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Učebnice anglického jazyka pro 2. stupeň základní školy - analýza a srovnání

Diplomová práce

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English Textbooks for Lower-Secondary School Level - Analysis and Comparison

Diploma Degree thesis

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Zadání diplomové práce

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucího dimplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 1.6.2015

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Dále bych ráda poděkovala své rodině a manželovi za trpělivost a podporu.

Anotace

Cinke, Jitka. *Učebnice anglického jazyka pro 2. stupeň základní školy - analýza a srovnání*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2015. 63 s. Diplomová práce.

Tato práce se zabývá teorií učebnice, výzkumem a analýzou nejčastěji používaných učebnic na 2. stupni základních škol. Práce se skládá z teoretické a praktické části. Obsahem teoretické části je teorie učebnice a seznámení se s procesem analýzi učebnice na základě dostupné odborné literatury. Praktická část, nazvaná „*Výzkum*", se zabývá přehledem dostupných učebnic pro 2. stupeň základních škol, analýzou a porovnáním třech vybraných učebnic. Cílem této práce je odhalit prokazatelné odlišnosti popřípadě podobnosti mezi těmito třemi analyzovanými učebnicemi.

Klíčová slova: jazyková učebnice, učebnice Angličtiny pro 2. stupeň základních škol, analýza, srovnání

Annotation

Cinke, Jitka. *English Textbooks for Lower-Secondary School Level - Analysis and Comparison.* Hradec Králové: Faculty of Education, University of Hradec Králové, 2015. 63 p. Diploma Degree thesis.

This thesis deals with the theory of textbook, with the research and the analysis of the most frequently used English textbooks intended for lower-secondary school level. The thesis is composed of theoretical and practical part. The intention of the theoretical part is to present, on the basis of available specialized literature, the theory of textbook and the process of textbook analysis. The practical part, called "*Research*", contains the overview of English textbooks for lower secondary school level, the analysis and the comparison of three selected textbooks. The main aim of this thesis is to prove similarities or differences between these three analysed textbooks.

Keywords: language textbook, English textbook for lower-secondary school level, analysis, comparison

Contents

List of acronyms

CEFR – The Common European Framework of Reference for Languages

CUP – Cambridge University Press

ELT – English language teaching

FEP EE – Framework Education Programme for Elementary Education

IWB – Interactive whiteboard

OUP – Oxford University Press

Introduction

Teaching and learning foreign language are complex processes in which several elements are involved. One of these elements is a textbook which has its irreplaceable position. Contemporary market with books offers large number of different English language textbooks. Distinguish the suitable textbooks from the unsuitable ones is not easy process. This process is very often teacher´s responsibility, so every teacher should be familiar with the ways of textbook analysis which is necessary basis for textbook evaluation and selection.

I have chosen this topic because of its practical use. Textbook analysis is closely connected with teaching practice and it can be applied in ordinary language teaching courses. This topic brings interesting forms of work and offers work with various source materials of language teaching and learning. The choice of the topic has also been influenced by my practical training during which I tried to work with two of the analysed textbooks.

The thesis is divided into theoretical and practical part. The theoretical part presents the theory of textbook and the process of textbook analysis. It tries to describe how to properly analyse a textbook. The practical part called *Research* contains the overview of the most often used English textbooks for lower-secondary school level, their analysis and comparison. The intention of all these processes is to find answers to the following questions. Which textbooks for lower-secondary school level are available and what are their characteristics? What are the differences between selected textbooks and what do they have in common?

The quotations used in this thesis are in italics, bordered by the inverted commas and marked with the number in superscript referring to a footnote. The paraphrases are always introduced by some phrase and also marked with the number in superscript referring to a footnote. The book titles and the titles of the individual textbook parts or exercises mentioned in this thesis are in italics for better orientation.

Theoretical part

1 Textbook

Textbook is a teaching material presenting specific subject matter which is used in the study of that particular subject. It is one of the oldest teaching materials and even in today´s world, which is full of new teaching technologies, it has its irreplaceable position. Textbook as a basic didactic mean is analysed and studied by numerous experts in different ways.

1.1 Textbook definition

Different experts define textbooks by various definitions that in fact have a lot in common. Some of the definitions are mentioned in the following paragraphs.

According to Průcha textbook can be defined as a kind of publication designed by its content and structure for didactic communication. Textbook, also called coursebook in the context of language teaching and learning, serves as the component of curriculum and the didactic mean, the source of information for pupils or students and the didactic aid for the teacher.[1]
Průcha integrates textbook as an educational product at least in to three systems - educational programme, didactic means and didactic texts.[2]

Maňák understands a textbook as a teaching aid which contains systematic explanation of a subject matter. However, he stands that textbook has been mostly used only as the supplement of teacher´s lecture or as the material for practising and revision.[3] Nevertheless, concerning the language textbook it is not possible to see it so straightforwardly because very often it is more than a supplement of something.

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[1] Průcha, J., Walterová, E., Mareš. 2003, p. 258.
[2] Průcha, J. 1998, p. 13.
[3] Maňák, J. 2003, p. 75.

The next possible definition can be found in Sýkora, 1996. According to him all book tools (printed or written) specified for pupils´ and students´ support of production and acquisition of education can be considered as textbooks.[4]

1.2 Textbook functions

Průcha understands the function of textbook as a presumed purpose which this didactic mean should fulfil in the real educational process. The functions can be defined according to the subjects which use textbook. Therefore, textbook may function as the source of learning for students as well as the source of lesson preparation and subject matter presentation for teachers.[5]

Individual authors state many different classifications of textbook functions. Nevertheless, one of the most coherent and detailed taxonomy which was worked out by Russian expert D. D. Zujev is cited in Průcha, 1998. The classification comprises the following eight functions.

1) *Informational function* means that the textbook defines the content of education in certain subject, the extent and the amount of information that students acquire.

2) *Transformational function* is determined by the fact that the textbook provides the transformation of the specialized information from certain scientific branches into understandable form accessible for students.

3) *Systematic function* means that the textbook divides the subject matter according to certain system into individual grades of school and also defines the succession of the subject matter parts.

4) *Fixing and supervisory function* is that a student is allowed under the teacher´s guidance to acquire certain knowledge and skills, to practice them and to control their acquisition.

5) *Self-educational function* of textbook leads students to individual work with the textbook and creates motivation for learning and needs for cognition in them.

6) *Integrating function* means that the textbook provides the basis for

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[4] Sýkora, M. 1996, p. 5.
[5] Průcha, J. 1998, p. 19.

understanding and integration of information that students gain from other sources.

7) *Coordination function* is that the textbook provides a coordination with using other didactic means that follow up.

8) *Developing educational function* is that the textbook contributes to the harmonic development of the personality.[6]

According to Průcha textbook should be understood as the complex of all these functions mentioned above.[7] However, this complex can be realized in various textbooks differently and also the individual functions can be represented in different intensity and different extent.

1.3 Structural components of a textbook

The theory of the structural components of a textbook shows, by studying particular structural components, how the textbook is structured to fulfil all the functions mentioned above.

According to Průcha, "*textbook is a hierarchically structured system whose particular components fulfil, in mutual connection by using specific means of expression, various functions of textbook. It is possible to identify and exactly analyse these components in particular textbook and thus evaluate the textbook*"[8]. The individual structural component of a textbook is the specific list of elements, which is in close connection with other structural components. Průcha states that according to structural components, a textbook can be divided into two parts, textual and non-textual, both of them structured into specific components.[9] However, concerning language textbooks, textual and non-textual parts should not be seen separately because they are very often closely connected and they complement each other.

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[6] Průcha, J. 1998, p. 19-20.
[7] Ibid, p. 20.
[8] Ibid, p. 21. Own translation, original text: „*Učebnice je hierarchicky členěným systémem, jehož jednotlivé části (komponenty) plní ve vzájemné propojenosti a s využitím specifických vyjadřovacích prostředků různé funkce učebnice. Tyto komponenty je možno v učebnici identifikovat, exaktně analyzovat a tak učebnici celkově vyhodnocovat.*"
[9] Ibid, p. 21.

2 Language textbooks

Textbooks used for teaching and learning languages have their distinct features and differ considerably from traditional textbooks. The word textbook in language teaching and learning can cover more than only an ordinary coursebook. It can include all books used by learners and teachers during various courses as well as methodological handbooks used by teachers. By this word we can also understand different grammar books, conversational handbooks, reading and other skill books, vocabulary books, etc. In this thesis principally in the practical part the word textbook is used mainly for student´s book.

Today´s textbooks intended for English language teaching (ELT) could be very often understood as a part of coherent series of textbooks. Publishing houses publish the series of textbooks which usually comprise volumes for all levels of learners, in particular for the beginners, pre-intermediate, intermediate, upper-intermediate, advanced and proficiency learners. The textbooks intended for the learners of lower-secondary school level are most often at the level of beginners and pre-intermediate learners.

ELT textbook should be also perceived as the component of the whole compact course. This whole course package usually comprises materials as student´s book, workbook, teacher´s book or teacher´s guide with ready-made tests and tapescripts, CDs or mp3 audio recordings, CDs or DVDs with software for interactive whiteboard (IWB), website with online support and other extra materials.

Contemporary language textbooks offer a lot of material that is in some order according to the syllabus, so the teacher does not have to prepare his or her own plans because the textbook has it already done. Nevertheless, the situations when the teacher can use the textbook without any modification are very rare. More often the teacher is in the situations when s/he has to adapt the material to learners´ needs or to the present conditions however, this topic will be treated further on in this text.

2.1 Role of textbook in ELT

Textbook is one of the basic elements in English language teaching, used as a basis for courses. The other two elements that go together with textbook material within a lesson are teacher and learners. From this point of view we can characterize a lesson as the interaction between materials, teacher and learners.

