

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

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Role učebnic v hodinách anglického jazyka začínajících a zkušených
učitelů

Role of coursebooks in teaching practice of beginning and experienced
English teachers

Olomouc 2024

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Prohlášení:

Prohlašuji, že jsem diplomovou práci na téma “Role of coursebooks in teaching practice of beginning and experienced English teachers“ vypracovala samostatně a užíla jsem jen uvedenou literaturu a zdroje.

I declare that the thesis on the theme of “Role of coursebooks in teaching practice of beginning and experienced English teachers” was elaborated on my own and I used only resources mentioned in the list of bibliography.

V Českém Těšíně dne 18. června 2024

Poděkování:

Ráda bych velmi poděkovala vedoucí mé bakalářské práce, paní Mgr. Blance Babické, Ph.D. za její odborné vedení, cenné připomínky, rady a doporučení. Rovněž děkuji za její mimořádnou vstřícnost a podporu během celého studia.

I would like to express my gratitude and many thanks to Mgr. Blanka Babická, Ph.D. for her exceptional guidance, willingness to help me, precious advice and recommendations during the whole process of writing this thesis.

CONTENTS

INTRODUCTION

1. THE TERM COURSEBOOK AND ITS DEFINITION.....	8
2. KINDS OF COURSEBOOKS.....	9
2.1 TRADITIONAL COURSEBOOKS.....	10
2.2 COMMUNICATIVE COURSEBOOKS.....	11
2.3 GLOBAL COURSEBOOKS.....	11
2.4 LOCAL COURSEBOOKS.....	11
3 THE COURSEBOOK PACKAGE.....	13
3.1 THE STUDENT’S BOOK AND ITS STRUCTURE.....	13
3.2 WORKBOOK.....	15
3.3 TEACHER’S BOOK.....	15
3.4 AUDIO AND VIDEO MATERIALS.....	15
5 PUBLISHER’S SUPPORT FOR TEACHERS.....	16
5 BENEFITS OF USING COURSEBOOKS FOR TEACHERS.....	19
6 EVALUATION PROCESS AND KINDS OF COURSEBOOK EVALUATION.....	21
7 ADAPTATION OF COURSEBOOK.....	32
7.1 REASONS FOR ADAPTATION.....	32
7.2 FORMS OF ADAPTATION.....	33
8 SUPPLEMENTATION OF COURSEBOOK.....	35
8.1 REASONS FOR SUPPLEMENTATION.....	35
8.2 FORMS OF SUPPLEMENTATION.....	36
PRACTICAL PART.....	37
9 RESEARCH METHODOLOGY.....	37
9.1 QUESTIONNAIRE.....	37
9.2 OBSERVATION.....	39

10 RESEARCH PARTICIPANTS.....	41
11 RESEARCH AIMS AND OBJECTIVES.....	41
12 RESEARCH HYPOTHESES.....	42
13 RESEARCH RESULTS.....	43
13.1 QUESTIONNAIRE AND ITS FINDINGS.....	43
13.2 OBSERVATION OF ENGLISH LESSONS.....	82
13.3 FINDINGS OF ENGLISH LESSON OBSERVATIONS.....	100
14 VIEW OF SELECTED PUBLISHING HOUSES.....	102
14.1 OXFORD UNIVERSITY PRESS.....	102
14.2 KLETT PUBLISHING HOUSE.....	104
14.3 FINDINGS OF THE PUBLISHING HOUSES' VIEWS.....	107
SUMMARY.....	110

INTRODUCTION

“I want coursebooks that are so engaging, inspiring, flexible and effective that I can just teach without much extra work.” Hitomi Masuhara, University of Liverpool

My motive for choosing the topic of my thesis “The role of coursebooks in teaching practice of beginning and experienced teachers” is quite simple. I love books and always was eager to receive a new textbook before a new school year. And the coursebooks for English language lessons were one of the most appealing to me. Another reason for my choice is that during my studies I encountered some teachers of English who did not use any coursebook, and on the other hand, I met others who were using a coursebook as a single language material in their lessons. In my thesis I strive to reveal the relation between teachers and their coursebooks and how it affects their teaching practice.

First part of my thesis is dedicated to theoretical basis of the matter. It deals with the term “coursebook” and its various definitions given by English teaching professionals. In the following chapters there are presented different kinds of coursebooks and given descriptions and explanations on traditional, communicative, global and national coursebooks. One chapter is also focused on the whole coursebook package, in which a student’s book, teacher’s book, workbook, audio and video materials along with other coursebook components are defined. There is also covered issue of coursebook publishers’ support for English teachers.

There is also a chapter on benefits of coursebooks for teachers of English. Last chapters of the theoretical part are concentrated on the issue of evaluation, adaptation and supplementation of coursebooks. For each term there are given their various definitions and explanations of the whole process. In case of evaluation, there are described kinds of the evaluation along with methods of evaluation. In the last chapters there are being discussed issues of adaptation and supplementation of coursebooks. Their purpose and forms are dealt closely as well.

Second part of my thesis, the practical part, is focused on examination of coursebook role in teaching practice of English teachers in primary schools. For this purpose, quantitative as well as qualitative methods of research are used. These are questionnaire for English language teachers; English language lessons observations and address of most known coursebook publishers.

The principal aim of my thesis is to give the answer to the main question: „What role does a coursebook play in teaching practice of beginning and experienced teachers of English?“ Partial goals of the research were formulated in order to identify possible differences in the attitude of beginning and experienced teachers of English toward the use of coursebooks and their components during English lessons. These goals are aimed at findings of different ways of evaluating and selecting coursebooks by English teachers, ways of using coursebooks and the level of their dependency on the coursebooks during their English lessons. The final aim is also to provide some recommendations and suggestions for using coursebooks.

THEORETICAL PART

1. THE TERM COURSEBOOK AND ITS DEFINITION

This chapter deals with different views on the term “coursebook” as they are given by various authors who are professionals in English language teaching and materials development. It is not easy to define the term precisely according to the findings below.

There is not provided a precise definition of a coursebook but the “coursebook” is included among the language classroom materials which are understood as the “support of the learning process” (Thornbury, 2006, p. 127). The dictionary entry of language materials gives the information about the content of a coursebook as well. It is stated that a coursebook is made up of texts for the development of the learners’ reading and listening skills, presentation of grammar and vocabulary with follow-up exercises along with activities for the practice of speaking and writing skills. A part of a coursebook, mostly the last few pages, is dedicated to grammar explanations (Thornbury, 2006, p. 127).

Gower, Phillips and Walters classify the coursebook as a type of “*published materials used in the English language classrooms*” (Gower, Phillips, Walters, 2005, p. 77). Brian Tomlinson, the founder and president of the Materials Development Association explains the term “coursebook” as “a textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking (McGrath, 2013, p. 1).

An Associate Professor in United Kingdom universities and Asia, Ian McGrath uses the word “a textbook”, not “a coursebook” to give an explanation of the most important teaching material English language teachers have available. McGrath states that the coursebook is “the modern textbook” and “a key component in language classroom”. The word “a coursebook” implies its usage as a crucial component of an English course (McGrath, 2013, p. 1; 5).

He claims that a textbook is “produced by a commercial publisher, a Ministry of Education or a large institution” and it is a rule that the publisher adds other supplementary material along with it. It can be a teacher’s book, a workbook, a test book, visuals like picture cards, CDs and DVDs, as well as CD-ROMs or online exercises on the publisher’s web pages (McGrath, 2013, p. 2).

According to another author Leslie E. Sheldon who uses more often a term “textbook than “coursebook”, “a textbook may be loosely defined as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability.” A textbook is seen by Sheldon as a crucial English language material which comes in different usage modes. Some textbooks are used as books for long term courses, for them Sheldon use the term “coursebooks”. There are also textbooks designed for a short period course focused on language review or just as a source of teaching and learning stuff (Sheldon, 1987, p. 1). Neville Grant describes the coursebook as “the main weapon” in which English teachers are equipped (Neville, 1987, p. 5).

2. KINDS OF COURSEBOOKS

This chapter is focused on categorizing English language coursebooks. There are given definitions and descriptions of four kinds of coursebooks. These kinds are called traditional, communicative, global and local coursebooks.

It is not easy task to categorize coursebooks as there are many of them and in many versions on the English-language market. Grant Neville who uses the term “a textbook“, states that we can distinguish two kinds of coursebooks, the „traditional“ and the „communicative“ coursebooks. But he underlines that coursebooks sometimes cannot be put just in one category (Grant, 1987, p. 12).

2.1 TRADITIONAL COURSEBOOKS

This kind of coursebooks are not the ones written many years ago but the term „traditional“ refers to the way in which the coursebooks approach English language learners. The traditional coursebooks present the English language to the learners as a „system“ that must be learnt. They put emphasis on grammar more than on practical usage of the English language in everyday situations. From the four language skills the traditional coursebooks are aimed more at reading and writing than speaking or listening. They strictly follow the syllabus and are concentrated on examinations and accurate usage of the language (Grant, 1987, p. 13).

The traditional coursebooks have both pros and cons. One of the pros is that they are very easy to use by the teachers. But for the teachers who want to teach their learners how to communicate in English, this kind of coursebooks are more demanding. They have to adjust the coursebook in order to ensure that the learners not only acquire „the system of the English language“, but at the same time communicative knowledge of the language (Grant, 1987, p. 14).

2.2 COMMUNICATIVE COURSEBOOKS

Communicative coursebooks are created to prepare learners of English for communication in English language outside the classroom by practicing it in the group of learners in the safe environment of so-called “halfway house”. The communicative coursebooks’ main aim is to develop communicative competencies among learners of English.

What features make the coursebooks really “communicative”? This kind of coursebooks is focused more on the productive language skills which are listening and speaking than the traditional coursebooks do. But they include reading and writing as well in appropriate proportion. They strive to take into account needs and interests of the English learners. The communicative coursebooks are based more on activities in pairs and groups of learners. Their goal is to enhance fluency in English language not just accurate usage. They are very demanding when it comes to teachers’ organisational skills.

We can recognize a communicative coursebook by applying communication tests recommended by Neville Grant (Grant, 1987, p. 13 - 14). The first test comprises of questions on the coursebook related to its language characteristics. If the language used in the coursebook is natural and the dialogues are realistic and the texts used for reading includes real life examples, then the coursebook is really communicative. The second test focuses on the nature of coursebook activities. In case the activities are drawn from real life situations, then we can consider the coursebook communicative. The third test is concentrated on the practice of fluency and accuracy. The communicative character of the coursebook can be also distinguished by involvement of pair and group work activities as well as by possibility of learners to express their own ideas while doing the activities without being afraid of making mistakes. The fourth test deals with the amount of practical application of English. Provided that the coursebook give learners enough space for practice of studied language forms, the coursebook proves to be the communicative one (Grant, 1987, p. 15 - 16).

We should be aware that even “traditional” coursebook can include some communicative tasks and activities. If a teacher has to work with a “traditional” coursebook, he or she has the possibility of changing it into communicative one by the way he/she uses the coursebook (Grant, 1987, p. 15 - 16).

2.3 GLOBAL COURSEBOOKS

Brian Tomlinson defines “global coursebooks” as the coursebooks which are being produced for every kind of learner in the world no matter what country or culture they come from. We could call them also as the “universal” coursebooks (Tomlinson, 2011, p. xii).

Global coursebooks which are made for a global market are being criticized for putting too much emphasis on Anglo-American culture and its view of the world. The critics, especially teachers coming from non-English-speaking countries, claim that domineering presence of so-called “western values” in global coursebooks is “a form of cultural imperialism” toward learners who learn English in countries which are not English-speaking (McGrath, 2013, p. 9).

McGrath states that coursebook publishers from United Kingdom and United States have a tendency not to take into account different cultural conditions of English language learners who are not citizens of English-speaking countries. Coursebooks produced in the so-called “western” countries contain “western values” which can be seen in coursebooks’ contents and teaching methods. When the values presented in coursebooks and values of learners are not in accordance or even clash, this situation can lead to unsuccessful classroom work. The non-native learners can take part in activities hesitantly or try to avoid their involvement in coursebook activities (McGrath, 2013, p. 9 - 10).

2.4 LOCAL COURSEBOOKS

Gray explains the term „ local coursebook“ as a coursebook which is a “localized version” of a global coursebook solely written for learners of English in a certain country or region. This kind of coursebook is based on national curriculum and reflects the learners’ world. It means that it includes aspects of life typical for the certain country by mentioning its native people, places or traditions (Gray, 2002, p. 161 - 177).

Brian Tomlinson is in favour of local coursebooks as well. According to his opinion, localized version of global coursebook is more effective teaching tool because it can correspond with the needs of the learners and their living conditions. Tomlinson admits production of local coursebooks is not as much profitable as production of their global versions. Tomlinson is persuaded that even though the global coursebooks will stay the main language teaching material for most of the teachers, it is possible to “localize” the global coursebooks.

Tomlinson suggests English teachers can be given extra reading material, exercises and visuals to be able to adjust some irrelevant parts of the global coursebooks to their learners' needs. On the other hand, global coursebooks' content can be extended by local sets of teaching materials. Also, teacher's books of the global coursebooks can include recommendations for teachers how to make the coursebook activities "local" (Tomlinson, 2013, p. 152 - 153).

M. López – Barrios states the characteristics of local coursebooks which make them different from the global or international versions of coursebooks. The authors present four typical attributes of local coursebooks - contextualization, linguistic contrasts, intercultural reflection and facilitation of learning (López - Barrios, 2014, p. 37). The "contextualization" of local coursebooks means that these coursebooks are linked with the world of its learners and local teaching practice along with national syllabus of the country for which it is published.

The local coursebooks preferably refer to local personalities and places the learners are familiar with. "Linguistic contrasts" represent the characteristic which can be explained as involvement of the learners in the reflection on "form, meaning and use of the linguistic features." Another characteristic of local coursebooks is their "intercultural reflection". It means the local coursebooks take into account relationship between cultures and try to involve the learners into activities that work with stereotypes. "Facilitation of learning" is another feature which is seen in presence of features supporting learners' independency (López - Barrios, 2014, p. 38 - 52).

3. THE COURSEBOOK PACKAGE

In this chapter various components of the coursebook package are described in detail including practical examples. These components are student's book, workbook, teacher's book and audio with video materials. The last subchapter is dedicated to English teachers' support provided by four famous publishers of English language coursebooks – the Oxford University Press, the Cambridge University Press, Macmillan and Pearson Longman.

Coursebooks are not published on their own but are supplemented by other teaching materials as McGrath call them as “coursebook packages” made up of “a wealth of extra material”. Current “coursebook packages” usually comprise of materials like a student's book, a teacher's book and its resource pack, a workbook, audio CDs, DVDs with a teacher's guide to video, tests, CD-ROM and a website of the publisher specially designed for certain coursebook. These materials are intended to be used both by teachers during their English lessons as well as by the learners during their home study. The package consists of materials which are „integrated“. Integrated here means wide variety of teaching resources to use according to different needs of the learners (McGrath, 2013, p. 6 – 8, 2007, p. 347 - 348).

Cunningsworth sees the term “coursebook package as “any integrated package of materials with the coursebook at the centre”. According to Cunningsworth the most important parts of the package are a coursebook itself and a teacher's book. Other coursebook package components are not so essential for teaching and can be omitted. Cunningsworth also highlights the usefulness of having some kind of “overall guide” to the whole coursebook package which is advisable to acquire if it is available (Cunningsworth, 1995, p. 25).

3.1 STUDENT'S BOOK AND ITS STRUCTURE

Student's book is a crucial component of the whole coursebook package. Sometimes it is called as a pupil's book or a class book, especially the one intended for primary learners of English.

Appearance of the coursebook is very important especially for young learners who prefer language materials full of colours and appealing design. Clear layout of the coursebook is a key factor. A good English language coursebook should be a “learner friendly”, in case of digital version of the coursebook it is essential that it is easy to navigate through the pages. Print of the texts should be easy to read, it is not advisable to use artistic fonts or pictures covering texts (Ur, 2012, p. 201).

The content of the coursebook is organized according to the syllabus which can be found in the table of contents. The coursebook is usually arranged around these types of content – grammar, topics, skills or functions. It is divided into so-called „instructional blocks“. Two most usual instructional blocks are termed as “modules and “units”. We can find another term “lesson” to describe “instructional blocks” in many current English coursebooks. In the design-oriented approach to English language coursebooks there are distinguished two levels - inter-unit and intra-unit level of coursebook. Intra-unit level means the organization between the units and intra-unit means organization within a unit.

The coursebook content is connected to the syllabus of the coursebook. The table of contents at the beginning of the coursebook provides information on the type of syllabus the coursebook has. Penny Ur with other experts like Richardson mention several main types of syllabuses which are “structural/grammatical, lexical, situational, topic-based, functional-notional, task-based, content-based, skills-based, text-based, standards-based, mixed or multi-strand” (Ur, 2012, p. 186 - 187). Modern coursebooks use multistrand or dimensional syllabuses in order to be comprehensive and helpful to teachers and learners. There is a number of different syllabus strands or parallel syllabuses. For instance, there can be grammar syllabus combined with skills syllabus, task-based one connected to topic and functional syllabus, or skills-based linked to topics and text-based syllabus. The contents page of a coursebook provides the overview of what is taught - the organizational syllabus. There are specified parallel syllabuses in several columns in the contents page of coursebook (Skela, Burazer, 2021, p. 383 - 402). The syllabus should be “balanced” (Thornbury, 2012, p. 258)

Units, that term is applied the most often, are comprised of several sections marked with the letters of the alphabet. Up-to-date coursebook units are focused on developing four language skills – grammar, reading, listening and speaking. There are some current topics incorporated into the unit exercises and tasks. The most important feature of the coursebook is the text. The text has its written and spoken form and plays a crucial role in gaining not only the English language skills but also cultural background knowledge about the language (Tandlichová, p. 147 - 148). By looking at the general design of the coursebook units, teachers are able to consider theme of the unit and its group arrangement, contained syllabus components, way of sequencing the material, kind of visuals implemented like photographs or diagrams.

3.2 WORKBOOK

A workbook or sometimes called as an “activity book” is a book which contains extra practice activities for learners to work on in their own time. Usually, the workbook is designed the way that learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners (Tomlinson, 2011, p. xvii).

Cunningsworth considers a workbook or an “activity book” as a common component of coursebook package. Its main purpose is to provide the learners with activities which expands on the language work in a student’s book. A workbook is often accompanied by a CD-ROM nowadays (Cunningsworth, 1995, p. 25).

3.3 TEACHER’S BOOK

Cunningsworth mentions a few benefits which a teacher’s book can bring to its users – the teachers. A teacher’s book fulfills a few “functions”. One of the main functions is determination of “guiding principles” and “aims and objectives” of the course. Another important function of a teacher’s book is to give the teachers “practical guidance”, a kind of advice on how to “handle” the course. The great benefit of a teacher’s book lies in its prepared set of lesson plans for all coursebook units and keys to their exercises (Cunningsworth, 1995, p. 112).

Cunningsworth sees a great potential of teacher’s books in providing professional development for teachers in countries where it is difficult to obtain it. The author also recommends the publishers of teacher’s books to add a few blank lines at the end of each unit for teachers to write down their notes and observations from their teaching (Cunningsworth, 1995, p. 113 - 115).

McGrath considers teacher’s books valuable teaching material support for English teachers. Teacher’s books offer “integrated resources” for teachers and include activities for starting the lessons, materials which can be copied and distributed among the learners including materials suitable for groups of different levels (McGrath, 2013, p. 6).

3.4 AUDIO AND VIDEO MATERIALS

Audio and video materials like audio CDs, CD-ROMs and DVDs are nowadays common parts of a coursebook package. Ian McGrath found out that all the analyzed coursebooks produced by publishing houses Cambridge, Longman, Macmillan and Oxford always contain a set of CDs. On the other hand, some of these global coursebooks are not accompanied with teaching materials

on DVDs and CD-ROMs. These coursebooks which lack these components were published by Longman and Macmillan (McGrath, 2013, p. 6 - 8).

A CD-ROM is a tool accompanying the student's book or a workbook. Cunningsworth adds to the activities usually found on CD-ROMs various videos, interactive grammar games, collections of new words and phrases and phonemic diagrams for learning pronunciation (Cunningsworth, 1995, p. 25).

Hill and Tomlinson declare that most coursebook listening activities have remained the same for years even though there were published books promoting "systematic approach" towards teaching listening for learners of English. Tomlinson claims that coursebooks provide „a limited range of listening activities“ for learners of English. The author is convinced that it is due to non-systematic attitude towards listening coursebook practice (Tomlinson, 2003, p. 429).

J. Field claims there are seven "stages" in a listening activity of "the typical" coursebook. He names the steps as "pre-listening, extensive listening, questions to establish the situation and pre-set questions, intensive listening, review of questions and inferring new vocabulary." (Tomlinson, 2003, p. 429 - 432).

4. PUBLISHERS' SUPPORT FOR TEACHERS

Coursebook publishers like Oxford University Press, Cambridge University Press, Macmillan or Pearson Longman run their own websites which provide teachers of English with online teaching materials connected to their coursebook package.

The website of Oxford University Press offers teachers of English the access to online materials by joining its Oxford Teacher's Club. After registration at the Club teachers have access to Teaching resources on the website divided into sections of young learners, teenage learners and adults. These online resources include extra practice activities and ideas complementing coursebooks like Happy Street, Happy House, Family and Friends or Project Third and Fourth edition. Teachers can obtain free downloadable articles or lesson plans. They can download a guide to teaching young learners online and a guide to teaching reduced contact hours or using e-book graded readers, activities and worksheets for special occasions like Christmas or Easter, Halloween etc. (Oxford University Press, English Language Teaching, 2020).

Likewise, the Oxford University Press, the Cambridge University Press has its own website specialized on English language learning and teaching where teachers also find resources according to their needs and their learners. It provides online coursebook support for their

Cambridge coursebooks. Teachers can find on Cambridge website the tab English language learning with section Resources where they have possibility to download online materials according to their chosen coursebook. For example, the coursebook “Hippo and friends” have many sample materials available. Teachers using this coursebook can download samples of the pupil’s book and teacher’s book content, flashcards, photocopyable extras and even Czech wordlists (Cambridge University Press, English, Resources, 2020).

Macmillan Education publishing company also brings English teachers who use their coursebooks its own digital materials. Macmillan has its site called Macmillan Education Everywhere where teachers can access digital resources by registering and activating their coursebook code. There is also site Macmillan English where teachers can choose in the catalogue the course they teach and find its online materials as well. By clicking on the coursebook image teachers can get samples of pupil’s book, workbook or teacher’s book pack (Macmillan Education, 2020). Macmillan runs a special website called Onestopenglish which is a part of Macmillan Education. The reference to this site can be found on the Macmillan Education website, macmillanenglish.com. It is a website full of additional teaching resources. At Onestopenglish teachers can find supplementary materials for teaching children like CLIL lesson plans, flashcards, phonics, songs and games along with stories and poems. They can also make use of methodological tips for teachers (Onestopenglish, 2020).

Another leading publishing house of English teaching materials, Pearson Longman, possess its own website specialized on English learning and teaching. It offers English language teachers online classroom activities, worksheets or lesson plans, student and teacher resources and webinars. On the website pearson.com English teachers can get to know Longman courses for their target learners. There is a catalogue divided into sections for various types of courses like primary, secondary or business. Teachers can find also dictionaries, graded readers or books specialized on language skills. Unlike other publishers’ website, coursebook samples are not freely available on this website, teachers have to sign up for getting access to the online coursebook samples (Pearson English, 2020).

Further support for teachers is given through Pearson English Portal. It is a special site which enables teachers to create virtual lessons via Zoom or to use test generator which is a part of assessment package of some of Longman courses. Teachers can take advantage of using Student’s interactive eBooks where their learners can do the coursebook activities in online environment both in the classroom and at home. In order to be able to use the Portal, teachers have to register

themselves and create their own account. Then they have all the online course components at hand (Pearson, English Portal, 2020).

Cunningsworth is amazed by fast development in English language materials production. There were not available any online coursebook resources two decades ago. Nowadays English teachers can enrich their teaching tools with free internet lessons, e-books and e-readers as well as with special coursebook software. He believes more and more innovative digital teaching tools will be offered in future (Cunningsworth, 1995, p. 25).

5. BENEFITS OF USING COURSEBOOKS FOR TEACHERS

Authors Hughes and Moate regard coursebook as “the heart of school-based language learning”. Language practice in the lesson is grounded in coursebook activities like reading passages and dialogues. Coursebook is seen as a means of structuring and supporting English language learning. It is also considered to be as a motivational teaching tool for learners of English (Hughes, Moate, 2007, p. 78).

One of the benefits of coursebook is their set of materials from which they are comprised. There is usually available the whole coursebook package. Coursebook provides teachers with a lot of advantages. It facilitates and makes easier the whole teaching process. It offers kind of security for both teachers and pupils. It also provides a variety of teaching material for practice of the four language skills and responds to the given syllabus. It equips its users with sense of continuity and progress as well as professionalism. Coursebooks are produced by state-approved publishing houses and thus teachers can be assured they are provided with the highest quality of teaching material (Gower, Phillips, Walters, p. 77). Coursebook is meant to contribute to planning teacher’s work with their class. The list of contents and its teachers guide can ease the process of planning the whole English lesson (Scott, 1990, p. 97 - 98).

