

Grammar in English teaching:

An evaluation of different English textbooks and English teachers' attitudes

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1.0 Introduction

Ever since I can remember I have been interested in learning grammar, so my choice of subject for this thesis was fairly easy. When I think about my language learning through the years, my English and German teacher in lower secondary school comes to mind. He was a brilliant teacher, who really caught my interest for learning languages. Grammar was often taught, in English and in German, but in such a way that it caught my interest. I seriously believe that what I learned then influenced me to choose to study languages. The background for choosing this subject for my thesis, however, was that I often have discovered poor grammar skills in Norwegian students, and I wanted to study what might have led to this, and what can be done to improve pupils' grammar skills.

English has for years been considered as "Norway's second language", and Norwegian pupils have been looked upon as good speakers of English. Regarding the teaching of grammar in schools, however, there has been an ongoing discussion. For decades teachers in Norway and elsewhere in Europe have taught grammar to their pupils when teaching them a foreign language. With the communicative approach, however, I dare say a change occurred. With that change "the baby was thrown out with the bathwater". This was because the communicative approach has been interpreted by many teachers and educators as "the oral way" of learning language, and learning grammar was considered as unnecessary knowledge. Meanwhile, the communicative approach focuses on language as a tool for communication, both oral and written.

Furthermore, I believe that our previous curriculum to a certain extent supported that misinterpretation. Our new LK06 curriculum, however, focuses on basic skills, which also means learning grammar. The problem is, however, that teachers in Norway's lower secondary schools only have a couple of hours a week to teach all aspects of English, which means that there always is a question of priorities concerning what to choose for lessons.

With these thoughts and ideas as a background, a question came to my mind: "How can we integrate grammar in such a way that our pupils learn to write and speak correct English?" My main objective with this thesis, however, was to examine key aspects of the current teaching of grammar in English instruction in lower secondary school. In that connection I chose to examine how grammar is presented in the new LK06 textbooks compared to the

L97 textbooks, and to learn about teachers' attitudes towards grammar teaching. I wanted to examine the different exercises in the books to find out if there has been a change in how the different books approach grammar issues, and most important of all: to investigate teachers' different attitudes towards the teaching of grammar to pupils in lower secondary school.

My thesis is organized in eight chapters, which comprise theory, methodology and the findings of the text book evaluation and the results from the quantitative survey among teachers of English:

1. Introduction
2. Definitions and descriptions of the terms syllabus and curriculum
 - Description of teaching in lower secondary school
 - Description and comparison of the two syllabi L97 and LK06
3. What grammar is / types of grammars
 - The teaching of grammar
 - The inductive and deductive approach
4. Methodology
5. A study of grammar in textbooks
6. The findings of my survey
7. Discussion
8. Conclusion

Chapter 2 begins with the definition of a curriculum and syllabus, and a description of the difference between a formal and a functional syllabus. Then I continue with a description of the teaching in lower secondary school in Norway, and how it is organized. Next, I describe the different syllabi L97 and LK06 with focus on what they say about grammar and accuracy. After comparing the two syllabi I look at the major types of grammar and their potential implications for grammar teaching. What follows next is a "historical" chapter about grammar teaching, and how pedagogical grammars have dominated teaching in Norway and Europe for centuries, before I go on to describing two important approaches

when teaching grammar; the inductive and the deductive approach. There will also be a focus on these two approaches throughout the thesis. Next, in the methodology chapter I explain how I conducted my research. This is followed by a comparative analysis of the four different textbooks from the two syllabi and a presentation of the findings of the quantitative survey about the Telemark teachers' attitudes to grammar teaching. Finally, I discuss the results and come to a conclusion. What follows next, in chapter 2, is the definition of the terms curriculum and syllabus.

2.0 Definition of curriculum and syllabus

In this chapter I will first define the terms curriculum and syllabus, then describe the teaching in lower secondary schools in Norway, and thirdly describe and compare our two recent curricula with regard to grammar. First two key definitions:

A **curriculum** is a document that specifies the overall objectives of a complete educational program (Læreplan 97, Læreplan for Kunnskapsløftet K06) and it includes the syllabi of separate courses taught. In Norway we have a national curriculum, which means that all schools have to follow the same curriculum.

A **syllabus**, which is part of a curriculum, describes a particular course and may be written in many different ways. It specifies the objective of a course, and may be written in more detail, specifying a series of components ranging from learning objectives to learning activities.

A syllabus primarily is a plan of what is to be achieved through teaching and learning, and is made up of four elements: aims, content, methodology and evaluation. Any syllabus should provide a comprehensible framework of knowledge, direction and continuity in classroom activities for teachers and students. It should also be a record for other teachers of what has been covered in the course. In addition, it should be a basis for evaluation of the students' progress and of the appropriateness of the course in relation to overall aims and students' needs, and the content must be in relation to the overall and broader curriculum. (Breen, 1987: 37) According to Breen there are four prototypes of syllabus design, which represent most syllabi currently being used and developed. They are the formal, functional, task-based and process based designs. Breen maintains that the formal syllabus is the most well-tried of syllabi in language teaching, but the functional syllabus is another alternative that has received the most attention. He describes the formal syllabus as a "structural" and "grammatical" syllabus. The formal syllabus focuses upon phonology, grammar, morphology and discourse as text. It prioritizes how text is realized and organized, and describes the capabilities we need in a language in terms of being linguistically correct in the use of the four skills; listening, reading, speaking and writing. Furthermore, a formal syllabus suggests that language skills, and language acquisition should be worked upon in a

sequence from the receptive to the productive, and it predicts that learners will need a basic grammar and vocabulary to master a language. (Breen, 1987: 81-90) He describes a functional syllabus as a propositional plan of language knowledge and capabilities. This kind of syllabus intends that the learner should not only be accurate in language use, but also learn how to be socially appropriate when using a language. The functional syllabus has, like the formal syllabus, a skill oriented view of learners' capabilities, and is concerned with how this can be learned through tasks. In comparison, a task-based syllabus does not view the four skills of language as important capabilities. It focuses upon communicative knowledge and its development, communicative abilities and learning ability, and learning strategies are prioritized. Like a task-based syllabus, a process based syllabus focuses upon learning strategies and communication, but it also goes a bit further by providing a bridge between content and methodology and a plan for class room work. In accordance with to Breen's view, the LK06 syllabus seems to be a mixture of a formal and functional curriculum, since there is a focus on formal structure and on the four basic skills: writing, speaking, listening and reading.

2.1 Description of the teaching in Lower Secondary School

The Norwegian School system is a system that includes all types of students. We do not have schools for students with special needs, like in Denmark or Finland, but teach all types of students in one group at the same time. That means that teachers have to organize quite diverse learning activities.

Primary school in Norway is from 1st grade to 7th grade. The pupils start learning English in 1st grade onwards. The teaching is in the beginning concerned with learning new words. They very often do not know anything about grammar and sentence structure when they attend lower secondary school in 8th grade and have very often not been used to hear the language in the classroom.

Lower Secondary school in Norway is from 8th grade to 10th grade, which means that the pupils are between 13 and 16 years old. In lower secondary school teaching hours are mostly organized in 60-minute units. From year 8 - 10 there are 227 hours of English altogether,

which comprise 2,5 hours a week in 8th grade, 2 hours a week in 9th grade and 2 hours a week at 10th grade. This means that within a given period of time lower secondary school teachers have to teach pupils how to write, to speak, to be able to understand and to read English. This demands a lot of the teacher and of the student. We have to teach them to speak, to be able to understand the spoken language, to be able to read English and to write English, all within two 60 minutes units a week. You almost have to be a magician to be able to do that.

Teaching in lower secondary school is, as mentioned above, organized in 60 minute units, and there are usually 25 students with distinctive needs in each group. English lessons are usually organized around several diverse activities, oral and written, but this differs from teacher to teacher. There are good textbooks, but like teachers, they differ in their focus on content and what is the most important aspect of learning a language. With the LK06 it is really up to the individual teacher to focus on what he/she thinks is most important within the framework of the curriculum. It gives the teacher more freedom, but also more responsibility for the students learning of the target language.

2.2. Description of L97 and the LK06

In the following I will present the two different curricula; L97 which was our most recent curriculum, and the LK06, the “Knowledge Promotion”, which is our new reform for the 10-year compulsory school and the upper secondary level. LK06 introduces a number of changes in substance, structure and organization from the first grade in the 10-year compulsory school to the upper secondary level. In the following I will focus on what the two different curricula state about grammar and accuracy at the lower secondary school level.

2.2.1 The curriculum for the 10-year compulsory school of 1997

L97 was introduced in 1997 as a radical change from the previous curriculum of 1987, the M87. There was a strong emphasis on different learning strategies and learners’ different

learning styles. L97 also focused on learning to learn and self-directed learning and the pupils' ability to take charge of their own lives and their own learning. Other important elements were school democracy and pupils' right to participation in the planning their own learning activities (Simensen, 1998: 250-256), and the idea of project work as the best way of developing pupils' autonomy, social competence and skills in cooperating with others.

L97 also focused on English as Norway's first foreign language and on the importance of using the language orally and in writing, in addition to learning English as a basis for learning other foreign languages. English culture and the knowledge of one's own language learning were also considered important. English was also considered as an "experience subject" where one should focus on the students' oral and creative abilities using drama and music through oral activities, and the use of digital tools when learning the target language. Furthermore, oral language and communication were seen as the most important part of the subject and the written language came second. A practical-theoretical approach to English language acquisition for primary and lower secondary school was established. "Search" and "discover" were two important words.

The targets of the L97 syllabus in English of 1997 comprise four major areas:

- Encountering the spoken and written language
- Using the language
- Knowledge of the English language and its cultural context
- Knowledge of one's own language learning

The general aims for the subject were:

- to develop pupils' ability to use spoken and written English and to encourage them to interact with people from English speaking countries
- to develop pupils' awareness of communicative situations in English usage and their perspectives of foreign and own culture.

- to promote pupils' insight into what it is to learn English and their capacity to take charge of their learning, and as a foundation for further learning in English and other languages.

With regard to grammar some of the main subject elements for 8-10th grade were as follows:

- 8th grade: use dictionaries, grammars, and other sources of reference such as information technology in their work with the language
- 9th grade: make use of such sources of reference as dictionaries, grammars, media and information technology
- 10th grade: learn about different types of sentence structure, phrases and clauses. Learn about parts of speech and their conjugation and functions in the language, and means of linguistic expression: acquaint themselves with varieties of English (Læreplanverket for den 10-årige grunnskolen page 223-225, 226,230-232) (my translation)

To sum up, L97 was a curriculum which focused more on oral communication than on written correctness. It had a practical-theoretical approach to language acquisition. The pupils were to discover and use the language, and English was to be a subject of experience. Although the curriculum said that pupils were to learn to use dictionaries and grammars, and to learn different types of sentence structure and different kinds of conjugation, L97 was nevertheless interpreted differently. That is to say, interpretation of how much focus there was to be on grammar, varied from teacher to teacher. This despite of L97 having detailed guidelines for what was to be achieved through teaching and learning.

2. 2.2 The 2006 curriculum (LK06) - The Knowledge Promotion

The Knowledge Promotion curriculum introduced a change in the view of knowledge in schools. Now basic knowledge and skills were to be emphasized again, and rote memorization, to a certain point at least, was not that unthinkable any more. LK06 came as a

reaction to the consequences of the L97, which is said to have had an impact on students' decrease in basic skills. It is based on the Common European Framework, and also came as a result of the PISA survey that was made in Norway in 2003. The PISA survey (Programme for International Student Assessment) showed that Norwegian pupils were under the OECD average, and that there had been a decrease in basic skills since 2000. The survey showed weaker skills in reading, mathematics, and the natural sciences.

This also led to the introduction of the so-called basic skills, which are to be taught across the curriculum. The so-called basic skills will be described in further details below. In the new curriculum the importance of English as a global language is strongly emphasized. "To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language"(www.udir.no/templates/udir/TM/_artikkel).

Under the objectives of the subject it states that "we need to develop our vocabulary and our skills in using the systems of the English language; its phonology, grammar and text structuring. We need these skills to listen, speak, read and write, and to adapt our language to an ever increasing number of topics, areas of interest and communication situations. We must be able to distinguish between spoken and written styles and informal and formal styles." (www.udir.no/templates/udir/TM/_artikkel) The focus is obviously on the four major skills: receptive and productive; listening and reading, speaking and writing.

LK06 has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary school and after the first year in the programmes for general studies (Vg1) or after the second year of vocational education programmes (Vg2) The competence aims are what the pupils are supposed to know at a certain age.

The main subject areas complement each other and must be seen as a whole. They follow on the following page and are as follows:

Table 1: LK06, Main subject areas in the LK06 English Syllabus

Year of School	Main Subject Areas		
1-10 First year (Vg1) Second year (Vg2) (Vocational Education Programmes)	Language learning	Communication	Culture, society and literature

The table shows which levels in school the Main Subject Areas of the LK06 cover: primary school, lower secondary school and upper secondary school with Vocational Education Programmes, and gives guidelines for all parts of language learning, communication and the cultural, social and literary aspect.

To start with **language learning**, this main subject area focuses on knowledge about the language, language usage and insight into one's own language learning. This includes being able to use the language in different situations, define one's own needs and select working strategies that are required to acquire the target language.

(udir.no/udir/templates/TM_artikkel) It reflects the content of the Common European Framework, which has set the standard for levels of language skills for all languages in Europe.

Next, the area of **communication** focuses on using English to communicate.

Communication is to be achieved through listening, reading, writing, prepared oral production and spontaneous oral interaction. It also includes involvement in various social arenas, where it is important to master the language on many levels. Good language skills require a good vocabulary, pronunciation, intonation, spelling, grammar and syntax of a sentence. New media and the development of a good and diverse vocabulary across subjects

and topics are also an important part, as are knowledge of the culture, how to be polite and take social conventions into consideration in a number of situations. Together with distinguishing between formal and informal, written and spoken language, all these elements are important when acquiring a new language.

Last, the passage about **culture, society and literature** focuses on cultural understanding, which is about sociolinguistic competence and being able to understand culture codes.

Most of all, the LK06 focuses on the basic skills, which are to be taught across the curriculum. The basic skills are incorporated in the competence aims. In the subject of English **the basic skills** are as follows:

- being able to express oneself in writing and orally in English as a key part in developing English linguistic competence, which is a common thread throughout the competence objectives at all levels
- being able to read English as a part of a practical language competence
- having skills in mathematics in English means being able to increase mathematical competence in one's native language with necessary terms in English
- being able to use digital tools in English allows for authentic use of the language and opens for additional learning arenas for the subject of English

As mentioned, my focus is on what is different from the L97 when it comes to grammar, formal language and written correctness. The competence aims after year 7, from year 7 to year 11, which are relevant for this thesis, are as follows:

Language learning

- identify some linguistic similarities and differences between English and one's native language
- use the basic terms from grammar and text structuring
- use digital and other aids in their own language learning

Communication

- use basic rules for pronunciation, intonation, spelling, grammar and various sentence structures
- Express oneself in writing and orally to obtain help in understanding and being understood
- Understand various oral and written presentations on self-selected topics
- Use polite expressions and other phrases that are appropriate for the situation and suitable in various contexts.
- Use listening, speaking reading and writing strategies that are suitable for the topics
- Use digital tools to find information and to prepare texts

Grammar skills are important in oral and written language, in order to express oneself in the best possible way and to be understood and understand. Using different strategies that are appropriate for the topics and using digital tools to find information, prepare texts and learn grammar are also important. All of the competence aims, which also include the basic skills, are important when acquiring a foreign language.

The LK06 focuses more than the L97 on developing pupils' ability to write and speak correct English. The students should be able to read in English, to develop mathematics skills in English, to improve one's mathematics skills in one's native language and to be able to use digital tools in English in order to use different arenas to develop one's language competence. It also seems that the LK06 focuses more on grammar and accuracy than the

L97 did. Issues such as pronunciation, spelling, grammar, syntax and different sentence structures are viewed as important when developing one's language competence. Teaching according to the L97 meant less focus on grammar and more focus on the student as an explorer of knowledge and very often project work was used as a working method. The L97 curriculum introduced a more practical approach to language teaching and learning, while the LK06 also focuses on the theoretical part. The idea of communicative teaching and learning was at its forefront at this time, and I believe that teachers in general interpreted the idea of communicative teaching quite differently. To me, a communicative language approach means being able to communicate, both orally and in writing, while many seemed to believe it meant oral proficiency only. Since the LK06 focuses more on English as Norway's second language and on basic skills of English, receptive and productive, this means that there is a stronger focus on accuracy than earlier. Now, with a new curriculum, and the focus on basic skills and knowledge, it seems that grammar has again been given a more important role in the subject of English.

2.3 Comparison of the L97 and LK06

To sum up, both the L97 and LK06 have their advantages and disadvantages. One might say that the L97 looked upon the learner as the centre of learning and the teacher as a pure supervisor. Project work was a very popular working method, and the learner was to discover the knowledge and take responsibility for own learning. Utopian thinking one might say, since most 13 – 16 years olds are not that mature. It worked for some learners, but often it was a waste of time. There was hardly any focus on learning grammar as part of developing a correct written language. LK06, on the other hand, introduces a change. Project work is still important, but not as important as achieving basic knowledge in a subject, here English. Again, there is a movement towards learning grammar and written correctness because of the emphasis on the basic skills, and the teacher plays a more important role than earlier. While the L97 was detailed and consisted of complete guidelines of what to be achieved through teaching and learning, the LK06, on the contrary, has overall guidelines and gives one more freedom of choice. Issues such as grammar, which this thesis is about, have therefore become more important than earlier. There is a stronger emphasis on basic

knowledge and the project as a working method is not that popular anymore. Teachers are now free to do what they find most learnable within the frame work of the curriculum. For some teachers that will be a blessing, but for others it will create difficulties. LK06 gives freedom to focus on what one thinks is best, but it also gives one more responsibility as a teacher by demanding very good language skills, and coverage of all language issues. Since my focus is on grammar, I will in the following chapter depict different types of grammar and what theorists say about these.

3.0. What is grammar?

The term grammar can be defined in many ways, such as “Grammar is the study of language” (Fag og Kultur: *Crossroads* 8, 2007). “Traditionally, grammar included morphology and syntax; in modern linguistics subfields are phonetics, phonology, orthography, semantics and pragmatics.”(Wikipedia) David Crystal, on the other hand, has a simpler definition in his book *Rediscover Grammar* (David Crystal, 1991: 6) He maintains that “grammar is the business of taking a language to pieces, and to see how it works”. Furthermore, there is a distinction between formal and functional grammar and between descriptive and prescriptive grammar. Formal grammar is about morphological and syntactic rules and principles in language, while functional grammar deals with grammar in use. Descriptive grammar is the basis of all linguistic research. It looks at how language is used in practice, while prescriptive grammar covers rules of spelling, grammar and syntax (http://Wikipedia.org/wiki/Prescriptive_grammar).

Theorists write about different types of grammar and their potential implications for language teaching. Allan & Widdowson (Allan & Widdowson, 1975: ch.3) write about traditional, taxonomic, phrase structure, transformational, case grammar while Halliday and Mathiessen (http://minerva.ling.mq.edu.au/resource/VirtuallLibrary/Publications/sfg_firststep/SFG) writes about systemic functional grammar. In the following sections, however, I have decided to focus on the major types; theoretical grammar, which linguists use to gain insight into human language, functional grammar which deals with grammar in use, and pedagogical grammar which deals with grammatical analysis and instruction. I will write more about these three types in the next section.

