

Who rules the rules?

A study of how relative pronouns are presented and worked with in teaching materials from the 1960s and past the new millennium.

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C-level essay, 15 hec

Interdisciplinary Degree Project

Teacher Education Programme

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Spring 2008

Grade: G Date: 11/6-08 PK

ABSTRACT

How pupils are to learn a second or a foreign language, especially grammatical elements, has been much debated the last couple of decades. This study is a qualitative analysis of teaching materials published between 1966 and 2007, used when teaching English in Swedish schools. The focus is on grammar exercises and the grammatical element relative pronouns. The exercises devoted to relative pronouns are analysed and contrasted in connection with the steering documents published in the early sixties (Lgr -60), the early eighties (Lgr -80) and the ones used today (Lpo -94). Results in short show that the exercises look roughly the same with introductory example sentences and so called fill-in-the-gaps exercises. The teaching materials, except one, use an inductive approach to grammar and the closer we get to the new millennium the more contrastive the exercises and explanations get.

Key words: L2 pedagogy, second language learning, ELT teaching materials, relative pronouns.

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1 INTRODUCTION

Grammar *is* about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules (Larsen-Freeman 2001:251).

The genre in which we can incorporate teaching materials used in the Swedish schools is a very productive one. New teaching materials which focus on the learning of English are printed every year. In my experience, many teachers that I have met during my education, both as a pupil and at university, have always used the textbook when teaching grammar in class. It is a mainstay for many teachers and it is often these books that pupils turn to first if they need to look something up while in school.

The later part of the 20th century, from the 1960s to the present day, has seen many changes in the school system where we have had a number of new syllabi as well as new curriculums. The books that are used when teaching English today are most probably not the same as they were a couple of decades ago. The question is then; can the changes in the Swedish school system be seen in the study of English grammar in the teaching materials for the subject English used in grade nine of compulsory school? What kind of grammar can we find in the books that have been used in our schools the last couple of decades and what approaches do they acknowledge?

1.1 Background

The relative pronoun is the grammatical element that initiates the relative clause and the choice of relative pronoun depends on the type of antecedent and the type of clause in which it is used. The relative pronouns include *that*, *who*, *which*, *whom* and *whose*.¹ In some cases you can also find the so called zero relative, \emptyset , as an alternative to *that* in a restrictive relative clause (Johansson & Lysvåg 1987: Chapter 6). *What* is sometimes also called a relative pronoun meaning *that which* e.g. “I did *what* he wanted” - “I did *that which* he wanted.”² As noted by Greenbaum (1996: 186) when *what* is used as a pronoun, it is only with non-personal antecedents. He further states that *where*³, a wh-adverb, is sometimes considered to be a relative pronoun meaning *in which*. Similar to the previously mentioned pronouns, *where* also introduces relative clauses e.g. “That is the shop *where* I bought my dress” – “That is the shop *in which* I bought my dress (1996:143).”

¹ *Who*, *whom*, *whose* and *which* are often called wh-pronouns because of the spelling (Greenbaum 1996:185).

² Only used in nominal relative clauses (Weiner, E.S.C. 1984: 170, 185).

Table 1: Use of the relative pronoun.

Personal antecedent (human)		
	Restrictive ⁴	Non-restrictive ⁵
Subject	<i>who, that</i>	<i>who</i>
Possessive	<i>whose</i>	<i>whose</i>
Other	<i>whom, that, ø</i>	<i>whom</i>
Non-personal antecedent (non-human)		
	Restrictive	Non-restrictive
Subject	<i>which, that</i>	<i>which</i>
Possessive	<i>whose, of which</i>	<i>whose, of which</i>
Other	<i>which, that, ø</i>	<i>which</i>

(Adaptation of Johansson & Lysvåg 1987: Chapter 6)

As pointed out by Johansson & Lysvåg (1987: Chapter 6) *whom* is often used in relatively formal language, and used after a preposition instead of *who*. *Of which* is stated to be obligatory in partitive expressions e.g. “There are nearly sixty books written by Arthur Conan Doyle in this library, most *of which* have been translated into Swedish”.

In 2000 Malmberg carried out a study, the STRIMS-project, in which pupils’ attitudes and experiences of learning modern languages were surveyed. One of the conclusions arrived at was that pupils experience grammar to be one of the most difficult things to master when learning a modern language. Grammar is not considered as important as being able to communicate properly. The pupils, taking part in the project, are of different learner types and therefore prefer different methods of learning grammatical rules.

Larsen-Freeman (2001:251) states that over the centuries second language teachers have alternated between two approaches when it comes to language teaching: those who focus on analysing the language in question or those who focus on using the language. In the first mentioned approach learners focus on learning the elements of language, sounds, structures, vocabulary, with an intention of using these elements in communication. When using the latter approach, learners are encouraged to use the language from the very start,

³ Meaning “där som (jag)” in Swedish.

⁴ A restrictive clause is a defining clause and the information is often known to the addressee. E.g. “My sister who lives in Gothenburg is a teacher.” (Johansson and Lysvåg 1987:146-147)

⁵ A non-restrictive clause provides additional and new information. E.g. “My sister, who lives in Gothenburg, is a teacher”. The non-restrictive clause is marked by commas (Johansson and Lysvåg 1987:146-147)

even though it is not perfect, in order to acquire it. Nowadays the focus of language learning and teaching is more directed towards a communicative approach.

The change in the importance of grammar studies is reflected in the curriculums and syllabi for English published in the early sixties (Lgr -60), the early eighties (Lgr -80) as well as the steering documents that we use today (Lpo -94). The curriculum presented in the early sixties gave instructions to the teachers as how to teach English but when a new curriculum saw the light of day in the early eighties, it was a completely different text. Gone were the assumptions that not all pupils could learn a second language, as well as the advice to teachers how to teach the subject of English.

In Lgr -60 it is stated that the study of the modern languages (English, French and German) was to help the pupils become familiar with the languages and the culture. Studies of these languages were to prepare the pupils for higher levels of education should they choose to pursue these. Pupils should be able to acquire a basic knowledge of English vocabulary. Expressions, grammatical patterns and pronunciation were also to be worked on in order for the pupils to be able to use their knowledge in spoken as well as written communication in everyday situations. In secondary school the pupils were to repeat previously presented grammatical elements (general course) and acquire new important aspects of the English grammar (advanced course) (Lgr 60:191). Lgr -60 states that the study of English grammar should only be a means for the pupils to understand and use the language, not a separate goal. Grammar is to be acquired through organized exercises both in written and spoken English. The same grammatical element is to be repeated at various times and to be developed. Without a proper knowledge of grammatical structures the pupils are at risk to misunderstand both spoken and written English. It is stated that it is more important for the pupils to know much about little rather than little about much when it comes to grammar. It is not recommended for the teacher to present more than one grammatical element at a time since this may confuse the pupils. Grammatical exercises should be presented in a way that the pupils feel comfortable and familiar with both regarding the structure as well as the vocabulary. The inductive approach is preferred since it will help the pupils learn how to analyse the language. When presenting a new grammatical element, Swedish is preferably the language of choice since using English at this point may cause the message to become unclear. The teacher is the primary speaker during the grammar lessons (Lgr -60: 197-198).

