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**TEACHING GRAMMAR TO ACHIEVE
COMMUNICATIVE COMPETENCE**

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Zásady pro vypracování:

Bakalářská práce bude zaměřena na problematiku výuky gramatiky v kontextu komunikativního přístupu k výuce anglického jazyka; zohledněna přitom bude rovněž aktuálně probíhající kurikulární reforma a její cíle v oblasti jazykové / cizojazyčné výuky. V teoretické části práce budou nejprve vymezeny základní koncepty, tzn. zejména gramatika jako jazykový prostředek a komunikativní kompetence. Procesy učení / vyučování gramatiky budou diskutovány z hlediska různých přístupů k výuce anglického jazyka (s akcentem na aktuální trendy, tj. například content-based learning, task-based learning, komunikativní přístup) a s nimi spojených vyučovacích strategií a technik. Pozornost bude věnována rovněž dalším specifickým otázkám těchto procesů (spolupráce, motivace, varieta učebních úkolů atd.). V praktické části práce budou prezentovány výsledky vlastního výzkumu, koncipovaného jako pedagogický experiment (komparace výsledků učení se žáků gramatiky ve dvou skupinách při použití různých strategií a technik výuky).

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Abstract

English language teaching seems to include numerous, often contradicting, opinions. One of them is the role of teaching grammar with the aim of students achieving communicative competence. This paper aims to provide some valuable insight to teachers interested in this topic. Firstly, the theoretical part includes a number of definitions of the terms grammar and communicative competence, which although used fairly frequently are not easy to define. Three well-known approaches towards teaching grammar are also presented and evaluated with regards to their potential for achieving communicative competence with students. The empirical part describes a small scale research among secondary school EFL teachers and students in the Czech Republic, their awareness of the concept of communicative competence and their views on grammar teaching. Since the findings are sometimes surprising or even slightly worrying, the empirical part also includes some practical tips for teachers regarding teaching grammar.

Key words: communicative competence, English language teaching, grammar

Oblast výuky anglického jazyka zdánlivě obsahuje četné, často si odporující, názory. Jedním z nich je role výuky gramatiky s cílem dosažení komunikativní kompetence u studentů. Tato práce si klade za cíl poskytnout náhled učitelům, které toto téma zajímá. Nejprve teoretická část obsahuje několik definicí pojmů gramatika a komunikativní kompetence, které, ač používány celkem často, nejsou snadno definovatelné. Také jsou zde prezentovány tři známé přístupy k výuce gramatiky, které jsou zhodnoceny v souvislosti s jejich možnostmi pro dosažení komunikativní kompetence studentů. Praktická část popisuje drobný výzkum mezi učiteli a studenty anglického jazyka na středních školách v České republice ohledně jejich povědomí o pojmu komunikativní kompetence a jejich názorech na výuku gramatiky. Jelikož zjištěné údaje byly občas překvapivé a možná i trochu znepokojující, praktická část také obsahuje několik praktických tipů pro učitele ohledně výuky gramatiky.

Klíčová slova: komunikativní kompetence, výuka anglického jazyka, gramatika

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1. Introduction

Despite the numerous theories with opposing views on the teaching of grammar, it is felt that there is a link between teaching grammar and achieving communicative competence with students learning English as a foreign language. However, a number of teachers and learners are still sceptical regarding the purpose and benefits of formal grammar tuition and the optimal way to approach it. This is the chief reason for choosing this as the topic of this paper, as it is felt that despite the knowledge already pooled covering this area, an overview is necessary for teachers wishing for their students to make the most of the lessons.

There are two main aims to this paper. Firstly, in the theoretical part, it attempts to explain the link between teaching grammar and achieving communicative competence, thus highlighting the importance of teaching and learning grammar. The terms grammar and communicative competence are considered from different perspectives. Additionally, a number of arguments for and against the teaching of grammar are presented and investigated. Secondly, in the empirical part, it aims to investigate the attitude of secondary ELT teachers and their students towards teaching grammar, namely their awareness of the term communicative competence and of what it includes, as well as the perceived role of grammar in the process of English language teaching. Effort is made to suggest possible ways of making grammar beneficial towards achieving communicative competence.

THEORETICAL PART

2. Definition of terms: Communicative competence and grammar

2.1 What is communicative competence?

Although many theories exist in foreign language learning and teaching, some basic facts are accepted by most. One of the latest reasonable perspectives is that language should be perceived not as a mere system of rules, but as a “dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between

'learning that' and knowing how', (Nunan, 1989, p. 12). In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating. Some recent approaches highlight the main aim of foreign language learning as being able to communicate, in other words, achieving the communicative competence or communicative ability.

What is in fact understood by this trendy term? One of the definitions has been provided by William Littlewood (1981, p. 6) who explains communicative ability as having four domains.

The first is concerned with the structural aspect, which focuses on the grammatical system. Although the main objective is communication, it is felt that learners must achieve the highest level of linguistic competence they are capable of. This is so that they can easily use the language to express various meanings spontaneously. Littlewood rightly explains that "just as a single linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms", (Ibid., p. 2) It could possibly be added that language competence has two aspects – fluency and accuracy, the levels of which should be approximately the same. The structural aspect of communicative competence focuses mainly on accuracy.

The second domain of communicative competence according to Littlewood is understanding functional meanings (l. c.). To master this skill, learners need to possess three subskills: Firstly, the ability to recognise and understand linguistic structures and vocabulary; secondly, the awareness of their possible communicative functions, and lastly, "the ability to relate the linguistic forms to appropriate non-linguistic knowledge, in order to interpret the specific functional meaning intended by the speaker." (Ibid., p. 3) Littlewood explains this third aspect focusing on the relationship between linguistic forms and their communicative functions. He stresses out that this is variable, as stated above, and therefore the learners must be taught "to develop strategies for interpreting language in actual use" (l. c.).

This domain is therefore concerned with the receptive skills of learners, which is only logical since the communication process involves at least two participants.

The third domain, however, focuses on productive skills aimed at conveying messages effectively. Once again, what Littlewood (l. c.) states is:

“The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them (e. g. from the situation or from the preceding conversation), and selecting items which will communicate his message effectively. Foreign language learners need opportunities to develop these skills, by being exposed to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible.”

The last domain of communicative competence as defined by Littlewood (Ibid., p. 4) is concerned with understanding and expressing social meanings. The main point here is that language should be perceived to carry not only functional, but also social meaning.

Learners should be made aware of different social occasions requiring different ways of expressing meanings, with inappropriate language causing offence. Moreover, they should be cautious when translating directly from their native language, as the social meanings of seemingly “equivalent” structures may be different. Littlewood rightly points out that such mistakes may have the most serious consequences if not realised by the speaker (Ibid., p. 5). At the same time, this aspect could be perceived from the opposite angle as the language determining the social atmosphere of the situation. As an example, in a teacher – pupil relationship, the level of formality can be determined by the teacher using a highly formal or fairly informal language. In another case scenario, an advanced learner of English may find it difficult to be accepted in a group of native speakers due to his or her too formal

language. The social significance of language should probably be more highlighted with advanced learners as their relatively high level of linguistic competence may mislead native speakers.

To conclude, communicative competence does not comprise only the pure ability to convey messages. It adds the aspects of comprehension, accuracy, effectiveness and appropriateness in this process. To illustrate these points in this paper, the definition by Littlewood was used, which may be perceived as rather outdated, judged by its date of publishing. However, its findings can still be considered relevant after this period, showing its validity. In addition, other authors have expressed similar views (Canale and Swain, and Bachman, all in Bygate, M., Tonkyn, A and Williams E., 1994, p. 179). The comparison of the various views on what communicative competence includes would be an interesting and broad topic, which unfortunately is outside the scope of this paper.

Thus, what is the relationship between our goal of achieving communicative competence with learners and the learning and teaching of grammar?

2.2 What is grammar?

Numerous definitions of grammar are available. Pauline M Rea Dickins (Dickins, in Alderson, 1991, p. 113) examines some of them and divides them into three groups:

1. Grammar as form

(i) "... that branch of the description of language which accounts for the way in which words combine to form sentences." (Crystal 1971, Ibid.)

(ii) "English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences." (Close 1982, Ibid.)

This perception of grammar can be considered too simplified and therefore is not sufficient for the purpose of arguments in favour of teaching grammar.

Compare this with both Thornbury (2001) and Larsen-Freeman (2003) who perceive grammar as a process, coining the term "grammaring".

2. Grammar and language use

Rea Dickins refers to the Hymesian model of communicative competence (Hymes, in Dickins, R., in Alderson, 1991, p. 113) whereby foreign language students should be equipped not only with the linguistic knowledge, but also with the awareness of suitable language use in different situations.

3. Grammar: meaning and language use

Grammar is seen as a means of expressing meanings. It is not sufficient to define grammar only at morphological and syntactic levels, not even the meanings of sentences in isolation. Grammar is also influenced by pragmatic principles, it fulfils a certain role in conveying messages.

From a not completely different perspective, Marianne Celce-Murcia and Sharon Hilles (in Larsen-Freeman 2000, p. 8) explain the link of grammar to one of three other aspects of language: social factors, semantic factors and discourse factors.

Social factors take into account the speakers' roles, their mutual relationship and the purpose of the communication. For instance, consider an example of different ways of refusing a dinner invitation through using different modal verbs. Semantic factors are linked to the meaning. A possible example can be the difference between *few* and *a few*, while discourse factors concern topic continuity, word order, and the sequencing of new and old information. A possible example can represent logical connectors such as *although*, *even though* or *unless*.

It is pointed out that these three factors are in harmony within any language used naturally and therefore teaching any individual grammar point should be accompanied by matching it with one or more of the above aspects of language (social, semantic or discourse). In achieving to do so, the lessons will be more purposeful for the students.

Similarly, Canale and Swain (in Shumin, K., in Richards, J. C. and Renandya, W. A., 2002) express their view that communicative competence comprises grammatical, discourse, sociolinguistic and strategic competences, which

altogether link the linguistic system to the functional aspects of communication.

From the above mentioned facts, it can be concluded that in foreign language teaching and learning, grammar and communicative competence do not and should not exclude each other. Still, there are some possible myths about the relevance of teaching grammar to foreign language students.

3. Some myths and the importance of teaching grammar

The teaching of grammar is certainly one of the most widely discussed aspects of foreign language learning and teaching, from the underlying purpose of teaching this subskill, the degree of its importance in relation to other skills and subskills, to the ongoing quest for THE perfect method.