3.1 Theoretical grammar

A theoretical or “prescriptive grammar refers a set of rules about language based on how certain people think language should be used. It deals with what the grammarians believe to be right and wrong, good or bad language use”, and that not following the grammar rules will produce an incorrect language (www.UsingEnglish.com). One might say that the rules of grammar can be used to prescribe how people should use the language: how they should speak and write.

Descriptive grammar, on the other hand, “looks at the way a language is actually used by its speakers” (www.UsingEnglish.com). It is not concerned about what is good and bad language, but about the when, where and why (<http://bartleby.com/68/45/4745.html>). One might say that the rules of descriptive grammar can be used to describe how people use language effectively, while prescriptive grammarians have rules about what they believe to be the correct or incorrect use of language. Both kinds of grammars, prescriptive and descriptive, are concerned with rules, but in different ways. Each view has its supporters, who probably will suggest that it has its strengths and weaknesses.

In sum, theoretical or prescriptive grammar is based on the idea that there is a single right way of doing things. When there is one way of saying something, prescriptive grammar is generally concerned with being correct. Prescriptive grammar prescribes how language should be, while descriptive grammar describes how language actually is. Theoretical or prescriptive grammar insists on setting ways of using language. This method of using grammar has been criticized by some linguists.

3.2 Functional grammar

Functional grammar is a descriptive and theoretical model of organizing a natural (spoken and written) language. (www.functionalgrammar.com). In the functional approach to grammar, discourse is seen as the basic unit of language. Michael Halliday is a well known theorist when it comes to the development of functional grammar. His well-known theory is relevant for many purposes. Halliday argues that a discourse analysis that is not based on

grammar, is not an analysis at all (Halliday, 1994:xvi//Thompson,1996: 223). Next, he approaches language from the outside, and asks why language is structured the way it is and not some other way. His answer is: “because it reflects the functions which language is required to serve as a means of social communication” (Allen & Corder, 1974: 73-74). Functional grammar emphasizes function rather than form which means that it focuses on how it works for the learner rather than form, and is concerned about the functional meaning of an utterance. It also looks at everyday language in use. (Burner, 2005: 17) This is the kind of language used when children communicate with each other, the spoken language used by parents to children, teachers to children, children to children, and children to parents, as opposed to the formal language used in textbooks and literature.

According to Halliday, and Thompson (Thompson, 1996: 26), who is another well known theorist in favour of functional grammar, there are three major functions, or meta-functions, which they call the experiential, interpersonal and textual. According to Geoff Thompson (Thompson, 1996: 223) the idea of Functional Grammar has forwarded the Communicative Language Teaching movement. He argues that Functional Grammar has given insights into areas such as cohesion, modality and theme, and has caused that it has been adapted into the classroom. The first component of the meta-functions, the experiential, refers to how we act and relate to the world around us. We use language to interact with people and express our view of the world. It consists of transitivity, and refers to system for describing a whole clause. The second component, the interpersonal, is concerned with mood (the subject and the finite verb of a clause) and modality (modal verbs and adverbs), i.e. the interaction between the sender or writer of a message and the receiver or reader (Matthiessen & Halliday,

1997/http://Minerva.ling.mq.deu.au/resource/VirtualLibrary/Publications/sfg_firststep/SFG.)

The third and textual meta-function lives up to its name, and has to do with creation of a text. It affects how a text is organized, i.e. the combination of clauses and sentences and theme. There are numerous factors to take into consideration when doing discourse analysis from Halliday’s point of view; focus, given information as opposed to new information, theme versus rheme, cohesion and coherence.

To sum up, functional grammar looks at language in everyday use. It focuses on the learner and the language and is more concerned with the meaning of an utterance than form. It

divides the grammar of a language into three major functions: the experimental function (interaction), the interpersonal function (mood and modality) and the textual function (creation of a text).

3.3 Pedagogical grammar

Pedagogical grammar is designed to teach someone how to use a language. It is organized according to usefulness and easiness of learning. Pedagogical grammar contains chapters that tend to be short and contain very brief grammatical explanations. It also includes chapters that consist of exercises that help the learner practise and internalize various structures as well as vocabulary and pronunciation, and is written for anyone who is interested in learning a language”([www.sil.org/linguistics/Glossary Of Linguistic Terms/What ISAReferenceGrammar.htm](http://www.sil.org/linguistics/Glossary%20Of%20Linguistic%20Terms/What%20ISAReferenceGrammar.htm)). According to David Little, “Arguments for a lexical approach to pedagogical grammar” the term Pedagogical Grammar “is commonly used to point out a pedagogical process, pedagogical content, and a combination of process and content” (Odlin, 1994: 99). In other words a pedagogical grammar must be a marriage of syntax and pragmatics.

Pedagogical grammar focuses on all aspects of language teaching that try to organize the target language in order to present it to the learner. It contains the specification of learning objectives and the explanation of the syllabus. Although pedagogical grammar is mostly a combination of content and process, it is important to be aware of the different kinds and combinations of content and process that will be appropriate at different stages of second language development. For beginners, one combination of pedagogical grammar could be the right alternative, like being concerned about one issue at a time. However, for higher level students a quite different content and process would be appropriate.

3.4 The teaching of grammar

Pedagogical grammar has by tradition dominated L2 teaching in Norway and Europe for centuries. From the beginning of the nineteenth century it was influenced by the development of Latin. Since Latin was the language with the highest status in Europe at the

time, grammar in other languages, like English, was taught in almost the same way. This method has its origins in the late 1700s. This teaching method, the grammar translation method, focused on the teaching of abstract grammatical rules, the rote memorization of vocabulary grammar, grammar paradigms, and sentences for translation. This method is also referred to as explicit grammar teaching. Furthermore, the use of the mother tongue (L1) as means for instruction was acceptable. Communication in the target language (L2), in this case English, was actually not a goal at all. The sentences were constructed to illustrate a language, which meant that the language became synthetic and did not fit into a meaningful context. Accuracy as opposed to fluency was the aim in language learning. The grammar translation method overemphasized the use of deductive reasoning in language teaching. (Simensen, 1998: 28, 222).

The grammar translation method was then followed by a new, systematic approach to teaching, which was based on system and control. This direct method abandoned the techniques of the grammar translation method and replaced them with inductive grammar drills and language teaching, that were conducted only in the second language. Moreover, because of the naturalistic view of language learning, abstract grammar learning was considered unnecessary. Grammar was to be taught inductively, i.e. through sentences and text presented to the learner from which she/he would infer grammatical rules. The direct method of teaching involves using only English in the classroom. A typical beginner lesson would include showing objects to students, telling them what they are called in English, and asking them to repeat back to the instructor. The language is then built up to sentence level. The direct method was followed by the scientific approach around 1950, also known as the audio-lingual method. There were models for the description of basic sentence patterns in English. Languages were compared to each other, teaching materials were developed, and the oral and audio-lingual method was used. The use of the audio-lingual method and the production of teaching materials emphasized a new strict style in teaching, which contained controlled exercises and error prevention. The audio-lingual method and the traditional grammar translation method both include grammar teaching, but differ with regard to working methods. The extensive transformation came in 1975, when language and grammar began to be taught and learnt in meaningful contexts. This approach focused on comprehension, the learner and the language, and communicative teaching. The communicative approach to language teaching is based on the idea that learners learn

language successfully when they have to communicate real meaning. When learners communicate, their natural strategies for language acquisition will be used, and they will use the language. For instance practicing question forms by asking learners to find out personal information about their colleagues and friends is an example of the communicative approach, as it involves meaningful communication

(<http://www.teachingenglish.org.uk/think/knowledge-wiki/communicative-approach>).

Communicative language teaching (CLT) is an approach that focuses on the learner and emphasizes communication and real-life situations. It allows learners to be in charge of own learning. The concept of communicative competence was actually developed thirty years ago by the sociolinguist Hymes (1972), as a response to Chomsky's competence model of language. It was then further developed in the early 1980s by Canale and Swain (Canale & Swain 1980: 5).

According to Canale and Swain (1980:5), these are the four components of communicative competence:

- Grammatical competence, that includes using grammar, vocabulary, pronunciation and spelling, when producing an understandable utterance
- Sociocultural competence, that includes using culture codes in a meaningful way, such as formal and informal greeting
- Discourse competence, that is figuring out the language and communicating in different genres, using cohesion and coherence
- Strategic competence, that is improving the effectiveness of communication and compensating for pauses in communication

This is a very useful model that tells us what natural communication is. The key principles of the communicative language teaching (CLT) are the presentation of language forms in a context, the importance of real communication and the need for learner centered teaching. A communicative approach to language/grammar teaching starts with communicative exercises and allows learners to examine the language system before the teacher guides and explains them. That allows the learner to actively learn the language forms themselves and how the language works as a system, in other words a more inductive approach to teaching. From

1975 and onwards, two major approaches to developing skills in grammar were introduced: the **deductive** approach and the **inductive** approach (Simensen: 199: 221-226). I will present these approaches in more details below.

3.5 Approaches

Let me continue with some definitions of the word approach. “An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.

(Encyclopedia Dictionary of Applied Linguistics, Johnson, K, Johnson H.: 1999) It describes the nature of the subject matter to be taught.” Another definition is as follows: “an approach is an integrated set of theoretical and practical beliefs, embodying both syllabus and method”. It involves principles which reflect the nature of language itself and the nature of learning. If the syllabus is the “what “ of language teaching, and the (www.alecc.esol) method is the “how”, the approach is the “why” . An approach to language teaching, however, comprises methods and activities based on beliefs about language and how it is learned. The additional question is why should we teach grammar?

Teaching grammar is an important part of language teaching. The principal view on the teaching of grammar has changed from one period to another, and as Aud Marit Simensen says in her book *Teaching a Foreign Language*, the most fundamental difference in the disagreement has been whether or not grammar should be taught formally or in a non formal way. In the formal teaching of grammar she distinguishes between two major approaches: the inductive and the deductive approach. The inductive approach emphasizes the discovery principle and follows the curriculum of L97 (Simensen, 1998: 221-222). According to Gunn Imsen, the famous theorist Bruner illustrates this idea. He called the idea “scaffolding” (Imsen, 1999: 192-193). Simensen believes self-directed learning is the most appropriate approach when teaching grammar, but it is crucial that the student is willing to participate in the learning process and to take responsibility for his or her own learning (Simensen, 1998: 223,250).

H. Douglas Brown states in his book *Principles of Language Learning and Teaching* that both inductive and deductive teaching methods can be successful, but it depends on the

goals and the contexts of a particular language teaching situation. He argues that though the inductive form is likely to be used in today's teaching, it does not mean that the deductive way cannot contribute to learning. It all depends on the setting (Brown, 1993:92).

In his book "Second Language Acquisition" Rod Ellis discusses which kind of form-focused instruction works best, and whether grammar teaching has an influence on learners' inter-language. He also discusses whether or not the learners acquire the grammatical structures they are taught, whether the instructions they receive match students' learning styles, and whether it helps to teach learners the use of learning strategies (Ellis, 1997:79-89).

The language theorist Stephen Krashen, on the other hand, argues that language acquisition does not require extensive use of conscious grammatical rules, or tiresome drills. Through his Input Hypothesis Krashen claims that language is acquired, not learned. However, he states that second language acquisition takes place when the comprehension of real messages occurs, and when the acquirer is motivated. He distinguishes between subconscious learning and conscious learning. Subconscious learning is acquisition, while conscious learning occurs when learners attend to form, figure out rules and pay attention to grammar and watch their own development. (Brown, 1994: 279-282) According to Krashen language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feeling" for correctness. He refers to learning, on the contrary, as conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In the following I will describe the two major approaches relevant for grammar teaching, the inductive and the deductive approach.

3.5.1 The inductive approach

The inductive approach towards teaching grammar is based on the grammar in a text or the grammar in context. It focuses on the illustrative examples and various learner activities. It also focuses more on the grammar beyond the sentence and on constructing cohesive sentences. "Discovery learning" or the inductive approach, as Gunn Imsen calls it in her book, "Elevens verden," means that the teacher first points out examples in the text, and then encourages the students to work out the rule themselves through relevant examples. The

students, with guidance from the teacher, then have to abstract, to generalize and then construct the grammar rule (Imsen, 1999: 192-193). The inductive approach to teaching is illustrated in figure 1:

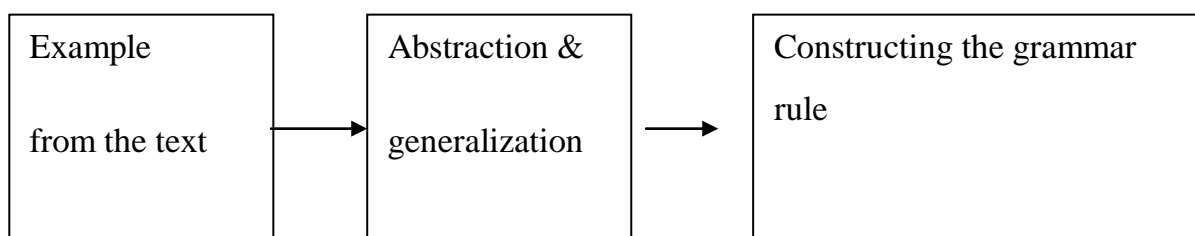


Figure 1: The inductive approach (Imsen: *Elevens verden*, 1999:page 192)

The aim is to look at language parts in context and later to deduce the rules from the practical examples. The inductive approach to grammar teaching has a clear and interesting context, where the purpose of the grammar is communication. The patterns are shown clearly, frequently and naturally in context, and there is a focus on meaning and communication, and not form alone. A lesson would lead from comprehension to production. It requires the learner to discover the grammatical structure and to communicate using the new grammar. The advantages of the inductive approach are that students can focus on the use of the language without being held back of grammatical terminology and rules that can hinder fluency. The inductive approach also promotes increased students participation and practice of the target language in the class room in meaningful contexts. On the other hand, the disadvantages are that this approach is more time consuming, and students who are used to a traditional style of teaching may have difficulties coping. Weaker students might benefit more from a deductive style of grammar teaching, which is more traditional. With this approach you might say that the student is the centre of class. The inductive approach is said to be a success in EFL/ESL classrooms worldwide (**International teacher organization** (www.teflcertificatecourses.com/teflarticles/tesol/inductive-deductive-approaches.html)).

3.5.2 The deductive approach

The deductive approach, as opposed the inductive, focuses mainly on the study of grammar rules. The deductive approach is very conventional, and is essentially a step-by step process that is adopted in every field of teaching, e.g. mathematics. The deductive approach represents a more traditional style of teaching in that the grammatical structures and rules are presented to the students first. The approach fits into a lecture structure known as PPP, Presentation, Practice and Production. Like a dancer, who is first taught the dancing steps, language students are presented with the rule. It can be illustrated as follows:

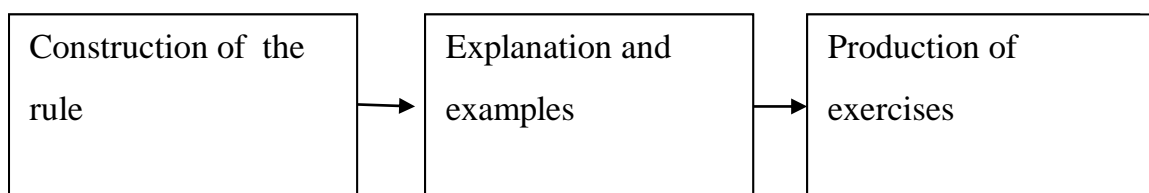


Figure 2: The deductive approach (Imsen: *Elevens verden*, 1999: page 192)

The figure shows in which order the learning of grammar takes place. It starts with a presentation of the rule. Then the students have to learn the rule and to practise it by doing written exercises. For instance if the structure to be taught is present perfect, the teacher will begin the lesson by saying: “Today we are going to learn about the present perfect structure.” Then, the rules of the present perfect will be outlined, and the students will complete the exercises, in a number of ways, to practise using the structure. The activities are based on the rules of grammar and not the illustrative examples. The approach focuses more on form than meaning, and provides no context or communication situation for the grammar. In this approach, the teacher is the centre of the class and is responsible for all presentation and explanation of new material. The advantages of this approach are that it is less time consuming, which is positive concerning teachers’ current shortage of time, and involves possibilities for learners to build cognitive bridges through verbal introduction. It also includes possibilities for rote memorization, which is some sort of mechanical learning that has some positive effect on many learners. In addition, it is considered to be more effective for students on higher levels, and as well as when teaching large groups. However, the students are drilled to learn the rule mechanically and may not be encouraged to take

responsibility for own learning. One might say that the learners are spoon-fed. From one point of view that could be negative, but on the other hand it might be a better way of learning for some learners, and as mentioned earlier, easier when teaching large groups. However, both approaches have their advantages and disadvantages, and a mixture of both is probably the most common usage and a more suitable choice.

In the following I will present the methodology used for the analysis of the textbooks and for the investigation of teachers' attitudes towards grammar teaching. Then I will continue with the findings in the L97 and LK06 text books, how grammar is included in the textbooks and how grammar is taught in schools.

4.0 Methodology

This chapter consists of two sections, one on the method used for the analysis of the different textbooks, and one for my survey done among teachers. The first part of my study was done by comparing textbooks in English for lower secondary school in order to see how they approach the issue of grammar. I have compared two different L97 and two different Lk06 textbooks, analyzed how they deal with grammar in reference to the new curriculum, and examined how a new curriculum with a stronger emphasis on grammar is reflected in the textbooks. The second and most important part is a survey of lower secondary school teachers in Telemark county in Norway with regard to their attitudes towards grammar teaching. My survey has been limited to Telemark county since that was most convenient for me as a fulltime teacher.

4.1 The analysis of the L97 and LK06 books

I examined four textbooks, two textbooks from the LK06 curriculum and two textbooks from the L97 curriculum, all for the 8th grade of lower secondary school. The first L97 textbook which I chose, was a recently used book, *New People, New Places* for the 8th grade, published by NKS-forlaget, and the second L97 textbook is *Search* for the 8th grade published by Gyldendal. The first LK06 text book is a copy which we received at our school in spring 2006. It is called *Crossroads*, and was published by Fag og Kultur. The second LK06 book which I have chosen is *New Flight 1* by Cappelen, comprising three books all together: *New Flight Text book*, *New Flight Work book* and *New Flight Grammar book*. Due to practical concerns I chose to examine only two books from each curriculum. That of course has its limitations regarding validity, but it nevertheless gives an indication of how well the textbooks mirror the curricula.

I investigated how the textbooks were structured, and how many, how appropriate and diverse the exercises in the textbooks were. I have also investigated whether they have oral grammar exercises. By studying the exercises and counting them, I decided which books I thought were best. Then I chose to focus on how they handled the use of adjectives, since that is an important issue when writing a good text. I focused on adjective exercises only,

since an emphasis on other issues of grammar would be too comprehensive. Finally, I made a comparison of all the books, and decided which books had the best exercises.

Though this is a rather limited sample, I believe it will present a useful picture of the trends and differences between books within the various syllabi. I could have analyzed a larger number of books, but that would mean a different and more substantial thesis.