The coursebook is considered to be the most significant teaching tool during English lessons. It is a kind of guide which leads teachers as well as pupils throughout their English class. (Pinter, 2017, p. 127) Teachers are free to decide if they follow their coursebook page by page or apply their own creativity in using the coursebook material. Penny Ur recommends teachers to use their coursebook selectively. They are advised to look through the coursebook material in advance and decide what from the material they will use and what coursebook pages, exercises or activities they will skip.

Teachers can also engage their pupils into their coursebook use. They are suggested to ask their pupils to explore units in their coursebook and tell their teacher what activities they find more or less interesting to do. The coursebook material enables teachers to manage English lessons based on coursebook in a more creative way as well. Teachers are given possibility to shift focus from them towards their pupils. Coursebook exercises and activities could be assigned to pairs of pupils, one of them role-playing the teacher or work individually. Teachers should act as a facilitator of learning with the help of coursebook material. Benefits of coursebook lie also in their flexibility.

Coursebook tasks and exercises can be recycled anytime in the future lessons without the need of searching for previous teaching material. (Ur, 2016, p. 9 - 12)

Jim Scrivener suggests that coursebook material has the potential of being used in a flexible way through different techniques. Coursebook itself can be creatively used for various additional activities in the class like treasure hunt activity or discussion. Coursebook material is also nowadays designed so well that it can be exploited according to learners' needs and preferences (Scrivener, 2012, p. 258 - 260).

6. EVALUATION PROCESS AND KINDS OF COURSEBOOK EVALUATION

There are different views on the process and kinds of evaluation in relation to coursebook material. The evaluation of coursebook material can be seen from different points of views depending on the certain teaching theory and practical experience of the authors.

Harmer presents an evaluation process as a four-stage process. This process consists of first stage called “*analysis*”, the second is “*piloting*”, the third is “*consultation*” and the fourth stage is “*gathering opinions*”. By analysis is meant looking through a couple various coursebooks and analysing them by using evaluation criteria. Piloting includes incorporating the coursebook material into the work with class. Consultation means having discussions about the evaluated coursebook material with other colleagues. Gathering opinions is aimed at obtaining feedback information on coursebook from other sources like publishers or learners (Harmer, 1998, p. 118).

In a similar way, Hutchinson and Waters describe the evaluation process as a four-stage procedure. It includes four stages named as “*defining criteria, subjective and objective analysis and the last stage is matching*”. The stage of defining criteria answers questions related to the basis on which the coursebook material is assessed and what evaluation criteria are the most crucial for the whole evaluation process. The stage of subjective analysis seeks answers what criteria for evaluation teachers desire to apply. The third stage of objective analysis is focused on the question how the evaluated coursebook material “*realise the criteria*”. The last stage, matching, is used for finding out how far the coursebook material suits teacher’s needs (Hutchinson, Waters, 1987, p. 97 - 98).

In my thesis there are presented the most well-known views on the issue of evaluation by authors who are specialists and researchers in the field of coursebook evaluation. These are McDonough and Shaw, Neville Grant, Brian Tomlinson and Ian McGrath.

6.1 MCDONOUGH AND SHAW’S CLASSIFICATION

McDonough and Shaw see the evaluation process as two-stage procedure. They distinguish two kinds of coursebook evaluation – external and internal, also named as macro- and micro-evaluation. The external evaluation is aimed at external features of the coursebook and is to be carried out as the first stage of evaluation. Evaluators are asked to look at the “blurb” and the “claims” being written on the cover of the coursebook by the author or the publisher of the

coursebook. This kind of evaluation includes also the examination of the introductory part of the coursebook along with its table of contents. The evaluator should put emphasis on finding out if the claims of the authors or a publisher are valid. It is advised to concentrate on the following features – the target users of the coursebook, proficiency level, a year of publication, organization of the coursebook into units and applied methodology.

The authors also describe other factors important to be taken into account during the external evaluation. Among these factors can be found the nature of layout and design of the coursebook, the type of coursebook material – “core” or “supplementary”, provision of vocabulary lists and other graphic materials, availability and suitability of teacher’s book for teachers of different origins, involvement of examples of different cultural groups, inclusion of testing and other supplementary materials and their price (McDonough, 2013, p. 54 - 58).

The second kind of evaluation - internal evaluation is made as a “*in-depth investigation*” into the coursebook material. The evaluator should examine to what extent is the information gained from external evaluation aligned with the “*internal consistency and organization*” of the coursebook. It is advised to inspect at least two units of the coursebook.

The examination should be focused on several aspects of the coursebook which serve as evaluation criteria to be examined during the internal evaluation stage. These criteria are the presentation of the four language skills, their balance and proportionate inclusion and integration in the coursebook material, the grading and sequencing of the activities, incorporation of authentic texts and real-life dialogues and audio recordings, learning and testing materials adjusted to learners’ needs and their different learning styles, support of learner independent work, motivational potential of the coursebook material for the learners (McDonough, 2013, p. 59 – 62).

6.2 TOMLINSON’S CLASSIFICATION

Tomlinson presents the process of evaluation as a systematic process in which some key principles should be applied. The whole evaluation process should be centered around three key elements – teacher, learners and the materials. He presents a static and a dynamic model of evaluation. He distinguishes three kinds of evaluation. These are “*pre-use, whilst-use and post-use evaluation.*” Pre-use evaluation is described as „*making predictions about the potential value of materials.*” Tomlinson claims this kind of evaluation is often based on first impressions of the coursebook and can be misleading. Therefore, he recommends criterion-based evaluation. The whilst-use evaluation means “*measuring the value of materials while using them or while observing them*

being used by others.” Tomlinson offers the whole range of criteria to be used for the whilst-use evaluation, for example “*clarity of instructions, layout or motivating power of the materials*”. The whilst-use evaluation is considered to be more objective than the pre-use evaluation. On the other hand, the post-use evaluation is judged by Tomlinson as the most valuable kind because it brings answers to crucial questions regarding short-term and long-term effects of the coursebook materials. Tomlinson shares also the tools for post-use evaluation – for example tests, questionnaires, interviews, diaries or reports (Tomlinson, 2023, p. 23 - 32).

6.3 MCGRATH’S CLASSIFICATION

McGrath’s classification of evaluation is based mainly on Tomlinson’s view of evaluation. The process of evaluation is viewed by McGrath as “*a cyclical process*” which consists of several stages within “*a cyclical framework*”. These stages are named as “*pre-use, in-use and post-use*” evaluation. According to McGrath’s investigation into literature about materials evaluation, the most emphasis is put on the pre-use evaluation by some authors. He claims that this kind of evaluation is seen as not sufficient for the coursebook evaluation. (McGrath, 2002, p. 21) The pre-use evaluation should be used as a basis for further ongoing evaluation while the coursebook material is in use during the learning process. It is thus considered as a first step and can only “*establish potential suitability*” of the coursebook material (McGrath, 2016, p. 189 – 190; Nunan, 1991, p. 211).

In-use evaluation occurs during the planning of lessons and subsequent review of what worked well and not well during the lessons regarding the use of coursebook materials. In order to apply a systematic approach towards in-use evaluation, teachers should evaluate what percentage of the coursebook material was used in an unchanged form and what had to be adjusted. In-use evaluation can have also a form of regular meetings with other teachers discussing the advantages and disadvantages of the coursebook use both for the learners as well as teachers during the lessons and suggestions for adaptation and supplementation. It should involve a learner perspective as well. Learners should be motivated to express their own opinions on the coursebook materials. The feedback from learners can be obtained by various methods like questionnaires, group discussions, observations or learner diaries (McGrath, 2002, p. 190 – 191; 194 - 199).

After completing the course, it is advisable to perform a post-use evaluation in order to assess the short-term and long-term effects of the coursebook use. It is recommended to involve both teachers and learners into the process of all the three stages of evaluation. McGrath also differentiates “*first*

glance evaluation” and “*close evaluation*”. The first-glance evaluation is made in order to “*make an initial selection*” of the coursebook. For this purpose a set of evaluation criteria is being used. McGrath suggests to use Grant’s CATALYST test. (Grant, 1987, p. 119) or his own designed checklist presented in the form of a table with short questions to be answered yes or no. There are formulated four areas for evaluation – “*practical considerations, support for teaching and learning, context relevance and likely appeal to learners*” (McGrath, 2016).

This initial evaluation is followed by close evaluation. Close evaluation is a more detailed look into the coursebook material which can be done through two methods – a checklist with a set of evaluation criteria or in-depth analysis focused on one or two coursebook units which examine in a detail specific features of the coursebook material. There have been produced a number of checklists by different English language scholars. (McGrath, 2016, p. 43 - 59). They will be presented in the next chapter of my thesis.

6.4 GRANT’S CLASSIFICATION

Neville Grant perceives the coursebook evaluation as a three-stage process. First stage of evaluation is called as “*initial evaluation*”, the second stage is “*detailed evaluation*” and the last stage of evaluation is named as “*in-use evaluation*”. The initial evaluation is based on Grant’s invented time-saving „CATALYST“ test which can be used for quick assessment of the coursebook. This abbreviation stands for eight criteria being used for initial evaluation of the coursebook – „*communicative, aims, teachability, available add-ons (additional materials), level, impression, student interest and tried and tested.*” Detailed evaluation is characterized as being thorough look into the coursebook material with the help of questionnaire specifically designed by Grant for the purpose of evaluation. The questionnaire consists of three parts. One part is dedicated to the suitability of the coursebook material for students, the second part is focused on suitability for teachers and last part, the third part of the questionnaire examines the correspondence of coursebook materials with school syllabus. In-use evaluation is described as a continual process of evaluation during the class work with the coursebook. (Grant, 1987, p. 118 - 121)

6.5 MOST USED METHODS OF COURSEBOOK EVALUATION

There are several methods of coursebook evaluation. These are impressionistic method, in-depth method and a checklist method (McGrath, 2016, p. 32 - 33). This chapter is concentrated on the most well-known tools of evaluation which involves important criteria and are available for English language teachers to be used in their teaching practice. The method of checklist is a tool which is designed for teachers to support their evaluation of coursebooks and make this process more easier.

Every English language teacher is free to choose which checklist would suit them best or can use only some parts of checklists and combine them with regards to their current needs.

There is a number of English language scholars who dedicated themselves to creating checklists for coursebook evaluation. There will be given a description of the most widely-used checklists by English language teachers.

6.5.1 A CHECKLIST BY CUNINGSWORTH

Cunningsworth presents a checklist based on his evaluation criteria described in his book *Evaluating and selecting EFL teaching materials*. The checklist consists of 7 evaluation areas. Each area is marked with a corresponding chapter from Cunningsworth's book. These areas are Language content, Selection and grading of language items, Presentation and practice of new language items, Developing language skills and communicative abilities, Supporting materials, Motivation and the learner and lastly Conclusions and overall evaluation.

Each area is comprised of a few questions, both closed or open-ended. The area of Language content is concentrated on the issue of language system and language form and their involvement in the coursebook. It asks also what kind of English the coursebook teaches and what language skills – e. g. receptive, productive etc. The area of Selection and grading of language items deals with a type of syllabus being taught, approach to selection of the language, level of grading of the language content and recycling of vocabulary and grammar. The area of presentation and practice is focused on evaluating of grammar, vocabulary and phonological system. For example, how and in what quantity is vocabulary taught, which way it is applied to present new grammar structures.

The area of Developing language skills and communicative abilities includes questions aimed at free production of speech, nature of materials for reading, listening and writing, activities for

integration of language skills. The area of Supporting materials examines the presence and usefulness of visual, recorded materials along with lists and teacher's support like testing materials and their kinds. The area of Motivation and the learner intends to find the correlation of the coursebook material with learner needs and their growth in terms of their learning autonomy, active engagement of learners in the learning process and responsibility for their learning. This area also deals with questions regarding culture and its presentation in the coursebook.

Conclusions and overall evaluation serve the evaluators to think of the stated objectives of the coursebook, its strengths and weaknesses, suitability of the material for different kinds of learning situations. A very useful area – Other considerations deals with teacher support and suitability for various types of teachers like native/non-native.

6.5.2 CHECKLIST BY GRANT

Grant's checklist is part of his book "Making the most of your textbook" published in 1987 by Longman is comprised of three separate questionnaires. Each one of them has ten questions to be asked. There are given three kinds of answers to choose from – yes, partly or no. The evaluator should circle the answer which suits them best.

First questionnaire is focused on suitability of the coursebook for learners with regards to their needs and interests as well as the evaluated coursebook's relevance to real-life situations and practical usage of the English language. The second questionnaire aims at suitability of the coursebook for English language teachers regarding layout, contents, applied methods and approaches and provision of other materials of the coursebook package like teacher's book. The third questionnaire consists of questions aimed at suitability of a coursebook for the syllabus and testing. There are also practical notes of the author on how to use the questionnaires provided on the opposite page of the book (Grant, 1987, p. 122 - 127).

6.5.3 A CHECKLIST BY BYRD AND CELCE-MURCIA

Checklist by Patricia Byrd and Marianne Celce-Murcia was published in the book Teaching English as a Second Language edited by Celce-Murcia. The checklist is named as „Textbook Evaluation Checklist“. Unlike other checklists it is very brief. It consists of three main areas of evaluation.

First area is focused on the suitability of the coursebook for the curriculum. It examines how the

coursebook is convenient for the aims stated in the curriculum and the whole philosophy of the course or school programme. Second area is fit between the coursebook and the learners. It studies if the activities and tasks are appropriate for learners easy to understand and use. It takes into account themes and cultural appropriateness of the coursebook content for learners. The third area is concentrated on the suitability of the coursebook for the teacher. It looks into how the coursebook material is appropriate with regards to teacher's needs, their language skills and specific as well as overall support in the form of teacher's guide (Celce-Murcia, 2001, p. 427).

6.5.4 A CHECKLIST BY HARMER

Jeremy Harmer provides a materials evaluation form for the purpose of coursebook evaluation in his book called „The Practice of English Language Teaching“ published by Longman publishing house in 1991. This form is structured into eight areas of coursebook which should be evaluated. These areas are marked with alphabet letters from A to H and named as “Practical considerations, Layout and design, Activities, Skills, Language type, Subject and content, Guidance and Conclusion.” Each area of evaluation is formed of several questions, up to six, with yes/no responses and a blank space for further comments.

Area of practical considerations is interested in price and availability of other parts of the coursebook package. Layout and design have only one question about its appropriateness for learners. Area of Activities concerns about balance of activities and their motivational and real-life aspect. It puts also emphasis on finding out “communicative output” in the coursebook. Area of Skills is aimed at individual inclusion of a language skill and practice of all the four language skills in an integrated way.

Language type area questions are focused on presentation of real-life language in the coursebook and its appropriate level for learners along with suitable way of introducing new language. Area of Subject and content has the greatest number of questions. It is concentrated on questions regarding subject and content relevance of coursebook material to the learners' needs, their variety and motivational potential for learners. It examines also possible „harmful stereotypes“ presented in the coursebook. The area of Guidance deals with the issue of teacher support available in the coursebook and clear statement of objectives and writing suited for both teachers and learners. This evaluation form is very brief unlike other evaluation tools mentioned above (Harmer, 1991, p. 281 - 284).

6.5.5 A CHECKLIST BY SHELDON

Sheldon presents “a textbook evaluation sheet”. This sheet has two parts. First part consists of factual details about the coursebook to be filled in the blank spaces, e. g. title, publisher, price etc. The second part of the sheet has a heading “Assessment” under which 17 categories for evaluation are listed. Teachers are asked to assess factors of the coursebook as poor, fair, good or excellent. These seventeen categories are named as “*rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance and overall value for money*”. Below the list there are a few questions for each category to be answered by teachers in order to evaluate the coursebook material (Sheldon, 1988, p. 241 - 245).

6.5.6 A CHECKLIST BY UR

Ur provides a coursebook checklist in his book “A course in English language teaching”. The checklist is made as a three-column table. First column is titled as “*Importance*”, the second is “*Criterion*” and the third “*Applied*”. In the second column there are given twenty criteria, each criterion is written in the form of a statement about some aspect of coursebook. Ur provides a few symbols to use in order to indicate the importance of evaluation criteria in the “Applied column”. These symbols are ticks and crosses along with a question mark. Ur’s criteria are focused on coursebook’s aims, applied approach, overall layout and design. It pays a lot of attention to the coursebook’s syllabus, provided instructions and variation of tasks. Some criteria also cover the coursebook arrangement of the English language system like grammar, vocabulary and pronunciation. Among the criteria there are statements about the four language skills, other components of coursebook package like audio and graphic materials as well as extra materials intended for teacher’s support like teacher’s book and online tools. One criterion is dedicated to learner independence and availability of the coursebook for teachers and learners alike (Ur, 2012, p. 199 - 203).

6.5.7 A CHECKLIST BY HUTCHINSON AND WATERS

Hutchinson and Waters’s checklist is based on their own elaborated criteria. The criteria are divided into two sections – one set of criteria is defined for subjective analysis during the evaluation process and another set of criteria is defined for objective analysis. This checklist has a design of two-column frame. First column contains evaluation questions marked as A’s questions and are intended for subjective analysis. The second column contains B’s questions which are focused on

objective analysis of the coursebook material. There are twenty-one questions in each column to be answered. The questions are focused on aims of coursebook, used approach and teaching techniques, target learners, types of linguistic description, language system, the four language skills and their balance as well as integration, types of exercises and texts, content - its organization into units and within units, its sequencing. The questions also cover the issue of supplementary materials, guidance for teachers along with flexibility and availability of the coursebook. A questions should be answered first and then B questions. After that, evaluators should compare their findings of both sections (Hutchinson, Waters, 1987, p. 98 – 105).

6.5.8 A CHECKLIST BY ČERNÁ

In the Czech Republic there was published a special kind of checklist called the ELT Textbooks Evaluation Checklist. It was designed specifically for trainee English teachers. The checklist is equipped with a detailed description of the whole evaluation process using the checklist (Černá, 2022, p. 21). The checklist has a form of a table divided into 12 sections. First section consists of background information of an evaluated coursebook like its name or publisher. Other sections are titled as “Aims, Design, Layout and organisation, Visual aspects, Approaches, Language content, Skills, Topics, Practical considerations, Additional criteria, Overall comments.”

Each section contains of several questions to be answered by the evaluator of the coursebook. Aims section is focused on reviewing clear articulation of coursebook aims as well as its agreement with general aims of curriculum and aims of English language teaching. Design section deals with supplementation of coursebook with audio and video recordings, additional exercises, teacher support materials, digital tools like online activities and other materials of coursebook package like puppets or flash cards. Layout and organisation section is oriented on finding what the structure of a coursebook unit is, layout of individual pages, easy-to-read font, well-designed syllabus, meaningful task sequencing, involvement of review pages, vocabulary lists and grammar reference pages. It takes into account also the needs of learners with special needs like dyslexia. Visual aspects section seeks answers if the coursebook is visually supporting the learning process and all the visual elements like pictures are intelligible and matching with the text elements.

The section Approaches checks if the coursebook aligns with some of the English language approaches or a particular method. It inspects also if it allows to use different teaching techniques, engagement of learners with various learning styles and differentiation of exercise s. It involves a role of mother tongue in the coursebook as well. Language content section is focused mainly of

pronunciation and grammar acquisition. Skills section includes evaluation questions regarding equipment of the coursebook with materials for developing four language skills – listening, reading, speaking and writing along with their sub-skills. The importance is put on the development of learner communicative competence. Topics section is focused on the variety of topics, their compliance with learner experience and interests. Importance is given also to the relation of topics to foreign and Czech realia. Practical consideration section is very brief and involves availability of the coursebook and its price adequacy. The evaluator gives their answers through ticking one of the boxes – yes, partly or no (Černá, 2022, p. 25 - 30).

6.5.9 A CHECKLIST BY SKIERSO

Skierso's checklist was published also as a part of Celce-Murcia's book *Teaching English as a Second Language*, but its second edition. Unfortunately, this kind of checklist was not obtained for the purpose for this thesis due to unavailability of its source book. It is considered to be the most detailed checklist of all the existing evaluation checklists published in language teaching literature. That is the reason I mention it among the others.

6.6 COMMON FEATURES OF EVALUATION CHECKLISTS AND THEIR DIFFERENCES

All the studied checklists described above deal with main aspects of the coursebook and are formulated mostly in the form of statements or questions for the evaluators. These are design and layout of the coursebook, its organization, teaching the four language skills, teacher's support, supplementary materials, practicalities of the coursebook like its price and availability etc.

Nevertheless, some of them evaluate areas which are not part of other checklists. For instance, only the authors Sheldon along with Byrd and Celce-Murcia include the issue of cultural appropriateness of the coursebook material into his checklist. Similarly, only Černá takes into account the issue of learners with special needs or pays more attention to teaching aids. Ur provides an evaluation area aimed at learner independence as well as Harmer and Byrd.

Cunningsworth provides a separate area focused on evaluation of learners' motivation. Unlike other authors, Grant, Hutchinson with Waters and Černá put also emphasis on the evaluation of applied teaching methods and approaches. An interesting evaluation area is provided by Harmer who focuses on "*harmful stereotypes*" in coursebook materials.

In contrast to other checklists, the checklist by Cunningsworth pays a lot of attention to the coursebook's syllabus.

I would enhance the elaboration of Grant's checklist which is very clearly arranged and systematically organized in a "teacher-friendly way".

7. ADAPTATION OF COURSEBOOK MATERIAL

Islam and Mares view adaptation as a term with a wide scope. They characterize it as a “*range of procedures from adding carefully contextualized role plays with the objective of providing more opportunities to communicate to not finishing a pronunciation drill...*” Adaptation is considered as a vital part of the successful teaching in class. (Islam, Mares in Tomlinson, 2023, p. 86). Misha and Timmis define the term adaptation on the basis of its purpose as an activity of teachers whose aim is to “*make the material more suitable for the circumstances in which it is used, to compensate for any intrinsic deficiencies in the materials.*” They distinguish between “*ad hoc*” and “*principled*” adaptation. “*Ad hoc adaptation*” is described as a “*common activity*” of teachers in many classrooms. (Misha, Timmis, 2015, p. 68)

Tomlinson along with McDonough, Shaw and Masuhara define the term adaptation according to the previous evaluation of the coursebook materials. Evaluation is thus the basis on which adaptation should proceed. They also claim that adaptation is a process “*of changing or adjusting the various parts of a coursebook. It is subsequent to, and dependent on, adoption.*” Afterwards, adaptation refers only to some parts of coursebook materials as adoption is related to the whole material. (McDonough, Shaw, Masuhara, 2013, p. 81), (Tomlinson, Masuhara, 2013, p. 64 - 68).

McGrath provides a similar definition of coursebook adaptation by Madsen and Bowen. They define adaptation as teacher’s job to be an “*adapter of the material he uses*” who employs one or more techniques of adaptation. (McGrath, 2016, p. 69)

7.1 REASONS FOR ADAPTING COURSEBOOK

Tomlinson and Masuhara provide a list of possible reasons why coursebook materials could be adapted. These reasons are lack of enough grammar coverage, lack of practice, unsystematic presentation of grammar, a great amount of unfamiliar vocabulary in texts for reading, unchallenging tasks, inauthentic listening material, a lack of activities focused on pronunciation practice, inappropriate topics for level and age of target learners along with lack of real-life dialogues and variable activities, culturally unacceptable visual materials. (Tomlinson, Masuhara, 2013, p. 67)

McGrath determines two reasons for adaptation. First reason for adapting is teacher’s effort to provide more suitable coursebook materials for learners. Those materials which will suit their needs and interests as well as their own teaching needs. The second reason is to provide

a compensation for some shortages or lacks in the coursebook, for instance outdated topics or lack of varied or authentic tasks (McGrath, 2013, p. 62).

Cunningsworth presents five reasons for adaptation. These are inappropriate teaching methods, language content, themes and topics, presentation and practice of the four language skills and their imbalance, unsuitable progression and grading of language items (Cunningsworth, 1995, p. 136).

7.2 FORMS OF COURSEBOOK ADAPTATION

The issue of coursebook adaptation is elaborated by few English language scholars. Among them there are authors like McDonough, Shaw and Masuhara. They provide a list and description of some common techniques for coursebook adaptation. These techniques are “*Adding, Deleting, Modifying, Simplifying and Reordering.*”

Adding is described as “*supplemented by putting more into the coursebook material*”. This technique can be carried out by supplying e. g. more practice on some grammar points. It means the teacher provides some extension to the coursebook material (Tomlinson, Masuhara, 2013, p. 70 - 71). Other techniques presented by these authors are deleting or omitting. The technique of deletion is the opposite process to addition and it means that some coursebook material can be extracted or omitted. This results in reducing the length of coursebook material. (Tomlinson, Masuhara, 2013, p. 71 - 72).

Modifying means changing the coursebook material in order to suit better the learner or teacher needs. It can be done through rewriting or restructuring of coursebook activities which subsequently relate better to learners interests and needs as well as the teaching situation. Restructuring is sometimes the only possible way of coursebook adaptation for those teachers who have to follow their coursebook strictly.

Another way of adaptation according to these two authors is simplifying of the coursebook. It means that teachers make some activities in coursebook materials less challenging. Many parts of a coursebook material can be simplified, for example the instructions, explanations or the layout. This technique is applied mainly for reading passages. The technique of reordering means that teachers can use some parts of a coursebook in a different order than it was intended. It can be carried out by going through unit’s materials in a more or less changed order or skipping some units in a coursebook in favour of other units which are used preferably (McDonough, Shaw, Masuhara, 2013, p. 70 - 76).

