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**Language systems and skills in ELT textbooks for primary
schools from teachers' point of view**

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Prohlášení

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ABSTRACT

The aim of this thesis was to determine the most frequent strengths and weaknesses of the presentation and practice of language skills and systems in textbooks according to English teachers. In order to do so, selected textbooks were analysed and questionnaires for teachers were evaluated. The results discovered that teachers are generally satisfied with adequacy of tasks to the learner's age and dissatisfied with number of tasks to practice all systems and skills. Further, based on the results, the biggest problem is the system of pronunciation and grammar. On contrary, listening is a skill which teachers were the most satisfied with.

LIST OF ABBREVIATIONS

TPR = Total Physical Responce

FEP = Framework Education Programme

CZ = the Czech Republic

CEFR = Common European Framework of Reference

L1 = first language, native language or mother tongue

FEP EE = Framework Education Programme for Elementary Education

R = respondent

SB = student's book

WB = work book

TB = teacher's book

Appr. = approximately

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INTRODUCTION

Textbooks are one of the most common tools which influence both the direction and teacher-student experience of school lessons. They serve as a source of information, classroom practice, homework exercises, lesson planning for teachers, and many other reasons could be given for which they are an inseparable part of the teaching and learning process.

Teaching English for more than 15 years, I have learnt that the choice of textbook is vital for the class. It may affect the pace of the class, the interest of the pupils, and can act as a great support for the teacher, enhancing their creativity. The list of textbook benefits is long.

Textbook selection is wide. Currently, there are 267 textbook titles approved by the Ministry of Education just for the English classes at elementary schools (Pohořelý, 2022), and additionally there are other titles without the Ministry's approval, yet still suitable for the English classes at school. Yet, choosing a suitable textbook for the class is complicated. Teachers often have to decide about the book before they even meet the pupils, without prior knowledge how the textbook will work with the class. Since the choice of textbook for the class can respect the individual needs of the learners in a limited way, it is often based on practical circumstances, design and the first impression which the textbook makes.

This situation has led me to think that a description of the textbook content from the teacher's perspective could be helpful. I decided to dedicate my time to this issue and look closer at it in my diploma thesis.

The aim of the thesis is to investigate the presentation of language skills and language systems, and tasks to practice them in the most common English textbooks in the Czech Republic. The focus will be narrowed to primary schools as I am currently teaching learners of this level. Another aim was to discover what the English teachers' preferences in textbooks regarding language skills and systems are; to determine types of exercises which are preferred, omitted or modified; and attempt to justify the reasons.

The theoretical part of the thesis will be focused on the learners of primary school, their characteristics in their mental, cognitive and physical development, and also features of the teaching and learning process of the learners of this age. Next, it will describe textbooks, their

purpose and functions. The last section of the theoretical part will concentrate on teaching and learning language systems and skills.

The practical part will concentrate on the research. There will be three main parts. The first part contains an analysis of the language skills and systems of some of the most common titles of the English textbooks for the primary level of education. The analyses will provide an overview of how skills and systems are presented and practised in the particular books. They will be completed by the second part, which is a quantitative research in the form of an online questionnaire. The questionnaire was distributed among primary school teachers of English and will focus on the English teachers' preferences regarding language systems and skills in the textbooks. The analyses and the results from the research could provide the textbook description accompanied by the teacher's opinion, reflecting on the textbook's strengths and weaknesses. The third question aimed at language skills and systems which the teachers are most or least satisfied with in their particular textbooks.

The results of the practical part will be presented in the chapter Discussion, and the use of the results will be presented in the chapter Conclusion.

I THEORETICAL PART

1 The First Stage of Elementary School

1.1 Characteristics of Pupils at Primary School

This chapter describes the unique specifics of a children's developmental stage between the years six to eleven. The stress is on features which affect children's learning processes and some background on what tasks the learners of this age are capable of working out. Understanding the learner is vital for the textbook creation and meaningful use.

Learners between the age of six to eleven are in a developmental stage called Middle and Late Childhood (Bastable, Dart, 2007, p.16). The beginning of this stage is given by the start of the school process. The stage ends somewhere between the age of 10-11, when the first signs of puberty appear (Šimíčková-Čížková et al., 2010, p.115).

1.1.1 Social and emotional changes

Eccles (1999, p.32), but also Šimíčková-Čížková (2010, p.105-109) considered this stage as a plateau in development, a time of consolidation of all children have learnt during their preschool years. Children are not that impulsive and emotionally unstable; their egocentrism is disappearing and they are more capable of being in control of their emotions. However, emotions play significant part in their decisions, success and motivation.

Erik Erikson (in Eccles, 1999, p.32) stresses out that in this stage children become part of other social contexts than family is, which introduces them into new social roles, among which the most significant is the beginning of school attendance. This milestone is usually met with enthusiasm as children in this stage are open to learn new ideas, are curious and have desire to understand the world (Bastable, 2007, p.8). At school children meet new authority, their teacher, but his/her influence is smaller than the one of their parents who play important part in terms of the moral development and is the one with whom children identify (Šimíčková-Čížková et al., 2010, p.95-104).

Šimíčková-Čížková et al. (2010, p. 95-104) states that some children are not ready to enter the school system at the prescribed age. There is a list of detailed signs physical, mental, social and

emotional to recognize the immaturity. In such situation children often seem restless, with no ability to concentrate, they can be tired, suffer from psychosomatic issues, such as stomach aches, headaches, etc.

1.1.2 Physical changes

Šimíčková-Čížková (2010, p.106) associates the beginning of this stage with the first physical body transformation and the end with the second physical body transformation. During this stage children's growth and weight increase more slowly.

Petrová, Plevová, (2018, p.56) name some of the most significant physical changes which happen during this phase. During the start of this stage there are phases of action and tiredness which keep changing. The body is more liable to disease and the child becomes emotionally unbalanced. Physically, children grow taller, the chest and the rest of the abdomen become distinctly different, the limbs grow longer, the wrist bones ossify and the back muscles get firmer.

Šimíčková-Čížková (2010, p.106) states that towards the end of the stage resistance against diseases grows stronger and muscles and joints become more coordinated. Bastable, Dart (2007, p.17) highlight that the physical growth and better coordination along with joy during games should be taken advantage of to involve children in physical activities. Because - what children learn at this stage, may never be developed as easily in later stages. Langmeier and Krejčířová (in Šimíčková-Čížková, 2010, p.106) note that physical strength and dexterity play important part in children's position within their peers.

The second body transformation completes the stage of middle and late childhood. It is approximately at the age of ten with girls and eleven with boys. The typical signs of the second body transformation are rapid growth accompanied with the growth of the secondary gender characteristics (Petrová, Plevová, 2018, p. 64-65).

1.1.3 Cognitive changes

Generally, children at this stage are in *the realistic phase*, they want to understand the world as it is, in comparison with pre-schoolers who are focused more on their own wishes and fantasy, or teenagers who tend to focus on judgement of what is correct, moral or ideal (Šimíčková-Čížková et. al, 2010, p.107). Jean Piaget labelled this phase as a period of concrete operations

in which logical and rational operations are developed (Eccles, 1999, p.35). The focus on realism affects children in many aspects of life, such as children's topics of communication, interests, choice of books, games, etc. (Šimíčková-Čížková et al., 2010, p.107).

As for the authorities, the young learners are dependent on them and respect them at the beginning of the stage, however, later they become more independent and critical (Šimíčková-Čížková et. al, 2010,p.107). Nevertheless, Erikson (1993, p.255) summarizes the stage as a phase of effort, initiative and willingness to cooperate. Children aim to prove their own value by performance, they are often hard-working, but they also begin to understand solidarity and the importance of sharing work responsibilities.

Children's thinking abilities develop inductively as well as deductively. Their focus and thinking strategies start to be more objective. Children at this stage further begin to use syllogistical reasoning. This means that out of two premises they draw a conclusion. For example, if they know that mammals are warm-blooded and humans are mammals, they conclude that humans are warm-blooded. Another cognitive change is the concept of conservation – understanding that properties of an object stay the same despite the change of position or appearance (for instance, a certain amount of liquid is the same no matter how tall or wide the glass in which it is, is). Further, they can newly separate facts from imagination (Cropley, Patston, 2019, p.10).

Bastable and Dart (2007, p.17) talk about children's attitude towards humour. Children are now able to use sarcasm and they can also tell jokes. However, their thinking still remains very concrete, with only vague understanding of abstraction, so their humour is also very specific.

Regarding time, they start to understand how the concept of the past and present works. There is also a limited insight into the future (Bastable and Dart, 2007, p.17).

Šimíčková-Čížková (2010, p.108-109) describes children's experience with school. Schoolchildren become less dependent on their families and build friendships and form and become parts of social groups. Being accepted by their peers is very important for them and it puts on them a lot of pressure. As a result, children in this stage often experience fear of failure or being left out of groups and become self-critical as they compare themselves to others.

General person's developmental stages are demonstrated in the table (see Table 1)

Zone of Proximal Development (Vygotsky) (Age not fixed)	Cognitive Stage (Piaget)	Approximate Ages	Stage of creativity (Rosenblatt & Winner)	Concrete expression of creativity		Typical cognitive behaviours
				Urban	Taylor	
Dynamic process of personal construction within socio-cultural context, primarily through play	Preoperational thinking	2-7	Preconventional creativity	Autonomous scribbling	Expressive spontaneity	<ul style="list-style-type: none"> • Children operate with isolated concrete fragments of information • If they make linkages among bits of information, these are based purely on spatial or temporal proximity
				Imitation		
Collaboration between thinking and imagination	Concrete operations	7—12	Conventional creativity	Completing	Technical creativity	<ul style="list-style-type: none"> • Children begin to form systematic concepts of the world, but these are based on concrete properties of stimuli • Concepts become increasingly complex, but are still isolated from each other • Concepts do not go beyond what already exists
				Isolated Objectivation	Inventive creativity	
Collaboration between thinking and imagination develops as skills and knowledge increase	Formal operations	12+	Postconventional creativity	Producing thematic relations	Innovative creativity	<ul style="list-style-type: none"> • Fragments of information are linked to form <i>thematic</i> structures reflecting children's subjective understandings, not just the concrete physical properties of experience • Children add additional material of their own to flesh out fragments • Concepts are linked together to form more complex and <i>abstract</i> structures • Concepts may go beyond what already exists (creativity)

Table 1: Elements of a Developmental Psychology of Children's Creativity (Cropley, Patston, 2019, p.13)

1.2 Characteristics of Teaching and Learning English at Primary School

The learner's age is a major factor according to which a teacher decides what to teach and with what approach. People of different ages have their specific needs, abilities and cognitive skills (see chapter 1.1), which makes them unique. This chapter is focused on the learners in their Middle and Late Childhood stage and some specifics in terms of learning English.

It is commonly believed that the younger the person the easier it is for him/her learn a new language. Ur (2009, p.286), Harmer (2007, p.81) or Phillips (1993, p.7) explain the situation. When family move to a new country, it is little children who **pick up the language** easily. However, if older children were exposed the same amount of time to a foreign language, it has been proven that they would learn more effectively in all language systems and skills, except for pronunciation which is easier to pick up for the younger ones. Ur (2009, p.287) attributes it to the fact that young children have not developed their cognitive skills fully yet. Moreover, they lack self-discipline, which limits the learning processes. It is towards the end of this developmental stage, when children are able to benefit from having more abstract approach to language teaching (Harmer, 2007, p.81). On the other hand, Dunn (British Council, 2020)

argues that young children ACQUIRE language rather than consciously LEARN it and that gives them the feel for the language. Dunn further states that with the start of puberty the ability to pick up the language naturally disappears and children are left to learn it other ways, usually through the grammar-based methods.

There are several other young learners' qualities which affect the way they learn. Harmer (2007, p.82) or Dunn (British Council, 2020) mention young learners' ability to respond to meaning even if they do not understand every word. The possible reason is that they are not so dependent on the meaning carried by words, they are more able to take in information from other sources, such as gestures, emotions, tone, etc. They simply **understand the gist** (understanding a few key words and ability to decipher the rest using different sources), and with the right motivation the gist is soon transferred into the full understanding.

Dunn (British Council, 2020) further states that not only age but also gender needs to be considered. There are certain differences between **girls and boys** which cause differences in pace and quality of their brain development. It is more natural for girls to use new language and boys are thus often overshadowed by them in terms of learning a new language. However, the difference is not about intelligence, but rather about a different approach, therefore boys should not be compared to girls.

There are several characteristics related to the young children language learning. Learners in this age are not self-conscious and are often **enthusiastic** about any activity their teacher has prepared for them, which can be used to motivate the learners and raise their interest (Phillips, 1993, p.7). However, there are also some more demanding aspects of this age. Dunn (British Council, 2020) warns against frustration and consequent demotivation when learners are not able to express themselves as quickly and exactly as they wish. In such case it is advisable to provide learners with chunks of phrases, such as *I can count to 10*, or simple songs or rhymes consisting of ready-made phrases which learners know by heart and easily use any time necessary.

Another issue which needs to be acknowledged is **an approach towards errors or mistakes**. Young learners do not grasp a concept of grammar, their thinking has not developed in this matter yet (Phillips, 1993, p.8). In Dunn's opinion (British Council, 2020) they should not be told about their errors/mistakes because it may be demotivating. When learners make an error, such as *I goed...*, or in pronunciation *zee bus*, it is recommended to respond with the words, but use them correctly: *Yes, I went* or *Yes, the bus*. Children will self-correct when their time comes.

Learning process of young learners should be entertaining otherwise it becomes demotivating. Various types of games are therefore recommended to be used in classes. The most attractive **games** for this age group are found to be games, puzzles and songs (Harmer, p.82). Phillips (1993, p.7) further names the total physical response activities (henceforth as TPR), or tasks involving colouring, sticking or repetition, Ur (2009, p.288) highlights the importance of **physical movement** during lessons.

To summarize the factors of the young learner learning process, it should be based on simple, fun, lively activities which are based on the listening and speaking skill. In terms of errors, they should not be ignored but corrected without any negative emotions.

2 Textbook

2.1 Definition of Textbook

It is not a simple task to define what a textbook is. Some define them in a vague fashion, for example as *books created purposefully for the teaching and learning process* (Maňák and Knecht, 2007, p.13), or as *any paper material used during lessons* (IANTEM e-journal, 2011, p.18). Others state much narrower definition, for example according to Průcha, Walterová and Mareš (2003, p.323) textbooks are *publications adapted to teaching and learning communication by their content and structure*. One of the most complete definition is given by Průcha (1998, p.13). Průcha states that textbook is *a means of teaching and learning in a form of a book which comprises specific topics or areas of a given subject and these are methodically arranged and designed to enable the process of teaching and learning*.

Different authors classify teaching material in a different way. For example, Maňák, Janík and Švec (2008, p.40) perceive textbooks as one of the school didactic texts. Other didactic texts are publications, such as workbooks, dictionaries, atlases, maps, reading books, and others. Sikorová and Červenková (capv, 2020, p.3) further add songbooks, or even magazines or encyclopaedias. The textbooks are, however, prominent due to the complex comprehensive curriculum of the subject and year (Maňák, Janík et al., 2008, p.40).

The perception of what actually the textbook is has been changing lately. It is especially after the lockdown due to the Covid pandemic in 2020 when another aspect of the teaching material has become important. It is the interactivity – an option to turn on the materials on screen, on the interactive board making them accessible from other places and using them interactively (Shak et al., 2022). The interactivity has increased on its importance and is becoming a required feature of the textbook editions.

On the other hand, the printed textbooks also have their significant benefits. Maňák et al. (2008, p.19) value them as cheaper, easier to access, carry and independent on any technical device. Průcha states (1998, p. 46-47) that 89% teachers prefer printed textbooks to plan their lessons, during teaching and even for evaluation of learners' performance. The use of printed textbooks is obviously still high and the teaching and learning process without them unimaginable,

however, the definition of what a textbook actually is, may soon omit attributes, such as *printed* or *paper* material.

2.2 Functions of textbook

Textbooks are written and assembled to be a part of the teaching and learning process. In order to serve their purpose efficiently, they need to comply with function(s). This chapter provides their list collected from several authors.

There are many Czech, but also foreign writers who focus on the functions of textbooks and their description. From the Czech ones, Maňák and Knecht (2008) or Průcha (1998) may be mentioned. Among the foreign most recognized authors belong Bamberger (1995) or Zujev (1986).

Maňák and Knecht (2008, p.13) present the textbook function of **motivating pupils to learn** as the most important one. In their opinion, pupils are overwhelmed by a choice of colourful interactive textbooks nowadays and if they are uninteresting and boring, pupils lose their interest. In contrast, if the textbook catches pupils' attention, it raises their concern in the particular subject, which can subsequently influence their further approach to the subject. Maňák and Knecht's view is supported by further investigation. For example, Prasetya (ICEI, 2018) led a research whose result was that textbooks and learning motivation can improve learning outcomes and attractiveness of the subject.

Textbook should also support guidance of pupils to proper **value education**. Maňák and Knecht (2007, p.13), stress importance of this function. Leading pupils to good values have always been part of textbooks. Nowadays they are even consciously implemented, checked and analysed and are a compulsory part of education set by the Framework Education Programme (henceforth as FEP). The question of whether social values in textbooks may influence the pupil has been discussed by many experts. For instance, Marinković and Erić (2014) have done a research and concluded that values really can develop through a textbook, to some extent.

Textbooks also **present information** and very often determine content of the curriculum for the specific subject as teachers often use their content as a means for their lesson plans and the whole curriculum of the subject (Maňák, Knecht, 2008, p.13). Sikorová and Červenková (2002,

p.2) state that every single teacher who participated in their research which focused on the use of textbooks in the Czech schools used the textbooks as syllabus to plan their lessons.

Piirimagi (1985) or Beilinson (1986) (as cited in Maňák, Knecht, 2008, p.13-14) name another function which they call a **coordination function**. This feature of textbook ensures that some pieces of information are incorporated and syntonised with other educational materials. The authors highlight the importance of textbooks being interwoven with other subjects.

Control of pupils' learning, especially in situations when pupils learn without the teacher's help. It is important especially for the further future learning of the pupils and their independence on external help of teachers or parents (Maňák, Knecht, 2008, p.13-14).

Further, textbooks should also aim to teach pupils to evaluate their achievements on their own. Teachers often have difficulties to check results of all pupils in their class. Also, pupils sometimes practise by themselves and knowing whether their solution is correct is key information. Solution may be, for instance, an enclosed sheet of an answer key. This function may be called a **differentiating approach to learning** (Maňák, Knecht, 2008, p.14).

In Zujev's (1986, p.62-69) list of the textbook functions there are two other functions. First, the **information transformation**. The textbook content of education is adapted for the pupils of a particular age to make the subject matter comprehensive.

Secondly, an encouragement of the pupils to **evaluate what they have learnt**. Zujev (1986, p.62-69) claims that frequent result evaluation is important to achieve good results in education.

There are possibly many more functions one could think of. It is important to bear in mind that no textbook can meet all of them. Each textbook is different with a different aim, and accordingly its number and character of functions vary. It is then up to each user to choose a textbook with features and functions that they require.

2.3 English Textbooks according to CEFR and FEP for Elementary Education

This chapter is focused on the norms and standards which the English textbooks for the first stage of the primary school education in the system of the Czech education should keep.

The English language teaching in the Czech Republic (henceforth as CZ) has developed into the current state having undergone some radical changes. After the second world war, there was only one foreign language taught at the Czech and Slovak schools, and that was the Russian. Other languages were available as voluntary subjects at secondary school. Nevertheless, the Czech nation was forbidden to travel, so for most people there was not a reason to learn another foreign language anyway. This lasted until 1984, when the Education Act changed. Schools implemented a subject of a second language. At first the subject of a foreign language started to be taught in 5th grade, in mid90's in 4th grade. Pupils could choose the language of their interest. The most common choice was English and German (Novotná, 2007, p.6).

Currently, the English language is an obligatory subject which pupils start with in the third grade at primary school. It is possible to add another optional foreign language in the eighth grade (FEP EE, 2007, p.18). Nevertheless, this option is currently being discussed and is likely to be cancelled.

At the end of the first stage of the primary school learners are expected to reach the **A1** level in the English language (FEP EE, 2007, p.18). The definition of the English levels is part of the Common European Framework of Reference (henceforth as CEFR). The CEFR are guidelines issued by the Council of Europe and are used to describe achievements of learners of foreign languages across Europe and in some other countries. The CEFR comprises suggestions on teaching and learning languages, learning assessment and evaluation and it serves as a base of guideline elaboration for the development of curricula, exams and textbooks throughout Europe, all in the cultural context in which the language is embedded (Společný referenční rámec pro jazyky, 2021, p.1-2). The Common European Framework of Reference for Languages has been adopted as a recommended document in the CZ, and it is gradually being enshrined in the FEP (FEP EE, 2007, p.18).

As stated above, the CEFR also defines language proficiency levels, which allows measuring learners' progress at each stage of the language learning. The proficiency levels are divided into three stages, each of which is further split into another two levels. Thus, there are six levels: A1, A2, B1, B2, C1, C2 (Společný referenční rámec pro jazyky, 2021, p.23-24).

This thesis is focused on the language skills and systems in textbooks of the first stage of the primary level of the English education, which means that the textbooks of the last year of this stage should be aimed at reaching the level A1.

The A1 level can be described by several descriptors according to the CEFR:

- The lowest described level
- Learner is able to interact in a basic manner
- **Speaking:** the learner can ask and answer simple questions about topics of their interest (daily routine, hobbies, location, family, friends, pets, etc.)
- **Speaking:** the learner uses a range of specific phrases for greetings, thanking, offer, request, etc.
- **Listening:** the learner can follow slow and carefully articulated language if there is enough time for them to assimilate meaning.
- **Reading:** the learner understands short, simple texts with familiar names, words and phrases if there is option to reread the text.
- **Writing:** the learner can use simple words and expressions to give information about personal relevance, such as preferences, family, pets. He/she produces simple isolated phrases and sentences.

(CEFR, 2020, p.48-66)

The descriptors in the CEFR system cover wide range of situations. From the language textbooks point of view, the area of language activities is the most essential one. It covers the area of reception, production, interaction and mediation (CEFR, 2020, p.14). The detailed description of these areas for the A1 level are to be found in the Appendix A.