4.2 Field investigation

The second part of my thesis, as mentioned earlier, comprises a quantitative survey using a questionnaire. There are different kinds of surveys; self-completion postal questionnaire, telephone interviews and face-to-face interviews. I decided to use a self-completion postal questionnaire since I work full time and that was most convenient for me. According to Robson (Robson, 2005: 230) the typical features of surveys are as follows:

- The use of a fixed, quantitative design
- A collection of a small amount of data in standardized form from a relatively small number of individuals
- A selection of representative samples of individuals from a known population
- The ability to transcend the findings to other groups in other places at different times

All surveys have their advantages and disadvantages. They have a simple and straightforward approach to the study of attitudes, values, beliefs and motives. They serve to gather generalizable information from any population, and they provide a large quantity of standardized data. On the other hand, the data might be influenced by the personality, experience and background of those respondents who do not wish to report their honest beliefs and attitudes. A self-completion questionnaire, which I used, definitely has its advantages. It is often the easiest way of conducting a research and the most effective way of

obtaining information from a large group of people at a low cost and within a short period of time. And lastly, it allows the respondents to be anonymous. On the other hand, there are disadvantages since the researcher is not available to clear up any misunderstandings and one cannot, as mentioned, be sure that the respondents will treat the questions seriously.

In fixed design one has to specify in advance the variables to be included in the study. A survey also requires the collection of data from a number of units and usually within a limited period of time. It involves the systematic collection of quantitative data with regard to a number of variables, which are examined to determine patterns. The advantage of fixed design lies in its capability to exceed individual differences and identify patterns and processes which can be linked to other groups or organizations (Robson, 2002: 98). Robson calls a survey “an overall approach to doing a social research” (Robson, 2002: 228).

Furthermore, the reliability and validity of survey data depend to a large extent on the proficiency of the researcher who is running the survey. That is, how efficient and comprehensible the questions in the questionnaire are in eliciting information about the research object. Robson emphasizes that surveys work best with standardized questions, so that one can be sure that the questions are understandable to the different respondents in the survey (Robson, 2002: 234). If they are not, there is a problem of internal validity. Then we do not obtain valid information about the respondents and what they are thinking, feeling and doing. On the other hand, if the sampling is faulty there is a problem of external validity, so that we cannot generalize our findings. That is: can I generalize my findings to other teachers elsewhere and at any time in Norway?

4.2.1 The sample

A sample is a selection from a population. In other words it is the group of people one wishes to use for one’s research. It is important when doing a survey to be able to generalize the findings to the population from which the sample is drawn. In my case the sample was lower secondary teachers from the Telemark area in Norway, since that was the most convenient choice for my survey. I chose to focus on English teachers’ teaching in 8th-, 9th-

and 10th grade, since that was of the greatest interest for me while teaching the same grades, and since choosing all the grades would again mean a different thesis.

In practice, it is said that researchers never obtain responses from 100% of the sample. In my survey twenty-five out of thirty schools responded to my questionnaire. Since the response rate is important when generalizing to a larger population, I view my responses as relatively good. There are two major approaches to sampling used in social and scientific research; probability sampling and non-probability sampling. With probability sampling all persons in the population have the same opportunity of being included in the sample. With non-probability sampling, on the contrary, the persons are selected on the basis of their availability or because the researcher considers them to be representative. Convenience sampling is a non-probability sample, which involves choosing the nearest and most convenient persons to act as respondents. One might say that my sampling groups were rather homogeneous, due to the fact that they were all teachers in lower secondary school. Convenience sampling is used in exploratory research where the researcher is interested in getting a low-cost estimation of the truth. It does not involve random selection, even though it carries some idea of randomness, because of all kinds of biases and influences that are likely to influence the sample.

From one point of view, I used convenience sampling as a method, but on the other hand, this sample is to a certain extent representative, so statistical inferences about the population can be made from the responses of the sample. Representative sampling is a type of statistical sampling, where the researcher selects individuals who are representative of a larger population. One tries to gather data from a small group and use the results to make generalizations about a larger group. In probability or representative sampling the sample is taken as a representative of the population. In other words, the sample of English teachers from Telemark county may very well be representative for English teachers all over Norway. In this survey, however, I will not make any claims about external validity, given that is a convenience sample.

4.2.2 My sample.

As mentioned above, I sent self-completion questionnaires to all lower secondary schools in Telemark. The respondents were teachers with different types of education and levels of experience, both with university education and with teachers' college education. They were teaching in large town schools and small country schools located in different and distant areas of Telemark. Through the questionnaire I examined teachers' attitudes, how important they think grammar is compared to issues such as speaking, listening and reading when teaching English. Furthermore, they were asked if they believed grammar should be taught inductively or deductively or in both ways, and how often they thought grammar should be taught.

I received 70 completed questionnaires from respondents in the Telemark school district. The Telemark school district consists of different schools. Some of them are large schools and some are small schools out in the country. I did not expect such a good response, but the fact that I made several telephone calls and worked hard to persuade all the principals, may have had a positive impact on the respondents. Teachers who were only contacted by e-mail never returned the questionnaire. Fifty-one female teachers and nineteen male teachers responded to my questions. The difference may be due to the fact that there are more female than male language teachers in this area, probably in lower secondary schools in Norway in general, and maybe that women more often choose to study languages than men do. After receiving the responses from the teachers of Telemark, I coded the data and prepared the data files. After analyzing the data I wrote the report.

4.2.3 The questionnaire

Most projects start with defining the goals for the research and developing a plan for achieving these goals. The next step is to develop a series of questions that address these goals, which, of course, will become the variables in the study. When using a self-completion postal questionnaire the respondents have to fill out the answers by themselves. The questionnaire is often sent out by post, as I did, which allows large samples to be collected with relatively little effort. That is definitely an advantage. But, on the other hand,

you can not know for sure whether the respondents have understood your questions, or given serious attention to them, since you are not there to clarify the questions and clear up any misunderstandings. Postal and other self-completion surveys often also have a low response rate. From another point of view, it is a very efficient way to acquire large amounts of data at a low cost within a short period of time. It is of crucial importance that the respondents can remain anonymous and thus feel comfortable to express their opinions frankly without worrying to be detected.

Robson writes in his book *Real World Research* about the importance of constructing a good survey. Questionnaire questions should be designed to help achieve the goal of the research, and particularly, to answer the research questions. It should be easy to fill out and easy to understand, and not take long to answer. The questionnaire should be written in such a way that the respondents understand what you want from them, and at the same time the questions should be faithful to the research task (Robson, 2002: 242). In short, his advice is: Keep the language simple, the questions short, avoid double-barrelled and leading questions and use open and closed questions. The appearance of the questionnaire is also crucial. It should look simple to fill in. (Robson, 2002: 249)

4.2.4 My questionnaire

My questionnaire is a mixture of closed and open ended questions. Closed questions are normally easy to code, while open ended questions demand more extensive answers (Robson, 2002: 257), that give the researcher valuable information when writing the report.

First, I did a pilot study by interviewing my colleagues in order to see their reactions to my questions and find out whether they understood the questions. According to Robson (Robson, 2002: 185) “a pilot study is a small scale study of the real thing”. The main purpose of a pilot test or a pre-test is to develop questions which give the best answers to one’s research, thereby ensuring that the questions in the questionnaire are understandable and unambiguous. Next, I revised the questions and changed the lay-out before sending out the questionnaires.

The questions were about teachers' English qualifications and attitudes towards grammar teaching. They were questioned about their education, courses, and how important they thought grammar teaching was compared to teaching listening, speaking and reading. In addition they were asked about whether they thought grammar should be taught in lower secondary school and how often they personally taught grammar. Other questions were about the approach used in grammar teaching and what kind of grammar exercises they thought was best (The questionnaire is in the appendix).

4.3 Validity

The intention of using a survey in a research is to find data in a way which gives a basis for generalization from the sample to the population. If the questions in the questionnaire are incomprehensible, the study is obviously a waste of time. Then there is a problem of internal validity or construct validity. Does it measure what it is supposed to measure? The researcher does not acquire valid information from the respondents through the incomprehensible or vague questions. If the sampling is faulty, the research causes a generalizability or external validity problem, so that we cannot generalize our findings. External validity is the degree to which the conclusions in the study would hold for other persons in other places and at other times. In other words there are three major threats to external validity, because there are three ways one could be wrong, and that is when it comes to people, places and times. The threat of external validity is an explanation of how one might be wrong in making a generalization. In my study the questions would be: Are the results of my study representative of other teachers elsewhere in Norway? Does the research also give a useful picture of teachers' attitudes elsewhere? Are Telemark teachers representative of Norwegian English teachers in general? Another problem is the lack of relation between attitude and behaviour, in other words if we seek to generalize from what people say to what they actually do. On the other hand, the improvement of external validity would be stronger the more one is able to replicate the study.

If a measure is not reliable, it cannot be valid. These ideas are obviously related to each other. On the other hand, despite the fact that reliability is necessary, it is not enough to ensure validity. Reliability is more straightforward. By presenting all the respondents with

the same standardized questions, cautiously worded after piloting, it is possible to obtain high response reliability. Validity, on the other hand is concerned with whether the findings are really about what they appear to be about.

4.4 Summing up

I have now briefly described my examination of the different textbooks and my research among teachers in Telemark county in Norway. The survey as a research tool, its limitations and advantages, and the sample and its limitations have also been presented. Furthermore, I have discussed the importance of making good and comprehensible survey questions and giving the questionnaire a pleasant appearance, in order to get the best possible answers relevant to my research.

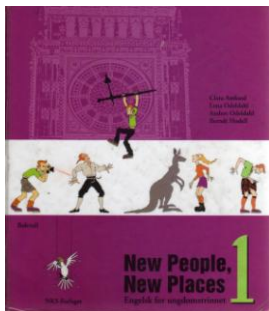
In the following chapter I will describe the different exercises in the textbooks in details, give a summary of the L97 and LK06 books and compare them. Then in chapter 6 I will continue with the findings of my survey.

5.0 A study of grammar and exercises in text books

Textbooks are developed on the basis of a curriculum, and by teachers and educators. In the following I will investigate the inclusion of grammar and grammar exercises in four 8th grade textbooks.

Firstly, I will start by introducing how the four English textbooks deal with grammar and grammar exercises, two textbooks from the Norwegian national curriculum of 1997, and two textbooks from the Norwegian national curriculum of 2006. Secondly, I will examine whether and to what extent there are differences between books based on the L97 and the LK06 syllabi with regard to the number and type of grammar exercises incorporated into the lessons. This is to see how much books following the same syllabus can differ from each other. I will start by counting the total number of exercises in the textbooks, then group them according to type, see whether they are deductive or inductive, and lastly, examine a selection of these exercises, the adjective exercises.

5.1 A study of *New People, New Places*, an L97 textbook



There were several different L97 English textbooks used in Norwegian schools, and some of them focused less on grammar than others. The first L97 book I chose was *New People, New Places* for the 8th grade published by NKS- forlaget, a book I had used and which I am familiar with. In *New People, New Places* there are texts, exercises and grammar gathered in one book. The book also has a small workbook and a teacher's book with textual exercises and a few grammar exercises. There are 288 pages in *New People, New Places*. It comprises seven units or chapters, and there are two grammar topics attached to each of them. All chapters have texts at easy, intermediate and advanced levels of difficulty, which is positive regarding the students' different levels. That means that there are A-, B-, C-, and D -texts in the book, with the A-texts as the easiest ones. The book has 285 exercises, both written and oral, but only a few of them are grammar exercises. The written grammar exercises are mostly deductive exercises where the student for example has to fill in the correct form of the verb or write the noun in

plural. There are also some tasks where the learner has to translate sentences into English or Norwegian. The oral exercises are mostly pair work tasks where the students have to read a dialog or carry out a discussion in English. Only 20 of them can be related to grammar.

Apart from the pages which comprise texts and tasks related to the texts, some grammar exercises, and a grammar section, there are also sections in this textbook that discuss different topics. These topics are about Norwegian, British and Australian traditions and customs, project work, how to write, what to write, how to present your work and how to understand a User's Manual, which all seem to be relevant topics in an English textbook. The textbook has an attractive layout with amusing illustrations and nice, colourful and authentic pictures. Its grammar section is separated from the exercises and is at the back of the book, on pages 213-255. This section has adequate explanations but has no illustrations, which would have been helpful for thirteen year old learners. After the grammar section there is a chapter on project work and guide lines about how to write different texts. *New People, New Places* is organized in the traditional way, with the grammar explanations apart from the grammar exercises, which are attached to the different units in the textbook.

The grammar exercises start on page 13 in Chapter 1 with the usage and comparison of adjectives, which I will describe in further detail later on. The second grammar topic in Chapter 1 is briefly introduced on page 21, and is about "to be and to have" and the usage of their short forms and full forms. In unit 2, on page 44 and 45, the author discusses types and plural forms of nouns. The next grammar exercises, on page 50 and 51, are about the present tense of the verb. It continues with grammar issues in unit 3 on page 70, 71 and 77, which deal with the usage of "some and any" and the present tense of "to do". Chapter 4, on pages 98 and 104, consists of exercises on the possessive pronouns and the past tense. Chapter 5 comprises exercises on the genitive and the present tense ING-form on pages 124 and 131. Next, in Chapter 6, on page 156 and 157 there are exercises on the present perfect, and lastly, Chapter 7 has more exercises on the ING-form and it/there.

With regard to the kinds of exercises, the textbook focuses on the following: adjectives, short and full form of "to be and to have", nouns, the present tense, the use of "some and any," the present tense of to do, possessive pronouns, the past tense, the genitive, the present perfect, the usage of "it/there," and the ING-form. There are, however, only a few exercises attached to each topic. In Chapter 1, for instance, there are just a few exercises with the

usage of “to be and to have”. From my point of view there ought to be more exercises on “to be and to have”, since this is basic grammar knowledge and since 8th graders very often do not know how to conjugate these verbs in the present and past tenses. In the following I will present a table that provides an overview of all exercises in this L97 textbook. In the two columns to the right in the table I have used “yes” to indicate which type of exercises are used.

Table 2: Exercises in New People, New Places 1

Chapters	Total no of exercises	Grammar exercises		Written	Oral	Deductive	Inductive
		Written	Oral	In general Textual cultural	Talk Listen Read Present		
1	46	6	3	16	15	yes	
2	39	10	1	13	14	yes	
3	44	16	5	20	12	yes	yes
4	45	13	8	15	13	yes	yes
5	37	8	0	17	12	yes	
6	36	2	2	14	12	yes	
7	38	6	1	15	15	yes	yes
Total no	285	61	20	111	93		

As can be seen in the table there are 285 exercises in the L97 book, and 172 of them are written exercises. Out of 172 written exercises I counted 61 grammar exercises for all units. That is less than 50 % of the total number of written exercises. The numbers clearly indicate that this book focuses more on textual and cultural issues than on grammar, and the textual and cultural written exercises number 111 in total. There is also a large number of oral exercises, but only 20 of them are related to grammar, as can be seen under column “Grammar exercises” in the table. As mentioned previously and marked in the table above, the written exercises are mostly traditional, deductive exercises where the student is to fill in the correct form of the verb or write the noun in plural. There are also some tasks where the learner has to translate sentences into English and Norwegian. The oral activities are mainly pair work exercises where the students were to read a dialog together or to have a classroom

discussion in English, and these have nothing to do with grammar. I will not discuss all the exercises, but chose to focus on adjective exercises in particular, to exemplify how the book is designed to teach grammar.

5.2 Adjective exercises

In this L97 text book the grammar exercises are, as mentioned above, incorporated into the text section and connected to the different topics. I found the exercises about adjectives in Chapter 1 interesting, and I will look at these in further detail to examine the types of exercises and compare them to the adjective exercises in the other books. When studying the adjective exercises I noticed a certain feature which appeals to me: They are few and not so differentiated and varied. In the following, I will focus on presenting adjective exercises in this book and in all the other books in detail for reasons of comparison. The tasks in *New People*, *New Places* start with descriptions of persons and things. The following exercises are reproduced from the textbook, and this is how they begin:

Adjectives/ L97 Adjectives describe persons and things. If you want to compare something, you use the **comparative form** or the **superlative form** of the adjective:

Mont Blanc is a **high** mountain, but Kilimanjaro is **higher** (comparative form) Mount Everest is the **highest** (superlative form) mountain in the world.

A. 3: Short -, longer-, and irregular adjectives.

1.Short adjectives	2. Longer adjectives	3. Irregular adjectives
High	famous	Good
The tallest	Expensive	Further
Cheaper	The most important	Worst
Heavy	More difficult	bad
Greater	successful	
The funniest		
few		
Hotter		
Cleverer		
tall		

Copy the table below and put the adjectives in box 1 in the right place in the table. Then fill in the missing forms. Do the same with box 2 and 3.

<i>positive</i>	<i>comparative</i>	<i>superlative</i>
<i>High</i>	<i>Higher</i>	<i>The highest</i>
<i>Great</i>	<i>Greater</i>	<i>The greatest</i>
<i>Funny</i>	<i>Funnier</i>	<i>The funniest</i>

What three adjectives do you find in the boxes?

What happens to adjectives ending in *-y*, such as *happy*?

B Choose one of the pictures from *London*. Write 5 – 10 sentences where you use adjectives to describe the things you see in the picture.

The table below shows the number and type of adjective exercises in *New People, New Places*. I have used “yes” as an indication of which type of exercise is used.

Table 3: Number and type of adjective exercises in *New People, New Places*.

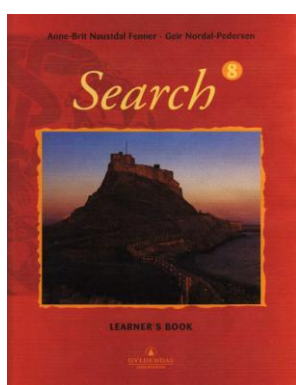
Number of exercises	Inductive	Deductive and traditional	Written	Oral
A 1		Yes	Yes	
A 2		Yes	Yes	
A3		Yes	Yes	
B	Yes		Yes	

As the table shows, there are only four adjective exercises in this book, and they are quite traditional. That also is the case for the English books for 9th grade and 10th grade, which I have not considered in this study. There are three deductive exercises and one inductive. Firstly, the sentences do not start with a text or with cohesive sentences, but with a “plain” exercise, where the learner is to copy a table and put the different adjectives in the right place in the comparison table. Secondly, the learner has to fill in the missing forms. That

exercise might be helpful for some learners, but certainly not for all. I consider exercises such as these to be quite simple and conventional exercises. The learners are not being asked to produce a text or sentence and put the grammar in a context, except from exercise B, where learners are to produce sentences and depict what they see in a picture. That exercise is good for expanding their vocabulary, improving their language and giving them practice in writing a text. There were four oral exercises in this chapter, but none was related to grammar or the usage of adjectives.

To sum up, this textbook is quite conventionally organized with relatively few grammar exercises, and this is the case for all three grades. The chapter where I found the adjective tasks was especially poor on exercises. When using this book, it was in my experience always necessary to supply the students with additional learning material when working with the different grammar topics. When studying the grammar section in this book, I also noticed that there were good explanations, but there were no illustrations which would be appropriate for students at that age. The grammar section is quite traditionally organized and describes different issues of grammar. The explanations are adequate but there are few examples. In the following I will introduce another L97 textbook, *Search 8*.

5.3 A study of *Search 8*, an L97 textbook



The second L97 textbook I examined is “Search” for the 8th Grade, published by Gyldendal. I chose this book because it differs from the other L97 book in number and type of exercises. Like I did with the first book, I began by counting the total number of exercises in the textbook, grouped them according to type and described a selection of exercises. *Search 8* has an organization similar to the first book, but has a more pleasant appearance with attractive illustrations and pictures in general. The grammar section is at the back of the book, separated from the text, like the previous book examined, and textual, oral and grammar exercises are incorporated in the text sections. All the texts, exercises and grammar are gathered in one book. I will in the following look at all exercises in the book with a focus

on the grammar exercises, and then the following discussion concerns the adjective exercises in the book in more detail.

