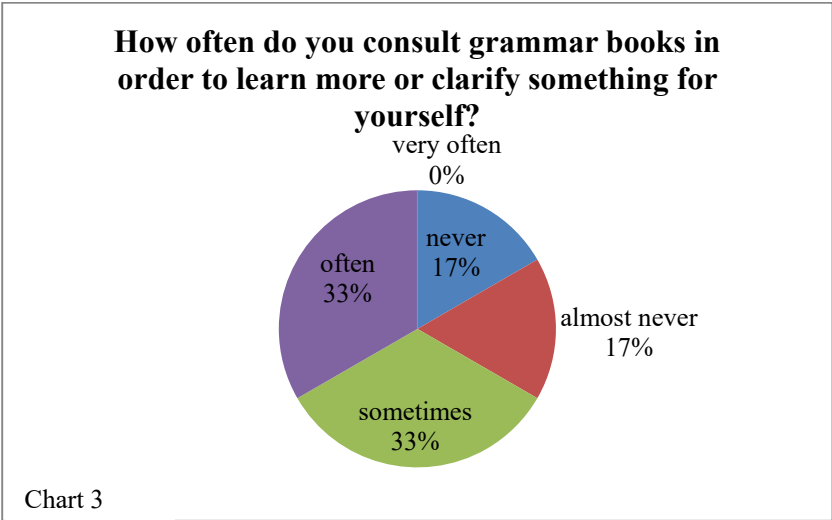
If we consider the first research question, we can conclude that teachers mostly used additional material when teaching grammar. The results of the interview showed that the usage of additional material was mostly limited to exercises and activities aimed at additional grammar practice, in which case the majority of material was from textbooks by other publishers and the Internet, and less from grammar books. Additional exercises for practice from grammar books teachers used mostly in higher grades (especially in the seventh), while in the third grades the teachers never used grammar books either for exercises or for clarification. Teachers in higher grades used grammar books as a reference for themselves more often. When observing the lessons, however, the exercises used were only from the Internet (only present with one teacher) but since there were only two lessons observed for each grade, this cannot serve as a definite conclusion of the usage of the material. It was observed in the lessons that most of the teachers (T1, T2 and T3) also used other kinds of teaching material, mostly flashcards and pictures that they used for introduction and presenting the grammar form using visual cues. T1 stated in the interview that she also used real life material such as newspaper articles, but this was not observed in the lessons. Again, however, this cannot serve as a definite discrepancy between the observed lessons and the teacher's opinion in the interview since only two lessons were observed.

The second research question aimed at observing to what extent the teachers relied on all the mentioned material they used, starting with primary teaching material. Expectedly, primary material (textbook and workbook) were the ones that teachers relied on most in their lessons so they opted for often and very often usage of the primary material (see Chart 1 and 2). The textbook was used for reading texts containing the target grammar form, looking at pictures and rules and for doing exercises. The workbook was used more for homework and less for doing exercises in class. Only T1 used it as a part of practice in the lesson and in that case the students were given the opportunity to correct their partner's mistakes, and T2 in one of her lessons.

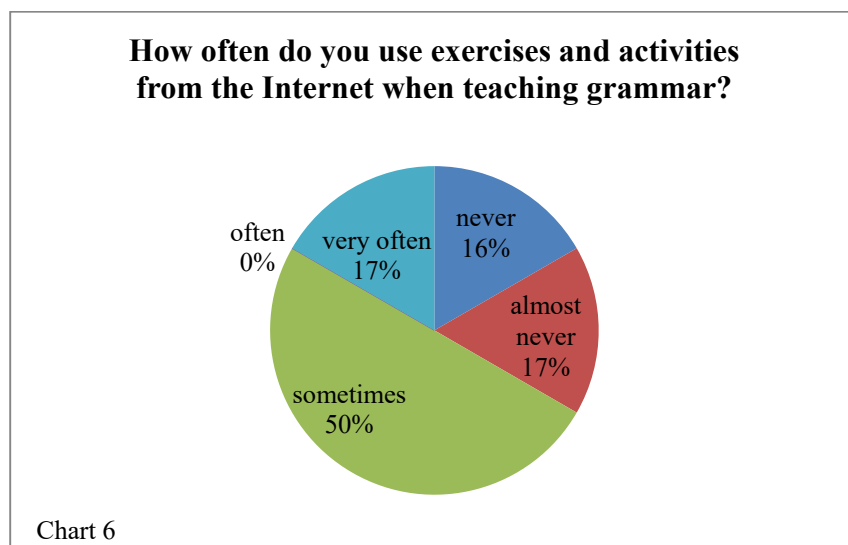
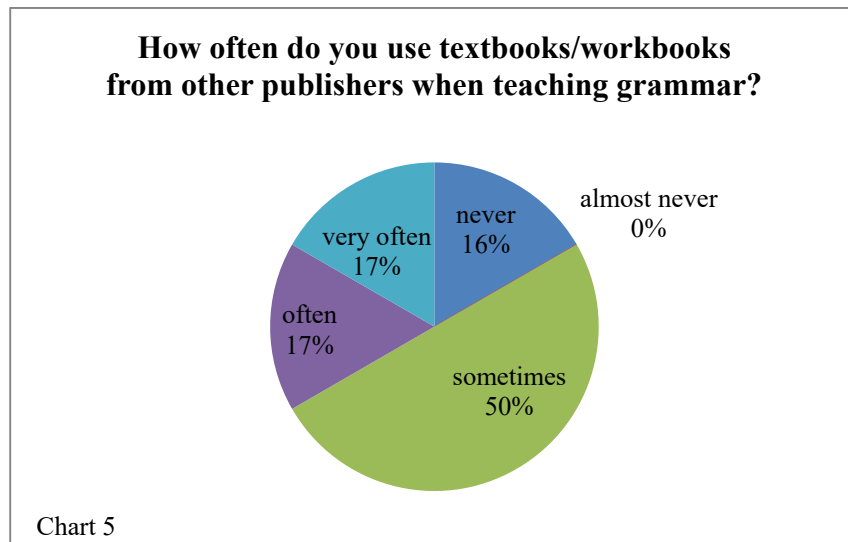