3 Language Systems

3.1 Characteristics of Language Systems

In order to describe principles of a language, it has to be structured into the linguistic categories. The English language is formed by four language skills and four language systems. The skills (listening, reading, speaking and writing) are discussed farther in this thesis (see chapter 4). This chapter is dedicated to the language systems. The four systems are **vocabulary, grammar, phonology and discourse** (British Council, 2022).

The expected outcomes given by the FEP EE (2007, p.23-24) are described from the language skills perspective. Nevertheless, the language systems naturally complete them and their knowledge is vital for communication in English.

This thesis is focused on primary school of English, which means that vast majority of learners are complete beginners. Textbooks of this level usually include work with vocabulary, grammar and some phonology.

The discourse system practises features, such as cohesion and coherence or discourse markers which are usually part of more advanced production than the learners of this level are in (British Council, 2022). Therefore, the discourse system will not be included into this thesis.

3.2 Grammar

Grammar is defined as a set of rules for sentence construction respecting the meanings which these sentences carry (Thornbury, 2002, p.71). According to Pinter (2009, p. 85) learning grammar rules is not a simple linear process. It requires ability to use lots of half-steps before the target rule is fully learnt. The learning process usually means making a lot of mistakes and attainment of partial grammar rules.

Cunningsworth (1995, p.32) names two main approaches to the grammar teaching. In the first one, grammar is either perceived as a major part of the language teaching and the language learning is based on the grammar rule acquisition. According to Pengelley (English for Asia, 2019), this approach is suitable for the learners whose abstract thinking and logical reasoning has developed enough. This brain development starts at the end of the first stage level, therefore is not suitable for the age group this thesis is focused on.

The latter approach does not focus on grammar, learners rather learn to use some of the rules *by the way*. Many experts, such as Scott and Ytreberg (1991, p.6) or Harmer (2007, p.210) are in concordance with the implicit approach and prefer the barest minimum of grammar rules taught as *grammar*. Regarding grammar, the learner's age is probably the key factor affecting amount and difficulty of the introduced grammar in lessons. The time for grammar begins when learners show interest in language analysis.

Whether the grammar is acknowledged or a hidden part of the language studies, most experts agree that grammar needs to be introduced and practised in context (Phillips, 1993, p.74, Cunningsworth, 1995, p.32 or Thornbury, 2002, p.13). The teacher has to bear in mind that the context can often be doubtful, or missing, especially regarding grammar practice. For example, in some grammar tasks the learner is supposed to decide which tense to choose. Nevertheless, sometimes both from the options are correct if they are contextualized. Thus, with the unknown context it is impossible to decide about the correct option (Thornbury, 2002, p.71).

For instance, in a grammar task focused on the difference between past simple and past continuous, if learners are supposed to fill in verbs *snow* and *leave* : *It.....when we.....the concert*, it is a matter of context whether to complete *left* or *were leaving*. (Latham-Koenig et al., 2016, p.129).

Harmer (2007, p. 210-223), also Thornbury (2002, p. 49-68) differentiate between two types of grammar exercises. They either aim at grammar introduction or grammar production.

3.2.1 Introduction of grammar

Thornbury (2002, p.49-68) further divides grammar introductory exercises according to the approach they are presented with to the learners. It is a deductive or inductive approach. Hird (OUP, 2015) defines the deductive one (rule-driven) as a top-down approach (see Appendix G, Figure 54). This means starting with the general rule and proceeding to the more specific language examples and practice exercises.

The inductive approach (rule-discovery) is the opposite of the deductive approach (see Appendix G, Figure 61). It starts at the bottom, with specific information and moves up, towards formation of a general rule. This approach involves learners' activity and working out the specific rule or pattern for themselves (Hird, OUP, 2015). Thornbury (2002, p.68) states that

both approaches have their pros and cons and both of them are used in textbooks depending on the author's style, but also on the grammar which is being discussed.

When the two are compared, the inductive one is viewed as more active, encouraging learners to think and be creative and is also recommended for the first stage elementary school learners (Thornbury, 2002, p.68, OUP, Hird, 2015).

On the other hand, the inductive approach is more time-demanding because learners are given space and time to come up with the general rule. Moreover, when they come to conclusion, it may be incorrect or incomplete. Also, the whole process may frustrate some learners due to its length and required effort (OUP, Hird, 2015).

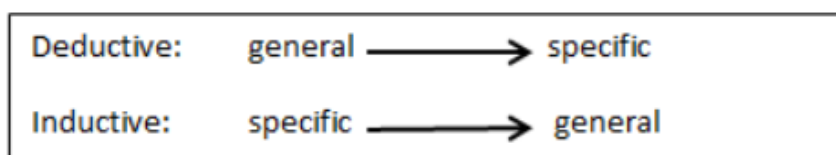


Figure 1: Deductive and inductive approach (OUP, Hird, 2015).

3.2.2 Grammar practice

There is a long way before a learner is able to apply grammatical rules in practise. Learners need to memorize the rule and automatize it. The practice is usually done in a controlled way at first, but when more confidence is gained, the tasks may become freer (Pinter, 2009, p.85).

To memorize grammar, recycling and revising tasks need to be included. The tasks should be meaningful and fun, with attention driven to the content rather than form (see Appendix G, Figure 50). These factors help learners with the grammar memorization. Such activities may be, for example: class surveys, board games or various projects (Pinter, 2009, p.85). Further, Harmer (2007, p.219) names guess games, *find someone who...* surveys, or *one question behind* (learners are asked questions and are supposed to always answer the previous question).

Children at the age of the second cycle of the Czech primary school begin to use analytical thinking and begin to apply explicitly stated grammar rules, which can be used in the grammar explanation and with a slightly different kind of games (Pinter, 2009, p.85). Harmer (2007, p.223-224) lists grammar activities suitable for these learners. These are various grammar games, such as *Ask the right question* (forming a correct question for the selected answer given

on a card), or *sentence formation* from jumbled words. Further, Pinter (2009, p.85) names questionnaires which can be designed to be completed or made about themselves or their classmates, to edit some texts, articles, letters, or various puzzles may be used, such as looking for differences in two pictures and their description.

Least but not last, tasks which are above a sentence level and aim at the discourse system, should start to be included to train the learners' discourse abilities. These are, for example, linking isolated paragraphs to form a story or use conjunctions to make a coherent text (Pinter, 2009, p.91-95), matching sentence halves individually or in pairs (Harmer, 2007, p.221).

3.3 Vocabulary

As Cunningsworth (1995, p.38) states it is impossible to have sustained communication without a base of some vocabulary. The knowledge of vocabulary is believed to be even more important than knowledge of grammar when it comes to communication. Pinter (2009, p.88) compares the system of grammar and vocabulary and states that children are able to pick up vocabulary much more easily, as the concept of vocabulary is less abstract than the concept of grammar.

The question of what vocabulary to include into the textbook content is not as simple as might appear at a first glance. There is an obvious criterion – frequency and usefulness of vocabulary, still only few textbooks state their criteria for selection of vocabulary (Cunningsworth, 1995, p.38). Pinter (2009, p.89) states that there is only about 50 % of vocabulary common to the majority of the English coursebooks. Regarding the content of vocabulary, it is a pity that textbooks rarely include vague terms, such as a *person*, *a thing*, or *a place*, because such expressions are commonly used in paraphrasing (*It is a place where...*, etc.)

In Phillips' (1993, p.74) opinion, when teaching children at the age of primary school, it is best to start with tangible or illustrated objects, which are found in the classroom or in children's everyday life. Pinter (2009, p.88-89) further suggests teachers bringing real objects if possible, such as some fruit or vegetables, pieces of clothing or any small objects easy to carry.

As for the vocabulary extent, a research done by Milton and Alexiou (2009, p.198) investigated how large the vocabulary needs to be in order to achieve the levels standardized by the CEFR. To achieve level A1, the learner should know and be able to use up to 1500 words. Cunningsworth (1995, p.38) states that generally, learners acquire a vocabulary bank of an extent of at least 1000 new expressions over the course of 120-140 hours' work, which is

approximately 579-675 new words in a regular Czech school year, in case of the most common scenario of lessons three times a week. Very different numbers are given in Pinter's work (2009, p.89) stating that in about 90 hours of teaching 200 to 500 items of vocabulary is usually taught. In the Czech school year this means around 165 to 412 items in one school year of the primary school learners. The vocabulary quantity will be further described in the practical part in each of the analysed titles.

3.3.1 Introducing new vocabulary

There are many approaches how to handle the issue of learning new vocabulary. It is common belief, supported also by Pinter (2009, p.83), Harmer (2007, p.229) or Cunningsworth (1995, p.38) that new words should not be taught in isolation. Pinter (2009, p.83) suggests using words in typical combinations (*chunks*), *collocations* (habitual combination of words, such as to *take a test* rather than *write a test*). Further, it is beneficial to introduce some grammatical information about the words, such as to *write* is a verb, *a writer* is a person who writes, past form is *wrote*, etc. Shaping a word different way helps learners remember vocabulary in context.

Pinter (2009, p.88) is concerned about the role of rhythm. According to a research done in 1999 the rhythmic refrains in texts are helpful to learners in remembering new vocabulary. The use of songs, rhymes or poems thus prove to be beneficial.

The British Council (The British Council, 2022, Pinter, 2009, p.50, Harmer, 2007, p.68, or Scott and Ytreberg, 1991, p.22) advise using the TPR (see also chapter 1.2). The technique is based on the instructions in the target language, such as *Stand up! Every morning I brush my teeth*, etc., given by teachers. Learners response and do what the command says. They show understanding without word production. They can produce the vocabulary later, when they are ready. This way, learners have opportunity to put the new word into a meaningful context and before use of language, are able to respond nonverbally (see Appendix G, Figure 65).

3.3.2 Practising new vocabulary

Phillips (1993, p.74) recommends repeating the same structures many times, in various contexts. Many coursebooks are aware of the need of vocabulary recycling, but some are not and teachers then need to add various recycling tasks.

From Pinter's point of view (2009, p.88-90), the context of the words is important. When the knowledge of relationships among the words is built, the new expressions are easier to remember. So learners should work with their synonyms, subordinates or other categories, especially when it comes to the learners around 10-11 years old whose analytical thinking is starting to develop. Nevertheless, coursebooks do not work with word relationships often, in contrary, the practice is many times static. Other useful techniques are, for example, mind maps or memory games, such as *I went to the zoo and I saw...*, or *I went to the market and I bought...*

3.4 Pronunciation

Pronunciation in classes tends to be unpopular part and in past used to be often put aside (Cunningsworth, 1995, p. 41). Harmer (2007, p.248) reasons it with teachers not knowing how to approach this issue. Moreover, it may seem unnecessary to dedicate time into something which many learners pick up in the course of studies anyway. On the other hand, focus on pronunciation means learning different sounds and thus better comprehension and intelligibility.

The English language systems have different rules than in other learners' languages. Therefore, it is demanding to learn and use the rules and absolute correctness should not be a priority. In contrary, the teacher should be aware of common issues and misunderstandings and focus only on those which stand in a way of comprehension (Cunningsworth, 1995, p.41). Harmer also (2007, p.249-250) states that pronunciation should be in such level that the learner is easily understood. In order to achieve it, there should be focus on sounds typical for the English language, for example /θ/ or /ŋ/. Moreover, teachers should be aware of the sounds which are typically difficult in their native language (henceforth as L1), for example for the Czech learners these are /ɔ/ and /d/, or /a/ and /ə/ and focus on them. Last but not least, the key to the success in learning to pronounce correctly is listening and noticing how the language is produced.

Pronunciation is typically classified into three categories:

- Phonology
- Stress and rhythm
- intonation

3.4.1 Phonology

The English language belongs to the group languages called *deep orthographies*. This means that the way words sound does not correspond with the way they are written. The written similarities do not necessarily lead to identical pronunciation. However, there are some letter-sound patterns called *phonics* whose learning may or may not be beneficial (Pinter, 2009, p.67) (see Appendix G, Figure 56).

Some experts are for the use of the phonemic symbols, others claim that learning them is unnecessary. Harmer (2007, p.250) states that knowledge of phonemic symbols promotes awareness of some rules in terms of pronunciation. Moreover, learners can read in dictionaries using correct pronunciation. Some teachers use Adrian Underhill's chart. The chart consists of 44 sounds of British (or American) English. Its top right-hand corner there are little boxes showing stress pattern and arrows showing intonation patterns (Underhill, 2022).

However, the chart may be too difficult for the learners of the first stage of the primary school, so some experts suggest different ways, for example Horigan (ihjournal, 2008) created a colour-coded pronunciation chart designed for the young learners use. Peimbert (MacMillan education, 2021) suggests various fun activities for young learners to learn the phonics, such as having letter cards on the board and saying a sound, learners need to find the correct letter, or using a combination of sounds and learners have to make the sound which it would create. According to Roberts (Elt-resourceful, 2012), tongue twisters or rhymes are useful (see Appendix G, Figure 63).

3.4.2 Stress and rhythm

According to the Oxford Learner's Dictionary, stress in terms of phonetics is an extra force used when pronouncing a particular word or syllable (Oxford University Press, 2022). English is a rhythmical language. The rhythm is achieved and affected by combination of stressed and unstressed syllables. Such combination of stresses sounds natural and helps the listener to recognize the proper meaning (Darn, British Council, 2011).

Harmer (2007, p.256) states there is stress in words, phrases or sentences. By moving it around, emphasis, meaning and rhythm change.

The stress and rhythm can be practised in many ways. Cunningsworth (1995, p. 42) suggests diagrams showing stress and intonation, or arrows aiming up or down expressing rising or

falling intonation. Learners can be asked to listen to recordings and mark the stress down or read an extract using the given symbols for stress. Harmer (2007, p.258) names activities, such as shifting stress within a sentence and analysing how the meaning changes. For instance, in a sentence: *Me and Tereza walk to school at 6*. How the meaning changes if I say: *ME and Tereza walk to school at 6*, and *Me and Tereza WALK to school at 6*, or *Me and Tereza walk to school AT 6*. Other task to practise the stress could be speed dictations, asking learners about a number of words they hear in a sentence or what the third/fifth word in a sentence is, marking stress and weak forms in tape scripts and physical movement to mark the stress (clapping, tapping, jumping, finger-clicking).

3.4.3 Intonation

Intonation is about how we say something rather than what we say. (Muniem, British Council, 2015). Ur (2009, p.49) notes that intonation can rise or fall in tone. Based on it its meaning, implication or mood change. The importance of proper intonation can be presented on an example of how many various meanings can be achieved by saying one simple word, an answer to a question Are you happy? YES/NO. The answer can sound surprised, offended, honest, ironic, etc. This task can also be used in classes with learners who can be asked to identify emotions and analyse the intonation (Harmer, 2007, p.259). Other tasks to practise intonation may be listening to sentences and marking their intonation with arrows or drawing sound waves (Muniem, British Council, 2015).

This chapter was focused on the language systems grammar, vocabulary and pronunciation. Each of them was described and a number of activities typically used in textbooks was given. They were narrowed on the primary level of education. Next chapter will be organized in a similar fashion. It will describe presentation of the language skills in the textbooks for the first stage of the primary education.

4 Language Skills

4.1 Characteristics of Language Skills

This chapter directs at description of the language skills and the way they are presented in the English textbooks for primary school.

Traditionally, there are four skills recognized in the English language system. These are **listening, speaking, reading** and **writing**. Cunningsworth (1995, p.64) states that the skills dimension complements the dimension of grammatical, lexical and phonological knowledge and focuses on the ability of learners to operate in the language. Use of the skills allows learners to get by with the language in most situations.

The four skills are divided into two categories. The **receptive skills** (also called passive skills) - reading and listening. They require receiving and understanding information. The second category are the **productive skills** (also called active skills) - speaking and writing (Conybeare, 1998, p.23). Harmer (2007, p.265) makes a point, however, that even not producing anything does not mean a passive state of mind. Reading and listening require engaged brain and considerable language activation. Therefore, calling the receptive skills *passive* seems inappropriate. Harmer (2007, p.265) further states that communication skills are rarely employed in isolation, in fact, more of them are usually involved at the same time, they feed off each other. For example, during conversation we listen and respond as well interact with the other person. In order to simulate the natural environment, skills should be practised together.

As for the coursebooks, it is important to check how they handle the issue of skills, especially how balanced they are, whether they are in appropriate difficulty and whether the work with skills is regularly integrated. In the beginners' level simple tasks are usually appointed. With greater knowledge they become more challenging (Cunningsworth, 1995, p.64).

The level and characteristics of the language skills in the CZ are stated by the Framework Education Programme for Elementary Education (henceforth as FEP EE) (see Figure 2) . As it is stated in the FEP EE (2007, p.23-24), learners are expected to work with all four skills from the very beginning of their education in the English subject. However, some experts, for example Phillips (1993, p.63), or Pinter (2009, p.45) state that learners should first start with receptive skills, especially listening and later they should include productive use of the language with focus on speaking. Reading and writing should be employed later. The FEP EE (2007, p.23-24) states that in the first cycle of education (first to third school year - it is usually first

year of the English subject in the Czech school system) teachers are expected to introduce learners to the new language showing them basic English rules involving all four skills and some knowledge from the vocabulary, grammar and pronunciation system. In the second cycle (fourth and fifth year), learners are expected to be ready to develop the skills and other parts of the English system. The expected outcomes of the first cycle are only orientational, however the outcomes from the second cycle are binding. As mentioned above, the level of the outcomes at the end of the first stage of elementary education is set at level A1.

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 1

The pupil shall:

- *pronounce and read with correct pronunciation in an appropriate vocabulary range*
- *understand simple directions and sentences and react to them adequately*
- *distinguish between the written and spoken forms of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding*
- *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *understand familiar words and simple sentences related to the topics being studied*

- *understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work*
- *read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation*
- *find necessary information in a simple text and create an answer to a question*
- *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *create a simple written message, short text and response to a message using correct grammar and form; fill his/her basic personal data in forms*
- *reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation*
- *modify short texts while preserving their meaning*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the information required*

Figure 2: FEP EE: Expected outcomes of the first stage of primary school, the subject of English

4.2 Listening

Listening is one from the four skills. It should be an inseparable part of the teaching and learning process from the very beginning. In fact, Phillips (1993, p.63) or Pinter (2009, p.45) state that it is the first skill learners employ and should practise.

The FEP EE (2007, p.23-24) stipulates several expected outcomes focused on listening in the first stage of elementary education. In the first cycle the learner should understand simple, slow and carefully pronounced conversation between two people if there is sufficient time given. In the second cycle, the listening skill should progress. Learners should understand and later use the content of simple authentic materials which are related to specific topics (see Figure 2).

There are several ways how writers categorize the skill. For instance, Harmer (2007, p.303-304) distinguishes between the extensive listening and the intensive listening. During extensive listening learners choose for themselves what they want to listen to. They can do so by themselves, during their free time. It is their choice what type of listening activities they choose to practise, which is motivating and found as an important learning tool. Intensive listening, in contrast, takes part in classes using recorded audio materials made for the purpose to practise the listening skill. This thesis will further focus only on the intensive listening as it is the one which is used with the textbooks.

Cunningsworth (1995,p.67) or Phillips (1993, p. 17) further add that listening is a natural part of ANY oral dialogue or roleplay, so even though it plays a secondary part compared to speaking in these situations, it can still be considered as a listening practice when speaking to the classmates or the teacher as well.

There are some pros and cons of the intensive listening generally. One of the greatest advantages of use of the recorded materials in lessons is a variety of voices and accents apart from the teacher's own voice. Further, recorded materials include various situations which a classroom environment cannot offer. On the other hand, several problems may arise. The teacher has to make sure the quality of the recording is good; the audio should be audible by every learner in the class. Moreover, it is not uncommon problem for the learners that the recording is too fast and since it is not a live dialogue, the listener cannot interact with the speaker and ask to repeat what they have said. Simply put, the use of recorded materials in the classroom is not a natural situation. Nevertheless, the pros outweigh the cons and listening is a recommended tool for training the listening skills in lessons (Harmer, 2007, p.304-305).

Listening can be handled different ways. Typically, teachers question if or how many times to repeat the recording. Ur (2009, p.108) makes a point that in real life there is rarely an option to replay situations and suggests learners getting as much information as possible from a single hearing. Harmer (2007, p.305), on the other hand, states that even in real-life situations we need to clarify something with the speaker and need the repetition, so the author is not against the listening repetition, quite the opposite. The expert suggests repeating listening two or even three times if it means that learners benefit from it and feel more secure.

Another question is the way the **lead-in** is provided in the textbooks. Harmer (2007, p.305) states that according to a study by John Field, a pre-listening part has a significant effect on how comprehensive the listening is. Another study by Chang and Read revealed that the most helpful pre-listening activity is the one connected to the background knowledge of the listening topic. This kind of task is more rewarding than previewing questions or pre-teaching key vocabulary (see Appendix G, Figure 57). According to Phillips (1993, p.17), when it comes to the primary school age learners, they need pictures, gestures, and body language to relate to a task.

There are certain specifications with the listening of the primary school learners. Harmer (2007, p.319) suggests that apart from the recordings included with textbooks, it is rewarding to also include songs because music speaks to emotions, which young learners usually love and it may be a great motivating factor and also it can brighten the atmosphere in the class.

According to Phillips (1993, p.17) children learn more if they listen to a language which is a little above the level in which they are already. The statement can be backed up by reasoning that the language learners usually understand more than they can say. So, when children learn their L1 they respond to it long before they learn to speak it. Young learners go through the so-called *silent period* – by listening the language learners adapt some grammar rules, phrases and other features about the language without using them. Some authors argue that this period should be respected and that students learning a new language should not be made to speak (or write) until they are ready, that is, until they do so spontaneously.

4.3 Speaking

As Pinter (2009, p.55) or Scott and Ytreberg (1991, p.33) state *learning to speak fluently and accurately is one of the greatest challenges for all language learners*. There are several reasons for it, the greatest of which is probably the need to be able to speak and think at the same time.

While speaking, speakers are monitoring the content they are producing and planning to produce as well as the grammar mistakes they are making. There is a lot to monitor, so the skill requires a lot of practice to become more automatized. On the other hand, children at the first stage of elementary school are less self-conscious and more spontaneous than the older learners are, which makes the time proper to start practicing the speaking skill via short phrases or little conversations (Phillips, 1993, p.38).

