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BAKALÁŘSKÁ PRÁCE

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Principles of Character Education
and Moral Values in English Student Books

Prohlášení

Prohlašuji, že bakalářská práce byla vypracována samostatně, za použití zdrojů, které jsou uvedeny v seznamu použité literatury.

V Olomouci dne

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Hana Pálešová

Poděkování

Týmto by som sa chcela poďakovať vedúcej bakalárskej práce Mgr. Barbore Bačíkovej za odborné vedenie, cenné rady a pripomienky, za trpezlivosť, čas a ochotu počas písania záverečnej práce. Rovnako by som sa chcela poďakovať aj mojej rodine za ich podporu, pomoc a ich dôveru vo mňa.

Annotation/Anotace

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Název v angličtině:	Principles of Character Education and Moral Values in English Student Books
Zvolený typ práce:	Bakalárska (Bc.) Výzkumná práce – přehled odborných poznatků
Anotace práce:	<p>Tato práce se, jak již název napovídá, zabývala pojetím výchovy charakteru a morálních zásad. Jejím cílem bylo zjistit, zda se výchova k charakteru objevuje v pedagogické praxi, konkrétně v učebnicích angličtiny. Z hlediska aspektů výchovy charakteru bylo analyzováno šest učebnic pro studenty anglického jazyka.</p> <p>Práce se dále zabývala různými pohledy na problematiku výchovy charakteru, důvody jejího významu, kritérii její účinnosti a její roli v akademickém prostředí. V praktické části práce bylo hlavním cílem najít konkrétní příklady charakterové výchovy a výuky morálních hodnot v učebnicích angličtiny.</p> <p>Aby bylo možné tohoto cíle práce dosáhnout, bylo třeba se zabývat skutečným významem pojmů "morální hodnoty" a "charakter", které jsou v tomto tématu nejdůležitější. Později byly identifikovány prvky výchovy k charakteru v učebnicích a bylo popsáno, jakým způsobem lze výchovu k charakteru začlenit do výuky anglického jazyka.</p>
Klíčová slova:	charakter, výchova k charakteru, morálka, hodnoty, etická výchova, hodiny angličtiny, učebnice

Anotace v angličtině:	<p>This thesis, as the title suggests, dealt with the concept of character education and moral principles. Its aim was to find out whether character education appears in pedagogical practice, more specifically in student books. Six English language student books were analyzed for aspects of character formation.</p> <p>The thesis further discussed different perspectives on the issue of character education, why it is important, criteria for its effectiveness and its role in the academic setting. In the practical part of the thesis, the main objective was to find specific examples of character education and teaching of moral values in student books.</p> <p>In order to achieve the goal of this thesis, the real meaning of the terms "moral values" and "character", which are the most important concepts in this topic, had to be discussed. Later, the elements of character education in student books were identified and how character education can be incorporated into English language lessons was described.</p>
Klíčová slova v angličtině:	character, character education, morality, values, ethics education, English lessons, student books
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Introduction

The bachelor thesis is a research work – a review of professional knowledge, which is aimed at summarizing the current state of the defined topic. The aim is to describe the professional knowledge in the addressed area while observing the ethical rules for thorough referencing of literature sources. In the bachelor's thesis, various sources of information have been searched and studied and then processed into a logical follow-up thesis. The practical part of it is a comparison of the acquired theory with the actual use of character education and the reflection of values in English language student books. The features of the use of character education and its principles in student books and teaching materials were sought and analysed, and thus the extent to which they are applied in the classroom was expressed and evaluated.

The thesis focuses on the principles of character education and moral values in English language teaching. The aim of the thesis was to find out whether character education appears in pedagogical practice, more specifically in selected student books, and to analyse to what extent and in relation to what topics it is embedded in the evaluated teaching materials.

We searched for and focused on the different parts of six student books, mainly intended for second-grade primary school pupils, which are used as teaching aids in the educational process in grades 5-9 of primary school. We examined the chapters listed in the contents of the student books and their specific parts, which to some extent relate to developing character of a person, or are directly or indirectly related to character education. We looked for specific examples of character education and moral values education that are included in the student books used. We also focused on aspects of character education in the aggregate and we analyzed the aspects of character education.

1 Character

“Nothing is more important for the public wheel than to train up youth in wisdom and virtue.”

Ben Franklin

Values and character education development usually occurs over a number of years and within a number of environments. Since family members are the first individuals with whom one comes into contact, the influence of the family continues to be extremely important to a child's character and values development. This fact is particularly appropriate in the preschools and early school years. As students progress through public schools, their education must provide instructional opportunities, explicit and implicit, that help them develop their beliefs about what is right and good.

Heraclitus, the Greek philosopher, said that character is destiny. He meant that character shapes the destiny of every individual, every human being. And the destiny of a society as a whole as well. Cicero once stated that the welfare of a nation lies in telling the truth. Essayist Lance Morrow emphasizes that transmitting values is crucial for the progress of civilization.

Looking back at history, we are reminded that civilizations have a lifecycle – they rise and eventually decline. Their downfall occurs when the moral foundation weakens and fails to pass on essential virtues and strengths of character to future generations (Lickona, 2004).

Both performance and moral character are integral to and cultivated through all areas of academic work. Teaching academics and developing character are intertwined and mutually supportive. When implemented effectively, these two aspects occur simultaneously, reinforcing one another (Nucci, Narvaez, Krettenauer, 2014).

Historian Arnold Toynbee observed that, out of twenty-one significant civilizations, nineteen perished due to internal moral decay rather than external conquest. Over a century ago, Ralph Waldo Emerson delivered a lecture at Harvard University, affirming that character holds greater importance than intellect. Psychiatrist Frank Pittman writes that the stability of our lives relies on our character. It is character, not merely passion, that sustains marriages and fulfills the vital task of raising children into responsible and productive citizens (Lickona, 2004).

The relationship between character and academics can be better understood by adopting an expanded definition of character. Four significant roles that character plays in academic life are performance character, which encompasses qualities like work ethic, self-discipline,

perseverance, initiative, and teamwork. Performance character is essential for students to excel in their academic endeavors, while moral character fosters positive relationships within the classroom (Nucci, Narvaez, Krettenauer, 2014).

In an imperfect world, character empowers people to endure, overcome hardships, and transcend misfortunes. Stephen Clover asserts that to achieve success, one must first strive to do good. Parents naturally desire their children to succeed, but they instinctively understand that success devoid of qualities like honesty, responsibility, kindness, and determination in the face of adversity lacks true value (Lickona, 2004).

Students develop their moral character through engagement with schoolwork, such as providing constructive feedback, exploring ethical issues, and contributing to real-world problem-solving through service projects (Nucci, Narvaez, Krettenauer, 2014).

Novelist Walker Percy once remarked that some individuals may excel academically but struggle to navigate life. Similarly, an old proverb suggests that in living a fulfilling life, an ounce of character outweighs a pound of intelligence. As a society, we are now rediscovering this timeless wisdom.

Schools are increasingly focusing on character education, recognizing its significance. We have become more concerned about the character of our government and corporate leaders, having painfully learned that expertise without ethics poses a threat to society. Life is a moral and spiritual journey, requiring a dependable inner compass (Lickona, 2004).

Character is a complex concept with a number of overlapping facets (Department for Education, 2019, p. 6-7). Character is commonly linked to attributes like integrity, honesty, dignity, and thoughtfulness. Consequently, an individual of character possesses admirable traits and is greatly esteemed. Character development occurs within the social context, influenced by education and upbringing (Okruhlicová and Zelina, 1997, p. 33).

According to Berkowitz and Bier (2009, p. 132-142), character is described as a complex set of psychological characteristics that motivate an individual to be a moral agent who is inclined to perform virtuous acts.