Numerous schools of thought emerged during the past two centuries of language learning, with various, often conflicting views. While some of them lasted only temporarily, others are still relevant at this day and age.

3.1 Why not teach grammar

A number of reasons can be claimed to oppose the teaching of grammar.

A well known figure in language teaching Stephen Krashen distinguishes between learning and acquisition, the former being a conscious process, while the latter represents unconscious absorption of new information (1982). His theory is based on the fact that people learn their mother tongue without any formal grammar tuition and that the same should be applied to second and foreign language acquisition. He perceives grammar teaching in terms of focus on the forms of language as having little or no effect on language acquisition. It can be argued, though, that while learning/teaching and acquisition are not always simultaneous, it is indeed possible to achieve this.

Another of Krashen's anti-grammar arguments is the natural order argument. This suggests that language items are generally acquired in a natural order, which stays the same independently of the sequence they are

taught in. This concept is based on the work of the linguist Noam Chomsky (Chomsky, in Thornbury, p. 19), who believes that there is a universal grammar that all people are born with. However, this would mean people acquiring foreign languages just through being exposed to them. While this works for some, it does not for others. Moreover, even Krashen himself now doubts its validity.

“We (Krashen, Madden and Bailey, 1975) once suggested the natural order itself, which I no longer think is the correct basis for sequencing for acquisition or learning.” (Krashen, 1982)

Thornbury (1999, p. 19) also mentions the fact that any language comprises a vast number of items that can be learnt separately. They can represent lexical items, such as whole phrases or idioms, called chunks of language. These are more complex than simple words, but frequently simpler than whole sentences. Memorizing them and learning their communicative functions can serve as a shortcut avoiding possibly complicated or difficult to explain rules, which can be done at a later stage. This can possibly be beneficial, especially when these chunks are presented in reasonable amounts. However, some grammar tuition is still inevitable.

3.2 Arguments in favour of teaching grammar

In the previous part of this chapter, some arguments against teaching grammar were presented. However, it can be claimed that the evidence in favour of teaching grammar outweighs the reasons against. Michael Swan (Swan in Richards and Renandya, 2002, p. 148) presents some disputable and some justifiable reasons supporting grammar teaching. In this essay, the reader is free to make their own decision as to the classification of the reasons.

The first reason is the undeniable existence of grammar. Swan cites the mountaineer George Mallory who, when asked why he attempted to climb Mount Everest, replied: “Because it is there”. He claims that some teachers of

English perceive grammar as part of the system which therefore needs to be tackled. However, Swan also warns that with an increasing number of textbooks catering for different student needs, not all grammar points may be equally useful and necessary for selected classes (Ibid, p. 149).

Another of Swan's reasons is the relative system in grammar – the possibility of its organising into separate, neat units, unlike the complexity and vastness of vocabulary. Thornbury (1999, p. 19) calls this “the discrete item argument”. Language, which may to foreigners appear enormous and too complex, can through grammar be broken down into smaller categories, discrete items, which can then be taught separately, making it more digestible for the students and easier for the teachers to include in their teaching plans. However, the danger of teaching items in isolation and the importance of contextualising must also be stressed.

It can be argued that teaching grammar is measurable. How easy is it to tick off in your teaching plan that you have introduced one aspect of grammar, e. g. present perfect simple, to your students. Whether they can in fact use it correctly and know its functions is of course another thing. This goes hand in hand with its testability. Swan rightly realises the possible problems in trying to design a fair overall language ability test including pronunciation and vocabulary, while grammar tests can be seen as relatively straight- forward:

“So, grammar is often used as a testing short cut; and, because of the washback effect of testing, this adds to the pressure to teach it. So we can easily end up just teaching what can be tested (mostly grammar), and testing what we have taught (mostly grammar).” (Swan, p. 149)

Nevertheless, as stated in the previous paragraph, it is not vital to teach the whole system of grammar, and selectivity of grammar points is essential.

In some areas, high level of linguistic competence may represent a criterion for being accepted in the society or in a company. This is linked to the learners' motivation, further aspects of which are discussed in Chapter 6.5.2.

Grammar can be seen not only as daunting, but also as comforting, and many students in fact expect to be taught some grammar during their lessons to make their learning more systematic and organised or to fulfil their expectations of what a language class should look like. Once again, this is dependent on the students needs.

Marianne Celce-Murcia and Sharon Hilles (1988, p. 2) point out the danger of fossilisation should students be exposed to too little grammar. This is referred to as “the fossilisation argument” by Scott Thornbury. Explained briefly, after some time of unguided learning most students are likely to reach a plateau, when their English improves no longer, in other words their “linguistic competence fossilises” (Thornbury, 1999, p. 8).

Thornbury (2001, p. 9) also suggests the correlation between the amount of grammar needed and the gap between the communicators. This means physical distance, different time span between the present and the actual time we are referring to, different social rank, familiarity of the speakers or the amount of shared knowledge. Thus the absolute need for grammar in situations referring to the past, hypothesis, communications where high level of formality is necessary. Naturally, other linguistic features are needed to support grammar in this respect, such as intonation, lexical means and body language, but without grammar, the message would not be comprehensible.

Last but not least, a reasonable argument for the teaching of grammar as mentioned by Swan (p. 150) is comprehensibility. Grammar is a tool for expressing various meanings and communicative functions. For instance, students may find daunting the prospects of learning about expressing the past, but using the wrong tense can result in misunderstanding. An example of three similar sentences with different meanings:

When I arrived, they left.

When I arrived, they were leaving.

When I arrived, they had left.

This undoubtedly demonstrates a link between grammar and communicative competence.

3.3 Arguments for and against teaching grammar - summary

Taking into consideration the ideas mentioned previously in this chapter, the following is a brief summary of arguments for including grammar teaching in foreign language courses:

<i>Arguments In Favour</i>	<i>Comment</i>
necessary part of the language	not all points relevant to all learners
systematic – discrete item argument	teaching in context, not in isolation
measurable	teachers' checklists x actual ability to use
easy testability	washback effect
acceptability as learners' motivation	
part of students' expectations	learners' needs to be considered
prevents fossilisation	learning threshold increases
comprehensibility	expressing various meanings and moods
discourse tool	achieving coherence
social function	formality, social status and relationship

Admittedly, this is not an exhaustive list, but sufficient for the purpose of this essay.

4. Selected approaches to teaching grammar

As mentioned previously in this text, many approaches to teaching grammar have been introduced over the years with varying techniques and tools. Due to the limits on the volume of information that can be included in this paper, only three approaches are presented. The choice reflects their dominance in present EFL teaching, or in other words, the selection of strategies and methods for currently dominating eclectic view of foreign language teaching. The aim of this chapter is to evaluate selected methods as means of achieving communicative competence with learners, as well as their view of grammar.

4.1 Grammar-Translation Method

This method was developed by German scholars and originally was referred to in the United States as the Prussian Method (Kelly 1969 in Richards and Rodgers, 2001, p.5). Another name was the Classical Method due to its use in classical languages teaching, Latin and Greek (Chastain in Larsen-Freeman, 2000, p. 11). The purpose of this method was to assist learners with reading and understanding foreign literature, and through this improve intellectually.

Larsen-Freeman provides an interesting overview of the Grammar-translation method, listing the underlying principles based on real class observations. The Grammar-Translation method has had its supporters, as well as opponents. In relation to aiming to achieve communicative competence, it would be possible to evaluate it as follows (Larsen-Freeman, 2000, p. 15):

i) Although there are many reasons why people decide to learn a foreign language and one of them may possibly be being able to read in the target language and appreciate its culture. However, most learners have different motifs for studying a foreign language.

ii) Attempting to find similarities and differences between the target language and the student's mother tongue can prove useful in helping students find a system in the language, providing a degree of predictability and security. On the other hand, this may only be feasible in mono-lingual classes. Moreover, it is often possible to translate an utterance in more than one way, leaving it at the teacher's discretion to decide what he or she perceives as correct, as well as deciding how much in fact to teach. Nevertheless, in order to communicate a message, irrespective of their language proficiency, students do need to transfer their thoughts from one language to another. Therefore some translation exercises would not go amiss although they should not be the main focus.

iii) At this day and age, it is absolutely essential to consider all the skills and subskills in learning a foreign language, even not forgetting that learners' needs vary. When conveying a message, there are two main aspects: fluency and accuracy. Both of them should be at relatively the same level,

hence some attention should be given to form. It should not, however, be the sole focus of language learning.

iv) When it comes to classroom management, the role of the teacher is undoubtedly important as a manager of the lesson, planner or organiser (Harmer, 2001, p. 57). On the other hand, the teacher's role should not revolve around providing certain rules and correct answers. In our perspective of achieving communicative competence, his or her main task should lie in selecting appropriate ways of presenting individual grammar points, planning suitable activities, providing the learners with sufficient practice, as well as monitoring their understanding and progress. Advantage should be taken of deductive, as well as inductive ways of grammar presentation, once again at the teacher's discretion reflecting the learners' individual needs.

In a nutshell, the Grammar-Translation method undoubtedly has its drawbacks, but when modified, could be a useful tool in language learning and should not be discarded as such.

4.2 Content-Based Learning

Content-based learning or Content-based instruction is an approach whereby the target language is a tool to learning certain subject matter, which in turn helps to absorb the language and improve the language ability in students.

It has been defined by Krahnke (in Richards and Rodgers, 2001, p. 204):

“It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.

Diane Larsen-Freeman (2000, p. 137) provides some observations concerning this approach and her overview paints Content-based learning in a very favourable light. In terms of striving for the communicative competence in learners, it can be evaluated as follows:

i) It is a fact that putting language items in context aids their acquisition. Providing real life, practical language is a must when communicative competence is the goal to achieve.

ii + iii) Being aware of the students' background and needs is undoubtedly beneficial thanks to increasing learners' interest and therefore their motivation for learning the language. However, learners' interests may prove difficult to predict. Moreover, this may not be fully feasible in really heterogeneous classes.

vi) Language is purposeful (Richards and Rogers, 2001, p. 208). Students are presented with a suitable way of using certain language items in certain contexts and for certain purposes. Moreover, the content needs to be organised, with the target language and its discourse as essential tools for achieving this.

v) The use of authentic materials can increase students' motivation should they see their practicality. However, when evaluating the suitability of these materials for use by particular groups, the students' language ability and background knowledge need to be considered. This is because a text too much beyond the learners' language skills or one which is too difficult to grasp may dent the learners' confidence and in fact discourage them.

vi) Learning a language is not and should not be confined to the classroom only. Students should be taught to perceive revision and further study at home as natural. Once again, homework ought to mainly reflect previously presented language items, with a limited amount of new ones.