McGrath provide similar types of adaptation techniques. He mentions the techniques of “*omission, addition and change*”. Addition can have a form of greater supply of practical exercises, texts or an increase in their length, difficulty as well as alternative use of the materials. Change can have a form of “*rearrangement, replacement or rewriting*” (McGrath, 2013, p. 64 - 65). Cunningsworth states that adaptation include “*leaving out some parts of the coursebook, adding some material which can be own or published, replacing material and changing the published material*” in order to suit the teacher more appropriately (Cunningsworth, 1995, p. 136).

8. SUPPLEMENTATION OF COURSEBOOK

The term “supplementation” is often referred to as a part of adaptation in the literature. There are very little resources regarding supplementation as an independent process in teaching practice. McGrath defines supplementation as “*an attempt to bridge the gap between a coursebook and an official syllabus (or statement of aims), or a coursebook and the demands of a public examination, or a coursebook and student’s needs*” (McGrath, 2013, p. 71). Garinger provides a definition of supplementation as a process of creating own materials by teachers in order to offer their learners learning materials corresponding with their unique needs. (Garinger, 2022)

McGrath see the supplementation as a common practice among English language teachers as a tool of enhancing learners’ motivation during classes. He mentions that no coursebook is fully able to meet all the needs of learners and therefore it is desirable to provide additional materials which suit learners’ specific needs. He also names distinctive types of supplementation - “*affectively and cognitively motivated*” (McGrath, 2016, p. 79 - 80).

Ur claims that most coursebooks need to be supplemented. He regards the supplementation as a process of adapting coursebooks to the needs of a particular learners or providing additional activities and resources. He provides a whole list of supplementary materials.

Likewise, Pinter finds supplementation very similar to adaptation. Pinter regards it as a process similar to the adapting and rewriting of materials in order to suit the needs of learners as well (Pinter, 2017, p. 131).

8.1 REASONS FOR SUPPLEMENTING COURSEBOOK MATERIAL

There are number of reasons for providing additional learning materials to the coursebook.

Ur claims that most coursebooks need to be supplemented in order to satisfy learners needs or ensure more variety of learning materials like extra activities or visual items. (Ur, 2012, p. 210)

Pinter mentions several reasons for supplementation. Teachers might need to include more locally appropriate activities which can broaden learners’ perspective and knowledge of language. Another reason for supplementation can proceed from teacher’s effort to enhance their learner’s independence and creativity. Most of all, one of the most common reasons is teacher’s struggle to bring a fresh air into the class and provide authentic, real-life materials for learning the English language (Pinter, 2017, p. 132).

McGrath brings up several reasons for supplementation. One of them is the need of introducing new, more motivational materials in the class in order to support active learners' approach towards learning English. Another reason can be poor results of learners and teacher's aim is to improve their performance in English. A very important reason for supplementation is making the English class more interesting for learners and increasing their active involvement in the lessons (McGrath, 2013, p. 72).

8.2 FORMS OF SUPPLEMENTING COURSEBOOK

McGrath presents two forms of supplementation of coursebook. Additional materials can be provided by using exercises and other activities from other resources like skills books, another coursebook and its components, photocopiable materials from the Internet or teacher's resource pack. The second form of supplementation is meant to be a design of own teaching materials by teachers themselves or even by their learners. (McGrath, 2016, p. 81)

McGrath distinguishes supplementation by using published resources and by designing own teaching materials. Published resources are usually used in the form of copies especially when some resources contain so-called photocopiable sheets. Teachers tend to use a lot of Internet resources from webpages dedicated to English teaching and learning as there are many websites with free resources available, ready to download and use with learners without much effort for teachers. Among the own teaching materials belong especially own worksheets designed in written or online form by using online tools and apps freely available for English teachers on the Internet (McGrath, 2016, p. 82 – 83, 95 - 96). Similarly, even learners themselves can elaborate their own learning materials with the help of their teachers. Swales mentions examples of learner-produced picture cards, story cards with narratives and questionnaires for other learners (Swales in McGrath, 2016, p. 173).

Ur distinguishes "*paper and digital*" supplementary materials. As paper supplementary materials is considered the use of reference books, skills books, teacher handbooks, books for developing reading skills, worksheets, testing materials and work cards. Some supplementary materials can be made with the help of technological devices like computers, whiteboards and data projectors. Among these digitally made materials belong interactive digital tools – online blogs, wikis, audio and video recordings, e-books (Ur, 2012, p. 210 - 213).

Černá notice the extensive use of online tools like YouTube canals for the purpose of bringing more variable and flexible resources into English classes (Černá, 2022, p. 19).

PRACTICAL PART

9. RESEARCH METHODOLOGY

There is a mixed-method research design applied in my diploma research. This type of research design is characterized by combining qualitative and quantitative research. It means that it collects both qualitative and quantitative data in order to find responses to research questions or previously formulated hypotheses.

Qualitative methods are open-ended and do not result in pre-given responses. On the other hand, quantitative research consists of closed-ended responses. This research design includes both “*predetermined and emerging methods*”. It uses multiple forms of data collection – it combines quantitative data – “*observational, performance, attitude and census data with qualitative data like interview, observation or document data*”. Regarding the data analysis, statistical and text analysis are combined in this research design. I have decided to use this kind of research in my thesis in order to view the issue of coursebook role in teaching practice of beginning and experienced English teachers from more points of view. Applying different methods will enable me to obtain more relevant and valid data results for my diploma research.

It is a useful strategy to have a more complete understanding of research problems/questions, : Comparing different perspectives drawn from quantitative and qualitative data Explaining quantitative results with a qualitative follow-up data collection and analysis Developing better measurement instruments by first collecting and analyzing qualitative data and then administering the instruments to a sample Understanding experimental results by incorporating the perspectives of individuals Developing a more complete understanding of changes needed for a marginalized group through the combination of qualitative and quantitative data Having a better understanding the need for and impact of an intervention program through collecting both quantitative and qualitative data over time (Creswell, 2014. p. 266 - 267).

9.1 QUESTIONNAIRE

The questionnaire is defined by Slovak scholar Gavora as “*a written way of asking questions and receiving replies.*” It is the most widely used instrument for collecting mass information. It enables to gather data information from a large amount of respondents (Gavora, 2000, p. 99). American scholars from University of Alabama Johnson and Christensen view the questionnaire as “*a self-report data-collection instrument that each research participant fills out as part of a research study.*” Questionnaires are designed in order to gather information on “*the thoughts, feelings,*

attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants” (Johnson, Christensen, 2014, p. 274).

The questionnaire is a useful tool for obtaining data in a structured way. The administration of the questionnaire can be done without the presence of the researcher (Cohen, Manion, Morrison, 2018, p. 471).

Questionnaires can be used to collect quantitative, qualitative, and mixed data. The content and organization of a questionnaire should be correspondent with the research goals.

The questionnaire should have a well-thought structure. It is usually comprised of three parts – an entry part, a part with questions and the closing part. The entry part includes introductory information about the questionnaire. The second part includes a set of questions. It is advised to put more “light” and appealing questions at the beginning of the questionnaire. In the middle are often put questions of a more serious nature and possibly not so interesting for the participants. The last part of the questionnaire is composed of more “intimate” and factual questions. The end of questionnaire is dedicated to thank-you notes. There are usually three types of questions in the questionnaire – open-ended, semi-closed and close-ended ones. Open-ended questions bring the participants more freedom and offer them the opportunity to express freely their opinions. There are not any given responses. Close-ended questions are followed by ready-made alternate responses. The participants choose and tick the response which suits them best. Semi-closed questions offer also prepared alternate responses, but the participants are asked to provide further explanation of their choice (Gavora, 2000, p. 99 - 104). In the questionnaire there can be also included statements which are meant to be considered by the research participants (Johnson, Christensen, 2014, p. 274 - 275).

Johnson and Christensen formulated 15 principles which should be followed in the construction of a questionnaire. It is very important to bear in mind these principles if the researcher wants to obtain clear data from the research participants. A good-constructed questionnaire should be organized properly and comprised of clearly and precisely formulated items which are correspondent with the research goals. It employs a good understanding of the research participants and uses a familiar language for them. There should be avoided “*double-barreled questions and double negatives*”. It is advisable to be careful with decision when to use an open-ended or a closed-ended question.

Regarding closed-ended questions, it is recommended to apply various types of response categories and “*mutually exclusive and exhaustive response categories*”. One of the key principles to follow when developing questionnaire is also an implementation of “*a pilot test*” (Johnson, Christensen, 2014, p. 276 - 300).

My research questionnaire is comprised of twenty questions. It was constructed with the use of a Google tool – Google forms and sent out to the research participants via Google email service. I took advantage of using the method of questionnaire in order to gather large amount of data for my research in a fast and economical way. The questionnaire enabled me to address a lot of potential research participants.

9.2 OBSERVATION

Observation is one of the methods of data collection. It is considered to be the oldest and the most widely used method of data collection of pedagogical reality (Chráska, 2021, p. 146). Pedagogical observation is defined as “*the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest.*” (Johnson, Christensen, 2014, p. 327). Scholars Simpson and Tuson explain the term observation as “*looking (often systematically) and noting systematically people, events, behaviours, settings, artefacts, routines, and so on*” (Simpson and Tuson, 2003, p. 2 in Cohen, Manion, Morrison, 2018, p. 571).

There are a lot of classifications of observation. It can be viewed from the perspective of time – it is classified as “*short-term and long-term observation*”. Short-term observation is usually described as observation which does not last more than one lesson. Long-term observation is defined as “*long-term and in-depth observation of certain phenomenon.*” There are also distinguished other kinds of observation – “*direct and indirect observation*”. Direct observation means that the observer is in direct contact with the subject of the observation. On the other hand, indirect observation is characterized by the absence of direct contact with the subject – the observer works with various written or spoken statements about the observed subject.

Observation can be also “*standardized and non-standardized*”. Standardized observation is seen as the activity which is “*systematic, purposeful observation of sense-perceivable phenomena*”. Non-standardized observation is influenced by subjectivity of the observers and their intuitive approach. Among the features of good pedagogical observation four features were stated specification of the observation subject, concentration of observation on its objective, organization of observation and its accurate record (Chráska, 2021, p. 146 - 147).

For the purpose of my research there were conducted class observations of English classes in two primary schools in Ostrava. One school is a state school with extended education of English language. Another school is a private school specialized in education of learners with special needs – speech learning disability. There were observed five classes of beginning English teachers as well as five classes of experienced English teachers in both two primary schools. In order to record the observation results, an observation sheet was filled out during each English lesson which was observed. Collected data were then analysed and explained according to the filled-out data. The English class observation sheet was created solely for the purpose of this thesis.

10. RESEARCH PARTICIPANTS

Participants of my research are English language teachers from Czech as well as some Slovak primary schools, both beginning and experienced. For the purpose of my research I consider English teachers with teaching experience up to 5 years as beginning teachers, teachers with teaching experience from 5 to 10 as the experienced teachers and teachers with more than 10 years of teaching experience as highly experienced teachers.

The research sample was chosen among teachers in state as well as private primary and grammar schools across the Czech Republic and partially also in Slovakia, mostly those specialized in English language teaching or those claiming to provide greater support for English language learning. The questionnaire was sent approximately to 100 primary and grammar schools. There were addressed directors of the schools or individual teachers if their contacts were publicly available. 202 English teachers took part actively in the research carried out by the method of questionnaire. Twelve teachers of English participated in class observations.

11. RESEARCH AIMS AND OBJECTIVES

Main aim of the research is to find out what role a coursebook plays in teaching practice of beginning and experienced teachers of English.

Partial aims of the research are following:

- to discover possible differences in the attitude of beginning and experienced teachers of English toward the use of a coursebook and its components.
- to find out the ways of evaluating and selecting a coursebook by beginning and experienced teachers of English.
- to describe the ways of using a coursebook by beginning and experienced teachers of English.
- to find out level of dependency of English language teachers on their coursebook.

12. RESEARCH HYPOTHESES

Hypothesis no. 1

More beginning teachers use a coursebook and its components than the experienced ones.

Hypothesis no. 2

Experienced teachers use global coursebooks more than beginning teachers.

Hypothesis no. 3

Beginning teachers of English are more content with the coursebook than experienced teachers of English.

Hypothesis no. 4

Beginning teachers tend to follow the coursebook strictly for the whole lesson.

Hypothesis no. 5

Beginning teachers use a teacher's book more often.

Hypothesis no. 6

There is no difference in evaluation and selection criteria between beginning and experienced teachers.

Hypothesis no. 7

Experienced teachers are given more possibility of choosing their coursebook according to their own criteria.

Hypothesis no. 8

Experienced teachers of English include more supplementary materials in their English lessons than beginning teachers.

Hypothesis no. 9

Beginning teachers take more advantage of using support from the publisher of their coursebook.

13. RESEARCH RESULTS

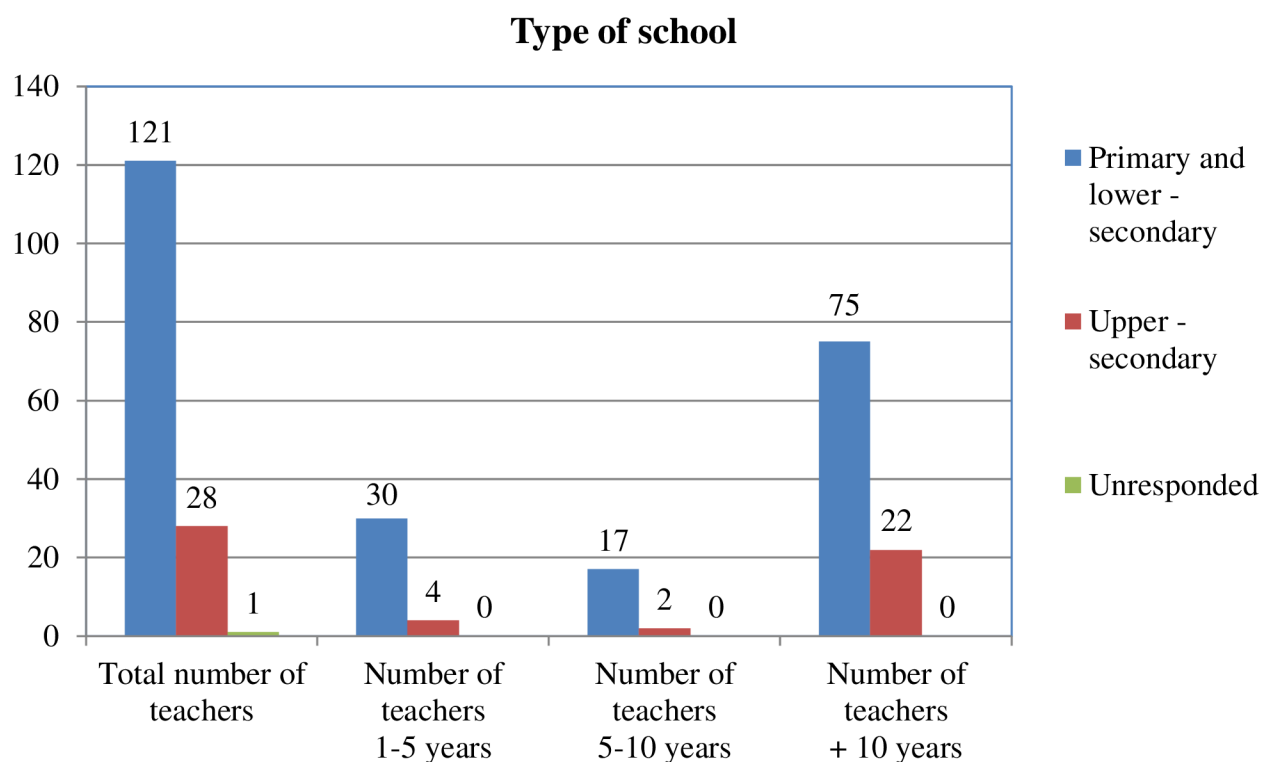
13.1 QUESTIONNAIRE AND ITS FINDINGS

Question no. 1: In what school do you teach English?

Table no. 1

Type of school	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Primary and lower - secondary	138	31	18	88
Upper - secondary	64	8	6	50
Unresponded	1	-	-	-

Graph no. 1



The English teachers mostly work in a primary and lower-secondary type of school. The total number of them is 138 English teachers. Only 64 teachers responded that they work in upper-secondary type of school. One of the teachers did not choose any of the options. Beginning teachers usually work in primary and lower-secondary schools. More experienced teachers with teaching experience of more than five years also work usually in primary and lower-secondary schools.

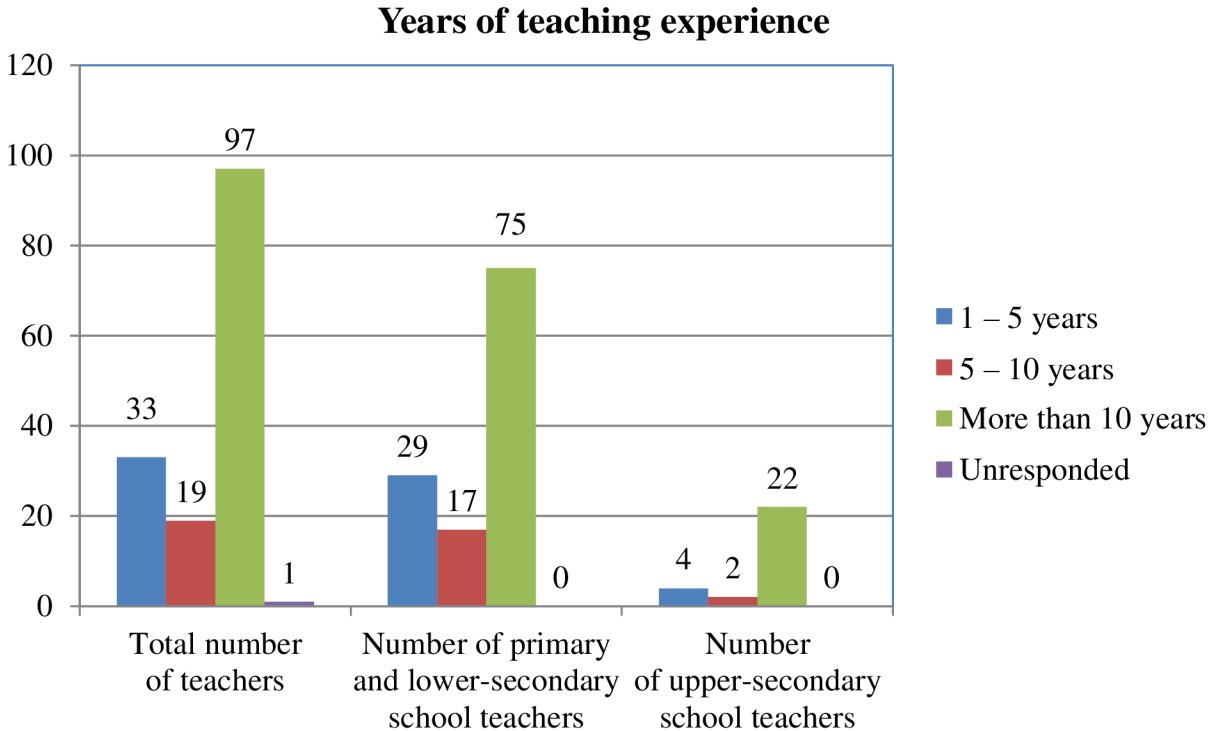
Highly experienced teachers with more than 10 years of teaching experience are teaching mostly in the same type of schools like less experienced teachers.

Question no. 2: How long have you been teaching English?

Table no. 2

Years of teaching experience	Total number of teachers	Number of primary and lower-secondary school teachers	Number of upper-secondary school teachers
1 – 5 years	39	31	8
5 – 10 years	24	18	6
More than 10 years	138	88	50
Unresponded	1	-	-

Graph no. 2



Most of the participating English teachers are teachers with more than 10 years of teaching experience. 138 English language teachers have more than 10 years of teaching experience. 39 English teachers are English teachers who have only teaching experience up to five years. 24 English teachers have from 5 to 10 years of teaching experience.

Most of the teachers teach in primary and lower-secondary type of schools, only 64 English teachers teach in upper-secondary type of school.

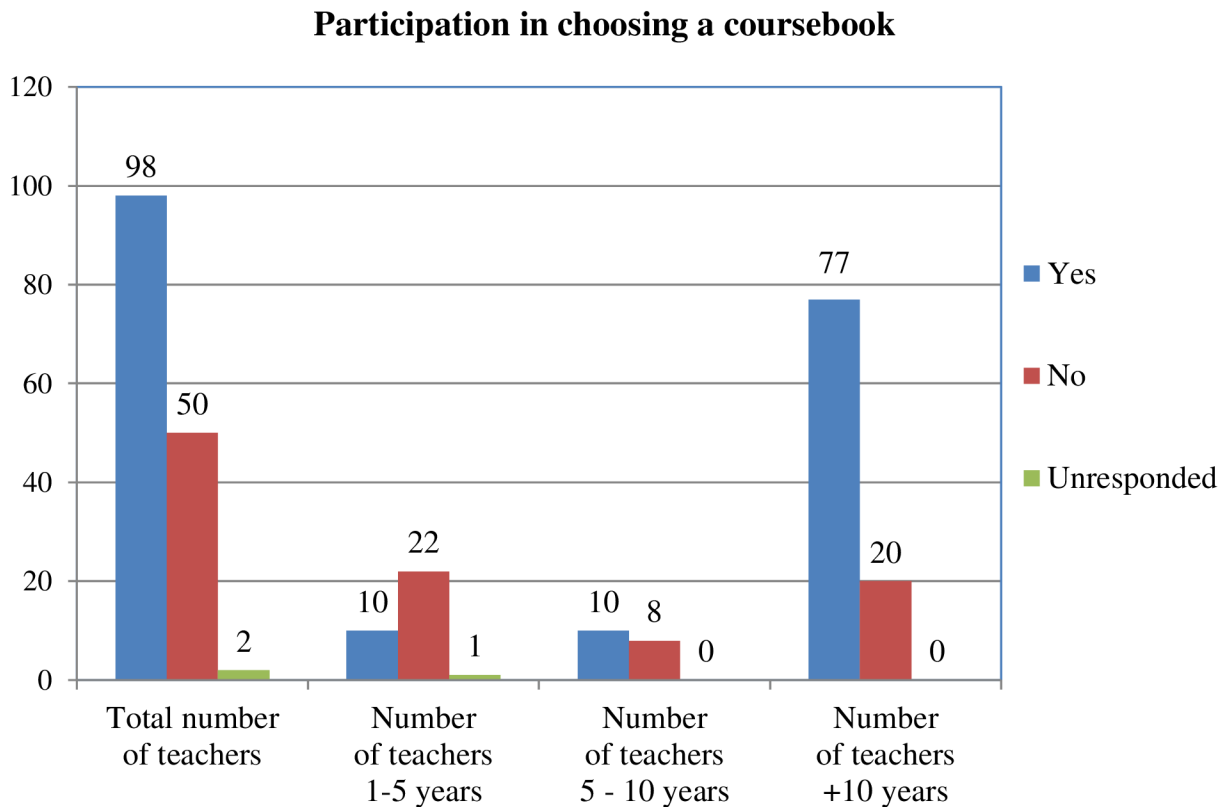
Question no. 3:

Did you take part in the process of choosing a coursebook for your learners?

Table no. 3

Participation in choosing a coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	141	13	15	113
No	59	25	9	25
Unresponded	2	1	-	-

Graph no. 3



Most of the English teachers had the opportunity of participating in the process of choosing their coursebook. Their number is 141. Third of the total number of teachers – 59 teachers, was not given the opportunity to choose their own coursebook. Beginning teachers mostly did not take part in the process of choosing a coursebook for their class. The number is 25 teachers with up to five years of teaching experience and 9 teachers with teaching experience from 5 – 10 years. Half of the experienced teachers with teaching experience of more than five years had the opportunity to be part of the process and nearly the same number of teachers did not get such privilege. Most of

the experienced teachers with more than 10 years of teaching experience took part in the selection process.