Character is a multifaceted concept that is characterized by a variety of interrelated components. We have identified four key dimensions that can influence the way schools develop their wider offer for children and adolescents:

- Demonstrating persistence in achieving distant goals, recognizing the relationship between current efforts and future rewards, persevering to solve problems, and learning from setbacks when they occur;

- the cultivation and acquisition of positive moral qualities, often referred to as 'virtues', which may include, but are not limited to, qualities such as courage, truthfulness, generosity, honesty, modesty and a sense of justice;

- developing social confidence and the ability to express opinions or arguments effectively and constructively, to listen actively to the views of others, to show courtesy and politeness, and to communicate persuasively to an audience;

- awareness of the importance of ongoing commitments that contribute to a meaningful and satisfying life, such as commitments to a partner, a profession, a local community, a faith or a personal philosophy. This supports individuals in establishing deep relationships and adds stability and permanence to their life endeavors (Department for Education, 2019, p. 6).

In addition, character encompasses attitudes, behaviors, motivation, and skills (Battistich, 2005). Possession of character goes beyond avoiding negative behaviors; it involves the realization of positive development in various aspects - intellectual, social, emotional, and ethical. In summary, character is a psychological equipment determining a person's behavior, which indicates a person's willingness to perform virtuous acts based on his or her beliefs about the rightness of such actions (Kemdikbud, 2017, p. 1-58).

Research suggests that certain character traits can improve academic performance, school engagement and attendance. Literature revealed the following findings:

- Strong self-efficacy, or confidence in one's own abilities, is associated with better performance, increased persistence, and increased interest in academic tasks;

- children who exhibit high levels of intrinsic motivation, driven by intrinsic factors rather than extrinsic rewards, show greater persistence and academic achievement;

- demonstrating effective self-control, including the ability to delay gratification, is associated with higher levels of academic achievement;

- possessing effective coping mechanisms that contribute to resilience is associated with better benefits.

"Character" encompasses a comprehensive understanding of thoughts, emotions, and actions. According to Harrison, Bawden, Rogerson (2016, p. 6-7), we distinguish 4 types of virtues. Firstly, moral virtues. They enable us to navigate effectively in a variety of situations in different areas of experience. In English, the virtues that have emerged in this area are mainly respect, honesty, integrity and dignity. Secondly, they distinguish civic virtues. These virtues are essential for individuals to actively participate as responsible citizens and develop political literacy. A component of strong character involves actively demonstrating civic virtues for the betterment of both others and society as a whole. In the case of the English language, there was

no curiosity, conscientiousness, nor focus. Other type of virtues are intellectual virtues. They enable us to act and think correctly in certain situations. They are necessary for the search for knowledge, truth and understanding. In civic virtues, community spirit appeared in English language, but there was no neighbourliness. Lastly, performance virtues can be used for both good and bad purposes, qualities that allow us to manage our lives effectively. The highest value of these virtues is that they are the instruments and means of moral, civic, and intellectual virtues. In terms of performance virtues, we can see perseverance, confidence and optimism in English. But resilience and grit, motivation and ambition, and drive have not appeared there. Nietzsche's innovative educational approach revolves around the challenging process of self-development (*Bildung*), the reassessment of personal values, and the continual endeavor to surmount challenges (*will to power*). This enables us to cultivate virtues that enhance life and avoid vices that lead to decadence and feebleness.

The German term "*Bildung*" encompasses various meanings, including "education," "culture," "formation," "shaping," "setting up," among others. However, none of these translations fully encapsulate its significance. Translating it simply as "education" would diminish its conceptual richness. "*Bildung*" encompasses much more than education; it involves aspects such as self-cultivation, self-development, self-formation, self-control, self-mastery, self-discipline, self-determination, self-government, and more. All human action manifests as a will to power, and this is why power is a constitutive aim of action (Stolz, 2023).

Personality traits also encompass unwavering determination, which is integral to resilience. Resilience, in essence, embodies adaptability, flexibility, durability, perseverance, agility, steadfastness, and the ability to bounce back swiftly from adversity. In the endeavors of individuals who effectively navigate life's challenges, certain personality traits often emerge, significantly aiding them in their struggles. These traits can be characterized as a refusal to surrender and a relentless pursuit of overcoming obstacles. This attribute is commonly referred to as "unyielding perseverance." Research on resilience in children and adolescents has revealed that it stems from a blend of the child's self-reliance and their willingness to seek assistance from others in times of hardship (Machová and Kubátová et al., 2009, s. 133).

Dewey suggests that character education should change its teaching methods, focusing on inreflective morality and incorporating value judgment as a practical process. Character education should not separate from regular courses, but should reflect the moral significance of all relevant knowledge and emphasize the importance of the moral environment, such as community, family, or museums.

Dewey also believes that character education should contribute to a new social order by modifying the social order. He believes that the school has the power to modify the social order, and character education should provide a traditional and fixed definition of each virtue, which may maintain the traditional social order. However, Dewey criticizes this approach, arguing that our conceptions of moral education have been too narrow, formal, and pathological. Bohman suggests that we should not primarily concern ourselves with the control of human nature but rather participate in an active response to traditional ideals and norms. The knowledge of traditional moral principles does not help individuals assess those principles, and we should encourage students to develop a new and modern social order. In traditional society, males have authority in leadership, while females usually have the virtue of obedience. By recognizing that value is unfair for females, we can critique the settled social order and begin to create a new social order (Dewey, 2024, p. 138).

Throughout history, inquiries into the formation of the moral individual have been shaped by two fundamentally divergent and sometimes conflicting perspectives. On the one hand, there are those that highlight the direct cultivation of habits, dispositions, and virtues, while on the other hand, there are those that emphasize cognitive aspects, particularly moral reasoning and judgment. Simply put, this conflict reflects a longstanding difference between character and moral education. However, maintaining a clear distinction between these two traditions has become increasingly challenging due to advancements in various areas.

Contemporary efforts to comprehend and elucidate the development of the moral person are notably intricate, drawing from a plethora of ideas and approaches spanning multiple academic disciplines. These advances move beyond the basic dichotomy, expanding into traditions and constructs not traditionally associated with moral and character education (Walker and Thoma, 2017).

2 Character Education

“Intelligence plus character-that is the goal of true education.”

Martin Luther King

Teaching a child fundamental skills like reading, writing, and arithmetic, or engaging them in recreational activities, demonstrates a certain pedagogical skill on the part of the teacher. Contemporary pedagogy has made significant strides in this area. However, the challenge lies in imparting moral values and nurturing character, which has been a perennial concern but is especially pertinent today. In theory, we understand that education involves not only transmitting knowledge but also shaping the morally upright aspect of an individual's personality. However, the question arises: Can we effectively accomplish this task? Is it feasible at all? Are there established methods for achieving it? Comenius regarded character formation as one of the paramount aspects of education, stating in the Great Didactic that "a learned but immoral person is the burden of the earth" (Komenského metoda výchovy k dobru).

Why character Matters? Character education is rooted in the overarching understanding of individuals and society. A thriving society relies on the presence of morally upright individuals, highlighting the significance of character in societal well-being. Ensuring the moral development of students holds equal importance to nurturing the character of educators. Character education predominantly occurs within the family, followed by broader community and cultural contexts, including schools, and extends throughout one's lifetime. Within educational settings, character education permeates all subjects, although in some cases, it may be reinforced through dedicated courses such as ethics education. Regardless of their subject area, teachers inevitably influence the character development of their students. Therefore, the key consideration is not whether character formation occurs in the educational process, but rather how it is approached: intentionally, systematically, and purposefully, or inadvertently, reactively, and inconsistently. The objective of character development is to explore, analyze, and foster the phenomenon of character formation. Its focus extends beyond individual character development to encompass the creation of institutional, social, and cultural environments conducive to holistic human development (Výchova charakteru).

“The aim of our studies is not just to know what virtue is, but to become good.”

Aristotle

Character education has ancient roots dating back to philosophers like Aristotle, who believed that the purpose of life is to thrive, requiring good character. Today, character education is integrated into various aspects of life, including family, school, and work. Schools and teachers play a crucial role in fostering character development by engaging students in discussions, debates, and critical evaluations of moral dilemmas. They also provide experiences that challenge character, followed by reflection. Good character encompasses several virtues, with the ability to discern right from wrong being paramount. Character education is foundational in education, guiding children and young people towards becoming better individuals by instilling virtues and values. The Teaching Character Through Subjects program highlights how teachers can integrate character development into their lessons across various subjects. The publication emphasizes the importance of making connections between subject matter and character education to show that character and academic achievement are complementary. It emphasizes the need for character education to be intentional, organized, and reflective in everyday teaching practices to avoid being overlooked (Artur, 2016, p. 3).

