

## Abstract

This BA thesis aims to compare two distinct approaches towards grammar explanation in ELT: deductive and inductive. The deductive method is commonly used in traditional curricula. The learners are presented with the metalinguistic information on the target pattern, which is followed by practice activities. The second method uses inductive reasoning – the learners are provided with texts containing the target linguistic pattern, from which they form hypotheses about the rules of its use. The thesis presents a quasi-experimental study with 25 upper-intermediate Czech secondary-school students, which was conducted to determine which of the approaches is more beneficial for teaching English grammar. Another purpose of the study was to compare the corpus data as an authentic study material in contrast with concocted model sentences in a language textbook. The indefinite article was chosen as the target linguistic feature.

The theoretical part is divided into several sections. Firstly, it provides a linguistic account on the use of the indefinite article, with *A Comprehensive Grammar of the English Language* and *Mluvnice současné angličtiny na pozadí češtiny* as the primary sources. The second section describes the indefinite article as a target linguistic feature within the frames of ELT and SLA. It discusses the issue of explicitness and implicitness in language learning, as well as the role and effectiveness of instruction in language teaching. In the section on the grammar explanation, the emphasis is put primarily on the differences between induction and deduction. Finally, the last chapter of the theoretical part focuses on language corpora and various possibilities of their incorporation into mainstream education. The analytical part provides the procedures and the results of the quasi-experimental study. The statistical analysis revealed that the learners who received the inductive instructional treatment had significantly better results, however, the internal validity of the research is limited by the nature of the study, as well as the small number of participants.