When asked about using grammar books, teachers had mixed frequencies of usage both as a reference for themselves (see Chart 3) and as a source of exercises (see Chart 4). As was mentioned earlier, in the third grade, teachers never used them for either purpose, and they only relied on themselves and their own experience when teaching grammar. In the seventh

grade, teachers relied on grammar books most often and used them as both a reference for themselves and a source of additional material, which can be explained by grammar in higher grades being more demanding not only for the students (who needed more examples of the structure or practice for better understanding) but also for the teachers (who needed to clarify rules for themselves if they were not sure of the usage). The fifth grade was in the middle; the teachers used grammar books sometimes, but not that often since here grammar is also not that demanding. In addition, there was a discrepancy between T2 and T4 in the fifth grade, where T2 sometimes used grammar books and T4 never used them (her explanation being that English grammar in the fifth grade was very easy for her). We could assume that the reason for this discrepancy was the difference in education (T2 graduated from the Faculty of Teacher Education in Čakovec, whereas T4 graduated from the Faculty of Humanities and Social Sciences in Zagreb). However, in the seventh grade both teachers' answers were similar – they used grammar books often or very often.



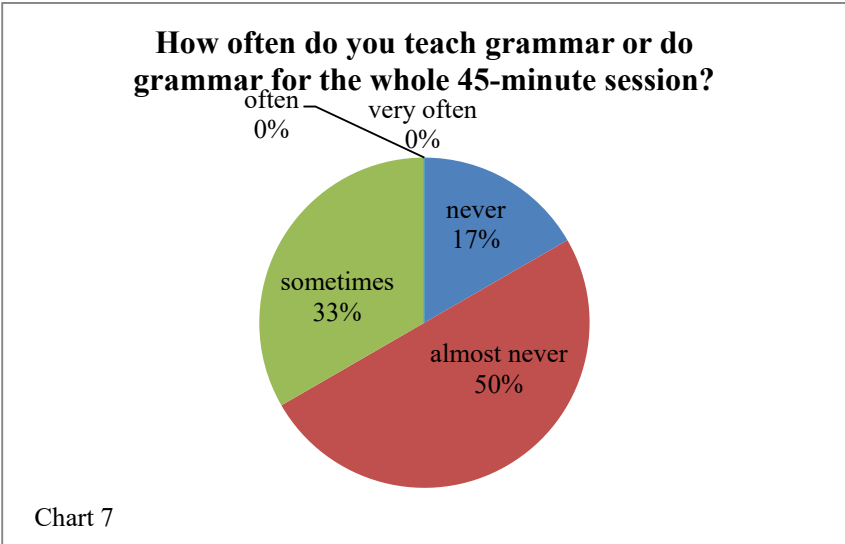
When it came to using textbooks and workbooks from other publishers, most of the teachers stated that they used them, the majority as a source of additional practice, for extra examples, making tests, or for ideas for holiday classes (see Chart 5). When asked about activities from the Internet, if they used them (see Chart 6), the teachers used them only as extra practice (or as it was observed in two lessons, as homework).