4.3 The Communicative Approach

Communicative Language Teaching (CLT) is an approach in which the main aim is to communicate. Learners are expected to use the language to fulfil certain communicative tasks, e. g. problem-solving or role plays (Larsen-Freeman, 2000, p. 129). In other words, language is seen as a means of communicating a meaning, it has a function. This seems to correspond with the concept of communicative competence.

A communicative activity, according to Morrow (in Larsen-Freeman, p. 129) has three aspects. The first one is information gap, whereby one participant in the conversation provides some information unknown to the other. In addition, they have a choice of how they will communicate this to the recipient. Therefore, chain drill activities are not considered communicative. The third feature is purposefulness. Linked to the first aspect, the speaker needs some form of feedback to verify that the purpose of the communication has been fulfilled.

According to Larsen-Freeman's observations (Ibid, p.129 – 134), the following points can be used to summarize CLT:

- i) The aim is to enable students to communicate in the language. To be able to do this, students need to possess the knowledge of the linguistic forms, as well as meanings and functions. This on its own, however, is insufficient. Learners also need to be aware of the social context and possible ways of negotiating the meaning with other speakers.
- ii) The teacher's main role is that of the facilitator of communication through providing suitable situations in the classroom environment, and possibly a participant in a conversation, as well as an adviser.
- iii) The syllabus is mainly organised according to the functions of the language, as opposed to just grammatical items. Students are also introduced to the concepts of cohesion and coherence, thus catering for the discourse or suprasentential level of the language. Focus is on all four basic skills.
- iv) Typically used materials are authentic in order to provide meaningful resources to illustrate how language is used in real world. This increases the students' motivation, but it also requires careful planning as inadequately chosen material may have the opposite effect.

Communicative classrooms are sometimes described as not bothering with grammar. However, Widdowson strongly disagrees:

“If we are looking for nonsense, this suggestion is a prime example (...) For language learning is essentially learning how grammar functions in the

achievement of meaning and it is a mistake to suppose otherwise.” (Widdowson 1990, p. 97).

Overall, Communicative Language Teaching seems a reasonable solution to foreign language teaching. Perhaps its greatest benefit can be the viewpoint of looking at the target language and the roles it needs to fulfil. It is also reasonable to look at any language as a system of rules and functions, which can be split into parts. However, these cannot work on their own, therefore all need to be catered for in the process of language learning.

5. Conclusion of theoretical part

The theoretical part of this paper focused on explaining the link between including grammar teaching in language classrooms and achieving communicative competence. Three possible approaches in language teaching were discussed in relation to considering communicative competence as their goals. Undoubtedly, there is a vast number of approaches and methods in language teaching, but it was beyond the scope of this paper to discuss them all. The three presented were selected only to illustrate the diversity of such approaches, and also due to their relative dominance in current EFL teaching (as suggested by Richards and Rogers, 2001).

6. EMPIRICAL PART

6.1 Introduction

The research carried out between November and December 2009 was aimed at finding out some answers to the following problem:

What is the attitude of secondary school teachers of English as a foreign language and their students towards teaching grammar with view to achieving communicative competence?

The term *attitude* in this paper represents opinion of and approach to grammar, with particular aspects specified in 6.2.2.

6.2 Background information

6.2.1 Respondent groups

The respondents were EFL teachers at secondary schools in the Pardubice region and their students. Despite efforts to include the majority of schools, not all questionnaires were returned, which reduced the number of respondents, and admittedly the validity of this research. A total of 158 student and 20 teacher responses were analysed, thus making the response rate 79 % with teachers and 67 %with students.

The concept behind this research was to compare the teachers' views to those of the students in their classes. In practice, for every teacher involved in this research, at least one of their classes was questioned, with each student receiving a questionnaire. After collection, these were then analysed and the views compared.

The questionnaires were piloted at the school where the author of this paper works as an EFL teacher. These responses were excluded from the total research results. This piloting provided valuable feedback on the time needed for completing the questionnaire, its easiness, possible ambiguous questions and suggested answers, the clarity of instructions, as well as the suitability of the layout. Detailed description of the piloting stage is considered unnecessary due to the limited scope of this paper.

Please note that the author's own views were not included in this research to prevent biasness.

6.2.2 Research method

To conduct this research, questionnaires of two types were used, one for the teachers and the second for their students (see Appendix A, B and Appendix C), albeit with similar questions to allow for comparison. Prior to and during their preparation, various sources were consulted, (see bibliography).

Choice of method depended on the relative easiness of data collection and its comparability. The actual questionnaires were designed so as to state the purpose of data collection, although with the effort to avoid “feeding” the suggested answers to the respondents. Mainly closed questions were used to allow for speediness of filling in their answers. However, where possible, the respondents were encouraged to provide their own ideas as well, although not many took this opportunity.

It was thought best to use the students’ and teachers’ mother tongue in this questionnaire to prevent any misunderstanding, hence there are two types of questionnaires for the teachers. At the same time, there was effort to avoid using specific jargon.

6.2.3 Aspects researched

With view to finding out the opinions and attitudes of the teachers and their students, the main points covered in the questionnaires included:

1. Whether the teachers in question have encountered the term “communicative competence”. This term was explained in Chapter 1 of this paper, although the respondents were not acquainted with the author’s view of what it could include.
2. What they would include under this term, which language aspects they see as the most and which as the least important towards achieving communicative competence.
3. Which aspects of language they mainly concentrate on in their lessons. This was the teachers’ perspective, compared with that of the students.
4. Whether they consider their lessons beneficial towards achieving communicative competence. Again, the two viewpoints were compared.
5. The student’s understanding of the term “communicative competence” and what it could include
6. What is the focus of their English lessons
7. Whether they consider their learning beneficial towards achieving communicative competence
8. In the students’ opinion, what share of the lessons should be taken up by grammar

6.3 Findings and data analysis

6.3.1 Teacher Profile

As can be seen in Fig. 1, all the teachers questioned work for secondary schools, this included grammar schools, specialized secondary schools and apprentice training schools (“SOU”) in the Pardubice region.

Their teaching experience varied, with the majority of them possessing 10 + years teaching experience, as in Fig. 2.

Fig. 1: Teaching experience of the teachers

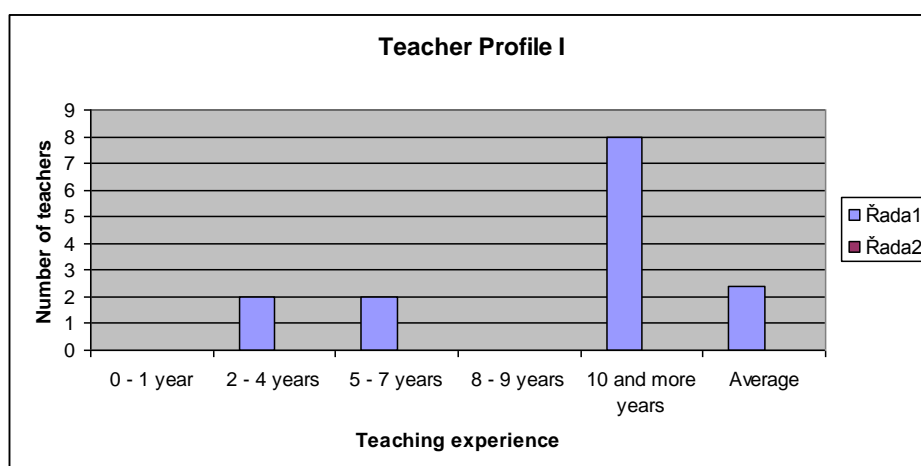
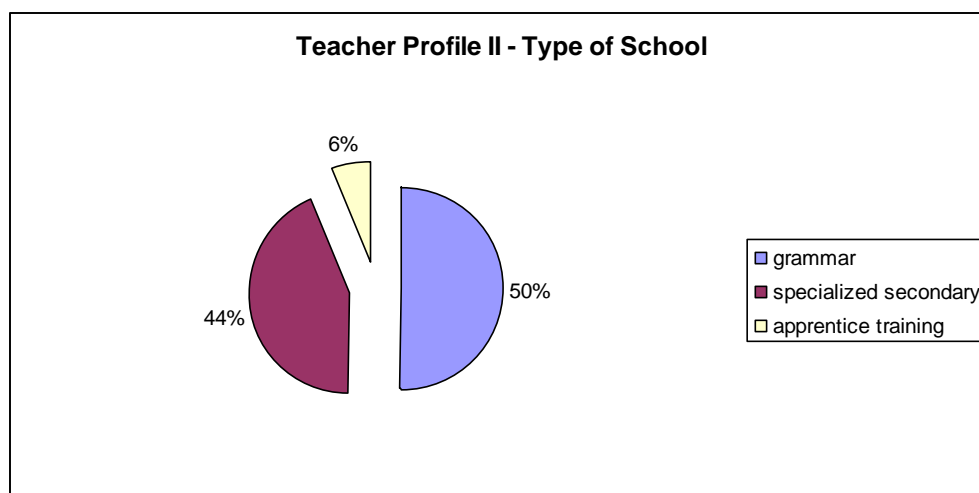


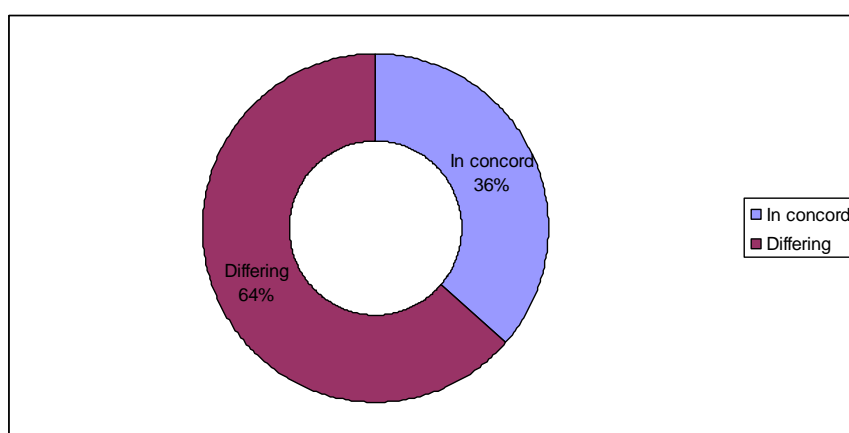
Fig. 2: Type of school



All the teachers in question have come across the term “communicative competence”. What was interesting, though, they had differing views as to what could be included under this term.