There are many types of speaking. Thornbury (2005, p.13-14) divides speaking skill according to the function of speaking on the *transactional* (e.g., phoning to a restaurant to book a table) and the *interpersonal* (e.g., conversation between friends) (see Appendix G, Figure 18 and 40). Speaking can further be *interactive* – multi-party (e.g., conversation between friends), or *non-interactive* (e.g., the TV news reporter). Further, Harmer (2007, p.343) divides the speaking skill into the *planned* (e.g., lecture) and the *unplanned* (e.g., conversation when we bump into someone on street). These divisions may overlap, e.g. conversation between friends is interactive and may be both, transactional and also interpersonal. Combination of the above-mentioned functions forms six different functional categories.

In the FEP EE (2007, p.23-24) the skills in cycle 1 are not very differentiated, but rather perceived as a complete unit. Regarding speaking, learners are expected to react at sentences adequately, with adequate pronunciation and vocabulary range. In cycle 2 learners are expected to reproduce a content of a text orally and lead and participate in a simple conversation being able to greet another speaker or say good-bye. By the end of the first stage the learners should be introduced and practise simple conversations using the range of vocabulary they have learned (see Figure 2).

There are specific tasks which encourage learners' speaking. Pinter (2009, p.55-56) suggests a drill of simple, but purposeful phrases and repeating models (see Appendix, Figure 40). Phillips (1993, p.38) further recommends using short set phrases first, especially as everyday classroom language, e.g. greetings, requests, or set questions, such as *What's your favourite...?* Learners get used to the sound and rhythm of the language and they are not stressed about how to formulate what they want to express. Such drills may be further practised through fun activities, such as songs or chants in which rhythm and melody are used and are fun for the learners of this age. Scott and Ytreberg (1991, p.37-42) call these **tightly-controlled activities** with *controlled* and *guided practice*. The focus of these activities should be on content, so that learners understand a reason why they are doing it. The learners should also produce correct

language at this initial point, so their mistakes should be considerably but consistently corrected.

When learners are able to use several set phrases, Pinter (2009, p.56) suggests adding personalized dialogues, so that learners are able to talk about themselves and the world around them and start to interact with their classmates. Phillips (1993, p.38) also gives a list of less tightly-controlled activities to practise speaking, such as storytelling or information gathering. The activities need to be meaningful for children, for example, they are asked to find information to complete a chart or make a graph, complete a picture, etc. The end-product is a very important motivating factor. Scott and Ytreberg (1991, p. 37-42) call them *free activities*. Mistakes during those tasks should not be corrected while the activity is in progress as the fluency may be interrupted. If necessary, the teacher may make notes and present them to the class afterwards.

4.4 Reading

Cunningsworth (1995, p.73) states several points for which practice of the reading skill is an inevitable part of the language textbooks. For instance, grammar items and vocabulary are recycled, vocabulary gets extended, learners broaden their horizons by being exposed to various models for writing and content of texts can be motivating and thus can serve as a source of topics for conversation. All above-stated benefits can be done in learners' own pace, which can be motivating, especially for the less confident learners.

In the FEP EE (2007, p.23-24) skills in cycle 1 are not very differentiated, but rather perceived as a complete unit. Regarding reading, the focus is put on proper pronunciation of an appropriate vocabulary range and understanding that words (vowels and consonants) are written and pronounced differently. Regarding understanding the meaning of what the learner is reading, he/she is expected to understand simple instructions and sentences. If necessary, the learner should know how to find an unknown expression in their textbook.

The expected outcomes in the second cycle are more specific. The learners are supposed to understand the text in more details within the range of vocabulary and grammar they have learnt. They need to be able to find specific information in a simple text. They should come across authentic materials, such as magazines, advertisements or other reading materials. Their pronunciation and fluency should improve. They are also supposed to know how to work with a bilingual dictionary (FEP EE, 2007, p.23-24).

There are several ways how the reading skill can be divided. Harmer (2007, p.283) distinguishes between *extensive* and *intensive* reading. The former is about students making a choice of their own reading content for pleasure or language improvement. The latter is mostly directed by teachers whose aim is to develop a certain skill, for instance reading for gist, reading for specific information or reading for inference.

This thesis investigates the English textbooks in the first stage of elementary education which are used by pupils who have just started to read, therefore extensive reading is yet not something they are capable of. Hence, the focus will be on the **intensive reading**.

Many authors are concerned about what an appropriate reading task should contain. For example, Cunningsworth (1995, p.73) and Phillips (1993, p.51) state that reading activities should not only be relevant to the learners' level and age, but the content should be attractive and accompanied by meaningful activities, so that the learners are motivated to go through the reading process.

A research from 2011 shows that the content of a text is understood if the reader is familiar with 95-98% of vocabulary (Schmitt, Jiang, Grabe, 2011, p.26-43). Harmer (2007, p.286) is also concerned about the issue of difficulty because while teachers encourage learners to read for general understanding without the need to look up the unfamiliar vocabulary in dictionary, learners struggle and often have an urge to make sure they know the meaning of all vocabulary. It is obvious that texts handed out to learners should be in appropriate level using vocabulary learners have come across.

The approach to teaching the reading skill is different to the very young learners (approximately between five-to-seven-year-olds) who need to be introduced to the reading system and learn the technique of reading, and to those who need to train reading sub-skills (eight-to ten-year-olds) (Scott, Ytreberg, 1991, p.51-53).

4.4.1 Five-to-seven-year-olds

Dunn (British Council, 2022) states that the English alphabet has 26 letters but approximately 44 sounds in the Standard English. Pinter (2009, p.68) says that younger primary school children often start reading by learning to read and pronounce phonics. These are letter-sound correspondence patterns (see chapter 3.4.1). This way the learners can recognize analogies and learn how to read and write words. Phillips (1993, p. 51) suggests using picture books or stories

with pictures in textbooks. Learners listen to a story read by the teacher who reads and at the same time, points at the pictures. Learners begin associating sounds and meaning with the written symbols. On the other hand, Scott and Ytreberg (1991, p.51) state that picture books at the stage when learners are not good readers are invaluable, so it is important to estimate proper timing.

Other advisable approach is, according to Pinter (2009, p.69), working on sub-skills, such as decoding familiar written language, match spoken and written forms, completion of short texts, labelling objects, and others.

Learning reading at this stage means to train proper pronunciation. Harmer (2007, p.290) advises the teachers reading aloud. This way, skills such as speaking, listening and reading are trained. Also, learners read aloud in classes to train reading and pronunciation. Scott and Ytreberg (1991, p.57) warn to be careful with less confident learners, however, because they are then forced to make mistakes in front of others. More friendly approach is to let learners read in small groups.

4.4.2 Eight-to eleven-year-olds

Learners of this age can usually read well in their own language. This means that there is no need to spend so much time and effort on the mechanics of reading and more time can be devoted into the content of reading (Scott and Ytreberg, 1991, p.53). According to Harmer (2007, p.283), learners at this stage need to train especially these skills:

- Reading for gist (general understanding = *skimming*)
- Reading for specific information (*scanning*)
- Reading for **detailed comprehension**
- Reading for **inference** and attitude (what is *behind* the words)

Harmer (2007, p.288) states that most reading sequences require minimally one (but usually more) from those skills, for example learners can be asked to read for gist first and then read again for detailed comprehension.

As a rule, reading tasks usually start with a **lead in**. Its purpose is to introduce the topic to the learners, activate the awareness about the topic and engage the learners. They are then likely to foresee what a text will probably be about. The lead-ins are often formed from cues, such as pictures, headline, book-jacket descriptions (Harmer, 2007, p.288) (see Appendix G, Figure

59). Cunningsworth (1995, p.75) further suggests adding pre-teaching unfamiliar key vocabulary items.

After reading the text, feedback is required. It gives the teacher an idea of how much learners have understood the text. It is commonly ensured by some **follow-up activities** which are either focused on the content of the text or some aspects of the language in the text. Completion of this task means having to look at the text again in a greater detail (Harmer, 2007, p.271). There are many types of the follow-up activities, Phillips (1993, p.51) for instance, mentions comprehension questions, such as true-false questions, matching sentences or completing sentences (see Appendix G, Figure 41).

4.5 Writing

Writing is commonly perceived as the most complex skill to learn. The learners need to focus on two achievements – the final products and the small steps which lead to it. This requires a lot of time and practice (Arnold, Anderson, British Council, 2016).

According to the FEP EE (2007, p.23-24), learners at the age of the first cycle are not expected to achieve any written production. All that learners need to grasp is that written form of the English language differs from the pronunciation. In the second cycle, the learners should be ready to produce simple written text in appropriate form and difficulty.

The question of when to introduce learners to writing is a difficult one. Phillips (1993, p.63) states criteria, such as a developed skill of reading and writing in the learner's first language, knowledge of the Latin script or the learner's need or interest to produce in written form. Further, the learner should be first exposed to listening and speaking before getting to the writing skill. From Scott and Ytreberg's point of view (1991, p.68), it is necessary for the learners to be able to cope with the mechanics of writing as well as the content before starting writing. To summarize the opinions, they are hesitant with an early start bearing in mind that writing is perhaps the most complex skill and should not precede the listening or speaking practice.

As a rule, first activities are **tightly-controlled** and aim to practise the mechanics. Later, learners can do less tight, guided activities or even free activities in which content matters more (Scott, Ytreberg, 2009, p. 69). The tightly-controlled activities are, for instance, copying words or short sentences to practise handwriting. The themes of such activities should be linked with

pictures and connected to topics, such as learner's daily life, etc. Another mechanics of the writing practice involve creativity, spelling, grammar or punctuation (Phillips, 1993, p.63). Pinter (2009, p.74) advises enhancing creativity in rather monotonous copying by having a choice of which word(s) to copy from a list, copy the words of a certain meaning or for example those which contain a certain letter. Scott and Ytreberg (2009, p.70) perceive copying as an obvious starting point for writing, especially if the learners are allowed to read aloud quietly to themselves, because this way they can notice the link between the written and the spoken word.

Another task for the writing practice is a dictation. The teacher provides the language and content, so the learners feel safe. Dictation for the beginners of the English studies should be short and in context of something previously practised. Reading should be done in appropriate speed (Scott and Ytreberg, 2009, p.72). Alkire (2002, p.3) states that one of the most useful sources for dictations is the class textbook because learners are familiar with the style, grammar and the content and the teacher avoids selecting material which is too difficult or inappropriate in a different way.

Further, Pinter (2009, p.75-76) suggests activities, such as word snakes or simple word puzzles which are also fun to design for each other in the class. Furthermore, it is possible to adhere the multisensory approach and learners can write with fingers into the air or on each other's backs or sand. There are various other gap-fill or matching exercises with words or sentences which contribute to the writing practice. Scott and Ytreberg (1991, p.72) add that such tasks should be meaningful, in a context of the current topic. For example, in case of the guided structured letters, the meaning of the activity is given by appointed postman who sends written letters across the classroom (Scott and Ytreberg, 1991, p.73).

The other group of activities are the so-called **guided activities**, such as cards, invitations, letters, stories or posters which all have a given frame (see Appendix G, Figure 43). They are structured and important mainly for the fact that they introduce the idea of writing for an audience (Pinter, 2009, p.75-77). As for the letters and other guided genres, Harmer (2007, p. 328) recommends looking at some typical models before composing their own. This way, learners can be inspired and follow some specific features. Further, dictations may be guided as well. For instance, only half of a sentence may be dictated and learners are asked to complete them with their own ideas. Also, learners may be asked to write sentences with a specific feature, such as write three sentences with *don't*, or with time expression *usually*, etc.

The last type of activities can be practised when learners are confident with mechanics of writing and the focus is on the content and the end-product. The more language learners have picked up, the easier it usually is to work on the **free activities** (Scott and Ytreberg, 1991, p. 73). It is a demanding process to go from nothing to something. Even the most advanced learners may have problems with having the idea what to write about and how to write it with the limited range of vocabulary. Some pre-writing warm-up activities focused on appropriate language, vocabulary or topic may help (see Appendix G, Figure 42). They may be, for instance, collection of ideas, such as: *What did you do yesterday?*, using mind maps or vocabulary charts (Scott and Ytreberg, 1991, p.75).

Pinter (2009, p.77) suggests filling in speech bubbles in a cartoon story, writing instructions, to do lists, recipes, puzzles or diaries. The learners are led to see that there is a reason for writing the specific task. Scott and Ytreberg (1991, p.78-82) list a few genres to focus on when practising free writing. These are picture descriptions, letters, stories or dialogues which are usually spoken about before writing and read after writing. They are suitable for a pair work activity. Sharing ideas in writing is beneficial also according to Pinter (2009, p.79) who states that it has been proven that learners do much better working together in pairs in written tasks than by themselves. It is possibly due to the ability to scaffold each other during the process of sticking to the topic, watching mistakes and motivating each other.

This is the end of the theoretical part. It focused on the learners and their specifics due to their age, textbooks were described generally and in the context of the stipulated outcomes and the language systems and skills were described in relation to the English textbooks for primary school. The next part of this thesis will be focused on the research. Four research questions will be stated and the answers for them will be attempted to be achieved. In order to find their answers, a questionnaire will be evaluated, selected textbooks will be analysed and statistical research will be done. The outcomes will be revealed in the final chapters of Discussion and Conclusion.

II PRACTICAL PART

5 Research Questions

The research aims to answer the following research questions:

- 1) What are the most frequent teachers' opinions when it comes to the presentation and practice of language skills and systems in the selected English textbooks for the primary school level?
- 2) What are the most frequent aspects of the language skills and systems in the selected English textbooks of the primary school level which are teachers not satisfied with?
- 3) Which way of presentation and practice of language systems or skills do the teachers find the most and least satisfying in the particular textbooks?
- 4) What are the most frequent strengths and weaknesses of the language system and skill presentation in the selected English textbook for the primary school level?

6 Methodology

6.1 Methods

This project used a mixed-methods research design, combining quantitative and qualitative research methods. The data was gathered via **a questionnaire survey among primary school English teachers** (see Appendix B) **and the analysis of the selected textbooks**.

At first the questionnaire was designed and its link sent to possible respondents (see Appendix B). Afterwards, the answers were evaluated and four most frequent textbooks were established for further analyses. The analyses were compared to the responses from the questionnaires.

6.1.1 The Questionnaire

The title of the questionnaire was *A teacher of the primary school and his/her preferences regarding textbooks*. The subtitle explained that the research is narrowed to the language skills and systems (see Appendix B).

The respondents (henceforth as R) were teachers teaching the English subject at the first stage of elementary school.

The questionnaire was spread online, via social site platforms, specifically Facebook and the teachers' official groups, such as *Učitelé +*, *Učitelky 1.stupně sobě* and *Náměty a inspirace pro výuku angličtiny na 1.stupni ZŠ*. Further, I sent the link to my university colleagues at Palacký University in Olomouc (studying Teaching English at elementary school) and also at Ostravská University in Ostrava (studying Teaching at first stage of elementary school). This way I got a heterogenous sample of 62 responses from teachers from the whole Czech Republic.

The questionnaire contained 47 questions and it was divided into three main parts. The first one gathered data about the teacher, such as age, gender, location of their school and years of teaching experience.

The second part was about the textbook they used in their lessons. The respondents were asked mainly about the language skills and the language systems in the specific textbook. The third part focused on the teacher's book. The same questions were asked about each language skill and system.

The questionnaire investigated how the Rs rated adequacy of the tasks to the learner's age and the quantity of the tasks with each language system and skill. The respondents rated the criteria on a four-point scale: 1 – meets the criteria completely, 2 – meets the criteria, but with minor issues, 3 – meet the criteria, but with major issues, 4 – does not meet the criteria).

Further, the Rs replied whether they keep the task instructions or modify them and if they do, why and how. In the last question the Rs were asked what changes they would make regarding the tasked system or skill in the specific book.

There were a few changes of the questions in the grammar, vocabulary and writing part. The grammar system additionally investigated comprehensibility of the grammar presentation to the learners. The vocabulary system contained a question on quantity of the vocabulary as well as quality of the vocabulary range. The question on quantity of the writing tasks differentiated between tasks demanding writing production up to one sentence long or longer than one sentence. Regarding teacher's books, the Rs were asked whether they used them or not. If so, to choose or write down what they were using it for.

The data gathered from the questionnaires was analysed both, qualitatively and quantitatively. The answers about the language skills and systems were used to be compared with the textbook analysis based on Cunningsworth's (1995) evaluation list of questions.

6.1.2 Choice of titles

The questionnaire revealed that 62 respondents used 25 different titles of textbooks. I selected four titles which turned up to be the most frequent. In case of the same series but different level of a textbook, they were counted together for two reasons. Firstly, the series by the same authors are very similar in their approach towards the structure, organization and language skills and systems. Secondly, respondents selected a wide spectre of textbooks and there were not many answers achieved for each of the titles. Higher number of answers was desirable.

The series with the highest number of respondents were:

- 1 Happy House and Happy Street** (Oxford University Press): 13 respondents
- 2 Chit Chat** (Oxford University Press): 12 respondents
- 3 Let's Explore and Explore Together** (Oxford University Press) 7 respondents
- 4 Project** (Oxford University Press) 4 respondents

These series were chosen to be analysed and the results compared to the replies from the questionnaires. For the textbook analyses, the following editions of the student's books (henceforth as SB), their workbooks (henceforth as WB) and teacher's books (henceforth as TB) were selected:

- 1 MAIDMENT, S., ROBERTS, L. *Happy Street 2: Učebnice angličtiny*. 3.rd ed. Oxford: Oxford University Press, 2017. 69 p. ISBN 978 0 19 475131 5.
- 2 SHIPTON, P. *Chit Chat: Class Book 2*. Derek Strange Oxford: Oxford University Press, 2002. 70 p. ISBN 0-19-437835-7.
- 3 PALIN, Ch., LAUDER, N., SHIPTON, P. *Explore Together učebnice 3*. Oxford: Oxford University Press, 2019. 63 p. ISBN 978-0-19-405195-8.
- 4 HUTCHINSON, T. *Project 1: učebnice angličtiny, CEF A1*. 3.rd ed. Oxford: Oxford University Press, 2012. 79 p. ISBN 978-0-19-476414-8.

Originally, the plan was to analyse textbooks of the same level. However, these textbooks do not all have a series of all-level student's books. Therefore, there are two titles for the fourth class (Happy Street 2 and Chit Chat 2) and two titles for the fifth class (Explore Together 3 and Project 1).

6.1.3 Textbook analysis

To evaluate the titles selected questions from a textbook checklist by Cunningsworth (1995) were used (see Appendix C). The selected questions were relevant to the topic of the thesis, the language skills and the language systems.

There were six subsections, namely:

Design and organization (unit/lesson arrangement, syllabus, etc.)

Language content (language systems, their adequacy, quantity, range, etc.)

Skills (balanced practice of all skills, quantity and quality of tasks, integrated skills, adequacy, comprehensibility, etc.) This section contains a **figure of the proportion of the practice of individual language skills in the textbook**. Each task in the SB and the WB was counted as an activity practising listening, speaking, reading or writing skill. The activity sometimes focused on more skills, so the activity was counted in every relevant category. The number of activities was put into a chart and the amount compared with one another (see Appendix D).

Moreover, the number of the integrated skills was also counted to see what proportion of them is used. The language systems were not counted in the same way. Vocabulary and grammar are part of nearly all tasks making it difficult to decide whether the tasks are vocabulary or grammar-focused or focused on the language skills.

Topic (range, how interesting, social and cultural context, etc.)

Methodology (presentation, practice of systems and skills, communicative abilities, responsibility of learners for their learning)

Teacher's Book (comprehensible, clear guidance, answer key, clear objectives of units/lessons,...).

Each of the subsections contains three to five questions about the textbook (general idea is given in the brackets) and their answers help to reveal some structured information about it. The findings were compared to the data gained from the survey to see whether they would be any striking similarities confirming or disapproving my findings.

6.1.4 Comparison of Rs' ratings in each textbook

The third research question regarding which language skill or system are the teachers most and least satisfied with in each of the textbooks required calculation of Rs' choice of rating points with each of the system and skill and subsequent comparison of the Rs' replies. Then, the results were put into tables and figures for a clear overview (see Appendix H).

7 Descriptive Treatment of the Research Results

This chapter will describe the results of the research. At first the reader will learn about the respondents of the questionnaires. Then, the textbook analyses and their comparison to the questionnaire results will be presented.

7.1 The respondents

There were 62 respondents, all of whom were women. More than 61 % of Rs were between 35 to 54 years old, approximately (hereinafter as *appr.*) 18 % was up to 25 years old. Their schools were located throughout the whole Czech Republic, from all 14 regions. The highest number of the Rs were from the Moravskoslezský region. 34 % of the Rs have been teaching for up to two years, 21 % of Rs three to five years and another 21 % six to ten years. 21 Rs (*appr.* 34 %) teach only English, the rest of the Rs teach another one or more subjects. 93.5 % Rs use textbooks in their lessons. For the complete results on the data on the respondents see Appendix E.

7.2 Textbook analysis and Questionnaire Results

This chapter is divided into four main subchapters. Each of them is dedicated to one of the selected textbooks (see chapter 6.1.2). Each textbook is further divided into several sections (textbook organization, three language systems, four language skills and a teacher's book). The sections are analysed with the use of the edited Cunningsworth's (1995) evaluation checklist of questions (see Appendix C). Then, the results from the questionnaires about these sections are stated.

7.2.1 Happy Street 2: Učebnice angličtiny

Number of the survey respondents: **13**

Organization of Coursebooks

The book consists of nine units, each of them consisting of nine lessons (except for the first unit).

Lesson 1 presents the language of the unit via a comic story. Lesson 2 is focused on presentation and practice of vocabulary, already introduced in lesson 1. Lesson 3 contains a song which introduces another set of vocabulary or grammar function. The rhythm is used for easier memorization. Lesson 4 practises the grammar and vocabulary via speaking, usually a short question – answer dialogue, a role-play or a game. Lesson 5 works with cross-curricular topics, such as the solar system, healthy eating, etc. The topics are used to practise skills. Lesson 6 contains various types of texts (a magazine article, a poem, an interview, etc.) which are used as an example for writing tasks which are then in the WB. There is a suggestion to create children’s portfolio out of them using a photocopiable template. Lesson 7 is a page of a comic strip. It is focused on reading comprehension, trying to deduce meaning of the unknown vocabulary from the context. Lesson 8 is focused on the British culture with the use of listening, reading and speaking when comparing the stated information with the learner’s country. Lesson 9 takes place only in the WB and is focused on pronunciation. The second part of lesson 9 is a revision page revising vocabulary, grammar and also self-assessment task.