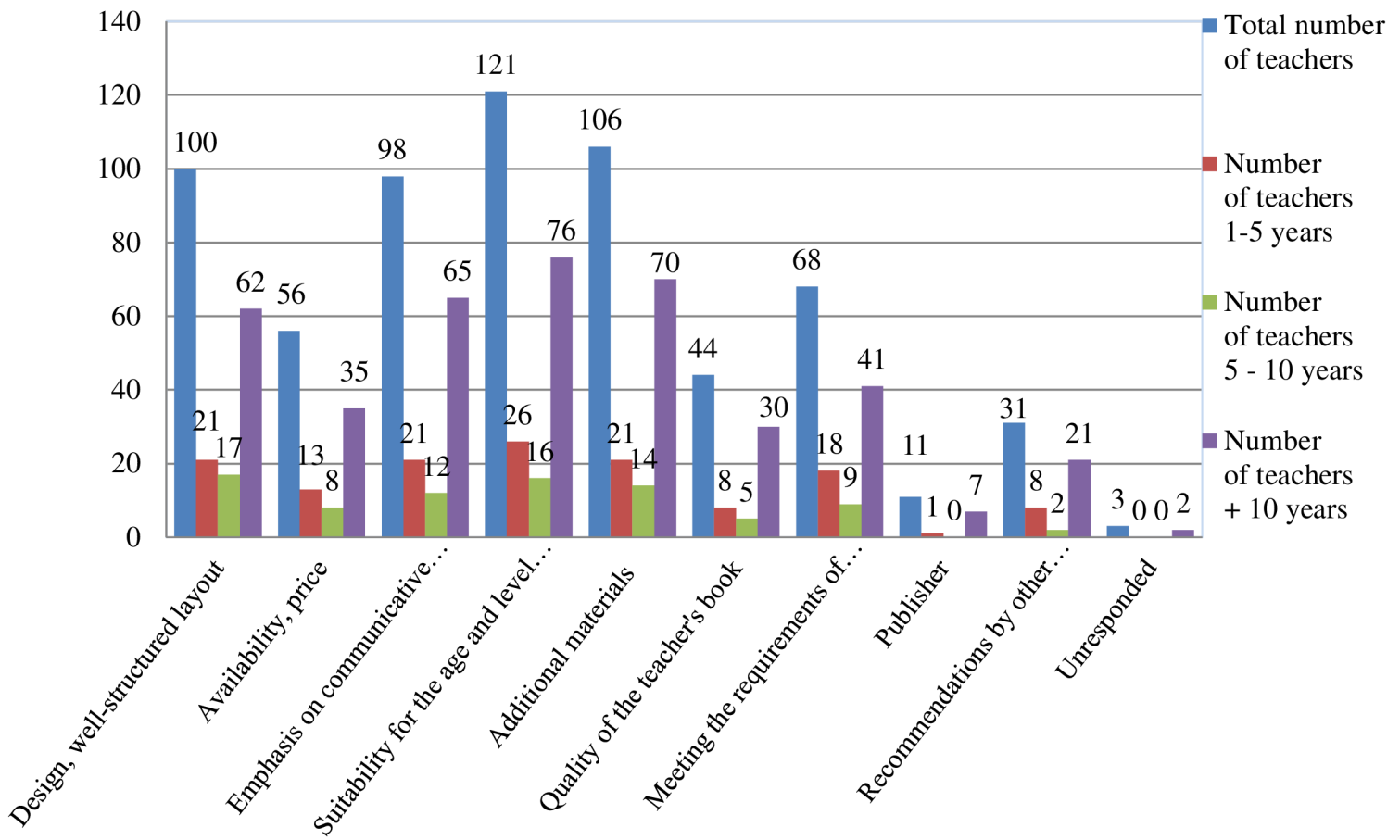
**Question no. 4: What is important for you when choosing your coursebook?
You can tick more than one answer.**

Table no. 4

Important areas for teachers when choosing a coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Design, well-structured layout	132	23	21	88
Availability, price	73	14	9	50
Emphasis on communicative function of language	137	27	16	94
Suitability for the age and level of the learners	162	31	19	112
Additional materials like a workbook...	140	23	18	99
Quality of the teacher's book	52	10	6	36
The degree to which the coursebook meets the requirements of school curriculum	91	23	11	57
Publisher	16	2	1	13
Recommendations by other teachers	55	11	5	39
Unresponded	3	-	-	2

Graph no. 4

Important areas for teachers when choosing a coursebook



For most of the English teachers is important suitability of the coursebook for the age and level of their learners, offer of additional materials and emphasis on communicative function of language. Crucial for choosing a coursebook is also design of the coursebook with well-structured layout. Among the important features of the coursebook belong the degree to which the coursebook meets the requirements of school curriculum and also availability and price.

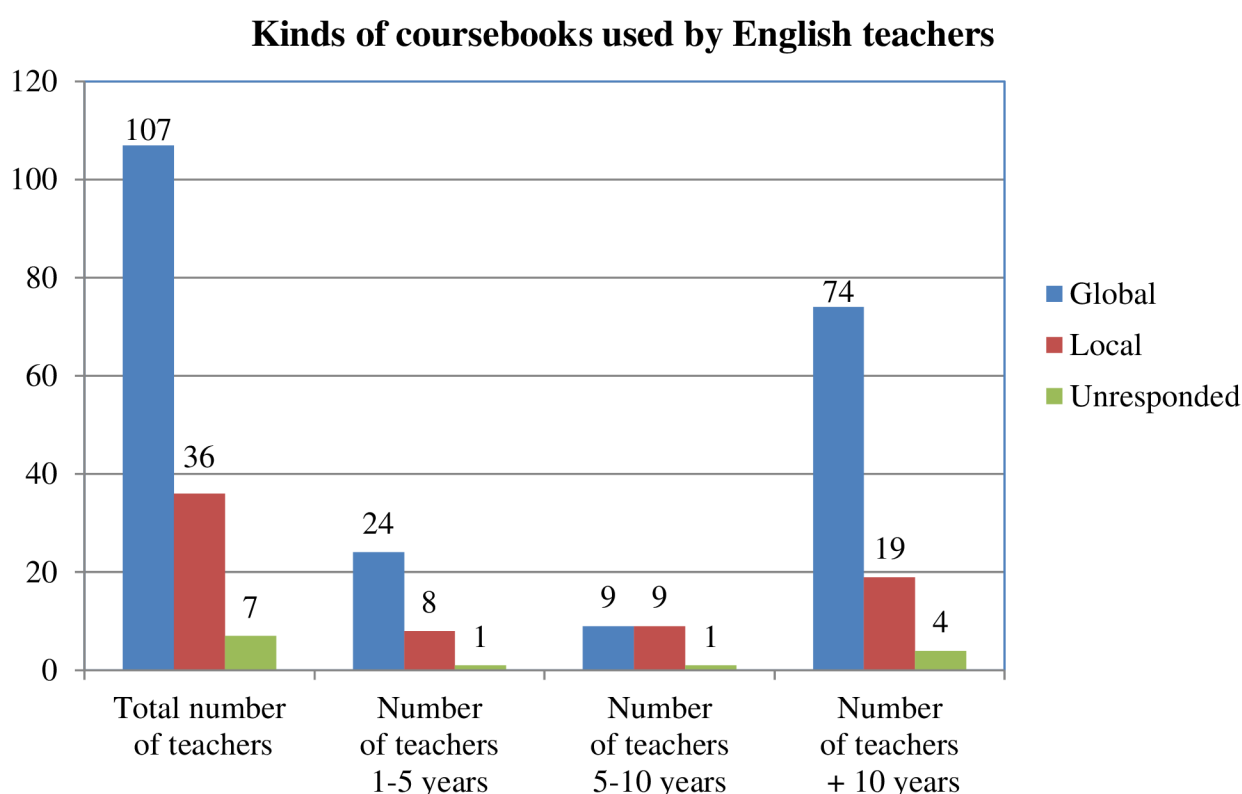
The least important features for English teachers are quality of the teacher's book, recommendations by other teachers and the publisher of their coursebook. Beginning teachers consider as the most important criterion for choosing their coursebook its suitability for the age and level of the learners as well as emphasis on communicative function of language and additional materials. On the contrary, experienced teachers with teaching experience of more than five years apply other criteria and put emphasis on design, well-structured layout as well as suitability for the age and level of their learners and . Highly experienced teachers with more than 10 years of teaching experience stress suitability of coursebook for the age and level of the learners, additional materials and emphasis on communicative function of language.

Question no. 5: What kind of coursebook do you use with your learners?

Table no. 5

Kind of coursebook used by English teachers	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Global	150	30	14	106
Local	44	8	9	27
Unresponded	8	1	1	5

Graph no. 5



Most of the English teachers use global English language coursebook. The total number is 150. Local coursebook is used by 44 teachers. Beginning teachers make use mostly of global coursebooks. Experienced teachers with teaching experience of more than five years use global as well as local coursebooks alike. Highly experienced teachers with more than 10 years of teaching experience use mainly global coursebooks. These are 74 teachers. Some of the English teachers had problems with distinguishing between the terms “global” and “local”, for that reason they gave inappropriate responses regarding the following question where they were asked to state the title of their coursebook. Their claims to use local coursebook

were contradictory to their further responses. For instance, two teachers claimed to use local coursebooks but they responded the following question providing the title Project, Happy House and Happy Street which all of them are global English coursebooks.

Question no. 6: Please, write the title of your coursebook.

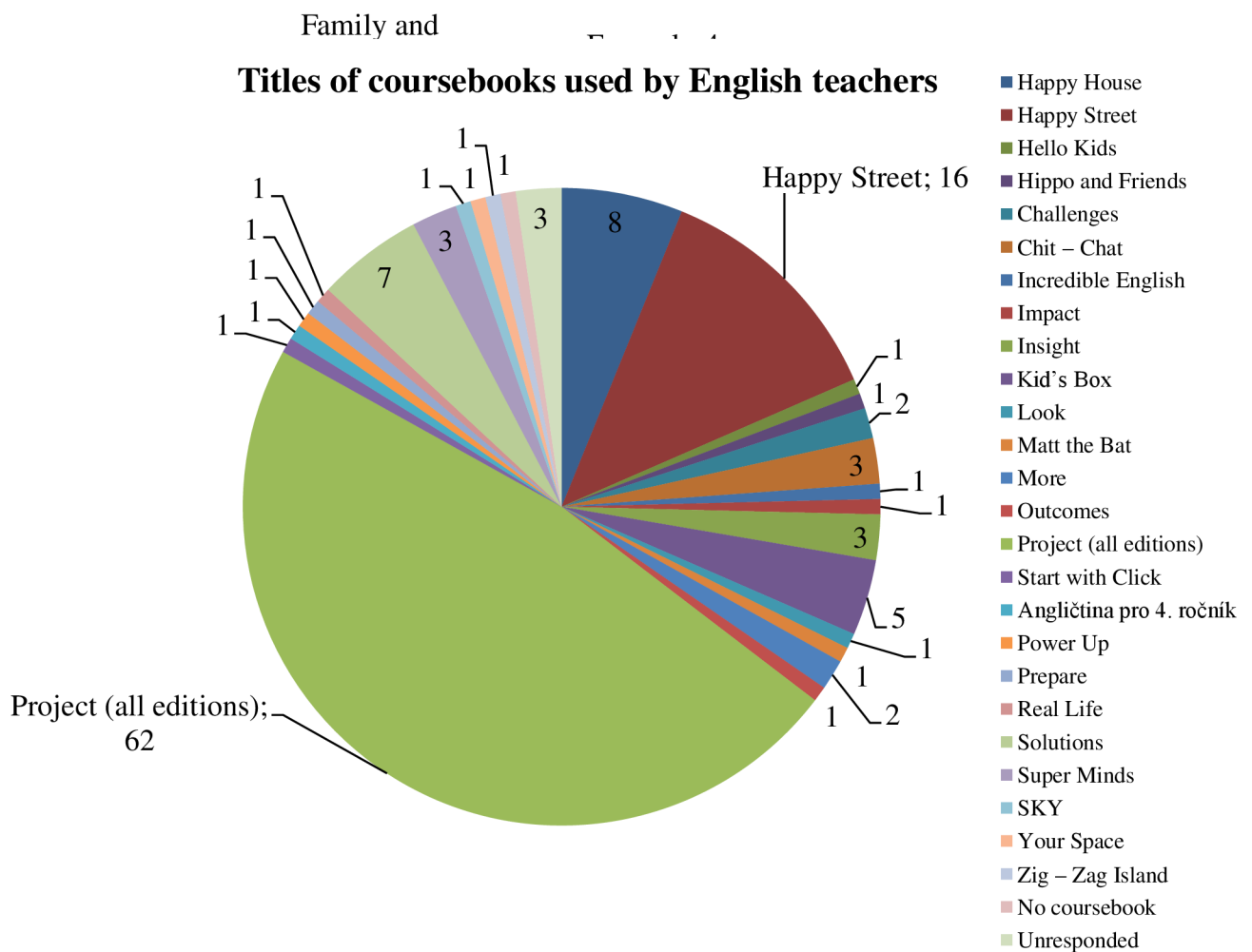
Table no. 6

Title of coursebook used by English teachers	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Academy Stars	6	2	-	4
Bloggers	19	6	4	9
Bright Ideas	1	-	-	1
Complete first	1			
English Plus (all editions)	18	3	1	14
English File	20	1	2	17
Essential Grammar In Use	1	-	-	1
English Hub	1	-	-	1
Explore, Let’s Explore, Explore Together, Project Explore	15	3	-	12
Young Explorers	1	-	-	1
Excellent	1	-	-	1
Eyes Open	1	1	-	-
Face2face	1	-	-	1
Family and friends	1			1
Funpark	4	1	3	-
Gateway	4	1	-	3
Get Involved	1	-	-	1
Happy House	11	3	1	7
Happy Street	18	5	1	12
Harmonize	2	-	-	2
Hello Kids	1	1	-	-
High Note series	3	--	-	3
Hippo and Friends	1	-	-	1
Challenges	2	-	-	2
Chit – Chat	3	1	1	1
Incredible English	1	-	-	1
Impact	2	1	-	1
Insight	6	1	-	5
Keynote	1	-	-	1
Kid’s Box	7	1	2	4
Life Vision	2	-	-	2
Look	1	1	-	-
Matt the Bat	1	-	-	1
More	3	1	-	2
New Challenges	1	-	-	1
Outcomes	2	1	1	-
Project (all editions)	82	15	10	57

Start with Click	2	-	-	2
Angličtina pro 4. ročník (Didaktis)	1	1	-	-
Power Up	1	-	-	1
Prepare	1	-	-	1
Real Life	1	-	-	1
Solutions	20	4	2	14
Super Minds	3	1	-	2
SKY	1	-	-	1
Wider World	1	-	-	1
Your Space	1	-	-	1
Zig – Zag Island	1	-	-	1
No coursebook	1	-	-	1
Unresponded	3	-	-	1

Graph no. 6

Titles of coursebooks used by English teachers



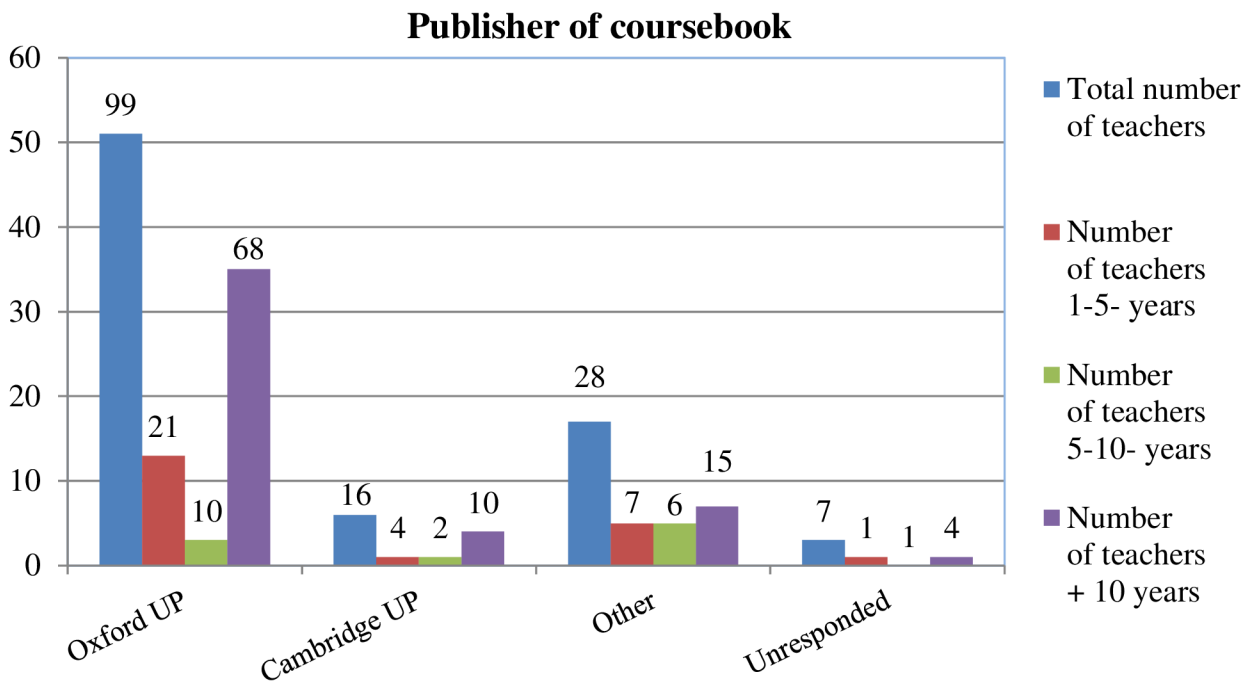
Graph no. 6 b

All of the participated English teachers use coursebook during their lessons. Only one participant stated he does not make use of any coursebook material. Great number of the teachers uses one of the coursebooks from Project series - 82 teachers. The second most used coursebook is English File and Solutions produced by Oxford University Press. Both these coursebooks were stated by 20 English teachers and is used mainly by highly experienced teachers with more than 10 years of teaching experience. Other most used coursebooks are Bloggers produced by Klett publishing house, English Plus and Explore series produced by Oxford University Press. Beginning teachers as well as the experienced teachers including those with more than 10 years of experience use one of the coursebooks from Project series.

Question no. 7: What is the publisher of your coursebook?

Publisher of coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Oxford University Press	134	21	10	68
Cambridge University Press	18	4	2	12
Other (Macmillan, Pearson Longman)	43	10	8	25
Unresponded	7	1	1	4

Graph no. 7



Most of the English teachers selected as their coursebook publisher the Oxford University Press. This publisher marked 134 English teachers. Only 18 teachers use a coursebook published by Cambridge University Press. 43 English teachers use a coursebook produced by other publishers like Macmillan, Pearson Longman or Klett. 7 of the participants did not choose any of these options. Beginning teachers, 21 of them, use a coursebook by Oxford University Press. Experienced teachers with teaching experience of more than five years use a coursebook published

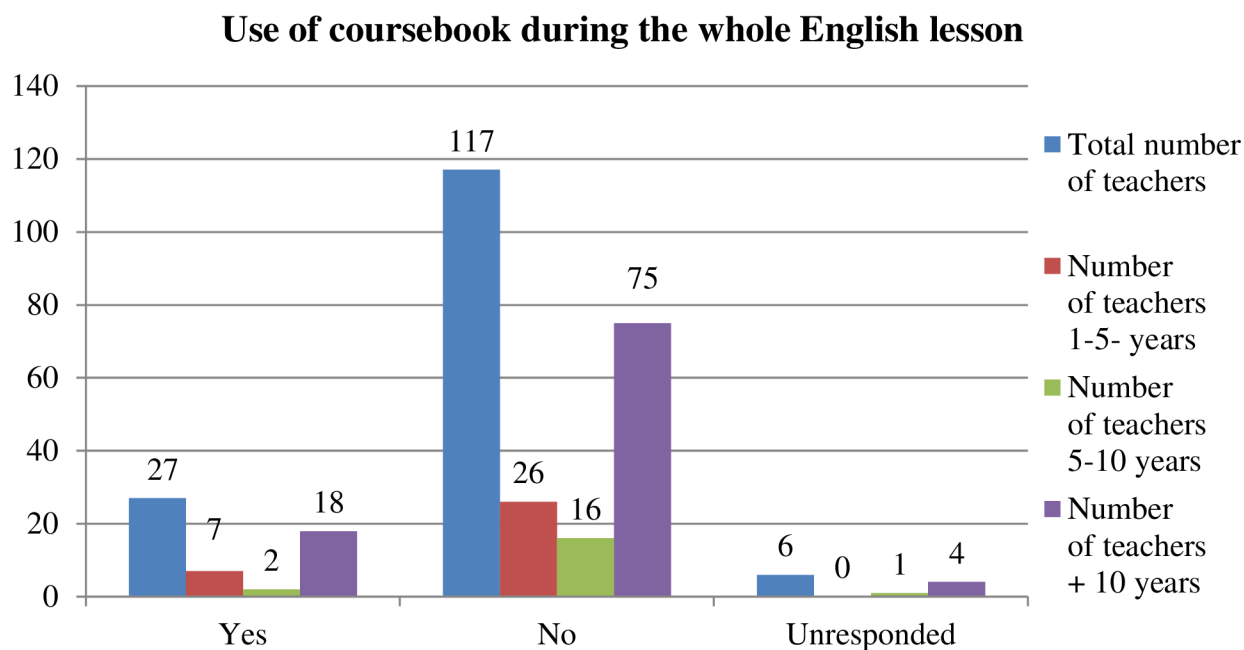
by Oxford University Press or other publishing house. The experienced teachers with more than 10 years of teaching experience, 68 teachers, use a coursebook by Oxford University Press.

Question no. 8: Do you use your coursebook during the whole English lesson?

Table no. 8:

Use of coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	31	7	2	22
No	165	32	21	112
Unresponded	6	-	1	4

Graph no. 8



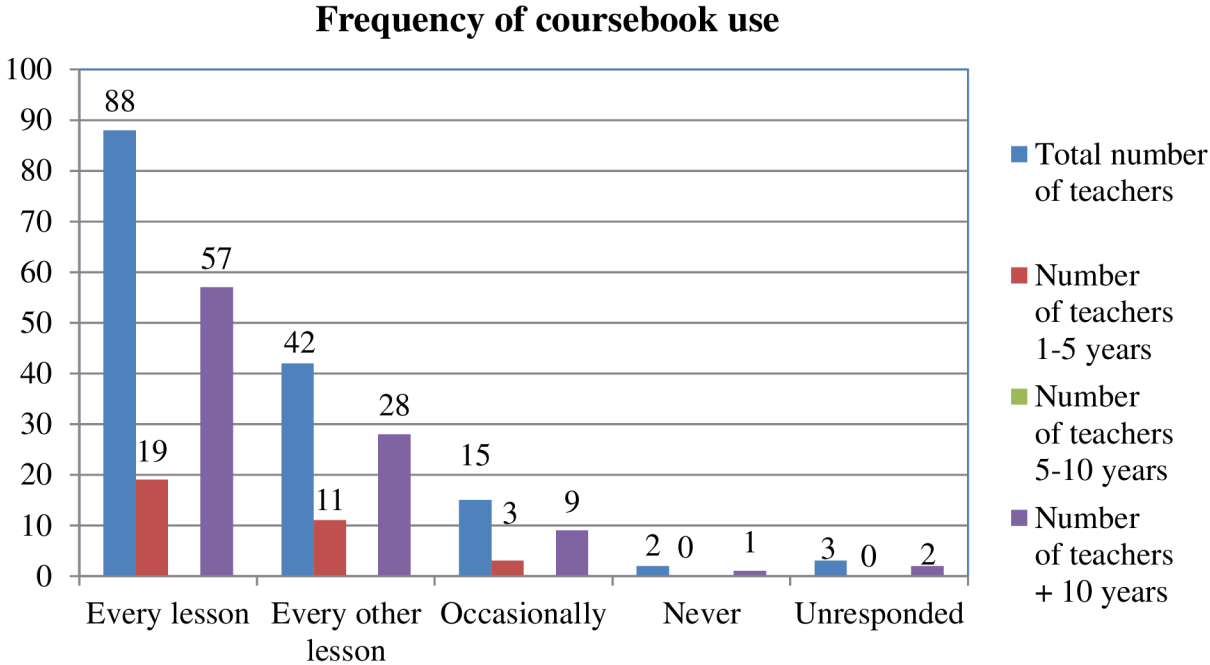
Most of the English teachers, 165 of them, do not use their coursebook during the whole English lesson. Only 31 English teachers use their coursebook during the whole time of the lesson. Beginning teachers, 32 of them, do not use their coursebook for the whole time of the English lesson. Experienced teachers with teaching experience of more than five years also do not use their coursebook for the whole lesson. Highly experienced teachers with more than 10 years of teaching experience, 112 of them, do not incorporate their coursebook into the whole lesson either. Six of the teachers did not respond to this question.

Question no. 9: How often do you use your coursebook?

Table no. 9

Frequency of coursebook use	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Every lesson	122	22	16	84
Every other lesson	58	14	3	41
Occasionally	17	3	4	10
Never	2	-	1	1
Unresponded	3	-	-	2

Graph no. 9



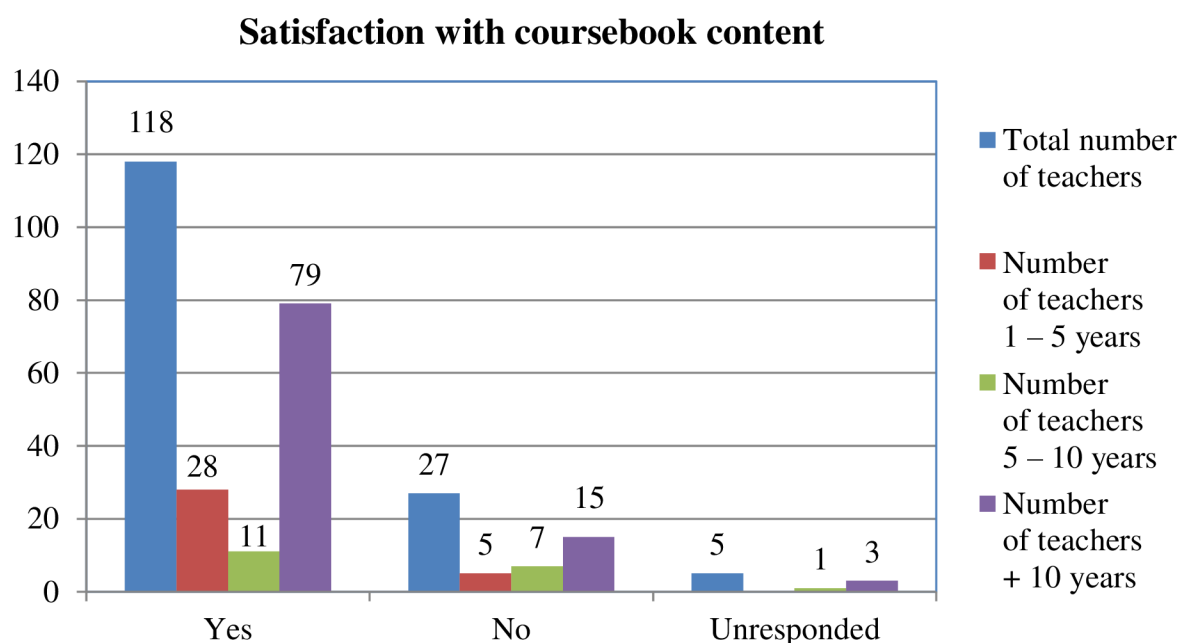
More than half of the teachers use their coursebook every English lesson. The number is 122 teachers. 58 English teachers use their coursebook every other lesson. 17 of them use their coursebook occasionally. Two English teachers stated they never use a coursebook. Three teachers did not provide their responses. 22 beginning teachers use their coursebook every English lesson as well as 100 experienced teachers with teaching experience of more than five years. Most of the highly experienced teachers with more than 10 years of teaching experience, 84 of them, make use of their coursebook every lesson, 41 of them every other lesson and only 10 of them use their coursebook occasionally.