In theory, it could be expected that if the teacher has a certain idea of the term “communicative competence” and its aspects, these would be reflected the most in their lessons should he/she aim at achieving the communicative competence with his/her students. Surprisingly, although all the teachers in question were of the opinion that through their lessons their students achieved communicative competence, the aspects perceived by them to be crucial to their aim were not really focused on during their lessons, see Fig. 3.

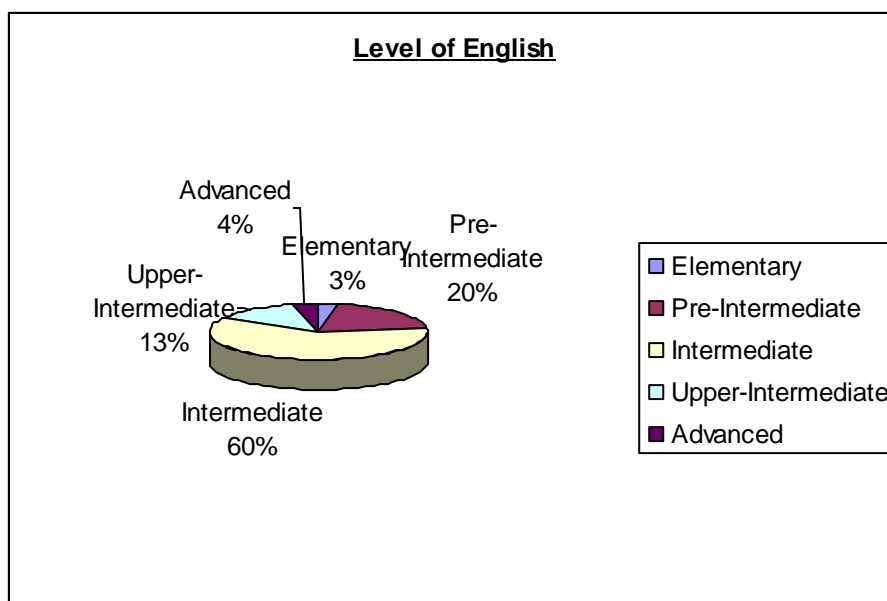
Fig. 3: Concord between perceived communicative competence and focus on lessons



6.3.2 Student Profile

As stated above, the student samples were taken from specialized secondary schools, grammar schools and apprentice training schools in the Pardubice region. It is thought necessary to point out that the reliability of their responses can not be taken for granted due to their occasional tendency to not take things seriously, and/or perhaps not follow the questionnaire instructions properly, despite efforts to minimize these problems.

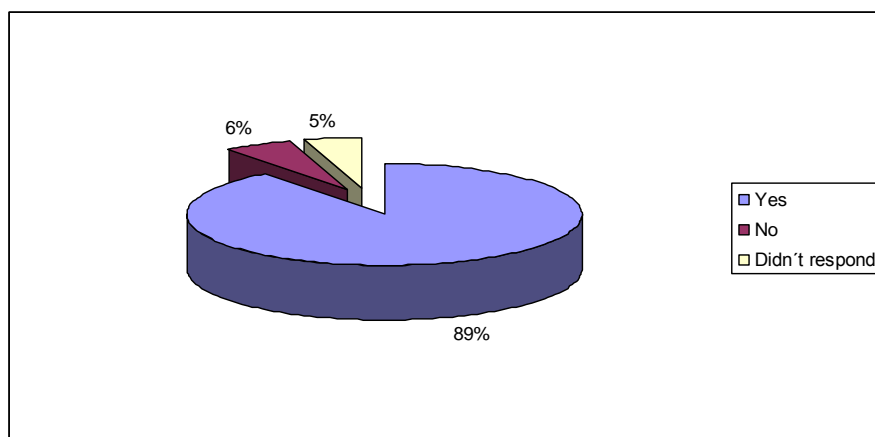
Fig. 4: The students' perceived level of English



From Fig. 4 it is clearly visible that the vast majority of students consider their level of English to be at an intermediate level. Since the average length of studying English is nine years, it may seem surprising that there are not more students at higher levels.

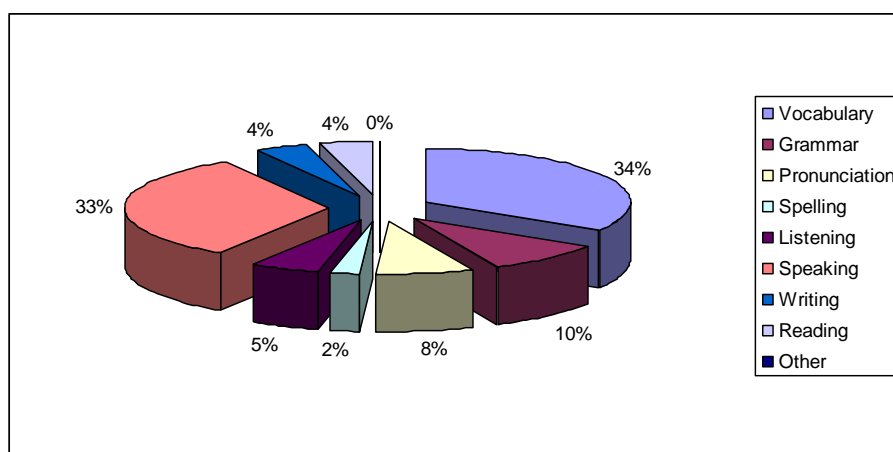
The questionnaire also showed that the majority of them believe that studying English at their school helps them enhance their level of communicative competence (Fig. 5). Despite being asked, not many of them in fact stated the reason for this, although some of them claimed that the crucial factors for this are: the high number of English lessons, studying other subjects in English, having quality teachers, a chance to practice with a native speaker, sufficient opportunities for student exchange programmes, everyday use of English, sufficient practice, having to prepare speeches and presentations in English, practising communicating in dialogues and improving their ability to understand.

Fig. 5: Students' opinion on achieving communicative competence through English lessons at their school



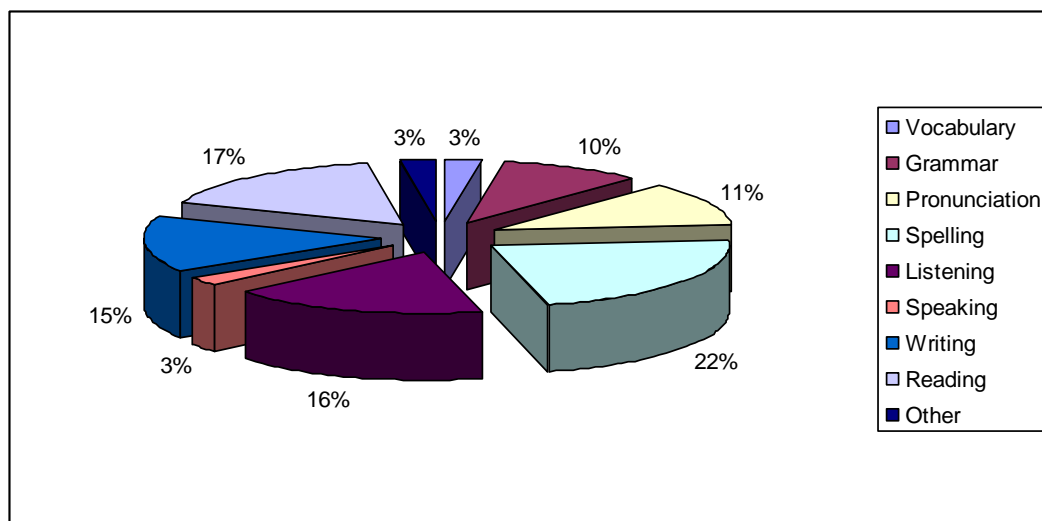
The students were also asked about the aspects they rate as the most and the least important towards achieving communicative competence, rating them from 9 as the most important up to 1 as the least. They were able to choose from the main language skills and language subskills, as well as add another of their own if necessary. For the purposes of analyzing the most important aspect, students' choices marked with 9 and 8 were considered. In addition, they were able to award the top ranking to more than one category, if thought necessary. It is clear that as the main aspects are considered vocabulary and speaking, as in Fig. 6.

Fig. 6: Aspects perceived as the most important for achieving communicative competence



At the opposite end, the least important were spelling, closely followed by reading comprehension, grammar and writing. Here, the difference among the first several categories is not as striking as in the previous criterion, see Fig. 7.

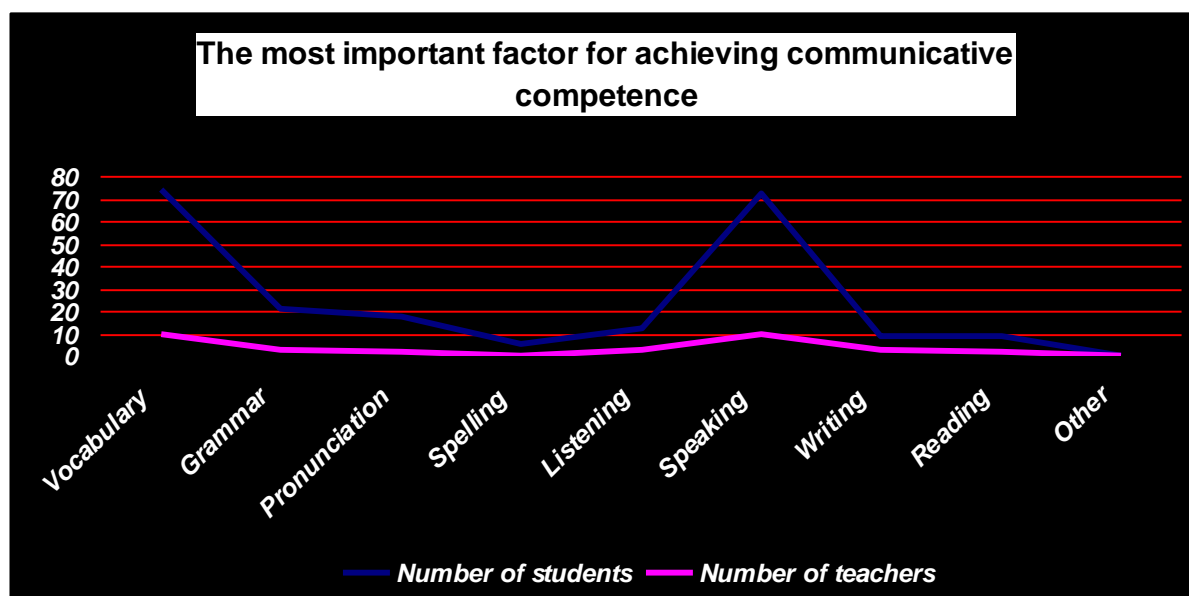
Fig. 7: Aspects perceived as the least important for achieving communicative competence