The word textbook in fact refers to a conventional paper book however, even online or digital course materials are on the increase.[10] Nevertheless, the printed ones are still the most often used and the most convenient means of providing the structure that language teaching and learning requires. Moreover, Hutchinson and Torres state that the striking fact about the textbook is "*that each new generation of books is more comprehensive and more highly structured than the last*"[11]. So, it is possible to suppose that the textbooks like that will continue to exist.

According to Hutchinson and Torres "*we generally think of textbooks as the providers of input into classroom lessons in the form of texts, activities, explanations, and so on*"[12]. The fact how we perceive textbook depends on our position within the society which means that the same textbook can be recognized by teachers and learners in different ways. However, generally we can say that it helps both teachers and learners. Firstly, it gives structure and direction to the teachers´ own teaching, it saves their time, makes the teaching easier and better organized. And secondly, it is a useful tool with clear content that can be followed by pupils or students both inside and outside the classroom, and it makes their learning easier, faster and better.

Textbook provides a kind of framework to learners and teachers. Using a textbook they exactly know where they are going and what is coming next because the textbook gives them the sense of structure and progress. A textbook may also serve as the syllabus, in which the carefully planned and balanced language content is covered. Nevertheless, Hutchinson and Torres state in their essay *The textbook as agent of change* Swan´s warning about the textbooks. "*The*

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[10] Ur, P. 2012, p. 197.
[11] Hutchinson, T., Torres, E. 1994, p. 316.
[12] Ibid, p. 317.

danger of ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us."[13] However, this case is not very often in ELT classes. Even, during my studies, we as the student teachers were taught that any kind of textbook should be used only as the frame which is modified and enriched by our own materials and activities.

2.2 Advantages and disadvantages of textbook

It is obvious that using textbook has its advantages as well as disadvantages. The following chapters are going to cite how various authors perceive the different advantages and disadvantages of the ELT textbooks.

Ur recognizes the following advantages: a clear framework, syllabus, ready-made texts and tasks, guidance, support and autonomy of student. A clear framework means that teachers and students exactly know what they can expect, so there is a sense of structure and progress. Syllabus which is followed systematically according to the level suitable for students. Ready-made texts and learning tasks are largely perceived as the great advantage because they are likely to be appropriate for the majority of the class and they can be used immediately without considerable modifications. Textbook also provides guidance and support for teachers who are not experienced and sure enough. The use of textbook greatly contributes to student´s autonomy who can work with the textbook individually to learn new material and review.[14] In addition, Harmer states one more advantage which is the presence of all the accessories as CDs and DVDs and extra resource materials that are often attractively presented.[15]

Concerning the disadvantages stated by Ur. Firstly, the inadequacy is mentioned, because every individual class has their own learning needs. Secondly, the topics in the textbook may be sometimes irrelevant and out of date. Next disadvantages are cultural inappropriateness of the content and limited range of

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[13] Hutchinson, T., Torres, E. 1994, p. 316. (Swann, M. 1992.)
[14] Ur, P. 2012, p. 198.
[15] Harmer, J. 2007, p. 181-182.

level. The last mentioned disadvantage is possible negative effect on teaching which means that teachers may follow the textbook uncritically and they are discouraged from using their own initiative.[16] Harmer also adds one more disadvantage that "*units and lessons often follow an unrelenting format so that students and teachers eventually become demotivated by the sameness of it all*"[17]. Nevertheless, it is just up to the individual teacher to work out this sameness and to bring something interesting and unusual into the every single lesson.

In addition, Gower, Phillips and Walters give further examples of advantages and disadvantages. According to them textbook provides variety and balanced diet of language work and it is professionally produced. However, they also state that "*if you are an inexperienced teacher, following a coursebook may prevent you from exploring in depth the language you are teaching: you may find yourself going through the motions without really understanding what you are doing or why*"[18]. Unfortunately we can say that this fact does not refer only to inexperienced and beginning teachers but also to highly experienced teachers who lost their motivation and have the symptoms of the burnout syndrome. To finish the thought of Gower, Phillips and Walters it is essential to cite one more of their point that "*a coursebook is nearly always a compromise, there are too many things to be fitted into too small a pot*"[19]. This point clearly demonstrates that a textbook has always restricted space which has to contain a big amount of information and things however, their choice is always dependent only on the authors.

To conclude this part, thinking about all the advantages and the disadvantages, we can find and mention also many contradictory points, which can be classified as advantages as well as disadvantages. These are for example the price, the given structure, the choice of topics, the contrived and artificial presentations of the different points of the target language and the influence the particular textbook has on learners, etc.

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[16] Ur, P. 2012, p. 198.
[17] Harmer, J. 2007, p. 181-182.
[18] Gower, R., Phillips, D., Walters, S. 2005, p. 77-78.
[19] Ibid, p. 77-78.

2.3 Textbook use

The following chapter is going to mention some basic facts about the textbook use from the point of view of teachers´ use. It means the ways individual teachers take the advantage of the textbook strongest parts and employ them within the teaching process.

According to Harmer, using textbooks appropriately and creatively is an art which becomes clearer with experience.[20] Using textbook in the way that is convenient for both teachers and learners is a real skill that can be inborn however, more often it should be learned or gained by experience.

The ways of using textbook are numerous. Usually, the experienced teachers have their specific and proved ways, meanwhile the inexperienced and student teachers very often make experiments and try various methods. However, the fact that "*many teachers want to use their textbook as a kind of springboard for their lesson, rather as a manual to be slavishly followed*"[21] is indisputable. In other words, textbook is used as the basis for teaching content however, the sequence and the placements of constituent parts as well as the additional materials are completely up to teachers. Well-experienced teachers usually do not follow the textbook word by word but they choose the most appropriate parts. Sometimes teachers may replace a part from the textbook with their own ideas or with the ideas of other teachers or books and occasionally they may completely omit the whole lesson or unit.

In conclusion, according to Harmer the most important aspect of textbook use for teachers is not the use of textbook itself, but "*to try to engage students with the content they are going to deal with. This means arousing the students´ interest in a topic and making sure that they know exactly what we want them to do before we get them to open their books and disappear, heads-down in the pages, while we are still trying to talk to them.*"[22]

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[20] Harmer, J. 2007, p. 183.
[21] Ibid, p. 182.
[22] Ibid, p. 182.

3 Textbook evaluation and selection

Textbook evaluation and selection are very demanding and complex processes that can be carried out in many different ways. These processes are very often closely connected and follow each other. However, the sequence of these two processes do not have to be unconditionally fixed. There are many cases in which the particular textbooks are evaluated and then the one most suitable is selected. On the other hand, it is possible to come across the cases in which the particular textbook has already been selected and the evaluation has to be carried out during the implementation process.

3.1 Textbook selection

Textbook selection is the process which very often follows and completes the process of textbook evaluation. In most cases it is teacher´s responsibility to choose the textbook s/he will use with particular class. The decisions about the selection should be made carefully and systematically. The process itself requires certain professional experience and knowledge of teaching and working with textbooks as well as knowledge of the learners to whom the textbook is intended to serve. However, the situations when the teacher has all these required experience and knowledge are very rare.

Concerning the selection of a textbook according to learners, well experienced teachers often base their selection of textbooks on the study of learners´ level, their needs and interests, using different questionnaires or diagnostic tests. Spratt states that this information helps to build up a class profile and then teacher´s task is to select the material that best matches this profile,[23] according to the process of evaluation which is going to be described further on in this text. However, when the teacher has to choose a textbook for completely new and unknown group, s/he has to rely on general information about the group, the initial evaluation of a particular textbook, his or her own teaching experience and intuition.

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[23] Spratt, M., Pulverness, A., Williams, M. 2005, p. 110.

3.2 Textbook evaluation

Textbook evaluation or in other words selective and subjective process of critical textbook analysis according to given criteria is not a straightforward process. Textbook evaluation is an activity that is not same under no conditions. The process is influenced by numerous pedagogical factors and even with the same criteria in different evaluations we never get the same results. The material which perfectly fits to one group could not be used with the other because the pedagogical factors as age, nationality, cultural appropriateness, methodology, level quality, personal involvement, etc. are different. Therefore, a generally satisfying teaching material does not exist. However, the particular textbook which seems to be the best for certain group should according to Grant satisfy these three conditions:

> "*1) It should suit the needs, interests and abilities of your students.*
> *2) It should suit you. (The best book in the world won´t work in your classroom if you have good reasons for disliking it.)*
> *3) The textbook must meet the needs of official public teaching syllabuses or examinations.*"[24]

These three conditions should be seen as the basic criteria which can be used during the process of textbook evaluation.

Analogously, Celce – Murcia sees the matter. She states that textbook evaluation system should be understood as the fit between textbook and *a.* the curriculum, *b.* the students and *c.* the teachers.[25]

The ways and the methods how to analyse and evaluate textbooks are numerous. Individual authors and specialists use different methods and state various ways of evaluation. Some of them are cited below.