Search 8 comprises eleven chapters, all of which include one or two grammar topics. All the chapters, like *New People*, *New Places*, have A, B, C and D texts, where the A texts are the easiest. However, the texts in *Search* are also shorter and not as varied as in the other book. The book has 11 chapters before the grammar section starts, with the heading “Focus on language”. It consists of an overview of different grammatical issues. The grammar exercises start in chapter 1 at page 19 where nouns and articles are introduced. The exercises are about finding the nouns in a text and putting them in plural form. The second topic of grammar is discussed at page 38 and 39 in chapter 2 and is about verbs in the simple present and past tense. The exercises are written exercises, like writing a list of things one typically does everyday. Chapter 3 has grammar exercises about regular and irregular verbs. Chapter 4 focuses on adjectives, and these exercises are more varied than in the other units. The adjective exercises will be discussed in further detail below. In chapter 5 and 6, on p 106 and 128, I found a few exercises about pronouns, the present tense and numerals. In Chapter 8 and 9, on pages 164 and 177, there were exercises about question words, prepositions and adverbials. Finally, on page 197 in chapter 10 there are exercises about the usage of it/there. In chapter 11, on page 214 there are exercises with adverbs. Table 4 on the following page presents the number and type of exercises in *Search 8*. The indication “yes” in the two columns to the right shows if the exercises are inductive or deductive.

Table 4: Number and type of exercises in *Search 8*. The first and the second column to the right in the table show inductive and deductive exercises.

Chapters	Total no of exercises	Grammar exercises		Written	Oral	Deductive	Inductive
		Written	Oral	In general	Talk Listen Read present	Grammar exercises	Grammar exercises
1	29	6	0	22	7	yes	yes
2	32	8	0	18	6	yes	yes
3	18	4	0	14	4	yes	yes
4	26	8	2	10	8	yes	yes
5	28	3	0	19	9	yes	yes
6	24	6	0	14	10	yes	
7	18	3	0	12	6	yes	yes
8	16	3	0	8	8	yes	
9	16	5	0	11	5	yes	
10	26	4	0	15	7	yes	yes
11	22	4	0	15	7	yes	
Total	255	54	2	158	97		

As can be seen from the table, there are 255 exercises altogether in this L97 textbook. There are 158 writing exercises, and 54 of them are grammar exercises or exercises that were related to grammar and syntax. I counted 99 oral exercises comprising listening tasks, discussion tasks and mini talks, but only two of them were related to grammar. The writing exercises vary from writing a few sentences, matching sentences, making a plan for a trip, writing poems, writing small texts and doing plain grammar exercises. With regard to the two columns with “yes” to the right in the table, they indicate that these exercises were both deductive and inductive, but there were more deductive exercises than inductive.

The grammar section is on pages 254 – 28. In my opinion it has poor explanations. This is how they sound for adjectives: “The adjective describes a person or a thing. In English the adjective has the same form in singular and plural.” Furthermore, it says: “Adjectives, which do not have more than two syllables are compared with –er in comparative and –est in superlative. Some adjectives with two syllables or more are conjugated with “more” in comparative and “most” in superlative. Then the irregular and the adjectives of nationality are slightly mentioned. There are no additional explanations.

5.4 Adjective exercises

I will, like in the previous book, look at adjective exercises in further detail to examine types of exercises in order to do a comparison of the adjective exercises in all the books. The adjective exercises are attached to the texts about fairytales and fables, which seem appropriate. The first adjective exercise starts in chapter 4 on page 80 after reading the story about Robin Hood. I view them as adjective exercises also, because they go about descriptions in order to write a good text. These exercises are reproduced from *Search 8*, and are as follows:

14 a Describe the main characters in the story

b Robin Hood is usually seen as a hero. What makes him a hero in your opinion?

15. Work in pairs and choose one of the following tasks:

a. One of you is Robin Hood and one is Little John. Describe the fight from your point of view

b. Pretend that one of you is Robin Hood and one is little John. Take turns to interview each other.

L1 Write five adjectives you would use to describe each of these characters:

a) Cinderella

b) Jack in Jack and the Beanstalk

c) Little Red Riding Hood

d) Robin Hood

L 2 Look at the fable The Frog and the Ox on page 72. The fable has few adjectives. Rewrite it, adding as many adjectives as you can. L 3 Look at the last story you wrote yourself. Make a list of the adjectives you have used. Rewrite one part of the story, adding more adjectives. Write a few sentences about how that part of your story changed.

L 4 Here are some adjectives from the stories you have read: great, well-known, good, small, strong, fast. See your dictionary and find (a) synonyms and (b) antonyms for each of them.

L 5 Out of my way, little man! Shouted the stranger, who was a good foot *taller* than Robin. "That is, unless you want a ducking in the stream!" Not so fast, not so fast, tall fellow," answered Robin.

In this passage from Robin Hood it is important that one character is taller than the other. When you rewrite, you will need to compare adjectives. Example: tall – taller – tallest

Give the comparative and superlative forms of the following adjectives:

Little, small, big, good, kind, important, clever, ill

To sum up, these adjective exercises are much better than in the first book. They require the learners to produce their texts and give their opinion, and not just reproduce or fill in adjectives in a table or box. The first exercise involves description and a question about what makes the hero a hero. Exercise 15 actually comprises two activities, two oral exercises, where the learners have to work in pairs and describe the main characters in the story they have just read, and take turns to interview them. In my opinion, that is a very good oral exercise related to grammar. Task L1 is an exercise where the learner has to find five adjectives that describe each of the characters, and L2 is an exercise where one has to rewrite a story by adding as many adjectives as possible. That is a very good exercise, which might improve the students' vocabulary and again improve the text. Tasks L3 is also about rewriting a story and depicting how the story changed when adding new adjectives. L4 is an exercise that involves vocabulary only, as it concerns synonyms and antonyms for each adjective in the task, and the last task, L5, is also about rewriting a story and the comparison of adjectives. Next, I will present the number and type of adjective exercises in table 6 below. In the second and third columns from the left in the table I have used "yes" as an indication for what type of exercises that are being used; inductive or deductive.

Table 5: Number and type of adjective exercises in *Search 8*. The second and third columns on the left in the table show the inductive and deductive exercises.

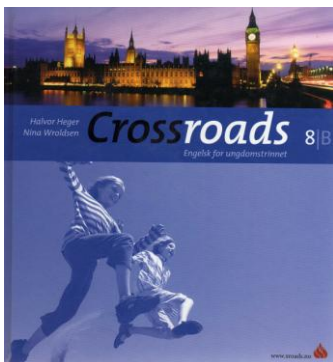
Number of exercises in ch.4	Inductive	Deductive and traditional	Written	Oral
14 a	Yes		Yes	
14 b	Yes		Yes	
15a	Yes			Yes
15b	Yes			Yes
L 1	Yes		Yes	
L 2	Yes		Yes	
L 3	Yes		Yes	
L 4	Yes		Yes	
L 5	Yes	Yes	Yes	

As can be seen in the table, there are nine adjective exercises altogether in this L97 book. In the table I have used "yes" as a way of describing what kind of exercises they were. As

written in the different columns the tasks were mostly inductive and written, but there was one task that was plain deductive and two oral exercises related to grammar. From my point of view, these exercises are quite different from and much better than *New People, New Places*. The fact that two of them also are oral exercises, appeals to me, since using the language orally is helpful learning grammar, and there are exercises that emphasize how crucial the use of adjectives is in order to write a good text, fairytale or story, article or any text that needs descriptions. In these exercises grammar is integrated in writing a good text. According to the table above, the exercises are basically inductive, which means they have a clear and interesting context, where the purpose for the grammar is communication.

In sum, this L97 text book is quite traditionally organized. With regard to grammar, there are many exercises in this book, but they are mostly textual exercises, and not many grammar exercises. It also varies how strong emphasis there is on grammar in the different chapters. I found both deductive and inductive exercises in this L97 book, but most of them are deductive grammar exercises. The adjective exercises in chapter 4, on the contrary, are much better exercises than in *New People, New Places*. They are mostly inductive and quite good for improving students' writing and vocabulary. In the following section I will describe *Crossroads*, an LK 06 textbook, which I encountered in the spring of 2006.

5.5 A Study of *Crossroads*, an LK06 textbook



There were several LK06 text books available on the market when I decided to write this thesis. This first LK06 text book I chose is a copy which we received at our school in spring 2006. It is called *Crossroads*, and is published by Fag og Kultur. It actually comprises two books: *Crossroads 8A* and *Crossroads 8B*. The 8A textbook consists of a large variety of interesting texts with attached textual exercises, and it has written and oral

exercises. I chose to examine textbook 8B, since that book is more relevant and interesting for my research. I will in the following look at all exercises in the book with a focus on the grammar exercises, and discuss the adjective exercises in the book in more detail.

The *Crossroads 8B* textbook comprises the following: literature and poetry, short stories, extract from novels, fairytales, news, cartoons, syntax, writing rules and grammar. The book seems interesting because of its pleasant appearance, good illustrations and large number of good and interesting grammar exercises, and because I got a very interesting presentation of this book(s) at a course in the spring of 2006. This LK06 textbook is organized differently from both the L97 textbooks. The texts and the grammar section are separated. There are some grammar exercises attached to the different themes and texts, but most grammar exercises are in the last section of the book, the grammar section entitled, “Grammar is the study of a language,” followed by good advice to the learner concerning learning styles and learning strategies, which have also been strongly emphasized in Norway lately. The grammar section starts on pages 117-207, and comprises mostly grammar exercises and explanations. There are also exercises that concern vocabulary and phonetics in addition to guide lines about learning to learn, about reading and speaking English and standard procedure for writing a good text. The book has a pleasant and modern layout with beautiful illustrations and pictures. The grammar section has some nice illustrations to describe the topics better.

There are 305 exercises in this LK06 textbook. The book has eight chapters before the grammar section starts. Within these chapters “Reading literature”, “Reading poetry”, “Poetry”, “Short stories”, “Extracts from novels”, “Fairytales”, “News” and “Cartoons”. There are also 204 exercises attached to the different chapters. Some of them are grammar exercises. Within the grammar sections I counted 101 exercises. In addition, 19 topics of grammar have been emphasized in *Crossroads 8B*. The exercises start on page 137 with nouns in singular and plural and genitive and continues with different pronouns, the usage of it/there, question words, the usage of some/any, adjectives, question tags, the usage of active/passive, the ING-form, modal auxiliaries, going to/shall/will, concord, adverbs, conjunctions and subordinating conjunctions, numerals and prepositions. They are mostly written exercises, but there are also a few oral exercises. The table on the following page shows the number and type of exercises in *Crossroads 8B*. I have used “yes” to indicate what type is used.

Table 6: Number of exercises in *Crossroads 8B*. The indication “yes” in the two columns to the right in the table shows if the exercises are deductive, inductive or both.

Chapters	Total no of exercises	Plain grammar exercises		Written	Oral	Deductive Gram.ex	Inductive Gram.ex
		Written	Oral	In general	Talk Listen Read present		
1	13	0	0	9	4	yes	yes
2	32	3	0	20	12	yes	yes
3	90	9	0	73	17	yes	yes
4	23	3	0	17	6	yes	yes
5	26	2	0	19	7	yes	yes
6	8	1	0	8	0	yes	yes
7	12	0	0	10	2	yes	yes
Gram.sec.	101	80	3	12	6	yes	yes
Total no	305	99	3	168	54		

According to the table, there are many grammar exercises in *Crossroads 8B*, and most of them are written exercises. They are attached to the different texts and comprise genre, the setting-, characters, plot, narrator and point of view, which are all important elements when reading literature and poetry.

Most of the grammar exercises are collected in the grammar section in the back of the book, but there are also a few good and useful exercises in the first chapters of the book.

Furthermore, the table shows that there are 54 oral exercises in this book, but only 3 of them are related to grammar. I am not going to examine all the exercises, but study the adjective exercises in greater detail for the reason of comparison between the books.

5.6 Adjective exercises

First of all, the adjective section in this textbook has good explanations with relevant examples. The teacher does not need to provide additional explanations. There are relevant and good explanations about the adjectives, what they are and how we compare them. In the passage about comparison there is a colourful illustration.

Gradbøyning av adjektiver

På norsk sier vi *fin, finere, finest* og *god, bedre, best*. Det kaller vi gradbøyning. Vi gjør det på akkurat samme måte på engelsk når adjektivet har én stavelse:

John's house is **big**.
Sara's is **bigger**.
Zeb has the **biggest** house.

Noen flere eksempler:

Positiv	Komparativ	Superlativ
cold	colder	coldest
nice	nicer	nicest
thin	thinner	thinnest



Er du sikker på hva en stavelse er? Det er hvor mange trykk det er i ordet. *Car* har for eksempel én stavelse, mens *window* har to.

Eksempler:

•
sweet round

• • • •
little yellow

• • • • • •
marvellous wonderful



To continue with my comparison of the adjective exercises the book has a passage about adjectives with two syllables and irregular comparison. The following adjective exercises are found in the grammar section of *Crossroads 8B*. They are written in Norwegian and the translation follows on next page:

1. *Point out the adjectives in the text and write them down. Compare your result to another student's.*
2. *Write a short story about friendship using as many adjectives as possible of the following: good, lonely, blue, small, wonderful, interesting, dangerous, happy.*
3. *Fill in the blank exercise, that says: Fill in the most appropriate adjective.*
4. *Compare these adjectives. Remember the rules of comparison.*
5. *Write three sentences where the adjective comes in front of the noun.*
6. *Fill in the correct adjective.*
7. *Write a story about a nice place that you have been to. Do not use more than three adjectives.*
8. *Rewrite the story and this time use at least ten adjectives.*
9. *Read your stories in groups of four, and discuss which story is the best.*
10. *What do adjectives do to a story? Discuss.*
11. *Fill in the right nationality adjective.*
12. *Translate into English.*

The table on next page shows what kind of adjective exercises are used in *Crossroads*. I have used “yes” to indicate which type is used.

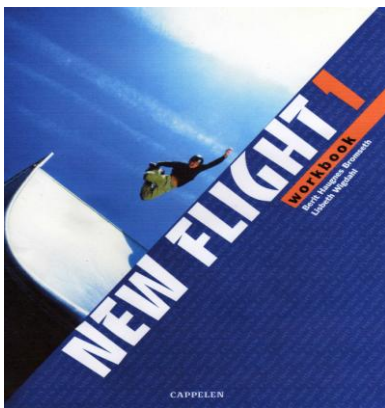
Table 7: Number and type of adjective exercises in *Crossroads 8B*. The indication “yes” in the columns shows if they are inductive, deductive, written or oral.

Number of exercises in grammar section	Inductive	Deductive	Written	Oral
1	yes		yes	yes
2	yes		yes	
3		yes	yes	
4		yes	yes	
5	yes	yes	yes	
6	yes	yes	yes	
7	yes		yes	
8	yes		yes	
9	yes			yes
10	yes		yes	yes
11	yes		yes	
12	yes		yes	

As shown by the table and the exercises on the previous page, this book has the largest number of adjective exercises, twelve all together. They are oral and written exercises, but mostly written. In the first exercise the pupils have to find the adjectives in a text in order to learn what an adjective actually is. In the second exercise they are to write a text about friendship using as many adjectives as possible. This is a good exercise that will improve their text writing. It is followed by a fill in the blank exercise where they have to fill in the most appropriate adjective in the sentences in order to create good language and meaning. Next an exercise comes where one has to compare the adjectives, and then first the pupils are asked about the rule. In the subsequent exercise they have to make sentences with adjectives placed in front of nouns, followed by a filling in exercise. Next, there is an exercise where they have to write a text where they are to use just three adjectives, and then rewrite text with ten adjectives. After that they are to work in groups, read their stories to each other and discuss which one is the best and what adjectives do to a story. This oral task is then followed by an exercise where they are to fill a nationality adjective and one exercise where they have to translate into English. A language is to be used to communicate, therefore it is good that this book also has oral grammar exercises.

To sum up, this LK 06 text book seems quite well organized. With regard to grammar, there are many different and good exercises. There were 8 chapters in this textbook and the last chapter was the grammar section, which was the largest chapter. The exercises focus on vocabulary, grammar and on writing a good text. They are diverse but both traditional and untraditional, which match students' different learning styles. They are not just "plain" grammar exercises, but give the students practice in writing a text and discussing how to write one. Upon closer examination it is evident that they actually represent different approaches to teaching. The grammar exercises are both deductive and traditional and inductive and somewhat untraditional. As mentioned earlier in this thesis the deductive approach is very conventional and represents a step by step way of teaching where the student is first being presented for the new concept. The inductive approach, on the other hand, focuses on grammar as the means of communication. The student has to discover the grammatical structures and use it in a context. The exercises in this textbook are a mixture of the inductive and deductive approach, which seem appropriate regarding students different learning styles. In the following paragraph I will describe another LK 06 textbook, *New Flight 1* published by Cappelen.

5.7 A Study of *New Flight 1*, an LK06 textbook



New Flight, published by Cappelen, comprises three books; a book, a work book, and a grammar book. There is also an easier version of *New Flight* called *New Flight Extra*, which also has a grammar book. These books have pleasant layouts, pretty pictures and illustrations, and many, interesting themes. The textbook has many relevant passages about culture and accompanying questions, which is quite traditional, but without any grammar exercises in the different chapters. However, the *New Flight 1* textbook has a workbook, which I will focus on in more detail. The workbook is quite comprehensive, and each chapter has short explanations and a large variety of exercises. It is divided into eight chapters, and each chapter discusses grammar, phonetics and vocabulary. Each chapter has smaller texts or

dialogues, and textual, grammar and writing exercises. The chapters handle different issues of grammar and they all have two major topics: language and structure and communication. The workbook and the textbook also have a attractive layout with colourful illustrations and photos. There is also a separate grammar book, which consists of grammar explanations only.

The grammar exercises start on page 13 in Chapter 1 presenting exercises with “to be, to have, to do” and other verbs in the present tense. They continue on page 31 and the following pages with adjectives and how we compare them, verbs in the present continuous tense, the plural of nouns, the relative pronouns “who” and “which”, questions and denials in the present tense, the verb “to be” and other verbs in the past tense, the articles “a” and “an” and the possessives, questions and denials in the past tense and question words and the genitive of nouns. The table below illustrates the number and type of exercises in *New Flight 1*.

Table 8: Number and type of exercises in *New Flight 1*. I have used “yes” to indicate which type is used, inductive or deductive or both.

Chapters	Total no of exercises	Grammar exercises		Written	Oral	Deductive Gram.ex	Inductive Gram.ex
		Written	Oral	In general	Talk Listen Read Present		
1	53	10	0	30	13	yes	yes
2	49	11	3	35	7	yes	yes
3	45	7	1	16	15	yes	yes
4	46	2	2	28	14	yes	yes
5	44	7	1	28	8	yes	yes
6	49	9	2	26	12	yes	yes
7	46	9	2	21	14	yes	yes
8	45	6	0	25	14	yes	yes
Total no	377	61	11	144	97		

As shown by table 8 on the previous page *New Flight*'s workbook has a large variety of exercises. There are 377 tasks, but only 61 of them are written grammar exercises. There are also 11 oral exercises which are related to grammar and 97 oral exercises in general. There are 144 written exercises that are not related to grammar. It is not within the scope of this thesis to describe all the exercises, but what follows is a close look at the adjective exercises found in Chapter 2 of *New Flight 1*.