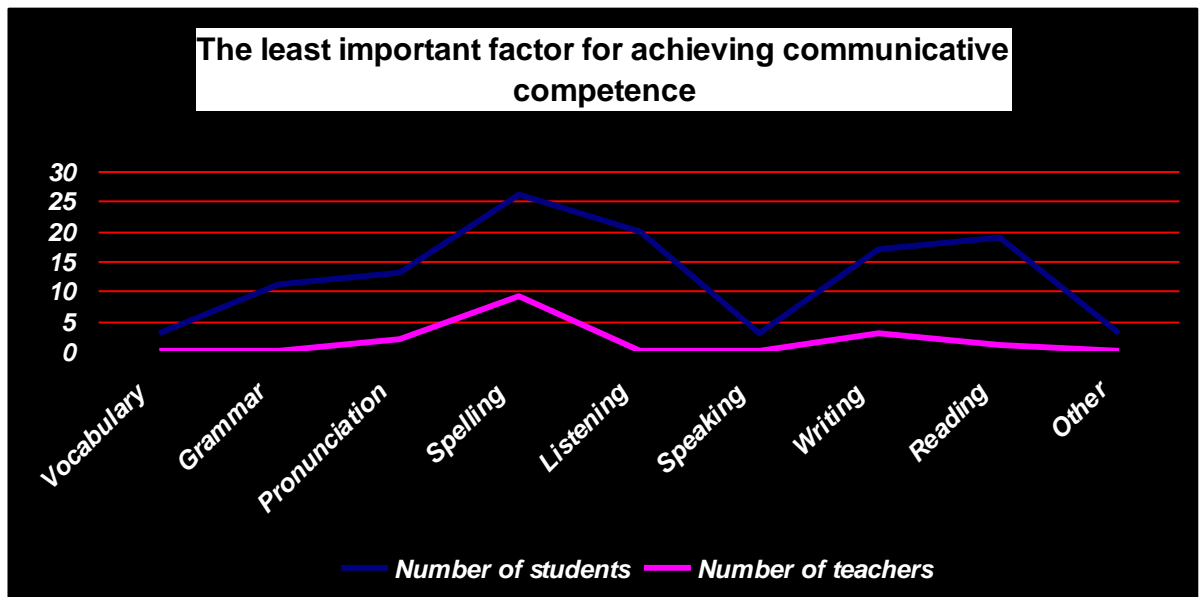


6.3.3 Comparison: Teachers' versus students' perspective

At this point, it was interesting to compare the students' views on the importance of the aspects towards achieving communicative competence, with those of the teachers.

Fig. 8: The most and the least important factors for achieving communicative competence: comparison

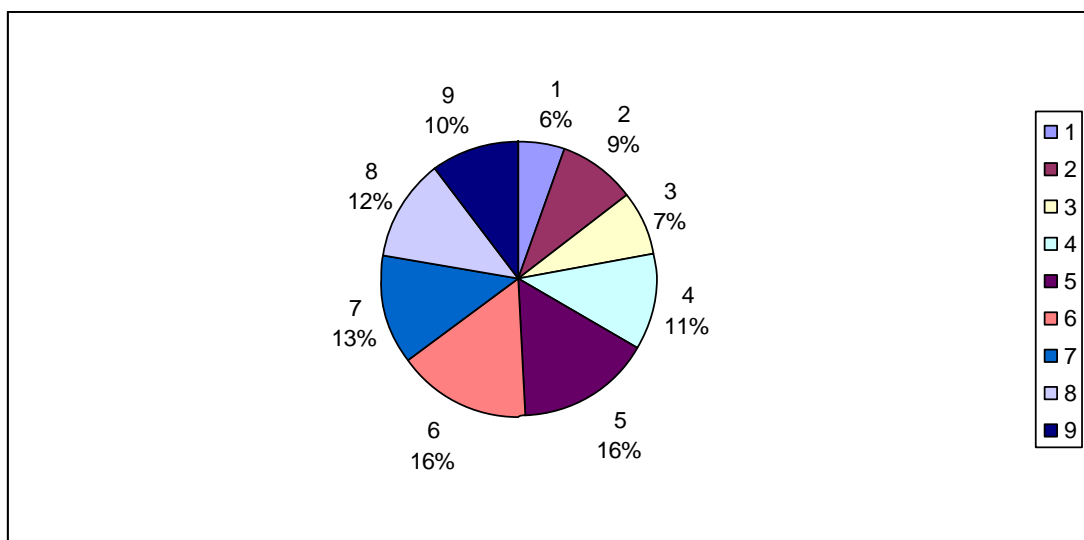




Clearly there are differences between the opinions of the teachers and the students. With regards to the most important factor, the students' opinion was that it is mainly vocabulary and speaking. With the teachers, however, despite expressing the same opinion, the spread was more equal among the categories. As far as the least important factor is concerned, with both groups of respondents it was spelling. Once again, the spread of the teachers' opinions was more level.

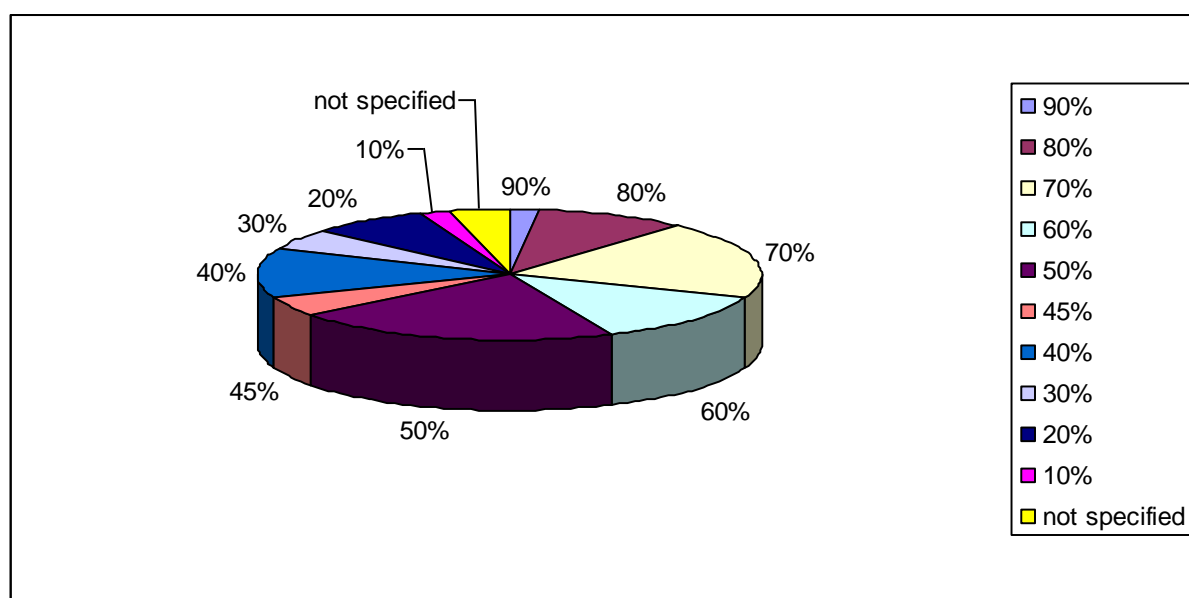
Further aspect was the position of grammar in the students' ranking.

Fig. 9: The importance of grammar according to the students



Students were asked to assess the importance of factors towards achieving communicative competence. The scale was from 9 – the most important, to 1 – the least important. Fig. 9 shows the distribution of ratings according to the students. It is visible that the majority of students rank grammar as fairly important, with the grades 5 and 6 being the most frequent. This is rather interesting given the students’ frequent complaints in class about the importance of teaching grammar. Fig. 10 shows the perceived percentage of lesson time that should be dedicated to teaching grammar.

Fig. 10: Lesson time that should be devoted to teaching grammar – students’ opinions



6.4. Conclusion of research

This research is by no means exhaustive given its relatively small number of respondents as regards both the teachers and the students, as well as the validity of their responses. However, it can be perceived as a mere starting point for further research with a bigger sample, perhaps covering not only the Pardubice regions, but other regions in the Czech Republic as well. Ideally, it could be applied to other countries, but this would be outside the scope of the author. In addition, it is necessary to think of a suitable way of teaching grammar towards achieving communicative competence. We preferably avoid claiming that there is one best way to do this. Nevertheless, an insight into this matter has been provided in the theoretical part of this paper.

It was the author's initial intention to carry out an observation of two similar groups, with one focusing on grammar and the other virtually ignoring grammar in the lessons, and consequently comparing their level of communicative competence. However, due to the complexity of designing a valid test to measure the level of communicative competence, covering all its domains and reducing the differences in all the group variables, this proved to be beyond the scope of this paper and may provide a challenge to be attempted in another study.

6.5. Teacher's role

In the theoretical part it was established that grammar teaching should be included in EFL classrooms, but research has showed that it does not always guarantee achieving communicative competence. Logically the question arises regarding the optimal way to do so, as well as the teacher's part in the process.

First and foremost, it could be claimed that a teacher's vital role is that of a motivator, regardless of the reasons why his/her students are in the classroom. Motivation is linked with other elements in the teaching process. In this final chapter, these will be discussed in the following order:

1. The time sequence and typology of activities for each stage
2. Teaching dynamics to facilitate language acquisition

6.5.1 The time sequence and typology of activities

When attempting to recommend a sequence in teaching grammar, the often cited "presentation, practice, production" (Thornbury, 1999, p. 114, Scrivener, 1994, p. 114) principle can be challenged and modified.

The first step, roughly equal to that of presentation in the traditional model, could be to get the learners to notice the presence of grammar (Thornbury, 2001, p. 31). Moreover, it should be highlighted in an authentic situation, to show it is used in real language. It may be useful to think instead of "covering

grammar” about “uncovering grammar” (Ibid, p. 57). The aim is to provide certain input, something that we would like our students to take in. Frequently, the students may find they have already come across the grammatical item before, as is the case with some “false beginners” (Scrivener, 1994, p. 115).