3.2.1 How to evaluate textbook – Průcha

The process of textbook evaluation and analysis requires the knowledge of certain research methods. Therefore, it is essential for this thesis to familiarize

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[24] Grant, N. 1987, p. 118.
[25] Celce – Murcia, M. 2001, p. 416.

with some of them. Průcha states that in the analysis of textbook it is possible to use nearly all the methods that can be found in the methodology of empirical pedagogical research.[26] The following paragraphs are going to mention the division of the methods according to Průcha.

a) *Quantitative methods* are using various statistical procedures to analyse the textbook characteristics. This method is based on the comparison of the occurrence and the frequency of the measurable elements in the textbook. These measurable elements can be verbal (technical terms and factual data) or non-verbal (photographs, pictures, diagrams).

b) *Methods of content analysis* are focused on detection and evaluation of the quantitative textbook characteristics. There are many of these methods, for example methods of semantic analysis, methods of information theoretical analysis, etc.

c) *Methods of questioning* are methods of gathering and evaluating the evidence about various textbook characteristics and their functioning within the educational processes. The evidence is very often gained by using questionnaires and interviews.

d) *Methods of observation* are not so often used in textbook evaluation. However, quite a lot of research works, focusing on the observation of using textbooks in a real education, have been done abroad.

e) *Methods of testing* are methods which use special tests for certain group of students. By using these tests the fact, which results are aroused by certain textbook, is found out. The tests can be focused on finding out both short-term and long-term learning results.

f) *Experimental methods* find out the effects which are caused by the regulated changes within a textbook content and compare the textbook in which the changes are performed with the original one.

g) *Comparative methods* compare two or more textbooks from the certain point of view (i. e. the amount or the time sequence of subject matter). It is possible to compare textbooks of the same subject matter but intended for different grades, textbooks of the different subject matters but intended for the same grade, textbooks of different levels or textbooks for different

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[26] Průcha, J. 1998, p. 47-49.

types of schools. In addition, these methods are very often used for comparing the newly used textbooks of the same subject matter with the previous textbooks.[27]

The methods which are used in the research part of this thesis are the methods of content analysis, quantitative and comparative methods.

The following three chapters describe three different ways of textbook evaluation according to the ELT theoreticians. Some ideas of these systems are used later in the practical part.

3.2.2 Textbook evaluation according to Ellis

Ellis in his article *The empirical evaluation of language teaching materials* distinguishes two types of textbook evaluation, predictive and retrospective evaluation. To give a basic definition both evaluations are used by teachers, the predictive evaluation is designed to make decisions regarding what materials will be used and retrospective evaluation is designed to examine materials that have actually been used.

According to Ellis, the aim of predictive evaluation is to evaluate available textbooks in order to decide which of them best suit their objectives. This kind of evaluation can be done in two ways. The first one is to rely on evaluations carried out by experienced researchers and teachers. The second one is to carry out one´s own predictive evaluation instead of relying on other people´s evaluations. However, it is possible to use both types of this evaluation.

Retrospective evaluation is used to help teachers to decide whether the particular textbook is worth using. In other words, whether the textbook meets all the requirements. This evaluation also comprises the questions if the textbook is worth using again or if it has to be replaced by a new one. Retrospective evaluation can be also performed in two ways. The first way can be impressionistic evaluation which means that teachers assess, during the language course, which activities work, so that they can make a summative judgement of the used materials at the end of the course. Second way how to carry out

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[27] Průcha, J. 1998, p. 47-49.

retrospective evaluation may be empirical evaluation. Empirical evaluation is a more systematic way however, it is less common and time-consuming.[28]

3.2.3 Textbook evaluation according to Daoud and Celce-Murcia

Another method of textbook evaluation is cited in *Methodology of teaching English as a foreign language* by Gadušová and Harťanská. The stages of this method were worked out by Daoud and Celce-Murcia. They divide textbook evaluation into three main stages which are survey, analysis and judgement. Before these three stages there is also a pre-stage called preparatory stage which is the gathering of preliminary information.

The stage of gathering the preliminary information means collecting background information about students (age, level of English, reasons for studying, etc.), information about course syllabus (emphasis given to each skill, emphasis given to language area, etc.) and institutional data (class size, time for English, type of physical environment or support, etc.).

The three main stages can be perceived as the steps which follow each other. After the gathering of all preliminary information, the first step called survey can be done. Survey means skimming through the parts of textbook, through the introduction, the table of contents, the texts and the glossary. The survey is finished with the separation of the unsuitable textbooks and the textbooks which seem to meet the preliminary specified requirements. The second step so called analysis means a careful examination of the particular textbook and teacher´s manual. The analysis is performed by recording and organizing data according to the following provided topics.

> "*The textbook: a. Subject matter, b. Vocabulary and structures covered, c. Exercises, d. Illustrations, e. Physical make up.*
> *The teacher´s manual: a. General features (answers for exercises, index with references, etc.), b. Type and amount of supplementary exercises for each language skill, c. Methodological/pedagogical guidance in the*

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[28] Ellis, R. 1997, p. 36-37.

presentation of lessons/exercises and the use of aids, d. Linguistic background information."[29]

The last step, judging, finishes the process of evaluation. It means judging certain qualitative and quantitative textbook elements. This process of judging is carried out by using prepared checklist of criteria in which each criterion is rated by certain number of points. The checklist provided by Daoud and Celce-Murcia is going to be mentioned further on in this text.

3.2.4 Textbook evaluation according to Grant

Grant compares the process of textbook evaluation to the process of buying a new coat. According to him, during this process we usually have to ask the following three questions:

"*1) Does it fit?*

 2) If it fits, how well does it fit – and how does it compare with others that also fit?

 3) (Later!) Does it still fit? This question becomes relevant after you have had it for a time."[30]

From these three questions Grant deduces the three stages of textbook evaluation, which are *Initial evaluation*, *Detailed evaluation* and *In-use evaluation*.

3.2.4.1 Initial evaluation

According to Grant, the purpose of the initial evaluation is to quickly assess the textbooks and filter out the obviously unsuitable materials.[31] However, it is often very difficult to evaluate a textbook in a short time. Nevertheless, even in this short-time evaluation often under some pressure to make a quick decision teachers should avoid making judgements that are too hasty. Grant states that

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[29] Gadušová, Z., Harťanská, J. 1994. P. 112-113.
[30] Grant, N. 1987, p. 119.
[31] Ibid, p. 119.

initial evaluation serves mainly to decide if it is worth to look at the book more closely.[32]

CATALYST test is one way how to find out if the book is worth to look at more closely. "*The eight letters in the word CATALYST represent the eight criteria by which we can decide whether a textbook is suitable for our classroom.*"[33] Each of the letter represents the key questions that should be answered during the textbook evaluation.

C – Communicative? – Is the textbook communicative?

A – Aims? – Does it fit with our aims and objectives?

T – Teachable? – Does the course seem teachable?

A – Available Add-ons? – Are there any additional materials such as teacher´s book, workbooks, etc.?

L – Level? – Does the level seem about right?

Y – Your impression? – What is your overall impression of the course?

S – Student interest? – Are your students likely to find the book interesting?

T – Tried and tested? – Has the course been tried and tested in real classrooms?

And the criterion cost goes without saying.[34]

3.2.4.2 Detailed evaluation

The detailed evaluation is the next stage which usually comes after the application of the *CATALYST test*. The aim of this stage is to decide whether the book is more or less suitable than the others which are available. It is ideal to try the course out for a term or so, and many language schools do that. However, this piloting of new materials is not always possible and therefore, "*many teachers*

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[32] Grant, N. 1987, p. 119.
[33] Ibid, p. 119.
[34] Ibid, p. 119-120.

have to rely on their own judgement in choosing new materials"[35]. In doing so, Grant offers a three part questionnaire[36] to help teachers to make decision how far a textbook meets the three basic conditions (Does the course suit your students? Does it suit the teacher? Does it suit the syllabus?).[37]

3.2.4.3 In-use evaluation

The last stage which is called in-use evaluation means the continuous process of evaluation. This evaluation should be applied in all situations because "*only by constant evaluation one can ensure that the teacher is the master, and not the slave, of the textbook!*"[38]

3.2.5 Criteria of evaluation

Many systems that are used in the process of textbook evaluation usually provide different checklists that are composed of numerous aspects of teaching and student-teacher interaction, formed into certain items or criteria.

The process of textbook materials evaluation necessarily requires establishing and use of various criteria. These criteria may be general or specific. "*General criteria are suitable for any language-teaching material while specific criteria are appropriate only for certain course or group of learners.*"[39]

Nuan sees one of the basic general criterion in matching the materials with the goals and objectives of the programme.[40] It is obvious that the goals and objectives of the learners of primary or lower-secondary grades would be different from those of the class of medical students.

Nuan also states that despite its demanding character and complexity, the evaluating process can be greatly facilitated by the use of systematic materials and

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[35] Grant, N. 1987, p. 121.
[36] Supplement A.
[37] Grant, N. 1987, p. 121.
[38] Ibid, p. 121.
[39] Ur, P. 2012, p. 199.
[40] Nunan, D. 1991, p. 209.

evaluation procedures. These materials, containing prepared criteria, are consistent with the needs and interests of the learners they are intended to serve.[41]

Different checklists of questions and criteria are provided by various authors. The following paragraphs cite some of the most important criteria.

3.2.5.1 Criteria according to Ur

Ur in her *Course of English language teaching* offers the table[42] of the following general criteria. For better overview they are modified into brief points:

1) clearly explained objectives; 2) educationally and culturally acceptable approach; 3) clear layout; 4) attraction of the material; 5) interesting tasks and texts; 6) variability and appropriateness of the texts and tasks for different learner levels, learning styles and interests; 7) clear instruction; 8) explicit syllabus covered systematically; 9) clearly organized and graded content; 10) regular review and test sections; 11) pronunciation explanations and practice; 12) vocabulary explanations and practice; 13) grammar explanations and practice; 14) tasks that activate students in listening, speaking, reading and writing; 15) encouraging material for learners to develop their own learning strategies and to become independent in their learning; 16) adequate guidance for the teacher; 17) available audio recordings; 18) available visual materials; 19) available supplementary materials – website; 20) easily available and not too expensive material.[43]

3.2.5.2 Criteria according to Spratt

Spratt in *The TKT Course* presents some other questions which should be answered during evaluating and selecting a textbook. From the most important, it is essential to cite the following ones. "*Does the visual material help learners to understand context and meaning? Will the topics be motivating to suit the age, gender, experience and personal interests of your learners? Does it provide a*

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[41] Nunan, D. 1991, p. 209.
[42] Supplement B.
[43] Ur, P. 2012, p. 200.

clear enough context and explanations for learners to understand new language?
Does it give learners enough opportunities to use the language?"[44]

3.2.5.3 Criteria according to Daoud and Celce-Murcia

The authors provide checklists[45] for both textbook evaluation and teacher´s manual evaluation. However, this chapter is going to mention only the basic themes of the checklist for the textbook evaluation. Nevertheless, the complete checklist is filed in the *Supplements*. The basic themes are a. Subject matter, b. Vocabulary and structures, c. Exercises, d. Illustrations, e. Physical make-up.[46]

To sum up all the suggestions of criteria mentioned above in this chapter, it is not possible to order or rank them according to some features as frequency, preference or importance because of their different division and various ways of naming. Nevertheless, all the previous suggestions have been used as an inspiration for the formation of my new list of criteria[47], which is applied later on in this thesis in the practical part.