When explaining why they never or almost never used any additional material, some teachers stated that they did not have time to do so because of the curriculum. In some cases, they had just the amount of time to deal with primary teaching material. T4 stated that she did not use additional material because of technical difficulties.

The third research question dealt with the structure of the lessons. We can conclude that teachers did not teach or do grammar for the whole lesson (see Chart 7), but they incorporated

it with other topics, mostly with vocabulary. In lower grades the most common answer was never, and for the seventh grade, teachers said they sometimes did grammar for the whole lesson (the explanation again being that grammar in that grade was more complex and demanded more attention). However, as it was observed, the majority of the seventh grade lessons dealt with grammar forms for almost the entirety of the lessons.



Also, the general conclusion is that the teachers followed a usual structure or pattern when they taught grammar forms (introduction, examples, explanation, rules and practice), and they most often used the inductive approach. This was also confirmed during lesson observations where teachers started with giving or writing examples and then looked for the rules. However, only T4, when talking about sequence in the seventh grade, said that she used the deductive approach and this was confirmed, but only in one of her two seventh grade lessons (in the other she used the inductive approach and the students were also participating in giving examples). What was also observed in higher grades was that some teachers tend to have traditional ways of explaining grammar rules (dictating rules, learning forms by heart); however, they did not mention them when answering questions about the procedure in the interview. This would imply that the teachers wanted to use a more modern approach to teaching grammar but tended to drift to more traditional ways of explaining (which may be connected to their experiences as learners in a more traditional environment; however, this was not the topic of this thesis so we can only assume the reason for this).

In addition, the teachers in lower grades focused more on meaning (especially using examples from real life) since form was not taught explicitly. In higher grades there was also focus on form through all of the lessons; however, they most often started with meaning while

giving examples and then focused on form when they were explaining the rules for the target grammar item.

When asked about what a successful grammar lesson should consist of, most of the teachers talked about students being able to use grammar forms in real life situations. However, the usage of examples from students' real life was rarely seen in lesson observations (they were present, but did not prevail). T2 accented the focus on meaning with seventh grade students when insisting on examples from real life and doing speaking activities which were based on real life situations.

Moreover, another aspect of teaching grammar was added to the interview – comparing English to Croatian grammar and using Croatian during the lessons. Teachers mostly did not use (or need) extra resources for comparing English and Croatian grammar, only T1 stated that she sometimes used grammar books. In general, if they compared grammar items, they used their own knowledge and experience to do so and did not consult any grammar books. When it came to using Croatian in class, all of the teachers stated that they used Croatian in class, especially third grade teachers. They used it for explaining grammar (after explaining in English first) because they either thought that it was easier for students to understand grammar if you explained in their mother tongue, or they stated that it was better for weaker students. This proved right in practice in lesson observations; however, some of the teachers unknowingly used it for much more than grammar explanation. Some teachers used it when explaining activities, in the introduction or when commenting on certain activities. Only T3, who stated that he almost always used it, used it less than expected for third grade but it was evident that the students were used to it and understood him. The unnecessary amount of usage of Croatian could be explained by the fact that teachers (based on their own experiences and conversations with other teachers) think that students do not understand and want to explain something further by saying the same thing both in English and Croatian.

There are certain elements that were not taken into consideration and could be a topic for further research. Only two lessons for each grade were observed and for more concrete conclusions about teachers' reliance on material in class, one would have to observe more lessons. Furthermore, our sample was very small and we cannot expect the conclusions to correspond to the majority of teachers in the third, fifth and seventh grades in Croatia. When taking teachers' beliefs into consideration, in this research we have only looked at how much

teachers' answers about their opinion on their grammar teaching in class correspond to what they practice in their lessons.

This research has provided valuable insight into how teachers taught grammar in three grades of primary school in Croatia, what material they used, how they relied on them and what they considered important when teaching grammar.

4. Conclusion

The research in this thesis had been conducted in order to investigate what material teachers used and relied on when teaching grammar, how often they used which material and how their lessons concerning grammar were structured. Moreover, a short insight into usage of Croatian and comparing English and Croatian grammar were also investigated.

The research has shown that all of the teachers relied mostly on primary teaching material when teaching grammar. In addition, it has shown that the majority of teachers used additional material in their lessons as additional exercises and as a source of clarification for themselves. They consider additional material (especially material from the Internet) to be motivating for students. However, only a small amount of additional material was used in the observed lessons, thus we can only speculate that teachers did indeed use the mentioned material throughout the school year.

In addition, a correlation was found between the teachers' answers about grammar lesson structure and methods in the interview and their teaching practice during lesson observation. The teachers had a similar (or often the same) sequence or procedure when teaching grammar. Minor discrepancies do not interfere with the general conclusion on this topic.