Skipping this stage or not paying it due attention may result in non-existent acquisition. At the same time, on its own, this is in most cases not enough to ensure the ability to use the item fluently.

There are a number of ways how to approach this phase, from the teacher providing the explanations him/herself, referring the students to another source, for example their textbook, through guided discovery or even self-directed discovery. Comparing these various approaches provides food for thought and depends on the teacher’s preferences and experience. An example of a consciousness-raising activity is provided in appendix D.

Another interesting point is whether to assign form to meaning or vice versa (Scrivener, 1994, p. 133). Larsen-Freeman suggests considering the three dimensions of language in communication: Form, Meaning and Pragmatics (Larsen-Freeman, 2003, p. 34). An example of a chart showing the interconnection is provided in Appendix G. This shows the inseparability of grammar from the other language aspects, and provides yet another argument in favour of teaching grammar.

The second step in the process of grammar teaching may be providing practice, or restricted use activities, aimed mainly at accuracy in producing smaller, individual language items (Scrivener, 1994, p. 133). As Penny Ur explains, in this phase grammar works as the main learning objective, although only temporarily (Ur, 1988, p. 5).

As Larsen-Freeman (2003, p. 99) rightly points out, students should not be expected to move directly from the awareness stage to using the grammatical

item correctly in communication. In other words, “comprehension does not guarantee production”, although it is its prerequisite.

“Grammaring is a skill, and as a skill, requires practice. Meaningful practice of a particular type not only helps learners consolidate their understanding or their memory traces or achieve fluency, it also helps them to advance in their grammatical development.”

This sounds logical. How many people are able to understand quite a lot in a foreign language, but fail when it comes to producing?

Once again, there is a variety of activities that could be used for this purpose. The drill activities have been claimed to be of little use, but mainly when they are made too easy for the students, who therefore find them boring. Moreover, it is essential the teacher keeps his/her expectation at a high level to keep the students challenged and therefore motivated. As the main aim of drills is accuracy, it is crucial to require even multiple repetition to achieve near perfection (Scrivener, p. 120 – 121). Another type of structured practice are written exercises, such as lexical cloze, where the students are required to fill in specially picked word classes. Using Littlewood’s terminology, these activities would belong to pre-communicative (Littlewood, p. 8) An example of a more challenging drill is in appendix E.

More communicative activities should follow. In Chapter 4 of this paper we established the features of communicative activities in general. According to Raymond F. Comeau (in Rivers, 1987, p. 57) interactive oral grammar exercises should possess the following five qualities: Firstly, being communicative, such as interviews, group games, pantomimes and various types of role play. Secondly, they should be meaningful, which should increase the students’ motivation. Thirdly, the choice of possible answers should be limited. This focuses on particular grammatical structures, although it could be argued that in real communication, the speakers usually have choices as to how to present their ideas. Fourthly, the activities should be expressive, which means imitating the target pronunciation and accent.

“Students should be encouraged to adopt the accent, intonation, and pronunciation of native speakers as completely as possible. The quality of expression in interactive exercises should be highly inflected, even exaggerated, and should represent the full range of emotions in order to encourage students to forget their inhibitions and truly dramatize the language.”

Lastly, Comeau (Ibid, p. 58) suggests integrating interactive grammar practice with other types of activities and perceives their main aim as complementing rather than replacing usual exercises. This opinion is shared by Penny Ur, who stresses the link of grammar with other skills and subskills (1988, p. 6). Ur (Ibid, p. 93) adds two further characteristics, reciprocal and unpredictable, in order to mirror real-life communication.

How can a grammar activity be changed into a communicative, purposeful one? Thornbury (2001, p. 30) suggests a list of ways how to grammar up language production tasks. They include incorporating information gap (thus increasing the distance by reducing shared knowledge and reliance on context), personalisation (which increases intrinsic interest), game element, writing (this provides a sense of distance as well as allows processing time), repetition to increase processing opportunities, performance to increase social distance, schema-bending – to reduce shared knowledge. These ideas seem very similar to Comeau’s from the previous paragraph.

Typical communicative activities which provide opportunities to practise grammar are interviews, guessing games or other information-gathering activities, an example of which is provided in Appendix F.

The production, or output stage (Larsen-Freeman, p. 100) absolutely must not be the last. Penny Ur (1988, p. 7), calls the last phase test, but perhaps it would be more appropriate to refer to it as feedback. Interestingly, this is a rather controversial aspect of language teaching. It can be perceived as futile, harmful or ambiguous. (Larsen-Freeman, p. 127). Feedback can be both positive and negative. Effective negative feedback needs to be judicious, with

the teacher correcting errors rather than mistakes. According to Thornbury (1999, p. 115), teachers should correct those that interfere with intelligibility, and self-correction should also be encouraged.

However, it is the author's belief that the process of teaching grammar does not end here. Students should be directed towards language awareness outside the classroom, they should be encouraged to notice things and think about their purpose. This should be the teacher's role in general, not only when applied to language teaching.

6.5.2 Teaching dynamics to facilitate language acquisition

We started Chapter 6.5 by expressing the belief in the role of the teacher as a motivator. The importance of carefully choosing a sequence of appropriate activities has already been discussed. In terms of motivation, there are a number of aspects which are believed to facilitate second or foreign language acquisition if thought over carefully.

A debatable issue is one of presenting authentic materials to students. It is at the teacher's discretion what sort of examples is used in class. Unfortunately, some authentic ones, if taken out of context, may seem rather meaningless to students, who thus fail to see the sense in learning the particular grammatical item. "The basic criterion for normality is not actual occurrence but contextual plausibility." (Widdowson, 1990, p. 79)

The interrelation between grammar, meaning and pragmatics has already been discussed (see Chapter 7.1). Some authors agree that these should not be taught separately, but in combination. Widdowson (1990, p. 81) suggests "a more natural and more effective approach would be to reverse the traditional pedagogic dependence, begin with lexical items and show how they need to be grammatically modified to be communicatively effective". By providing context we present the broader picture, thus illustrate the need for our students to learn grammar. Should they see it used with some purpose, they are more likely to understand the logic behind learning it. Obviously, the teacher's attitude is crucial: if he/she perceives grammar only as a necessary

evil, how are his/her students expected to believe in learning it? Moreover, if the stages of grammar teaching as suggested in the previous chapter are presented with view to achieving communicative competence, the attitude towards learning grammar is bound to be more positive.

Another aspect which should not be overlooked is allowing some personalisation. In other words, encouraging the students to use the grammatical items to describe aspects of their own life. This is likely to promote language acquisition and retention. However, Penny Ur suggests teachers should be cautious as to the degree of personal information elicited from students without causing embarrassment (Ur, 1988, p. 22). Naturally, different classes and even students within the same class may be learning English for different reasons. Therefore the role of the student needs analysis and a carefully selected syllabus must be mentioned.

As regards motivation, the purpose of learning a language links with the way of studying. Autonomous learning should be promoted, perhaps through using discovery approaches to grammar presentation and encouraging students to notice certain language aspects outside the classroom.

Autonomous learning, however, does not mean that the teacher distances him/herself from being involved in actual teaching. According Penny Ur (p. 14), teacher's assistance is a must. Thornbury (1999, p. 94, 2001, p. 52) suggests that a teacher should provide a sort of scaffolding to students who attempt to use the language for communication but perhaps are a little unsure. It is undoubtedly a useful tool for encouraging communication, as well as accuracy, which are two major aims in language teaching.

The aspects discussed in this chapter are admittedly a mere fraction of other possible suggestions. However, if teachers see their job as helping their students to learn the language for communication, their work only begins by establishing a positive frame of mind. Willingness to learn how to teach students, not textbooks, is the first, although vital, first step on a rewarding journey.

6.6 Conclusion of empirical part

The empirical part of this paper examined the perceived role of grammar teaching in relation to communicative competence, whereby the students' and teachers' opinions were compared. Interestingly, the views differ on both the role of grammar and what the term communicative competence includes. It is perhaps alarming that many teachers would not include reading or listening under this definition, as well as the fact that a large number of students are still at a pre-intermediate or intermediate level despite having studied English for about nine years on average. This provides food for thought regarding the appropriateness of teaching English as a foreign language not only at secondary schools, but first and foremost at primary schools.

The last chapter intended to suggest ways of teaching grammar with view to students achieving communicative competence. Naturally, it should not be considered an exhaustive checklist, rather a working schema which could be extended in time and which may provide another perspective.

7. Conclusion

Based on the facts presented in this paper it could be safely claimed that grammar plays an important part in achieving communicative competence with students learning English as a foreign language. It is believed that it is the teacher's duty to present to students what is an essential part of the language. It would be immoral to deny them this chance. At the same time it must be highlighted that grammar is not the only aspect of language to be taught and should not be the sole focus of teaching English. Instead, it can be perceived not as limiting but providing wider choice, and as one of the necessary means of attaining an important aim in foreign language teaching, communicative competence.

8. Resumé

V současné době se objevují různé, mnohdy protichůdné názory ohledně důležitosti gramatiky ve výuce anglického jazyka, a to vzhledem k cíli, kterým je dosažení komunikativní kompetence u studentů. Tato bakalářská práce si klade za cíl prozkoumat tuto otázku z různých hledisek a vyvodit příslušné závěry pro učitele anglického jazyka.

Teoretická část nejprve vymezuje základní termíny této problematiky, kterými jsou *komunikativní kompetence* a *gramatika*. Ačkoli jsou často zmiňované, ukázalo se, že mnozí se neshodují v tom, jak je definovat.

Pro vysvětlení termínu *komunikativní kompetence* je v této práci použita definice navrhnutá W. Littlewoodem, jehož poznatky, ač publikovány již v roce 1981, jsou stále aktuální. O jejich platnosti svědčí takové srovnatelnost s názory dalších autorů, kteří se otázkou komunikativní kompetence zabývají, např. Canale and Swain, Bachman a další. Vzhledem k podobnosti těchto teorií se tato bakalářská práce nezabývá jejich podrobnějším srovnáním, pouze je bere na zřetel.