This new list is composed of five general and five specific criteria. The general criteria include *1 Attraction of the material* (modern, illustrations, authentic materials, interesting for the pupils), *2 Layout of the material* (clear, organized) *and Clearly explained objectives*, *3 Availability and Cost*, *4 Series of textbooks, The whole course components* (textbook, workbook, CDs, DVDs) *and Available supplementary materials* (website, other visual materials), *5 Methodology* (aims and approaches, techniques used for presentation new piece of language) and *Easily adaptable approaches if necessary?*

The specific criteria contain points as *1 Nature of topics and texts* (motivating to suit the age, gender, personal interests) *and Variety of activities*, *2 Treatment of skills and linguistic elements* (tasks for speaking, writing, listening and reading, grammar explanations and practice, vocabulary and pronunciation activities), *3 Regular review and test sections* (useful hints on examination

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[44] Spratt, M., Pulverness, A., Williams, M. 2005, p. 110.
[45] Supplement C.
[46] Gadušová, Z., Harťanská, J. 1994, p. 113-114.
[47] Supplement n. D.

techniques) *and Sections for self-evaluation*, *4 Clear explanations to understand new grammar and clear instructions to do the exercises*, *5 Possible connection and influence of Framework Education Programme.*

4 Adapting textbooks

4.1 Why, when and how?

All the teaching materials which are employed in the educational process should be seen critically and they should be continuously evaluated. Teachers should be aware of the strengths and the weaknesses of the employed material in order to fulfil its potential and to compensate its deficiencies. A textbook is indisputably a good basis for the individual teaching programme. However, its potential depends more or less on the individual teachers and their abilities. The textbook authors create textbooks which can fit as many learners as possible. So, it is just teacher´s task to adapt the particular textbook to his/her learners.

If the assessed textbook do not meet the conditions given by the criteria, there are more possibilities what to do. The first one is the immediate replacement of the inconvenient material by more convenient one. However, this possibility is not always feasible because of numerous reasons as money, curriculum, time of school year, etc. In this case, when the replacement is not possible, teacher has to continue working with the unsuitable textbook nevertheless, s/he has more options how to realize it.

One of these options could be the substitution of the inconvenient textbook part for another material from different source, supposing the new material is consistent with the aim and level of the older one. The other possibility can be to adapt the whole textbook material in some ways, so that it is more suitable for the learners. These ways can include omitting, replacing and modifying the individual exercises as well as the whole units of the textbook. In fact, in both these cases the given textbook is still the main source however, its parts are somehow adapted to the target learners.

The individual ways of adapting material that is not suitable for a particular teaching situation are numerous. It depends entirely on teacher´s interest, abilities and experiences. Some of the most interesting ideas are quoted from *The TKT Course*. They include for example "*extending or shortening material, changing the form of tasks, changing the level of the material, reordering material or making use of all the resources in the book*"[48]. Moreover, *The TKT Course* provides the strategy of "*changing the order of activities in the textbook in order to introduce variety in one of the following areas: pace, interaction pattern, sequence of skills practice, level of difficulty, content, mood*"[49]. However, even during the smaller adaptations as the reordering of activities or exercises teacher should make learners aware of these changes to avoid them to be later confused.

Similarly, Harmer presents in his work *The practice of English language teaching* the figure[50] of options how to work with an unsuitable textbook. The using of the textbook with change comprises modifications as adding, re-writing, replacing, reordering or reducing activities.[51]

Nevertheless, when the teacher decides to leave out or replace some parts, even units of the textbook and somehow modify it, s/he should think it over carefully and realize it coherently. S/he should remember that the textbook is very often the most important source of learning and revision for learners, so they should be aware of these changes teacher has made. Continuously, they should know how to handle all the new extra materials and which of them are important and worth keeping.

4.2 Supplementary materials

Supplementary materials can be seen as all the materials beyond the basic set of a textbook, a workbook, CDs and a teacher´s book. The reasons for using these materials follow from the previous chapter. Their purpose can be to replace an unsuitable textbook material, to fill gaps in the textbook, "*to provide suitable*

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[48] Spratt, M., Pulverness, A., Williams, M. 2005, p. 111.
[49] Ibid, p. 112.
[50] Supplement E.
[51] Harmer, J. 2007, p. 183.

material for learners´ particular needs and interests, to give learners extra language or skills practice, to add variety to our teaching"[52] or to animate and make our lessons special.

These supplementary materials can be perceived in two ways or in other words they can have two natures. Firstly, they can be the extra materials which are provided in addition to the whole compact course, created or published by the same publisher as the textbook. These include particularly the compact courses published by foreign publishers as Oxford University Press, Cambridge University Press or Macmillan Education, but also the others. The greatest advantage of these supplementary materials is that they are closely connected with the basic set. It means that the layout and the applied method are always similar. However, there is no condition to necessarily cover all the supplementary materials, so it is completely up to teacher´s decision. The next advantage of these materials can be the fact that they can be easily accessible to the learners themselves and also to their parents. Secondly, the supplementary materials can have the nature of all the other extra materials which do not have any connection with the applied textbook however, the teacher decides to use them as the supplement because of their didactic functions or qualities.

Supplementary materials can be found in paper or digital forms. The paper supplementary materials include for example different reference books, teacher handbooks, books for extensive reading, dictionaries, skills development materials, grammar, vocabulary and phonology practice materials, books with ready-made worksheets and tests, visual printed materials as pictures, posters, flash cards, and the authentic sources of materials as newspaper and magazines. On the other hand, the digital supplementary materials comprise a wide range of Internet websites with didactic intention for both teachers and learners, Internet websites with the authentic materials as videos, CDs, DVDs, e-books, computer programs, the IWB software and data projectors, immense number of mobile applications (free or paid) for mobile phones, i-pads and computers.

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[52] Spratt, M., Pulverness, A., Williams, M. 2005, p. 114.

5 Learner´s characteristic

One of the first chapters of this thesis characterizes a lesson, a unit of the educational process, as the interaction between the following three elements - materials (textbook), teacher and learners. In this connection, this chapter is focused on the element of learners, their characteristic and its influence on textbooks and educational process. Learner´s characteristic is conceived from two points of view. The first point of view is general and the second one is specific for the lower-secondary school level learners of English according to Czech Framework Education Programme for Elementary Education (FEP EE).

5.1 General characteristic

Generally, we can say that learner´s characteristic is a set of variables that differentiates one learner from the other. Every learner is described by his/her own learner characteristic and all the differences in this characteristic determine his/her exceptionality and uniqueness.

The variables, used in the characteristic, influence not only teaching styles and approaches used in the classroom but also learner´s success rate in foreign language learning. Between the most significant variables Spratt mentions learner´s personality, language level, learning style, learning strategies, age, motivation and past language learning experience.[53]

Meanwhile, some of the variables as age, language level, motivation or past language learning experience can be identified easily and unambiguously, the determination of learning styles and strategies can be much more complicated and time consuming. Different learners have different learning styles and use varied learning strategies, just because of their exceptionality.

Learning styles can be explained as "*the ways in which a learner naturally prefers to take in, process and remember information and skills*"[54]. Commonly mentioned learning styles are visual, auditory, kinaesthetic, group, individual, reflective and impulsive. However, it is not regular that learners fall exactly into

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[53] Spratt, M., Pulverness, A., Williams, M. 2005, p. 52.
[54] Ibid, p. 52.

one category of learning style. It is usual to identify more learning styles, represented unequally at one learner. On the other hand, learning strategies, which "*are the ways chosen and used by learners to learn language*"[55], differ very often from learning styles.

The connection of the learner characteristic and the other elements of the educational process is straightforward and indisputable. The awareness of this matter has to be present on the side of foreign language teachers as well as on the side of textbooks authors. Authors´ task is to create a textbook which should suit different learners with different characteristic, concerning the learning styles and strategies, meanwhile teachers´ task is to adapt a particular textbook to the present learners´ needs.

5.2 Specific characteristic according to Czech FEP EE*

The Czech education is influenced by the system of curricular documents which have to be followed during the educational process. These documents state the main principles, directions, objectives and organization of the Czech educational system. The curricular documents are developed at two levels, state and school. State level is represented by National Education Programme and Framework Education Programme. In these two documents the general education requirements are defined and they have to be respected, at least from certain percentage, by all the levels of schools. School level is represented by School Education Programmes, which are created by individual schools according to their own principles and objectives.

The intentions of this thesis are not only to analyse and compare certain English language textbooks, but also to prove or disprove by this analysis the possible influence and connection of these language textbooks with the curricular documents. Therefore, the aim of this chapter is to present two parts of FEP EE that should be taken into consideration during the process of language textbook analysis, in particular English language textbook for lower-secondary school level

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[55] Spratt, M., Pulverness, A., Williams, M. 2005, p. 52..
* Framework Education Programme for Elementary Education

analysis. Possible influence and connection of the textbook analysis and FEP EE is going to be mentioned later on in this thesis in practical part called "*Research*".

