

## **Abstract (in English)**

The thesis deals with the topic of the role of metalanguage and metalinguistic terminology in English Language Teaching at Czech grammar schools. The concepts of metalanguage and metalinguistic terminology are viewed as one of the potential educational tools in the field of learning and teaching English grammar. The theoretical part of the thesis focuses, among other things, on benefits and limitations of the use of metalanguage, and on the suitability of conditions for the use of metalanguage, i.e. on the variables which may affect the educational process are discussed in this part as well. Moreover, an overview of the approaches to teaching grammar in relation to the use of metalanguage and metalinguistic terminology is provided in this chapter together with the summary of findings obtained from the studies concerned with learners or teachers knowledge of metalinguistic terminology. The empirical part is based on the questionnaire survey among Czech grammar school students and teachers. The main areas examined in the research are: learners' and teachers' attitudes to and beliefs about learning and teaching English and English grammar, learners' and teachers' attitudes to metalinguistic terminology as well as learners' knowledge of the terminology and teachers' awareness of the knowledge and use of the terminology in practice. The primary aim of the research is to observe the similarities and differences in students' and teachers' responses and to examine the possible problematic aspects of the results from the survey and to propose a possible solution to the problem.