When teaching English in secondary school, general course, the teacher must accept that some pupils have relatively small hopes of learning a foreign language. He [the teacher] must therefore show understanding and patience and plan his teaching so as to make the language learning meaningful for all pupils. Some of them will only be able to learn to understand very simple text and speech – an ability not to be underestimated – and only in a small chance of learning to

express themselves in English. The grammatical exercises should primarily be concentrated on intermediate level [grades 3-6]. Theoretical reasoning should be avoided. The exercises ought to have one or more examples on the board or in a text as a starting point and be carried out in a form familiar to the pupils (Lgr -60: 201-202)

The relative pronouns are to be presented to the pupils sometime during the grades three to four and then to be worked with all throughout secondary school. When presenting the relative pronouns only the common cases should be worked with using examples e.g. “This is the girl *who* lives next door” and “We have a classroom *which* is too small.” The pupils proficient enough to take the advanced course in English during their secondary school years are presented with an expanded study of interrogative, relative and indefinite pronouns (Lgr -60: 201-203).

The focus of the study of English according to the curriculum published in the early 1980s, Lgr -80, is to enable the pupils to use their knowledge of English in everyday situations, to understand spoken and written English and be aware of the importance of the English language when in contact with people from all over the world. Listening and speaking exercises are to play an important role in the pupils’ acquisition of English. The preferred accent is British English but should the pupils for some reason have adopted another form of refined speech that is perfectly accepted. To be able to make yourself understood you need an extensive vocabulary as well as a good knowledge of grammatical elements. The study of English grammar should primarily be focused on the grammatical elements which will enable the pupils to get their meaning across without disturbing mistakes. It is stated that reading of different types of text, fictional and non-fictional, will help the pupils acquire a gradually more advanced vocabulary and knowledge of grammatical patterns. The grammar book is to be used as a reference book when needed.

In contrast to the curriculum published in the early sixties, Lgr -80 does not give any guidelines as to which grammatical elements should be focused on what age. It is however stated that moderate demands should be put on the pupils when it comes to writing in English. The focus is mainly on using the acquired language, including grammatical structures (Lgr -80: 77-81).

The focus of the curriculum used today, Lpo -94, is that of communicative competence. The following passage shows the importance of pupils being able to master this:

English is the mother tongue or official language of a large number of countries, covering many different cultures, and is the dominant language of communication throughout the world. The ability to use English is necessary for studies, travel in other countries and for social and professional international contacts of different kinds. The subject aims at developing an all-round communicative ability and the language skills necessary for international contacts, and an

increasingly internationalised labour market, in order to take advantage of the rapid developments taking place, as a result of information and communications technologies, as well as for further studies. The subject has, in addition, the aim of broadening perspectives on an expanding English-speaking world with its multiplicity of varying cultures (Lpo -94).

In the section “Structure and nature of the subject” the following quotation is to be found:

English should no more than other languages be divided up into separate parts to be learnt in a pre-determined sequence. Both younger and older pupils relate, describe, discuss and reason, even though this takes place in different ways at different language levels and within different subject areas. The different competencies involved in all-round communicative skills have their counterparts in the structure of the subject. Amongst these is the ability to master a language's form, i.e. its vocabulary, phraseology, pronunciation, spelling and [grammar] (Lpo -94).

The different skills should not be separated, but when possible, be practised together in a context. The goals to aim for, focusing on grammatical elements, are to “develop their ability to express themselves with variety and confidence in writing in order to relate, describe and explain, as well as give reasons for their views” as well as to be able to “develop their ability to analyse, work with and improve their language in the direction of greater variation and accuracy.” As in the curriculum published in the 1980s (Lgr- 80), Lpo -94 does not mention how grammar is to be taught or which grammatical elements to be mastered at what age. It is however stated that when a pupil does not know the correct expression to use, he or she should be able to use different strategies in order to evade a misunderstanding e.g. synonyms, body language or questions (Syllabi for English. Skolverket. (Established 2000-07) <http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=0708&infotyp=23&skolform=11&id=3870&extraId=2087>. Collected: 2008-04-12).

There are different ways of presenting a new grammatical element to learners and there are also different kinds of grammar: descriptive, prescriptive and contrastive.

Most people think of grammar as the rules which must be obeyed in order for our message (written or spoken) to come out correct and understandable. This is the layman's conception of grammar, and it implies, quite correctly, that language and the use of it is governed by rules. But whereas the layman usually thinks of rules which state what one ought, or ought not, to say or write (**prescriptive** grammar), the grammarian's rules are generalizations about how language is actually used (**descriptive** grammar) (Johansson & Lysvåg 1987:1)

The rule of thumb according to Hedström (in Ferm & Malmberg 2001:69) is that the more extensive the grammar book the more likely it is that it is descriptive. If a grammar book mainly describes the way a language should be written or if it mainly describes the standard language, in this case Standard English, it is most likely to be a prescriptive one. According to Hedström (in Ferm & Malmberg 2001: 69), the grammar books used in Swedish schools are mostly prescriptive but this has started to change since our modern society, using Internet and several extensive databases in which language usage is registered, gives pupils, teachers and

authors access to grammatical variations that until now were discarded. Contrastive grammar is when languages, often the mother tongue and the second language, are compared to each other (see Hedge 2006:147).

1.2 Aim and Scope

The aim of this study is to investigate how grammar is presented and worked with in teaching materials, used in grade nine of the Swedish compulsory school in the subject English making use of a historical and pedagogical perspective. By studying a number of textbooks and workbooks published from 1966 to 2007 this study may show tendencies of the changes made in the Swedish school system in the last part of the 20th century.