At the end of the coursebook there are extra lessons focused on the British culture. The very last pages summarize the SB by a Happy Street quiz.

Regarding the WB, it contains the writing practise, or the integrated skill tasks . At the end there are additional skill training pages.

Grammar

The analysis: Each unit is focused on one to two grammar issues. They are presented in smaller sections. There are not any grammar rules which would state the grammar focus of the unit. This is stated in the syllabus at the beginning of the SB.

The grammar issue is usually introduced in a comic strip in speech bubbles of the comic characters. The reinforcement of this grammar rule is in the WB in a form of listening and writing activities. There are tips and advice in the TB on the effective methodology and tasks to help learners with the grammar difficulties. As discussed in chapter 3.2, grammar does not need to be explicitly stated, yet can be learned via practising other language aspects (Cunningsworth, 1995).

The second grammar rule is introduced by a song. As presented in chapter 3.2, Harmer (2007) recommends including songs for their emotional impact.

The following grammar reinforcement is organized in the same way as after the comic strip.

The survey results:

The strength of grammar in this book proves to be the adequacy of the tasks to the learners' age, as 12 out of 13 Rs find the grammar tasks age appropriate. The weakness of the grammar, however, seems to be the quantity of tasks. Six of the Rs claimed that they lacked tasks of the grammar practice. The Rs also stated that the grammar was unnecessarily simple and there was a need to modify the tasks by adding more information about it. On the other hand, 11 of the Rs stated they did not modify the tasks. The contradiction may be caused by different Rs' view on what a task modification actually was. While some see it as a change of the task instructions, others may perceive modification even when more tasks are added. Some Rs stated that they give more information to the learners, for example they make them apply the given rule in all persons, not only with I or you.

Vocabulary

The analysis: There is a vocabulary list at the end of the WB containing approximately **40 new vocabulary expressions per unit, 364 new expressions in the book**. The quantity of the new words is in accordance with the Pinter's (2009) calculation of 200 to 500 words per one school year (see chapter 3.3). Each lesson contains a list of the key language and the additional language which is inserted in the TB. The list of new words consists of the typical vocabulary topics, such as *the zoo, the shopping, family members*, etc. As stated in chapter 3.3, the list does not contain any vague expressions, such as *a thing* or *a person* which could be used when paraphrasing. On the other hand, the vocabulary consists of tangible, easily illustrated objects and this is suitable for this learner's age (see chapter 3.3, Pinter, 2009).

The vocabulary is presented in the second and fourth lesson. The learners can hear the words on recording and afterwards practise them by speaking and used in a context. The vocabulary in the fourth lesson is usually connected to a speaking role-play/question-answer activity (see Appendix G, Figure 34).

The survey results: It was discovered that the Rs were satisfied with the adequacy of the vocabulary to the learners' age. Also, the question on the quantity of the new words was rated with the best rating.

The quantity of tasks practising new vocabulary had slightly lower rating, however it had 11 satisfied Rs.

All of the Rs replied they keep the instructions of the vocabulary tasks unmodified at all times, or most of the time. Those who change the tasks do so for various reasons. The most common issue was the need to recycle the vocabulary more and in their opinion, the book did not have enough tasks for that. Another issue was an unsuitable organization of the vocabulary in the book, or use of the expressions which are not frequent, such as the *sitting room* instead of the *living room*.

Pronunciation

The analysis: There are two tasks focused on the pronunciation in each unit. The first one is focused on the phoneme comparison using the listening skill and the second one aims at practising proper melody of the language with use of rhyme (see Appendix G, Figure 35). This way phonetics, the rhythm and also intonation are practised. There is no focus on the practise of the stress, however, as stated by Darn (2011) (see chapter 3.4), the rhythm is achieved and affected by combination of stressed and unstressed syllables. Therefore, even though stress is not primary aim of the tasks, it is still practised.

Happy Street 2 does not work with a phonemic chart (see chapter 3.4), nor there is an explanation of the phonemic transcription. However, the transcription is part of the vocabulary list. The learners may have an issue understanding the transcription. The chart of list could be helpful.

The pronunciation tasks take place only in the WB. The SB does not mention them. It is up to the teacher when (or if) to include them. It is a question whether there should not be a mention about the tasks as teachers often plan their lessons based on the structure of the book. If the tasks are not marked in a clear way, they may get incidentally omitted.

The survey results: Ten Rs found the tasks appropriate to the level or age of the learners. The same number is satisfied with the quantity of the pronunciation tasks. The remaining number is dissatisfied, nevertheless the questionnaire does not reveal whether the tasks are found too simple or difficult to the learners' age. Nevertheless, it reveals that six Rs would prefer more pronunciation tasks.

12 of the Rs keep the tasks unmodified.

Skills

The skills are all presented throughout the whole unit and are aimed to practise the given grammar and vocabulary. Appr. 25% of the tasks use the integrated skills work. The most frequent instructions combine listening and speaking and listening and reading.

All four skills are balanced in their proportion (see Figure 3). The SB is focused on listening, speaking and reading. The WB is focused on reading and writing.

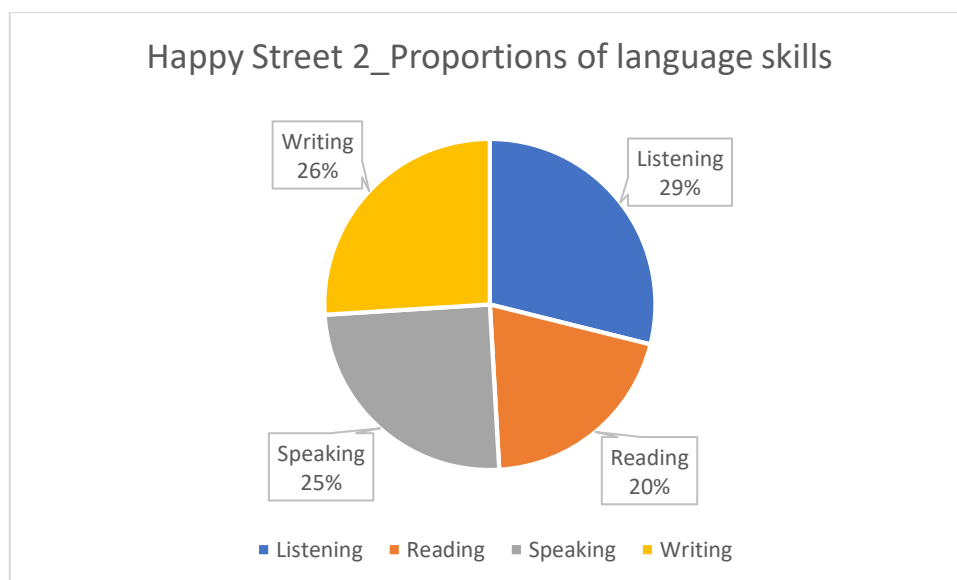


Figure 3: Happy Street 2: Proportions of language skills in the SB and WB

Listening

Analysis: Listening is included in every lesson. Sometimes, it only presents the instructions, or a reading text and the task is not meant to practise listening primarily. In such cases, the learner may decide if to listen or read the text (see Appendix G, Figure 36). Other times it is a task training listening for details or listening for gist. There are at least four of such tasks in each unit (see Appendix G, Figure 37).

It was stated by Cunningsworth (1995) (see chapter 4.2) that every listening should lead the listener in by a pre-listening task. It is the opposite case with Happy Street 2. There are not any pre-listening activities. On the other hand, Phillips (1993) (chapter 4.2) states that pictures are one of the most effective forms of an introduction to a listening activity.

The listening is in various forms. There are dialogues, stories, chants and rhymes involving one or more people. After the listening task, the post-listening speaking practice follows.

The listening is available on the audio CDs.

The survey results: All Rs rated the adequacy of the listening tasks appropriate to the age of the learners with the highest rating. Also quantity of the listening tasks ended up well, with 12 satisfied Rs.

Further, another 12 Rs keep the instructions in the given way. Nobody said how they modified the tasks. However, when the Rs were supposed to state if and what they found unsatisfactory, four of them stated the book did not have enough listening tasks.

Speaking

Analysis: Speaking is used to consolidate previously presented grammar and vocabulary. According to Thornbury's (2005) division of speaking functions (chapter 4.3), there are both functions involved: the transactional (e.g., asking for a way, buying a bus ticket, etc.) as well as interpersonal (e.g., asking about preferences in pairs, talking about weather, etc.) (see Appendix G, Figure 38,39). The task usually requires word or one sentence reply, or it is a pair activity – question-answer or role-play (in the town, buying a ticket, etc.). Fluency is encouraged (it is advised in the TB to give it more importance than to accuracy, with tips on working with speaking activities). The speaking activities at this level are still quite tightly-controlled sticking to only very short dialogues with given structure (see Appendix G, Figure 40). There are usually two speaking tasks per one unit which require learners to lead personalized dialogues. This is in concordance with Pinter's (2009) opinion (see chapter 4.3) who finds personalisation motivating.

The survey results: The results revealed that 12 Rs found the speaking tasks adequate to the learners' age. There is a little decrease of satisfaction with the number of tasks, ten Rs were satisfied. Five Rs stated there were too few tasks.

Regarding task modification, five Rs do not change the tasks. The Rs who modify the tasks did not state how, only that some of them use their own materials, or they use the questions and answers in pictures to create tasks for the learners.

Reading

The analysis: Reading is practised mainly in the second half of each unit. Learners read graphs, postcards, stories, comic strips, or some form of a personal description. The aim of the reading skill is to train reading for gist and details (see Appendix G, Figure 41). In the comic strips reading practises deduction of the unknown vocabulary out of the context. There are two comic strips, one magazine-like reading page, one article about our world accompanied with pictures, and minimally three other reading activities in the WB per unit. There are not any pre-reading activities and only rarely there are some after-reading comprehension check-up questions. This is in contrast with Cunningsworth's (1995) (see chapter 4.4) warning to set the reading into the context with familiar background before reading. On one hand, there is vocabulary used to train the words of the unit, but there is no further task which would help the reader get more familiar with the reading background.

The survey results: All Rs found the reading tasks adequate to the learners' age. Regarding quantity, 11 Rs were satisfied. The remaining two stated there were not enough tasks for the reading practice. Only one R stated she modified the reading tasks; however she did not state how.

Writing

The analysis: The writing tasks are all placed in the WB. They aim at word, sentence and paragraph production. Most of the tasks are guided with only one word or sentence to complete or change in detail. There is one freer task in each unit which is focused on completing sentences with the learner's own idea (see Appendix G, Figure 42). The tasks meet Harmer's (2007) requirements for the guided activities, because they usually include a model according to which learners write their own task or a half of a sentence which needs completing (see chapter 4.5).

The survey results: Regarding adequacy 12 Rs found the tasks appropriate to the learners' age. As for the quantity of the task no longer than one sentence, ten Rs found the task number satisfactory. In case of the longer text production, the Rs were less content, with nine positive ratings. The remaining number of the dissatisfied Rs stated a lack of writing tasks.

Only one R stated she changed the instructions; however the change only means using extra materials in the lessons.

Teacher's Book

The analysis: The TB comprises of the teacher's notes for each lesson. Besides that there is a language summary of each unit, introduction of the SB, structure of the course, notes on class management, tips on classroom games and vocabulary list in the alphabetical order. Each unit is introduced with the specific learning outcomes and each lesson with the specific learning outcomes, key and additional language and materials needed for the lesson. There are also tape scripts and sometimes tips on extension of vocabulary. The notes are simple and easy for a new teacher to understand them.

The survey results: Eight Rs stated they used the teacher's book. Seven Rs need the methodology, six Rs use the extra photocopiable materials, four Rs use the pre-ready tests and three Rs use the answer key.

7.2.2 Chit Chat: Class Book 2

Number of the survey respondents: **11**

Organization of Coursebooks

The SB consists of twelve units where most of them are designed to be taught within four teaching lessons (one page for a lesson).

The SB introduces new topics using grammar and vocabulary and further the listening, speaking and reading skills. The reading and writing skills are trained in the WB. There is a reinforcement lesson, self-evaluation and progress evaluation included after every third unit.

Each unit is finished with a short test which can be found in and printed from the TB.

Further, the SB and WB include lessons focused on the facts about the British culture, vocabulary list with phonetic transcription and translation into the L1 language and other photocopiable activities to practise communication in English.

As mentioned above, units are divided into four lessons. Lesson 1 – the vocabulary of the unit is introduced via listening, reading or a comic strip with children characters. Lesson 2 – consolidates the previously introduced topic and introduces new vocabulary or a grammar topic. Learners are asked to work in pairs or groups. They consolidate the topic by reading and writing in the WB. Lesson 3 – the topic is broadened, reading is practised with various articles. They

are focused on the British culture and thus the learner gets to know new facts about the United Kingdom. Lesson 4 – a comic strip, which is a series of comics with a catchy story. This motivates learners to read for pleasure.

Grammar

Analysis: Each unit introduces two grammar issues. The particular grammar issue is not explicitly stated. There is a small expression or a sentence at the bottom of the first three lessons indicating what topic the lesson is about (see Appendix G, Figure 44). But besides this, the learners should come up with the grammar rule and the meaning based on the context. The grammar is introduced in a comic strip, song, listening or an article. It is practised in speaking activities (such as question-answer dialogues, questionnaires, after-reading comprehension questions, etc.) (see Appendix G, Figure 45). Such tasks are suitable for the learners of this age as was presented by Pinter (2009) (see in chapter 3.2).

The survey results: All Rs rated comprehension of the grammar rules explanation with the two highest ratings. The adequacy of the grammar tasks to the age of the learners was rated the same way in nine cases. The remaining two rated the question with number three. The Rs stated the grammar rules were too easy and the volume of grammar insufficient. The worst rating appeared at the question of quantity of the tasks. Six out of eleven Rs were not pleased with the task number. Three Rs stated they modify the tasks in several ways, such as adding more tasks, games, demand full answers when the instructions ask only for *Yes or No* answer, etc.

Vocabulary

The analysis: Each unit starts with a task (a comic, an article, etc.) which contains a new set of vocabulary. It is presented in pictures, so the learner can visualize the image of the new expression.

There is a wordlist at the back of the WB. It is not divided into units or other sections, it is listed in the alphabetical order, which means the learners have to look through the list to find the expressions of the lesson they are now going through (see Appendix G, Figure 46). The list includes phonetic transcription and translation into the L1. The list contains approximately 234 new expressions. As it was presented in chapter 3.3, there are 165 – 412 new word expressions taught in a Czech school year, so it is a common volume based on the Pinter's opinion (2009).

However, another calculation by Cunningsworth (1995) set the range on 579-675 new words. In such case the vocabulary list would be very small.

The TB lists the active and passive vocabulary for each lesson. There are around 20 active words and expressions in unit (12 units, which means around 24 words a month).

There are not any abstract words, such as a person, an animal, a thing, which are commonly used in paraphrasing.

The survey results: Ten Rs viewed the vocabulary tasks adequate to the age of the learners. Regarding number of the new words or expressions, nine Rs were satisfied. Regarding number of tasks practising vocabulary, six Rs were satisfied. None of the Rs stated they would modify the vocabulary tasks. However, there were several comments stating what could be changed. Five Rs stated there are too few new words or expressions, another five Rs stated there were not enough recycling tasks. One R stated the vocabulary tasks were too easy.

Pronunciation

The analysis: There is one task in each unit focused on pronunciation. It appears in the WB. The SB does not contain information about it, so it is up to the teacher to find it or read where the pronunciation tasks take place in the TB. The focus of the tasks is on the rhythm of the language (learners are made to listen and repeat a short rhythmical poem) and comparison of two phonics (see Appendix G, Figure 47).

There is no focus on stress or intonation, however by reciting the poems, they are practised as well.

The vocabulary list contains the phonetic transcription. However, there is no phonemic alphabet or chart, so it is up to the teacher to explain what the phonetic symbols mean.

The survey results: Eight Rs were pleased with the adequacy of the pronunciation tasks to the age of the learner. Seven of the learners are satisfied with the quantity of the pronunciation tasks. However, seven Rs also stated they would prefer more pronunciation tasks. None of the Rs modify the task instructions.

Skills

The skills are all presented throughout the whole unit and are aimed to practise the given grammar and vocabulary of the unit. 21,5% of the tasks use the integrated skills work. The most frequent instructions combined listening and speaking, reading and writing or listening and reading.

All four skills are balanced in their proportion in the SB and the WB (see Figure 4). The SB is focused on listening, speaking and reading. The WB is focused on reading and writing.

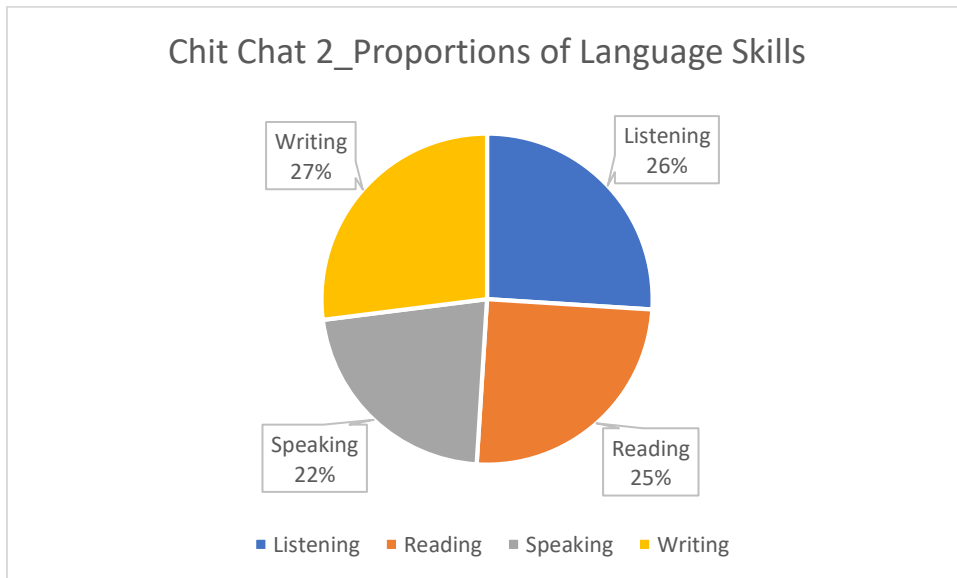


Figure 4: Proportions of language skills, Chit Chat 2 SB, WB

Listening

The analysis: Listening is the most practised skill in this SB (not counting writing, which is part of the WB). The presentation of the new grammar or vocabulary is done via listening tasks. Further, there are tasks to practice listening. The most practised sub-skill is listening for gist (see Appendix G, Figure 48).

There are not any pre-listening activities, and only sometimes there are some after-listening activities, for example true/false sentences, matching pictures, etc.

Most of the time, the listening exercises could be also reading exercises and only instructions reveal what the task is meant for.

The listening tracks are recorded by various speakers, often children. This is in concordance with Harmer's (2007) belief that there should be more speakers involved (see chapter 4.2).

There is also a comic story with a part in each unit. It revises the vocabulary and grammar from the unit, but new expressions are used as well. Learners are challenged to listen and deduce the meaning from the context (see Appendix G, Figure 49). Further, there are short dialogues, poems, songs, telephone conversations or short article information.

The listening is available on audio CDs.

The survey results: All eleven Rs were satisfied with the adequacy of the listening activities to the age of the learners. Further, ten Rs were satisfied with the quantity of tasks. None of the Rs modify the tasks. Two Rs would prefer more listening tasks.

Speaking

Analysis: Speaking activities are short and playful, designed for the appropriate age of children, such as questions and answers about a picture in pairs, or board games with dice and speaking tasks (see Appendix G, Figure 50). Each unit contains minimally two speaking activities. Most of the time they are pair activities, usually focused on a question-answer pattern or some kind of a game. This way the previously introduced grammar or vocabulary is consolidated. Further, there are role-plays with a transactional function of speaking, such as giving directions in town, at the doctor, etc. (see chapter 4.3).

The speaking activities at this level are mostly guided, sticking to short dialogues. There is not task asking for a monologue (e.g., when introducing yourself or your friend).

The survey results: Ten out of eleven Rs were pleased with the adequacy of the speaking tasks to the age of the learners. Seven Rs appreciated the quantity of speaking tasks. The remaining four stated there were too few tasks or too simple tasks. However, none of the Rs modify the tasks.

Reading

The analysis: There is a variety of reading materials in the SB and the WB. There are short articles, comic strips, letters, poems, etc.

The sub-skills which are practised are: reading for gist, reading for detail and also, reading for pleasure (see Appendix G, Figure 51).

The reading activity is either at the beginning of a unit and in this case, it usually contains new vocabulary or grammar. In case it is farther in the unit, the aim is to train one of the sub-skills and perhaps to learn something new about life in the United Kingdom.

The texts vary in their length. They can be texts of a few sentences or a fairy tale of around 60 words.

There are not any pre-reading activities to introduce the topic, but there are pictures which supports understanding of the text background. There are a few after-reading comprehension check-up activities, such as questions about the article, matching pictures, choosing a title, etc. Whether pictures are part of the pre-reading or after-reading activities, in Harmer's (2007) opinion, they are effective tool to get the background knowledge (see chapter 4.4).

The survey results: All eleven Rs found the reading tasks adequate to the age of the learners. Regarding quantity of tasks, nine Rs were satisfied. The remaining two stated there were too few tasks. One of the Rs stated the tasks were too simple. One R modifies the tasks by asking about more details.

Writing

The analysis: The writing tasks are all placed in the WB. They aim at word, sentence or paragraph production.

Most of the tasks are guided with only one word or sentence to complete or change in detail. In each unit there is one freer task which can be done according to a given example. Another free activity is to complete halves of sentences with learners' own ideas (see Appendix G, Figure 52). The approach of giving an example of start of a sentence before writing is in accordance with Scott and Ytreberg's suggestions (1991) (see chapter 4.5).