Podle Littlewooda termín komunikativní kompetence zahrnuje čtyři domény, první z nichž je lingvistická kompetence. V ní by studenti měli dosáhnout nejvyšší možné úrovně, aby byli schopni použít daný jazyk pro vyjádření různých významů, a to spontánně. Nepochybně pravdivý je jeho názor, že stejně jako jeden gramatický jev může vyjadřovat určitý počet funkcí, tak i jednotlivé gramatické funkce mohou být vyjádřeny různými gramatickými formami. Zde je návaznost na druhou doménu, která se soustředí na schopnost porozumět určitým gramatickým tvarům ve vztahu k příslušné mimojazykové povědomosti pro správnou interpretaci komunikačního záměru mluvčího. Teprve třetí doména zahrnuje vlastní produktivní použití jazyka, zatímco ta čtvrtá se zabývá porozuměním a správným vyjádřením významů pod vlivem společenského kontextu. Z Littlewoodovy definice vyplývá, že termín komunikativní kompetence nezahrnuje pouze vlastní produkci zpráv, ale i aspekty přesnosti, efektivnosti, porozumění a vhodnosti.

Na termín *gramatika* je také nahlíženo z různých hledisek. Zajímavý je názor Marianne Celce-Murcia and Sharon Hilles, podle kterého se tento pojem váže k dalším aspektům jazyka, a to společenské, sémantické a diskurzní faktory. Tomu nahrává i již zmíněné tvrzení Canale and Swaina, že komunikativní kompetence se skládá z gramatické, diskurzní, společensko-lingvistické a strategické kompetence, které dohromady pojí lingvistický systém s funkčními aspekty komunikace. Tímto vysvětlením je možné dojít k závěru, že výuka gramatiky nesporně hraje roli v dosažení komunikativní kompetence.

Jedním z cílů práce je také předložit možné argumenty proti výuce gramatiky a prozkoumat jejich platnost. Zmíněn je mimo jiné S. Krashen, který je proslulý svými výroky, jež přisuzují výuce gramatiky minimální důležitost při dosažení komunikativní kompetence. Jednou z jeho tezí je rozlišení termínů *učení se* a *osvojení si*, přičemž prvním z nich rozumí uvědomělý proces, zatímco tím druhým chápe vlastní osvojení si znalosti jazyka. Krashenovy myšlenky jsou podnětem k mnoha diskusím, avšak je reálné tvrdit, že ačkoli učení a osvojení si nemusí vždy probíhat simultánně, je možné toho správnou výukou dosáhnout.

Přirozeně prezentovány jsou také argumenty podporující výuku gramatiky, počínaje nepopiratelnou přítomností tohoto aspektu v jazyce, přes její systematickosti, relativní měřitelnost a schopnost testování. Neméně důležitý je i takzvaný argument fosilizace, upozorňující na skutečnost, že studenti bez systematického povědomí o gramatice mohou dosáhnout určité hladiny jazyka, kterou již nelze překročit. S. Thornbury se danou problematikou zabývá ve velké míře a zajímavý je jeho názor, že potřeba gramatiky v komunikaci je přímo úměrná rozdílem mezi jejími účastníky. Tím je fyzická vzdálenost, časový rozdíl (např. reference k minulosti), rozdílné společenské postavení, důvěrnost mezi komunikujícími nebo množství sdílených znalostí.

Součástí teoretické části je také stručné zhodnocení různých přístupů k výuce gramatiky, a to vzhledem k dosažení komunikativní kompetence. Cílem práce není zhodnocení vyčerpávajícího výčtu přístupů, proto jsou prezentovány pouze tři z nich. Volba odráží jejich dominanci v současné výuce angličtiny jako cizího jazyka, stejně tak i jejich rozdílné pohledy v souvislosti s dosažením komunikativní kompetence. Zmíněna je metoda gramatiky a překladu, také výuka jiných předmětů v cílovém jazyce, a v neposlední řadě komunikativní výuka jazyka. Je poskytnuta stručná charakteristika každého z těchto přístupů, stejně tak i návrh modifikace pro splnění cíle komunikativní kompetence. Je zajímavé, že ani jeden z nich nemusí být úplně zavržen, jak bohužel bývá zvykem.

Teoretická část dochází k závěru, že výuka gramatiky je nezbytná pro dosažení komunikativní kompetence.

Praktická část se nejprve zabývá výzkumem mezi studenty a učiteli anglického jazyka na středních školách v Pardubickém kraji. Zjišťován byl jejich názor na důležitost výuky gramatiky pro dosažení komunikativní kompetence a jejich chápání těchto pojmů. Byla zvolena metoda dotazníku, a to vzhledem k relativní objektivitě zjišťování informací, jelikož všem respondentům jsou kladeny stejné otázky. Dotazníky byly distribuovány ve třech verzích, a to jedna pro studenty a dvě pro učitele. Bylo cílem použít rodný jazyk respondentů, proto dotazníky pro učitele byly jednak v češtině, ale také v angličtině. Celkem bylo analyzováno 158 odpovědí studentů a 20 odpovědí učitelů, přičemž návratnost dotazníků byla 67 % a 79 % respektive. Závěry byly překvapivé a mnohdy alarmující. Ukázalo se, že představy o pojmu komunikativní kompetence se značně liší. Navíc učitelé sami definovali aspekty, které dle nich tento pojem zahrnuje, ale do své výuky je nezahrnují nebo jen v malé míře, přičemž tvrdí, že jejich výuka napomáhá dosažení komunikativní kompetence u studentů.

Z toho vychází závěrečná část práce, kde jsou poskytnuty určité tipy a rady pro učitele, kteří chtějí svou výuku směřovat k dosažení komunikativní kompetence. Diskutovány jsou dvě rozsáhlejší oblasti, a to proces výuky

gramatiky z hlediska vhodných aktivit a jejich pořadí, a v druhé řadě také další aspekty vedoucí k dosažení komunikativní kompetence, zejména kontextualizace gramatiky a její vazba s ostatními aspekty jazyka, zahrnutí elementu personalizace a podpora autonomního učení se.

Samozřejmě tento výčet není vyčerpávající a může se zdát i diskutabilní. Pokud vede ke konstruktivnímu zamyšlení nad vhodností způsobu výuky gramatiky, pak splnil svůj účel.

Vzhledem k omezené kapacitě objemu bakalářské práce, je prezentován pouhý náhled do problematiky. I přesto je možné vyvodit následující závěry: Výuka gramatiky je nezbytná pro dosažení komunikativní kompetence, ale pouze je-li přístup k její výuce zvolen vhodně. Gramatika by neměla být cílem výuky anglického jazyka jako takovým, ale pouze nástrojem pro osvojení si jazyka. Pokud na ni učitelé budou nahlížet a prezentovat ji ne jako omezující, ale naopak poskytující více možností pro komunikační účely, pak i studenti budou více motivováni a využijí ji na své cestě k dosažení komunikační kompetence.

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Appendix A: Questionnaire for Czech teachers of EFL

Výuka gramatiky pro dosažení komunikativní kompetence u studentů anglického jazyka na středních školách v České republice

Tento dotazník si klade za cíl zjistit názory učitelů anglického jazyka na středních školách v České republice ohledně vztahu gramatiky a dosažení komunikativní kompetence u studentů. Moc Vás prosíme o pět minut Vašeho času a zodpovězení následujících otázek. Děkujeme!

Prosím zakřížkujte odpověď/odpovědi, které se Vás týkají nebo je považujete za správné.

1. Setkali jste se již s pojmem „komunikativní kompetence“?

ano ne

2. Dle Vašeho názoru, která položka/teré položky mohou být zahrnuty do tohoto pojmu?

- schopnost mluvit gramaticky správně
- schopnost mluvit plynule, i bez gramatické správnosti
- schopnost správně se vyjádřit v různých společenských situacích
- schopnost písemného projevu
- schopnost poslechu s porozuměním
- schopnost porozumět textu
- schopnost správné výslovnosti, včetně intonace a přízvuku
- jiné – prosím uveďte:

3. Který aspekt jazyka považujete za nejdůležitější pro dosažení komunikativní kompetence?

- slovní zásoba gramatika výslovnost pravopis jiné – uveďte:
- mluvený projev písemný projev čtení s porozuměním poslech

4. Na který z výše uvedených aspektů kladete při svých hodinách největší důraz?

- slovní zásoba gramatika výslovnost pravopis jiné – uveďte:
- mluvený projev písemný projev čtení s porozuměním poslech

5. Který považujete za nejméně důležitý pro dosažení komunikativní kompetence?

- slovní zásoba gramatika výslovnost pravopis jiné – uveďte:
- mluvený projev písemný projev čtení s porozuměním poslech

6. Podle jakých hledisek připravujete své hodiny?

- jasně stanovený cíl pro každou hodinu uspořádání učebnice předem se nepřipravuji

7. Domníváte se, že prostřednictvím Vaší výuky studenti dosáhnou komunikativní kompetence?

ano ne

8. Jakou úroveň anglického jazyka mají Vaši studenti?(možno více odpovědí)

- elementary pre-intermediate intermediate upper-intermediate

9. Jak dlouhá je Vaše učitelská praxe, co se týče anglického jazyka?

- 1 rok a méně 2 – 4 roky 5 – 7 let 8 – 9 let 10 let a více

10. Na jakém typu školy působíte?

- gymnázium střední odborná škola střední odborné učiliště

Ještě jednou velice děkujeme za Váš čas, Vaše odpovědi jsou pro nás nesmírně cenné .

Appendix B: Questionnaire for native speakers as EFL teachers
Teaching grammar with view to achieving communicative competence with EFL students in secondary schools in the Czech Republic

This questionnaire aims to find out the opinions of EFL teachers at secondary schools in the Czech Republic regarding the relationship of grammar and achieving communicative competence. We would appreciate you sparing a short time to answer the following questions. Thank you very much!
Please mark the answer(s) that you find applicable or correct.

1. Have you come across the term „communicative competence“?

yes no

2. In your opinion, which item(s) could be included in this term?

- the ability to speak grammatically correctly
- the ability to speak fluently, even without being grammatically correct
- the ability to express oneself suitably in different social situations
- being able to write in the language
- being capable of listening comprehension
- being capable of reading comprehension
- correct pronunciation, including intonation and accent
- other – please state:

3. Which language aspect do you consider the most important for achieving communicative competence?

- vocabulary grammar pronunciation spelling other – state:
- speaking writing reading comprehension listening comprehension

4. Which of these aspects do you mainly focus on during your lessons?

- vocabulary grammar pronunciation spelling other – state:
- speaking writing reading comprehension listening comprehension

5. Which aspect do you see as the least important for achieving communicative competence??

- vocabulary grammar pronunciation spelling other – state:
- speaking writing reading comprehension listening comprehension

6. What do you base your lesson preparation on?

- a clearly stated aim for each lesson the organization of the textbook
- no prior preparation

7. Do you believe that your lessons are beneficial for the students' achieving communicative competence?

yes no

8. What is your students' level of English? (mark all the applicable answers)

- elementary pre-intermediate intermediate upper-intermediate advanced

9. How long have you been teaching English as a foreign language?

- 1 year and less 2 – 4 years 5 – 7 years 8 – 9 years 10+ years

10. What type of school do you teach at?

- grammar school specialized secondary school apprentice training school

Thank you once again for your time, your answers are extremely valuable to us.