The following chapters are going to cover the basic characteristics and aims of two FEP EE parts which are Key Competencies and the educational field Foreign Language for lower-secondary school level, also called stage 2 in FEP EE.

5.2.1 Key Competencies

According to FEP EE key competencies can be defined as "*a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual´s participation in society*"[56]. The education should aim to equip all pupils with the set of key competencies on the attainable level. The acquisition of key competencies is a long term process in which all the competencies are variously interconnected and can always be acquired as a result of the overall educational process. Therefore, it is essential to ensure that even the materials as textbooks, used during the language lessons, somehow support and involve the idea of key competencies. On the other hand, it is mainly up to the teachers, who should be well prepared, to know the possible ways how to naturally and without distractions cover all these key competencies in their syllabi.

At the elementary level of education FEP states for learners the following six key competencies: learning competency, problem-solving competency, communication competency, social and personal competency, civic competency and professional competency.

5.2.2 Educational field Foreign Language

FEP EE is divided into several educational areas from which the educational area Language and Language Communication is the most important for this thesis. The area is divided into three fields Czech Language and

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[56] *Rámcový vzdělávací program pro základní vzdělávání*. 2013, p. 10. Own translation, original text: „*Klíčové kompetence představují souhrn vědomostí, dovedností, schopností, postojů a hodnot důležitých pro osobní rozvoj a uplatnění každého člena společnosti.*"

Literature, Foreign Language and Second Foreign Language. The framework gives the characteristics of each field and describes its objectives. In the field Foreign Language the framework also states and further specifies the expected outcomes -what pupil should, and the subject matter - what pupil knows.

The expected outcomes designated for lower-secondary school level are divided into four following areas: *1 Listening with comprehension*, *2 Speaking*, *3 Reading with comprehension* and *4 Writing*. Every area specifies in brief points what the pupil of lower-secondary school level should.

"*1 Listening with comprehension: Pupil should*

a) understand the information of slowly and clearly articulated simple listening texts.

b) understand the content of simple and clearly articulated utterance or conversation, regarding the acquired themes.

2 Speaking: Pupil should

a) ask basic information and react correspondingly in common formal and informal situations.

b) speak about his/her family, friends, school, free time and other thematic areas being studied.

c) narrate simple story or event; describe persons, places and things from his/her everyday life.

3 Reading with comprehension: Pupil should

a) look required information up in simple everyday authentic materials.

b) understand short and simple texts, look required information up in them.

4 Writing: Pupil should

a) fill his/her personal data in a simple questionnaire.

b) write simple texts relating to himself/herself, his/her family, school, free

time and other thematic areas being studied.

c) react to simple written message."[57]

The subject matter of Foreign Language for lower-secondary school level field is arranged into four smaller parts which are *1 Sound and Graphic form of the language*, *2 Vocabulary*, *3 Thematic areas* and *4 Grammatical structures*.

"*1 Sound and Graphic form of the language – development of the sufficiently intelligible pronunciation and the ability to distinguish by hearing the individual elements of the language phonological system, word and sentence stress, intonation, managing of the orthography of the acquired vocabulary.*

2 Vocabulary – development of the sufficient vocabulary essential to oral and written communication relating to the thematic areas being studied and to the communication situations; the use of dictionary.

3 Thematic areas – home, family, housing, school, free time, culture, sport, healthcare, feelings and moods, eating habits, weather, nature and town, shopping and fashion, society and its problems, choice of career, modern technology and media, travelling, facts about the countries within the corresponding language area.

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[57] *Rámcový vzdělávací program pro základní vzdělávání.* 2013, p. 24. Own translation, original text: *„Očekávané výstupy:*
POSLECH S POROZUMĚNÍM
žák
CJ-9-1-01 rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně
CJ-9-1-02 rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat
MLUVENÍ
žák
CJ-9-2-01 se zeptá na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích
J-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech
CJ-9-2-03 vypráví jednoduchý příběh či událost; popíše osoby, místa a věci ze svého každodenního života
ČTENÍ S POROZUMĚNÍM
žák
CJ-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech
CJ-9-3-02 rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace
PSANÍ
žák
CJ-9-4-01 vyplní základní údaje o sobě ve formuláři
CJ-9-4-02 napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat
CJ-9-4-03 reaguje na jednoduché písemné sdělení

4 Grammatical structures – development of the application of the grammatical structures to implement the pupil′s communication intent (elementary mistakes, which do not disrupt the meaning of the communication and understanding are tolerated)."[58]

The overview of the FEP EE parts mentioned above helps to find the connection between the FEP EE and the analysed textbooks. In particular, if the textbooks help learners to form and to develop key competencies, to accomplish the outcomes stated in FEP EE and if the textbooks include subject matters mentioned in FEP EE.

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[58] *Rámcový vzdělávací program pro základní vzdělávání.* 2013, p. 24. Own translation, original text: „1 *zvuková a grafická podoba jazyka – rozvíjení dostatečně srozumitelné výslovnosti a schopnosti rozlišovat sluchem prvky fonologického systému jazyka, slovní a větný přízvuk, intonace, ovládání pravopisu slov osvojené slovní zásoby*

2 slovní zásoba – rozvíjení dostačující slovní zásoby k ústní i písemné komunikaci vztahující se k probíraným tematickým okruhům a komunikačním situacím; práce se slovníkem

3 tematické okruhy - domov, rodina, bydlení, škola, volný čas, kultura, sport, péče o zdraví, pocity a nálady, stravovací návyky, počasí, příroda a město, nákupy a móda, společnost a její problémy, volba povolání, moderní technologie a média, cestování, reálie zemí příslušných jazykových oblastí

4 mluvnice – rozvíjení používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které nenarušují smysl sdělení a porozumění)."

Practical part

6 Research

Practical part of this thesis also called *Research* is composed of four main parts. The first one is a brief overview of available textbooks for lower-secondary school level. According to this overview, three selected textbooks are generally described in the second part. The third, also the main part of this research describes the analysis of the selected textbooks. And the last part, which concludes the research and answers the questions put in the introduction, is the closing comparison of the textbooks.

6.1 Overview of English textbooks for lower-secondary school level

Today´s market offers a wide range of various English language textbooks. The choice is really large and very often it is not easy to be well versed in it. During the process of textbook selection, teachers are influenced by different factors which come from three basic elements of educational process, from teachers themselves, from learners and textbooks. As the first two factors are described formerly in this text, the following paragraph is going to deal only with the influencing features that come from textbooks.

As the first textbook feature, we can state the level of a textbook. It can be defined according to learner´s level (from beginner to advanced learners), according to The Common European Framework of Reference for Languages (from A1 to C2) or according to school stages (pre-school, primary or lower-secondary school level, secondary and university level). The second feature can be the specialization of a textbook, in other words what English we want to teach or learn – general English, medical English, business English, etc. As the next textbook feature, we can name the textbook type, specifically monolingual or bilingual. Other feature can be how a particular textbook is elaborated as an individual and independent piece or as a component of the whole compact course.

And the last feature which can influence the choice could be the character of the publishing house, Czech or foreign, etc.

In spite of all foregoing features, the following paragraphs are going to highlight only those textbooks which meet the subsequent two conditions which are important for this thesis. The first one is The Clause of Approval for textbooks granted by Ministry of education, youth and sports. This clause is given to student´s books and workbooks by Ministry of education, youth and sports for a fixed period of time, and guarantees that the textbook or the whole course components are suitable for school education. The second condition is the level of the textbook which should be appropriate for the learners of lower-secondary school level (from 6th grade to 9th grade and lower grades of grammar schools).

The amount of textbooks which meets the requirements, in particular which has The clause of approval and simultaneously which is convenient for the lower-secondary school level education of English is much more restricted. According to publishing houses classification we can name the most familiar and used titles. From the offer of the Czech publishing houses we can name for example Fraus and its titles as *Angličtina (6-9) Way to win* and *Your space 1-4* (newer edition of older *Your space* published by CUP), Educi with title *New English for you 3-4*, and publishing house SPN and its *Angličtina pro 6.-9. ročník zš*. On the other hand, wider and more varied choice of frequently more elaborated courses is offered from the side of foreign publishing houses. In particular, it is Cambridge University Press (CUP) and courses as *Messages 1-4*, *More! 1-4* and *Your space 1-3*, Oxford University Press (OUP) and its *Project 1-4* and *English Zone 1-4*, Longman Pearson with *New Challenges 1-4* and *New Sky 1-4*, and also Macmillan and its course *Hot Spot 1-4*.

The following table of textbooks and publishing houses can be used for clearer idea.

Publishing house	Title	Author(s)
CUP	*Messages 1-4*	Goody D., Goody N., Craven M.
CUP	*More! 1-4*	Puchta H., Stranks J.
CUP	*Your space 1-3*	Hobbs M., Keddle J.S.
Educi	*New English for you 3-4*	Kociánová Z.
Fraus	*Angličtina (6-9) Way to win*	Betáková L., Dvořáková K.
Fraus	*Your space 1-4*	Betáková L., Hobbs M., Keddle J.S., Wdowyczynová H.
Longman Pearson	*New Challenges 1-4*	Harris M., Mower D., Sikorzynska A., White L.
Longman Pearson	*New Sky 1-4*	Abbs B., Freebairn I.
Macmillan	*Hot Spot 1-4*	Granger C., Stannett K.
OUP	*Project 1-5 (3rd and 4th edition)*	Hutchinson T
OUP	*English zone 1-4*	Nolasco R., Newbold D.
SPN	*Angličtina pro … (6.-9. ročník)*	Zahálková M.

According to the survey shown above and the research of the most frequently used English textbooks in Královehradecký, Pardubický and Liberecký regions, carried out by Olga Vraštilová, published in *Dětská literatura a čtenářská gramotnost v cizím jazyce,* I have decided to analyse and to compare the following three English textbooks.