Character education is not new. Schools used a wide variety of curricular and extra-curricular activities to provide character education. These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability (Department for Education, 2019, p. 6,7).

The primary objective of effective character education is to empower students with the critical thinking skills necessary to make informed decisions within the framework of a democratic society. It's essential to recognize that character and virtue are not solely religious or paternalistic concepts. Contrary to the notion of character education being paternalistic, empirical research suggests that it aligns with the desires of students and parents. Character education is an ongoing process in schools, not something that can be put on hold until students reach a certain age. Therefore, the pertinent question regarding a school's character education strategy is not whether it exists, but rather, whether it is intentional, organized, and reflective, or if it occurs inadvertently, unconsciously, reactively, and haphazardly. The emphasis on character and virtue is not about conserving traditional values or focusing solely on individual improvement. Instead, its ultimate goal is to foster social and institutional conditions conducive to the flourishing of all individuals. This requires collective contributions from all members of society to ensure equal opportunities for everyone to thrive. Central to creating these conditions is an ethos of cooperation and mutual goodwill. Additionally, foundational necessities such as adequate nutrition and healthcare are essential for developing the virtues, capabilities, and

understanding necessary for both individual flourishing and constructive participation in society (A Framework for Character Education in Schools, 2017, p. 2).

Character is not only formed in adolescence, but it is formed throughout the entire preceding and following development. Nevertheless, in adolescence we must speak with great seriousness about the character of a young person and pay special attention to his upbringing, because in this period the character is predominantly being established, it is being shaped, the traits that remain typical for the individual throughout his life are being consolidated.

Forming one's own character, a solid ethical foundation that would enable one to do the right thing even in difficult situations, is the most difficult task in life. The foundation of ethics is not only discerning between right and wrong, but also doing good when it would be easier to succumb to wrong. Already in adolescence the understanding of evil acquires a subjective reflection in guilt, in regret for loss of self-control, in remorse, and in good resolutions. At this time, the moral ideal begins to form as a mental image, as a complex picture of perfect morality, moral action, and the perfect morality of man. Gradually, the ethical focus shifts more and more to inner morality.

In adolescence, moral views, moral convictions and moral qualities are deepened and strengthened. The adolescent no longer only understands the importance of moral convictions, but also feels the need to form them. Whereas in puberty morality was cultivated by external education, in adolescence education is transferred to the subject and becomes self-education. The adolescent focuses his self-educational efforts no longer on various individuals, but on the character as a whole, on his own moral profile in accordance with a model and a moral ideal (Končeková, 2005, p. 226).

Character Education is the process by which favorable traits of one's personality are cultivated, promoted, and strengthened through exemplification, the study of the histories and biographies of exemplary individuals, and the practical application of emulating observed and learned behaviors (Huit, 1997). It has a rich historical background, drawing attention from influential figures in the field of psychology, including Rousseau, Dewey, Piaget, Brown, Berkowitz, Lickona, and Lovat (Berkowitz, 1997, p. 11-41).

Character education has ancient roots dating back to philosophers like Aristotle, who believed that the purpose of life is to thrive, requiring good character. Today, character education is integrated into various aspects of life, including family, school, and work. Schools and teachers play a crucial role in fostering character development by engaging students in discussions, debates, and critical evaluations of moral dilemmas. They also provide experiences that challenge character, followed by reflection. Good character encompasses several virtues, with

the ability to discern right from wrong being paramount. Character education is foundational in education, guiding children and young people towards becoming better individuals by instilling virtues and values. The Teaching Character Through Subjects program, funded by the Department of Education, highlights how teachers can integrate character development into their lessons across various subjects. The publication emphasizes the importance of making connections between subject matter and character education to show that character and academic achievement are complementary. It emphasizes the need for character education to be intentional, organized, and reflective in everyday teaching practices to avoid being overlooked (Harrison, Bawden, Rogerson, 2016).

Character education is an integral aspect of schooling, and most educators view it as a fundamental part of their professional duties. Contemplation of character development and the desired traits in students should lie at the core of teaching and educational practices. Initially, students acquire virtues through the guidance of parents and teachers, who serve as role models and moral guides. To be an effective teacher, one must embody or strive to embody certain virtues: those of good character and a dedication to the values they impart. The character and ethical conduct of educators are more crucial than their personalities or teaching styles, and are as vital as their mastery of subject matter and instructional techniques. Teaching with integrity extends beyond imparting knowledge and skills; it involves fostering an environment where character discussions are encouraged within the school community. This ensures that virtues permeate all aspects of teaching and learning across subjects. Moreover, educators demonstrate commitment to the inherent excellence or moral qualities of the subject matter, such as craftsmanship, critical thinking, linguistic eloquence, and profound understanding (A Framework for Character Education in Schools, 2017, p. 9). Such dedication is essential for students to recognize the value of their studies and engage in meaningful work that aligns with their personal growth and values. While the importance of character education is becoming increasingly evident, teachers frequently express struggles with moral uncertainty and a lack of confidence in their roles as role models and character educators. Numerous empirical studies highlight teachers' challenges in addressing ethical dilemmas in the classroom. Despite many educators showing interest in moral issues, they often lack adequate training to engage students in critical reflection on moral values effectively. Unfortunately, the recent emphasis on character education has not significantly influenced teacher education and training. Contemporary policy discussions often prioritize amoral, instrumentalist approaches focused on competencies, rather than embracing normative perspectives on individuals within the broader context of their lives. This reluctance to incorporate character education into teacher

preparation programs may stem from an overly narrow focus on academic achievement and classroom management (A Framework for Character Education in Schools, 2017, p. 9).

Character comprises various interconnected dimensions. In one of the resources, there were pinpointed four significant facets that can guide schools in shaping their broader offerings for children and young individuals (Department for Education, 2020).

Firstly, the capacity to sustain motivation towards distant objectives, recognizing the connection between current exertion and future rewards, enduring and persisting through challenges, and gaining insights from setbacks as they arise. Then the acquisition and cultivation of positive moral qualities, often referred to as 'virtues', which encompass traits such as courage, honesty, generosity, integrity, humility, and a commitment to justice, among others. Furthermore, developing social confidence and the skill to articulate points or arguments effectively and positively, paying careful attention to others' opinions, exhibiting politeness and proper etiquette, and speaking compellingly to a group. And lastly, recognizing the significance of enduring commitments that shape a prosperous and meaningful existence, such as commitments to a spouse, partner, profession, local community, faith, or personal worldview. This fosters the establishment of strong foundations, providing stability and endurance to lifelong pursuits (Department for Education, 2020).

To understand character education more, Robert McGrath, a professor of psychology from Fairleigh Dickinson University introduced features of the proposed character education prototype (McGrath, 2018, p. 26). The program should be based in school and have a structure. It should also assess specific psychological attributes, address identity, moral growth, holistic growth and also the development of practical wisdom. The objectives of character education are typically articulated in a school's mission statement, reflecting its dedication to fostering the moral development of its students. Each school must define the type of individuals it aims to cultivate and articulate the underlying philosophy guiding its educational approach. This philosophy should entail clear ethical standards for both students and teachers, with educators serving as role models to instill virtuous qualities in students. Schools should offer opportunities for students to not only engage in critical thinking and action but also to comprehend what it means to mature and reflect as individuals. Moreover, schools should equip students with the skills and values needed to navigate life's challenges, prioritizing preparation for the realities of life over a mere focus on academic assessments (A Framework for Character Education in Schools, 2017, p. 9).

Students will develop the skills to courteously express gratitude, apologies, requests for assistance or permission, and offers of assistance. They will also learn to discern the distinctions

between their own cultural customs and those of their peers from diverse countries, analyzing and comparing the similarities and differences. Additionally, they will acquire the ability to make commitments or pledges, politely offer, accept, or decline offers or requests, and articulate their opinions while providing justifications for their viewpoints. Moreover, they will be able to communicate naturally in everyday situations, adhering to the cultural norms of the language being learned. Furthermore, they will learn to differentiate between opinions and factual information presented in a text and recognize external factors affecting understanding, such as the mood and relationships between individuals, like parents and children, teachers and students, or friends (Vujović and Backović, 2018, p. 41).