Since the genre of teaching materials is quite productive some limitations to the subject had to be made. This essay will only deal with teaching materials written for Swedish EFL/ESL-learners⁶ and produced for the purpose of teaching English. Only books written for grade nine of compulsory schools are used. Some older teaching materials made a distinction between *advanced course* and a *general course*. The advanced course was considered to be more difficult than the general course which was designed to be taught to all pupils and the somewhat weaker pupils. In the case that such a text book was found, the general course book has been used. This study will only focus the grammatical element of relative pronouns. It will not incorporate relative words e.g. *whoever*, *whatever*, *whichever*, *wherever*, *whenever* and *however*. It will however incorporate the relative adverb *where* as well as the relative *what* since these are used in the teaching materials. To be able to find out how the pupils are to use their new found grammatical knowledge, textbooks as well as workbooks will be investigated and analysed. Approximately one book for each decade will be analysed starting with Ashton and Heldén (*Out and about* (1966)) and ending with Gustafsson et al. (*What's up?* (2007)).

1.3 Material and Method

The teaching materials, textbooks and workbooks, chosen for this study were supposed to be chosen because of their popularity (according to statistics). However, it was soon established that no such statistics existed. Therefore the books had to be selected by the present author. It was considered important to choose teaching materials published between 1960 and present in order for it to be compared to the syllabi and curriculums published within this time period.

⁶ EFL-learners: English as a foreign language. ESL: English as a second language.

The year of 1966 was chosen because at this point in time the Swedish school system saw a major change in the form of a new curriculum and syllabus (Lgr -60). This study depended somewhat on the access of certain teaching materials which date from 1966 to 2007. Since it would have been virtually impossible to study the whole grammatical section of these specific teaching materials within the range of a C-level essay, one grammatical element was chosen: relative pronouns. This grammatical element was chosen due to the fact that it was deemed to show tendencies of different kinds of grammar. The books were chosen firstly based on their year of publication and secondly on the presence of the grammatical element chosen for this study. Some books did not present the relative pronouns in the textbook or the workbook. These books were discarded as they did not fit this study and another book within the same time span was chosen instead. *Wings* (1997) incorporated relative pronouns in its mini-grammar section and was therefore included in this study. The following teaching materials, presented chronologically, were used in this study:

- 1966 *Out and about*
- 1972 *The Real Thing*
- 1983 *Main Stream*
- 1997 *Wings*
- 2007 *What's up?*

1.4 Plan of Study

This study is divided into five chapters and it begins with chapter 1, a short introduction followed by the Background. The background introduces the definition and use of the relative pronouns. Thereafter the development of the study of English grammar in Swedish schools during the last decades as well as pupils' attitudes towards it is presented. The view on the study of grammar in the syllabi and curriculums for English, Lgr -60, Lgr -90 and Lpo -94, are thereafter contrasted and explained. This is followed by a presentation of different kinds of grammar which the teaching materials show tendencies of incorporating (descriptive, prescriptive and contrastive grammar). Chapter 1 also includes the sections aim and scope and material and method.

Chapter 2, previous research, presents results from a C-level essay by Andersson and Ball (2006) and the STRIMS-project (2000). The role of teaching materials in Swedish schools is presented in connection to a report from the National Agency for Education. Previous research also includes different approaches to teaching grammar.

In chapter 3, analysis and results, the teaching materials are presented chronologically and the exercises which focus the relative pronouns are included in full. In chapter 4, pedagogical aspects and the analysis and results from chapter 3 are discussed. This is followed by chapter 5, summary and conclusion. A list of references and last appendices 1 and 2 where the grammar sections from *Wings* (1997) and *What's up?* (2007) have been transcribed conclude this study.

2 PREVIOUS RESEARCH

No previous studies which focus the same subject as this study have been found. A C-level essay written by Andersson and Ball (2006- Högskolan i Kristianstad) discusses the pedagogical aspect of the teaching material used in Swedish schools in the subjects English and German. Their results show that the exercises focusing on grammatical elements, in the teaching materials they chose to analyse, do not focus the aspect deemed important by contemporary research or the steering documents. The analysed teaching materials were much characterized by a grammatical study, which is often considered traditional, in which the form is focused.

The role of teaching materials in the subjects Art, English and Social Science in Swedish schools is evaluated and presented in a report from the National Agency for Education (Skolverket 2006). In this report it is claimed that English is the subject, compared to the others in the report, in which teaching materials are most often used. Listening exercises and literature are used as a complement to the teaching materials. It is claimed by a majority of the teachers of English who were interviewed that their teaching is much controlled by the teaching materials which are often chosen based on economic aspects. A majority of the teachers interviewed claim that using a teaching material guarantees that the steering documents are followed. The teaching materials are often evaluated by the teachers. This report states that there are both advantages and disadvantages when it comes to using them.

The STRIMS-project (*I huvudet på en elev- strategier vid inläring av moderna språk*: 2000) is a study in which the authors have conducted several surveys and interviews in order to find out what strategies pupils use when learning modern languages (English, Spanish, French and German). The STRIMS-project was considered important to this study since also incorporates the pupils' attitudes and thoughts about what is difficult and easy when learning a language.

Larsen-Freeman (2001:264) states that language teachers can make two different choices when working with grammar; using an inductive or a deductive approach. When using the inductive approach the learners conclude what the said rule is by using a number of different examples. The learners make their own observations. When using the deductive approach, the learners are given the rule and are to apply it to a number of examples. In "Teaching Grammar" by Larsen-Freeman, Robinson claims that many learners request rules because they find them helpful (Robinson 1996 quoted in Larsen-Freeman 2001:264).

Malmberg (2001:16) states that pupils in grade nine of compulsory school rely on what “sounds right” when working with grammatical elements. It is also stated that none of the pupils interviewed mention the word “rule” or grammar book when they speak about how they learn grammar. A common method seems to be to work with example sentences and try to memorize these. Hedge (2006: 145) claims that many linguists, informed teachers and materials designers are preoccupied with finding an approach to teaching grammar that coincides with how learners acquire the grammatical systems of English.

As noted by Hedge (2006) and by the STRIMS-project (Malmberg 2000:17), the choice of approach depends on the learners who are to acquire the grammatical element. Most pupils seem to prefer the deductive approach, when they are given the rule. Hedge (2006:147) states that if the learners are quite proficient the inductive approach may be the best way to go since these pupils may be able to formulate their own rules. If the grammatical element is a difficult one, or if the learners are not that apt when it comes to analysing a linguistic rule, the deductive approach may make more sense. Tricia Hedge claims that older language learners, mostly adults, often need the rules more than the younger language learners this having to do with the so called Critical Period Hypothesis (CPH).⁷

As noted by Hedge (2006: 143-144) the last couple of years have seen a decrease in the focus on grammar when learning a new language and the study of grammar has not had a central role in education for many years. The 1980s saw the influence of Krashen and his attitudes towards the study and teaching of grammar. He believed that grammar could be “[...] acquired naturally from meaningful input and opportunities to interact in the classroom: in other words, that grammatical competence can develop in a fluency-oriented environment without focus on language forms.” This approach to language learning led to that the study of grammar acquired a low priority in our schools.