The survey results: All Rs were satisfied with the adequacy of the writing tasks to the age of the learner. Ten Rs were pleased with quantity of the writing tasks not longer than one sentence, eight Rs were pleased with quantity of the writing tasks longer than one sentence. Only one R stated she modified the tasks by adding more of them. Five Rs stated there were too few tasks.

Teacher's Book

Analysis: The TB is a methodological guide leading teacher through each lesson. There is a teaching plan consisted of topics, active vocabulary, grammar rules or structures, classroom

instructions and topics to revise. Further, the TB contains instructions, tips on how to start and finish each lesson, tips for class games, the answer key, the WB answer key, the tape script, the listening, reading and writing tests, short tests after each unit and an interactive picture dictionary.

Each unit is introduced with the active and passive vocabulary, a list of supplementary materials and the aim of communication.

The survey results: Ten out of eleven Rs stated they used the TB. Seven Rs use the photocopiable materials and pre-made tests, four Rs used the methodology for the SB tasks.

7.2.3 Explore Together: učebnice 3

Number of the survey respondents: **six**

Organization of Coursebooks

There is one introductory unit and five other units. Each unit is compound out of eight lessons. Lesson 1 is focused on new vocabulary presentation. There is always a speaking activity to practise the vocabulary and previously learnt grammar. Lesson 2 focuses on grammar. It is presented via listening activity and practised in a pair speaking task. Lesson 3 is focused on consolidation of all previously learnt via a comic story. In lesson 4 there is a song and new grammar practised in speaking activity. Lesson 5 consolidates the previously learnt vocabulary and grammar and introduces a pronunciation topic. Lesson 6 presents a cross-curricular topic with a reading activity. Lesson 7 is focused on values. It is a reading and listening activity with a writing task in the WB. Lesson 8 dialogue with the topic from lesson 7. Focus is on revision and self- evaluation. There is also a comic double-page every other lesson to practise listening and reading.

At the back of the book there is a page focused on the Christmas day and the World Day of Books. After that there are some extra speaking activities suitable for pair work.

Grammar

Analysis: There are two grammar rules presented in each unit. The grammar of each lesson is always stated in a colourful frame at the bottom of the page. It is then reinforced through

listening, singing, reading, or speaking games or activities in the SB and writing in the WB. As it was mentioned by Harmer (2007) (see chapter 3.2), the grammar rules can be very dull, so including fun activities is an important factor for the learners' learning and practicing. The grammar rule is always presented as a question and an answer, e.g. *Has he/she...? Yes, he has./No, he hasn't. Do you like...? Yes, I do./No, I don't.*, etc.), which makes it easy for the teacher to practise it in communication (see Appendix G, Figure 53). To reinforce the grammar, there is a grammar section at the back of the WB, with one page dedicated to one unit and its grammar (see Appendix G, Figure 54).

As stated by Hird (2015) in chapter 3.2, the inductive approach seems more suitable for the learners to remember and absorb the grammar rules. Learners are encouraged to comprehend the grammar based on situations in listening and pictures before getting to the rule.

In comparison to Project 1 the grammar seems to be simpler, e.g., unit 4 (see Appendix G, Figure 54): grammar is focused on questions in present simple using only the first and second person (*Do you...?*), not the third one (*Does he/she/it...?*) like in the other SBs of the same level. Further, in comparison to Happy Street 2, it presents the grammar topic of the lesson. Happy Street 2 does not.

The survey results: As for the comprehension of the grammar rules four Rs found the grammar rules presentation comprehensible. The remaining two stated they missed grammar explanation as there is only a sentence presenting the grammar rule of the lesson, or that they missed the Czech translation. The grammar rule has its separate section at the end of the WB. There is a section, one page for each unit's grammar. It contains explanation with the grammar presentation and practice. Since the section is at the end, the dissatisfied Rs may have overlooked it, not knowing about it. The adequacy of the grammar rules to the age of the learners was found satisfactory in all six cases. On the other hand, only three Rs were satisfied with quantity of the grammar tasks stating they needed more of them.

Vocabulary

Analysis: Each unit has got a core of vocabulary which also sets the unit's topic. It is between eight to ten words or expressions. Another set of vocabulary is given in lesson four in each unit. At the back of the WB there is a list of vocabulary ordered via units, containing approximately 192 new words, expressions or complete sentences, phrases or questions. The number of words

in the vocabulary list is at the lower limit calculated by Pinter (2009) (see chapter 3.3). There is a space for the learner to write down the L1 translation. The TB distinguishes between the active and passive vocabulary. The vocabulary is further practised via speaking, writing and listening tasks in the SB and WB and recycled throughout the whole unit. There are many activities connected to pictures, games and songs which are used to either introduce or practise given vocabulary. As Pinter (2009) stated (see chapter 3.3) not many books work with synonyms or paraphrasing words or expressions and Explore Together is not an exception.

The survey results: Five Rs found vocabulary adequate to the age of the learners. The same number is satisfied with the number of the new vocabulary to learn. The number of tasks for the vocabulary practice ended up with worse rating, four Rs found the number satisfactory, however the remaining two rated the number with the lowest rating wishing for more tasks.

Further, five Rs do not modify the tasks. The Rs who do so state that they add more expressions. When the Rs were asked to state if and what they would change about the vocabulary in this book, there were various answers ticked, the Rs thought there were too few new expressions, they were too difficult, too easy or the organization of the vocabulary did not meet the R's expectations.

Pronunciation

Analysis: There is one task per unit focused on pronunciation. The task is always focused on two phonemes in comparison with each other. These minimal pairs are known as more difficult or confusing (e.g., /i:/ x /i/, /n/ x /ŋ/, etc.). They are presented in a task containing a picture showing a situation with a sentence which is full of the specific phonics. Learners hear and repeat the sentence. This way, as a side effect, they practise not only phonemes, but also stress, rhythm and intonation (see Appendix G, Figure 56). The book does not teach learners to write phonemes in transcription, no phonemic charts or lists are provided. However, the transcription is used in the vocabulary list.

The survey results: Five Rs found the pronunciation tasks adequate to the learners' age. However, only three were satisfied with the number of the pronunciation tasks. The dissatisfied half rated the question with the worst numbers and also stated they rarely keep the task instructions unmodified. The Rs stated they use extra sources, create their own tasks or include pronunciation more frequently.

Skills

The skills are all presented throughout the whole SB and are aimed to practise the given grammar and vocabulary of the unit. The WB is focused on the grammar and vocabulary practice mostly via the writing skill. Approx. 27% of the tasks instruct to work with the integrated skills. The most frequent instructions combine listening and speaking, reading and listening or listening and writing.

The highest number of tasks uses listening. Second most frequent is writing, which is mostly part of the WB. The SB uses speaking, listening and reading skill (see Figure 5).

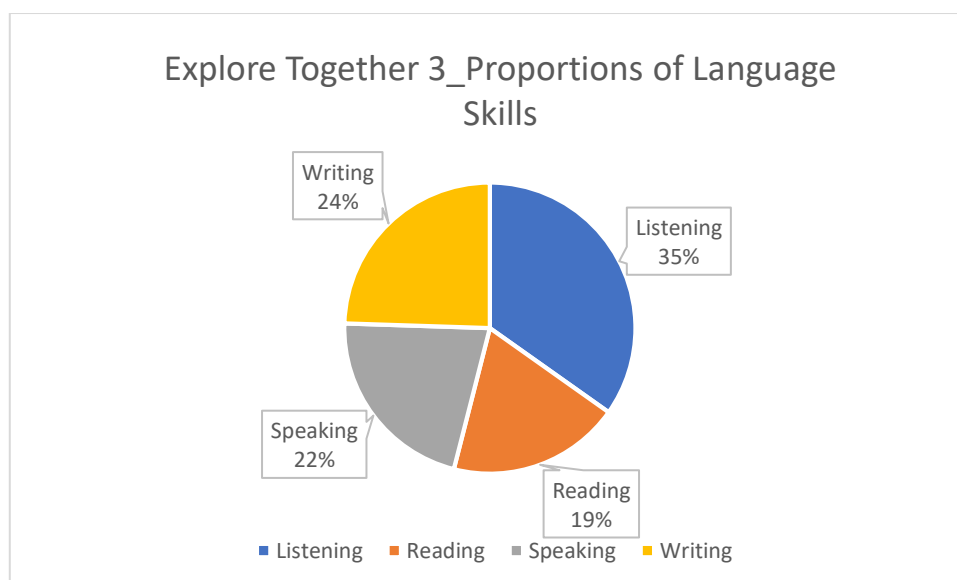


Figure 5: Explore Together 3_Proportions of Language Skills

Listening

Analysis: Receptive listening activities precede the productive ones and are used mainly in lessons one to four. The listening in the first half of the units is done for the reinforcement of the grammar and vocabulary.

In the second half of the units there are longer sections or narratives in which learners are challenged to listen for gist. They are introduced by a pre-listening activity, usually a few questions about the given pictures, or a pre-listening activity, leading the learner into a task, which is more effective than a set of vocabulary from the listening or pre-viewing questions without pictures, as discussed in chapter 4.2 (see Appendix G, Figure 57).

Lesson four always contains a song to listen to and remember vocabulary and grammar used in it.

Very often there is a text available for the learners to follow along with the listening.

As presented in chapter 4.2 by Ur (2009), real life situations do not provide an option to re-listen to something again, so only one hearing with plenty background information should be enough. This book, however, does not follow such reasoning, making learners repeat the listening.

A number of speakers of various accents and types are involved. There is either one speaker narrating about something or dialogues between two or more speakers.

The survey results: All six Rs replied they found the listening tasks adequate to the learners' age. The question on quantity of the listening tasks also revealed six satisfactory ratings. Nobody from the Rs modify the listening tasks. There were two comments on changes the Rs would make and those stating they would add more listening tasks.

Speaking

Analysis: Learners are asked to speak in short controlled dialogues and pair activities, but also to practise freer activities – questions, answers, or various games. This approach is in accordance with Phillips' belief that short dialogues are a suitable way to motivate learners to speak (see chapter 4.3). The listening activities in lessons 7 and 8 aim at learning common every-day phrases. There is a word skills part at the back of the SB containing speaking games suitable for work in pairs or in the whole class (see Appendix G, Figure 58).

The survey results: Six Rs found the speaking activities adequate to the age of the learners. The percentage decreases when evaluating quantity, four Rs rated the quantity of the tasks sufficient. The remaining number sees the quantity of tasks small. Five Rs responded they do not modify the speaking tasks. The remaining number of the Rs who modify the tasks, however, did not state how they change the tasks.

Reading

The analysis: The aim of the reading skills in this book is to practise reading for gist and reading for details. The reading tasks do not start with pre-reading questions, but they are accompanied by pictures, which is recommended for instance by Harmer (see chapter 4.4), because pictures help learners acquire some background information (see Appendix G, Figure 59). The after-reading tasks are made in a form of question comprehension. The length of the

reading texts is variable. There is usually one shorter one (around 11 sentences) and one longer one (around 25 sentences) in each unit.

Besides the reading tasks there are other types of texts which can be used to practise reading, but are primarily thought to practise different skills. Such tasks are for example dialogues, songs, narratives, descriptions, facts, etc.

The SB supports learners with reading for pleasure by a project aimed at the World Book Day which combines all four skills.

The survey results: Regarding adequacy of tasks to the age of learners, all six Rs found them adequate. The question on number of reading tasks revealed that four Rs were satisfied, however two of them rated the question with mark three or four, the lowest rating. These two Rs stated they would prefer more reading activities in the SB or the WB. None of the Rs modify the tasks.

Writing

The analysis: The writing tasks are all part of the WB. They are focused on a word level (filling in a correct word), sentence level (picture description) and short paragraph level, division presented by Scott and Ytreberg (2009) (see chapter 4.5).

Each unit contains free writing activity with a sample for inspiration how to proceed. There are detailed instructions how to evaluate writing tasks in the TB. The guided activities contain tasks, such as decoding text, picture description, writing questions and answers based on a picture and given example (see Appendix G, Figure 60).

The survey results: All six Rs viewed the writing tasks adequate to the learners' age. Also quantity of writing tasks was satisfactory for five out of the six Rs, in case of tasks demanding production the length up to one sentence. The satisfaction sharply decreased, however, with the tasks demanding a text production longer than one sentence. Only three of the six Rs were satisfied. The unsatisfied Rs thought, as a rule, the quantity was low. Only one R stated she modified the tasks, but did not state how.

Teacher's Book

The analysis: The TB seems very useful, full of practical tips, instructions, advice and information.

Besides the methodological instructions, it contains advice for lessons with pupils with special needs, the answer key for the SB and the WB, the tape scripts, ideas for games in lessons, vocabulary list in the alphabetical order, the classroom language list and an evaluation booklet.

Each lesson is provided with information on aims of the lesson, active and passive knowledge of vocabulary and grammar and tools required for the lesson.

Teachers are encouraged to make notes and space for them is provided at the back of the TB.

The results survey: Four out of six Rs use the TB. Four Rs need the methodology, two Rs use the key results and the pre-ready tests, one R uses extra photocopiable materials.

7.2.4 Project 1: učebnice angličtiny

Number of the survey respondents: **four**

Organization of Coursebooks

The SB has got six units. Each unit contains eight pages of language system and skills work. There is also a culture page with information about the British people, cross-curricular subject page, a revision page, a project page and a song. The back of the book contains a map of the world and the phonetic alphabet.

All lessons in each unit are topic-based. The topics always include information about life in Great Britain. The units start with a vocabulary and grammar introduction. Every lesson further includes a comic story.

The volume of the subject matter seems large. Regarding grammar, the book includes: long and short forms in affirmative, negative and question with the verb to be, to have, to do and can. This is a content of approximately half of the grammar in the book. As for the vocabulary, there are approximately 87 words per month to be learnt.

Grammar Items

Analysis: Grammar is usually introduced by a comprehension section, which is a kind of a text focused on a specific grammar issue. Learners are asked to analyse the text and use the grammar item. Afterwards the grammar rule is given separately in a green box and learners are usually

asked to fill in empty gaps to come up with the grammar rule (see Appendix G, Figure 61). This is a form of an inductive approach suggested for example by Hird (2015) or Thornbury (2002) (see chapter 3.2). After presentation and identification of the grammar rule, some controlled practice to consolidate the rule follows.

There is a grammar overview at the back of the WB.

The grammar lessons seem very comprehensive, introducing more grammar issues at one spot in comparison to other coursebooks. For example, one page and a half, containing seven tasks is focused on introduction and practice of *have got/has got, haven't got/hasn't got* (see Appendix G, Figure 62).

The survey results: All of them were satisfied with the comprehensibility of the grammar explanation to the learners. All Rs also found the grammar tasks adequate to the age of the learners. Regarding quantity, two of them were not satisfied with the quantity of the task. It is a question, however, what the reason was, as one of the Rs stated the grammar is insufficient whereas the second one thought it was too comprehensive. None of the Rs modify the tasks.

Vocabulary

Analysis: There is a strong emphasis on vocabulary. In each unit there is approximately 130 new words or expressions (or seven to eight new words every lesson) if we spread the SB regular lesson plan throughout the school year. It is approximately 729 new words or expressions altogether, which is far above an average according to Cunningsworth (1995) (see chapter 3.3) who defined the upper limit by 675 new words per a school year. It is important to mention, however, that the list of vocabulary contains all expressions, even some specific ones, such as *twenty-five past, twenty to*, etc. Some SB do not include those and rather consider them as a part of grammar. The vocabulary list is at the back of the WB. It is organized according to lessons. It contains transcription and the Czech translation. The book does not make difference between the passive and active vocabulary range.

Each unit consists of two to three lessons which contain a new set of vocabulary. On one hand learners are introduced to lots of new expressions, on the other, each set is practised only in that lesson and therefore may be a question whether the amount of vocabulary should not be decreased in favour of more recycling tasks.

The survey results: All Rs were satisfied with the character of vocabulary and its quantity getting rating one or two. Nevertheless, when asking about the reason of dissatisfaction with the vocabulary, two Rs did not appreciate the organization of the vocabulary throughout the book, and another one stated the vocabulary was too broad and difficult. Regarding quantity of the vocabulary tasks, the rating showed an average satisfaction.

Pronunciation

The analysis: There is greater focus on pronunciation in comparison to other SB of this level. The focus is put on phonemes, word and sentence stress, intonation and both fluency and accuracy. The phonetic alphabet is included at the end of the SB. Sometimes, the rhyme is reinforced by funny rhymes and tongue-twisters.

There are usually four tasks per unit. They all include listening and afterwards learners are asked to repeat it and mark the stress, categorize words, circle the odd word out, etc. (see Appendix G, Figure 63).

The survey results: None of them were satisfied with the adequacy of tasks to the learners' age and all rated the question with number three. Regarding quantity, the rating ended up almost the same, three Rs gave number three and one the lowest score, number four. Nevertheless, all of them stated they keep the instructions of the tasks unmodified. When asked about aspects which the Rs are not pleased with, three of them stated there were not enough tasks, two Rs stated the tasks were too difficult and one R noted they were incomprehensible for the learners.

Skills

The skills are all presented throughout the whole SB and are aimed to practise the given grammar and vocabulary of the unit. The WB is focused on the grammar and vocabulary practice mostly via the writing skill. Approx. 15% of the tasks instruct to work with the integrated skills. The most frequent instructions combined listening and speaking, reading and listening or listening and writing.

The highest number of tasks are instructed to use writing. They are mostly part of the WB. The SB uses speaking, listening and reading skill (see Figure 6).

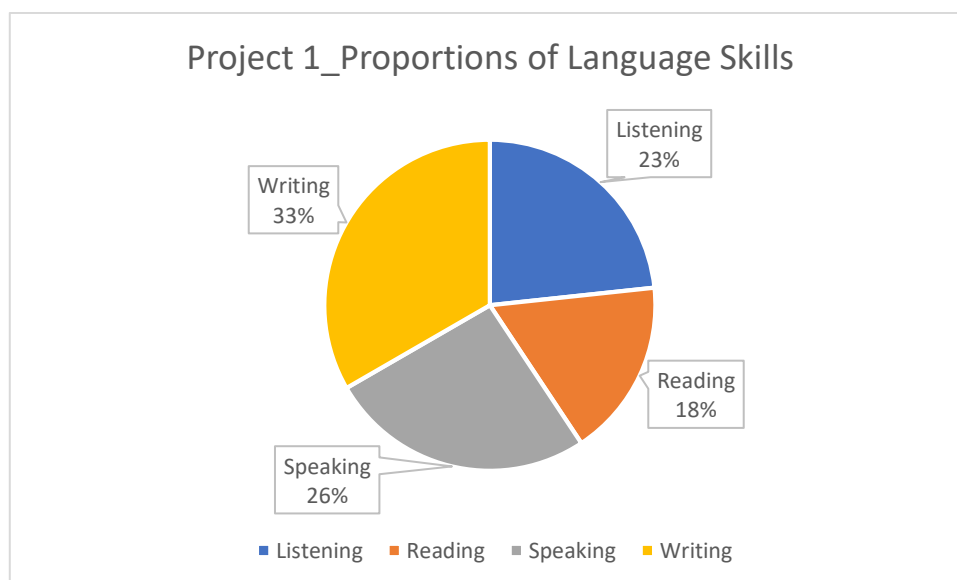


Figure 6: Proportions of language skills_Project 1

Listening

Analysis: Listening is used with the listening activities, or in other tasks, such as to hear the proper pronunciation of new vocabulary, or when practising pronunciation. The listening activities are placed after the grammar section to consolidate grammar and vocabulary. There is also listening of the Mickey, Millie and Mut comic lessons.

The listening tasks are often creative (*listen and draw, listen to sounds, listen and correct pictures...*). The trained sub-skill is mostly listening for detail. Listening is often used as a form of a pre-activity which is followed by another reading, speaking or writing activity (see Appendix G, Figure 64). This is against Ur's (2009) belief to listen one time and prepare the listener for it by supply of background information (see chapter 4.2).

The listening recordings are of various types. There are one speaker recordings, such as short narrations or descriptions, or dialogues with two or more speakers. The speakers are often children, but sometimes adults and there is a great variety of voices and accents.

Each project lesson includes a song which also develops listening skill and further, consolidates the language of the unit. Learners are asked to fill in gaps or do actions they hear in the song (TPR) (see Appendix G, Figure 65). Songs were presented in chapter 4.2 by Harmer (2007) as one of the most effective listening tools.

The listening is available on audio CDs or interactive class-ware ROM.

The survey results: Regarding adequacy to the age of the learners, three out of four Rs were satisfied. As for the quantity, all of them were satisfied. None of the Rs modify the listening task. Only one R stated a complaint which was a difficulty of tasks.

Speaking

The analysis: Speaking is used to consolidate grammar, vocabulary or practise pronunciation. There are guided activities, such as drills consisted of repeating some models, which is suggested by Pinter (2009) (see chapter 4.3) or in freer activities while speaking about myself based on an example (see Appendix G, Figure 66). There are also games involved, such as *I've got a book.*, *He's got a book and I've got a mobile*, or *What have I got in my bag starting with P?*

Speaking activities are usually done in groups or pairs, however, when consolidating grammar and during drill activities usually whole class is instructed to work together.

The survey results: Two out of four Rs rated adequacy of the speaking tasks to the age of the learners and also the quantity of the tasks by satisfactory number two and the remaining two with unsatisfying number three. Only one R stated she modified the tasks but did not state how. Three Rs stated there were too few speaking tasks.

Reading

The analysis: Reading is designed in a form of short articles (up to three paragraphs) or comics. The reading tasks include new vocabulary and grammar for consolidation. There are six tasks, usually one per unit.

The tasks do not include any pre-reading activities, but there are usually pictures which demonstrate the topic of the reading task (see Appendix G, Figure 67), which was presented by Cunningsworth (1995) (see chapter 4.4) as one of the most appropriate tools to give background to the reading topic. The task is usually to scan the text and find some information. After reading the text there are follow-up activities, such as to act out the story in case of the comic, fill in a name of the person about whom the information is, draw things in the room according to the description, etc.

There are not any longer narratives to practise reading for gist.

The survey results: Two of the four Rs did not find the reading tasks adequate to the age of the learners. They found them too difficult. Regarding quantity, one R was satisfied, however two Rs rated the quantity with number three and one R with the lowest number four. The Rs stated there were too few tasks. Nobody stated they modified the tasks.