5.8 Adjective exercises

This is what chapter 2 in *New Flight 1* has about language and structure:

- .Adjectives and how to compare them
- Verbs in the present continuous tense
- How to pronounce the vowel sound in e.g. “hot” and “bird”
- Phonetic symbols of the vowel sounds in e.g. “hot” and “bird”

I will only look at the adjective exercises in further detail as I have done for reasons of comparison with the other books. I have reproduced the exercises from *New Flight 1* and the passage begins as follows:

10. Adjectives are words that describe people or things: a wonderful animal, the animal is wonderful.
Then the student is directed to study an associated text and find all the adjectives.
11. Turn to pp. 9-10 in your Grammar and find out how you compare adjectives in English. Learn the rules!
Then the learner's task is to compare the adjectives in text 10.
Example: wonderful - more wonderful - the most wonderful
 Clean – cleaner – the cleanest
12. Compare these adjectives:
13. cold d rich g exciting
 B nice e heavy h fantastic
 C hot f narrow I good
14. Fill the correct form of the adjective in the following text
Example: good: I think dogs arethan cats.
15. Translate these sentences into English. Example: *Katter er renere enn hunder*
Katter er mye mer uavhengige og sjarmerende
Katter er like flinke som hunder.
Hester er de vakreste

As the box above shows, there are different adjective exercises in *Flight 1*. The first exercise, task 10, has an inductive approach where the learner is to find all the adjectives in a text. Furthermore, in task 11, the learner is to compare the adjectives found in the text. Task 12 has a more deductive approach, where the students are to compare different adjectives. The next two tasks, exercise 13 and 14, are also about comparison, but here the learner is to fill in the correct form of the adjective in a text and to translate sentences with comparison of adjectives from Norwegian into English.

The following exercises are in the box on the following page. They start with an oral activity, exercise 15. It is a pair-work exercise where the student is to talk to a partner and share with the partner what he/she feels about certain animals. It is a good, oral exercise where grammar and adjective comparison are incorporated in communication. *Example: I think cats are more intelligent than dogs.* Task 16 is a written task, where the learner is to find as many adjectives as possible in the text and compare them. Exercise 17, however, is another oral exercise. The learner is to draw a fantasy animal and describe it to a partner. The partner then has to make a drawing from the others description using a lot of adjectives. The last two exercises are written exercises. Exercise 18 is an exercise where the student is to describe six pictures using two or three sentences for each picture and use adjectives. The last exercise, exercise 19, is an exercise where the learner is to find the opposites of the adjectives. That is definitely an exercise that may improve students' vocabulary. The box with these exercises appears on the following page.

16. **Pair work.** How do you feel about these animals? Look at the example and have a talk with a partner.

Example: dogs/cats – intelligent

I think dogs are more intelligent than cats.

Or: I think cats are more intelligent than dogs.

A dogs/cats	faithful
B pigs/sheep	cute
C horses/dogs	beautiful
D cows/horses	useful
E geese/sheep	stupid
F goats/ cows	intelligent
G goldfish/hamsters	pretty
H rats /snakes	ugly
I rabbits/mice	nice

17. Go back to the text on pp.32-34 in your textbook. Find as many adjectives as possible and compare them.

You can find more exercises with adjectives on the New Flight website at <http://newflight.cappelen.no>

18. **Pair work.** Make a drawing of a fantasy animal. Describe to your partner. Let him or her make a drawing of your description. Remember to use a lot of adjectives.

Example: It has long legs, a big head etc.

Look at your drawing afterwards. Do they look alike? Change roles.

19. Describe the animals in the picture below: Write two or three sentences about each picture in your notebook. Remember to use adjectives!
20. What are the opposites of these adjectives? **Example: good-bad**
Pretty, interesting, long, old, small, cold, heavy, strong, right, happy, wild, full

The table on the next page shows the number and type of adjective exercises in *New Flight*

1. I have, as in the previous tables, used “yes” as indication in the table.

Table 9: Number- and type of adjective exercises in *New Flight 1*. The indication “yes” is to show which type is used; inductive or deductive, written and oral.

Number of exercises	Inductive	Deductive	Written	Oral
1 (Ex. 10)	Yes		Yes	
2 (Ex. 11)		Yes	Yes	
3 (Ex. 12)		Yes	Yes	
4 (Ex. 13)		Yes	Yes - translation	
5 (Ex. 14)	Yes			
6 (Ex. 15)	Yes			Yes
7 (Ex. 16)	Yes		Yes	
8 (Ex. 17)	Yes			Yes
9 (Ex 18)	Yes		Yes	
10 (Ex. 19)	Yes		Yes	

Clearly demonstrated in table 10 and the boxes on the previous pages, there are 10 adjective exercises in *New Flight 1*, and they are mostly written, but two of the exercises are oral. In the first exercise, exercise 10, the student has to discover all the adjectives in the text. That is a task with an inductive approach. The next three tasks, 11, 12 and 13 are about finding out how to compare adjectives, learning the rules, comparing them and filling in the right form of the adjective. These exercises seem to have a more deductive approach. These types of exercises are said to be more helpful for “weak” learners. Next, a more difficult exercise follows: a translation exercise. Here the learner is to translate sentences of adjective comparison from Norwegian into English. In task 15 the student has to have a talk with a partner and depict how he/she feels about the different animals. That is a good oral activity where grammar is incorporated. The next two exercises have a more inductive approach. First, the student is to find adjectives in a text and compare them. In task 16 there is also a website where the students can find further exercises with adjectives. Using the computer and the internet is something that teenagers prefer to do, so learning grammar in that way might be a good alternative. Task 17 is oral task, which involves drawing, a nice change for students who do not like to write. Exercise 18 and 19 are both written exercises. Exercise 18 has an inductive approach, where the learner is to describe pictures using adjectives. The final exercise is good for expanding vocabulary, which also is an important issue. It should

also be mentioned that in this book all instructions are written in English, which is a very positive attribute due the pupils' need to be exposed to the target language, in this case English

To sum up, this workbook is well organized, has an attractive layout, interesting texts, and a large variety of exercises, 377 altogether. There are 205 written exercises and just over half of them, 108, are oral. There are 8 chapters in this workbook, and all have one or two grammar and phonetics passages. The exercises are quite diverse, takes into consideration pupils' different learning styles. When one looks carefully, signs of different approaches to teaching can be found. Like the other LK06 book, the exercises in this book focus on vocabulary, grammar and on writing a good text, and they are both traditional and untraditional. The grammar exercises are both deductive and traditional and inductive and untraditional. In the next chapter I will compare the four different books, and examine them to find out if there are differences between the different curricula and between the books that represent the same curricula.

5.9 Comparison of the four textbooks

In the previous sections I examined four different textbooks for lower secondary school, two from the Norwegian L97 curriculum and two from the Norwegian LK06 curriculum. The first two books I examined were alike in many ways, but still different. *New People New Places* comprises seven chapters, each of which included two topics. Furthermore, there were a large number of exercises in this book, but few of them, 60 out of 303, were grammar exercises. Most of these were deductive, where one starts with the rules and continue with the exercises. The second L97 book, *Search*, comprises eleven chapters, each of these included two grammar topics. There were also relatively few grammar exercises, 54 out of 255. Both books comprise deductive exercises. The exercises in the first L97 book are quite traditional, but the second L97 book has better and more diverse exercises. They are written exercises, and there are no illustrations attached to the theory. The use of these books would require the teacher to supply the pupils with additional exercises because the exercises were few and not varied.

In my opinion, a major advantage of the L97 books is that the exercise questions are written in English, which is most appropriate, since students need to be exposed to the target language when they are learning a second language. There were no oral grammar exercises incorporated in the first book, but the second book had a couple of oral exercises that were related to grammar. The exercises in the L97 book seem to have a more deductive style, and do not focus on learning styles. That is surprising, because the L97 idea was supposed to emphasize and focus on discovery learning and the inductive approach to teaching.

In comparison, the K06 books generally have a more attractive and exiting layout than their predecessors. One of them, *Crossroads*, has nice illustrations attached to exercises and theory, which might be easier for many students to understand. *Crossroads 8B* comprised the following topics: reading literature and poetry, short stories, excerpts from novels, fairytales, news, cartoons, syntax, writing rules and grammar. It is also structured differently from both L97 books. The texts and the grammar section are separated with most of the grammar exercises placed in the grammar section. The explanations in the grammar section are mostly illustrated. There were 305 exercises in this book and 101 of them were grammar exercises. I also found some grammar exercises accompanying the texts. That means that *Crossroads 8B* had more grammar exercises than both of the L97 textbooks. The exercises are both written and oral and are mostly inductive.

The second LK06 book, *New Flight 1 workbook*, was divided into eight chapters, and each chapter discussed grammar, phonetics and vocabulary. *New Flight 1* also had a grammar book with explanations only. The book had an attractive layout and organization, and there were 377 exercises in the book. Sixty-one of the exercises were written grammar exercises and 11 were oral exercises related to grammar. The book had a mixture of both inductive and deductive grammar exercises, but they were mainly inductive. I have examined the adjective exercises in further detail, and the adjective exercises in this book seemed quite good.

After having examined the K06 and L97 books, it appears to me that the K06 textbooks focus more on grammar than the L97 books do. But there are also differences between books from the same syllabus, like in the two L97 books. Teachers are distinctive persons who interpret syllabi differently, which means that there will be produced books that are quite different from each other within the same syllabus. The grammar section in the books, and

the number and type of exercises are an example of that. However, in *Crossroads 8B* has one negative feature concerning the grammar explanations: They are written in Norwegian instead of English. Learners need to be exposed to the target language, in this case English.

There are also exercises in the K06 books that are not found in the L97 books, and some of the grammar exercises are oral. It would seem that the exercises in these books are more “Vygotskian,” because the students have to interact with each other in order to communicate and exchange views. These exercises also challenge the student to work actively with others and they help the student to develop his or her language further. I also find the exercises that involve rewriting a story and exchanging feedback with fellow students very appealing. They actually focus on the idea of process oriented writing, which I have good experience with when teaching Norwegian, and which also works for English. In addition, the students get oral practice, which is positive when learning grammar. This is said to make it easier to acquire the rules of grammar and to make learners pay more attention to the language forms.

In the LK06 books there are also grammar illustrations which are appropriate when the considering students’ different learning styles, and the fact that students also come from diverse nations of the world, not just Norway. Other Norwegian students may also prefer to have the explanations illustrated. From this point of view, the whole passage explaining the usage of adjectives is relevant for students at that age because the exercises are differentiated and varied, and the explanations are illustrated.

This LK06 textbook, *Crossroads 8B*, also seems to have a more inductive style because the learners have to find adjectives in the text, and then use some adjectives to produce cohesive sentences. The students have to search for information, abstract, and generalize. This is useful for expansion of vocabulary, learning grammar, and in connection with the construction of cohesive sentences. The importance of using adjectives in order to produce a good text is also emphasized. This is helpful because we often stress when doing exercises in class such as producing a text.

In summary, the exercises in all the books have something in common. They all focus on written English with the intention to teach students to write a proper language, but the exercises differ greatly in how the goals are to be accomplished. With regard to the number

and type of exercises there are differences between the books within the same syllabus and between the two syllabi, L97 and LK06. The table below provides an overview of the written and oral grammar exercises in all four textbooks.

Table 10: Number and type of grammar exercises in all textbooks

Textbooks	No. of written grammar ex.	Inductive approach	Deductive approach	Oral
<i>New People, New places</i>	61	Some	Mostly	20
<i>Search</i>	54	Some	Mostly	2
<i>Crossroads 8B</i>	99	Mostly	Some	3
<i>Flight 1</i>	61	Mostly	Some	11

As the table shows there are differences in number and type in the books. The grammar exercises in the L97 textbooks tend to be more deductive than in the LK06 textbooks, which have more exercises with an inductive approach. I have also made an overview of the adjective exercises in the books, since that has been an issue in this chapter. It follows on the next page.

Table 11: Number and type of adjective exercises in all textbooks

Textbooks	No. of exercises	Inductive approach	Deductive approach	Oral
<i>New People New Places</i>	4	1	3	0
<i>Search</i>	9	8	1	2
<i>Crossroads 8B</i>	12	8	4	3
<i>Flight 1</i>	10	7	3	2

As can be seen from the table the LK06 textbooks have more adjective exercises than the L97 books. The LK06 books have more inductive adjective exercises than the L97 books have, but there is also a great difference between *New People, New Places* and *Search 8*. *Search* has better exercises in general than *New People, New Places* has. Furthermore, *New People, New Places* is the only book which does not have any oral adjective exercises related to grammar.

Textbooks are developed from syllabi and syllabi are developed by teachers and educators. L97 and LK06 both have their advantages and disadvantages. With L97 there was a strong focus on project work and responsibility for own learning, but less focus on basic skills. The learner was looked upon as the focus of learning and the teacher purely as supervisor. LK06, on the other hand, represents a change. Project work is still important, but not as important as achieving basic skills in a subject, in this case English. There seem to be a stronger emphasis on learning grammar and on written correctness again, and the teacher plays a more important role than in previous years. Since the LK06 is based on the Common European Framework (CEF), it also focuses on using English in different domains. Teachers and educators are distinctive human beings with different personalities and attitudes, which means that text books very often turn out differently. The K06 books illustrate that there are many roads to the target, through using more diverse exercises, and a larger number of them, while the L97 books are poorer on exercises, more traditional and do not focus as much on grammar. What remains clear, given the differences between the textbooks, is that it is the teachers' attitudes towards the teaching of grammar that to a large extent will decide how and how much is grammar is to be taught. I will examine this in further detail in the next chapter.

6.0 Field investigation/ survey

The main objective of this survey was to examine teachers' attitudes regarding the teaching of English grammar compared to issues such as speaking, listening, and reading when teaching English. I used a quantitative approach, with a self-completion questionnaire sent to teachers as research tool. In the following I start presenting the teachers of English in Telemark.

6.1 Presentation of the teachers

As previously mentioned in the method chapter my sample comprised lower secondary school teachers of English in Telemark County located in the South East of Norway. Lower secondary school in Norway comprises 8th grade, 9th grade and 10th grade. Seventy teachers responded to my survey about grammar teaching that was sent to different schools. They were teachers at different ages with different types of education and levels of experience, some with university education and some within education from teacher training colleges. They taught in large town schools and small country schools located in different and distant areas of Telemark. Out of 70 teachers there were 51 female teachers and 19 males.

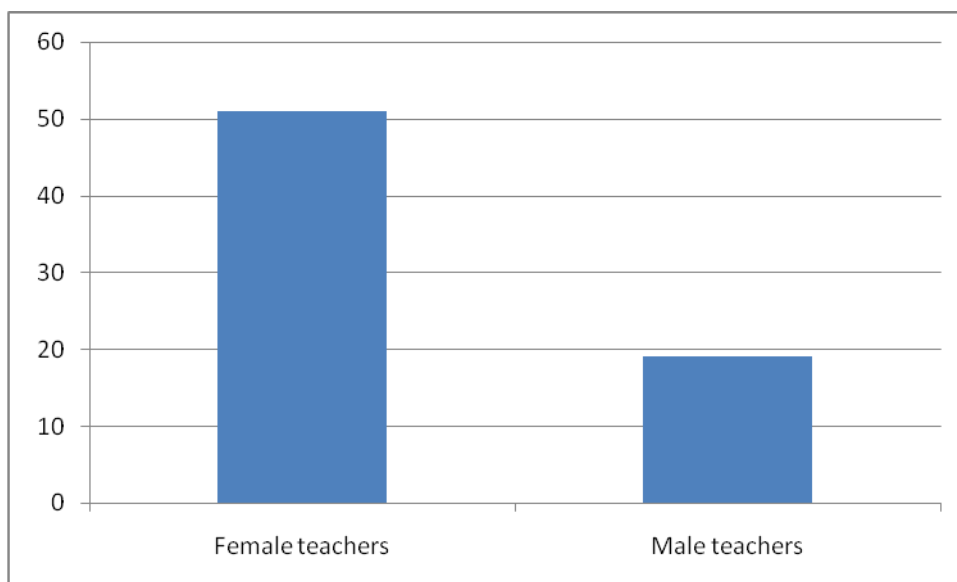


Figure 3: Gender of the Telemark teachers, N = 70

As shown in figure 3, there were more than twice as many female English teachers as male English teachers in this area. The data presented below comprise the ages of the different

Telemark teachers, and was processed by means of the statistical processing program Statistical Package for the Social Sciences (SPSS) and Excel for Windows.

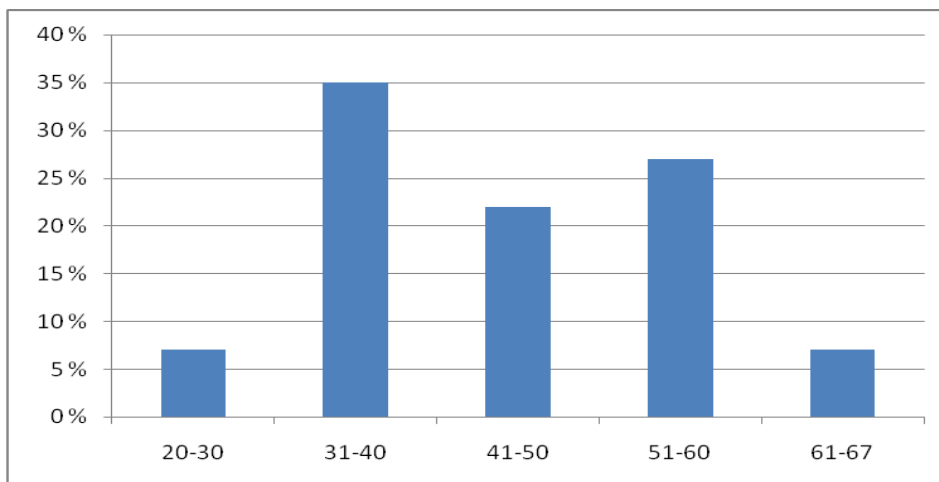


Figure 4: English teachers' ages, N = 70

As is shown in figure 4 the largest group of teachers were those between 30-40 and 51- 60. Thirty-five percent of the teachers were between thirty and forty years of age and nearly 27 % between fifty-one and sixty. There were 25 English teachers at the age between 30 - 40, and 19 English teachers between 51 and 60. In the group 41-50 there were 16 English teachers, 22 % of the whole group. Five teachers of English were among those in the youngest group, 20-30, and five were in the oldest group, ages 61-67. Therefore, there were only 7% of the English teachers were between twenty and thirty years of age, and only 7% were in the 61-67 age group.

Question number 4 and 5 were about the teachers' mother tongues and which classes they taught. Almost all the teachers had Norwegian as their mother tongue, apart from two teachers, who were Danish and German. Most teachers taught more than one class and also taught at least two different grades. That means from four to eight hours of English teaching a week. In 8th grade one teaches English 2.5 hours a week, 9th grade 2.5 hours a week and 10th grade 2 hours a week. Considering that a teacher has from 2 to 2.5 hours a week to teach each class all the basic skills in English, this means there are only 2.5 hours every week for teaching writing and grammar, listening, speaking and reading.

6.2 Teaching qualifications

Question 6 was about which academic qualifications the teachers held. There is great diversity among the English teachers of Telemark with regard to qualifications and experience. With regard to the question concerning what type of qualifications they held, 22 % of the teachers answered that they had a Cand.mag/Bachelor degree, and all of these had their degree in English. That means at least one year of university English studies. There were only two teachers who had a Master degree in English, but the majority of English teachers had studied at teacher education in addition to one year of study of English.