⁷ For references on CPH, see Lightbown and Spada. 1999. *How Languages are Learned*. Also Krashen et al.

3 ANALYSIS AND RESULTS

3.1 *Out and about* (1966)

This book is the oldest of the books chosen for this study. It is a textbook and workbook in one. Ashton & Heldén (1966: introduction), state a number of aims to be fulfilled by this teaching material. One aim is to “repeat systematically essential points of grammar covered in earlier years.” Each chapter of text in the textbook is followed by an activity: “How to write it” or “How to say it.” Activities include writing a postcard, applying for a job, how to ask for information, ordering something in a restaurant etc. The exercises are separated from the text extracts, but still in contact with the previous text since the themes coincide. The authors of *Out and About* instruct the pupils to: “Remember to say the answers before you write them (1966: introduction).” Instructions are given in English throughout the book. Each section of exercises is followed by a part called “Composition” and another called “Library work.” In “Composition” you find the only translation exercises.⁸ The exercises that focus on relative pronouns can be found in sections 2:1; 7:1; 9:3 and 15:5.

2:1 (p. 92) This exercise practises the ability to form relative subordinate clauses using two main clauses. No rule is given beforehand, but an example is presented. There is no example that deals with the relative pronoun *which*, used with impersonal antecedents.

2:1 Look at the example.

Tom’s father didn’t say anything. *He* was reading a paper.

Tom’s father, *who* was reading a paper, didn’t say anything.

Now work on these using *who* or *which*.

1. Bill moved to London. He was tired of this place.
2. The merchant built a big house. He is very rich.
3. David is an apprentice. He is studying to become an engineer.
4. This tractor is stronger than ten men. It looks fine.
5. These books are interesting. They are full of information.
6. Fred Courage wants to discuss something. He is looking for you.
7. The club-house lies in a pleasant district. It is old.
8. The advertisement was in all papers. It was important.

7:1 (p. 106) Along with previously mentioned relative pronouns *who* and *which*, this exercise introduces, *whose* (relative pronoun denoting genitive). The pupils are to insert the correct relative pronoun in the empty space. This is done without a previous example as how to use it.

⁸ Exercises that compare British and American English in different contexts e.g. business letters, can also be found in this section.

7:1 (p. 106) Write and fill in *who*, *whose* or *which*.

1. I have read the books _____ I borrowed from the library.
2. Sir Robin, _____ name you have heard, is also a writer.
3. He has written a book about planes _____ is full of information.
4. Sir Robin is a man _____ knows everything about aeroplanes.
5. That is a book _____ everybody ought to read.
6. There are some things in his book _____ I don't understand.
- 7 The Flywell Aeroplane Company, _____ planes are famous, started in 1908.

9:3 (p. 113) Once again the pupils are provided with an example from which they are supposed to figure out the rule to use. The relative pronoun *whose* is introduced by the examples in exercise 9:3. *Whose* was used in the previous exercise, but without an introductory example.

9:3 Look at these sentences.

Cavendish was a scientist. His experiments were important.
Cavendish was a scientist whose experiments were important.
These are the books. I borrowed them from the library.
These are the books which I borrowed from the library.

Now work on these using *who*, *whose* or *which*.

1. Hydrogen is a gas. It is lighter than air.
2. Otto Lilienthal wrote a book about birds and flying. It became famous.
3. Do you know that young man? He looks nervous.
4. I suppose you mean the apprentice. He is going to make a speech.
5. I have some news for you. You may find it interesting.
6. This is the shop owner. His designs are very modern.
7. He has two daughters. They help him in the shop.
8. Sir Robin is a friendly man. He often talks to the boys.

15:5 (p. 133) This exercise is the same as 7:1 above, in which the pupils are to choose and insert the correct relative pronoun in the empty space.

15:5 Write and fill in *who*, *whose* or *which*.

1. That is the boy _____ broke the window.
2. That is the stone _____ broke the window.
3. That is the man _____ window was broken.
4. That is the boy _____ told me that he had broke the window.
5. That is the money _____ the boy had to pay for the broken window.
6. That is the boy's mother _____ heart was nearly broken.

There are no grammatical rules presented in connection with the exercises but there are however a number of examples from which, one can guess, the pupils are supposed to figure out the rules by themselves. Therefore you could claim that the exercises have an inductive approach. As stated above, one of the authors' goals with this particular book was to help

pupils to repeat essential grammatical elements covered at previous levels. This is also a goal presented in the syllabus and curriculum published in the early 1960s. This can be a reason as to why the exercises on the use of the relative pronouns are repetitive. This particular grammatical element is probably not new information to the pupils. Another thing that points to the relative pronouns only being worked with as repetition is the fact that the relative pronouns are not presented in the order of the examples. Exercise 2:1 incorporates the relative pronouns *which*, but the one example is on the use of *who*. In exercise 7:1 there are no example sentences at all. The same goes for exercise 15:5. An example sentence on the use of *which* is not incorporated until exercise 9:3. In addition the use of *whose* is not exemplified until exercise 9:3.

Exercises 7:1 and 15:5 are so called fill-in-the-gaps exercises while 2:1 and 9:3 are designed to practice forming relative subordinate clauses. The relative pronouns presented in this book are *who*, *which* and *whose*. It is interesting to find that neither *that* nor *whom* is introduced. The type of grammar used in the exercises seems to be more descriptive than prescriptive since it does not deal with relatively formal language, the use of the relative pronoun *whom* e.g. “This is the girl *who* (informal)/*whom* (formal) I saw last week.”

3.2 *The real thing* (1972)

Grammar Exercise C

Can you put *what*, *which* or *who* into the right sentences? If you can't, you should study the words in your grammar or ask your teacher how to use them.

1. Those ___ live at home pay their parents.
2. Jenny sees other things ___ she would like to have.
3. She must pay back ___ she has borrowed.
4. ___ did you go out with last Saturday?
5. ___ did you say to him?
6. ___ of your friends do you like the best?
7. Come and look at the new clothes ___ I bought yesterday.
8. ___ I can't understand is how you can afford it.
9. ___ took my cigarettes?
10. ___ of these records do you want to hear?
11. I'm one of those people ___ can't say no.
12. ___'s there? Answer, please!
13. This is ___ you must do to help me.
14. I wonder ___ will lend me some money.
15. I could perhaps ask the girl ___ lives next door.

The Real Thing is the second oldest teaching material in this study and it seems to be quite a popular one since it has been reprinted regularly. It consists of a textbook and a workbook. Each chapter in the textbook corresponds to a chapter in the workbook. The textbook presents no activities after the text extracts, which is different compared to *Out and About* (1966).