The Teaching Character Through Subjects initiative was grounded in the strong conviction that character education, whether implicit or explicit, has the potential and should be integrated into all academic disciplines, as well as the broader ethos, culture, and community of a school. The goal of the Teaching Character Through Subjects initiative was to produce innovative teaching materials that would motivate secondary school educators in England to foster essential character virtues in their students within their respective subjects. It also aimed to remind teachers that character development can occur simultaneously with other educational objectives such as academic success, behavior management, and preparing students for the workforce (Harrison, Bawden, Rogerson, 2016, p. 4). Integrating character education into the curriculum provides students with opportunities to understand the significance of character, acquire vocabulary related to virtues, engage in activities that promote exploration of character traits, and create space for self-reflection on their own strengths and areas for improvement in terms of character. This publication presents sets of instructional resources illustrating how character virtues, such as honesty, integrity, resilience, community spirit, tolerance, and conscientiousness, can be instilled through 14 curriculum subjects. From the outset, the project underwent a thorough evaluation process to rigorously assess the effectiveness of the teaching and learning materials, ensuring their suitability for use. The Teaching Character Through Subjects initiative underscores the notion that character and intellect are not only fundamental to quality education but also mutually reinforcing aspects of it (Harrison, Bawden, Rogerson, 2016, p. 4).

According to Kate Bell, in a country where English is not the primary language, an EFL class is made up of students who come from the same linguistic and cultural background (Note: EFL – English as a Foreign Language, refers to learning and using English as an additional language in a non-English speaking country) (Bell, 2011). The teacher often serves as the only native

speaker they encounter. Outside of the classroom setting, students have minimal opportunities to use English. For some individuals, the pursuit of English proficiency may not bring immediate practical benefits. In addition, their exposure to English-speaking culture is usually limited and often filtered through distorted portrayals in media such as television or music.

Character education in EFL classrooms refers to the integration of moral and ethical values alongside language learning. It involves promoting positive character traits, such as respect, empathy, responsibility, honesty, and fairness, while teaching English language skills.

The goal of character education in EFL classrooms is to develop well-rounded individuals who not only acquire language proficiency but also demonstrate good character and citizenship. It aims to foster students' personal and social development, as well as their language abilities, in order to prepare them to be responsible global citizens. English instruction begins at the elementary level, so the phrase "teaching English for young learners" is commonly employed in the EFL domain, as elementary students are considered young learners (Adriyant, 2021).

Character education in EFL classrooms can be implemented through various instructional strategies and activities. Teachers can incorporate discussions, role-playing, storytelling, and real-life scenarios to engage students in exploring moral dilemmas and making ethical decisions using English language skills. They can also incorporate literature, films, and other authentic materials that highlight moral and ethical issues.

By integrating character education into EFL classrooms, educators aim to create a positive and supportive learning environment that encourages students to reflect on values, develop empathy, and make responsible choices. This approach helps students not only become proficient English speakers but also grow as individuals with strong character traits and a sense of social responsibility.

Bones (2010) suggests that character education programs focus on a range of specific character traits for students. Additionally, he presents six universal character pillars that can be integrated into the teaching and learning process. These pillars are as follows:

- Trustworthiness: This trait refers to consistently demonstrating reliability and earning the trust of others over time.
- Respect: Respect involves being tolerant of others, accepting differences, and treating others with good manners.
- Responsibility: Responsibility means fulfilling one's obligations and being accountable for one's choices, without blaming others for their mistakes.
- Fairness: Fairness entails giving people what they need and treating everyone equitably, without favoritism or discrimination.

- Caring: Caring involves showing concern and empathy for others, demonstrating a genuine interest in their well-being.
- Citizenship: Citizenship encompasses contributing to one's family and community, actively participating in efforts to improve the community.

These six universal character traits, known as the pillars of values, can be applied not only in society but also within the classroom environment where teaching and learning occur. They serve as guiding principles for character development and moral education, fostering positive behaviors and attitudes among students.

One area where reasoning plays a significant role is in the acquisition and use of a second language. Studies indicate that learning another language can enhance cognitive control, resulting in improved mental focus, adaptability, and logical thinking. Reasoning comes into play during language learning as individuals must acquire skills that rely on logical frameworks. For instance, abilities like understanding words and sentences, interpreting context, and engaging in conversations necessitate executive cognitive functions (Deák, 2014, p. 287).

Learning a language, especially a foreign one, involves learning a set of language-specific rules. Each language usually has different grammar rules, sentence structures, syntax, and other patterns. These are learned by memorizing basic principles, which are then put into practice through conversational exercises. Reasoning plays a key role in trying to understand the linguistic framework of a second language. Explicit-deductive learning is used to understand categorical rules, while implicit-inductive learning is used to internalize typical patterns or associations (DeKeyser, 1995, p. 379).

In English language, there are different terms that serve as translations for the Czech word "učebnice," and they are closely related in form and meaning. The terms "student book", "coursebook" and "textbook," are commonly used interchangeably to refer to the same concept. According to the Cambridge Dictionary (2024), a coursebook is defined as "a book used by learners when they do a particular course of study," while a textbook is described as "a book that contains detailed information about a subject for people who are studying that subject" (University Press, 2022). Therefore, both terms are utilized in this thesis to refer to the same entity.

Průcha (1998) provides various definitions of a student book, which is initially perceived as a book containing illustrations and articles intended to aid students in studying specific school subjects. Initially, student books were viewed by educational experts as practical, routine tools of education, not warranting special attention. However, a notable shift occurred in the 1960s

and 1970s when scientific research and theories regarding the functions and characteristics of student books began to emerge internationally (Průcha, 1998, p. 11).

A student book can also be described as material utilized as the foundation for a course, whether it takes the form of a physical book or an online resource (Ur, 2012, p. 197). Another interpretation characterizes student books as repositories of knowledge for students, encompassing not only new discoveries but also imparting additional aspects of education such as attitudes, skills, values, and standards. According to Průcha (1998, p. 19), student books serve as instructional and educational resources for teachers, providing teaching content and facilitating the assessment of students' achievements and progress.

In certain educational contexts, it is evident that student books serve as the primary foundation for courses, while in others, they are entirely absent. A third scenario involves a compromise, where student books are utilized selectively, not necessarily in a predetermined sequence, and are supplemented extensively by additional materials (Ur, 2012, p. 197). Over the years, methodologists have engaged in ongoing debates regarding the utility of student books, with some questioning their role (Allwright, 1981), others advocating for their use (O'Neill, 1982), concerns raised about their potential to restrict teaching methodologies (Tice, 1991), arguments made in favor of their role in driving methodological changes (Hutchinson and Torres, 1994), and further discussions regarding their relative advantages (Harmer, 2001; Thornbury and Meddings, 2001).

3 Practical part – Student books analysis

In this bachelor thesis, we have analysed six student books designed mainly for second grade primary school students. However, these student books can also serve as a means of teaching English through courses that serve to reach English levels up to B2. All of these student books inspire and guide English learning through a variety of interesting texts and exercises. They are packed with stimulating topics and texts full of interesting and useful information that encourage students to form their own opinions and think critically. With the help of such interesting materials, English becomes more accessible and attractive to students.

In each of the English student books analysed, we focus on the character education sections, analysing: the scope of the character sections, the use of pictures, exercises, diagrams, discussion topics, types of activities (listening, writing, speaking, singing, drawing, answering questions, completions, matching, making questions, stories with lessons, self-assessment...). In the student books, we analyze various indicators.

3.1 Language in Use – developed values: morality, justice

The first student book, Language in Use, was published in 1997. The first chapter focused on character education is chapter 8, In the market-place, with a subchapter number 3, called Legal, decent, honest, truthful. It can be found on page 43 and takes up about half of the page. Students are presented with an advertisement and are encouraged to discuss some questions, for example why it was banned and what other reasons for banning advertisements might be. This chapter included many topics for discussion: Why do you think this advertisement was banned?; Think of what other rules might be; More questions to discuss: What do you think of some advertisements you have seen recently? Do you think they should be banned? Chapters in this student book focus on morality and justice.