Hutchinson, T. **Project 3 Third edition.** Oxford: Oxford University Press, 2008. P. 79. ISBN: 978-0-19-476416-2.

Betáková, L., Dvořáková K. **Angličtina 7 Way to win.** Plzeň: Fraus, 2006. P. 104. ISBN 80-7238-389-2.

Zahálková, M. **Angličtina pro 7. ročník základní školy.** Praha: SPN, 2010. P. 71. ISBN 978-80-7235-484-9.

6.2 Selected textbooks – general description

Before the thesis proceeds to the analysis itself, it should be appropriate to give a general description of each selected textbook.

Project 3

Project 3 third edition by Tom Hutchinson, published by OUP in 2008, is the successor to the previous favourite editions. The popularity of Project language course is confirmed by the publication of the latest fourth edition. However, the object of this research is *Project 3* third edition. It is a part of five volumes course of English. *Project 3* is at the level A2 according to the Common European Framework of Reference for Languages, very often corresponding to the 7th grade of lower-secondary school level. *Project 3* can offer a lot, it is well elaborated and interesting textbook which does not succumb the time so much. The whole textbook is coloured and contains 79 pages. The analysed textbook is monolingual, in other words everything is done in the target language. However, it is possible to get Czech edition of *Project* with the instructions in Czech.

Angličtina 7 Way to win

Angličtina 7 also called *Way to win 7*, as it is going to be used further on in this text, by Lucie Betáková and Kateřina Dvořáková, published by Fraus in 2006, is a part of four volumes textbook series for lower-secondary school level. *Way to win 7* is intended mainly for the 7th grade. It is a modern textbook influenced by the requirements of FEP EE, particularly in formation and cultivation of key competencies. The whole textbook contains 104 pages and it is bilingual. Grammar presentations, notes and comments are usually in Czech, on the other hand, the instructions are mostly in English.

Angličtina pro 7. ročník základní školy

Angličtina pro 7. ročník základní školy by Marie Zahálková, published by SPN in 2010, is intended for the learners of the 7th grade. It constitutes the coherent series of English language textbooks for pupils from preschool age to the 9th grade. The textbook tries to comply the intentions of FEP EE and focuses mainly on the foreign language learning motivation. *Angličtina pro 7. ročník zš*

slightly falls behind the previous textbooks by its design. The textbook is also fully coloured and contains 71 pages. It is also bilingual however, nearly all the grammar presentations are in Czech as well as the translations of important sentences.

To complete the general description, our attention should briefly aim to the content of the whole course package, in other words which components form the whole course, and how much the individual components cost. For better orientation and comparison we can take the advantage of the following brief tables as these issues are going to be analysed more in depth later in this thesis.

The whole course components table shows all the components which are available for the particular textbook according to the official publishing houses websites.

	Project 3	*Way to win 7*	*Angličtina pro 7. ročník zš*
Student´s book	√	√	√
Workbook	√	√	√
Teacher´s book	√	√	√
Class CD	√	√	√
Student´s CD	√	√	
Culture DVD	√		
IWB programme (I-textbook, I-exercises)	√	√	
Online support	√	√	
Photocopiable materials	√ *	√ *	

* Available within the teacher´s book

The prices are stated in Czech crowns (CZK) according to popular online bookshop www.ajshop.cz[59] (from January 10, 2015), as it is not possible to gain all the prices of all the components from the official publishing houses websites.

	Project 3	*Way to win 7*	*Angličtina pro 7. ročník zš*
Student´s book	287,-	171,-	130,-
Workbook	228,-	116,-	95,-
Teacher´s book	410,-	287,-	151,-
Class CD	466,-	341,-	179,-

6.3 Analysis of the textbooks

The intention of the following chapters is to analyse the selected textbooks according to predetermined General and Specific criteria[60] and simultaneously describe their positive and negative qualities. The results of this analysis will serve to the final comparison. It is worth to mention that the main subjects of the analysis are student´s books however, for the simplification the word textbook is used. In addition, each of the textbooks is analysed separately.

6.3.1 Project 3

6.3.1.1 General criteria

1 Attraction of the material

Project 3 is modern, revised and updated edition of Project textbook series. The textbook is elaborated in an interesting way with clearly organized layout. The cover page is designed simply and functionally. The attraction of this textbook is mainly formed by its topics and content, comprising various articles, serialized stories, comics, different exercises, songs and authentic materials. *Project 3* offers variety of topics and activities to suit the individual learners. The attraction of the material is also supported by numerous illustrations which

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[59] *Ajshop* [online]. c. 2002-2014, [accessed January 10, 2015].
URL: <http://www.ajshop.cz/anglictina-ucebnice-anglictiny/>.
[60] Supplement D.

accompany the whole textbook and relate to the textbook content. I would like to point out the fact that the textual and the nontextual parts of the textbook are in balance and they complete each other. The last point that contributes to the attraction of *Project 3* is that it brings the interconnection of English with other school subjects and offers various topics from Geography, Biology, History or Music.

2 Layout of the material and Objectives

The layout of the material is clearly organized into units. Every unit follows the same structure and it has its own topic which is somehow treated throughout the whole unit. Units are divided into several parts *A, B, C, D – Kids*, *Culture* part, *English across the curriculum*, *Revision* part and *Your project* part. *A, B* and *C* parts always contain some text, article or story and exercises for practising receptive, productive skills and linguistic elements. Part *D* also called *Kids* includes serialized story called *Kids* and related exercises, mostly focused on everyday English expressions. *Culture* part brings some texts about various themes as family, transport, society, etc. and practising activities. *English across the curriculum* part presents and treats certain topic from other school subjects. *Revision* part provides revision activities which can help pupils with the preparation for the revision test. And the last part called *Your project* is focused on pupils´ own creativity, it offers project tasks and it is very often supplemented by some song.

The textbook objectives and content are clearly presented in the beginning of the textbook in the content table. It presents unit topics, discussed grammar, vocabulary and pronunciation topics, themes for communication, skills, culture and project. In addition, the objectives of the individual activities and exercises can be often easily deduced from the headings.

3 Availability and Cost

Project 3 is easily available in ordinary Czech bookshops as well as in online bookshops. According to popular online bookshop the price of the textbook is 287 CZK. The prices of the other components are mentioned earlier in the table

of prices. To get all the information about *Project* language course and its current sellers it is possible to visit the official publishing house website (elt.oup.com).

4 Series of textbooks, the Whole course components and Available supplementary materials

Project is a whole language course of English intended for the learners of lower-secondary school level. The language course is comprised of five volumes, from the level A1 to B1. The individual volumes of *Project* are distinguished by the colours (Project 1 orange, Project 2 red, Project 3 green, Project 4 violet, Project 5 blue).

Every volume of *Project* language course includes student´s book, workbook, teacher´s book, class CD, student´s CD, Culture DVD and IWB programme. The most of photocopiable materials are available within the teacher´s book. Other supplementary materials and online support, comprising interactive games, listening and homework exercises, tests and picture dictionary, for teachers as well as for learners can be found on the official publishing house website. The teacher´s book does not contain only photocopiable materials and tests but it offers teacher´s methods and techniques for work with student´s book and class CD. Moreover, it provides different worksheets with the communication exercises and worksheets for work with Culture DVD. The next component of the course that is worth mentioning is IWB programme also called Project iTools. It is a complete programme for interactive white boards which contains complete student´s book and workbook in an interactive form with its own integrated tools, listening recordings and various activities for practising. The programme supports all language skills and linguistic elements, provides extra exercises, vocabulary and many other hints and tips for teachers.

The last important part of this course that should be paid attention to is a workbook. Tom Hutchinson and Lynda Edwards are the authors of the workbook. The workbook contains 80 pages and it is created in the same form as the textbook. It clearly follows the textbook units and topics and offers more practice of grammar, vocabulary, reading, writing, pronunciation and everyday expressions. Every unit is finished by the double page called *Progress check* which contains the revision exercises of the particular unit. Moreover, the double

page with the revision exercises of the whole workbook can be found nearly at the end of the workbook. A few of the last pages are devoted to grammar summary and vocabulary, both topics are ordered according to units and their parts. Every workbook also includes and interactive student´s CD which is intended to serve to learners´ home preparation and contains additional grammar, vocabulary, speaking and listening exercises.

5 Methodology and Easily adaptable approaches if necessary?

Project 3 is designed to develop young learners´ communication skills. It motivates learners to active use of English language which is presented in stimulating and realistic context. It employs motivating topics within structured learning environment. This textbook predominantly uses inductive approach for presenting new grammar. In other words, some exercise or activity goes at first and then with the accompanying questions the rule is found out by learners. *Project 3* allows students to make their own discoveries and to work actively and systematically.

The framework of the textbook always follows the same rule of units, parts of the units and exercises. Therefore, the approaches as well as the individual exercises of the textbook can be easily adapted or modified if necessary. However, teachers should do this changes with deliberation and familiarise learners with these changes.

6.3.1.2 Specific criteria

1 Nature of topics and texts, Variety of activities

The main aim of *Project 3* is to teach learners to communicate in everyday life, so do the topics of the units. The textbook offers topics from everyday life and situations, for example family, my life, future, times and places, personal experiences, problems, health and also topics related to English speaking countries as London and New York. All these topics are suitable for the objective of the textbook to motivate learners to their own language output. Moreover, all the themes of *Project 3* are presented in the way to be appropriate for the learners of the 7th grade. In addition, there are always more options how to work with certain theme, so it can satisfy different learners and their personal interests.

The unit topics determine the attractiveness of the texts and activities. It is very rare that all texts and tasks are interesting for all learners. So, it is mainly teacher´s work to use the textbook in the way to attract all learners, in other words to modify texts and tasks according to learners´ needs and interests. To give the example of texts used in the textbook, these are usually different articles, news reports, stories, comics and songs.