In the workbook we find a number of different tasks. Each section is presented in the same way, starting with comprehensible questions in order to establish if the pupil has understood the text extract. These questions are mostly yes/no-, true/false- or multiple choice questions. After this we find grammar exercises focusing on different grammatical elements in each section. In the unit “Special tasks” the pupils

learn a bit more about the text and there are also some fill-in-the-blanks-exercises e.g. a template for writing a fan letter. In *The Real Thing* there are many templates for the pupils to fill in. All exercises are presented in English.

“Grammar exercise C” (p. 53) is the only exercise in the book to deal with relative pronouns. In the introduction to this exercise it is stated that if you do not know which relative pronoun to use, you should consult your teacher or a grammar book. In this exercise the relative pronouns *who* and *which* as well as the relative *what* are mentioned but not *that*, *whom* or *whose*. The meaning of *what*, *that* *which*, is not presented to the pupils. It is a so called fill-in-the-gaps exercise and the pupils are neither given a rule nor an example beforehand. A grammar book (or the teacher) will provide them with the rules to use if they do not remember them. This means that if the pupils do not remember the rule it is a deductive approach to teaching grammar. This coincides with Hedge’s belief, as mentioned above, that less proficient pupils may need the rules.

3.3 Main Stream (1983)

Main Stream consists of a textbook and a workbook. The chapters in the textbook and the workbook share a theme but the titles are not the same. Each chapter in the textbook is followed by a section called “Word Practice” as well as a section called “Right or Wrong”. Some sections of the textbook are followed by a number of questions called “Do you remember?”. The exercises in the textbook *Main Stream* (1983) seem to put a focus on learning the text extracts since there are several exercises designed to ascertain if the pupil has understood the text. Different skills are focused but the exercises are very similar to each other.

Main Stream’s workbook is organized in 28 units each focusing on a particular grammatical element. Almost all units have a crossword and some sort of diagnostic exercise, called “Checking up”. All exercises in the workbook vary somewhat in order to focus on speaking, writing and listening⁹ and instructions are given in English but there are a number of translations into Swedish in the margin. At the very back of the workbook there is a small grammar section devoted to relative pronouns and other grammatical elements which are presented in Swedish. The grammatical rules are not in direct contact with the exercises in which they are practised which means that the pupils can choose whether or not to use them. Exercises which focus relative pronouns can be found in unit 25 of the workbook (pages 91-

⁹ Reading, the remaining skill, is focused in the textbook.

93). They are connected to the text in the textbook which is about a man called Mr Ashley. These exercises practice the use of the relative pronouns *who*, *which*. There is no mention of the relative pronouns *that*, *whom* or *whose*. In this section, exercise B, we find the wh-adverb *where*.

A. Make sentences

The papers, The suitcase, The documents, The diplomat, The girl, The policeman,	which who	was were	so important,	had	been bunt been sold been stolen disappeared left the country been drugged
--	--------------------------------	---------------------------	---------------	-----	--

B. Make sentences

A stadium A school A supermarket A parking A zebra crossing	is a place where you	learn play leave your car do your shopping cross the street
---	-----------------------------	---

<p>C. - Did you buy that expensive camera? - No, I bought a camera which was less expensive. <i>som var mindre dyr</i></p> <p>1. Did you buy that comfortable sofa? 2. Did you send that expensive telegram? <i>sent</i> 3. Did you see that interesting program? <i>saw</i> 4. Did you read that boring book? <i>read</i> 5. Did you drive that dangerous car? <i>drove</i></p>	<p>D. - Did everybody go into town? - No only those who could afford it. <i>de som hade råd med det</i></p> <p>1. into the country 2. to the seaside 3. to the mountains 4. to the lakes</p>
<p>E. - Did you see a man with a big dog? - No, but I saw a man who had a big cat.</p> <p>1. hamster 2. parrot 3. monkey 4. horse</p>	<p>F. - Was she carrying a suitcase? - No, the lady who talked to me had no suitcase.</p> <p>1. bag 2. briefcase 3. box 4. parcel</p>

The pupils are asked to make sentences using the pronouns mentioned in the grammar section. In exercise C they are given an example that shows them how to work with the relative pronoun *which*. Exercises D to F are constructed in the same way but the relative pronoun *who* is now in focus. Exercise G is a text, connected to the text in the textbook, in which the pupils are to insert *who*, *where* or *which* in the correct place.

Checking Up

G. Put in **who**, **where** or **which**!

Mr James Ashley, (1)___ is the secretary to the British Ambassador in Paris, (2)___ he worked very hard for a long time, arrived in Nice. Mr Ashley, (3)___ looked very tired, carried secret documents (4)___ he intended to study. He put up at The Grand (5)___ is a very big hotel in Nice. In the evening he went to the casino (6)___ he wanted to eat an play roulette (7)___ is a popular game especially for tourists (8)___ come to the Riviera and (9)___ have money to spend. Mr Ashley met a young lady (10)___ instead she knew him from a reception (11)___ had been at the Swiss Embassy in Paris. Ashley (12)___ didn't recognize the young lady but (13)___ didn't want to offend her invited her to his hotel (14)___ they had a drink in his room. There the girl put a drug, (15)___ she had in her handbag, into Ashley's drink. Ashley, (16)___ didn't wake up until the next morning, told the police (17)___ said that they thought Ashley had been very silly. The girl, (18)___ had disappeared, was probably a spy (19)___ wanted to sell the secret papers to another country.

Main Stream is deemed more contrastive, compared to the previously mentioned teaching materials. This since there are a number of translations into Swedish present in connection with the exercises focusing the relative pronouns as well as the English relative pronouns being compared to their Swedish counterparts ("som" etc.). As with the previously mentioned teaching material, *The Real Thing*, the approach to teaching grammar is somewhat unclear. The difference is that in this teaching material the pupils have direct access to the grammatical rules if they need them. Exercises C-F could be considered inductive since they have introductory examples. *Main Stream*'s exercises seem to be meant for repetition rather than presenting new grammar.

3.4 *Wings* (1997)

Wings consist of a *Base book* and an *Activity book*. The author presumes that the pupils have had access to *Wings* in both the seventh and eight grades. *Wings' Base book* is divided into four sections, each starting with a section called *Preview* in which the pupils is given a taste of what is to come. The first six pages of each section are designed as a teen-magazine. Each of the six sections in the *Base book* contains at least one longer text extract. Each section ends with a grammar section, focusing on several grammatical elements. The grammar exercises are presented in Swedish and some of them are translation exercises.