In today's consumer-driven society, advertisements saturate our daily lives, influencing our perceptions, preferences, and purchasing decisions. However, the content and messaging of advertisements must adhere to certain ethical standards to ensure they are legal, decent, honest, and truthful. This section discusses the importance of maintaining integrity in advertising methods and highlights how character education helps navigate the complexities of the marketplace.

On page 43 of the student book, students are presented with an engaging exercise about ethical advertising. They are tasked with analyzing a specific advertisement that has been banned, accompanied by a picture of the advertisement in question. Through critical examination, students are encouraged to identify potential violations of ethical standards and consider why the advertisement was deemed unacceptable for public consumption.

To further deepen their understanding, students are provided with a set of six rules commonly employed by advertising companies. These rules serve as a framework for ethical advertising practices and encompass guidelines related to truthfulness, decency, and legality. Students must carefully evaluate the banned advertisement against these rules, selecting the ones they believe were violated and providing reasoned justifications for their choices.

Beyond the exercise, students are prompted to engage in reflective discussions about recent advertisements they have encountered. This discussion fosters critical thinking and encourages students to interrogate the ethical implications of various advertising strategies. By examining real-world examples and sharing their perspectives, students develop a nuanced understanding of the ethical challenges inherent in advertising and the broader impact on society.

Through active participation in these exercises and discussions, students not only deepen their knowledge of legal and ethical standards but also cultivate important character traits such as integrity, empathy, and social responsibility. They learn to discern between ethical and unethical practices in the market-place, empowering them to make informed and morally sound decisions as consumers and future professionals. Ultimately, this subchapter serves as a platform for character development, equipping students with the skills and values necessary to navigate the complexities of the modern market-place with integrity and ethical consciousness.

The chapter number 13 is called Right and wrong, where the title itself suggests that a certain moral aspect will be mentioned. The subchapter number 2 is titled: Was justice done? The selected section on page 68 is 1 page long. There is a text about an 82-year-old man who shot a burglar and must pay him £4000. Students are supposed to read the newspaper story and decide which of the opinions they agree with (Scale 0-5, 6 opinions). Then, there is an article titled Yes, justice was done. After reading it, they decide whether they have changed their mind about any of the opinions since reading the article.

In the journey of character education, exploring concepts of justice, morality, and ethical decision-making is paramount. This portion provides a stimulating scenario designed to encourage students to critically assess their comprehension of ethical principles, while also nurturing the growth of essential character traits like empathy, integrity, and critical thinking. Accompanied by a compelling newspaper story and a photo capturing the essence of the

scenario, students are presented with the case of an 82-year-old man who shot a burglar and is now required to pay him £4000. This real-life incident serves as a springboard for rich discussion and introspection, inviting students to grapple with complex ethical dilemmas and confront their own moral convictions.

To initiate the exploration, students are prompted to read the newspaper story and consider six different opinions on whether justice was served in this case. Using a scale ranging from 0 to 5, students rate their agreement with each opinion, reflecting on their initial reactions to the scenario. This exercise encourages students to recognize the diversity of perspectives surrounding moral issues and appreciate the nuances inherent in ethical decision-making.

Following the initial exploration, students engage more deeply with the article titled "Yes, Justice Was Done," which presents a compelling argument in favor of the court's decision. Guided by a series of probing questions, students analyze the article's content, examining the rationale behind the court's ruling and reflecting on its implications for the parties involved. Throughout this process, students are encouraged to engage in introspection and self-reflection, considering whether their initial opinions have shifted in light of the additional information provided in the article. This exercise fosters intellectual humility and openness to new perspectives, while reinforcing the importance of critical thinking in ethical deliberation.

Moreover, the scenario prompts students to empathize with the individuals impacted by the court's decision, including the elderly man and the burglar. By considering the complexities of the situation from multiple angles, students develop empathy and compassion, recognizing the humanity inherent in ethical dilemmas.

In conclusion, the exploration of the scenario on page 68 serves as a powerful catalyst for character development, challenging students to grapple with moral ambiguity, confront their own biases, and cultivate virtues such as empathy, integrity, and critical thinking. Through thoughtful reflection and dialogue, students deepen their understanding of right and wrong, laying a foundation for ethical decision-making in their personal and professional lives (ChatGPT, 1).

3.2 Project – developed values: communication, collaboration

Project is a student book published in 2001. Chapter number 4 is called Fitness and health, with a subchapter Expressing worries. It is approximately half a page long and the chapter can be found on page 37. Students are supposed to find expressions in the story to match to the pictures

and then think about whether they have any similar expressions in their language. Then, they are asked about the text: What does Dan say to reassure Katy? In the next exercise, they match the situations to the possible problems (What if ...) and make dialogues for the situations. Next, they work in a group and act out a story. In these chapters, students mostly improve their communication and collaboration.

In the realm of character education, nurturing empathy, resilience, and effective communication skills is essential. This section about worries offers students a platform to engage with emotions, cultivate empathy, and participate in constructive dialogue, establishing a foundation for emotional intelligence and effective interpersonal interactions.

Accompanied by a captivating narrative and a series of engaging activities, students are encouraged to explore the world of worries and anxieties, gaining insights into their own emotional experiences and those of others.

The narrative unfolds with a text about Dan expressing his concerns to Katy, setting the stage for a deeper exploration of worries and their impact on individuals' well-being. Through a series of interactive activities, students are encouraged to engage with the narrative on multiple levels, fostering empathy and understanding.

In the first activity, students are tasked with matching expressions in the story to corresponding pictures, encouraging them to visualize and contextualize the characters' emotions. This exercise not only enhances comprehension but also prompts students to reflect on the universality of emotional experiences.

Following this, students are prompted to consider whether similar expressions exist in their native language, fostering cross-cultural awareness and appreciation for linguistic diversity. This activity encourages students to recognize the commonality of human emotions while celebrating the richness of cultural expression.

Moving forward, students analyze Dan's reassuring words to Katy, exploring strategies for offering support and comfort to those experiencing worry or distress. This exercise emphasizes the importance of empathy and effective communication in alleviating anxiety and fostering emotional well-being.

In the subsequent activity, students engage in a thought-provoking exercise of matching hypothetical situations to potential problems, prompting them to consider the consequences of different scenarios. This activity encourages students to think critically and creatively, practising their problem-solving skills and emotional resilience.

Finally, students collaborate in groups of four to act out the story, bringing the narrative to life through role-play and improvisation. This collaborative activity promotes teamwork,

communication, and creativity, while providing students with an opportunity to empathize with the characters' experiences.

In summary, the activities on page 37 provide a comprehensive framework for exploring worries, emotions, and interpersonal dynamics in the context of character education. By engaging with the narrative and participating in interactive exercises, students develop essential social-emotional skills, laying a foundation for empathy, resilience, and effective communication in their personal and social lives.

The next selected chapter, number 7, Working together, with subchapter A Friends, is two pages long (p. 66-67). Firstly, students have a look at the traditional African fable. They are asked to say what animals are in the pictures and put the pictures in the correct order according to the story. They are also encouraged to talk about fables from their country. Students think about the moral of the story and move on to grammar exercises. Lastly, they look at 16 pictures and think about what is happening in them. Then they use them to give people advice, using correct grammar.

The section on working together offers a rich tapestry of learning experiences, drawing upon traditional African storytelling to impart valuable lessons on collaboration, problem-solving, and moral discernment. Through a series of interactive activities, students embark on a journey of discovery, exploring the power of teamwork and the wisdom of age-old fables.

In the opening activity, students encounter a traditional African fable featuring three animals depicted in four vivid illustrations. Through a combination of visual and auditory stimuli, students immerse themselves in the narrative, discerning the sequence of events and uncovering the moral lessons embedded within.

Following the story, students are prompted to reflect on its moral implications, probing deeper into the underlying themes of cooperation, resourcefulness, and mutual respect. This exercise encourages critical thinking and moral reasoning, empowering students to draw connections between the fable's timeless wisdom and their own lives.