Moreover, it has been found that teachers tended to compare English and Croatian grammar in order for students to understand English grammar better. However, the conclusion is that they relied mostly on their own experience and knowledge and did not consult additional grammar books. In addition, there was a correlation with the teachers' opinion on their usage of Croatian for explaining grammar and their classroom practices. However, discrepancies were found when considering other aspects of the lesson where they also used Croatian but were not aware of that fact when answering questions in the interview.

The research has also given opportunities for the improvement of teaching grammar in primary schools and also alluded to possible improvements to primary teaching material.

The research has given us an interesting insight into teaching grammar and in what way teachers relied on the material they were given, but also on the material they provided by themselves. Nevertheless, it would be useful to conduct even further research connected to the topic.

5. References

1. Anić, Višnja, Pavlinek Božica (2010). *Dip in 7 (radna bilježnica engleskog jezika za 7. razred osnovne škole, 7. godina učenja)* (4th ed., 2013). Vlasta Čeliković (Ed.). Zagreb: Školska knjiga.
2. Anić, Višnja, Pavlinek Božica (2010a). *Dip in 7 (udžbenik engleskog jezika za 7. razred osnovne škole, 7. godina učenja)* (3rd ed., 2013). Vlasta Čeliković (Ed.). Zagreb: Školska knjiga.
3. Arnis, Silvia (2013). *Deductive and Inductive Grammar Teaching*. Retrieved from academia.edu online database.
4. Ban, Suzana (2010). *Dip in 5 (radna bilježnica engleskog jezika za 5. razred osnovne škole, 5. godina učenja)* (4th ed., 2013). Vlasta Čeliković (Ed.). Zagreb: Školska knjiga.
5. Ban, Suzana (2010a). *Dip in 5 (udžbenik engleskog jezika za 5. razred osnovne škole, 5. godina učenja)* (4th ed., 2013). Vlasta Čeliković (Ed.). Zagreb: Školska knjiga.
6. Borg, Simon (1998). "Teachers' Pedagogical Systems and Grammar Teaching: A Qualitative Study". *TESOL Quarterly*, Vol. 32, No. 1 (spring, 1998), p. 9-38. Retrieved from JSTOR online database.
7. Burner, Tony (2005). *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School* (MA thesis). Retrieved from the online database of the University of Oslo.
8. Ellis, R (2006). "Current Issues in the Teaching of Grammar: An SLA Perspective." *TESOL Quarterly*, Vol. 40, No. 1 (March, 2006), p. 83-107. Retrieved from JSTOR online database.
9. Farrell, Thomas S. C. (2005). "Conceptions of Grammar Teaching: A Case Study of Teachers' Beliefs and Classroom Practices". *TESL-EJ*, Volume 9, No. 2 (September,

- 2005). [ONLINE] Available at: <http://www.tesl-ej.org/ej34/a9.pdf> [Last Accessed 8 July, 2015].
10. Hornby, A. S. (1948). *Oxford Advanced Learner's Dictionary* (6th ed., 2000). Sally Wehmeier, Michael Ashby (Eds.). Oxford: Oxford University Press.
11. Lin, Hsiao-Chuan (2010). *A Case Study: An ESL Teacher's Beliefs and Classroom Practices in Grammar Instructions*. (Master's thesis) [ONLINE] Available at: https://etd.ohiolink.edu/rws_etd/document/get/kent1291249869/inline [Last accessed 9 July 2015].
12. Mardešić, Maja (2004). *Dip in 3 (udžbenik engleskog jezika za 3. razred osnovne škole)*. Vlasta Čeliković (Ed.). Zagreb: Grafički Zavod Hrvatske, d.o.o.
13. Mardešić, Maja (2004a). *Dip in 3 (vježbenica engleskog jezika za 3. razred osnovne škole)*. Vlasta Čeliković (Ed.). Zagreb: Grafički Zavod Hrvatske, d.o.o.
14. Nagyné Foki, Livia (2006). *From Theoretical to Pedagogical Grammar: Reinterpreting the Role of Grammar in English Language Teaching*. (PhD thesis) [ONLINE] Available at: http://konyvtar.uni-pannon.hu/doktori/2006/Nagyne_Foki_Livia_theses_en.pdf [Last Accessed 6 July 2014].
15. Nunan, David (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers
16. Richards, Jack C., Rodgers, Theodore S. (1986) *Approaches and Methods in Language Teaching: A description and analysis* (15th edition, 1999). Cambridge: Cambridge University Press.
17. Ur, Penny (1996). *A Course in Language Teaching: practice and theory*. (5th ed., 1999) Cambridge: Cambridge University Press.