Question no. 10: Are you satisfied with the content of your coursebook?

Table no. 10

Satisfaction with the coursebook content	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	166	33	15	118
No	31	6	8	17
Unresponded	5	-	1	3

Graph no. 10



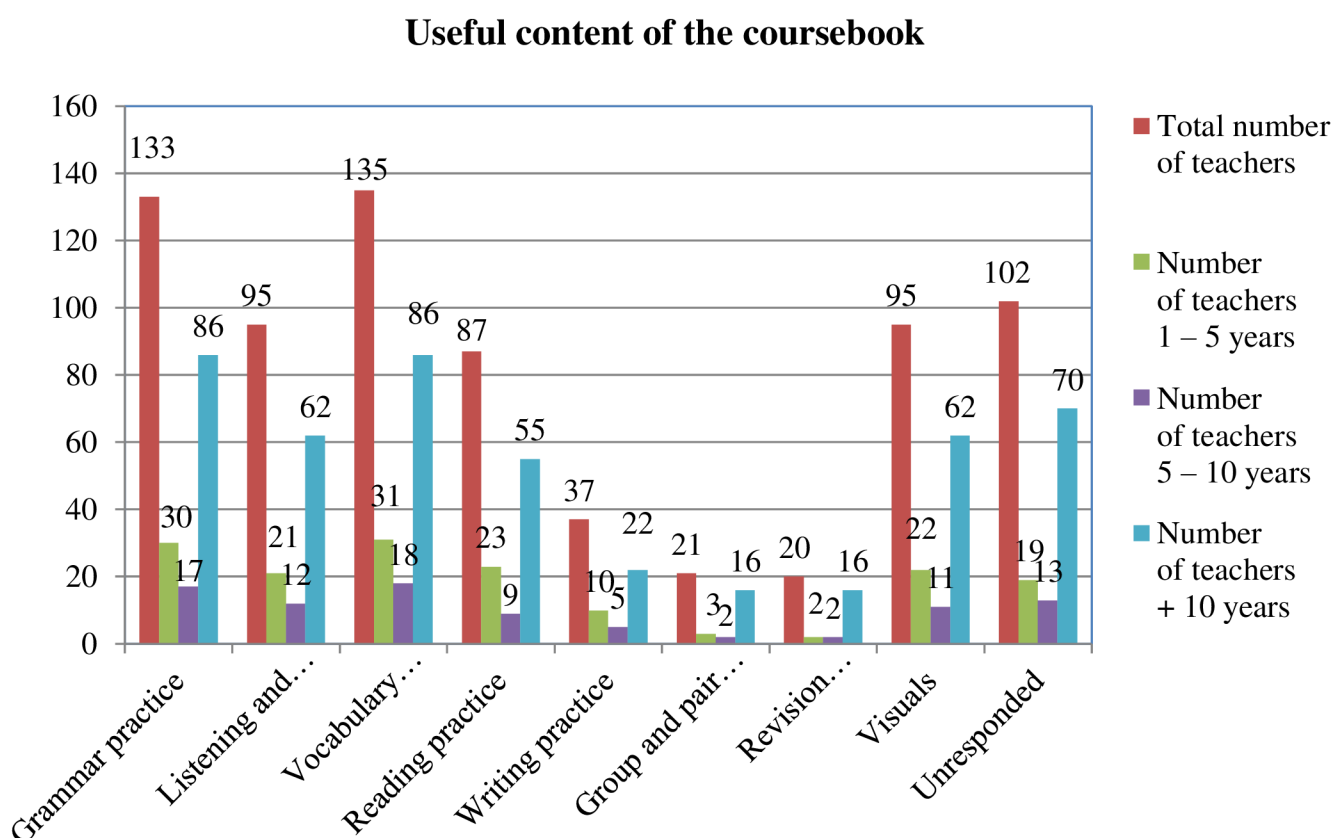
Most of the English teachers, 166 of them, are satisfied with the coursebook content. Only 31 English teachers stated that they are not satisfied with the content of their coursebook. Five teachers did not provide their responses. 33 beginning teachers, 15 teachers with teaching experience up to 10 years and 118 highly experienced teachers with more than 10 years of teaching experience are satisfied with the content of their coursebook. Only six of the beginning teachers, eight more experienced and 17 highly experienced teachers are not satisfied with the content of their coursebook.

**Question no. 11: What do you consider the most useful in your coursebook?
You can tick more than one answer.**

Table no. 11

Useful content of coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Grammar practice	128	26	16	86
Listening and speaking practice	170	28	20	122
Vocabulary practice	110	18	12	80
Reading practice	124	25	14	85
Writing practice	70	12	5	53
Group and pair work activities	99	19	13	67
Revision activities and tests	86	20	11	55
Visuals	79	14	11	54
Unresponded	4	-	-	3

Graph no. 11



Most English teachers, 170 of all the participants, consider the most useful in their coursebook listening and speaking practice. 128 teachers regard as useful grammar practice. Grammar practice is followed by reading and vocabulary practice. 124 teachers selected reading practice as the most useful part of their coursebook and vocabulary practice is appreciated by 110 teachers. English teachers also appreciate a lot group and pair work activities along with revision activities and tests. They consider less useful visuals and writing practice. Beginning teachers value highly listening and speaking practice along with grammar and reading practice. Experienced teachers with teaching experience of more than five years appreciate listening and speaking practice with grammar practice. Highly experienced teachers with more than 10 years of teaching experience also value listening and speaking practice along with grammar and reading practice but unlike others they also find very useful vocabulary practice.

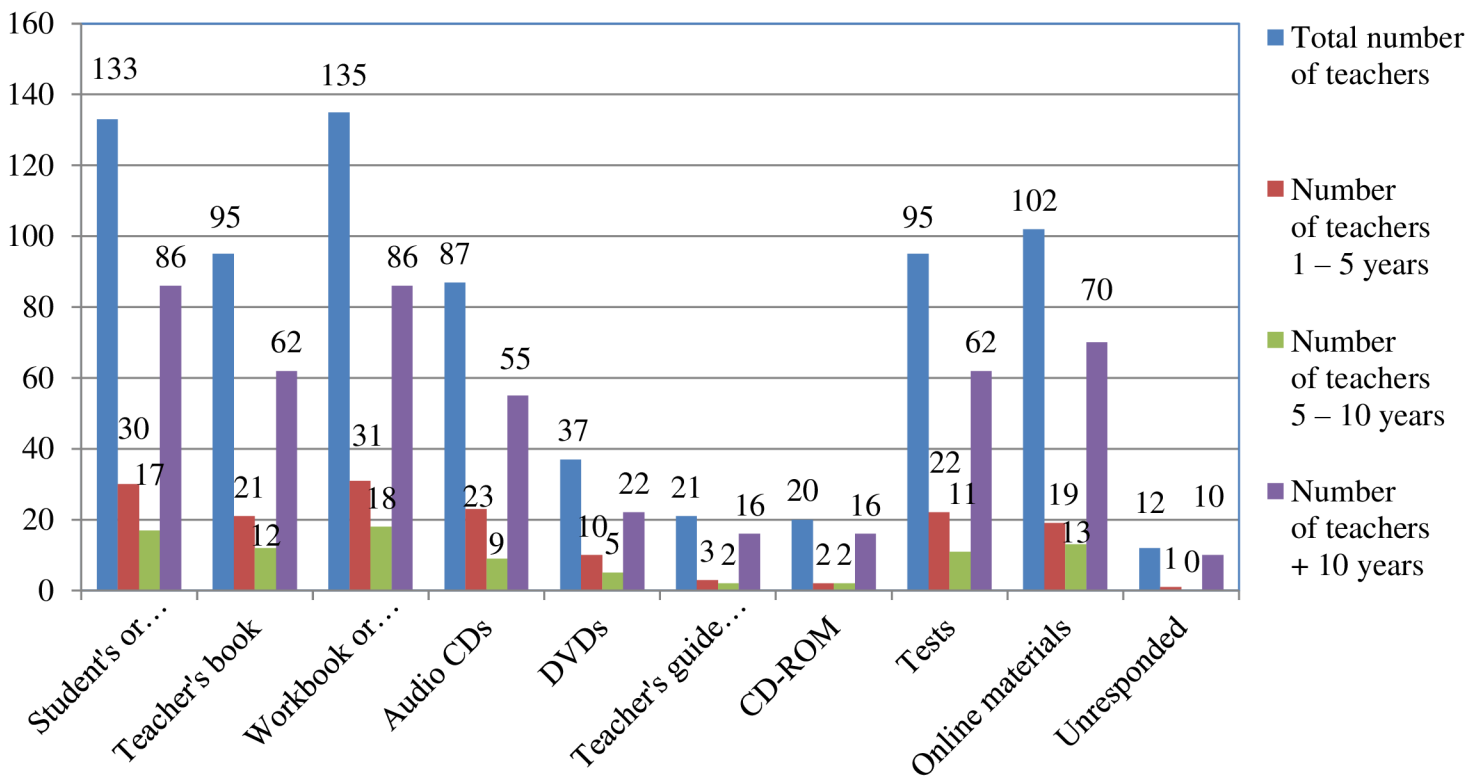
**Question no. 12: What components do you use from the coursebook package?
You can tick more than one answer.**

Table no. 12

Coursebook components	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Student's or pupil's book	184	36	21	127
Teacher's book	136	26	16	94
Workbook or activity book	181	36	22	123
Audio CDs	110	25	12	73
DVDs	47	10	6	31
Teacher's guide to video	29	4	3	22
CD-ROM	27	2	2	23
Tests	130	27	14	89
Online materials	148	24	17	107
Unresponded	4	-	-	3

Graph no. 12

Use of coursebook components



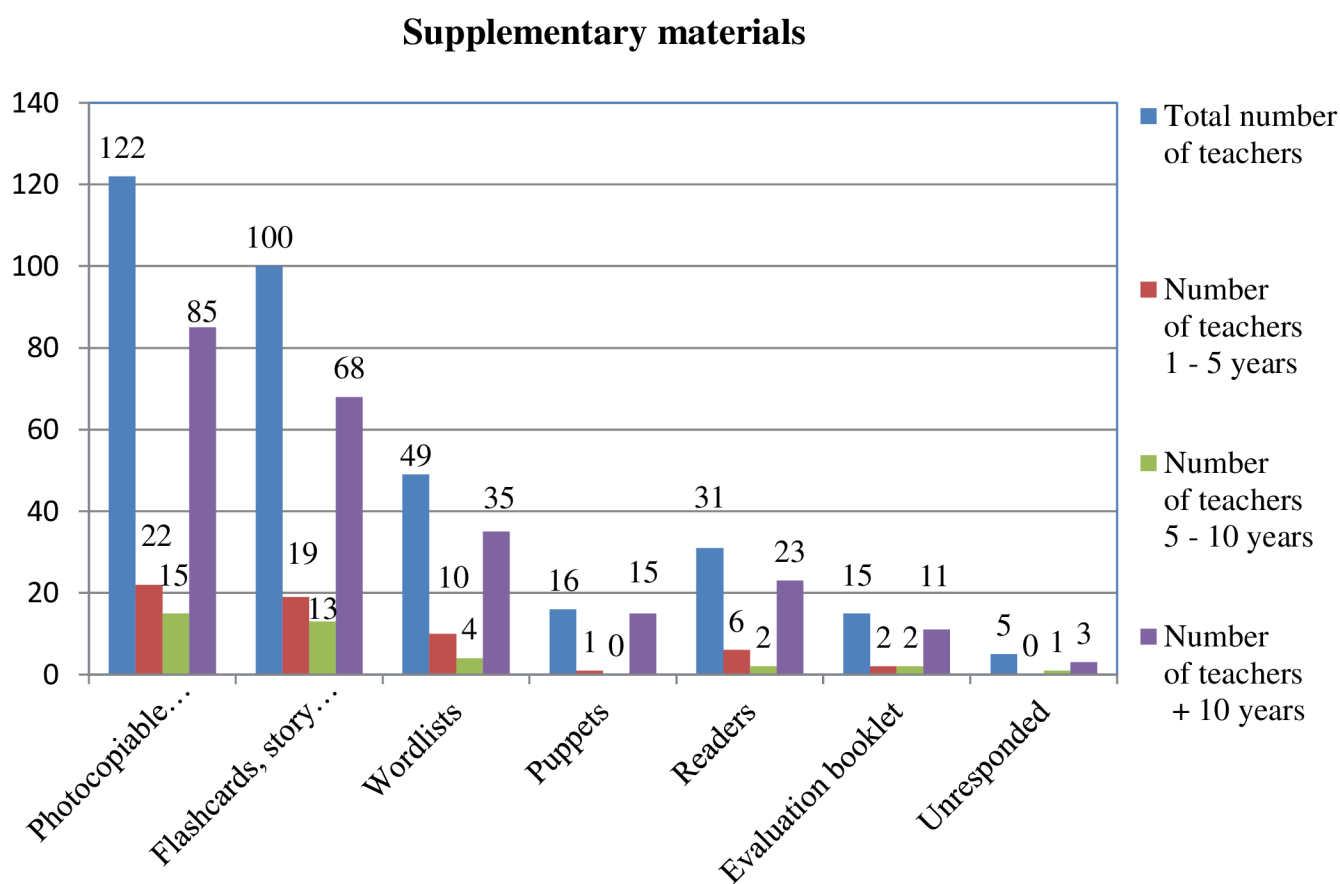
Most of the English teachers take advantage of their workbook or activity book as well as student's or pupil's book nearly alike. Student's or pupil's book use 184 English teachers while 181 teachers use workbook or activity book. A significant number of teachers use teacher's book, tests and audio CDs. DVDs are used only by 47 English teachers and even less teachers – 29, make use of their teacher's guides. The least English teachers, 27 of them, use coursebook material on CD-ROM. Beginning teachers use workbook or activity book as much as Student's or pupil's book. Experienced teachers with teaching experience of more than five years use Student's or pupil's book as well as workbook or activity book nearly alike. Highly experienced teachers with more than 10 years of teaching experience use the most Student's book and workbook. They also involve a lot of online materials into their lessons. Four teachers did not provide their responses.

Question no. 13: What supplementary materials do you use along with your coursebook?

Table no. 13

Supplementary materials	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Photocopiable worksheets	182	34	20	128
Flashcards, story cards, posters	131	30	16	85
Wordlists	71	14	6	51
Puppets	21	3	-	18
Readers	51	9	3	39
Evaluation booklet	21	3	2	16
Unresponded	7	-	2	4

Graph no. 13



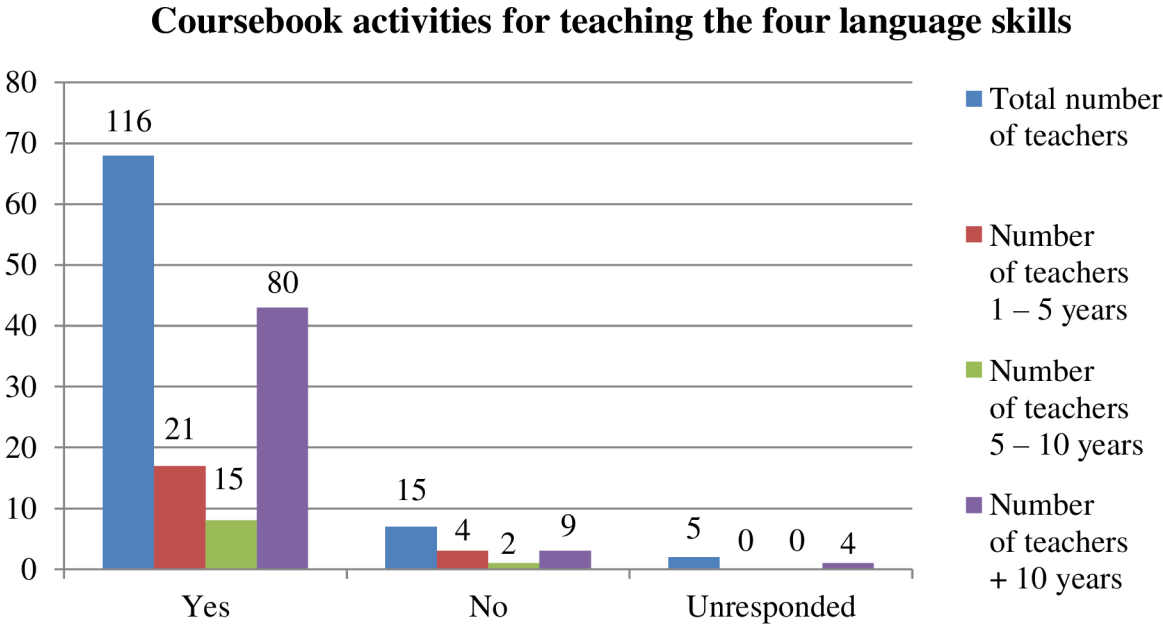
Most of the English teachers, 182 of them, supplement their coursebook with photocopiable worksheets. 131 of them use supplementary materials like flashcards, story cards and posters. Only 71 of them use wordlists and 51 English teachers enrich their lessons with some English readers. Only 21 teachers enhance their teaching with the use of evaluation booklet and the same number of teachers use puppets in their lessons. Beginning teachers as well as highly experienced teachers supplement their coursebook material mostly with photocopiable worksheets and flashcards, story cards or posters. Experienced teachers with teaching experience of more than five years use mainly photocopiable worksheets as supplementary material for their learners.

Question no. 14: Does your coursebook contain variety of activities for teaching the four language skills?

Table no. 14

Activities for teaching the four language skills	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	178	34	21	123
No	19	5	3	11
Unresponded	5	-	-	4

Graph no. 14



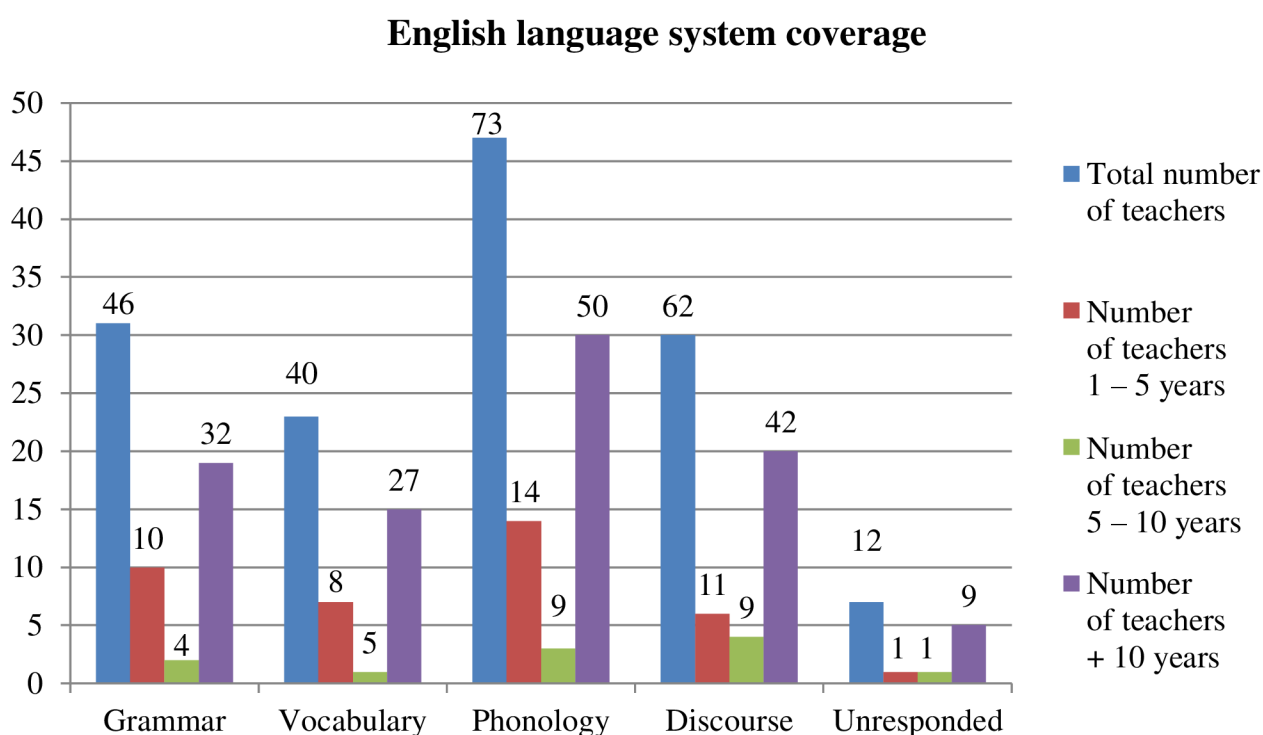
Most of the English teachers, nearly the whole number of them - 178, are convinced that their coursebook contain various activities for teaching the four language skills. Only 19 English teachers have opinion that their coursebook does not provide enough variety of activities for teaching the four language skills. Five teachers did not respond to this question.

**Question no. 15: Does your coursebook cover the English language system properly?
Please, tick the items which are the least covered.**

Table no. 15

English language system coverage	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Grammar	65	14	8	43
Vocabulary	55	11	8	36
Phonology	106	20	13	73
Discourse	90	16	12	62
Unresponded	22	3	2	16

Graph no. 15



106 English teachers are convinced that their coursebook does not provide enough coverage of the English phonological system. 90 teachers stated that discourse is the least covered in their coursebook. 22 English teachers did not respond.

Beginning teachers and highly experienced teachers identified phonological system as the least covered in their coursebook. Experienced teachers with teaching experience of more than five years consider discourse and phonology to be the least covered in their coursebook.

Question no. 16: Do you have to adapt the coursebook content? If yes, what do you have to adapt?