Wings' Activity book is divided into four sections, with a mini-grammar at the back of the book. This book contains more exercises than the *Base book*. The exercises focus the different skills (reading, writing, listening and speaking) in different ways e.g. composing a newsheet. Some of the exercises in the *Activity book* and the *Base book* correspond on the theme but not the title. There are several grammar sections in the *Activity book*, each focusing on one or more grammatical elements. Under the heading "Do you remember" some grammatical elements presented in the previous years are repeated. As in the *Base book* these are presented in Swedish and incorporate a number of translation exercises.

Wings (1997) is interesting for this study since it clearly incorporates the grammatical element of relative pronouns in the mini-grammar section at the back of the *Activity Book* but there are no exercises devoted to this particular element.¹⁰ This may be because relative pronouns are considered to be repetition and therefore not worked with.¹¹ The grammar presented in the mini-grammar is contrastive since the relative pronouns are compared to their Swedish counterparts (“som”, “vars” etc.). The explanations are, compared to the previously mentioned teaching materials, very detailed. It is the only grammar section that deals with the relative pronoun *whom*, as the object form and used after a preposition, as well as the zero relative (∅). The use of *that* as a relative pronoun in non- restrictive relative clause is also mentioned. A grammatical approach can not be deduced since exercises on the relative pronouns have been excluded.

3.5 *What's up?* (2007)

What's up? (2007) is the most recent published teaching material in this study and it consists of a separate workbook and textbook. The textbook is organized in seven chapters, two project work sections and a section called “Realia”. Each chapter focuses on a number of grammatical elements. Almost all chapters in the textbook start with a listening exercise called “Starter” (according to the authors, designed to trigger the imagination). There are some exercises in connection to the texts in the textbook. These exercises are mostly comprehension exercises (“Did you get it?”) as well as a number of speaking exercises designed to discuss a specific point in the text (“Talk about it”). In order to ensure that the pupils practice the four skills, the exercises are varied. This teaching material's exercises are all presented in English, but in similarity to *Main Stream* (1983) there are some translations in the margin. In comparison to *Main Stream* (1983), a larger number of words have been translated in *What's up?*. *Main Stream* (1983) only translates certain words while *What's up?* translates complete sentences. The grammar section at the back of the textbook, in which a number of grammatical rules are explained, is in Swedish and similar to *Wings* (1997) it is extensive and detailed.¹² There are no translation exercises in the grammar section. These can be found among the other exercises. The relative pronouns *that*, *who*, *which* and *whose* are mentioned in the example sentences.

¹⁰ See appendix for transcription of the mini-grammar section from *Wings* (1997).

¹¹ It has however been found that exercises on relative pronouns are present in the 2000-edition where all the grammar exercises have been separated from the other exercises.

¹² See appendix for transcription of grammar section from *What's up?* (2007)

<p>Examples The person <i>who</i> means most to me is my mum. Den person <i>som</i> betyder mest för mig är min mamma.</p> <p>Her first movie, <i>which</i> was about passionate love, won her an Oscar. Hennes första film, <i>som</i> handlade om passionerad kärlek, gav henne en Oscar.</p> <p>Here's the e-mail <i>that</i> I got this morning. Här är mejlet <i>som</i> jag fick i morse.</p> <p>She's the girl <i>whose</i> sense of humour I like. Det är en tjej <i>vars</i> sinne för humor jag gillar.</p>
<p>A. Choose between <i>who</i> and <i>which</i> in these sentences.</p> <ol style="list-style-type: none"> 1. That's the dog _____ bit me in the leg. 2. I talked to a guy _____ said he had climbed Mount Everest. 3. Do you know the girls _____ organised the party? 4. Here's a film _____ I really recommend. 5. The people _____ bought our house come from Bristol. 6. I've got something here _____ I think you'll like.
<p>B. Write two sentences, one with <i>who</i> (=som) and one with <i>which</i> (=som) to show the difference. Ask your teacher to check your sentences.</p>
<p>C. Write sentences with <i>whose</i> (=vars). Here is an example. This is Kevin. His mum works as a detective. This is Kevin <i>whose</i> mum works as a detective.</p> <ol style="list-style-type: none"> 1. I've got a friend. Her sister works as an au-pair in Australia. 2. I helped an old woman. Her handbag had been stolen. 3. In our class we have twin girls. Their parents come from Bosnia. 4. London is a big city. Its population is growing all the time. 5. That's the film. I'd forgotten its title.

Exercises that focus on relative pronouns can be found in the workbook (page 120). As stated above, the rules are presented in the grammar section of the textbook. The exercises that focus on grammatical elements are separated from the other exercises. Instructions are given in English, but the example sentences have been translated into Swedish. There are a number of examples before the exercises.

In exercise A, the pupils are to insert the relative pronouns *who* and *which* in the right gap by looking at the examples. In exercise B, the pupils should by now be able to construct their own sentences using *who* and *which* and be able to tell them apart. In exercise C, an example is given as to how to use the relative pronoun *whose*. This exercise also practices the pupils' ability to construct relative subordinate clauses from two main clauses. The relative pronoun *that* is mentioned in the example sentences but there are no exercises devoted to this particular relative pronoun.

This teaching material could be considered contrastive since the relative pronouns are compared to their Swedish counterparts ('som' etc.) and how these are used in Swedish. *Whose* is presented as the equivalent of the Swedish pronoun 'vars' ('vilken', 'vilkas').¹³ Since there are a number of examples as to how to use this particular grammatical element, the approach can be considered inductive. If the learners can not formulate their own rules they can turn to the grammar section. Exercise B is interesting since it allows the pupils to formulate their own sentences according to the rules.

¹³ It is interesting that the grammar section incorporates an explanation devoted to the difference between *whose* and *who*'s. This may be because the authors of this teaching material have found that to be a common mistake.

4 DISCUSSION

English is an obligatory subject in Swedish schools but according to Tricia Hedge (2006: 8) that does not pose a problem since most pupils, and their parents, show positive attitudes when it comes to English as a school subject. Pupils are aware of the fact that the world they live in is becoming increasingly international every passing day. Whichever education or job you choose to pursue, English as a lingua franca will always be present. I am convinced that the pupils are aware that if they are able to communicate in English in a satisfactory way, they will be perceived as more educated and international individuals. It is not difficult for pupils to find a good reason for learning English. According to Hedge (Gardner and Lambert 1979 in Hedge 2006: 23) pupils have different reasons for their motivation but you can often divide the motivation into two categories: instrumental and integrative. Instrumental motivation means that the pupil feels that he or she will need the language sometime in the future, often in connection with further education or a job. The integrative motivation implies that you may need a certain language if you want to integrate successfully in a new culture and take part of a group of people's activities without feeling alienated. Whichever the motivation, scholastic activities play a major role in their language development.