18. Widodo, H.P (2006). "Approaches and Procedures for Teaching Grammar". *English Teaching: Practice and Critique*. May 2006, Volume 5, Number 1. 2006, p. 122-141.
Retrieved from education.waikato.ac.nz.
19. Zain, Siti Rohani (2007). *Teaching of Grammar: Teachers' beliefs, instructional contexts and practices*. (PhD thesis) [ONLINE] Available at:
http://eprints.usm.my/8317/1/TEACHING_OF_GRAMMAR_TEACHERS_BELIEFS.pdf
f [Last Accessed 8 July 2015].

6. Appendices

Appendix 1: General information questionnaire

Name: _____

Age: _____

University: _____

Years of experience: _____

School: _____

Other languages I teach: _____

Other subjects I teach: _____

Grade/s I teach: _____

Student's book I use for _____ grade: _____

Appendix 2: Lesson observation sheet

Teacher: _____ Class: _____

School: _____ Date/time: _____

Lesson objective: _____

Blackboard plan

Time	Activity description (type of activity, what T does/says, what Ss do, use of L1 by T or Ss)	Material used (blackboard, student's book, workbook, audio CD, handouts, flashcards, laptop/projector, etc.)	Mode of interaction (T-S, T-C, individual work, pairwork, groupwork)
------	---	--	--

Appendix 3: The interview

1. What is your primary teaching material? Why did you choose it?

2. What additional material do you use, if any? Explain your choice.

3. How often do you use the following material when teaching grammar?

Textbook

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Workbook

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Grammar book

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Grammar book exercises

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Textbook/workbook from other publisher

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Exercises and activities from the Internet

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

Other

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

How do you usually use it?

4. How often do you consult grammar books in order to learn more or clarify something for yourself (as opposed to using them as a source of exercises, definitions, etc.)?

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

5. How often do you use grammar books as a source of exercises or grammar definitions to be used in you classes?

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

6. How does your grammar lesson usually start? Describe, give example.

7. How does it usually end? Describe. Give example.

8. How often do you teach grammar or do grammar for the whole 45-minute session?

1 never	2 almost never	3 sometimes	4 often	5 very often
------------	-------------------	----------------	------------	-----------------

9. What type of activities do you think are the best for learning/practicing new grammar items?

10. How do you teach rules? What do you rely on when teaching rules? Explain and give examples.

11. What is the most usual grammar homework you give your students?

12. Do you give your students any kind of grammar projects? Explain and provide examples.

13. What is for you the best ever resource for teaching grammar?

14. Is there any usual procedure or sequence that you follow when you teach grammar?

15. Do you use any resources that compare grammar structures in English to the learners' L1? What kind of resources do you use? And how often?

16. Do you ever use L1 when teaching grammar? How frequently do you think you use L1? What does this frequency depend on?

17. In your opinion, what should a good and successful grammar lesson consist of?

Sažetak

Cilj ovog istraživanja bio je istražiti stanovište učitelja i profesora engleskog jezika o tome što i koliko primarnog i/ili dodatnog nastavnog materijala koriste kada podučavaju gramatiku. Istraživanje je provedeno među učiteljima i profesora trećeg, petog i sedmog razreda osnovne škole. Da bi se došlo do što kvalitetnijih zaključaka u istraživanje je uvršteno promatranje nastavnih satova gdje se podučavala gramatika, intervju s učiteljima i profesorima te analiza propisanih udžbenika i radnih bilježnica u tim razredima. Istraživanje je pokazalo da učitelji i profesori najviše koriste primarne nastavne materijale, ali i da koriste dodatne materijale (gramatike, udžbenike drugih izdavača, aktivnosti s interneta) u svrhu dodatne vježbe na nastavi (ili kao domaća zadaća) ili kao dodatan izvor objašnjenja i informacija za njih same. Nadalje, kao dio istraživanja uvrštena je i količina i mjesto korištenja hrvatskog jezika u nastavi te usporedbe engleske i hrvatske gramatike u svrhu lakšeg razumijevanja. Istraživanje je pokazalo da učitelji i profesori često koriste hrvatski jezik u objašnjavanju pravila, ali i u drugim dijelovima nastave za koje nisu svjesni. Također, neki učitelji i profesori tijekom objašnjavanja gramatike daju i korelaciju s hrvatskom gramatikom jer misle da je tako učenicima lakše shvatiti gramatiku engleskog jezika.

Ključne riječi: gramatika, podučavanje gramatike, vježbanje gramatike, engleske gramatike, engleski udžbenici, podučavanje drugog/ stranog jezika, metode podučavanja drugog/ stranog jezika