6.3 Qualifications in English

Question 7 asked what qualifications in English the teachers held. Figure 3 below shows statistics of the teachers' English qualifications in Telemark.

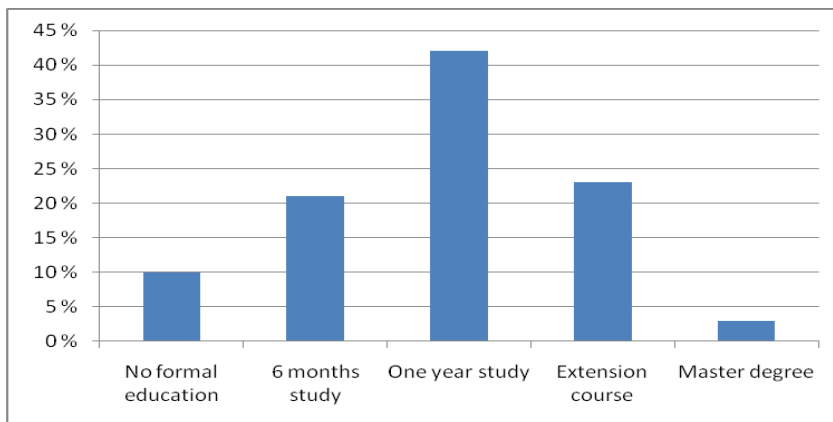


Figure 5: Teachers' English qualifications, N = 70

As evident from figure 5, 10 % of the teachers have no formal education in English, while 21 % have completed 6 months study of English. Furthermore, 42 % have completed one year study of English, while 23 % of the teachers have extension course qualifications. Three percent (3 %) of the teachers have a Master degree in English. As can be seen, the majority were teachers with one year study of English.

Question 8 asked about teachers' years of experience. There were teachers with many years of experience, between 1 – 36 years, but the majority had been teaching from 6- 10 years.

Question 9, 10 and 11 were questions related to whether the teachers had completed any course of studies or lived in a English speaking country and if they had taken part in any in-service courses for teaching and learning of the English language the last four years. The results showed that only two teachers, 3 %, had taken part in any in-service courses for teaching and learning or pedagogical courses during the last four years. Thirteen teachers, 18 %, had lived in an English speaking country, and twelve teachers, 17%, answered that they had completed a course of studies (6 months minimum) in an English-speaking country.

6.4.0 Should grammar be taught in lower secondary school?

Question 12 and 13 asked how important the teachers thought teaching grammar was compared to teaching listening, speaking and reading, and if they thought grammar should be taught in lower secondary school. It turned out that most teachers were in the favour of grammar teaching. As can be seen in table 15 below there were 69 teachers from different schools, who answered question 13. Sixty-five teachers answered “yes”, which constitutes 92 % of the teachers, that they were in favour of grammar teaching, while four teachers, 6 %, answered “no”, and that they did not believe in grammar teaching in lower secondary school. Table 15 below shows the exact results.

Table 12: Do you think grammar should be taught in lower secondary school? N=70

Answers	Frequency	Percent
Valid Percent	65	92
Yes	4	6
No	69	97
Total		

Although most teachers think that grammar should be taught in lower secondary school, there were only comments from fifty-three teachers. These answers and comments show that teachers think grammar is important, and these results caught me by surprise, because

grammar does not seem to have been in fashion lately. The following passages are based on comments to the open questions in my questionnaire.

6.4.1 Teacher comments about grammar teaching

The teachers' comments showed that a knowledge of grammar was considered as basic knowledge for speaking, writing and reading, and for an accurate language in particular. It was argued that many pupils actually have skills to use and understand grammar, and that it could be compared to the importance of a solid foundation when building a house. The teachers also believed that learning basic grammar as early as possible was necessary in order to get a better foundation for teaching in lower and upper secondary school, and as preparation for later studies. Most teachers believed that grammar should be taught in primary school, when students start learning English. They also thought it was too late to give corrective feedback to 13 years olds. It is easier to learn when you are being corrected at an early stage, instead of developing a habit of making mistakes and first being corrected when the student is in lower secondary school. Moreover, it was stated that when pupils first learn to express themselves in English some grammar should be taught. Learning i.e. conjugation of verbs as early as possible was also considered salient, since it would be difficult to work with the present and past tense of a verb, as long they did not know the basics.

Their common view was that the students ought to know about grammatical structures in order to write and to speak English correctly. They also felt that grammar knowledge is important for reading proficiency. Furthermore, it was said that grammar teaching helps students learn several aspects of language and create an awareness of the language, in addition to a combination of explicit and implicit teaching of both grammar and vocabulary. In sum, their common opinion was that a focus on the structure of language was very important in both spoken and written English. It was also stated that if one does not know any grammatical structures, it is hard to communicate in a comprehensible way. These teachers also believed in grammar teaching and in a variety of methods when teaching a grammatical issue. Some teachers said that it was more easily conducted when they worked

with writing texts, and that this was a way of making them more aware of their mistakes. A few teachers suggested learning grammar through games.

Three teachers, who were not in favour of grammar teaching in lower secondary school, had opposing opinions. Their first comment was that the aim should be to create interest and motivation for the language and give students' confidence in their attempt to speak English. To assure this there should be an emphasis on grammar, but not too much. The second comment was that the focus should be on communication, and on being able to express one's experiences, thoughts and opinions. The last comment was that grammar was just an abstraction and that students at that age were not capable of understanding grammatical systems.

With regard to the question of how important they think teaching grammar is compared to teaching listening, speaking or reading, those responding to the survey provided the following replies: two answered that grammar was less important, 45 that it was important, 21 that it was quite important and two teachers felt that grammar was very important. That means that 3 % feels it is less important, 63 % believes it is important, 30 % quite important and 3 % that it is very important. The distribution is illustrated in the pie chart below.

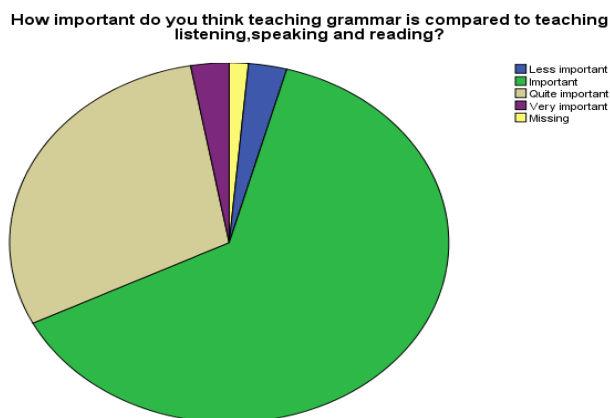


Figure 6: How important is teaching grammar compared to teaching listening, speaking and reading?

Although 65 of 69 teachers answered that they thought grammar should be taught in lower secondary school, they also believe other issues are important. That is to say, the majority of

teachers think grammar is important, but when grammar teaching is being compared with teaching listening, speaking and reading, they will also focus on those issues.

6.5 How often do you think grammar should be taught?

Question 14 and 15 asked how often the respondents thought grammar should be taught and how often they taught grammar. Nineteen teachers answered that they felt it should in some manner be taught every day. Forty-two teachers believed it should be taught once a week, while nine teachers thought it should be taught once a month. These results are illustrated in figure 7 below.

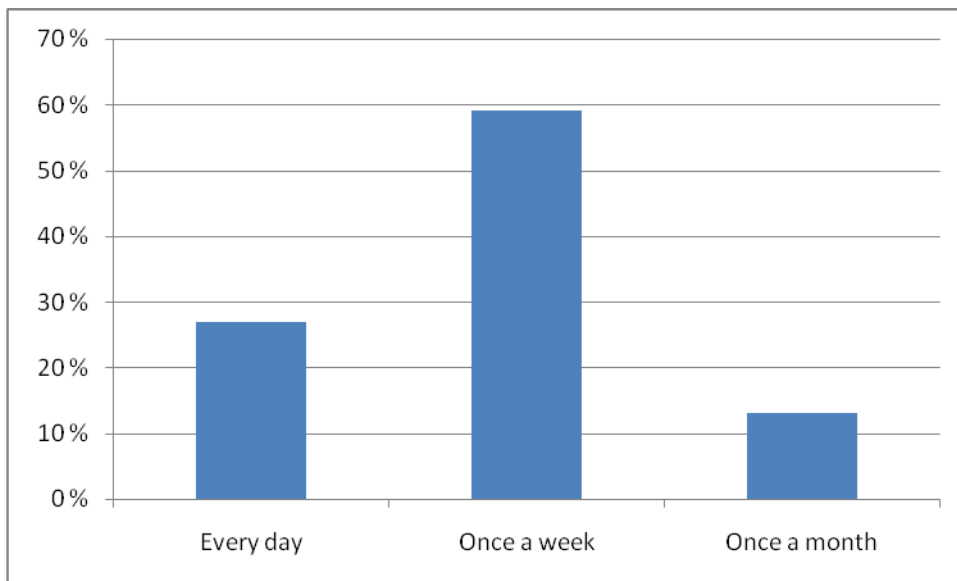


Figure 7: How often do you think grammar should be taught?

As can be seen from figure 7, 60 % of the teachers answered that they thought grammar should be taught once a week. Obviously most teachers were in favour of teaching grammar once a week, while the second group of teachers, 27 %, believed in teaching grammar everyday somehow. That is probably because they use grammar when reading a text and when correcting pupils' texts. Teaching grammar like that means putting grammar in a

context. Once a month seems rather infrequent, but this depends on the pupils and their needs.

6.6 How often do you teach grammar?

When the teachers were asked about how often they taught grammar, the results were slightly different. There were 13 teachers who answered that they incorporated grammar in their teaching every day, and referred to correction of essays and finding grammatical issues when reading texts. Forty-seven teachers said that they taught grammar every week and ten teachers answered that they taught grammar once a month. Nobody indicated that they hardly ever or never taught grammar. Figure 8 below illustrates the results.

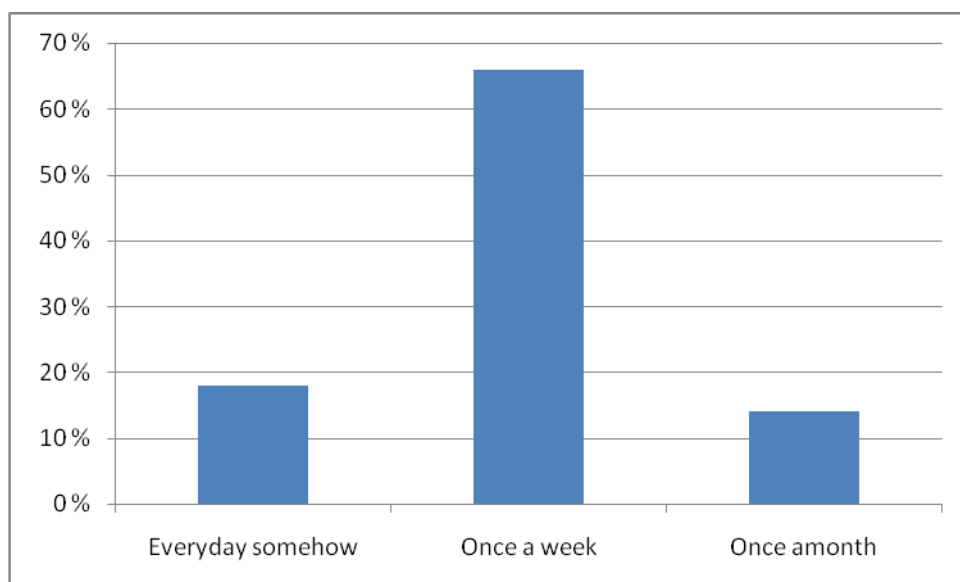


Figure 8: How often do you teach grammar?

As can be seen from figure 8 above, most teachers actually taught grammar once a week. Eighteen percent responded that they taught grammar every day somehow, while the majority of 66 % answered that they taught grammar once a week. Fourteen percent of the teachers answered once a month, and nobody said that they hardly ever taught grammar.

In order to check on the consistency of the responses, I correlated questions 14 and 15 using SPSS. Question 14 asked “how often do you think grammar should be taught” and question

15 “how often do you teach grammar. The correlations between the independent variables are displayed in table 13 on the following page:

Table 13: Correlations between question 14 and 15

		How often do you think grammar should be taught?	How often do you teach grammar?
How often do you think grammar should be taught?	Pearson Correlation	1.000	.875**
	Sig. (2-tailed)		.000
	N	70	70
How often do you teach grammar?	Pearson Correlation	.875**	1.000
	Sig. (2-tailed)	.000	
	N	70	70

As can be seen from table 19, the responses have a correlation coefficient $r = 0.87$, $p < .01$, $N=70$, which indicates a high, positive, linear correlation. They show what the teachers thought was best, correlates positively with what they actually do. The highest number that one can get is 1 and gives a significance of more than 99%. That means that there is no gap between theory and practice and that there is no threat to external validity. That also came as a surprise to me. According to the data the teachers actually do what they say they do.

6.7 The inductive or deductive approach or both?

Question 16, 17 and 18 asked about how “new” grammar issues were introduced to pupils, and if the teachers preferred to use games or traditional exercises. Regarding question 16, how they introduced “new” grammar issues to their pupils, the majority, 44 teachers answered that they used both the inductive and the deductive approach. Eighteen teachers, 25 %, believed that they used the inductive approach only when introducing a “new” grammar issue to their pupils, and the smallest number, eight teachers, 11 %, answered that they only used the deductive approach. I will include additional teachers’ opinions when I present the results of the inductive approach of introducing “new” grammar. In summary, there were more arguments for using both methods than there were for the inductive- and deductive approach alone. Some teachers said they taught grammar everyday, and in an

inductive way. They stated that it activated the pupils' minds and made them pay attention, and that it was the best way to remember. Some also said that their new LK06 textbooks introduced grammar in an inductive way, so that it was easier for the teacher to follow up the idea. Furthermore, it was said that it makes grammar more interesting and understandable and makes it easier for pupils to grasp the rules, but that using a combination of drills and learning rules was essential. Other positions were that it was easier at that stage to have examples to begin with, and pupils learn more by discovering the rules. This was mainly because pupils at that stage should already have some grammatical knowledge and the inductive way was a better way of learning. In addition, they felt that the inductive approach to teaching grammar helps the pupils to understand that they learn grammar in order to communicate effectively, both orally and in written form.

There were also arguments for the deductive approach to teaching grammar. The common response was that many teachers wrote was that the deductive approach was less time consuming than the inductive in a busy everyday life, and that the teacher could give that type of exercises to all pupils. Two teachers answered that most textbooks encouraged the deductive approach to teaching grammar, and that one often uses "old" exercises such as filling in verbs and adjectives in the right space instead of finding or making new ones. That is due to the shortage of time in a teacher's everyday life. The teachers answered that they very often started with an explanation of the rules, but that it depended on the subject they were to teach. Another comment was that the pupils actually very often wanted to know the rules first, so that they could manage to solve their tasks more easily on their own. Figure 9 on the following page illustrates in what way most teachers introduce "new" grammar issues.

In which way do you introduce "new" grammar issues to your pupils?

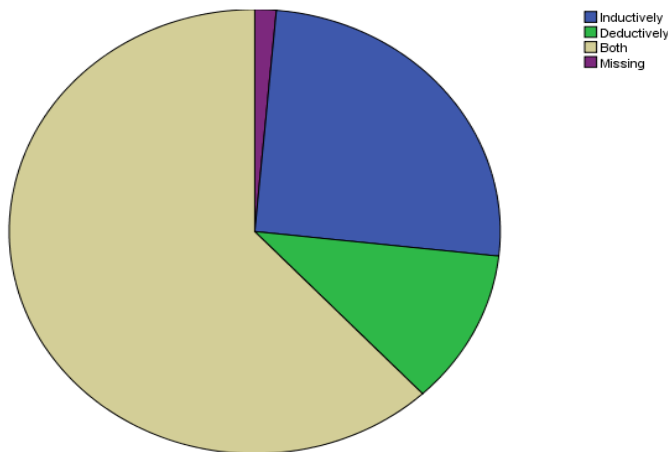


Figure 9: In which way do you introduce “new” grammar issues to your pupils?

As can be seen from the pie chart on the previous page, the majority of the teachers use both approaches when teaching English grammar in order to reach as many learners as possible.

All in all, the teachers, 62 % were in favour of a combination of both approaches. Many of them argued for an inductive way of approaching grammar, but felt that it was often wise to combine both methods due to pupils’ different learning styles. It also depended upon the following: which grammar phenomenon, which grade, what kind of class, in what context, in which situation, how much time available, the degree of difficulty and lastly on the textbooks used when they were teaching. There were different views regarding what approach to start with, but the tendency was the inductive way for topics that the pupils knew from before and deductively for “new” grammar. However, it also depended on the difficulty of the grammar issue. Table 14 below shows the results from the questions of how often they used games when teaching grammar.

Table 14: How often do you use games when teaching grammar?

Games	Frequency	Percent
Never	9	13
Sometimes	51	72
Often	5	7
Quite often	3	4
Very often	2	3
Total	70	99

As can be seen from table 14 on the previous page 51 teachers answered that they sometimes used games when teaching grammar. That constitutes as much as 72 % of the English teachers. Nine teachers answered that they never used games when they taught grammar. That constitutes 13 % of all the teachers. Fifty-one teachers, 72 % answered that they used games sometimes, five teachers, 7 %, said that they used games often, three teachers, 4 % quite often and finally, two teachers, 3 %, said that they used games very often when teaching English grammar. When they were asked if they used traditional exercises, the answers were different. Table 15 below shows the differences in working methods.

Table 15: How often do you use traditional exercises in your teaching?

Traditional exercises	Frequency	Percent
Sometimes	7	10
Often	23	32
Quite often	28	40
Very often	12	17
Total	70	99

As is shown by table 15 above, some teachers answered that they used games as a method when teaching grammar, but most of them used traditional exercises. There were 40 % of the teachers who said that they used traditional exercises quite often, while only 4 % said they used games quite often. There seems to be a paradox here: in that most teachers are in favour of using both approaches for variation and in order to reach as many students as possible, but they do not like using games. Only three teachers said that they used games quite often, while 28 teachers said they used traditional exercises quite often. This is illustrated in figure 7 on the following page.



Figure 10: How often do you use games when teaching grammar?

As can be seen from figure 10, teachers do not use games very often. That is probably because playing games is time consuming, and probably there are not so many English grammar games available at schools.