Writing

The analysis: The writing tasks are in both the SB and also the WB. In the SB it is often not clear whether it is a speaking or writing activity, for example instructions say *Make five sentences*, or the headline says *writing* and the instructions say *Talk about a typical day...* (see Appendix G, Figure 68). In the WB there is a free writing task in every unit. There are no instructions or tips for the teacher how to evaluate if to encourage learners making paragraphs, whether to correct all mistakes or focus on cohesion.

The writing tasks in the SB are mostly guided tasks with an example or sample on how to complete the task. They are on a word or sentence level (task is to complete one word, to write some sentences about yourself and about a friend using a template, etc.)

The survey results: All four Rs were satisfied with the adequacy of the writing tasks. Regarding quantity, there was one R unsatisfied with the number of tasks demanding production of up to one sentence as well as more than one sentence. None of the Rs modify the tasks. One R stated there were too few tasks and another one stated there were too many writing tasks.

Teacher's Book

The analysis: The TB provides instructions and structure for the SB, adding some suggestions for classroom management and teaching techniques. Further, there are the SB and WB answer keys, a tape script for the listening activities, tips on extra activities for fast finishers, some photocopiable communicative exercises, photocopiable worksheets for video and tests – after each unit and a progress test after every other unit.

Each unit is started with a grey box of unit overview giving teacher information on grammar focus, vocabulary range, skills, pronunciation, topics and culture topic of the unit. The unit is further divided into sections A-D, Culture, English across curriculum, Revision and Your project.

The information given is clear, detailed and useful for the teacher.

The survey results: All of the four Rs used the TB. Three Rs use them for the results key, photocopiable materials and pre-ready test. Two Rs uses the TB also for the methodology.

7.3 Rating of the language systems and skills in the student's books

To answer the third research question, the Rs' ratings of the language skills and systems had to be compared. The result showed which from the systems or skills was treated the best in the coursebooks in the Rs' opinion and which the worst.

	skill/system with the best rating	skill/system with the worst rating
Happy Street 2	listening	grammar
Chit Chat 2	listening	grammar
Explore Together 3	listening	grammar, pronunciation
Project 1	vocabulary	pronunciation

Table 2: The best and worst rating of the language skills and systems in the student's books.

8 Discussion

8.1 Grammar

There are at least two aspects which need to be discussed when evaluating grammar in the SB. The first one is the presentation of the grammar rules. The second one is the way these rules are practised.

The survey has revealed that teachers are generally satisfied with the presentation of the grammar rules. In some cases, teachers thought it was too simple and then they decided to modify the task by adding more details (for example they taught the learners the full answer, such as *Yes, I do*, not only *Yes*.) Some SBs do not present the grammar rules at all (Happy Street 2, Chit Chat 2). The survey revealed that the grammar presentation would be appreciated. In case of Explore Together 3, the presentation is at the back of the WB, which was not found satisfactory as well. The reason may be that it is easily overlooked or forgotten.

The strength of the grammar practice was found in its adequacy to the learners' age. The tasks were further found comprehensible. On the other hand, the most significant drawback appeared to be the low quantity of the grammar tasks, which was also found by the textbook analyses in most cases (Explore Together, Happy House, Chit Chat). The low quantity of tasks was an issue of all SBs.

8.2 Vocabulary

There were more aspects evaluated regarding vocabulary in SBs. The Rs rated the quality and quantity of the words and expressions, but also the tasks of the vocabulary practice.

The survey revealed that the character of the vocabulary in the SBs is adequate to the learners' age. Regarding the quantity, the vocabulary list varied from the smallest number of expressions (192 in Explore Together 3) to the highest number (729 in Project 1). No matter how many words, most Rs were satisfied with the length of the vocabulary list. There are several possible explanations to it. Firstly, some SBs list only the completely new words (Chit Chat 2) whereas others (Project 1) has got lengthy wordlist, however there are all expressions, even numbers or colours which are usually taught in the first year of English). Another explanation could be that teachers do not care about the quantity of words. It is probably more important for the teachers to have the vocabulary reinforced and recycled in tasks than to count the number of the words.

As for complaints, some Rs (Happy Street 2 and Chit Chat 2) stated the vocabulary was not structured well. When looking at the titles, they both had a vocabulary list which was organized in the alphabetical order. The problem is that learners learn the new words gradually, in the lesson order, not alphabetical, so it is impractical for them. If they want to keep a list they have to find each of the words in the list.

Regarding omitting or modifying vocabulary Rs do not change much and stick to the book. Only in a few cases they felt there were not enough exercises to recycle the vocabulary. However, they did not state how they modify the tasks or what they do to change the unfavourable situation.

8.3 Pronunciation

Pronunciation is well-known for being unpopular among teachers as they are often not sure how to approach it. Some of the questionnaires supported this notion. For example, the Rs evaluated speed of speaking or the British and American accent rather than the method or outcome of the tasks. Moreover, more than a half of the total responses claimed insufficiency with a small number of the pronunciation tasks.

Adequacy of the tasks to the learner's age and quantity of tasks were most appreciated by the Rs of the Happy Street 2 and Chit Chat 2 title. The worst rating was achieved by Project 1. It was unexpected because the SB contains more than double the amount of the pronunciation tasks of other titles. Moreover, the tasks are focused on many aspects, such as intonation or stress, which are not focused on in the other SBs. The reason may dwell in the layout of the SB. While thinking about possible explanation, I inspected a newer edition of Project 4th (published in 2018) and compared the pronunciation tasks. They were completely the same. The only difference was that they were all put into their own separate section at the end of the book whereas in the older version they were part of each unit. It is obvious that one from the layouts is not satisfactory. It is the newer one, with the separate section at the back, in my opinion, because the dissatisfied respondents often claimed there were not tasks to practise pronunciation, or very little. They may have overlooked them.

8.4 Listening

The survey revealed that the listening is the least problematic skill in all of the evaluated textbooks. Most Rs were satisfied with the task adequacy to the learners' age, intelligibility of instructions as well as the number of tasks. Low number of tasks proved to be an issue in the rest of the language systems and skills. The positive result may be affected by the fact that listening is included even when the task aims to practise a different skill, for example the task instructions can usually be read but also listened to, a text designed to practise reading is often recorded in listening and the teacher can choose which skill to practise. All in all, according to the survey results, the listening skill in the SBs is elaborated according to the teachers' needs.

8.5 Speaking

It was a common result that generally Rs found tasks adequate to the learners' age, but also that the most common teachers' issue was a lack of tasks to reinforce the subject matter or the language skills. The biggest proportion of the dissatisfied Rs in this case were the Rs of Project 1. Besides lack of speaking activities, they further found the instructions and the task design too complicated. Regarding number of tasks, it is in contrast to the results of the analysis as 26% of all tasks in Project 1 are aimed to practise speaking. Several reasoning may explain it. Firstly, Project 1 had only four Rs, which is too few to be able to take the numbers statistically seriously. Secondly, Project 1 contains many activities to lead short question-answer dialogues or talk about yourself, however, there are not many tasks which would be personalized and interactive, such as finding out about my friend's daily routine, hobbies, favourite breakfast, etc. Such interactive speaking activities then have to added.

8.6 Reading

Most Rs were satisfied with the adequacy of the reading tasks to the age of the learners and the intelligibility of the tasks. Further, like with the listening skill, the quantity of the reading tasks appeared satisfyingly. There were some differences in the results of the specific SBs. The reading tasks in Project 1 were perceived by a few Rs as too difficult while in Chit Chat 2 as too simple. The SBs are designed for different levels, so Project 1 (for the fifth grade) is naturally more difficult than Chit Chat 2 (for the fourth grade). Nevertheless, the Rs did not compare the SBs to one another but the difficulty for their learners. When comparing the two SBs most of the reading tasks Chit Chat 2 are several sentences which are supposed to be put

into order or matched with pictures. The pictures reveal a lot from the meaning of the sentences and the tasks are then easier to comprehend. The reading tasks in Project 1 are short compact texts. There are some pictures involved, too, but it is obvious that the learner is much more reliant on the reading comprehension.

Another issue which is worth mentioning is the obsolescence of many SBs and the reading tasks in them. These books contain tasks, such as: *read a letter from your penfriend, or read a TV programme, etc.* The outdated tasks are uninteresting for the learners because they cannot understand them. Teachers then have a choice to omit these tasks, or modify them giving them more up-to-date feel.

Further, there were some Rs who change the instructions and use the texts to translate it, sentence by sentence, into the L1 language. None of the evaluated textbooks, however, seems suitable for this kind of activity. The texts are written for the reading perception and its practice, whereas translating helps with the knowledge of grammar and vocabulary, but is not that effective with the reading for gist.

8.7 Writing

The writing skill is considered to be the most demanding skill. As stated in chapter 4.5, it is because the written production involves knowledge of grammar, spelling and the need to plan ahead what to write in the L2 language. The SBs are designed respecting the difficulty. The written production is a minor part of the SBs. The proportion of the writing tasks in the evaluated SBs varies from 26-33%. However, the written production often means to fill in a word or changing and rewriting sentences in vocabulary or grammar exercises. The production of sentences is minimal.

The Rs were all generally satisfied with the adequacy of the writing tasks to the learner's age. There was also sufficient quantity of tasks demanding production of text up to one sentence long. There was a higher number of the Rs who would appreciate more tasks for the writing production longer than one sentence.

8.8 The language skill and system comparison in specific student's books

The systems and skills comparison showed that Rs are most satisfied with the listening skill in almost all of the evaluated SBs (except for Project 1 with the best rating of vocabulary).

On contrary, the worst outcome was achieved with grammar in Happy Street 2, Chit Chat and Explore Together 3 and pronunciation in Explore Together and Project 1. The reasons were discussed earlier in this chapter, under their specific headings (see chapter 7.2). To summarize them briefly, the Rs were not satisfied when they missed the grammar overview, or when it was not apparent that the overview was there (for example, at the back of the WB). The same issue may have been with the pronunciation in Project 1.

CONCLUSION

The thesis was focused on the language systems, (grammar, vocabulary, pronunciation), and the language skills, (listening, speaking, reading, writing), in English textbooks used at primary schools.

The aim was to discover what are the most frequent strengths and weaknesses of the presentation and practice of language skills and systems in textbooks, according to English teachers. Further, the aim was to determine the best and the worst-handled language skill or system in the teachers' opinions. The last aim was to determine the most frequent strengths and weaknesses of the language system and skill presentation in the selected English textbooks which arise from the textbook analyses.

The theoretical part gave the reader some background knowledge of the topic. The first and second chapters were focused on the learners of primary school, their characteristics, developmental stages and how they reflect on the teaching and learning process. The third chapter described textbooks generally, what they are, their types, functions and their position in the FEP EE. The chapter which followed narrowed the focus to the English textbooks and their concordance with the Common European Framework of Reference, and the expected outcomes in the FEP EE, which outline the standards which learners are supposed to achieve. The final part of the theoretical section was focused on the description of the language skills and systems, providing an insight into each of them, respecting that the interest of the thesis is narrowed to the English textbooks and learners in the primary level of education.

The practical part first outlined the methodology of the research. The first step was a qualitative research in the form of an online questionnaire, and subsequent comparison of the outcomes to analyses of the selected textbooks. The respondents of the questionnaires were the primary level English teachers who answered questions about the textbooks they used in their lessons. The questions were formed to get an idea if the respondents were satisfied with the appropriacy of the tasks to the age of the learners and quantity of the specific skills and systems, and in case they were not what the reason was. Four most common titles, (Happy Street, Chit Chat, Explore Together, Project), were selected and a total of 62 responses about them evaluated.

The second part of the research was a textbook analysis. It was based on Cunningsworth's (1995) evaluation list of questions. I analysed the four above-mentioned titles, specifically the organization of the coursebook, language systems, language skills and the teacher's book of each title. In the end I compared the analyses to the responses to find similarities and differences. Furthermore, the best and the worst-evaluated language skill and system by the Rs in each of the textbooks was stated.

Thanks to the research, the research questions were answered. The first question asked about the most frequent teachers' opinions regarding presentation and practice of language skills. The most common answer from all the teachers was generally a satisfaction with the adequacy of all the tasks to the learner's age. On the contrary, they were least satisfied with number of tasks to practice all systems and skills in all evaluated textbooks.

The second question aimed at the most frequent aspects of language skills and systems in the English textbooks of the primary school level which the teachers not satisfied with. The worst rating regarding teachers' satisfaction was related to the language system of pronunciation and grammar. The most serious problem with pronunciation was a lack of practice exercises, and an absence of instruction on how to extend the pronunciation practice. As for the grammar, the research revealed that teachers prefer a grammar presentation in the textbook. They were the least satisfied when the textbook did not include any presentation of grammar rules.

The third question aimed at language skills and systems which the teachers are most or least satisfied with in their particular textbooks. To summarise their answers, the teachers were most satisfied with the language skill listening in almost all the textbooks; except for Project 1 where teachers were most satisfied with vocabulary. On the contrary, the most common subject of dissatisfaction was grammar or pronunciation.

The fourth research question aimed at the most frequent strengths and weaknesses of the language system and skill presentation in the selected English textbooks which arise from the textbook analyses. They revealed that one of the strength of the selected titles are balanced proportions of the language skill tasks. Further, all of the titles offer great variety of listening and reading material. On the other hand, some weaknesses were discovered as well. The analyses of most of the titles revealed (except for Explore Together) that listening and reading tasks rarely contain any preparatory task (pre-listening or pre-reading activity) which would familiarize learners with the topic. Further, most titles (except for Project 1) contain one to two pronunciation tasks per unit, which is in comparison to number of other tasks, very few.

One of the strengths of the research was that the respondents were from all over the Czech Republic. The drawback of the survey was that the respondents chose a great variety of textbooks to evaluate and speak about. As a result, only part of the responses was evaluated. For this reason, only a few responses were gathered for some of the books. It was not a problem for the textbook analysis. However, due to a low number of responses, the questionnaire result in the case of Project 1 (four responses) and Explore Together 3 (six responses) cannot be generalized.

The drawbacks could be addressed in the next research project which could narrow its focus only to specific titles of English textbooks, or one of the language skills or systems to achieve more accurate results.

The thesis should contain valuable findings not only for the reader, but also for me as an English teacher. Working out this topic helped me learn a lot about the background of the skills and systems of the English language, and to realize many facts regarding teaching English at this level, and to acquire some tips and advice on the practical issues of teaching them.

The result of the research may be helpful to teachers when choosing a textbook for their class, as they can read the books' evaluations and see results of other teachers' evaluations. They can also compare the findings here to their own preferences. Furthermore, the results may be interesting and inspiring material for teachers; they can think ahead to what aspects of the language skills and systems to include or omit. Additionally, methodologists can discover what kinds of tasks are popular among teachers and which are not, and adjust their creations accordingly.

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Figure 70: Project: the best and the worst language skill and system in Rs' opinion
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APPENDICES

APPENDIX A: Descriptors for the A1 level, according to the CEFR

RECEPTIVE SKILLS

Listening skill

A1	Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
-----------	--

Figure 7: Overall oral comprehension (CEFR, 2020, p.48)

A1	Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear. Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
-----------	--

Figure 8: Understanding conversation between other people (CEFR, 2020, p.49)

A1	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
-----------	---

Figure 9: Understanding audio media and recordings (video, messages, weather forecast, narrated stories, news bulletins, interviews, documentaries) (CEFR, 2020, p.52)

A1	Can recognise familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.
-----------	---

Figure 10: Watching TV, film and video (CEFR, 2020, p.53)

Reading skill:

A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
-----------	--

Figure 11: Overall reading comprehension (CEFR, 2020, p.54)

A1	<p>Can understand short, simple messages on postcards.</p> <p>Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).</p>
-----------	--

Figure 12: Reading correspondence (CEFR, 2020, p.55)

A1	<p>Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).</p> <p>Can understand basic hotel information (e.g. times when meals are served).</p> <p>Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).</p>
-----------	--

Figure 13: Reading for orientation (skimming and scanning) (CEFR, 2020, p.56)

A1	<p>Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.</p>
-----------	--

Figure 14: Reading for information and argument (CEFR, 2020, p.57)

A1	Can follow short, simple directions (e.g. to go from X to Y).
-----------	---

Figure 15: Reading instructions (CEFR, 2020, p. 58)

A1	<p>Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</p> <p>Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.</p>
-----------	--

Figure 15: Identifying cues and inferring (spoken, written and signed) (CEFR, 2020, p.60)

PRODUCTIVE SKILLS

Speaking skill:

A1	Can produce simple, mainly isolated phrases about people and places.
-----------	--

Figure 16: Overall oral production (CEFR, 2020, p.62)

A1	<p>Can describe themselves, what they do and where they live.</p> <p>Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.</p>
-----------	--

Figure 17: Sustained monologue: describing experience (CEFR, 2020, p.63)

A1	<p>Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance.</p>
-----------	--

Figure 18: Sustained monologue: giving information (CEFR, 2020, p.63)

Writing skill:

A1	<p>Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.</p> <p>Can produce simple isolated phrases and sentences.</p>
-----------	---

Figure 19: Overall written production (CEFR, 2020, p. 66)

A1	<p>Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Can describe in very simple language what a room looks like.</p> <p>Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</p>
-----------	---

Figure 20: Creative writing (CEFR, 2020, p.67)

A1	<p>Can compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.</p> <p>Can compose a short, simple postcard.</p> <p>Can compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.</p>
-----------	--

Figure 21: Correspondence (CEFR, 2020, p.83)

A1	<p>Can fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form.</p> <p>Can leave a simple message giving information regarding for instance where they have gone, or what time they will be back (e.g. "Shopping: back at 5 p.m.").</p>
-----------	--

Figure 22: Notes, messages and forms (CEFR, 2020, p.84)

VOCABULARY SYSTEM

A1	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
-----------	---

Figure 23: Vocabulary range (CEFR, 2020, p. 131)

GRAMMAR SYSTEM

A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
-----------	---

Figure 24: Grammatical accuracy (CEFR, 2020, p.132)

PRONUNCIATION SYSTEM

Overall phonological control	Sound articulation
<p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group. Can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases.</p>	<p>Can reproduce sounds in the target language if carefully guided.</p> <p>Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).</p>
Prosodic features	
<p>Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm and/or intonation from the other language(s) they speak; their interlocutor needs to be collaborative.</p>	

Figure 25: Phonological control (CEFR, 2020, p.135)

APPENDIX B

Questionnaire:

An English teacher at the first stage of the primary school and his/her preferences in textbooks

Dear teacher, if you are currently teaching English at the first stage of the primary level of education, I would like to ask you to fill in this anonymous questionnaire. Your reply will be used to work out my diploma thesis dedicated to the teacher's use of textbooks and his/her preferences in the language skills (reading, writing, listening, speaking) and systems (grammar, vocabulary, pronunciation). The questionnaire completion takes approximately 13 min. I kindly appreciate it!

Jana Vičanová, a student of a university programme Teaching English at the elementary school

1 THE TEACHER

1. Sex (*male/female/other*)
2. Age (*up to 25/26-30/31-34/35-44/45-54/55-64/65 and more years old*)
3. Which region is your school in? (*choice of 14 Czech regions*)
4. Type of school (*regular, small rural school, Montessori s., Waldorf s., etc.*)
5. Subjects you teach (*all subjects, only English, choice of all subjects from the first stage of primary school*)
6. Years of teaching experience at the first stage of primary school (*1-2/3-5/6-10/11-15/16-25/26 and more*)
7. Which grades do you teach English in? (*1st/2nd/3rd/4th/5th*)
8. Do you use textbook in your English lessons? (*yes/no*)

2 TEXTBOOK (This part is about a textbook which you know the most)

9. What is the title of the book which you know the most? (*choose or write one option only*)
10. How many lessons of English a week do you teach with this textbook?
11. The level of the textbook is generally appropriate to the level of the learner. (*choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect*)

12. The volume of the subject matter is: (*adequate/is not adequate at all/is slightly inadequate/slightly comprehensive/too comprehensive*)

Let's now focus on GRAMMAR

13. GRAMMAR: Evaluate these aspects of the textbook according to the scale 1-4. (*Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect*)

- Intelligibility of the grammar rules considering learners
- Adequacy of the grammar tasks considering learners
- Quantity of the grammar tasks

14. I keep the instructions of the grammar tasks:(*yes/mostly/mostly not/no*)

15. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

16. If you are not satisfied with the way the grammar is presented in the textbook, for what reason? (*too comprehensive/insufficiently comprehensive/too simple/presentation too complicated/miss the Czech translation of grammar rules or instructions/other.*)

Let's now focus on VOCABULARY.

17. VOCABULARY: Evaluate these aspects of the textbook according to the scale 1-4. (*Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect*)

- Quality of Vocabulary is adequate to the learners' age
- Volume of vocabulary is adequate to the learners' age
- Number of tasks practising vocabulary is sufficient

18. I keep the instructions of the grammar tasks: (*yes/mostly/mostly not/no*)

19. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

20. If you are not satisfied with the way vocabulary is presented in the textbook, for what reason? (*too large/too little/too simple/too difficult/insufficient recycling/the organization in the SB does not meet my needs/miss a wordlist/miss English-Czech translated wordlist/other.*)

Let's now focus on PRONUNCIATION.

21. PRONUNCIATION: Evaluate these aspects of the textbook according to the scale 1-4. (Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect)

- Pronunciation tasks are adequate to the learners' age
- Number of tasks practising pronunciation is sufficient

22. I keep the instructions of the pronunciation tasks: (yes/mostly/mostly not/no)

23. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

24. If you are not satisfied with the way pronunciation is presented in the textbook, for what reason? (too many tasks/too few tasks/too simple tasks/too difficult tasks/difficult structure of tasks – learners do not understand the instructions)

Let's now focus on READING.

25. READING: Evaluate these aspects of the textbook according to the scale 1-4. (Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect)

- Reading tasks are adequate to the learners' age
- Number of tasks practising reading is sufficient

26. I keep the instructions of the reading tasks: (yes/mostly/mostly not/no)

27. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

28. If you are not satisfied with the way reading is presented in the textbook, for what reason? (too many tasks/too few tasks/too simple tasks/too difficult tasks)

Let's now focus on WRITING.