In a grammar-focused activity, students develop their language skills by completing sentences with appropriate vocabulary and grammatical structures. This exercise reinforces linguistic proficiency while fostering an appreciation for precision and clarity in communication.

Building upon their grammatical knowledge, students are challenged to put verbs in the correct tense, reinforcing their understanding of verb forms and usage in context. This activity promotes language fluency and accuracy, equipping students with essential language skills for effective communication.

As students explore the rich tradition of storytelling, they are encouraged to share fables from their own culture, promoting cross-cultural exchange and appreciation for diverse narrative traditions. This activity celebrates cultural diversity while highlighting the universal themes and moral principles found in folk tales worldwide.

The section concludes with a dynamic visual exercise, prompting students to analyze sixteen distinct illustrations depicting various scenarios. Drawing upon the imagery, students offer practical advice and insights, fostering critical thinking and problem-solving skills.

In summary, the activities on page 66 provide a holistic learning experience, blending storytelling, language acquisition, and cultural exploration into a cohesive framework. Through engagement with traditional fables and interactive exercises, students develop essential skills and competencies, preparing them for success in both academic and real-world contexts (ChatGPT, 1).

3.3 Insight – developed values: compassion, kindness

Insight is a student book published in 2013. We selected the chapter (1B) Around the world, which starts with a text – Profile: Volunteer Africa. This part is 2 pages long and starts on page 6. Students are given 2 texts. They are asked questions: Where is Tanzania? What are people doing? Next, they read the profile from the magazine and are asked about 4 selected things from the text. Then they have to complete a text about volunteerism and discuss 2 photos, checking their answers and opinions by listening to a podcast. Finally, they complete a table with information and in pairs talk about volunteer projects. In these chapters, especially compassion and kindness are highlighted.

On page 6, students embark on a virtual journey to Tanzania, where they are shown the transformative power of volunteerism in shaping character and fostering global citizenship. Through a rich tapestry of text, images, and interactive activities, students are inspired to engage in meaningful service and develop essential character traits such as empathy, compassion, and social responsibility.

Students begin by locating Tanzania on a map and observing the activities of volunteers in the region. As students examine the photos depicting volunteer projects, they acquire insight into the various ways volunteers contribute to community development and positively affect the lives of others.

Next, students read a profile from a magazine, where the experiences of volunteers are vividly described. Through descriptive language and narrative storytelling, students face the challenges and rewards of volunteer work, gaining a deeper understanding of the personal and social significance of service.

Through a matching activity, students connect sentences to rules governing volunteer projects. By identifying key principles such as teamwork, respect for cultural diversity, and environmental stewardship, students learn about the ethical considerations and responsibilities associated with volunteerism.

Students engage in a pair discussion, generating questions about volunteer projects and exchanging insights and perspectives. Through collaborative inquiry, students develop critical thinking skills and deepen their understanding of the complexities of global issues and community development.

In a grammar exercise, they practice verb forms by completing a text about volunteerism. By putting verbs in the correct tense, students reinforce language skills while reflecting on the transformative nature of volunteer experiences.

Next, they analyze two photos depicting volunteer activities and discuss their observations. Subsequently, they listen to a podcast to validate their interpretations and gain additional insights into the motivations and experiences of volunteers.

Through active listening, students complete information in a table based on the podcast. By synthesizing information and discerning main ideas, students develop listening comprehension skills while deepening their understanding of volunteer initiatives in Tanzania.

The section concludes with a pair discussion, where students share their thoughts on volunteer projects and explore opportunities for future involvement. Through collaborative dialogue, students cultivate empathy, communication skills, and a sense of social responsibility, preparing them to become active global citizens committed to positive change.

Chapter 2, Places, with a subchapter 2B, The kindness of strangers, begins on page 18 and is 2 pages long. Students are provided with a wide range of exercises. They examine two different texts, each accompanied by a picture. Next, they discuss and express their thoughts about the emotions portrayed in the photo of a girl. Then they are asked to study a list of highlighted verbs. There is a story, where they identify the past simple verbs, and answer related questions. Following this, they practice converting verbs into the past simple tense. Students work in pairs to formulate questions and provide answers based on the story. They use given words to create an alternate ending for the story. Next, students listen to the actual ending and compare it to their own versions. They read about World Kindness Day and respond to related questions.

Afterward, they match sentences to corresponding rules. Lastly, students read about four different acts of kindness and complete sentences by putting verbs in the correct form. They conclude the lesson by sharing personal stories of kindness and discussing which act they believe was the most generous.

Page 18 offers students a rich tapestry of activities and texts about kindness and its role in shaping character. Through a diverse range of interactive exercises, students explore the intricacies of empathy, altruism, and human connection, thereby enhancing their comprehension of the moral aspects of interpersonal relationships.

The page opens with an evocative photo of a girl, prompting students to think about the emotions it elicits. Through discussion, students reflect on the significance of empathy in understanding the experiences and perspectives of others, laying the foundation for deeper exploration of kindness as a foundational virtue.

Students engage in a detailed study of highlighted verbs within a narrative context, developing their language skills while analyzing the structural elements of storytelling. By identifying past tense forms and examining their role in narrative construction, students deepen their appreciation for the linguistic nuances that add depth and meaning to the stories.

Reading a compelling story, students identify instances of the past simple tense and answer thought-provoking questions to demonstrate their comprehension of the narrative content. Through close reading and textual analysis, students glean insights into the thematic elements of kindness, resilience, and human connection embedded within the narrative fabric.

Building on their understanding of the past simple tense, students practice using verbs in context, consolidating their grasp of grammatical concepts while actively engaging with the narrative's plot and themes. Through targeted grammar exercises, students refine their language skills while exploring the expressive potential of storytelling.

Working in pairs, students generate thought-provoking questions and engage in meaningful dialogue based on the story's content. By fostering collaborative inquiry and discussion, this activity encourages students to articulate their ideas, share perspectives, and deepen their understanding of the narrative's underlying themes and motifs.

Students unleash their creativity by crafting alternative endings for the story, utilizing vocabulary provided to construct narratives that address themes of empathy, compassion, and moral growth. Through imaginative storytelling, students exercise their creative faculties while exploring the transformative power of narrative agency.

Listening to the actual ending of the story, students compare their own interpretations with the author's resolution, reflecting on the impact of different narrative choices and considering the broader implications for character development and moral reasoning.

Students read about World Kindness Day, an international celebration of compassion and generosity, and answer comprehension questions to deepen their understanding of the event's significance in promoting acts of kindness and fostering a culture of empathy on a global scale. Through a matching activity, students connect descriptions of acts of kindness with corresponding principles or rules, exploring the ethical considerations and moral values underpinning compassionate action. By examining the motivations and consequences of altruistic behavior, students deepen their appreciation for the moral dimensions of human interaction.

Reading about various acts of kindness, students practice verb forms by putting highlighted verbs in brackets into the correct past tense form, reinforcing language skills while reflecting on the capacity of small gestures to create profound positive impact in the world.

Finally, students reflect on personal experiences of kindness by sharing stories of times when they either extended help to others or received assistance themselves. Through storytelling and reflective writing, students cultivate empathy, gratitude, and a deeper appreciation for the interconnectedness of human experience, recognizing the transformative potential of kindness to shape character and foster meaningful connections within their communities (ChatGPT, 1).

3.4 English Plus – developed values: Courage, empathy

The fourth student book, English Plus, was published in 2010. Chapter number 8 is titled Expedition, with subsections Travel equipment and Rainforest survival. It starts on page 78 and it is 2 pages long. Firstly, students match the equipment with photos (12 photos), then listen and check. They move on to the Rainforest survival quiz and check their answers, discuss whether they agree with your result. After that, they complete the table with imperatives from the quiz and complete the sentences with the affirmative or negative imperative form of the verbs in the box (6 sentences). Next, there is a listening activity and students are asked 2 questions.

Finally, they invent dialogues using provided words and phrases. The main developed character traits in this part are courage and empathy.