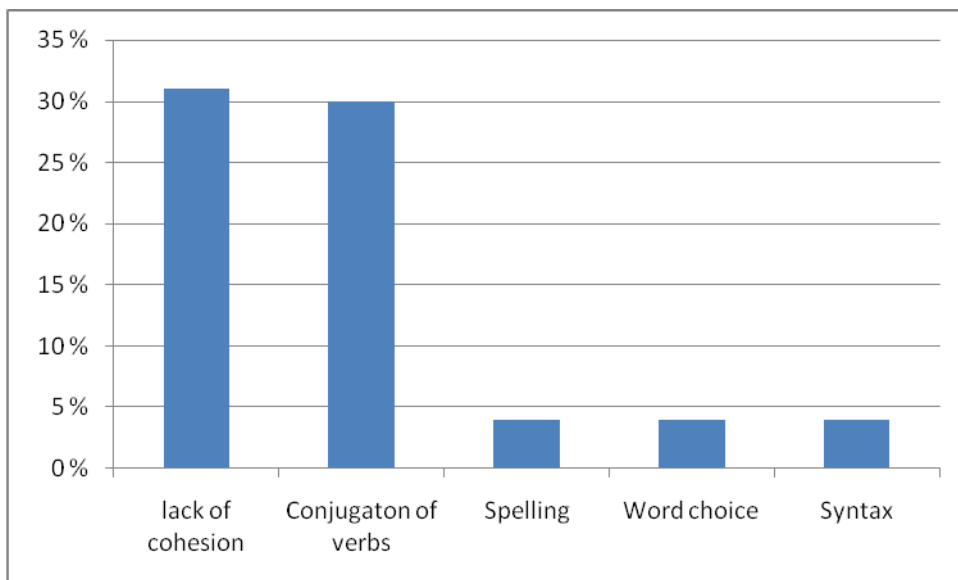
6.8 Errors

Questions 19, 20 and 21 in the questionnaire were about errors and writing correct English. Question 19 was about which errors the respondents found most unacceptable. On a scale from 1 – 5, with 1 as most unacceptable and 5 as very acceptable, the teachers evaluated what they believed were the most unacceptable errors. Question 20 comprised teachers' personal expectations of students writing. Table 16 on the following page shows the mean and standard deviation for the issues involved: word choice, spelling, cohesion, syntax and conjugation of verbs.

Table 16 : Statistics – errors

	What errors do you find most unacceptable-word choice?	What errors do you find most unacceptable-spelling?	What errors do you find most unacceptable-cohesion?	What errors do you find most unacceptable-syntax?	What errors do you find most unacceptable-conjugation of verbs?	Do you expect your students to write comprehensible English with a minimum of errors?
Valid	70	70	70	70	70	69
Missing	1	1	1	1	1	2
Mean	2.8	2.8	2.3	2.7	2.0	1.1
Std.Deviation	.89	.76	1.20	.76	.87	.38

As demonstrated by table 16 the variation in answers is largest when it comes to cohesion. Trying to read a text with no or poor cohesion is confusing and incomprehensible. The most unacceptable errors were lack of cohesion. Next, came the errors of conjugation of verbs. The other issues, however, were found to be more acceptable. There were 22 teachers, 31%, who answered that they found cohesion errors most unacceptable and 21 teachers, 30 %, who answered that errors of the conjugation of verbs were the most unacceptable, while there were only three teachers, 4 %, who answered that spelling, word choice and syntax were most unacceptable. Figure 11 illustrates the results.

**Figure 11: Most unacceptable errors**

As can be seen from figure 11, lack of cohesion and conjugation of verbs were seen as the most unacceptable errors. Spelling, word choice and syntax, on the other hand, were more acceptable. When the teachers responded to the question whether they expected their pupils

to write comprehensible English with a minimum of errors, the majority of teachers answered that they did, but that it depended on the grade, the pupils' abilities and their background. Table 17 shows the exact numbers from the data analysis.

Table 17: Do you expect students to write comprehensible English with a minimum of errors?

Answers	Teachers	Percent
Valid percent	57	80
Yes	12	16
No	69	97
Total		

As is evident from the results in table 17, 57 teachers answered that they expected their pupils to write comprehensible English, while 12 teachers answered that they did not expect that. So 80 % of the teachers expect their pupils to write comprehensible English, while 16 % do not expect it.

The question in this passage is question 21, which asked for the teachers' opinions about how useful they thought grammar was when learning to write correct English. Sixteen teachers, 23 %, answered that grammar was useful, 41 teachers, 58 %, answered that grammar was quite useful and 13 teachers, 18 %, answered that grammar was very useful when learning to write correct English. There were no responses that grammar was "not useful" or "less useful". That indicates that the Telemark teachers believe in grammar as a solid foundation in order to learn to write correct English. The results are illustrated in figure 11 on the following page.

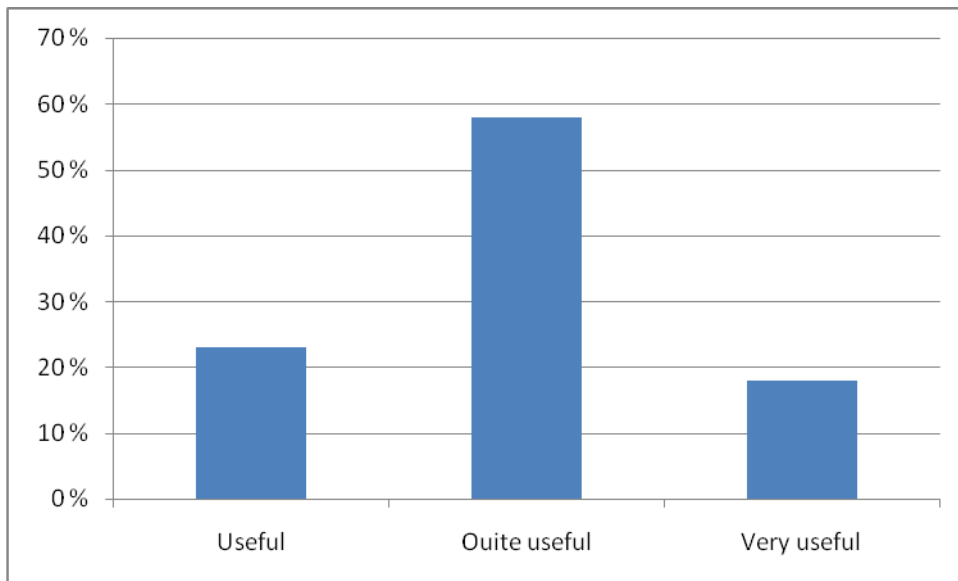


Figure 12: How useful do you think grammar is when learning to write correct English?

As can be seen from figure 12 above, most teachers think learning grammar is quite useful when learning to write correct English, and some teachers think it is very useful and useful. That means that teachers think grammar is important in order to learn to write and speak correct English.

6.9.0 Grammar teaching in school, textbooks and LK06

This chapter comprises, like the previous passages, the results from several questions in the questionnaire; question 22, 23, 24 and 25. The first question asked if the teachers thought there was too much emphasis put on teaching English grammar in Norway's lower secondary schools. There were 66 teachers who answered that they did not think there was too much emphasis, while four teachers said they thought there was too much emphasis put on teaching grammar. That constitutes 93 and 6 % of all the teachers. This showed that most of the teachers answering question number 22 did not think there was too much emphasis put on grammar teaching. Actually their opinions were quite the opposite.

6.9.1 Teachers' comments about the emphasis of grammar

There were 24 teachers who gave personal comments to this question. Many of them were of the opinion that pupils lack knowledge of grammar when they start lower secondary school, because little emphasis has been placed on grammar in primary school. A common opinion was that grammar was a necessary tool in learning to write and read a language, in order to be prepared for later studies. A poor knowledge of English grammar was seen as the most frequent weakness in Norwegian pupils, and a common opinion was that it was getting worse compared to eight-ten years ago. Some teachers said it was time to putting more emphasis on grammar, and hoped it would change with the LK06 syllabus. One teacher also argued that learning grammar does not mean having to do exercises all the time, but that one also learned grammar by reading a text. When reading a text, they meet a language problem in a context, and that makes it is easier to understand. Another teacher argued that students needed grammar to know how the language was built, but that they only needed tiny doses of grammar every time. One teacher answered that she believed that pupils nowadays showed a lack of skills and raised a question: "Do they teach grammar anymore? My pupils are still on the "I is"-level. Furthermore, it was stated that the teaching could be more inventive, like using games when learning grammar. Lack of grammar knowledge by students often varies from teacher to teacher. Only four teachers answered that there was too much emphasis put on grammar in lower secondary school, and that was in the traditional sense.

The next question, question 23, was if teachers thought English grammar should be taught in English or Norwegian. All teachers except one answered that question. Nineteen teachers, 27 %, answered that they thought English grammar should be taught in English due to the fact that pupils needed to be exposed to the target language. One teacher answered that everything should be taught in English, and that Norwegian only should be a last resort. The more they hear and read, the better it is. Another reason was that the English teacher ought to speak English as much as possible, so that students get used to different grammatical terms. The general opinion was that English grammar should be taught in English, and not in Norwegian. However, there were 50 teachers, 70 %, who answered that English grammar should be taught in Norwegian. About half of the teachers believed it would be wise to do

both, but that one ought to start presenting the grammar in Norwegian and then continue in English. The arguments for teaching English grammar in Norwegian were basically that you should teach in the mother tongue to make sure that everyone understood, because one usually had pupils with different qualifications and needs in a class, i.e. pupils with linguistic problems such as dyslexia. Other arguments were that grammar is a tool for writing and speaking correctly and it is not important on its own, and that learning grammatical vocabulary at the same time complicates things for some pupils. This is clearly demonstrated in figure 13 below.

Do you think English grammar should be taught in English or Norwegian?

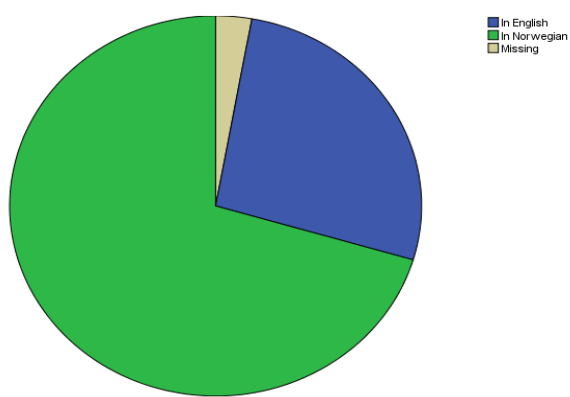


Figure 13: Do you think English grammar should be taught in English or Norwegian?

As evident by figure 12, most teachers believed in teaching English grammar in Norwegian. As many as 70 % of the teachers thought that it was more helpful for the students to be taught English grammar in Norwegian, while 27 % answered that in English was the best way because students needed to be exposed to the target language.

The response to question 24 “if they thought English grammar could be taught through games,” surprised me. As many as sixty-one teachers believed in teaching grammar through games. Only six teachers answered that they thought it was a poor idea, and three teachers did not answer. Those answers do not correlate with question 17, which asked “how often they used games when teaching grammar”. In other words while they believe in teaching grammar through games, they choose the easiest way out by using traditional and available exercises. It is not easy in everyday life always to find the most pedagogical way of teaching, because one only has a couple of hours available every week to do so. The results in the figures 14 and 15 support the premise that theory and practice not always are the same.

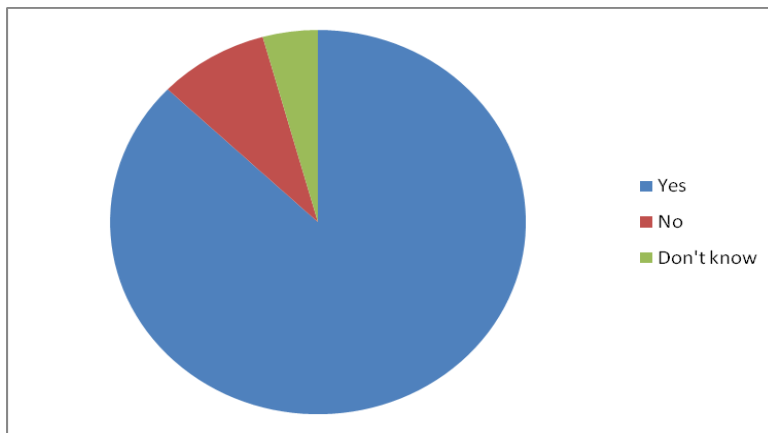


Figure 14: Do you think English grammar can be taught through games?

The distribution of answers in figure 14 shows that the majority of the teachers, 86 %, believed in teaching grammar through games. Nine percent answered that they did not believe in games when teaching grammar, and four percent answered that they did not know. Figure 15 below, however, gives another picture, and shows how often they actually use games teaching grammar.

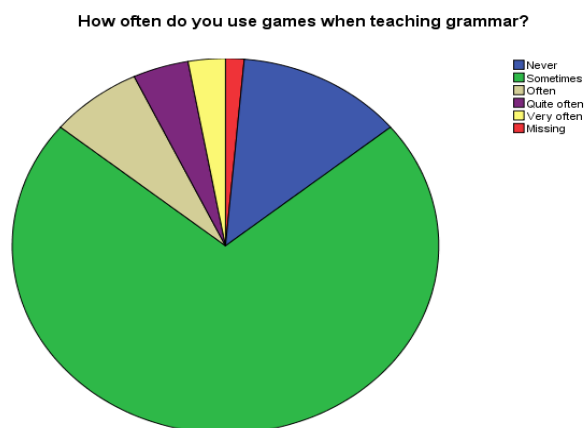


Figure 15: How often do you use games when teaching grammar?

As can be seen from the pie chart in figure 15 there were 51 teachers, 72 %, who answered that they sometimes used games when teaching grammar. Often, quite often and very often were represented by five, (7 %), three(4%) and two (3%) teachers. Nine teachers, 13 %, answered that they never used games. But as is shown by the first pie chart on the previous page page, 61 teachers, 86%, answered that grammar could be taught through games.

There was also a question about the textbooks in my questionnaire, question 25. The respondents were to rate how understandable the grammar sections of their textbooks were. There were 69 teachers who answered that question. Seven teachers indicated that they thought their text books were very understandable and that they believed that the grammar sections in the new LK 06 text books were better than in the previous books. Next, 31 teachers answered that the books were quite understandable and 24 that they were understandable. Only seven teachers answered that the books were less- or not understandable.

The final two questions, question 26 and 27, were about the improvement of written and oral correctness as a result of teaching and about LK06, “the Knowledge Promotion”. The teachers were to give their opinions on whether grammar teaching from their experience had improved previously, regarding written correctness, oral correctness or both. The answers were rated with 1 as not improved and 5 as very much improved. Only three teachers responded positively to the question and gave the rating 5 that the written and oral correctness had very much improved lately. Thirteen teachers gave a rating of 4 and 8 teachers a rating of 2, while 40 teachers gave a rating of 3. The answers are displayed in figure 16 below.

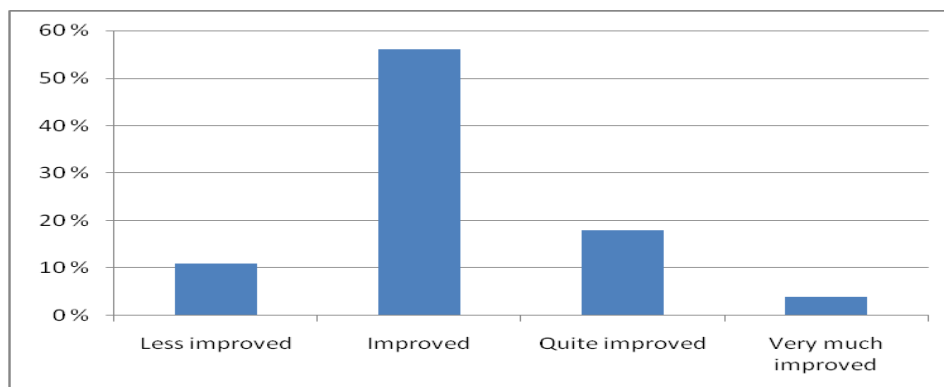


Figure 16: Are your experience that grammar teaching has improved written and oral correctness?

As shown on the previous page, the majority of English teachers, 56 %, believe that grammar teaching has improved oral and written correctness. The final question in my survey was about the Knowledge Promotion, LK06. The teachers were asked to respond on a scale from 1-5, with 1 as not important and 5 as very important, if they thought grammar played an important part in our new curriculum of 2006 compared to L97. Most teachers answered that they thought it was important and quite important compared to L97, and some

answered that it was very important. What they saw as a major problem, however, was the available time for teaching English. It was stated that subjects like English should be taught every day, so that the grammatical themes could be spread out through the week. It was said that it mostly depended on the individual teacher's personal ability to carry out the teaching load, and since the amount of lessons has been reduced lately, it is even more necessary to be efficient when teaching.

6.9.2 Summing up

The teachers involved in this survey were well qualified English teachers with many years of experience and many good ideas about how to improve teaching. They were teachers who have experienced more than one curriculum. The first important question that was asked was whether the teachers thought that grammar should be taught in lower secondary school, and 65 of 69 teachers responded affirmatively. That constitutes more than 91 % of the teachers, which is an overwhelming majority. Their consensus was that grammar was necessary when learning a foreign language. Furthermore, teaching grammar was considered necessary in order to learn to speak and write English correctly. Only 6 % believed that grammar was a waste of time, and that the focus should be on oral communication. When grammar was compared to other issues of learning English, like listening, speaking and reading, there was a slightly less focus on grammar. However, the survey results leave no doubt that teachers believe that grammar should be taught regularly. The majority answered that it ought to be taught on a weekly basis, while some argued that it should be taught everyday in some manner. On the other end of the spectrum, a few even felt once a month was sufficient. When the teachers were asked about how often they taught grammar, I was in for a surprise. There was a correlation $r = 0.87$ between the results of the two questions, which indicated that the questions correlated positively with each other, and that the teachers actually taught grammar as often as they believed it ought to be taught.

When they were asked about their use of the inductive or deductive approach, the majority of teachers answered that they used both approaches. Some claimed that the deductive approach was the correct approach to start with, while other argued that the inductive approach should be the one to start with, in order to make students discover the grammar

fractions. The respondents in favour of starting with the deductive approach, on the other hand, claimed that it was necessary for students to learn the rules first, otherwise they would become passive and less motivated for further the tasks. There were 44 teachers, 62 %, who answered that they used both approaches when teaching or introducing new grammar concepts, while 18 teachers, 25 %, said they only used the inductive approach. Eight teachers, 11%, said that they only used the deductive approach

To the question whether the respondents thought there was too much emphasis put on teaching English grammar in Norway's lower secondary schools, there was a large majority, 93% who answered "no." They argued that the opposite was the case, because students lack grammar skills nowadays, and they need basic grammar knowledge in order to learn to write and speak English properly. The lack of grammar skills was also said to be a weakness in Norwegian students. One of the arguments as to why was that the students lack grammar skills when they attend lower secondary school, because they believe not enough emphasis has been put on grammar in primary school. To the question whether they thought that grammar could be taught through games, 61 teachers, a vast majority answered that it was a good idea. To the question if they used games for grammar teaching, however, the answer was quite different. Fifty-one teachers answered "sometimes", while five, three and two answered "often," "quite often" and "very often", respectively. Nine teachers answered that they never used games for grammar teaching. It is evident that theory and practice do not always go hand in hand. Games demand more time, and since there is not much time available, one often chooses the most convenient and the most traditional exercises.

Regarding errors, the teachers answered that the most unacceptable errors were those of cohesion and as second choice conjugation of verbs. It was also expected that their students write comprehensible English with a minimum of errors. In fact 80% of the teachers answered that it was their expectation. The common view was also that there should be more emphasis put on grammar in lower secondary school, because students often showed lack of grammar skills when they started 8th grade. In conclusion, most teachers think that grammar is necessary when learning a foreign language, but it should be taught implicitly.

7.0 Discussion

In this chapter I will start by briefly summarizing my findings from the study of the different L97 and LK06 textbooks, and the results of the quantitative survey among teachers of Telemark. Next, I will discuss the validity of the findings, and last discuss the findings.