Appendix C: Questionnaire for students

Tento dotazník si klade za cíl zjistit názory studentů anglického jazyka na středních školách v České republice ohledně vztahu gramatiky a dosažení komunikativní kompetence. Moc Vás prosíme o pět minut Vašeho času a zodpovězení následujících otázek. Děkujeme!

Prosím zakřížkujte odpověď/odpovědi, které se Vás týkají nebo je považujete za správné.

1. Proč se učíte anglický jazyk?

- jako povinný předmět ve škole
- komunikativní kompetence - být schopný komunikovat
- pro složení mezinárodní či státní zkoušky – prosím uveďte které:.....
- pro zlepšení svých šancí na kvalitní zaměstnání

2. Dle Vašeho názoru, která položka/které položky mohou být zahrnuty do pojmu „komunikativní kompetence“? V – určitě ano, X – určitě ne

- schopnost mluvit gramaticky správně
- schopnost mluvit plynule, i bez gramatické správnosti
- schopnost správně se vyjádřit v různých společenských situacích
- schopnost písemného projevu
- schopnost poslechu s porozuměním
- schopnost porozumět textu
- schopnost správné výslovnosti, včetně intonace a přízvuku
- jiné – prosím uveďte:

3. Zhodnoťte důležitost těchto aspektů pro dosažení komunikativní kompetence?(9 – nejvíce důležitý, 1 – nejméně důležitý)

- slovní zásoba gramatika výslovnost pravopis poslech
- mluvený projev písemný projev čtení s porozuměním jiné – uveďte:

4. Kolik procent dle vašeho názoru by měla zaujímat výuka gramatiky pro dosažení komunikativní kompetence?

5. Které z těchto aspektů jsou v hodinách na vaší škole nejvíce procvičovány? (1 – nejvíce, 9 – nejméně)

- slovní zásoba gramatika výslovnost pravopis poslech
- mluvený projev písemný projev čtení s porozuměním jiné – uveďte:

6. Domníváte se, že výuka na vaší škole je přínosná pro dosažení komunikativní kompetence? ano, protože ... ne, protože ...

7. Jaká je úroveň vaší znalosti anglického jazyka?

- elementary pre-intermediate intermediate upper-intermediate advanced

8. Jak dlouho se již učíte anglický jazyk?

- 1 rok a méně 2 – 4 roky 5 – 7 let 8 – 9 let 10 let a více

9. Na jakém typu školy studujete?

- gymnázium střední odborná škola střední odborné učiliště
- Ještě jednou velice děkujeme za Váš čas, Vaše odpovědi jsou pro nás nesmírně cenné :)

Appendix D: Sample consciousness-raising activity

Source: Face2Face Intermediate, Student's Book, p. 20 – 21.

by Redston Ch. And Cunningham G., 2006, CUP.

Help with Grammar
Present Perfect Simple

a) Look at the sentences in 2b) again. Then complete these rules with *Present Perfect Simple (PPS)* or *Past Simple (PS)*. Which sentences match each rule?

- Ⓐ We use the to talk about experiences in our life up to now, but we don't say when they happened. To give more information about an experience we use the
- Ⓑ We use the to say when something happened.
- Ⓒ We use the for something that started in the past and continues in the present.
- Ⓓ We use the for something that happened a short time ago, but we don't say exactly when.

b) Fill in the gaps for the positive and negative forms of the Present Perfect Simple with: *is, 've, hasn't or past participle*. How do we make questions in the Present Perfect Simple?

*I/you/we/they + (= have/haven't +
he/she/it + (= has)/..... + past participle*

c) Look at sentences e)–h) in 2b) again. What is the difference between: a) *for* and *since*? b) *been* and *gone*?

d) Which of these words/phrases can we use with the Present Perfect Simple?

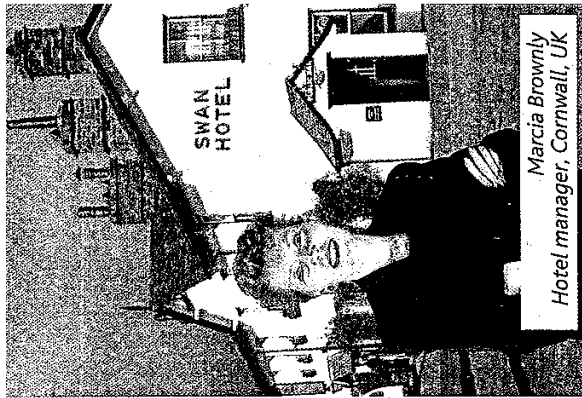
never	ago	ever	recently	lately	before	in 1997
this week	last week	just	at 10 o'clock	yet	already	

e) Look at this sentence. Then choose the correct verb form in the rule.

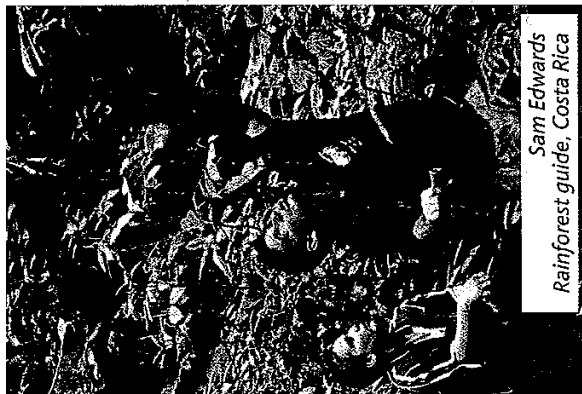
This is the first time we've run a hotel in a touristy place like Cornwall.

- Ⓐ We use the *Present Simple/Present Perfect Simple* after *this is the first time*, *this is the second time*, etc.

f) Check in p120.



Marcia Brownly
Hotel manager, Cornwall, UK



Sam Edwards
Rainforest guide, Costa Rica

Listening and Grammar

- a)** Look at the photos of Sam and Marcia. Listen to them talking about their jobs. Answer these questions.
- 1 Do they like their jobs?
 - 2 What problems do they have in their jobs?
- b)** Work in pairs. Who said these sentences, Sam or Marcia?
- a) I've worked in two other Central American countries and I had a great time in both places.
 - b) We've been away together a few times, but each time there was a problem at the hotel.
 - c) I started working in the hotel industry 14 years ago.
 - d) Last month two guys set off on their own.
 - e) I've lived in this country for three years.
 - f) My husband and I have had this place since 2001.
 - g) I've just been to San Isidro to pick up a guest.
 - h) My husband's gone to see some friends off.
- c)** Listen again and check. Put the sentences in the order you hear them.

Appendix E: Sample practice drill activity

The following drill activities were taken from Learning Teaching by J. Scrivener, p. 120.

TEACHER: He's going to drive the car

STUDENTS: He's going to drive the car.

TEACHER: bus

STUDENTS: He's going to drive the bus.

TEACHER: taxi

The activity above can be made more difficult:

TEACHER: He's going to eat the cake.

STUDENTS: He's going to eat the cake.

TEACHER: coffee

STUDENTS: He's going to drink the coffee.

TEACHER: Mary

STUDENTS: Mary's going to drink the coffee.

TEACHER: make

STUDENTS: Mary's going to make the coffee.

TEACHER: beds

STUDENTS: Mary's going to make the beds.

A completely different kind of drill is based on the students making their own sentence based on a model given by the teacher and using information given by her:

TEACHER: He's opening the cake tin.

STUDENTS: He's going to eat the cake.

TEACHER: He's standing beside the swimming pool.

STUDENTS: He's going to swim.

TEACHER: Susan's going into the post office.

STUDENTS: She's going to buy a stamp.

TEACHER: The students are waiting at the bus stop. (etc)

Appendix F: Sample communicative grammar activity

Source: Face2Face Intermediate, Teacher's Book, p. 168.

by Redston Ch., Warwick L., Young A. and Clementson T., 2006, CUP.

CLASS ACTIVITIES:
PHOTOCOPIABLE

11B Teach your own language reported speech: sentences and questions


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Student A: Interviewer

The Worldwide Language School teaches over forty languages to more than 1,000 students. We are looking for teachers of all languages to join our professional and hard-working teaching staff.

You should have at least two years' teaching experience and be able to work unsocial hours.

If you're looking for a challenging and rewarding career in teaching, email us at www.worldwidels.org for an application form.



You are one of the directors of The Worldwide Language School. You are going to interview a teacher for a job at your school.

Make questions with *you* from these prompts. Then write three more questions of your own.

- Which language / teach?
- Which *language* do you teach?
- How long / be / teacher?
- What / do / before / start / teaching?
- Where / work / at the moment?
- How long / be / there?
- What / enjoy most / about teaching?
- ever / teach / exam classes?
- Which other languages can / speak?
- When would / be able / start work here?
- Have / got / questions?

Make notes on these things.


- number of hours teaching per week
- temporary or permanent job
- working hours
- number of students per class
- the average monthly salary

Student B: Teacher

The Worldwide Language School teaches over forty languages to more than 1,000 students. We are looking for teachers of all languages to join our professional and hard-working teaching staff.

You should have at least two years' teaching experience and be able to work unsocial hours.

If you're looking for a challenging and rewarding career in teaching, email us at www.worldwidels.org for an application form.



You are an experienced teacher of your own language. You are going to be interviewed for a job at The Worldwide Language School.

Make notes on these things.

- which language you teach
- how long you've been a teacher
- what you did before you started teaching
- where you're working at the moment
- how long you've been there
- what you enjoy most about teaching
- if you have ever taught exam classes
- which other languages you can speak
- when you'd be able to start work

Make questions to ask the interviewer. Then write two more questions of your own.

How many hours would I teach a week?

- a / job / permanent / this / or / a / Is / temporary ?
- school / Does / your / have / classes / evening ?
- there / a / students / How / are / class / many / in ?
- the / be / What / salary / would ?

Instructions p130

Appendix G: Form, Meaning and Use of the English Passive Voice

Adapted from Larsen-Freeman, D.: *Teaching Language: From Grammar to Grammmaring.*(2003), Heinle.