29. WRITING: Evaluate these aspects of the textbook according to the scale 1-4. (Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect)

- Writing tasks are adequate to the learners' age
- Number of tasks practising writing up to one sentence long is sufficient
- Number of tasks practising writing more than one sentence long is sufficient

30. I keep the instructions of the writing tasks: (yes/mostly/mostly not/no)

31. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

32. If you are not satisfied with the way writing is presented in the textbook, for what reason?
(*too many tasks/too few tasks/too simple tasks/too difficult tasks/other*)

Let's now focus on LISTENING.

33. LISTENING: Evaluate these aspects of the textbook according to the scale 1-4. (*Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect*)

- Listening tasks are adequate to the learners' age
- Number of listening tasks is sufficient

34. I keep the instructions of the listening tasks: (*yes/mostly/mostly not/no*)

35. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

36. If you are not satisfied with the way listening is presented in the textbook, for what reason?
(*too many tasks/too few tasks/too simple tasks/too difficult tasks/other*)

Let's now focus on SPEAKING.

37. SPEAKING: Evaluate these aspects of the textbook according to the scale 1-4. (*Choose 1 – absolutely correct, 2 – mostly/partially correct, 3 – is not very correct, 4 – absolutely incorrect*)

- Speaking tasks are adequate to the learners' age
- Number of speaking tasks is sufficient

38. I keep the instructions of the speaking tasks: *yes/mostly/mostly not/no*

39. If you have chosen mostly not/no at the previous question, write down in which way you modify the tasks.

40. If you are not satisfied with the way speaking is presented in the textbook, for what reason?
(*too many tasks/too few tasks/too simple tasks/too difficult tasks/other*)

41. Are there any tasks in the SB practising the so-called integrated skills?

42. Is there anything you would change about the integrated skills in the SB?

43. Is the content of topics interesting for the learners?

44. Which quality from the list do you find the most significant in your SB? (you can choose more options) (*structure/interesting topics/design/organized matter of subject/good quality methodology/extra photocopiable activities/grammar tasks/pronunciation tasks/vocabulary tasks/listening tasks/reading tasks/writing tasks/speaking tasks/other*)

45. Do you use Teacher's book?

46. If you do, tick all reasons for which you use it: (*methodology/key results/extra photocopiable materials/pre-ready tests/other*)

47. Should there be anything you would like to comment about your SB, write it here:

Thank you for your time and effort!

APPENDIX C: Modified checklist for textbook evaluation by Alan Cunningsworth

No.	Criteria
Design and organizations	
1	The content of the course book is organized well (e.g. according to structure, function, topics, skill, etc.) for learners and teachers.
2	The course book has adequate recycling and revision
3	The course book provided reference section for grammar, etc.
Language Content	
4	The course book covers the main grammar items appropriate to each level.
5	The materials of vocabulary are adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning.
6	The materials of pronunciation work are adequate in terms of individual sounds, word stress, sentence stress, and intonation.
Skills	
7	All four skills adequately covered in the coursebook and it in line with course aim and syllabus requirements.
8	The coursebook has adequate materials for integrated skill work
9	Reading passages and associated activities suitable for your students` levels, interests, etc.
10	Listening materials well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension of the students
11	Material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interactions.
12	Writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles.
Topic	
13	The coursebook has sufficient material of genuine interest to learners
14	The coursebook has enough variety and range of topics
15	The topics help expand students` awareness and enrich their experience.
16	The topics sophisticated enough in content, yet within the learners` language level
17	The coursebook make the students able to relate to the social and cultural contexts
Methodology	
18	The techniques used for presenting/practising new language items are suitable for learners` level
19	The communicative abilities developed well in the coursebook
20	The coursebook expects the students to take a degree of responsibility for their own learning (e.g. by setting their own individual learning targets)
Teachers` books	
21	The coursebook provides adequate guidance for the teachers who will be using the coursebook and its supporting materials
22	The answer keys for exercise are given by the coursebook

Table 4: Cunningsworth`s modified checklist for textbook evaluation, adopted from Cunningsworth (1995).

APPENDIX D:

Tables of Proportions of Language Skills

Skills	Number of tasks	Percentage [%]
Listening	80	29%
Reading	56	20%
Speaking	69	25%
Writing	72	26%

Table 5: Happy Street 2_Proportions of language skills

Skills	Number of tasks	Percentage [%]
Listening	84	26%
Reading	81	25%
Speaking	70	22%
Writing	86	27%

Table 6: Chit Chat 2_Proportions of language skills

Skills	Number of tasks	Percentage [%]
Listening	165	23%
Reading	123	17%
Speaking	184	26%
Writing	236	33%

Table 7: Project 1_Proportions of language skills

Skills	Number of tasks	Percentage [%]
Listening	118	35%
Reading	65	19%
Speaking	73	22%
Writing	83	24%

Table 8: Explore Together_Proportions of language skills

APPENDIX E

Characteristics of Respondents from the Questionnaire

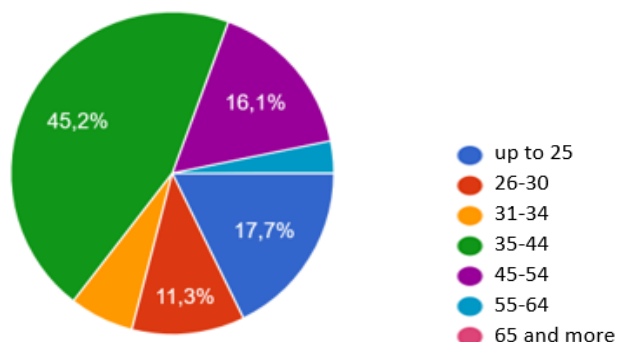


Figure 27: Age of respondents [years]



Figure 28: Location of the respondent's school

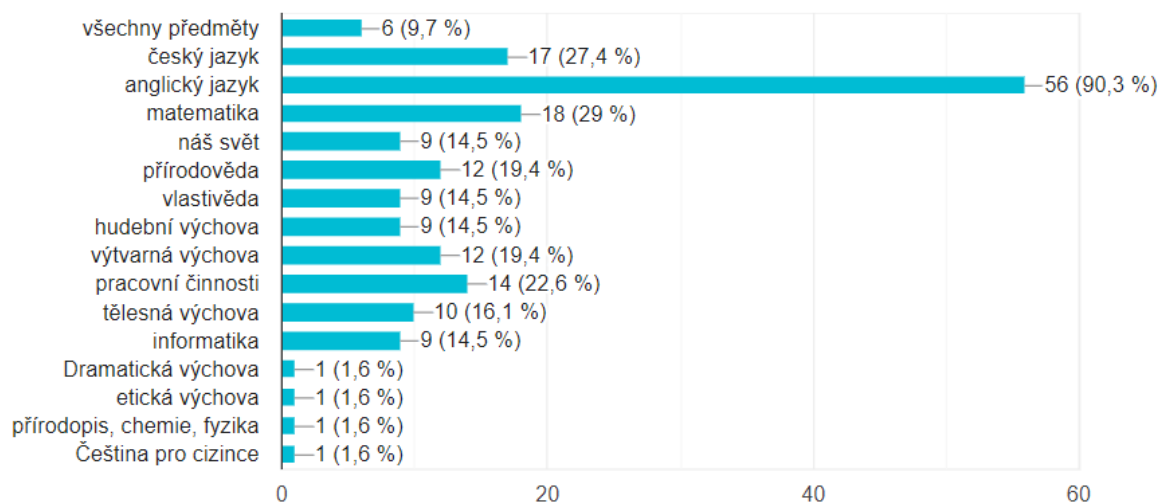


Figure 29: Subjects which respondents teach

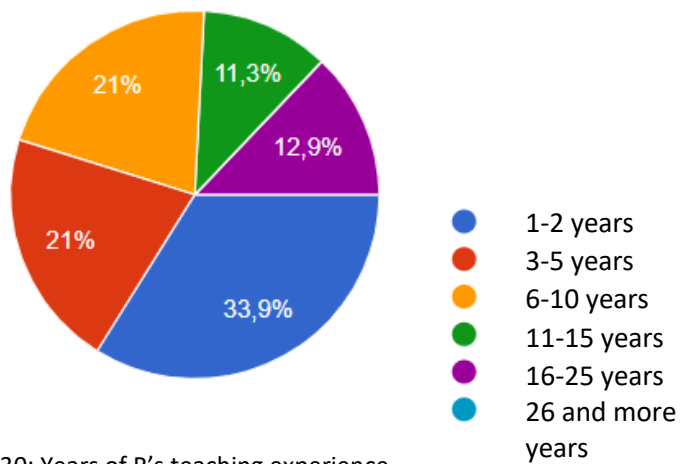


Figure 30: Years of R's teaching experience

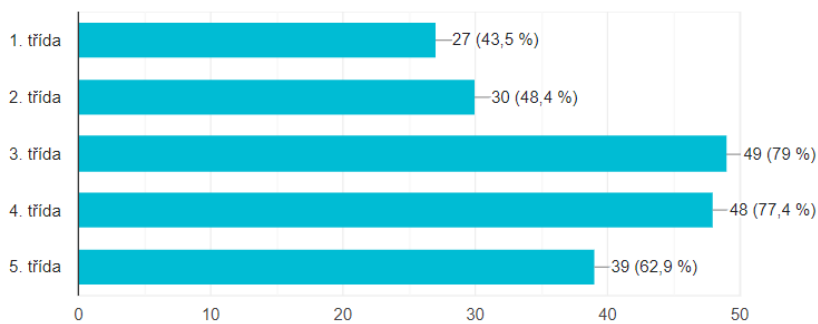


Figure 31: Grades which the Rs teach

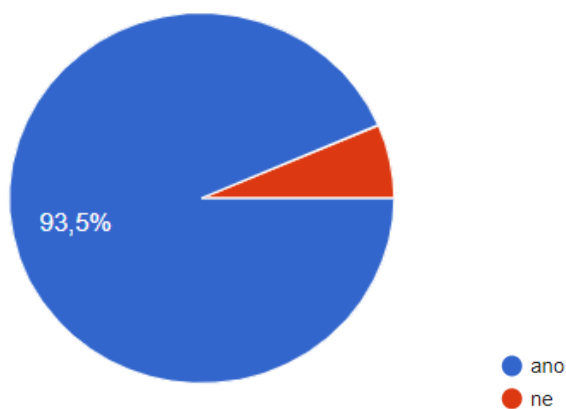


Figure 32: Percentage of Rs who use textbooks in lessons

APPENDIX F

Examples of tasks from the English textbooks

Happy Street 2

 Now play the game.

From the shopping centre to:	Price
the ABC cinema 	40p
the library 	55p
the sports centre 	60p
Redland School 	65p
the park 	70p
St Mary's church 	80p
the station 	95p

You want to go to:






You want to go to:

$104 + 57 =$

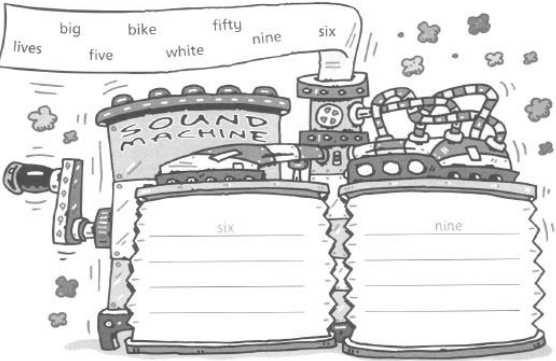




Figure 34: Happy Street 2_vocabulary practice (p.35)

1 Listen and repeat. Then write the words in the Sound Machine. 


lives big bike fifty nine six

lives five white



2 Listen and check with the Sound Machine. 

Rhyme-Time

3 Say the rhyme. 

His bike, her bike, your bike, my bike,
 Black bikes, white bikes, big and small.
 Everybody here's got different bikes.
 But I like MY bike best of all.




Figure 35: Happy Street 2_workbook_pronunciation (p.17)

1 ⁽⁴³⁾ Listen and read.

This is my favourite piece of music. It's by Camille Saint-Saëns. There are 13 short pieces and each piece is about a different animal. Here are some of the animals in the music ...


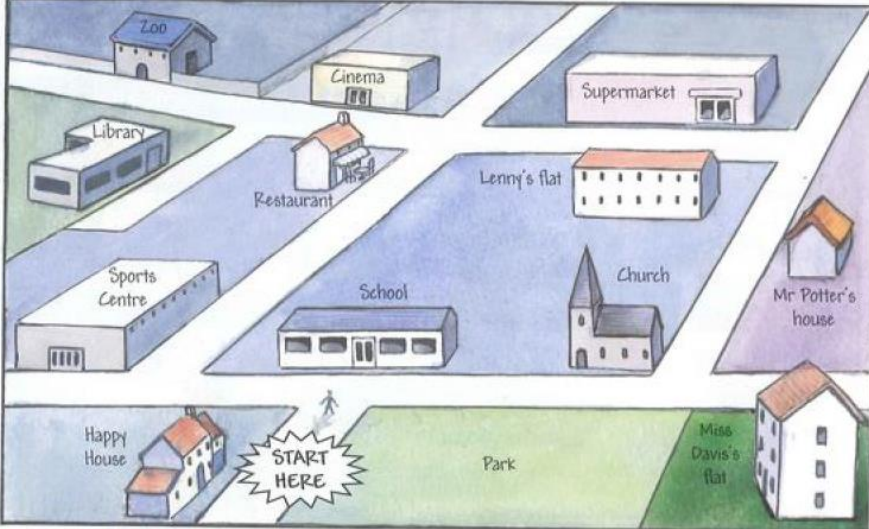


Figure 36: Happy Street 2_SB_Listening (p.35)

2 ⁽¹⁰⁾ Listen and answer. past the shop.



The map shows a grid of streets. A starburst labeled 'START HERE' is at the intersection of a street and a path leading to a park. Buildings are labeled: Zoo, Cinema, Supermarket, Library, Restaurant, Lenny's flat, Sports Centre, School, Church, Mr Potter's house, Happy House, Park, and Miss Davis's flat.

Figure 37: Happy Street 2_SB_Listening (p.36)

 Now play the game.


You want ...

You bring ...



The woman is pointing to three items: 1. A drink with a straw, 2. A sandwich, 3. A drink with a straw. The waiter is holding a notepad and pointing to the same three items: 1. A drink with a straw, 2. A sandwich, 3. A drink with a straw.

Figure 38: Happy Street 2_SB_Speaking_transactional function (p.18)

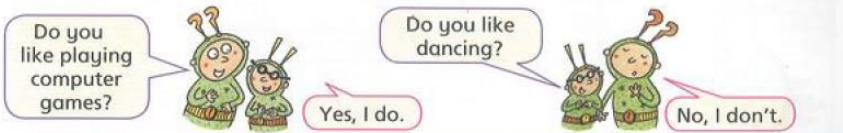
 Now ask your friend about the activities.

Do you like playing computer games?

Do you like dancing?

Yes, I do.

No, I don't.



Two children are shown. One asks 'Do you like playing computer games?' and the other replies 'Yes, I do.' The other child asks 'Do you like dancing?' and the first child replies 'No, I don't.'

Figure 39: Happy Street 2_SB_Speaking_Interpersonal function (p.40)



Figure 40: Happy Street 2_SB_Speaking_short dialogues (p.56)

2 Read and answer. Then complete the graph.

In my class there are twenty-eight children. There are fifteen boys and thirteen girls. Five boys and seven girls go to school by car, three boys and two girls go to school by bus, and two girls and three boys go to school by bike. How many children walk to school?

_____ boys and _____ girls walk to school.

Mode of Transport	Number of Children
Car	12
Bus	0
Bike	0
Walking	0

Figure 41: Happy Street 2_WB_Reading (p.42)

4 Draw a graph and write about your class.

In my class there are _____ children.
 _____ children
 go to school by car.

Figure 42: Happy Street 2_WB_Writing_free activity (p.43)

1 Choose and write.

are shops there small any isn't



I live in a _____ town called Newbridge. In Newbridge there _____ lots of houses and _____. There's a school, a sports centre, a cafe, two restaurants, and a big park. There _____ a station and _____ aren't _____ cinemas. I like my town!

Figure 43: Happy Street 2_WB_Writing_guided activity (p.46)

Chit Chat 2



Figure 44: Chit Chat 2_SB_Grammar_presentation of the grammar topic

Listen and find. 71

It eats meat.
It doesn't eat meat.
It lives in a hot place.
It doesn't live in a hot place.
It swims.
It doesn't swim.
It flies.
It doesn't fly.
It lives in a hot place.
It doesn't live in a hot place.
It swims.
It doesn't swim.
It flies.
It doesn't fly.

crocodile	snowy owl	hippo	elephant
lion	polar bear	penguin	fruit bat

Read and complete.

It eats meat.
It doesn't live in a hot place.
It flies.
It's a _____.

It doesn't eat meat.
It swims.
It lives in a hot place
It's a _____.

Figure 45: Chit Chat 2_SB_Grammar (p.47)

afraid (of) /ə'freɪd/ bát se (čeho)	11
alive /ə'laɪv/ živý	11
animal programme /'æniml ,prəʊɡrəm/ pořad o zvířatech	8
Art /ɑ:t/ výtvarná výchova	7
back (feet) /bæk/ zadní (nohy)	11
bad /bæd/ špatný	11
basketball /'bɑ:skɪtbɔ:l/ košíková	1
bathroom /'bɑ:θru:m/ koupelna	2
beach /bi:tʃ/ pláž	5
bed /bed/ postel	2
bedroom /'bedru:m/ ložnice	2
behind /bɪ'haɪnd/ za	2
Best wishes /best 'wɪʃz/ Mnoho pozdravů.	9
birthday /'bɜ:ðdeɪ/ narozeniny	Dates
(It's) blowing /'blaʊɪŋ/ fouká	6
bookshop /'bʊkʃɒp/ knihkupectví	4
boots /bu:t/ vysoké (kotníkové) boty	6
boring /'bɔ:ɪŋ/ nudný	8
break /breɪk/ přestávka	7

Figure 46: Chit Chat 2_WB_vocabulary_wordlist (p.66)

9 Listen and chant. Then listen and repeat the words. 12



Figure 47: Chit Chat 2_WB_pronunciation (p.9)

Listen and number. 25

Figure 48: Chit Chat 2_SB_listening for gist (p.18)

1 Come on, Nick.
No, thanks. I'm reading.

2 What are you doing, Jet? Are you jumping?
No, I'm not. I'm dancing.
But we're on holiday!

3 What are you doing now, Jet?
I'm running.

Listen, read and act. 34

Figure 49: Chit Chat 2_SB_listening to deduce meaning (p.25)

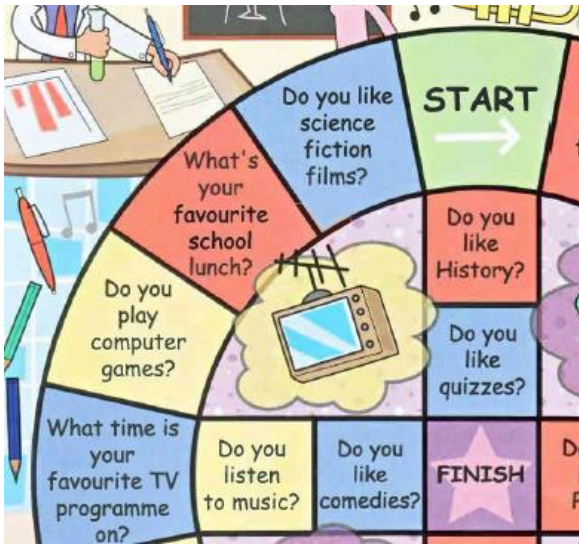


Figure 50: Chit Chat 2_SB_speaking games (p.45), also practice of content-based approach to grammar

In the city, the people were very scared.

Una: Who is the winner?

Then there was a knock at the door.

Woman 2: The dragon! It's the dragon!

Man 2: Help us!

King: Who's there?

George: It's George. The dragon is dead!
Sabra is alive!

People: Hurray! Hurray for George!

And today, hundreds of years later, people still remember the story of Saint George.

Figure 51: Chit Chat 2_SB_reading for pleasure (p.69)

2 Play the game.

Is there a restaurant?
Is there a station?
It's town 2!

Yes, there is.
No, there isn't.

Figure 55: Explore Together 3_SB_vocabulary practice (p.27)

3 Listen and repeat. 65

Sounds English

There's a black duck in the park near the bank.
There's a big dog with an egg in a bag.