The modern teaching materials, mainly workbooks, have exercises which focus not only on the grammatical elements. If we compare the exercises in *Out and About* (1966) and the exercises in *What's up?* (2007) we can see a remarkable difference. The former focus only on grammar while the latter has both grammar exercises and exercises connected to the texts in the textbook. This may be because of the decline in popularity when it came to teaching grammar which was presented during the 1980s.

The change towards a more contrastive grammar after *Main Stream* (1983) may be a reflection of the change towards a more communicative use of English in our schools. Since the teaching materials used in this study were published for second language learners they have to be more or less contrastive. This is also, in my experience, the way that English is taught in our schools. English grammatical elements are compared to its Swedish counterparts, as Swedish often is the mother tongue of the majority of pupils. This is an important factor when compared to a very common element in teaching materials, translation exercises. These exercises do not only focus the target language but also Swedish. This may cause difficulties for the pupils who happen to have another mother tongue than Swedish. Even though the syllabus and curriculum used today do not stress the teaching of English grammar, it is still present in the teaching materials.

The explanations of the grammatical elements have become more elaborate and precise if we are to go by *Wings* (1997) and *What's up?* (2007). Grammatical elements are presented more or less in a way that can be seen at higher levels of education. Therefore I believe that the latest published teaching materials used in this study (*Wings* (1997) and *What's up?* (2007)) are meant for quite proficient pupils who plan on continuing their scholastic careers. This can also be an observation of the changes in society. More pupils attend higher levels of education today than they did when *Out and About* (1966) was published. As mentioned above, the part of Lgr -60 that states that the teacher should not expect the pupils to learn a language other than their mother tongue (which in this case was assumed to be Swedish) or only to be able to acquire a low level of proficiency was removed from the steering documents when they were reassessed in the early 1980s. As for the teacher roles to be used when working with the grammatical element of relative pronouns, it seems to me that the teacher is the one to do most of the talking in the classroom. This conclusion is based on the fact that exercises which enable the pupils to formulate their own sentences and rules are nonexistent.

When carrying out this study it was found that one teaching material only uses rules (*Wings* 1995) without exercises to practise the newfound knowledge. Larsen-Freeman states that:

If they knew all the rules that had ever been written about English but were not able to apply them, we would not be doing our job as teachers. Instead, what we do hope to do is to have students be able to use grammatical structures accurately, meaningfully, and appropriately. In other words, grammar teaching is not so much knowledge transmission as it is skill development. [...] By thinking of grammar as a skill to be mastered, rather than a set of rules to be memorized, we will help ESL/EFL students go a long way toward the goal of being able to accurately convey meaning in the manner they deem appropriate (2001: 255).

According to Larsen Freeman (2001:251) giving only rules is not a good way of teaching grammar. This study showed a lack of exercises in which the pupils are allowed to form their own rules. This could be considered as evidence of that the formative grammatical study is still present in our schools. The pupils are not trusted to make up their own rules. According to Hedström (in Ferm & Malmberg (ed) 2001: 74) the rules that the pupils have formulated themselves using their own observations and deductions are the best, however not as elaborate as the rules in the grammar book. If we consider the fact that *Wings* (1997) did not incorporate any exercises on relative pronouns, it may be possible to hypothesise that pupils have improved their knowledge of English grammar. They do not need to practise the use of relative pronouns because they already know how to use them. But is that really the case?

According to the STRIMS-project published in 2000, pupils still find grammar a difficult aspect of language learning. To my personal experience, I find this very much to be the case.

The study also showed some different definitions of relative pronouns. *That* is introduced with an example sentence in *What's up?* (2007) and an explanation is *Wings'* (1997) mini-grammar but it is not included in any exercises. All the teaching materials incorporate the relative pronouns *who* and *which* but the only teaching material that presents the object form of *who*, *whom*, is *Wings* (1997). This teaching material has no exercises in which to practise the relative pronouns. *Whose*, the relative pronoun denoting genitive, is only present in the first teaching material, *Out and About* (1966), and the last, *What's up?* (2007). In addition it was found that one teaching material included the wh-adverb *where* and another one the relative *what*. When publishing a teaching material, author's make certain judgement calls as to what to include. In relation to the fact that different teaching materials explain and practise different aspects of the same grammatical element, it is clear that the pupils do not get the same basic grammatical education. This is to me an argument for the teacher and the pupils to analyse their own work and form a study plan as for which grammatical elements that need to be covered within the course. This for the pupils to be able to move on to higher levels of education and jobs without feeling that they do not have the skills necessary to do so.

Hedge (2006: 164) presents the PPP-model (presentation-practice-production) which can be applied in connection with certain teaching materials e.g. Exercise B in *What's up?* (2007). This particular exercise instructs the pupils to formulate two sentences of their own using the relative pronouns.

A widely prevailing approach to the teaching of grammar, which developed in the 1970s and 1980s and is still popular with many teachers, is to present a grammatical structure to learners, ask them to practise it in controlled activities which focus on accurate reproduction of the structure, and then to set up freer activities in which students produce the target form (Hedge 2006:164).

The pupils are to be given examples and then practice these by filling in the blanks. This is followed by trying to form sentences by themselves. Correction by the teacher is considered to be important in the first two stages of the model, presentation and practice (see also *The real thing* (1972)). The fact that this is present in the teaching materials produced in the 1970s is not that strange, since it was considered new back then. That it is still present in the teaching materials produced in the 21st century is however interesting. It is interesting that Lgr -60 states that using English when working with grammar, especially when introducing a new grammatical element, is not advised. The problem that I see here is that English and Swedish do not share the same grammatical terminology and it could therefore be confusing to switch to Swedish if your pupils are used to you speaking English in the classroom. However if you

choose to use a teaching material when teaching grammar and it presents English grammar in Swedish, using English would probably cause double confusion. Teachers of today are advised to use English in the classroom whenever possible but some grammar sections e.g. *Wings* (1997) and *What's up?* (2007) still present English grammar using Swedish terminology. Teaching materials have not changed that much the last couple of centuries. Their approaches may have developed from a teaching of grammar that today may be considered to be quite strict towards a more communicative approach but some things, e.g. the exercises, are roughly the same.