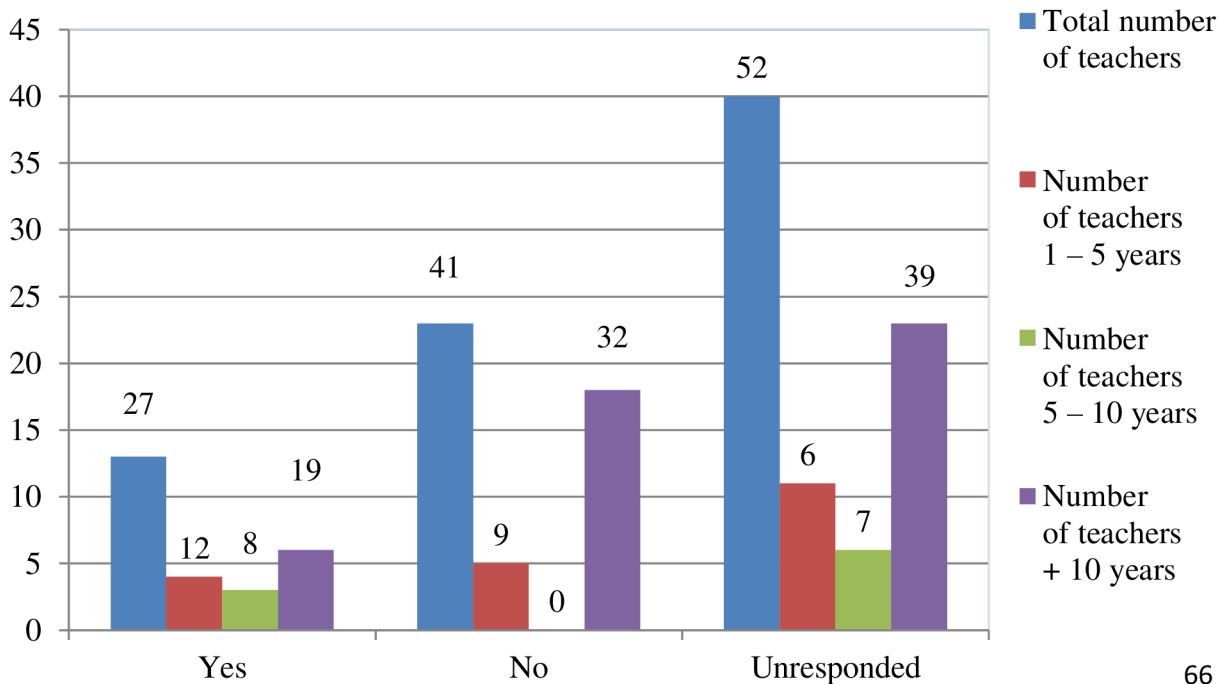
Table no. 16

Adaptation of the coursebook content	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	27	12	8	19
No	57	13	-	44
Unresponded	88	17	11	59

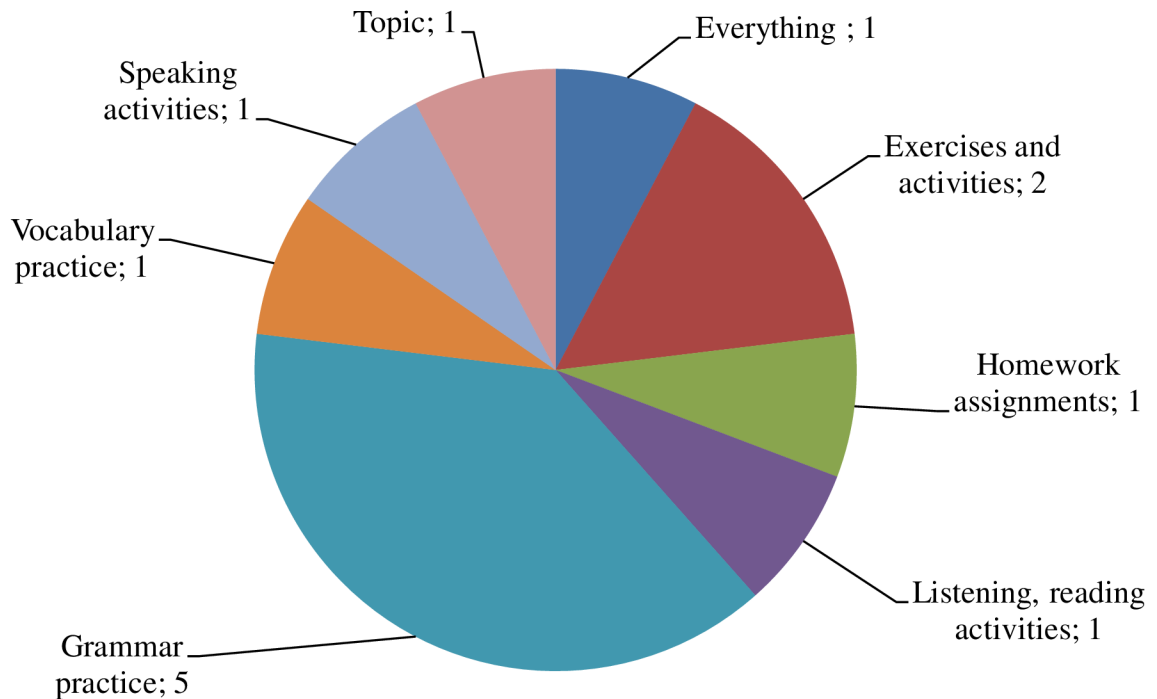
Areas of adaptation	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
The whole coursebook content	4	-	1	3
Exercises and activities	5	4	-	1
Homework assignments	1	-	-	1
Listening and reading activities	4	-	1	3
Grammar practice, exercises	16	3	2	11
Vocabulary practice	8	1	1	6
Speaking, group activities	9	-	2	7
Writing practice	2	-	1	-
Topic	6	1	1	4
Tests	3	1	1	1
Games	1	-	-	1
Skipping exercises	1	-	1	-
Continuity	1	-	1	-

Graph no. 16

Adaptation of coursebook content



Areas of coursebook adaptation



Most of the English teachers did not provide their answer. There are 88 teachers who did not respond to this question. 57 English teachers do not have to adapt their coursebook material while 27 English teachers need to adapt some parts of their coursebook. 16 teachers have to adapt grammar exercises and the others need to adapt vocabulary practice and activities for teaching the four language skills like listening, speaking and reading. One of the teachers stated he needs to adapt nearly everything because the coursebook is outdated and topics are not relevant for his pupils. Other teacher claimed he has to make his coursebook content more challenging and less boring because it is too easy. Most of the beginning teachers, 17 of them, did not provide their answer. Experienced teachers rarely stated if they have to adapt their coursebook content. Most of them, 59 teachers, left the question without response.

Question no. 17: Do you take advantage of any support from the publisher of your coursebook? If yes, what kind of support is it?

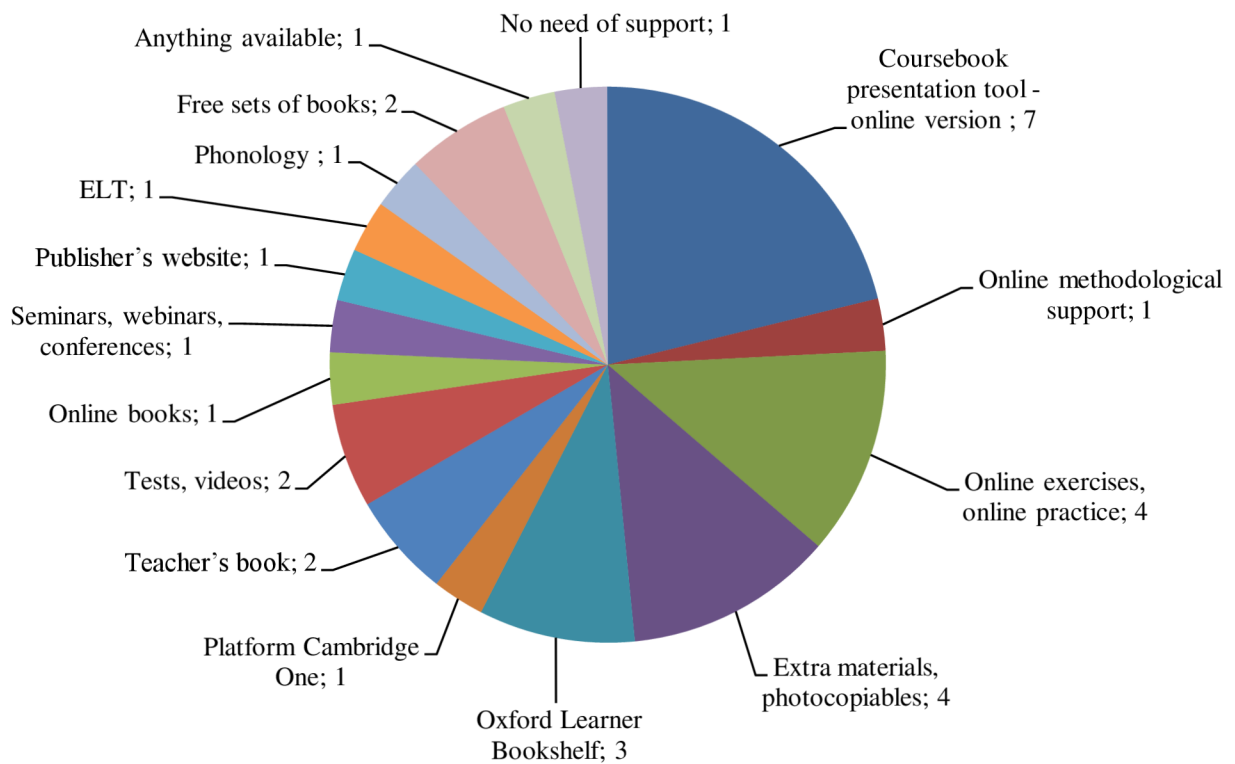
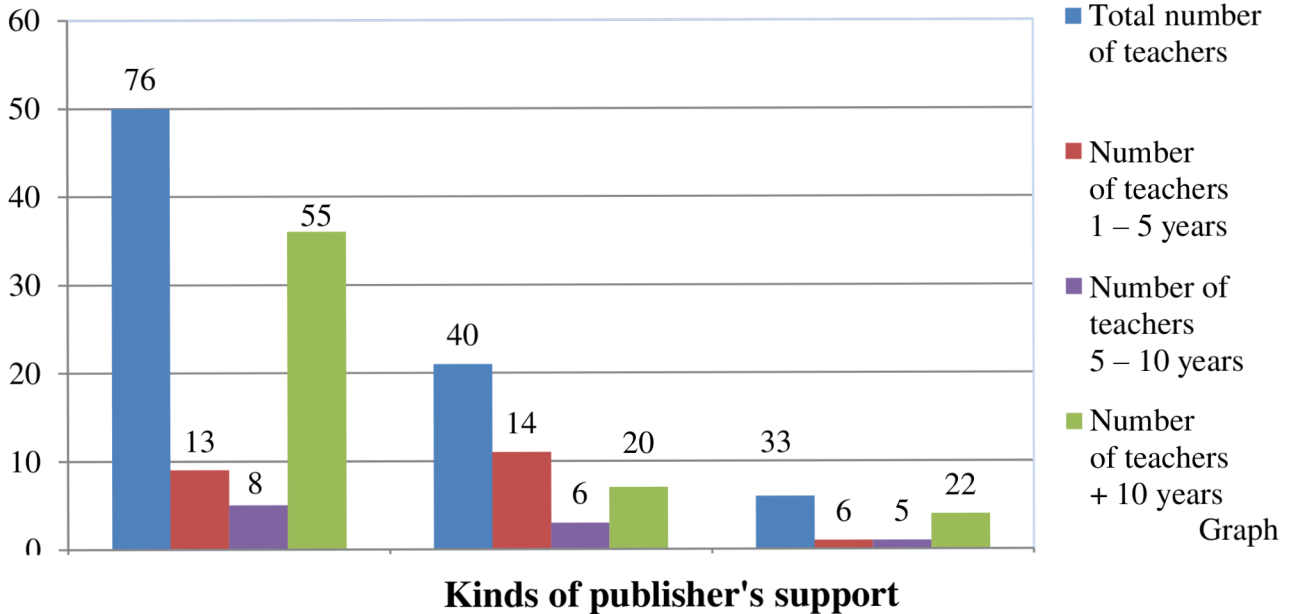
Table no. 17

Publisher's support	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	104	16	8	83
No	45	15	4	26
Unresponded	50	10	8	31

Kind of publisher's support	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Coursebook presentation tool - online version of student's book, workbook	14	-	2	12
Courses, further training	1	-	-	1
Online methodological support	2	-	-	2
Online exercises, online practice	11	2	-	9
Extra materials, photocopyables	10	1	-	9
Oxford Learner Bookshelf	3	1	-	2
Platform Cambridge One	1	1	-	-
Teacher's book, teacher's pack	4	-	-	4
Tests, videos	4	1	-	3
Online books	1	-	-	1
Seminars, webinars, conferences	3	1	-	2
Publisher's website, online teacher's club	5	-	1	4
ELT	1	-	1	-
Person lab	1	-	-	1
Phonology	1	-	-	1
Free sets of books	3	1	-	2
Anything available	2	-	-	2
No need of support	1	-	-	1

Graph no. 17 a

Publisher's support



no. 17 b

104 English teachers do take advantage of some support from the publisher of their coursebook. 45 of them do not use any kind of support from the publisher of their coursebook. 50 English teachers did not provide their response. Nearly half of the beginning teachers do not take advantage

of any support from their coursebook publisher. Unlike them, the most publisher support is received by highly experienced teachers with more than 10 years of teaching experience. 55 of them take advantage of some kind of support, especially online coursebook materials.

Question no. 18: Is there anything you lack in the coursebook you use? If yes, please write what you lack.

Table no. 18

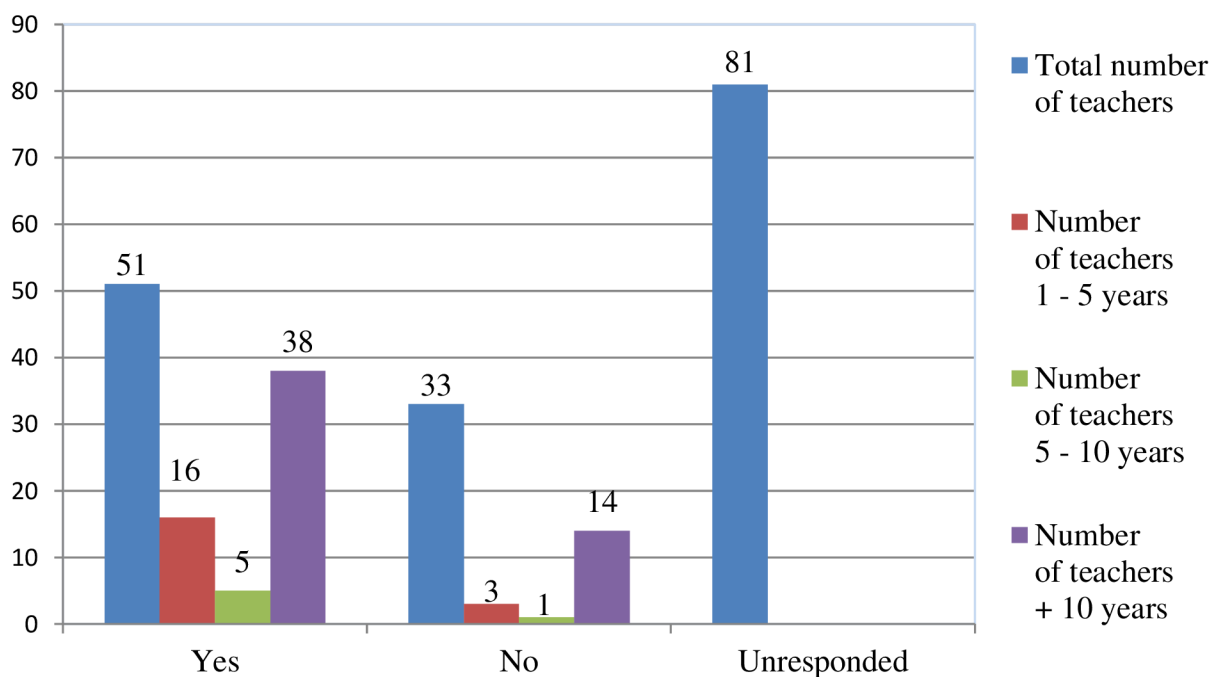
Lack of the coursebook	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	64	16	7	40
No	40			
Unresponded	98	20	14	63

Lacking coursebook areas	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Attractiveness for pupils, appropriate content according to age of the pupils	3	1	-	2
Pair work, group activities, role-play, games	6	2	-	4
Practice activities	3	-	-	3
Grammar practice, exercises, drill	10	2	1	7
Grammar explanation, overview	2	-	-	2
Systematic approach to grammar	2	-	-	2
Easier grammar exercises for understanding	1	1	-	-
Exercises for translation	1	-	-	1
Speaking activities	7	2	1	4
Reading	4	-	-	4
Online listening, more challenging listening exercises	3	-	-	3
Writing tasks, theory	5	2	1	2
Flashcards, posters	1	-	-	1
Online coursebook version, Oxford Learner Bookshelf	3	1	-	2
Phonology	2	-	2	-
Pronunciation practice, spelling	3	1	-	2
Phonetic transcription of vocabulary	1	-	-	1
Relevant, stimulating topics, cross-curricular connections	4	4	-	-
Current issues discussion	2	-	1	1
Cultural background	1	-	-	1
Interest	1	-	-	1
Challenging exercises	1	-	-	1
Online materials for pupils, tests	3	1	-	2
Personalized, up-to-date content	3	1	-	2
Communicative videos	1	-	-	1
Logic	1	-	-	1
Songs, games	2	-	1	1
Worksheets	1	1	-	-
Challenging exercises	2	1	-	1

Vocabulary list, support, expanded vocabulary for gifted students	7	1	-	6
Systematic approach to skills, study skills	1	-	-	1
Extra worksheets	2	1	-	1
Extra skill practice	1	-	-	1
Texts, exercises, tasks for learners with disabilities	1	-	1	-
Online materials to revise at home	1	-	-	1

Graph no. 18 a

Lack of the coursebook

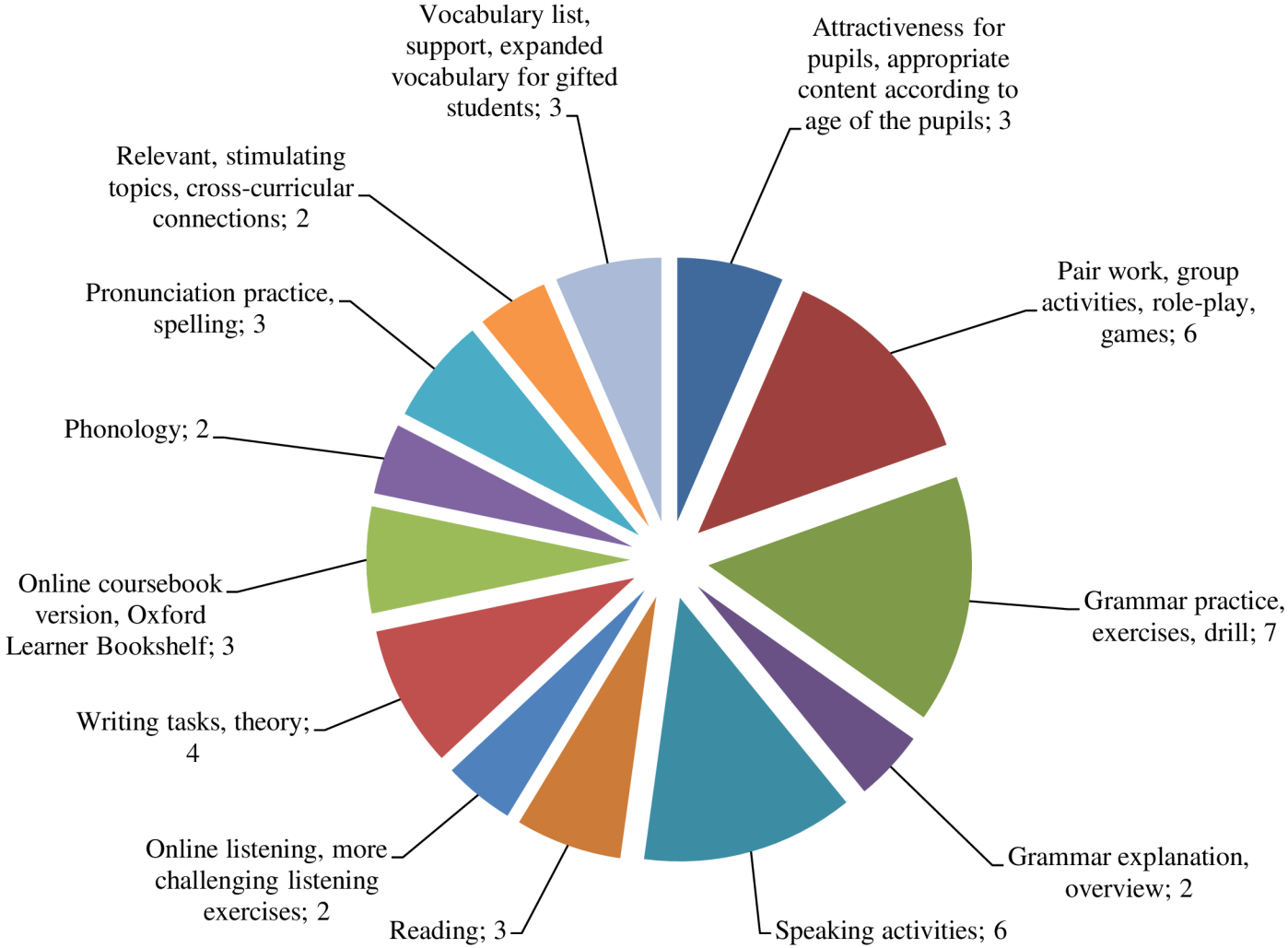


Most of the English teachers did not provide their response to this question. The number of teachers was significant – 98 teachers. 77 teachers stated that their coursebook have some lacking areas meanwhile 39 teachers are satisfied and do not see any lack in their coursebook. One of the teachers considers the question as confusing and thus did not provide his response.

Most of the teachers lack grammar practice with appropriate speaking activities and vocabulary support. Beginning teachers lack pair and group activities, grammar practice with writing tasks and relevant topics. Experienced teachers with teaching experience of more than five years have a lack of grammar practice and highly experienced teachers with more than 10 years of teaching experience feel mainly the lack of grammar and vocabulary practice. Others lack flashcards, posters, online coursebook version, pronunciation practice, phonetic transcription or relevant

topics in their coursebook. Some of them also lack cultural background, challenging exercises and online materials for pupils to revise at home.

Lacking coursebook areas

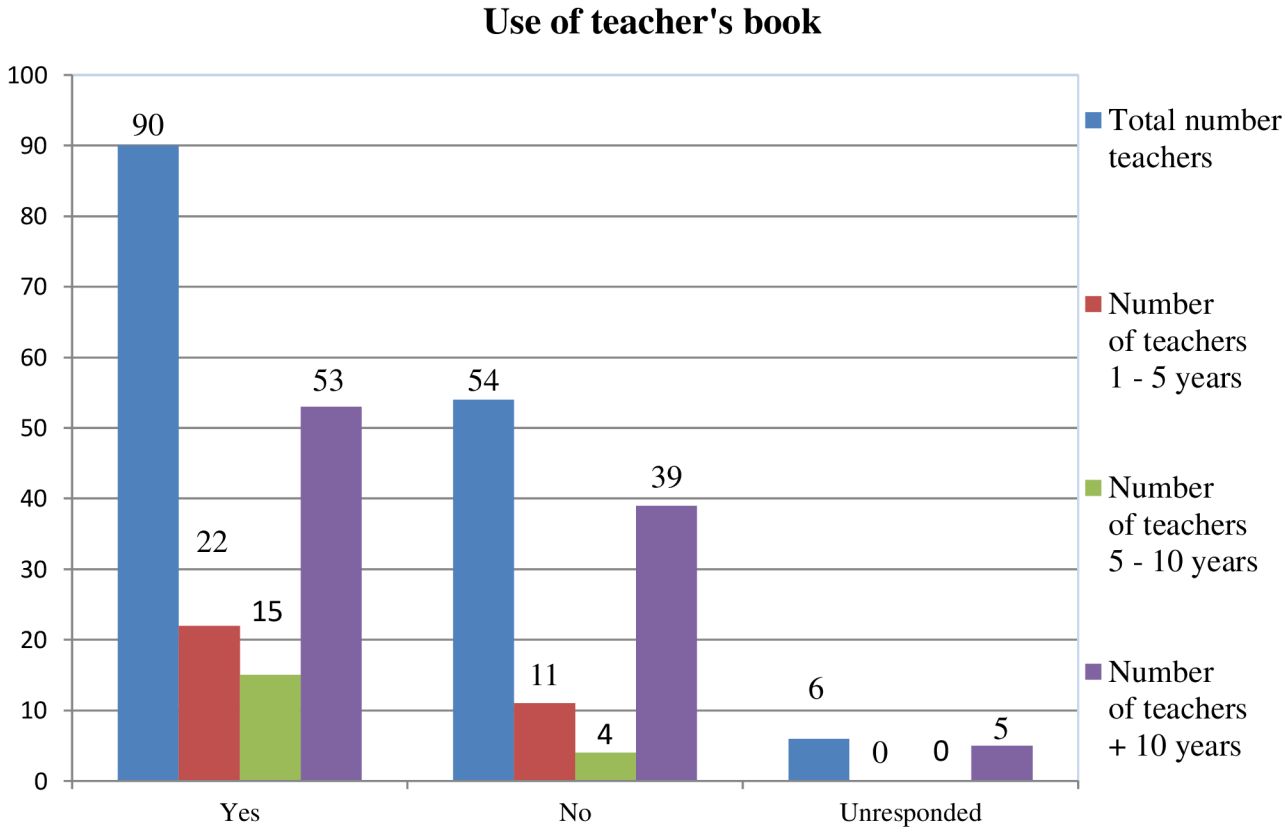


Question no. 19: Do you use the teacher's book for your lesson preparation?

Table no. 19

Use of teacher's book	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Yes	125	27	19	79
No	71	12	5	54
Unresponded	6	-	-	5

Graph no. 19



Most of the English teachers, 125 of them, use teacher's book for their lesson preparation. 71 teachers do not use teacher's book for their lesson preparation at all. Six English teachers did not provide their response to this question. 27 beginning teachers use teacher's book for their lesson preparation as well as 19 experienced teachers with teaching experience of more than five years. 79 highly experienced teachers with more than 10 years of teaching experience make use of teacher's book for their lesson preparation unlike 54 of them who do not use it.