Travel Equipment Matching Game: This game encourages students to collaborate in matching the equipment with corresponding photos. Emphasizing the significance of teamwork,

communication, and cooperation underscores the essence of achieving a shared objective. These qualities not only facilitate successful completion of the task but also exemplify positive character traits. Traits like empathy, responsibility, and respect for others' perspectives are illuminated through such collaborative efforts, fostering a sense of unity and understanding among students.

As students take the Rainforest Survival quiz, it's essential to prompt them to consider the rationale behind their answers. Encouraging them to reflect on their decision-making process fosters critical thinking and ethical reasoning. By exploring the potential consequences of various choices, students not only navigate the complexities of the quiz but also cultivate virtues like integrity, resilience, and moral courage. This exercise serves as a valuable opportunity for students to develop essential skills for making sound decisions and facing challenges with confidence and ethical clarity.

In completing the imperatives table, students learn the importance of following instructions and taking decisive action in challenging environments. Highlighting the values of accountability, discipline, and self-control is crucial when discussing adherence to essential survival guidelines.

Sentence completion activities provide students with opportunities to engage in using affirmative and negative imperative forms, which reinforces the significance of clear communication and assertiveness. By prompting students to contemplate the effects of their words and actions on both themselves and others, the exercise fosters empathy and consideration for the well-being of those around them. This encourages students to develop a deeper understanding of the impact of their communication styles and behaviors, promoting empathy and fostering a culture of mutual respect and understanding.

Listening comprehension exercises serve as invaluable opportunities for students to hone their active listening skills and refine their ability to process information effectively. Encouraging students to participate in reflective questioning and meaningful dialogue during these exercises enhances their understanding of key concepts related to character education. By emphasizing the importance of empathy, open-mindedness, and curiosity, students are encouraged to build connections with others and broaden their perspectives. This fosters a deeper appreciation for diverse viewpoints and cultivates essential skills for effective communication and interpersonal relationships.

Dialogue creation provides students with a platform for creative expression as they immerse themselves in scenarios focused on character development. Encouraging them to weave moral dilemmas, ethical considerations, and problem-solving strategies into their dialogues fosters

empathy, perspective-taking, and conflict resolution skills crucial for nurturing positive relationships and fostering community cohesion.

By infusing character education into these exercises, students not only gain academic knowledge and skills but also cultivate virtues and ethical principles essential for living purposeful and fulfilling lives. Through active participation and reflection, students are empowered to become catalysts for positive change within their communities and beyond.

The next chapter is Curriculum extra, subchapter 3 - Language and literature: Non-verbal language. It is situated on page 98. Students begin by checking the meanings of words related to feelings in a box and then match them with corresponding facial expressions depicted in five photos. Next, they read and listen to a text about non-verbal language and its importance. This section includes one text accompanied by two photos. Afterward, students read the text again and determine if statements are true or false. They correct any false statements. Following this, students use non-verbal language to communicate six different messages to their partners.

As students match feelings with corresponding facial expressions, it's important to underscore the significance of empathy and emotional intelligence. They are encouraged to reflect on how accurately interpreting emotions fosters positive relationships and demonstrates compassion towards others. This exercise nurtures virtues such as empathy, understanding, and sensitivity to the feelings of others, laying the groundwork for fostering meaningful connections and promoting a culture of kindness and empathy within the classroom and beyond.

In understanding non-verbal language, students examine the significance of effective communication beyond words. Encouraging discussions about honesty, integrity, and authenticity in non-verbal cues prompts reflection on the importance of genuineness and transparency in both verbal and non-verbal communication. This emphasizes virtues such as honesty, authenticity, and integrity, essential for building trust and fostering genuine connections.

In the True or False exercise, students practice critical thinking and discernment when evaluating statements about non-verbal communication. Reflecting on the impact of misinterpretations and misunderstandings underscores the importance of clarity and accuracy in communication. This exercise reinforces virtues like honesty, responsibility, and accountability in ensuring transparent and truthful communication.

Through the Non-verbal Message Exchange, students develop skills in expressing emotions and intentions effectively. Encouraging them to consider the ethical implications of their non-verbal cues promotes virtues such as empathy, respect, and mindfulness in interpersonal interactions.

This fosters a culture of empathy, where students demonstrate consideration for others' feelings and cultivate respectful communication habits (ChatGPT, 2).

3.5 World Club – developed values: responsibility, wiliness

World Club was published in 2000. We selected the chapter 7, History makers. The subchapter is called Yesterday and the section is 2 pages long, starting on page 24. At the beginning, there is a text and students have to fill in the missing words with the past simple form of 12 given verbs. Next, they complete a table with dates and events related to Mother Teresa's life. Then, students listen to a story about another historical figures and put the given verbs in the order they hear them. After that, they determine if sentences provided are true or false. Following this, students play a famous people guessing game where they can only respond with "yes" or "no". Lastly, they match photos of historical figures with their names and descriptions of their accomplishments. The main virtues in these chapters are responsibility and wiliness.

In the pages of history, we find remarkable individuals whose actions and achievements have left an indelible mark on the world. In this chapter, titled "Yesterday," students learn about lives of influential figures, starting with the inspiring story of Mother Teresa.

Accompanied by three poignant photos, the text narrates the life and legacy of Mother Teresa, highlighting her selfless dedication to serving the poorest of the poor.

Students are tasked with reading the text and filling in the gaps using the past simple form of twelve verbs. This exercise not only reinforces grammar skills but also prompts reflection on Mother Teresa's actions and their impact.

There is a table to be completed with dates and significant events from Mother Teresa's life. This activity encourages research and critical thinking as students organize chronological information and gain a deeper understanding of historical context.

Students listen to the story of another history maker and put seven verbs in the order they hear them. This exercise enhances listening skills while exposing students to diverse narratives of impactful individuals beyond Mother Teresa.

Then they evaluate the accuracy of statements about Mother Teresa's life, distinguishing between fact and fiction. This activity promotes critical thinking and encourages students to engage with historical information critically.

They can also participate in a game where they can only answer "yes" or "no" to questions aimed at identifying a famous historical figure. This interactive activity fosters curiosity,

collaboration, and deductive reasoning as students uncover the identities of influential individuals.

In the last exercise, students match photos of other historical figures with their names and notable achievements. This exercise broadens students' knowledge of diverse historical figures and their contributions to society.

Chapter number 8, Legends, with the subchapter Yesterday, is 2 pages long (p.26-27). Students identify items depicted in the picture, listing seven words to describe what they see. They read the first paragraph of the text and match characters with corresponding adjectives, with three characters and six adjectives provided. Next, students sequence six events from "The Sword in the Stone" in chronological order. They listen to the story and fill in the gaps in the text with six provided words. E. Finally, students engage in a storytelling activity where they recount an interesting fact from the past to another student.

Students engage in an observation activity, identifying items depicted in the accompanying picture. This exercise encourages attention to detail and descriptive vocabulary development. Students read the first paragraph and match characters from the story with corresponding adjectives. This activity promotes comprehension and characterization while exploring the personalities of key figures in the legend.

Next, they sequence events from "The Sword in the Stone" in chronological order, enhancing their understanding of narrative structure and plot development. This exercise fosters critical thinking and analytical skills as students piece together the story's sequence of events.

In the next exercise, students listen to the story and fill in the gaps in the text with six words. This listening comprehension task reinforces vocabulary acquisition and auditory processing skills while immersing students in the enchanting tale of King Arthur.

Finally, there is an engaging storytelling activity where they recount the tale of "The Sword in the Stone" to another student. This interactive exercise promotes creativity, oral communication skills, and empathy as students immerse themselves in the narrative and share their interpretation of the legend.

Beyond the realm of legends, students encounter an intriguing fact from history, broadening their understanding of the past and sparking curiosity about different epochs and civilizations. The next chapter is titled Nature – Your planet needs you. It can be found on pages 42-43. Students take a look at 6 photos, match them with questions and attempt to answer them. They verify their answers by reading a leaflet covering topics such as recycling, air and water pollution, saving the rainforest, the ozone layer, and the greenhouse effect. Students listen to an interview and identify which of the environmental problems mentioned in the leaflet are

discussed. They complete a questionnaire in their notebooks. In pairs, students use the questionnaire to assess how environmentally conscious their partner is. Finally, students make a list of practical ways to help the planet, provided 14 words to help.