The nature of the activities is really varied and some tasks can serve to more practising purposes. Main and the most important tasks in textbook are tasks for reading, listening, speaking, practising vocabulary, grammar, writing, pronunciation and useful expressions as well as comprehension tasks. The characteristics of individual tasks are analysed in the next paragraph. The number and the percentage of individual activities can be seen in the following table and pie chart.

Project 3		
Activity	**Number of exercises**	**Number of exercises %**
Speaking	61	12,63%
Writing	21	4,35%
Listening	63	13,04%
Reading	105	21,74%
Grammar presentation	48	9,94%
Grammar practice	46	9,52%
Vocabulary	36	7,45%
Pronunciation	48	9,94%
Various activities*	43	8,90%
Revision tests	6	1,24%
Students´ projects	6	1,24%
Total number of activities•	**483**	**100%**

*Various activities – games, songs, rhymes, drawings, making charts, etc.

• Total number of all activities (certain exercises in the textbook can be classified into more than one activity category – for example text with heading Read and Listen is classified into both activity categories Reading and Listening)

PROJECT 3

Category	Percentage
Students´ projects	1%
Revision tests	1%
Various activities	9%
Pronunciation	10%
Speaking	13%
Writing	4%
Listening	13%
Reading	22%
Grammar presentation	10%
Grammar practice	10%
Vocabulary	7%
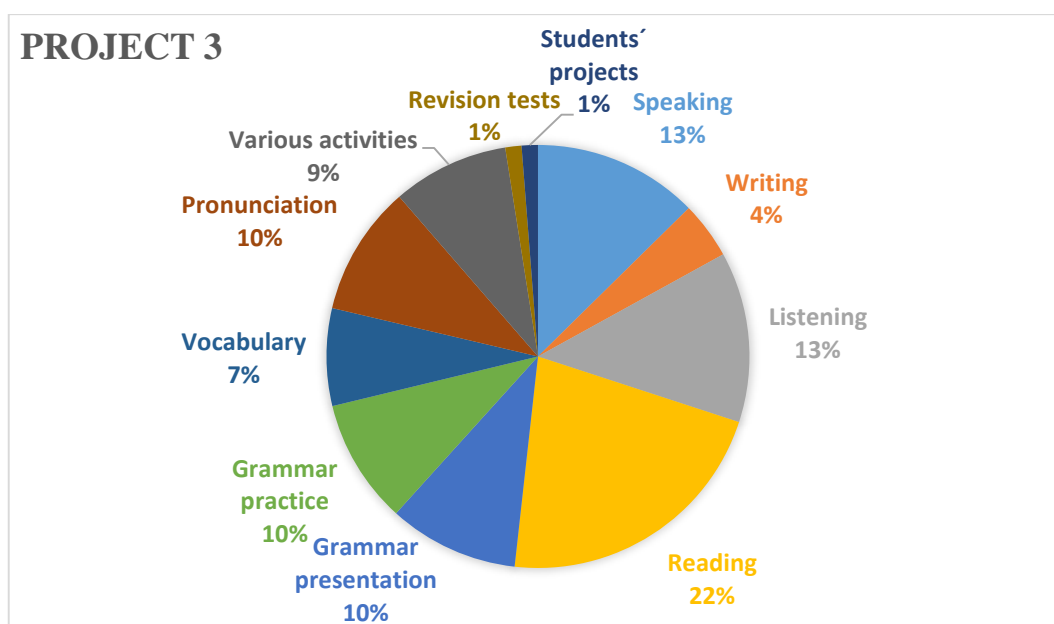
2 Treatment of skills and linguistic elements

Tasks for speaking and writing

The productive skill activities are covered quite extensively in the textbook. The emphasis is mainly put on communicative tasks and speaking. There are 61 speaking activities which form about 12,6% of all activities. The textbook supports cooperation and interaction, so it offers a lot of possibilities for pair and group work. Between the most frequent activities we can mention dialogues, role-plays, asking, answering questions and describing pictures.

The number of writing tasks is lower than the number of speaking activities. There are 21 (4,35%) writing tasks in the textbook nevertheless, this deficiency is supplemented in the workbook, which offers additional writing exercises. Within the textbook, writing tasks are usually somehow connected with

listening and speaking. Writing activities include completing texts, answering questions in written form, writing sentences according to give information, writing according to model, writing about yourself or writing various stories.

Tasks for listening and reading

Receptive skills occupy the highest number of activities. Listening and reading tasks are very often connected and follow each other. *Project 3* contains 63 (13,04%) listening activities which include for instance pre-listening activities, listening and reading at the same time, listening for comprehension and checking comprehension, listening and answering questions, ticking, matching or transcribing heard information, filling in missing information and speaking about heard information.

Reading belongs to the most often used tasks in the textbook. There are 105 reading activities which form about 21,7% of total activities. The nature of reading tasks is really varied. The most common reading exercises are pre-reading activities as predicting, describing pictures and speaking about the topic of the text. Other tasks are reading for comprehension and checking comprehension tasks as true or false activity and answering questions, finding and completing or ticking the information from the text and also matching the information with some picture or map.

Grammar presentation and practice

Frequency between grammar presentation and grammar practice activities is quite balanced. The textbook offers 48 grammar presentation exercises and 46 grammar practice exercises, which is altogether about 19,6% of all tasks. Grammar presentation tasks often lead learners to find out the form and the rule of some new piece of language which was used for example in the text. These exercises cover completing tables or sentences, matching words together or putting words in correct form or order. On the other hand, grammar practice activities help learners to practise grammar in various forms and use. These include for example filling in missing words, putting words in correct form or order, making sentences according to cues, matching words or parts of the

sentences together, choosing the correct form or sentence, and matching expressions to pictures.

<u>Vocabulary and Pronunciation</u>

Vocabulary is practised in 7,45% of exercises in the textbook. These tasks are usually aimed at acquiring and practising new words which are presented in the vocabulary section at the end of the workbook.

Pronunciation activities are worked out systematically and form 9,94% of textbook exercises. They are focused on listening, repeating, practising and distinguishing of sounds, transcription, stress and intonation.

3 Regular review and test sections, Sections for self-evaluation

Every unit of the textbook includes part called *Revision*. It is a page which provides exercises focused on the main points of linguistic elements and skills of the particular unit. Moreover, every unit of the workbook contains a double page called *Progress check*, which offers more practice and deeper revision. This double page also contains section *I can* in which learner can complete the exercises and do the self-evaluation of his/her knowledge. Furthermore, all the revision exercises have the same structure as the exercises used in the progress tests.

4 Clear explanations to understand new grammar and clear instructions to do exercises

The explanations of new piece of language are very rare in this textbook. The majority of grammar presentations are done in inductive way, so it is up to the learners to observe and find out the rule with teacher´s support. Nevertheless, the explanations which are present are very often brief and they usually bring some kind of task for the learners. There are no parts or tables with grammar summary throughout the textbook.

The instructions of exercises are usually short and clear. Sometimes they are composed of more short sentences nevertheless, they are still comprehensible. The instructions very often have the form of imperative sentence for example Look and Listen, Read the story, Complete the dialogues, Make the questions,

Answer the questions, Match the bubbles, Work with a partner, Compare the information, Join the words, Copy the table, Use the cues, etc.

5 Possible connection and influence of Framework Education Programme for Elementary Education

The content of the textbook *Project 3* is created in the way that the educational strategies and the ideas of FEP EE can be implemented despite the fact that *Project 3* was created by foreign author and published abroad by foreign publishing house. The textbook offers educational strategies which include for instance forms of work, solving of problem situations, interaction, perception of context, and acquisition of professional and learning habits. The emphasis is primarily placed on the formation and the development of all key competencies, on learner´s self-evaluation, cross-curricular context and project work. The textbook offers the possibilities for the formation and the development of key competencies however, the realization itself is completely dependent on teachers and their decisions.

Project 3 also includes subject matters stated in FEP EE and strengthens the cross-curricular relations by using different topics from other school subjects. These subjects include for example Biology (1st unit), Geography (2nd and 3rd unit), History (4th unit), Music (5th unit), Biology and Man and Health (6th unit). The cross-curricular subjects that can be found in Project 3 are for example Moral, character and social education (1st unit), Media education (2nd and 5th units), Education towards thinking in European and global contexts (3rd and 4th units), Environmental education (6th unit) and Multicultural education (1st – 6th units).

6.3.2 Way to win 7

6.3.2.1 General criteria

1 Attraction of the material

Way to win 7 is an interestingly elaborated textbook which combines the elements of foreign language textbooks with the elements of Czech textbooks. The cover page is simply designed however, the layout of this particular textbook is a little bit more demanding for familiarization. The textbook is full of

interesting pictures and photographs that accompany different texts and tasks. The attraction of the material is also supported by various authentic materials which are adapted to pupils and their level of English. Also the incentive pages, which preface every unit, and the strengthening of the cross-curricular relations contribute to the attraction of the textbook.

2 Layout of the material and Objectives

The layout of the textbook is organized into units however, at the beginning of the familiarization with the textbook it may sometimes give the impression of disarray. Every unit is introduced by the incentive page which presents the unit topic, brings points and suggestions for discussion and some brief exercise. Units can be divided into two parts. The first part is mainly composed of texts for reading and listening activities. The second part called *Practice* contains exercises for practising grammar, vocabulary, writing and speaking. At the end of the practice part we can find yellow table called *My portfolio* in which pupils have written what they should know from the particular unit. However, there is not any feedback task for pupils to check up their knowledge. Every unit is finished by the page with vocabulary part and grammar presentation part, which is unfortunately mostly in Czech. The whole textbook is accompanied by various notes, placed on the margins of each page. These notes bring comments and additional tasks or questions related to the topic. The last few pages of the textbook include some extra readings and textbook dictionary.