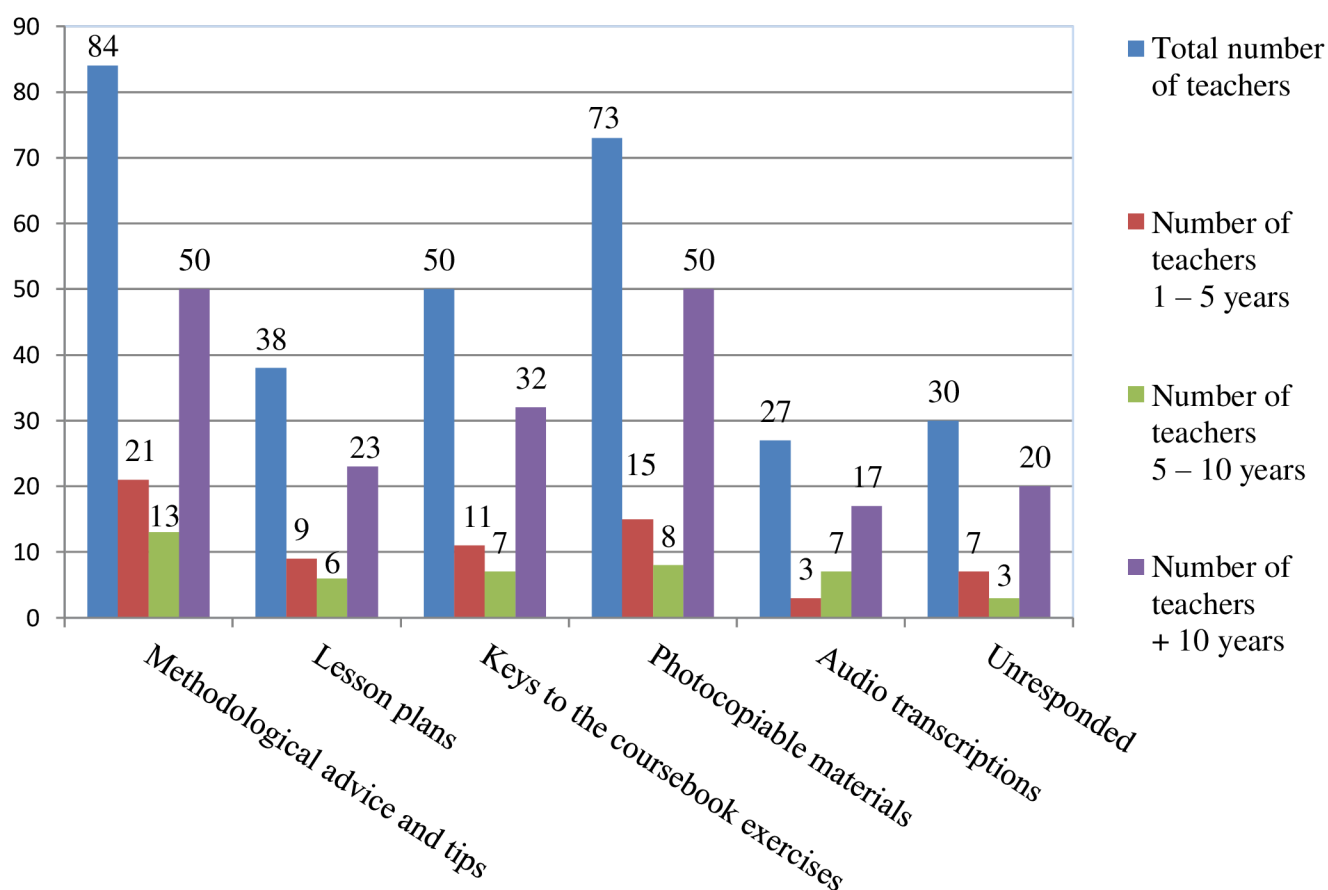
Question no. 20: What do you find the most beneficial in your teacher's book if you use it?

Table no. 20

Beneficial areas in teacher's book	Total number of teachers	Number of teachers 1 – 5 years	Number of teachers 5 – 10 years	Number of teachers + 10 years
Methodological advice and tips on extra activities	116	26	16	74
Lesson plans	43	9	7	27
Keys to the coursebook exercises	75	14	9	52
Photocopiable materials	106	18	10	78
Audio transcriptions	40	4	8	28
Unresponded	33	7	4	21

Graph no. 20

Beneficial areas of teacher's book



Most English teachers, 116 of them, find the most beneficial methodological advice and tips on extra activities in their teacher's book. 106 English teachers consider photocopiable materials in their teacher's book as the most beneficial. A great number of them – 75 English teachers, benefit from keys to the coursebook exercises during their lessons. 38 English teachers consider lesson plans very helpful for their lesson preparation. 40 English teachers benefit from audio transcriptions during their English lessons. 33 English teachers did not respond to this question. 26 beginning teachers consider methodological advice and tips on extra activities as the most beneficial part of their teacher's book. 16 teachers with teaching experience up to ten years also find methodological advice and tips very useful for their teaching. 74 highly experienced teachers find methodological advice and tips on extra activities as well as photocopiable materials the most beneficial for their lesson preparation. Greatly valued among the highly experienced teachers are also keys to the coursebook exercises. This area in the teacher's book was mentioned by 52 experienced teachers.

QUESTIONNAIRE FINDINGS IN RELATION TO RESEARCH HYPOTHESES

Hypothesis no. 1

More beginning teachers use a coursebook and its components than the experienced ones.

This hypothesis was proved partially. A coursebook itself is used by beginning and experienced teachers alike, 92 % beginning and also 92 % experienced teachers use a coursebook during their lessons. Nevertheless, there are more beginning than experienced teachers who use except a student's or a pupil's book also a workbook, audio CDs, DVDs and tests. On the other hand, more experienced teachers use a teacher's book, CD-ROM and online coursebook materials.

Hypothesis no. 2

Experienced teachers use global coursebooks more than beginning teachers.

This hypothesis was proved. Most of the experienced teachers use a global coursebook. They stated mostly the title of coursebook from Project coursebook series and English File series which are both coursebooks produced by Oxford University Press. There are less beginning teachers who use a global coursebook, more of them use a local coursebook like Bloggers.

Hypothesis no. 3

Beginning teachers of English are more content with their coursebook than experienced English teachers.

This hypothesis was proved partially. Both beginning and experienced English teachers are content with their coursebook, nearly the whole number of them. Both they find listening and speaking activities as the most useful in their coursebook. Though, in some cases, experienced English teachers are more satisfied with the content of their coursebook. Nearly half of the beginning teachers lack something in their coursebook, especially activities for pair work and group work as well as grammar and writing practice. On the other hand, more than half of the experienced teachers do not lack anything in their coursebook. Accordingly, nearly half of the beginning teachers mentioned that they have to adapt their coursebook content - activities and exercises in general and those related to grammar. Both beginning and experienced teachers use other materials to supplement their coursebook. They both are satisfied with the variety of activities for teaching the four language skills, these are 22 beginning and 80 experienced teachers. This is nearly all of the whole number.

Hypothesis no. 4

Beginning teachers tend to follow the coursebook strictly for the whole lesson.

This hypothesis was not proved. Even though, most of the beginning English teachers do use their coursebook every English lesson, they do not use it for the whole time of the lesson. Nearly half of them mentioned they have to adapt some exercises and activities in their coursebook to suit better for their learners. Both beginning and experienced teachers use a global coursebook published by Oxford University Press. The first most used coursebook among both beginning and experienced English teachers is Project of all editions. The second most used coursebook is Bloggers which is more used by experienced teachers with more than 10 years of teaching experience.

Hypothesis no. 5

Beginning teachers use a teacher's book more often.

This hypothesis was proved. Beginning teachers of English, nearly all of them, make use of their teacher's book. The number of experienced teachers who use their teacher's book is much less. This is nearly half of the experienced teachers. Beginning teachers find methodological advice and tips on extra activities as well as photocopiable materials the most beneficial in their teacher's book.

Hypothesis no. 6

There is no difference in evaluation and selection criteria between beginning and experienced teachers.

This hypothesis was proved. Both beginning and experienced English teachers apply the same evaluation and selection criteria for their coursebook. They prefer suitability of the coursebook for the age and level of their learners. They evaluate highly design and well-structured layout along with additional materials. An important criterion is also emphasis on communicative function of language in the coursebook.

Hypothesis no. 7

Experienced teachers are given more possibility of choosing their coursebook according to their own criteria.

This hypothesis was proved. More than half of the experienced teachers with teaching experience from 5 – 10 years and over were given possibility of choosing their coursebook according to their own criteria. This number of teachers is 87. Only ten beginning English teachers stated that they could apply their own criteria when choosing a coursebook for their learners.

Hypothesis no. 8

Experienced teachers of English include more supplementary materials in their English lessons than beginning teachers.

This hypothesis was not proved. Most experienced and beginning teachers participating in the research use supplementary materials in their English lessons. Use of additional supplementary materials stated 85 teachers with more than 10 years teaching experience and 15 teachers with experience up to 10 years. There were 22 beginning teachers, nearly all of the whole number, who stated that they include supplementary materials in their English lessons.

Hypothesis no. 9

Beginning teachers take more advantage of using support from the publisher of their coursebook.

This hypothesis was not proved. Less than half of the beginning English teachers use some kind of publisher's support. On the contrary, more than half of the English teachers with 5 – 10 years of experience or more than 10 years of experience take advantage of using support from the publisher of their coursebook. They mainly use online versions of their student's book or workbook, coursebook presentation tool or online exercises along with extra materials and photocopyables.

13.2 OBSERVATION OF ENGLISH LESSONS AT TWO PRIMARY SCHOOLS

For the purpose of English lesson observations two primary schools in Ostrava were chosen. These were primary schools where I did my teaching practice and for that reason I used the opportunity to observe a few English lessons led by both beginning and experienced teachers. During the observations I wanted to focus on the role of coursebooks in the teaching practice of teachers not only in a common primary school, but also in a primary school which puts emphasis on teaching the English language. These selected schools were a common primary school called Základní škola logopedická in Ostrava – Hrabůvka and a primary school with extensive English language teaching called Základní škola generála Zdeňka Škarvady in Ostrava - Poruba. The observations of English lessons were conducted both in primary and lower-secondary grades.

13.2.1 RESPONDENTS OF THE OBSERVATION

The respondents were three English language teachers in each primary school teaching pupils from 3 – 5 grade and three English teachers teaching pupils from 6 – 9 grade. The classes are smaller than usual ones, not more than 14 pupils, because of their special needs. The primary grades use the coursebook Happy Street published by Oxford University Press. The lower-secondary grades use the coursebook Bloggers by Klett publishing house.

13.2.2 OBSERVATION TOOL

During the lesson observations a self-made observation form was used. This form was prepared on the basis of the previously stated research hypotheses. The form consists of 12 items on which the observer was focused during the observation time. The most important items to focus on was the length of English teaching practice of the English teacher, the usage of coursebook, its components during the lessons and duration of language work based on coursebook, coursebook and other teaching materials used for teaching the four language skills, adaptation of coursebook activities, the usage of supplementary coursebook materials, online teaching resources in the lesson as well as for homework.

The English lesson observation form used during the observations is attached after the description of the observed English lessons.

ENGLISH LESSON OBSERVATIONS IN PRIMARY SCHOOL ZÁKLADNÍ ŠKOLA LOGOPEDICKÁ, OSTRAVA - HRABŮVKA

BEGINNING ENGLISH TEACHER 1

Teacher description:

This lesson was conducted by a beginning English teacher whose teaching practice is less than five years. He is originally a history teacher. He also teaches English classes.

Class description: The class grade was six.

Kind and title of the coursebook, used components of the coursebook package:

The teacher used a local kind of coursebook from Bloggers series. The coursebook was the only component used from the whole coursebook package.

Supplementary materials and other teaching tools for teaching the four language skills: The teacher did not use any supplementary materials or other teaching tools

Language aim of the lesson: The aim of the lesson was to practice telling the time and reading.

Introduction of the lesson:

At the beginning of the lesson the teacher asked the pupils some basic questions based on the coursebook exercise like “How are you?” “Where are you from?”, etc.

Main part of the lesson:

The teacher practiced telling the time with the whole class. He was writing the time on the board and asking the pupils to tell it in the whole sentence e. g. It is a quarter past three. After this exercise the teacher asked the pupils to open their coursebooks in order to check their homework. It was based on the translation of Czech sentences - questions which they had to translate into English language – e. g. Do you like my sister? Does he learn English?

After that, the teacher asked the pupils to open their coursebooks and read an article about school clubs. Their task was to match each student about whom they were reading, with the corresponding school club. After completing the task, the pupils checked their answers with the teacher.

End of the lesson, homework assignment:

At the end of the lesson the pupils were not given any homework.

BEGINNING ENGLISH TEACHER 2

Teacher description:

This lesson was conducted by beginning English teacher whose teaching practice is less than five years.

Class description:

The grade of the class was four.

Kind and title of the coursebook, used components of the coursebook package:

The teacher used a local coursebook from Bloggers series 2 during the whole lesson, a coursebook presentation tool.

Supplementary materials and other teaching tools for teaching the four language skills:

He also incorporated some interactive practice material into the lesson – the coursebook presentation tool with online version of the student's book.

Language aim of the lesson: The aim of the lesson was mainly to practise past simple tense especially of irregular verbs.

Introduction of the lesson:

At the beginning of the lesson the teacher asked the students to listen and repeat some most common irregular verbs. He showed them the page from the student's book on the interactive board.

Main part of the lesson:

After the introduction, the teacher practiced the past tense of irregular verbs with the learners by doing some exercises in the coursebook. After that, the pupils were given a task to read and match some sentences about past events with proper pictures. After checking the exercise, the pupils were given a listening task. They had to listen to some sentences and write down missing words in these sentences using the proper past tense form of the irregular verb. Then they were working in pairs – asking and answering questions according to the pictures in the coursebook.

End of the lesson, homework assignment:

Last task was to listen to a few blog posts in the coursebook and underline verbs in the past tense. In the end the teacher asked some pupils to read the whole sentences with the underlined verbs.

BEGINNING TEACHER 3

Teacher description: This lesson was conducted by a beginning teacher with teacher experience from five to ten years.

Class description: The grade of the class was four.

Kind and title of the coursebook, used components of the coursebook package:

The teacher used a global coursebook from Happy Street series 1 and the accompanying workbook, CDs with audio recordings.

Supplementary materials and other teaching tools for teaching the four language skills:

The teacher used flashcards, a learning app Kahoot, tablets.

Language aim of the lesson: The aim of the lesson was to practise clothes vocabulary.

Introduction of the lesson:

First the teacher prepared a warming-up activity – a crossword with the theme of clothes and a matching game on the same topic which was made by the teacher in the learning app Kahoot. The pupils played the game individually on their tablets. After the warming-up the teacher checked the pupils' homework based on one of the exercises in their workbooks Happy Street 1. The pupils had to answer some questions properly according to the pictures.

Main part of the lesson:

The main part of the lesson was focused on the practice of clothes vocabulary. The teacher tried to revise the vocabulary in an entertaining way. They played a game together. The teacher showed a picture of some clothes and gave them a task – e. g. „Stand up who's got blue jeans“. If the pupils had blue jeans, they stood up, others who did not have blue jeans, remained sitting in their chairs. The teacher went on giving other orders of similar kind but changed the verb and the piece of clothing.

The lesson was continued with language work based on the Student's book Happy Street 1. The pupils were practising speaking skills by asking questions and giving answers according to the pictures in the coursebook. The speaking activity was then followed by a listening task – the pupils listened to the recording about clothes, the teacher stopped after each part of the listening and asked the pupils to repeat the questions using the phrase “how long”. After that activity, the teacher asked the pupils to close their coursebooks and open their Happy Street workbook and did one

exercise. The teacher asked the pupils about the pictures on the page and guess the measure of things in the picture like ruler, rubber etc.

End of the lesson, homework assignment:

At the end of the lesson the pupils were given homework – to revise clothes vocabulary again. They were told they will be writing a test next lesson. After setting homework, the teacher ended the lesson by a farewell greeting.

EXPERIENCED ENGLISH LANGUAGE TEACHERS

EXPERIENCED TEACHER I

Teacher description:

This lesson was conducted by an experienced English teacher whose teaching practice is from five up to ten years.

Class description: The grade of the class was 8.

Kind and title of the coursebook, used components of the coursebook package:

The class used a local coursebook from Bloggers series 3. During the lesson the teacher used the coursebook along with its coursebook presentation tool and the accompanying workbook, DVD and tests. There were not any adapted coursebook exercises or activities. The teacher used them the way they were presented in the coursebook. Duration of the language work based on the coursebook or a workbook was half the lesson.

Supplementary materials and other teaching tools for teaching the four language skills:

The teacher used other teaching material to supplement her lesson – a board game and an online game made in the Kahoot app.

Language aim of the lesson: The topic of the lesson was holiday. The aim was to practise holiday vocabulary.

Introduction of the lesson:

The lesson was started with questions from the teacher – Would you like to go on holiday? Then they all played a guessing game in which one of the pupils stood at the board and had to guess who he/she is according to the information given by other pupils in the class.

The game was followed by an interactive online activity – a kahoot game with holiday terms. The game had a form of a test.

Main part of the lesson:

After the test, the teacher asked the pupils to open their workbooks. The pupils read an article about Barcelona and then answered some questions about each paragraph of the article. The teacher displayed the page of the workbook with the text on the interactive board.

The listening practice was based on a video from the coursebook. It was about Leila coming to Prague. The pupils were asked to open their notebooks and take notes while watching the video which was shown by the teacher on the interactive board. The pupils' task was to watch and complete the sentences given in their coursebook. Then they did some speaking in pairs in which they asked each other what the girl Leila is going to do in Prague.

End of the lesson, homework assignment: At the end of the lesson the teacher did not give her pupils any homework which could be based on the coursebook or its other components.

EXPERIENCED TEACHER 2

Teacher description:

This lesson was conducted by an experienced English teacher whose teaching practice is more than ten years.

Class description: The grade of the class was six.

Kind and title of the coursebook, used components of the coursebook package:

The class used a local coursebook from Bloggers series 1. The duration of the language work based on the coursebook was half the lesson. The teacher also made use of other coursebook components like CDs and interactive practice material displayed on the interactive board.

Supplementary materials and other teaching tools for teaching the four language skills:

The coursebook and its coursebook presentation tool were used for teaching the four language skills. The teacher did not make any adaptations to the coursebook activities. There were used games in order to supplement the coursebook with other materials and tablets. During the lesson the teacher implemented the usage of online teaching tools – she used a game made in the learning app called Learningapps.org which every pupil played on their tablets.

Language aim of the lesson: The language aim of the lesson was to revise telling the time and practise description of rooms in the house.

Introduction of the lesson:

The lesson was started with an online interactive game in the learning app Learningapps.org. The game was followed by the revision of telling the time in which the pupils were asked to match the times in numbers with those in words. They did a follow-up exercise on their tablets in the learning app where they match the picture of the clock with proper time.

The lesson continued with presentations of the pupils who were asked to give their house presentation in which they described their rooms in their house or flat. They revised together the vocabulary related to the topic – parts of the house. During the listening practice the pupils listened to a description of a bedroom and their task was to tick corresponding pictures. Then they all check their responses. The teacher went on to revise the phrase there is... which the pupils had problems with.

End of the lesson, homework assignment:

The pupils were not given any homework based on the coursebook.

EXPERIENCED TEACHER 3

Teacher description:

This lesson was also conducted by beginning English teacher whose teaching practice is more than ten years.

Class description: The grade of the class was seven.

Kind and title of the coursebook, used components of the coursebook package:

The class used a local coursebook from Bloggers series 3. The duration of the language work based on the coursebook was less than half the lesson. During the lesson the teacher used the coursebook along with its accompanying workbook. Other coursebook components were not used by the teacher in this lesson. The teacher did not adapt any coursebook or workbook activities.

Supplementary materials and other teaching tools for teaching the four language skills:

The coursebook was used as a teaching material only for reading practice. Speaking and writing practice was carried out by using Bloggers 3 workbook. As a supplementary material the teacher used also a game. The teacher did not involve any online teaching tools into the lesson.

Language aim of the lesson:

The language aim of the lesson was the practice of the past tense of verb to be and the topic was daily schedule.

Introduction of the lesson:

The teacher began the lesson with a word game.

Main part of the lesson:

Then the pupils were given a translation task to translate some past tense sentences from Czech into English. The exercise was followed by a speaking practice in which the pupils worked in pairs and asked each other questions using the past tense. After that the pupils were asked to open their workbooks and do the exercise in which they used questions like “Where was...?” “Were they....?” Then the learners were given another task to rewrite statements into questions.

End of the lesson, homework assignment:

The end of the lesson was focused on writing practice. The pupils were given a task to reorder the words in order to make a sentence or a question. They had to write them down into their workbooks. The teachers did not set any homework for the pupils based on coursebook or other teaching materials.

ENGLISH LESSON OBSERVATIONS IN THE PRIMARY SCHOOL
SPECIALIZED IN TEACHING THE ENGLISH LANGUAGE – ZŠ ZDENĚKA
ŠKARVADY, OSTRAVA – PORUBA

BEGINNING ENGLISH TEACHERS

BEGINNING TEACHER 1

Teacher description:

This lesson was conducted by beginning English teacher whose teaching practice is between five to ten years.

Class description: The grade of the class was 7.

Kind and title of the coursebook, used components of the coursebook package:

The class uses a global coursebook from Project series – the fourth edition of this coursebook. The duration of the language work based on the coursebook was none because the teacher used its accompanying workbook. The teacher did not make use of any other components of the coursebook package.

Supplementary materials and other teaching tools for teaching the four language skills:

There was used variety of teaching materials other than the coursebook or workbook for teaching the four language skills. The teacher used its own test material and a website in order to supplement the workbook. During the lesson the teacher involved the usage of an interactive board in order to display a picture for the picture description.

Language aim of the lesson:

The language aim of the lesson was to revise the usage of modal verbs must/mustn't and practise picture description.

Introduction of the lesson:

The lesson was started by a test. The pupils were given a piece of paper with a table to be filled in. Then the teacher divided the rows of pupils according to two colours – red and blue. Each row was blue or red. The test was aimed on testing the knowledge of modal verbs must and mustn't. The teacher was dictating Czech sentence by sentence which contained a modal verb and the pupils' task was to decide what Czech translation, displayed on the interactive board, was correct. The pupils noted their answers into the table on their piece of paper.

After finishing the test and collecting all the pieces of paper, the teacher went through the test items and provided good answers.

Main part of the lesson:

The main part of the lesson was dedicated to speaking practice – a picture description. The teacher showed a picture of an island on the interactive board and asked the pupils to describe the picture. Then it was followed by a whole class discussion around the teacher’s question: ”What would you take to the island?” Together they had a lively discussion about their ideas and suggestions about what to take for their stay on the island.

End of the lesson, homework assignment:

The pupils were not given any homework based on the coursebook or the workbook.

BEGINNING TEACHER 2

Teacher description: This lesson was conducted by a beginning English teacher whose teaching practice is less than five years.

Class description: The grade of the class was 7.

Kind and title of the coursebook, used components of the coursebook package:

This class also used a global coursebook - Project fourth edition. The duration of the language work based on the coursebook was nearly the whole lesson. The teacher made use of listening material on CD which is part of the coursebook package. In the final part of the lesson the teacher used the Project fourth edition workbook and did two exercises with the pupils.

Supplementary materials and other teaching tools for teaching the four language skills:

There were not used any other supplementary materials along with the coursebook or the workbook. The teacher adapted one of the coursebook exercises. She developed extra speaking activity as a follow—up activity to the reading exercise.

Language aim of the lesson:

The language aim of the lesson was to practise the vocabulary related to environment and passive voice.

Introduction of the lesson:

The lesson was started by a mutual greeting “Good morning”. Then the teacher asked the pupils how they were doing that day and if they were ready for the lesson. The teacher introduces the pupils with the topic of the lesson – environment and asked the pupils to brainstorm what the word environment means. After discussing with the pupils about the term, the teacher asked the pupil to open their coursebooks Project fourth edition coursebook. Together they did a few exercises from this coursebook. First one was a reading exercise. The pupils’ task was to read some words like rainforest, icecap etc. in the columns and match them to their meanings. Then the teacher checked the answers and asked the pupils to translate the words.

Main part of the lesson:

Then the teacher proceeded with a listening activity, again in the coursebook. The pupils were listening to an article about environment protection. After listening they were asked to complete a few words which were missing in the article. The teacher wrote numbers according to the missing words on the board and called out a pupil by pupil to write the correct word beside the number on the board. After that the pupils read together the completed exercise in order to check the words. The teacher sometimes asked the pupils to translate some of the words. The exercise was followed by a speaking activity based on the pictures in the coursebook which accompanied the article which the pupils were reading.

In the last part of the lesson the teacher asked the pupils to put aside their coursebooks and open their workbooks. They were going through two workbook exercises. The first one was focused on matching the halves of the given words and the second one on using the expressions related to environment in the sentences. The pupils filled in the sentences with appropriate words.

End of the lesson, homework assignment:

Last task which was given to the pupils was a revision exercise aimed at using passive voice. The teacher revised the rules for using passive voice and then the pupils applied the rules practically. They looked for a sentence in their coursebooks which could be put into the passive voice.

The pupils were not given any homework at the end of the lesson.

BEGINNING TEACHER 3

Teacher description:

This lesson was conducted by a beginning English teacher whose teaching practice is from five to ten years.

Class description: The grade of the class was 6.

Kind and title of the coursebook, used components of the coursebook package:

This class used a global coursebook from Project series 2. The duration of the language work based on the coursebook was approximately half the lesson. The teacher did not use any other components of the coursebook package.

Supplementary materials and other teaching tools for teaching the four language skills:

During the warming-up activity the teacher used an online practice tool – Kahoot app exercise. There were incorporated into the lesson a few colourful pictures as supplementary materials along with the coursebook.

Language aim of the lesson:

The language aim of the lesson was to practise the present simple tense and past tense of irregular verbs along with the vocabulary related to nature – animals typical for different continents.

Introduction of the lesson:

The lesson was started by a mutual greeting “Good morning”. The teacher offered the pupils a warming-up activity which was aimed at the practice of present simple tense and past tense of irregular verbs. For this purpose he made a quiz in Kahoot learning app which is an online tool for teachers. The warming-up exercise was displayed on the interactive board. The teacher asked the pupils to read and fill in the sentences with the correct form of the given verb.