As mentioned above, the role of teaching materials in Swedish schools has been investigated by the National Agency for Education (Skolverket, rapport 284: 2006). In this report it is claimed that English is the subject, compared to the other subjects presented in the report, in which a teaching material is often used. The majority of the teachers interviewed believe it to be important to use different kinds of teaching materials when teaching since all teaching materials do not work for all pupils. Some of the teachers state that they on the one hand feel somewhat controlled by the teaching materials, but on the other they feel more confident in that the teaching is compliant with the goals of the course when using certain teaching materials, e.g. course books. It therefore seems to me, if judging by the teachers interviewed by the National Agency for Education (Skolverket, rapport 284: 2006), that teachers feel somewhat insecure about how to teach certain aspects of English, e.g. grammar, without using a printed teaching material. The teachers interviewed also state that the most important thing is to assure that the pupils are kept interested. It is from my experience difficult to keep pupils interested in something that they find difficult which according to the STRIMS-project (2000) they find the study of grammar to be. Therefore teaching English grammar seems to be a balance between something that pupils find difficult and potentially boring and something that teachers find difficult to teach without the support of a book.

According to Hedge (referring to Rufino 2006:9) there should be a good balance between commercial materials and teacher-made materials when designing a course in line with the steering documents. This makes me think of a problem that many teachers face, not having enough time to construct their own materials. It is however my belief that when you set aside some time to construct your own materials, this is when the lessons turn out the best. You can use an aspect of the teaching materials as a base for your own project, but you make it your own. Different teaching materials work with different groups and as Tricia Hedge states many times in her text *Teaching an Learning in the Language Classroom* (2006), each

pupil is an individual and will learn new aspects of a language at different points in time and in different ways.

5 SUMMARY AND CONCLUSION

Second language acquisition is something that has been much debated the last couple of decades. Different approaches and notions as for the best way for pupils to learn new languages have been presented. This study is a qualitative analysis of teaching materials published between 1966 and 2007, used when teaching English in Swedish schools. It focuses exercises on relative pronouns which are analysed and contrasted in connection with the steering documents published in the early sixties (Lgr -60), the early eighties (Lgr -80) and the ones used today (Lpo -94).

The results of this study indicate that the changes made in the Swedish school system, mainly new syllabi and curriculum (Lgr -60, Lgr -80 and Lpo -94), during the latter part of the 20th century have not had that much impact on the study of English grammar in teaching materials used when teaching and learning English in grade nine of compulsory school. The exercises presented by the materials used in this study look roughly the same with an emphasis on fill-in-the-gaps exercises and a lack of exercises in which the pupils are allowed to form their own sentences. Teachers still seem to use teaching materials when teaching English and it is a very productive genre. All the teaching materials, except for *The Real Thing* (1972) which is deductive, use an approach that could be considered to be inductive since most exercises provide the pupils with example sentences. Teaching materials published for ESL/EFL-learners are more or less contrastive but the teaching materials chosen for this study showed a tendency of becoming more contrastive, comparing English to Swedish, closer to the millennium. This can be seen in *Main Stream* (1983) and the mini-grammar in *Wings* (1997). The most recently published teaching material, *What's up?* (2007) has a contrastive grammar section and inductive exercises. In general relative pronouns seem to be worked with as a repetition, a previously covered grammatical element.

There seem to be different opinions as to which words are to be included in the category of relative pronouns. *That* is introduced with an example sentence in *What's up?* (2007) and an explanation in *Wings'* (1997) but it is not included in any exercises. All the books incorporate the relative pronouns *who* and *which* but the only one to present the object form of *who*, *whom*, is *Wings* (1997). This textbook has no exercises in which to practise the relative pronouns. *Whose*, the relative pronoun denoting genitive, is only mentioned and worked with in the first teaching material, *Out and About* (1966), and the last, *What's up?* (2007). It was also found that one book included the wh-adverb *where* and another one the relative *what*.

The use of textbooks and workbooks in this study provided authentic material as a base for an analysis. Since teaching materials are a mainstay for many teachers, this study could be further developed by incorporating an analysis of the teacher's guides that accompany each teaching material in order to find out more about the advice given to teachers when teaching grammar.

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APPENDIX 1

Wings (1997)

Mini-grammar (Page 207 in *Activity book*)

5.4 Relativa pronomen

A. Who och which betyder båda ”som” och är relativa pronomen. Ett relativt pronomen syftar tillbaka på ett ord i den föregående satsen.

Boy was written by Roald Dahl,
who was born in Wales.

Boy skrevs av Roald Dahl, som föddes i
Wales.

His father came from Sarpsborg,
which is a small town in Norway.

Hans far kom från Sarpsborg, som är en liten
stad i Norge.

När ett relativt pronomen syftar tillbaka på en person heter det **who**. I det första exemplet syftar *som* på Roald Dahl och därför används **who**. När det relativa pronomenet syftar tillbaka på en sak heter det **which**. Staden Sarpsborg är en ”sak” och därför heter pronomenet **which**.

B. Ett tredje relativt pronomen heter **that**. Det kan användas både om personer och saker men *bara i nödvändiga relativsätser*, dvs sådana sätser som man inte kan ta bort utan att sammanhanget går förlorat.

Den bok *som* jag tycker bäst om är *Boy*.

The book **that** I like best is *Boy*.

C. Pronomenet **who** har en objektsform som måste användas efter preposition.

The author, to **whom** I wrote,
sent me one of his books.

Författaren *som* jag skrev till skickade mig en
av sina böcker.

APPENDIX 2

What's up? (2007)

Grammar section (Textbook p. 132)

Relativa pronomen

Who, which, that

A. Det allra vanligaste relativa pronomenet i svenskan är *som*. Detta *som* heter på engelska *who* när det syftar tillbaka på en människa (...girl who...).



Det heter *which* när det syftar tillbaka på något annat än människor (...DVD which... horse which).



Jo is a **girl who** is very good at maths.

Jo är en *tjej som* är mycket duktig i matte.

This is a **DVD which** I recommend.

Det här är en *dvd som* jag rekommenderar.

Ibland kan man utelämna det relativa pronomenet.

This is a DVD I recommend.

Det här är en *dvd* jag rekommenderar.

B. I många fall kan man använda *that* (i stället för *who* eller *which*) i betydelsen *som*, både när det gäller människor, djur eller saker.

This is a **DVD that** I recommend.

Det här är en *dvd som* jag rekommenderar.

C. *Whose* används om alla slags substantiv och betyder ”vars” (”vilkens”, ”vilkas”).

That's the girl **whose puppy** was dognapped outside the café.

Det är flickan *vars hund* blev stulen utanför kaféer.

Can you see the **house whose** front door is red?

Kan du se *huset vars* ytterdörr är röd?

Märk skillnaden mellan **whose** och **who's**. **Who's** är en sammandragning av **who is** eller **who has**.

Who's (Who is) that girl?

Vem är den där flickan?

Who's (Who has) done this?

Vem har gjort det här?