Figure 56: Explore Together 3_SB_pronunciation, phonics (p.30)

1 Listen and choose A or B. 44

2 Read and listen. Say the room. 45

Sam's photos

1 This is my uncle, my auntie and my cousin, Jack. My uncle is watching TV. My auntie is drinking tea. My cousin is eating biscuits.

in the bedroom
in the kitchen

Figure 57: Explore Together 3_SB_listening (p.20)

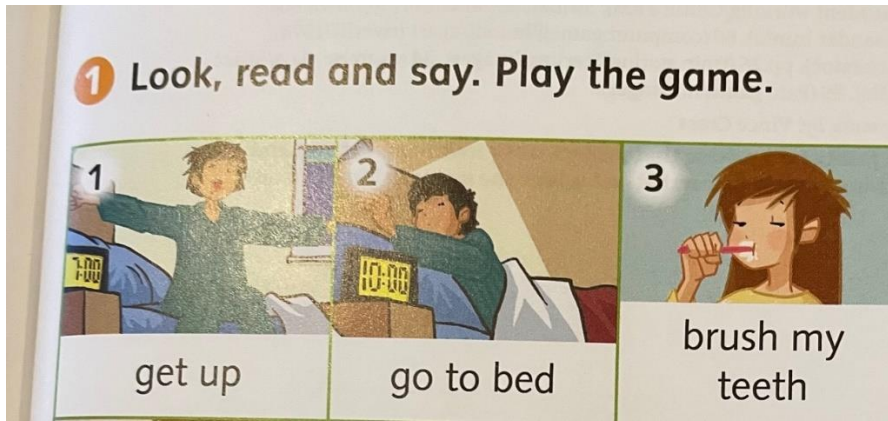


Figure 58: Explore Together 3_SB_speaking, section word skills (p.63)

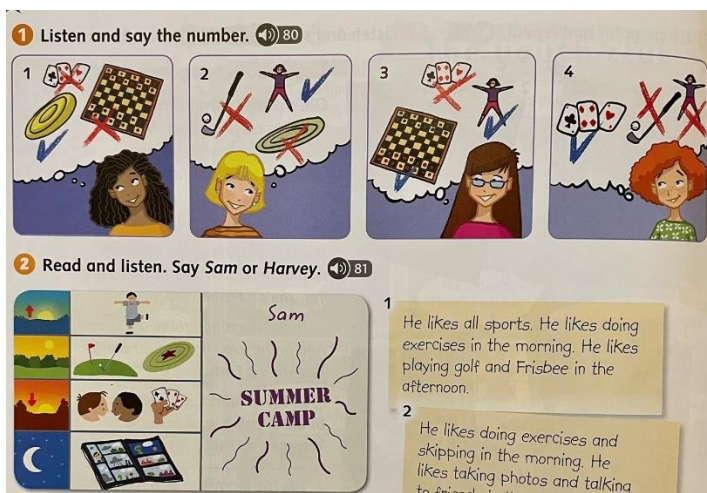


Figure 59: Explore Together 3_SB_reading with pre-reading activity (p.38)

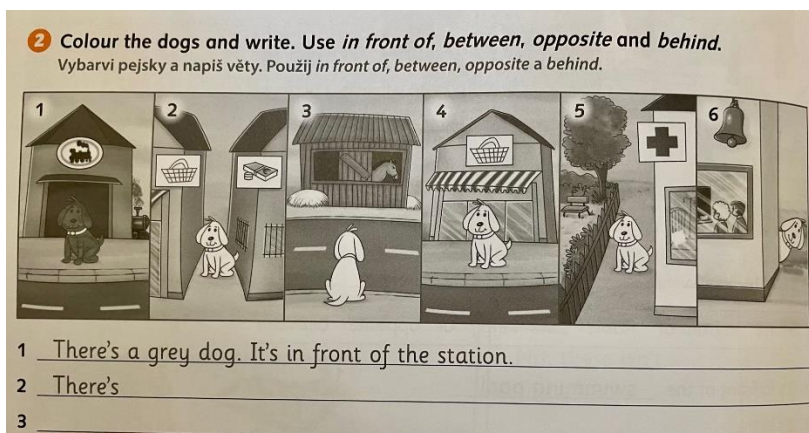


Figure 60: Explore Together 3_WB_writing (p.28)

Project 1

7 a  1.42 Read and listen.

I'm not Mel. I'm Lauren.

Lauren isn't twelve. She's thirteen. We aren't from Britain. We're from the USA.



b Copy and complete the table with the short forms.

be: negative long forms	short forms
I am not Mel.	I _____ Mel.
Max is not twelve.	Max _____ twelve.
We are not from Britain.	We _____ from Britain.

8 Make the sentences negative.

- I'm from France. *I'm **not** from France.*
- She's twelve.
- They're from London.
- He's my friend.
- We're from Greece.
- I'm eleven.
- My name's Joe.
- Your friends are here.

Figure 61: Project 1_SB_grammar_inductive approach (p.17)

Grammar

3 a Copy and complete the table with the full forms.

have got: affirmative			
I			a computer.
You	've		a dog.
We			two cousins.
They		got	three pens.
He			a watch.
She	's		two cameras.
It			a car.

b Complete the sentences with *have got* or *has got*.

- Tom *has got* a computer.
- Joe _____ a sister.
- I _____ two English books.
- Joe _____ a remote-controlled car.
- We _____ a good teacher.
- Mickey _____ a dog.
- You _____ my pens.
- They _____ a skateboard.

c Now say the sentences with short forms.

4 a Look at the table.

have got: negative			
I			an exercise book.
You	have not		a skateboard.
We	haven't		a sister.
They		got	a camera.
He			a dog.
She	has not		a pen.
It	hasn't		a bike.
			a brother.

How do we make have got and has got negative?




Figure 62: Project 1_SB_grammar (p.29)

A rhyme

3 a 3.22 Listen and say the rhyme.
 Tinker, tailor, soldier, sailor,
 Rich man, poor man, beggar man, thief.
 Doctor, lawyer, Indian chief.

b 3.22 Listen to the first line of the rhyme again. How do we pronounce the second syllable of each word?

A tongue twister

4 How fast can you say this?
 Granddad, father, uncle, brother.
 Grandma, sister, aunt and mother.

Figure 63: Project 1_SB_pronunciation, use of rhyme and tongue twisters (p.78)

Schools in England and Wales

1 2.14 Read and listen to the information about schools in England and Wales. Look at the chart and answer the questions.

- How old are pupils in:
Year 1? Year 6? Year 9?
- How many years are they at primary school?
- How many years are they in the sixth form?
- Are pupils at school on Saturday?
- Where do pupils have lunch?

The school day is from about 8.45 to about 3.30. There are no lessons on Saturday and Sunday, but a lot of secondary schools have got sports matches.

2 Compare the information to your country. Make a chart of the school system in your country.

3 2.15 Listen and find this information for each person.

- What class is he / she in?
- What are his / her favourite subjects?
- What colour is his / her school uniform?
- Does he / she have a school lunch?

1 Sasha 2 Henry 3 Rob 4 Noelle

Figure 64: Project 1_SB_listening (p.36)

12 Stand up.

9 Sit down.

13 Write on the board.

b 1.10 Listen again and do the actions.

Figure 65: Project 1_SB_listening_TPR (p.7)

Speaking

8 Work with a partner. Ask and answer questions.



- 1 a pet
Have you got a pet?
Yes, I have. / No, I haven't.
- 2 a brother 6 a bike
3 a sister 7 an MP3 player
4 a favourite band 8 a computer
5 a radio

9 Work in a group. Play a game.

- A *What have I got in my bag beginning with P?*
B *Have you got a pencil?*
A *No, I haven't.*
C *Have you got a pen?*
A *Yes, I have.*

Figure 66: Project 1_SB_speaking (p.33)

Comprehension

2    Read and listen to Molly. Find three pictures for each person.



1 **Molly**
I like sport. I play tennis with my friends, and I watch tennis on TV. I like music, too. I play the piano, and I also go to dance school. We've got classes on Wednesdays and Saturdays. I don't play computer games.

2 **Kirk**
My brother, Kirk, likes sport. He plays football. He has training after school on Tuesdays. He goes swimming with his friends at the sports centre, too. He doesn't play a musical instrument, but he collects football cards. He's got 200!

3 **Eddie**
Our neighbour, Eddie, doesn't like sport. He doesn't play tennis or football and he doesn't go swimming. He doesn't play a musical instrument and he doesn't collect football cards. In his free time, Eddie watches DVDs, reads comics and plays computer games.

Figure 67: Project 1_SB_reading comprehension (p.44)

c Work with a partner. Make dialogues. Use the questions in exercise 3b.

- *Do you collect badges?*
- *Yes, I do or No, I don't.*

Figure 68: Project 1_SB_writing (p.47)

APPENDIX G

Happy House and Happy Street: the best and the worst-handled language skill and system in Rs' opinion

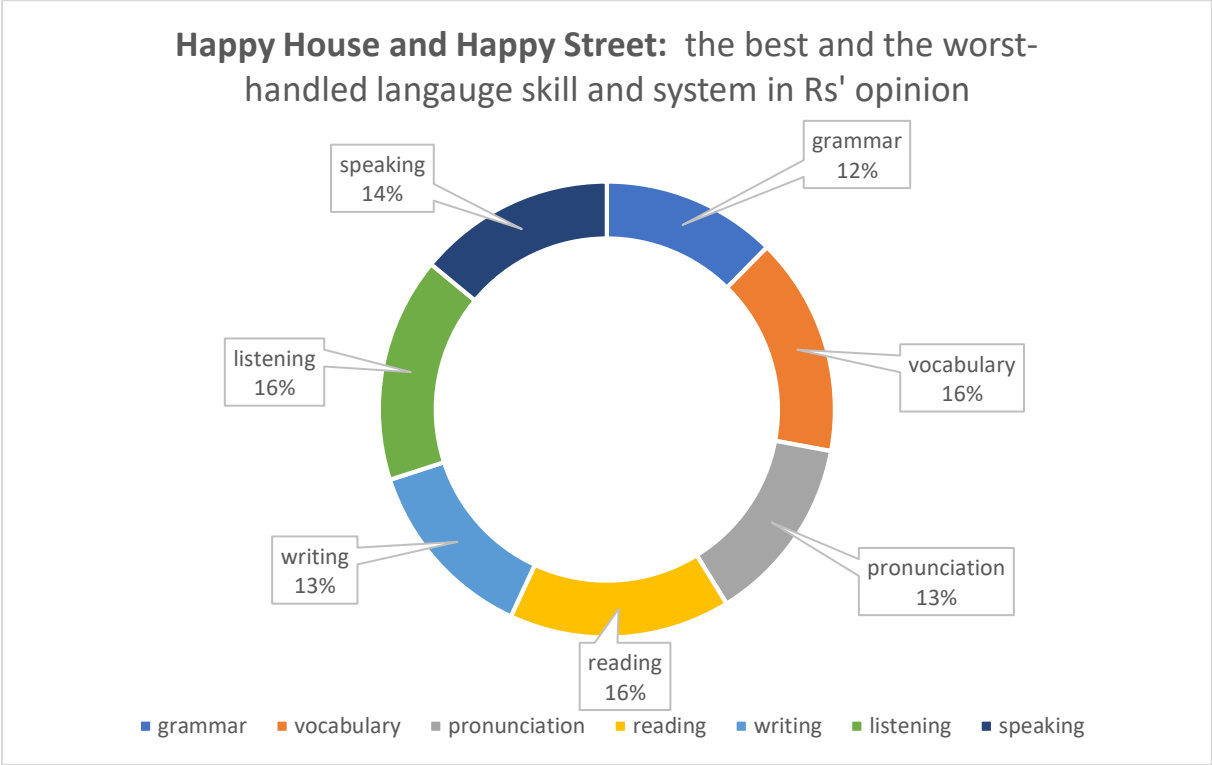


Figure 69: the best and the worst-handled language skill and system in Rs' opinion

Language skill or system	Rs' satisfaction [%]
grammar	69
vocabulary	86,5
pronunciation	74
reading	87,5
writing	73
listening	89
speaking	78

Table 9: Happy House and Happy Street: Rs' satisfaction with particular systems and skills

Project: the best and the worst-handled language skill and system in Rs' opinion

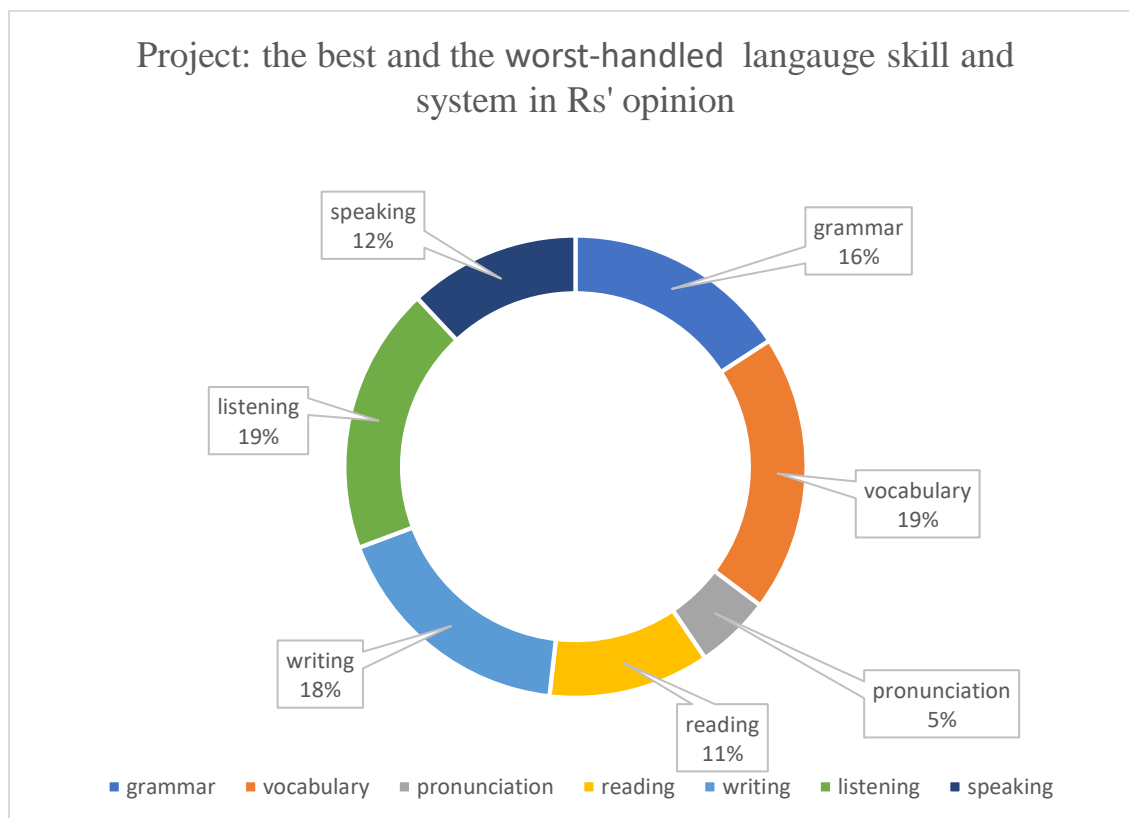


Figure 70: Project: the best and the worst-handled language skill and system in Rs' opinion

Language skill or system	Rs' satisfaction [%]
grammar	66
vocabulary	81
pronunciation	22
reading	47
writing	73
listening	78
speaking	50

Table 10: Project: Rs' satisfaction with particular systems and skills

Chit Chat: the best and the worst-handled language skill and system in Rs' opinion

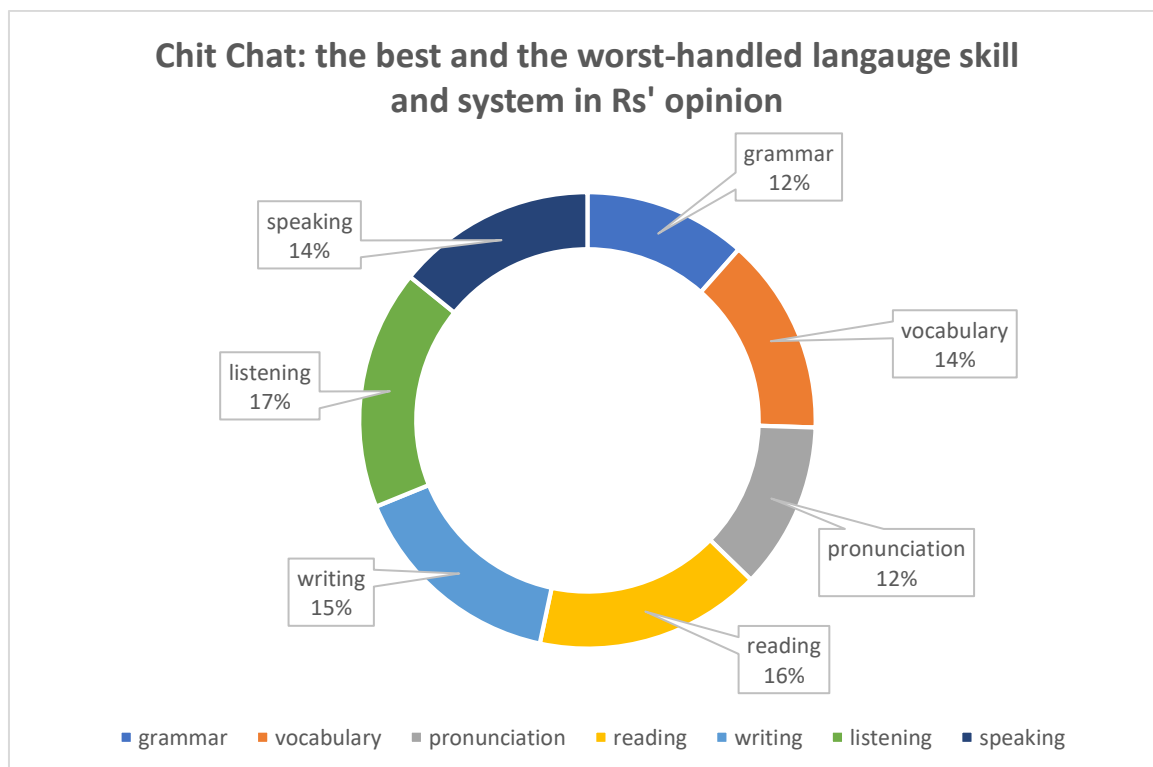


Figure 71: Chit Chat: the best and the worst-handled language skill and system in Rs' opinion

Language skill or system	Rs' satisfaction [%]
grammar	61
vocabulary	74
pronunciation	62,5
reading	85
writing	82
listening	90
speaking	75

Table 11: Chit Chat: Rs' satisfaction with particular systems and skills

Let's Explore and Explore Together: the best and the worst-handled language skill and system in Rs' opinion

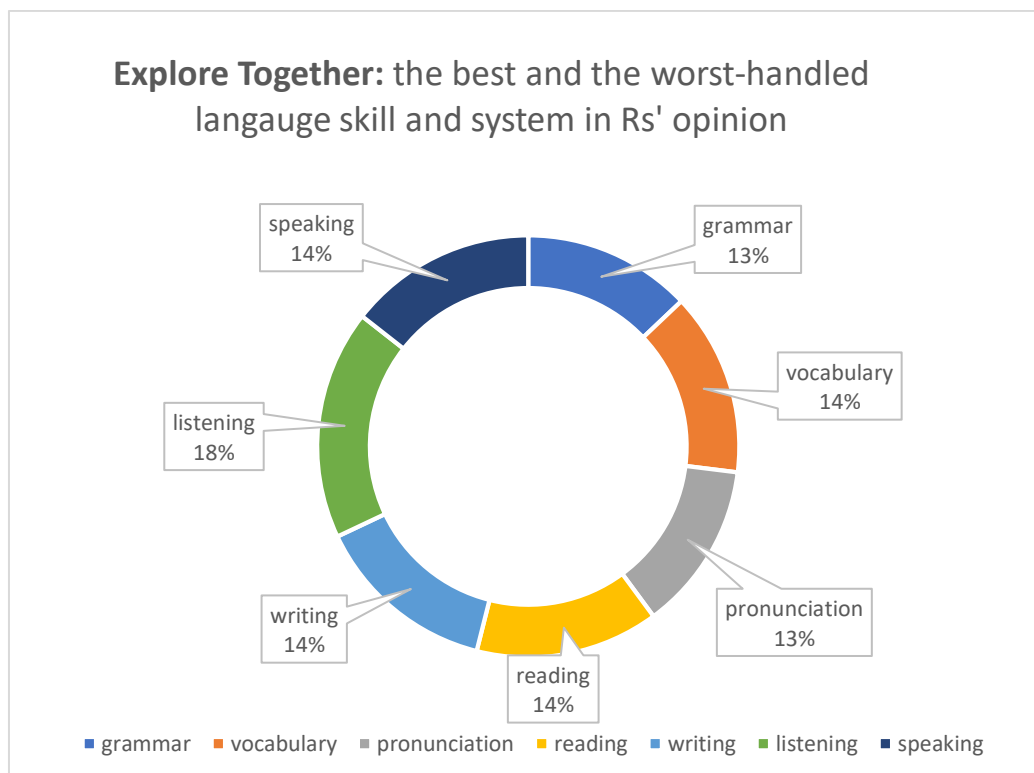


Figure 72: Explore Together: the best and the worst-handled language skill and system in Rs' opinion

Language skill or system	Rs' satisfaction [%]
grammar	69
vocabulary	75
pronunciation	69
reading	75
writing	75
listening	94
speaking	77

Table 12: Explore Together and Let's Explore: Rs' satisfaction with particular systems and skills

RÉSUMÉ

Závěrečná práce je zaměřena na silné a slabé stránky úloh zaměřených na prezentaci a procvičování jazykových systémů a dovedností v učebnicích anglického jazyka prvního stupně základní školy z pohledu učitele. K jejich zjištění bylo použito metody dotazníkového šetření a kvalitativní analýzy vybraných učebnic. Zjištění z dotazníků a analýzy byly následně porovnány a jejich podobnosti a rozdíly zanalyzovány. Následně byly navrženy možnosti, jak výsledky výzkumu prakticky využít.

ANOTACE

Jméno a přímení:	Jana Vičanová
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Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2023

Název diplomové práce:	Jazykové systémy a dovednosti v učebnicích anglického jazyka na prvním stupni ZŠ z pohledu učitele
Název diplomové práce v anglickém jazyce:	Language systems and skills in textbooks of primary school from the teachers' point of view
Anotace diplomové práce v češtině:	Cílem této diplomové práce bylo zjistit, jaké jsou silné a slabé stránky úloh zaměřených na prezentaci a procvičování jazykových systémů a dovedností v učebnicích anglického jazyka prvního stupně základní školy z pohledu učitele. K naplnění cíle bylo použito metody dotazníkového šetření a kvalitativní analýzy vybraných učebnic. Ty byly následně porovnány s výsledky dotazníků, jejichž výsledky byly shrnuty v kapitole Diskuze a Závěr.
Klíčová slova v češtině:	učebnice, jazykový systém, jazyková dovednost, SERR, RVP ZV, gramatika, slovní zásoba, výslovnost, poslech, mluvení, čtení, psaní
Anotace diplomové práce v angličtině:	The aim was to determine the most frequent strengths and weaknesses of the presentation and practice of language skills and systems in textbooks according to English teachers. In order to do so, selected textbooks were analysed and questionnaires for teachers were evaluated. Subsequently, the results were compared with the questionnaire responses and

	conclusion was made and discussed in the chapter of Discussion and Conclusion.
Klíčová slova:	Textbook, language system, language skill, CEFR, FEP EE, grammar, vocabulary, pronunciation, listening, speaking, reading, writing
Přílohy vázané v práci:	Appendix A: Descriptors for the A1 level, according to the CEFR Appendix B: Questionnaire Appendix C: Modified checklist for textbook evaluation by Alan Cunningsworth Appendix D: Tables of Proportions of Language Skills Appendix E: Characteristics of Respondents according to the Questionnaire Appendix F: Examples of tasks from the English textbooks Appendix G: The best and the worst language skill and system in Rs' opinion
Rozsah práce:	123
Jazyk práce:	Anglický jazyk