In the urgent call to protect our planet, the chapter "Nature" in "Your Planet Needs You" serves as a rallying cry for environmental stewardship. Through a series of engaging exercises and activities, students not only learn about pressing environmental issues but also cultivate character traits essential for responsible citizenship and global stewardship.

Students are presented with six photos depicting various environmental scenes and are tasked with matching them with corresponding questions aimed at raising awareness about environmental issues. This exercise encourages observation, critical thinking, and empathy as students contemplate the challenges facing our planet.

The answers can be checked by reading a leaflet covering topics such as recycling, air and water pollution, saving the rainforest, the ozone layer, and the greenhouse effect. By examining solutions to environmental problems, students develop a sense of responsibility and empowerment in contributing to positive change.

Through listening to an interview, students identify which environmental problems mentioned in the leaflet are discussed. This activity enhances listening skills while reinforcing understanding of environmental issues.

Students complete a questionnaire in their notebooks, reflecting on their individual environmental habits and attitudes. This exercise promotes self-awareness, accountability, and a sense of personal responsibility in caring for the planet.

In pairs, students utilize the completed questionnaire to assess how environmentally conscious their partner is. This collaborative activity fosters communication, empathy, and mutual understanding as students discuss and compare their environmental attitudes and behaviors.

In other exercise, they compile a list of practical actions individuals can take to help the planet, encompassing fourteen words of guidance. This activity encourages creativity, critical thinking, and problem-solving skills as students brainstorm tangible ways to make a positive impact on the environment (ChatGPT, 2).

3.6 Cambridge English for Schools – developed values: compassion, communication

The last student book, Cambridge English for Schools, was published in 1998. We selected chapter number 16, Do animals have rights? With subchapter Out and about with English. It is 2 pages long and the chapter starts on page 64. Firstly, students discuss questions about animals and how they are treated. Then they listen to a conversation about petition. After that, they practice short answers by answering 8 questions. In the next exercise, they can decide what type of activity they want to do. The following is reading a conversation between 3 people and the whole page is enriched with an idiom box. Chapters selected from this student book focus mostly on compassion and communication.

In the exploration of the ethical treatment of animals, the chapter "Do animals have rights?" prompts students to contemplate complex questions regarding animal rights and welfare. Through a series of interactive exercises and activities, students not only enhance their language skills but also develop character traits essential for empathy, compassion, and ethical decision-making.

Students engage in discussions surrounding questions and facts about animals and their treatment. This exercise encourages critical thinking, perspective-taking, and empathy as students reflect on the ethical considerations of human-animal interactions and their impact on society and the environment.

Next, they listen to a conversation about a petition advocating for animal rights. This activity enhances listening comprehension skills while exposing students to real-world issues and inspiring empathy and advocacy for vulnerable populations.

They practice short answers by responding to eight questions related to animal rights and welfare. This exercise reinforces language proficiency while prompting students to articulate their thoughts and opinions on ethical dilemmas, fostering communication skills and critical thinking.

Students are tasked with making decisions through a combination of writing and speaking exercises. They may choose to craft a poster, write a poem, or engage in a conversation expressing their stance on animal rights and welfare. This creative activity fosters self-expression, empathy, and advocacy as students seek ways to raise awareness and advocate for change.

In addition to these exercises, the chapter also features a conversation between three people and an idiom box, further enhancing language acquisition and cultural understanding. By integrating character education into language learning, students not only develop linguistic proficiency but also cultivate values and virtues essential for compassionate and responsible citizenship.

Chapter 18, Focus on messages, with a subchapter Topic and language, is 4 pages long and starts on page 72. Students discuss how to communicate effectively using their eyes, ears and voice. They also try to guess the questions corresponding to the six answers given. Next, they read and discuss a text: Silent communication – signs and dots, making life easier. They look at lots of photographs and learn about sign language. They also check their understanding, learn about prepositions and practise speaking clearly. Another text is about finger reading. Students discuss body language - how gestures convey meanings and what the consequences of using incorrect body language are. Students categorise six sentences into two groups and explain their choice. They then learn how to turn the sentences into reported speech, and discuss further changes. They also learn how reported speech can indicate if something someone said was not true.

In Chapter 18, students embark on a journey to understand the intricacies of communication and the language employed to convey messages effectively, taking into account individuals who are deaf or hard of hearing. Through a series of engaging exercises and activities, students not only enhance their language skills but also develop character traits essential for effective communication, empathy, and understanding.

They also discuss and brainstorm how to communicate effectively, utilizing their eyes, ears, and voice. They ponder questions such as, "What do you think the questions to these six answers were?" This exercise promotes critical thinking, active listening, and empathy as students consider different perspectives and practice effective communication techniques.

Students learn about silent communication through reading and discussion, with a particular focus on sign language and its importance for the deaf and hard of hearing community. They examine signs, symbols, and non-verbal cues that facilitate understanding and make life easier, fostering appreciation for diverse forms of communication and promoting inclusivity.

There is a lot of information about body language, where they can explore gestures and their meanings, as well as the implications of incorrect body language. Through discussions and listening exercises, students develop awareness of non-verbal cues and learn to interpret and

convey messages effectively through their body language, recognizing the significance of non-verbal communication for all individuals, including those who are deaf or hard of hearing. Finally, students learn about reported speech, categorizing six sentences into groups and explaining their reasoning. They learn how to form reported speech and find other changes that occur in reported statements. Additionally, students learn how reported speech can be used to indicate the truthfulness or falseness of a statement, promoting honesty, integrity, and accuracy in communication, essential values for fostering understanding and inclusivity (ChatGPT, 2).

Character education is an area that is gaining more and more popularity over time and is gradually reaching various areas, including schools. Therefore, even when analyzing student books and examining whether character is developed in individual parts, we assumed that more elements of developing morality and character will be in newer, more modern student books. Surprisingly, these elements are also found in student books from the last century. It could be said that the year of publication of the student book often does not play an important role in how its content develops the character of pupils.

Conclusion

In the bachelor's thesis, we presented the principles of character education and moral values in English language teaching. We have described the professional knowledge in the mentioned issue.

The principles of character education and moral values education are an important part of the development of a person's personality. It is effective when character education is a part of the process of education and training within the teaching of a foreign language subject - in our case, specifically English language, in which the English language is taught simultaneously with the presentation of moral values and principles, with the development of terminology and communication in the above-mentioned area. Thus, in the educational process, students have the opportunity to acquire knowledge, attitudes, and analyze experiences in the field of character education in English language with the use of teaching aids.

In the bachelor's thesis, we have described and analyzed the individual chapters presented in the contents of the student books and their specific parts, which to varying degrees are related to the teaching to the character of man, or directly or indirectly related to character education. We have given specific examples of character education and education to moral values, which are integrated in the six student books used, mainly intended for second-grade pupils in primary schools, which are used as teaching aids in the educational process in grades 5-9 of primary school. We thus confirmed that character education is emerging in pedagogical practice.

We analysed to what extent and in relation to what topics the issues addressed are embedded in the evaluated teaching materials. We worked with individual student books and reported aspects of character education in each textbook.

In the discussed textbooks in individual chapters, we found areas dedicated to the principles of character education: - integrity, ethical decision-making, and social responsibility, morality, justice, empathy, resilience, effective communication skills, collaboration, cultural appreciation, compassion, kindness, courage, ethical reasoning, assertiveness, critical thinking, sense of responsibility, wiliness, patience

The student books used are appropriate tools for character and moral values education and the acquisition of principles.

There is a need in the current conditions of education for an organization to function which would focus on character education and would create activities for schools, other organizations and individuals who would be interested in character education. The principles of character

education and moral values should be incorporated in individual secondary school subjects, certainly including the English language. Through the projects of this organization, they could share professional knowledge and practical experience. The organization would support educational institutions and teaching staff to develop and promote character education. This would allow educated individuals and thus society to develop. Individuals as well as educational institutions and other organizations could cooperate, complement each other and support each other in the field of character education and education and subsequent development of moral values.

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