7.1 Findings from the analysis of textbooks

Each of the four different books I analyzed shared a common goal: to teach students to write correct English. The L97 textbooks had numerous written exercises, but only 61 out of 111 in *New People, New Places* and 54 out of 158 in *Search* were grammar exercises. The written grammar exercises were mainly traditional. They used a deductive approach and started with explanations and learning rules associated with the grammar issue. The exercises were not very varied, which seems inappropriate since the syllabus of 1997 encouraged to adjusted teaching methods to fit the students' needs, and the inclusion of a variety of working methods in an attempt to reach students with diverse learning styles. Although L97 focused on discovery learning and the student as the centre of the learning process, I will argue that textbooks turned out to be quite traditional and had to a large extent deductive based exercises. While the L97 did include some guidelines about learning the grammar of English, any kind of grammar teaching was viewed as unpedagogical by many educators at the time. That of course had an impact on the textbook production, since many teachers and educators participated in building up the textbook content. However, L97 emphasized that the subject of English should comprise grammar. For example, on the pages 230-231 it is stated that the pupils are to develop their ability to

** use dictionaries, grammar and other sources of reference such as information technology in their work with the language and*

** examine the language system and its rules for composing texts, become aware of some of the differences between spoken and written English*

It is evident from the points above that the English syllabus of L97 gave guidelines about teaching grammar, but putting too much emphasis on the use of grammar in the previous curriculum was viewed as unproductive. The L97 was interpreted differently by different persons, and that will probably be the case with LK06 also. One might say that the syllabus

of 1997 focused on project work and the student's responsibility for independent learning, while the LK 06 focuses on teaching students the basic skills and puts the instructor back into the position as a teacher and not just a supervisor.

The two LK06 textbooks generally have a more attractive layout than their predecessors. One of them, *Crossroads*, has nice illustrations attached to exercises and explanations, which might be less difficult for many students to understand. It is also structured differently than both L97 books. There were 99 out of 168 and 61 out of 144 written grammar exercises in *Crossroads 8 B* and *Flight 1 respectfully*, and they were mostly inductive. The books also have deductive exercises, because students need a variety of exercises when learning grammar.

With regard to grammar in the L97 curriculum I found that there has been a change in the LK06. Grammar is emphasized to a greater extent than the L97.

On page 93 in the curriculum of L K06 it says:

**Identify linguistic similarities and distinctions between English and
the mother tongue*

** Use basic terms of grammar and text building*

** Use basic rules and patterns for pronunciation, intonation, spelling, grammar
and different types of sentences*

To summarize, I found that there has been a change in how textbooks from the L97 and LK06 curricula approach the issue of grammar. In the textbooks of L97 there are mostly deductive exercises, while the exercises in the LK06 books were mostly inductive, but all books had a combination of deductive and inductive exercises. From my point of view that is positive, since students need a variety of exercises and learn differently. For slow learners the deductive approach to learning grammar might be more appropriate, while for faster learners the inductive approach is more relevant because they probably have a better background knowledge of grammar. In the next passage I will present the major points from the survey among teachers.

7.2 Findings from the survey - teachers' attitudes

Regardless of the teaching materials used and how things are taught, it usually comes down to teachers' attitudes towards the subject. We can have the most wonderful books, but as long as the teacher does not find the issue important enough, grammar for instance, will not be taught on a regular basis or not at all. It also depends on the teacher's qualifications and previous experience of English and English teaching.

The teacher respondents in my survey were well qualified, and had positive attitudes to the teaching of grammar. Ninety-one percent of the teachers responded that they thought grammar should be taught in lower secondary school. Most of the teachers believed it should be taught once a week, but stated that listening, reading and speaking also were important issues of English. When teachers were asked how often they taught grammar, 66% answered once a week, while 18 % replied that they taught grammar everyday somehow and 14 % said once a month. According to responses the common belief was that there had been little emphasis on grammar in Norwegian schools lately, but they hoped that the LK06, "the Knowledge Promotion", would cause a change.

To the question about which approach they used when teaching grammar, the majority, 44 teachers answered that they used both the deductive and inductive approach. Some claimed that they basically used the inductive approach, while just a few answered that they used the deductive approach only, because they believed it was the most convenient way. The teachers seemed to be positive towards games when teaching grammar, but still they admitted that they did not use them so often because of the shortage of time in everyday school life and because of few available games at school.

With regard to pupils' errors the majority of teachers answered that errors of cohesion and conjugation of verbs were the worst errors, while errors of spelling, word choice and syntax were minor mistakes. Regarding the new LK06 books they basically believed that they had a better approach to teaching grammar, and believed that these books would be more useful when teaching pupils grammar.

To sum up, the teachers of English in Telemark believed that teaching a certain amount of grammar was necessary in order to teach pupils to write and speak English correctly, but that grammar should be taught implicitly and in a context.

7.3 Validity

Before continuing it is necessary to address the issue of validity of these findings. A study is valid if it measures or investigates what it is supposed to measure, and if there are logical errors in drawing conclusions from the data. Another crucial issue is external validity, which has to do with possible threats and bias in the process of generalizing conclusions from a sample to a population, to other persons, to other settings, to other places and to other times. External validity depends in this survey on how representative the sample is of lower secondary teachers in Norway in general, and if the findings from the comparative analysis of text books give a representative indication of the truth.

My study has been an evaluation of textbooks and English teachers' attitudes. I conducted a comparative analysis of four different textbooks of English in lower secondary school for 8th Grade, two each from two Norwegian curricula, the L97 and the LK6. I could have used more books in my evaluation, but because of the other part of the thesis, the survey among English teachers, it had to be rather limited. Although my textbook analysis comprised a limited number of textbooks it still gives a representative indication of the different L97 and LK06 books available on the market, and the different focus and manner in which they present grammar and exercises. After all that was one of my intentions. Meanwhile, the most important threat to external validity in this analysis is the limited number of textbooks. How text books present grammar and exercises and teachers' attitudes to teaching grammar are important factors in grammar teaching and in how goals are to be accomplished. Though my study, was rather limited, the investigation of four text books of English from the curricula L97 and LK06 was interesting and gave an indication of available books on the market, but an investigation of all textbooks of English for lower secondary school would have given a more valid picture.

My survey sample comprises 70 teachers of English from different lower secondary schools in Telemark, which provides, in my opinion, a reasonably representative “snapshot” of teachers of English in Norway. I will argue that my findings are valid since these teachers are a rather homogenous group in the sense that they are all teachers of English in lower secondary school, and that teachers elsewhere in Norway are likely to have similar opinions, because of the outcome of the previous syllabus and teachers’ experiences of Norwegian pupils’ declining grammar skills. Another important consideration and a threat to validity is whether or not the teachers really do what they say they do.

Next, can we rely on the teachers’ statements and answers? Do they answer in that way because they believe it is expected of them, and are they more concerned about answering politically correct, than giving a honest answer? The LK06 has guidelines for the teaching of English and these guidelines focus on basic skills. For the teachers not to agree with the major criteria in LK06 would indicate that the LK06 is not being followed. But on the other hand, this quantitative postal survey was a survey that allowed anonymity and gave the teachers freedom to share their personal opinions without being concerned about any consequences. This would argue for the reliability and validity of the answers in this survey. However, it certainly would have been interesting to conduct survey to cross check if the responses would have been the same if the questionnaire had questions, which were slightly different, or using a semi-structured interview.

Another point, according to the data in point 6.5 and 6.6 in the result chapter there was a correlation $r = 0.87$ between what the teachers thought was best with regard to the teaching of grammar and what they actually did. That is a high correlation coefficient, and it is statistically significant. In sum, the data supports the conclusion that the teachers actually do what they say they do.

7.4 Discussing my findings

One of the things I found interesting in my study was the manner in which the LK06 books present grammar. In general the LK06 syllabus and its books seem to present an open window of opportunity for teachers when teaching grammar. Good textbooks are a crucial

and useful tool and without effective texts, a teacher will have to search for teaching materials and resources elsewhere, i.e. texts, grammar issues, games and books. That is time consuming and not always a good solution. Choosing effective text books is also an economical question for schools when selecting textbooks. Books cost a great deal of money and it is therefore important for those responsible to choose books which are well constructed and provide the best available and up-to-date instruction materials.

Although textbooks are important, the teacher has the strongest impact on teaching and pupils' learning. Of great importance of course is that the teacher is qualified to teach the subject, but what is crucial is the teacher's attitudes to teaching a particular subject, in this case English grammar. The LK06 syllabus has a strong impact on teaching and teachers' attitudes to teaching English grammar, and to teaching grammar in any language. Since the "Knowledge Promotion focuses on basic skills, it is important to do so in order to provide pupils with the knowledge they need to learn to speak and to write correct English. The basic skills of English are writing, speaking, listening and reading. According to the LK06 syllabus the pupils are to *identify linguistic similarities and distinctions between English and the mother tongue*, which also means that pupils have to know all about Norwegian grammar when learning a foreign language, so that they can be able to compare and recognize the differences between their mother tongue and their second language. They also need to be able to *use basic terms of grammar and text building, use rules for pronunciation, spelling, grammar and different types of sentence construction*. In addition students need to be able to express themselves orally and in written form in order *to understand others and make themselves understood*. Basic skills are of major importance when teaching a foreign language, but also of major significance is how these skills are presented.

Rod Ellis writes about problems and possible solutions when teaching English grammar in his article "Current Issues in the Teaching of Grammar: An SPLA Perspective" (Ellis, 2006: 83-84). Ellis addresses eight questions which he thinks should be taken into consideration; whether, if, when and how it should be taught:

1. Should we teach grammar or learn in the natural way, like we did when learning our mother tongue?
2. What and how much grammar should we teach?

3. When should we teach grammar, when we start learning an L2 or wait until later?
4. Should the grammar teaching be concentrated within a short period or taught over a longer period?
5. Should grammar instruction be intensive or extensive?
6. Is there any value in teaching grammar explicitly?
7. Is there a best way to teach grammar implicitly?
8. Should grammar be taught, in separate lessons or be integrated into communicative activities?

Ellis also says learning a certain amount of grammar is important when learning a foreign language, but refers to Krashen, who stated that grammar instruction played no role in language acquisition and that grammar teaching should be limited to a few grammar issues. Krashen argued that grammar teaching might have an impact on language learning but not on language acquisition. But learners learn differently. What may seem right for some learners, may turn out wrong for other learners. Some learners prefer to learn grammar inductively, while other learners prefer the deductive and traditional way, and that a mixture of both and variation in methods and activities will probably reach more learners.

The major question is, however, whether or not grammar instruction in the classroom improves pupils' grammar and writing skills at all. What we often experience is that pupils can do grammar exercises correctly, but transferring the grammar skills to the writing of English texts seems difficult. Although their exercises are correctly completed, they still continue making mistakes when writing essays and other texts. So educators wonder why that is and why it is so awkward to transfer the grammar skills into writing grammatically correct texts. From my experience it seems easier for pupils to answer separate exercises correctly than it is to write correct English in a context. Furthermore, if the exercises are deductive it seems quite simple for pupils to conduct them, while inductive exercises seem more difficult for pupils. Independent learners seem to like the inductive exercises, while slow learners seem to be more familiar with deductive exercises. In my experience, grammar instruction works well for the clever and average pupils, while pupils who are not as quick to learn have problems transferring their acquired skills into written texts. So the major

question is really whether grammar instruction results in implicit knowledge or not. The acquisition of the grammatical system of a second language is not done easily, and needs not have a variety of approaches. In my opinion, it is important to see that you have options for how to approach a grammatical issue, and that there should be a focus on language as a tool for communication. As a teacher I will also find different ways to teach pupils grammar in order to make them write and speak a better English. My idea is not “to throw the baby out with the bathwater”, that is not to throw all old and good ideas of teaching away, but combine them with new ideas about teaching. Although it seems awkward for pupils to learn grammar, we are not allowed to give up the teaching of grammar. I believe grammar is a necessary and vital component when teaching and learning a foreign language.

8.0 Conclusion

In this final chapter I will bring this thesis to a conclusion and take a look at possibilities for further research and the implications for the teaching of English in Norwegian lower secondary schools in the future. .

My main purpose with this thesis was: “to examine key aspects of the current teaching of grammar in English instruction in lower secondary school, to investigate teachers’ attitudes” and examine how grammar is being presented in the different textbooks. I have examined how grammar is being presented in the new LK06 textbooks compared to the L97 textbooks, and learned about teachers’ attitudes towards grammar teaching.

It has been an interesting endeavor examining how the textbooks present grammar issues and exercises, though my examination has been limited to four text books, two each from the L97 and Lk06 curricula. What I found was that LK 06 books generally have a better approach to how grammar is presented and they have a larger variety of exercises, but that there are also differences within the same syllabus. Furthermore, the exercises in the textbooks tend to be more deductive in the L97 books, while the exercises in the LK06 books seem more inductive.

My survey among teachers in Telemark, in my view, produced very interesting results. First of all, I did not expect such a high response rate. I sent out 80 uncompleted questionnaires and 70 questionnaires were returned completed to me, so I was very satisfied with the cooperation I received.

However, like the examination of the textbooks, my survey also had its limitations. It would have been interesting to conduct a survey all over Norway to see if my sample is representative. The survey was done in one area of Norway among teachers of English in lower secondary school, but I believe that it gives a useful and realistic picture of teachers’ attitudes elsewhere in Norway. Teachers have experienced that pupils’ grammar skills have declined and believe in teaching grammar in order to teach the students to write and speak correct English. As some of the teachers pointed out, the LK06 is a step in the right direction with regard to the importance of teaching grammar, but it will take more years of grammar

instruction before the possible impact of a greater focus on grammar instruction can be observed.

8.1 Further research

This study has also shown the need for further investigation of the quality of text books and on the quality and outcomes of Norwegian English instruction in lower secondary school. First, it would be interesting to test a representative sample of lower secondary teachers of English consisting of each county in Norway to find out if their attitudes were similar to those found by my investigation. Another study that would be interesting is the “outcome of LK06” and to see if pupils’ English grammar skills have increased as a result of LK06 teaching. It also would be very interesting to study more text books of English for lower secondary school in Norway and to see how they present grammar and exercises, and if there are a variety of exercises that could reach all pupils.

8.2 Implications for the teaching of English

The major conclusion that can be drawn from this thesis is that more focus needs to be put on the teaching of English grammar in Norwegian schools in the future. Much has already been done with our new curriculum, LK06, but we language teachers still have much more to do with regard to our efforts to develop new ideas for an interesting and motivating English instruction. According to the findings from my survey the vast majority, that is to say all but three teachers from my sample, believe that pupils need better grammar skills in order to write better English texts. The big question, however, is how to provide them with this knowledge without reducing teaching hours of the reading of English, speaking of English and learning the pronunciation of English. Two 60 minutes teaching sessions a week are not sufficient when learning a foreign language properly. I believe that a stronger focus on teaching English grammar in primary school, and more cooperation and consistency between what is taught at primary and secondary level is of major importance. The teaching of grammar should be part of the curriculum from the time English first is taught until the

last years of upper secondary school. The text books and the teachers' guide to the text books should have a larger variety of teaching materials i.e games and other varied written and oral exercises in order to create better and varied teaching hours and more motivated students in the future of learning English.

In conclusion, although the teachers show positive attitudes towards grammar teaching in lower secondary school, it seems to me that we language teachers still have much work to do. We must accept the challenge to improve the grammar lessons and create student interest and motivation for learning English grammar, and to support the pupils with a variety of oral and written exercises that will reach the greatest possible number of learners. Finally, it very much depends on teachers' attitudes with regard to how the subject should be taught, and how the grammar is presented in the textbooks in order to motivate pupils to learn to write and speak correct English.

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Appendixes:

The Questionnaire

Appendix: Interview questions for teachers

1. TEACHER QUESTIONNAIRE NO

2. Gender

Male

Female

3. Age

20-30

30-40

41-50

51-60

61-67

4. Is Norwegian your mother tongue?

Yes

No

5. Which classes do you teach now?

1. 8th grade

2. 9th grade

3. 10th grade

6. What qualifications (academic or professional) do you hold?

Hovedfag / Master degree 4.

Cand mag./ Bachelor degree 3.

Grunnfag / One year study 2.

Teacher college 1.

7. What qualifications in English do you hold?

Hovedfag / Master degree 5.

Mellomfag / extension course 4.

Grunnfag / One year study 3.

Teachers college/6 months study 2.

No formal qualification 1.

8. How long have you been teaching English (including this year)?

In years:

1 – 5 6 – 10 11 – 15 16 – 20 21 - 25

1. 2. 3. 4. 5.

26 – 30 31 - 35 36 – 40

6. 7. 8.

9. Before becoming a teacher, did you complete any course of studies (6 months minimum) in an English speaking country?

Yes1.

No 2.

If yes, specify your course(s).....

10. Have you lived for more than six months in an English speaking country for different reasons from those related to your studies?

Yes1.

No2.

11. As a teacher, have you taken part in any in-service courses (more than 30 hours each) for the teaching and learning of the English language the last four years?

Yes 1.

No 2.

If yes, specify your course.....

12. On a scale from 1-5, with 1 as the lowest rate, rate **how important** do you think teaching grammar is compared to teaching listening, speaking, and reading ?

Not important	Less important	important	quite important	very important
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

13. Do you think that grammar should be taught in Lower Secondary School?

Yes 1.
No 2.

Explain your answer – why.

.....
.....
.....
.....

14. How often do you think grammar should be taught?

Everyday somehow
Once a week
Once a month
Hardly ever
Never

15. How often do you teach grammar?

Everyday somehow
Once a week
Once a month
Hardly ever
Never

16. In what way do you introduce "new" grammar issues to your pupils?

Inductively – the point of departure in teaching is usually a text which illustrates the phenomenon of grammar to be learned. It is discovery learning. The teacher provides the pupil with examples and the pupil discover the rule of grammar. Afterwards they are given exercises 1.

Deductively – the point of departure in teaching is normally the rules of grammar No discovery. The teacher explains the rule and the pupils have to memorize the rule and are given different exercises and grammar drills. 2.

Both 3.

Explain your answer/why:

.....

17. On a scale from 1 – 5, with 1 as **never** and 5 as **very often**, how **often** do you use games when teaching grammar

Never	sometimes	often	quite often	very often
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

18. On a scale from 1 – 5, with 1 as **never** and 5 as **very often**, how often you use traditional exercises in your teaching

Never	Sometimes	often	quite often	very often
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

19. On a scale from 1 – 5, with 1 as **unacceptable** and 5 as **very acceptable**
Which errors do you find **most unacceptable**?

19.1. Word choice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19.2. Syntax	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19.3. Spelling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19.4. Conjugation of the verbs to be, do, have	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19.5. Lack of cohesion (=tekstsammenheng)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

20. Do you expect your pupils to write a comprehensible English with a minimum of errors?

Yes1.

No2.

21. On a scale from 1-5, with one as **not useful** and 5 as **very useful**, rate how **useful** you think grammar is when learning to write fairly correct English.

Not useful	Less useful	useful	quite useful	very useful
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

22. Do you think that there is too much emphasis put on teaching English grammar in Norway's lower secondary schools?

Yes 1.

No 2.

Explain

23. Do you think that English grammar should be taught

English 1.

In Norwegian 2.

Why. Explain

24. Do you think that English grammar can be taught through games?

Yes 1.

No 2.

25. On a scale from 1 – 5, with 1 as not understandable and 5 as very understandable, rate how **understandable** the grammar section in the textbook you use for teaching

Not understandable Less understandable understandable quite understandable very understandable

1

2

3

4

5

26. On a scale from 1-5, with 1 as **not improved** and 5 as **very much improved**, are your experiences that grammar teaching has improved:

26.1. Written correctness 1 2 3 4 5

26.2. Oral correctness 1 2 3 4 5

26.3. Both 1 2 3 4 5