Main part of the lesson:

In the main part of the lesson the teacher prepared a speaking activity focused on the theme of nature. The pupils were divided into groups of three or four and given a set of colourful pictures of different animals living round the world. The pupils took turns in describing their chosen animal according to the picture and the other members of their group had to guess what animal the pupil

described. During the activity the teacher went round the class and provided help with the vocabulary or proper word order.

End of the lesson, homework assignment:

In the last part of the lesson the whole class discussed how they were successful doing the speaking. The lesson was finished by a mutual greeting “See you tomorrow”.

EXPERIENCED ENGLISH TEACHERS

EXPERIENCED TEACHER 1

Teacher description:

This lesson was conducted by an experienced English teacher whose teaching practice is more than ten years.

Class description: The grade of the class was 1.

Kind and title of the coursebook, used components of the coursebook package:

This class used a global type of coursebook from Happy House series. The teacher used only the Happy House Activity Book. She did not adjust any of its exercises.

Supplementary materials and other teaching tools for teaching the four language skills:

The teacher used some flashcards as supplementary materials during the lesson.

Language aim of the lesson:

The language aim of the lesson was to practise vocabulary related to daily life and habits.

Introduction of the lesson:

The lesson was started by a lively song during which the teacher gave to the pupils a few basic instructions like clap your hands, dance, and jump etc.

Then the pupils were given a test on the board. She wrote numbers to the pictures on the flashcards which put on the board. The teacher said a number and called out a pupil to tell the correct English word. The game continued with the row of flashcards – the teacher named the pictures on the flashcards one by one, and then it repeated the second time and asked the pupils to repeat the words after her. The teacher turned one of the flashcards down and asked the pupils what picture was missing. At the end of the flashcard game the teacher called out some pupils to come to the board and told them to point to the picture which she named.

In the main part of the lesson the teacher used Happy House workbook. The pupils were asked to complete the drawings of some pictures related to daily life and colour them according to the teacher's instructions – e. g. colour the towel red, the hairbrush is orange.

End of the lesson, homework assignment:

The lesson was finished very simple by the teacher telling the pupils just a farewell greeting “Goodbye until the next lesson”. The pupils were not given any homework.

EXPERIENCED TEACHER 2

Teacher description:

This lesson was conducted by an experienced English teacher whose teaching practice is ten years. The teacher is a native speaker who comes from Australia.

Class description: The grade of the class was 5.

Kind and title of the coursebook, used components of the coursebook package:

The teacher did not use any coursebook or a workbook during the lesson. He was using an interactive board and a presentation tool to support his teaching on this topic. I highly appreciate that the teacher incorporated real things into the lesson.

Supplementary materials and other teaching tools for teaching the four language skills:

The teacher used a bag with a lot of stuffed toy animals.

Language aim of the lesson:

The language aim of the lesson was to practise vocabulary related to Australian animals.

Introduction of the lesson:

The lesson was started with a warming-up activity. The teacher gave the pupils a bag with stuffed toys – Australian animals. He asked the pupils to take one animal out and say what it is. During the game the teacher shared fun facts about a typical Australian animal – koala.

Main part of the lesson

In the main part of the lesson the teacher gave a presentation about Australia and its unique animals. He used many pictures which were displayed on the interactive board during the presentation. During the presentation he described the looks and typical features of the animal and its life in Australia. He talked about animals like kangaroo, crocodile, dingho, termites, sharks or

dolphins. During the lesson the teacher tried to engage the pupils with his questions. There were a few pupils to engage in the discussion. The teacher spoke most of the lesson time and discussed the topic with only three to five pupils.

End of the lesson, homework assignment:

The teacher did not assign any homework for the pupils. The lesson was finished by a farewell greeting.

EXPERIENCED TEACHER 3

Teacher description:

This lesson was conducted by an experienced English teacher whose teaching practice is more than ten years.

Class description: The grade of the class was 4.

Kind and title of the coursebook, used components of the coursebook package:

The teacher did not use any coursebook or a workbook during the lesson. She was using an interactive board in order to show the pupils' presentations.

Supplementary materials and other teaching tools for teaching the four language skills:

There were not involved any supplementary materials into the lesson. It was a lesson in which the pupils were the most active and were speaking nearly the whole lesson time while presenting their work.

Language aim of the lesson:

It was a CLIL lesson and the language aim of the lesson was to practise geography terms.

Introduction of the lesson:

The lesson was started with an apology from one of the pupils who apologized for not being able to finish his presentation. The teacher accepted his apology and told him to be prepared to give his presentation during next lesson.

Main part of the lesson:

In the main part of the lesson the teacher asked pairs of pupils to come to the board and to give their presentations about one of the foreign countries they chose in the previous lesson. Each pair of pupils prepared their own unique presentation with basic facts and pictures about the foreign

country. Their task was to introduce the foreign country of their choice and share basic and interesting facts about this country.

During the presentations the teacher drew the pupils' attention to certain problematic grammar points. In most cases the teacher had to correct some of the pupils' incorrect pronunciation. At the end of each presentation the teacher asked other pupils to evaluate the presentation of the pair and ask follow-up questions regarding the information in their presentation. Some of the pupils acted very confidently but some were quite hesitant to participate in the presentation or following discussion.

End of the lesson, homework assignment:

The teacher expressed her appreciation for the work of the pupils on their presentations and their presentation skills. The lesson was finished with mutual farewell greeting. There was not set any homework.

13.3 FINDINGS OF ENGLISH LESSON OBSERVATIONS BASED ON OBSERVATION CATEGORIES

BEGINNING TEACHERS

Observation category no. 1: Kind of coursebook

Beginning teachers used mostly a global coursebook by Oxford University Press. Four teachers out of six used this kind of coursebook. Three teachers used a coursebook from Project series and one teacher used a coursebook Happy Street. Only two teachers used a local coursebook from Bloggers series produced by Klett publishing house.

Observation category no. 2: Used components of coursebook package

Most of the beginning teachers, five of them, used a student's book. Four teachers made use of an interactive practice material. Three teachers used also a workbook and two of them used some CDs as well. One of the beginning teachers used a test. There was not any teacher who used a teacher's book or DVDs during their English lessons.

Observation category no. 3: Duration of language work based on coursebook

Three beginning teachers used their coursebook half the lesson time while two of them used the coursebook the whole lesson. One of the beginning teachers made use of the coursebook less than half the lesson.

Observation category no.4: Teaching material used for teaching four language skills

Beginning teachers used for teaching the four language skills mostly coursebooks. Five beginning teachers used their coursebook for teaching reading skills; four of them used it for speaking skills. Three beginning teachers used their coursebook for listening and writing practice.

Observation category no. 5: Adapted coursebook activities

Beginning teachers mostly did not adapt their coursebook exercises and activities. Five of them did not adjust their coursebook material at all. Only one teacher did adapt some of the coursebook activities.

Observation category no. 6: Usage of supplementary materials

Only two teachers did not use any other teaching materials to supplement their coursebook. Three of them used extra materials on coursebook presentation tool and two teachers EMPLOYED some flashcards and games.

Observation category no. 7: Included online teaching tools

Most of the beginning teachers, four of them, included some online teaching tools into their English lessons.

EXPERIENCED TEACHERS

Observation category no. 1: Kind of coursebook

Experienced teachers mostly use a local coursebook. One of the teachers used a global one. Three experienced teachers did not use any kind of coursebook during their lesson.

Observation category no. 2: Used components of coursebook package

Experienced teachers mostly use a student's book and a workbook from the coursebook package. These were three teachers who used either a student's book or a workbook during their lessons. Two teachers also made use of a coursebook presentation tool.

Observation category no. 3: Duration of language work based on coursebook

Experienced teachers exploited their coursebook material for quite a short time during their lessons. Only two teachers used their coursebook half the lesson. One of the experienced teachers made use of their coursebook less than half the lesson.

Observation category no.4: Teaching material used for teaching four language skills

Most of the experienced teachers rarely used their coursebook for teaching the four language skills. They used a workbook or other teaching materials like online practice tools, presentations on an interactive board or worksheets.

Observation category no. 5: Adapted coursebook activities

All experienced teachers did not adapt any of their coursebook activities.

Observation category no. 6: Usage of supplementary materials

Five of the six experienced teachers did use some kind of supplementary materials. These were a board game, online activities and games in learning apps, flashcards and real objects like a bag and stuffed toys.

Observation category no. 7: Included online teaching tools

Four experienced teachers included some kind of online teaching tools into their lessons. They used online learning apps and a coursebook presentation tool provided by its publisher as well as an interactive board for presentations.

13.4 FINDINGS OF THE ENGLISH LESSON OBSERVATIONS IN RELATION TO SELECTED RESEARCH HYPOTHESES

Hypothesis no. 1

More beginning teachers use a coursebook and its components than the experienced ones.

This hypothesis was proved. Beginning teachers do use more a coursebook and also more components of its coursebook package during their English lessons.

Hypothesis no. 2

Experienced teachers use global coursebooks more than beginning teachers.

This hypothesis was not proved. Experienced teachers used more local coursebooks or no coursebooks at all during their English lessons.

Hypothesis no. 3

Beginning teachers of English are more content with the coursebook than experienced teachers of English.

This hypothesis was proved partially. Both beginning and experienced teachers do not adapt their coursebook activities. On the other hand, experienced teachers supplement their coursebook more with other teaching materials like online practice tools, games and flashcards.

Hypothesis no. 4

Beginning teachers follow the coursebook strictly for the whole lesson.

This hypothesis was proved partially. Only three beginning teachers follow their coursebook the whole lesson. Other three teachers spend less time working with the coursebook. Nevertheless,

most of the beginning teachers do not adapt their coursebook activities for their English lessons but supplement the coursebook with other teaching materials.

Hypothesis no. 5

Beginning teachers use a teacher's book more often.

This hypothesis was not proved. There was not any beginning teacher who used a teacher's book.

Hypothesis no. 8

Experienced teachers of English include more supplementary materials in their English lessons than beginning teachers.

This hypothesis was proved. There were more experienced teachers, five of the whole number, who did include supplementary materials in their English lessons. By contrast, there were fewer beginning teachers, four of them, who included some kind of supplementary materials in their English lessons.

Hypothesis no. 9

Beginning teachers take more advantage of support from the publisher of their coursebook.

This hypothesis was not proved. Both beginning and experienced teachers took advantage of support from the publisher of their coursebook in the form of some extra practice materials, especially a coursebook presentation tool or online teaching tools. Beginning teachers do not take advantage of publisher's support more than the experienced ones.

14. VIEW OF SELECTED PUBLISHING HOUSES REGARDING THE ENGLISH TEACHERS' SUPPORT

14.1 OXFORD UNIVERSITY PRESS

Oxford University Press publishes a wide range of coursebooks for English language teaching. The survey among English teachers revealed that most of the teachers use a coursebook from its Project series or Happy House series.

All the ELT consultants of Czech and Slovak branch office of Oxford University Press were addressed via email with request to provide information on their coursebook support and cooperation with English teachers.

There were sent a number of questions to the representatives of Czech branch office of University Press in the Czech Republic. As the publisher does not gather information related to the length of teaching career, the questions were formulated in general. All the questions were responded by one of the ELT consultants, Martina Kaňová, even though all the representatives were addressed with the request for information. The questions and responses were given in Czech language as only Czech and Slovak consultants were addressed. For the purpose of my thesis the translation into English language of all the questions and replies is provided below.

Q.: Which coursebooks of your publishing house English teachers demand the most?

R.: *We have various coursebook ranges aimed at certain age group, type of school. Primary teachers use the most coursebooks of Happy series, the third edition, Explore series and Project the fourth edition. Secondary teachers demand mostly Solutions the third edition, Life Vision and English File.*

Q.: Do English teachers order the whole coursebook package or only some coursebook components? What popularity does the teachers' book receive and how is it used by teachers?

R.: *Teachers mainly use student's book, a workbook and a teacher's book. Teacher's book and entry codes for digital coursebooks are provided for teachers free of charge. Primary English teachers make orders of so-called resource packs with flashcards, posters, DVD etc.*

Q.: What English teachers appreciate the most, what do they perceive as a plus in contrast to coursebooks produced by other publishing houses? In what aspects are your coursebooks unique?

R.: *Teachers appreciate the most systematic approach, coursebook structure, high quality of listening material and our individual approach to schools.*

Q.: What do you want to improve in order that English teachers will be more satisfied with your coursebook?

R.: *Wider range of coursebook offer for primary schools, more digital and other coursebook components.*

Q.: How do you obtain the feedback from English teachers about their satisfaction with your coursebooks?

R.: *Visits to schools, interviews with teachers.*

Q.: How do you involve English teachers into evaluation and piloting of the coursebook? How is the process of piloting conducted?

R.: *This question was not replied by the Oxford representative.*

Q.: Are the teachers initiating the contact with you regarding the use of Bloggers coursebook in their lessons? How do they contact you the most often?

R.: *Teachers make contact with us very often, via email or a phone call.*

Q.: What support by your publishing house can English teachers use, do you provide any specific support for beginning teachers?

R.: *We provide instructions, presentations at schools online or directly in the place, seminars, conferences and trainings.*

14.2 KLETT PUBLISHING HOUSE

Klett publishing house produces English coursebooks both for primary and secondary schools. For the use of primary schools there is Bloggers coursebook package produced while for secondary schools there is Funpark coursebook package.

There were sent number of questions to the representatives of Czech branch office of Klett publishing house in the Czech Republic. All the questions were responded by its editor Jana Stejskalová and her two colleagues.

The questions and responses were given in Czech language as the representatives are all of Czech origin and the branch office of Klett publishing house resides in Czech Republic. As the publisher does not gather information related to the length of teaching career, the questions were formulated in general. For the purpose of my thesis the translation into English language is provided. The responded questions are available below.

Q.: Which coursebooks of Klett publishing house English teachers demand the most?

R.: *Primarily they demand Bloggers coursebooks and two-volume workbook for pupils. Teachers mainly order for themselves teachers' books and tests, as well as interesting supplementary materials suitable for home revision and online quizzes, for example made in Kahoot. Teachers are given teacher's book for free.*

As for Funpark, a coursebook for primary schools is being sold as a learner's pack and teacher's pack. The learner's pack includes "a working" coursebook with a code for interactive coursebook, creative portfolio with maps of individual progress and also a notebook for home preparation. The components of the learner's or teacher's pack are not sold separately.

Q.: Do English teachers order the whole coursebook package or only particular coursebook components? What popularity does the teachers' book receive and how is it used by teachers?

R.: *Primary schools buy mostly Bloggers workbooks and Funpark coursebook which connects features both of a coursebook and a workbook. Coursebooks are bought by schools themselves and further lent to their pupils from the school's fund. Teachers also buy workbooks for their pupils and the costs are paid by pupils' parents. As for the teacher's book, it is more used by young beginning teachers who do not have enough teaching experience. The more experienced teacher, the less usage of teacher's book.*

Q.: Is your coursebook offer aimed at particular types of schools?

When it comes to Bloggers coursebook, this type of coursebook is not suitable for primary schools specialized on English language teaching due to its slower progress. On the other hand, this coursebook gained its popularity among the teachers of practical schools for students with special needs. However, the coursebook was not intended to be used by this type of schools. Bloggers coursebook suits them even though they manage to use only one or two volumes during the whole study time.

Q.: In what aspects are your coursebooks unique? What English teachers appreciate the most, what do they perceive as a plus in contrast to coursebooks produced by other publishing houses?

R.: English teachers appreciate internal differentiation of the coursebook, especially extra activities for “weak” learners and learners with special needs. They also value a lot of games and activities incorporated into the coursebook material, videos, charts, mind maps, picture dictionaries, interesting projects. One of the most valued features of the Bloggers coursebook range is its interactive support and modern graphics which is appealing to learners.

When it comes to Funpark coursebook, teachers highly value two-in-one format of the coursebook which is linking of a coursebook and a workbook together. Teachers appreciate the most its graphic and content attractiveness for pupils and teachers alike, detail elaboration, ingenuity, differentiation of tasks, slow progress, continuity of all the coursebook components. They also see as a plus the coursebook format and wide range of interactive coursebook materials.

The coursebooks are written by Czech teachers of English in cooperation with the native speakers. For instance, Funpark coursebook is produced in cooperation with one teacher from small village school, another one from a large school and one teacher from private Prague school. The whole team working on the coursebook production reflects current teaching reality in the Czech Republic, not in Great Britain.

Q: What do you want to improve in order that English teachers will be more satisfied with your coursebook?

R.: We would like to create an application in which all the teaching materials and lesson plans will be stored and at hand for English teachers.

Q: How do you obtain feedback from English teachers regarding their satisfaction with your coursebooks?

R.: *From the information which is gotten through the business representatives who are in regular touch with the teachers. There are also call centre operators who are responsible for calling the teachers and asking them to provide their feedback. The whole phone calls are noted in the questionnaire designed for this purpose.*

We pilot the coursebooks before the coursebook release, we use online questionnaires. We get direct feedback from our representatives who are in close contact with English teachers who use Bloggers coursebook. Some of the teachers send their feedback spontaneously via email messages.

Q: How do you involve English teachers into evaluation and piloting of the coursebook? How is the process of piloting conducted?

R.: *We enter into partnership with selected schools and their teachers of English. Then these schools and their teachers are provided with free printed coursebook materials along with audio and video as well as other supplementary materials free to download. Teachers are asked to give their opinion on the coursebook after teaching a lesson based on using the coursebook materials. They are asked to evaluate the content of the coursebook, its graphic layout and features like the font size, colors, illustrations, photos, charts, their processing and appropriateness. The coursebook is altered according to the teachers' feedback.*

We do a vast research among English teachers. Each coursebook is piloted before its release in the market. The teachers involved in piloting the coursebook are given an extensive online questionnaire. Many teachers communicate with the publishing house representatives directly by mail or a phone call. The representative goes to visit the teachers in schools and sit in on their English lessons.

Q.: Are English teachers themselves proactive at addressing you with regards to your coursebooks being used in their lessons? What way do they use the most?

R: *Yes, they are very active in communication with us. English teachers like to share their experience, knowledge and opinions with us. I communicate mostly with primary teachers and I appreciate our cooperation very much. Last time I asked them to send us some paintings on the theme of Funpark coursebook and my email was overflowing with beautiful pictures.*

In most cases the teachers contact us via email or by phone.

Q: What support can English teachers receive from your publishing house? Do you provide some specific support for beginning English teachers?

Apart from printed and supplementary materials which are produced as a part of the coursebook package we prepare online webinars available to English teachers for free. During these webinars teachers are given information on the whole coursebook package and tips how to use the coursebook material. The teachers' book is written in Czech language and contains methodological tips which can make lesson preparations for beginning teachers easier.

We hold a lot of online webinars and seminars on various topics. We offer the teachers microseminars held at their schools, organize accredited seminars and all-day conferences. Methodology support of coursebook is very vast, we think about the needs of beginning teachers while writing the coursebook. The lesson plans are written in detail, we offer teaching tips of all kinds – how to manage the class, we point at some possible complications during the lesson. The teacher's book is expanded on exercises designed for learners with special needs. This teaching material is intended to be used by teaching assistants. There is described a way how to work with such learners during English lessons or how to adjust a certain exercise to their needs.

14.3 FINDINGS OF THE PUBLISHING HOUSES' VIEWS IN RELATION TO RESEARCH HYPOTHESES

Hypothesis 1: **Beginning teachers use a coursebook and its components more often than the experienced ones.**

Findings: It was proved. It was discovered that there is no difference between beginning and experienced teachers in case of both publishing houses. Both beginning and experienced teachers use a coursebook and its components in a similar way.

Hypothesis 2: **Experienced teachers use global coursebooks more than beginning teachers.**

Findings: It was proved in case of Klett publishing house and teachers using their coursebooks Bloggers and Funpark. Their local coursebooks are equipped with bilingual instructions and notes in order to provide support for new English teachers who are just starting to teach English.

Hypothesis 3: Beginning teachers of English are more content with their coursebook than experienced teachers.

Findings: It was proved. Teachers using coursebooks by Klett publishing house were described by its representative as being the most demanding, especially those with more years of experience. Teachers, both beginning and experienced, are content especially with wide range of activities, interactive support and modern lay-out of coursebooks as well as extra materials for learners with special needs. Oxford coursebooks are highly valued by teachers for its structure and listening material. There is no difference between beginning and experienced teachers.

Hypothesis 5: Beginning teachers use a teacher's book more often.

Findings: It was proved. According to the Oxford and Klett publishing houses' representatives, beginning teachers of English do use a *teacher's book more often as they have greater demand for it. Oxford University Press provides the teachers with free teacher's books. A teacher's book is given to each teacher automatically after the purchase of coursebooks for their class.*

Hypothesis 6: There is no difference in evaluation and selection criteria between beginning and experienced English teachers.

Findings: It was not proved. Both Oxford and Klett representatives did not provide any information on using the same evaluation and selection criteria by teachers. On the contrary, teachers using Klett coursebooks showed to be more demanding regarding the coursebook evaluation and selection as they demand more variable coursebook material rich in extra materials appealing to their young learners. On the other hand, teachers using Oxford coursebooks are not so demanding and the Oxford consultants mentioned only a few criteria important for teachers to consider when evaluating a coursebook.

Hypothesis 7: Experienced teachers are given more possibility of choosing their coursebook according to their own criteria.

Findings: It was not proved as only a Klett representative provided a reply regarding teachers' involvement in selection and evaluation process. In case of Klett, not all teachers and school are addressed but there are only some to be selected. These schools and teachers are given free coursebook material to teach a lesson with. The process is called "piloting the coursebook", after that those teachers evaluate the coursebook and give their opinions on the coursebook via extensive online questionnaire focused on all features of the coursebook.

Hypothesis 8: Experienced teachers of English involve more supplementary materials in their English lessons than beginning teachers.

Findings: It was not proved. All English teachers using Oxford or Klett coursebooks do not have much reason for using other supplementary materials apart from the coursebook package. According to the responses of both publishers' representatives, their coursebook packages have plenty extra materials on their own.

Hypothesis 9: Beginning teachers take more advantage of using some kind of support by the publisher of the coursebook.

Findings: It was proved in case of Oxford as well as Klett publishing house. Users of Oxford coursebooks contact their publisher very often. In case of Klett, especially primary English teachers are eager to communicate with their publisher.

SUMMARY

Main aim of the research was to discover what role coursebook plays in teaching practice of beginning and experienced teachers of English.

There were also set four partial aims to be accomplished. First partial aim was to learn about possible differences in the attitude of beginning and experienced teachers of English toward the use of a coursebook and its components. Second partial aim was to discern the ways of evaluating and selecting a coursebook by beginning and experienced teachers of English. Third partial aim was to describe the ways of using a coursebook by beginning and experienced teachers of English. The last partial aim was to identify level of dependency of English language teachers on their coursebook and its publisher. These aims were achieved through selected quantitative and qualitative methods of questionnaire, observation and inquiry of publishers.

Method of questionnaire helped to identify differences between beginning and experienced teachers in using their coursebook and its components. This method brings also information on the most common criteria teachers apply for their coursebook evaluation and selection. Third partial aim was accomplished by using a qualitative method of observation. Observations took place in real-life English lessons and enabled to describe how English teachers use their coursebook during their English lessons. The fourth partial aim was reached through the application of method of inquiry. For this purpose inquiry of two main publishing houses was carried out. Findings from the inquiry identified the level of dependency of English teachers and their teaching on coursebook and its publisher's support.

The research showed the importance of the role of coursebooks for English teachers no matter the length of their teaching practice. It was also revealed how broad and significant topic is the role of coursebook for managing English lessons. Teacher trainees and beginning teachers have the opportunity to receive basic knowledge of the topic of coursebook and its role in the work of English teacher. I am convinced that my thesis can shed light on the vast topic of coursebook usage not only for current English teachers but also for teacher trainees as well as representatives of main publishing houses who can benefit from my research findings. I believe that my thesis can be a good contribution to enhancement of the awareness about this topic along with elicitation of more interest in coursebooks among English teachers.

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LIST OF TABLES

Table 1 Type of school

Table 2 Years of teaching experience

Table 3 Participation in choosing a coursebook

Table 4 Important areas of coursebook for teachers when choosing a coursebook

Table 5 Kind of coursebook used by English teachers

Table 6 Title of coursebook used by English teachers

Table 7 Publisher of coursebook

Table 8 Use of coursebook

Table 9 Frequency of coursebook use

Table 10 Satisfaction with the coursebook content

Table 11 Useful content of coursebook

Table 12 Coursebook components

Table 13 Supplementary materials

Table 14 Activities for teaching the four language skills

Table 15 English language system coverage

Table 16 Adaptation of the coursebook content

Table 17 Publisher's support

Table 18 Lack of the coursebook

Table 19 Use of teacher's book

Table 20 Beneficial areas of teacher's book

LIST OF GRAPHS

Graph 1 Type of school

Graph 2 Years of teaching experience

Graph 3 Participation in choosing a coursebook

Graph 4 Important areas of coursebook for teachers when choosing a coursebook

Graph 5 Kind of coursebook used by English teachers

Graph 6 Title of coursebook used by English teachers

Graph 17 Publisher of coursebook

Graph 8 Use of coursebook

Graph 9 Frequency of coursebook use

Graph 10 Satisfaction with the coursebook content

Graph 11 Useful content of coursebook

Graph 12 Coursebook components

Graph 13 Supplementary materials

Graph 14 Activities for teaching the four language skills

Graph 15 English language system coverage

Graph 16 Adaptation of the coursebook content

Graph 17 Publisher's support

Graph 18 Lack of the coursebook

Graph 19 Use of teacher's book

Graph 20 Beneficial areas of teacher's book