The objectives of *Way to win 7* are described as the outcomes of the receptive, productive and interactive skills in the beginning of the textbook. Moreover, there is also the description of the development of key competencies. The textbook content is stated on the page with contents unfortunately, only the topics and the grammar of the units are presented. Also the explanatory notes of the symbols used throughout the whole textbook are placed on the margin of the contents page.

3 Availability and Cost

Way to win 7, as well as the other textbooks of *Way to win* series, is easily available. The price of the textbook is according to already mentioned online

bookshop 171 CZK and prices of the other components are stated above in the table of prices. The official website of Fraus publishing house (ucebnice.fraus.cz) provides more information about the textbooks, the view of some textbook pages, online support and also the possibility to order the textbooks.

4 Series of textbooks, The whole course components and Available supplementary materials

The whole language course *Way to win* comprises four volumes of A1 and A2 levels intended for the learners of lower-secondary school level. All the textbooks of the series are designed in the same way, in particular same colour and layout, distinguishing by the cover page pictures and of course the content.

The individual components of each *Way to win* volume are student´s book, workbook, teacher´s book, class CD, student´s CD and IWB programme. Concerning supplementary materials the publishing house website provides for registered users downloadable photocopiable materials to every unit with tests and keys. For more support, the publishing house also offers word trainer application for computers, smartphones and i-pads accessible on all mobile platforms. *Way to win* teacher´s book contains comments to units, instructions and ideas how to work with the textbook texts, exercises and photocopiable materials. IWB programme is worked out in the form of i-textbook and offers a wide range of tools and possibilities how to work. This i-textbook programme can be bought as pupil´s or teacher´s licence or school multi-licence. The teacher´s licence includes electronic student´s book, workbook and teacher´s manual moreover, the school multi-licence contains additional i-exercises and e-preparation.

Way to win 7 workbook is written by Lucie Betáková and Kateřina Dvořáková and contains 64 pages. The workbook is divided into 10 units which follows the textbook units and topics. It completes and extends the practice of grammar, vocabulary, reading, writing, pronunciation and speaking. The workbook offers to pupils two portfolio in which pupils can tick according to themselves how they manage certain skills. In the middle of the textbook we can find grammar summary written in Czech that can be taken out and put for example in pupil´s exercise book or folders. Nearly at the end there are two pages

called *How to learn better* with the tips for better learning. Finally, at the end the workbook contains a few pages with extra readings and list of irregular verbs.

5 Methodology

Way to win 7 is primarily intended for young learners and so the textbook is designed to motivate pupils to learning. It uses incentive pages, attractive images and photographs, facts about English speaking countries, topics from learners´ everyday life and songs. It supports learners´ own growth, encourages to active work and strives for active development of learners´ vocabulary. The textbook offers the possibility of both inductive and deductive approaches however, it is up to the teacher in what way s/he wants to work. Moreover, the approaches can be modified and adapted according to learners´ needs. The textbook itself offers grammar presentations in Czech placed in blue frames at the end of the units.

6.3.2.2 Specific criteria

1 Nature of topics and texts, Variety of activities

Way to win 7 offers a lot of interesting topics mainly from everyday life. The topics are approached in the way they engage learners, motivate them and lead them to active use of language and communication. To be more specific we can state some of the topics for example travelling, free time, friendship, feasts and celebrations, foods and drinks, health, safety on the road and first aid, future, environment and Great Britain.

All texts in the textbook are closely connected with the topics which mostly determine their nature. The majority of the textbook texts are dialogues however, the textbook also contains authentic texts as letters, short articles, poems and songs, promotion texts and illustrated stories.

The textbook contains activities for systematic development of all four skills as well as for practising linguistic elements. Speaking, listening, reading and grammar practice belong between the most frequent activities in the textbook. However, other various activities as songs, poems and games are also present.
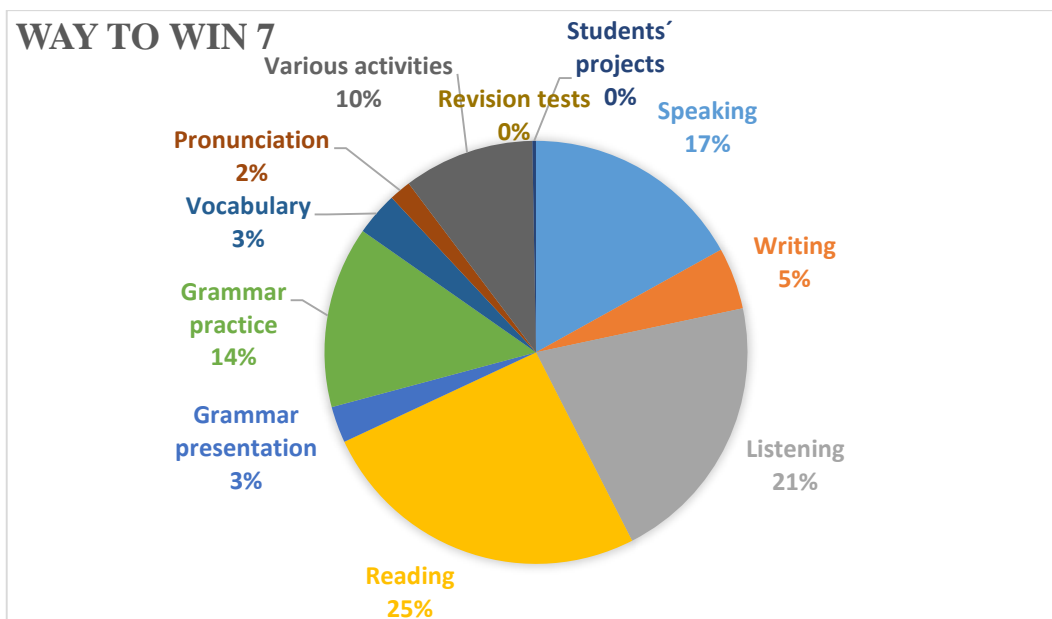
The following table and pie chart provide more detailed data about the frequency of the individual activities.

Way to win 7		
Activity	**Number of exercises**	**Number of exercises %**
Speaking	61	16,94%
Writing	17	4,72%
Listening	75	20,83%
Reading	92	25,56%
Grammar presentation	10	2,78%
Grammar practice	50	13,89%
Vocabulary	12	3,33%
Pronunciation	6	1,67%
Various activities*	36	10%
Revision tests	0	0%
Students´ projects	1	0,28%
Total number of activities•	**360**	**100%**

*Various activities – games, songs, rhymes, drawings, making charts, etc.

• Total number of all activities (certain exercises in the textbook can be classified into more than one activity category – for example text with heading Read and Listen is classified into both activity categories Reading and Listening)

WAY TO WIN 7

- Students´ projects 0%
- Various activities 10%
- Revision tests 0%
- Speaking 17%
- Pronunciation 2%
- Writing 5%
- Vocabulary 3%
- Grammar practice 14%
- Listening 21%
- Grammar presentation 3%
- Reading 25%

2 Treatment of skills and linguistic elements

<u>Tasks for speaking and writing</u>

Way to win 7 supports speaking and creates suitable conditions for its development. The textbook contains 61 speaking activities which are very often meant for pair and group work. Speaking activities include tasks as speaking about certain topic or picture, dialogues, role plays, interviews and classroom surveys.

Writing tasks of the textbook forms only 4,72% of all activities however, they are more represented in the workbook. The majority of the textbook writing tasks is writing sentences or texts as articles, letters and comments according to given models or topics.

<u>Tasks for listening and reading</u>

The textbook puts quite great emphasis on receptive skills. The activities focused on listening and reading form more than 45% of exercises. There are 75 listening tasks and 92 reading tasks. They include listening and reading for comprehension, answering questions and filling in tables and sentences according to reading or listening, writing the heard information, listening songs and reading poems.

Grammar presentation and practice

The number of grammar presentation tasks is not very high in *Way to win 7* because of the deductive way of grammar presentation. Nevertheless, there are 10 activities called *Looking at language* which bring some tasks for learners to find out the grammar rule or pattern on their own.

Grammar practice exercises are present in the practice part of the units and altogether there are 50 grammar practice exercises which forms 13,89%. They cover filling in missing words, completing sentences, putting words in correct form and matching words or parts of the sentences together.

Vocabulary and Pronunciation

Vocabulary and pronunciation exercises are not much covered within the textbook. There are only 3,33% of vocabulary exercises and 1,67% of pronunciation tasks. However, the lack of vocabulary exercises is compensated in the workbook. On the other hand, the vocabulary exercises which the textbook offers are really interesting. They include for example spider grams, word groups, drawing of things and labelling them, etc. Pronunciation activities are mainly focused on distinguishing of sounds and word stress.

3 Regular review and test sections, Sections for self-evaluation

The textbook does not offer any regular reviews or test sections. Learners do not have any possibility to verify their knowledge or to prepare themselves on examination within the textbook. On the other hand, the workbook contains some revision exercises in the individual units but some complete reviews or test sections are missing. Concerning sections for self-evaluation the textbook does not contain any. The workbook offers two portfolio in which learners can tick according to themselves how they manage certain skills however, they do not have any possibility to prove it.

4 Clear explanations to understand new grammar and clear instructions to do the exercises

The textbook offers to learners blue tables with grammar explanations in Czech which are regularly placed on the last page of the unit. The explanations

are very often in sentences with English examples, their Czech translations and sometimes with some visual aid. The explanations are clear and comprehensible however, sometimes a little bit lengthy. Usually there are also some useful comments to the grammar in question on the margins of the pages. The advantage of these grammar explanations is that they are in an identical form present in the workbook grammar summary, so the learners can make their own notes in it.

The exercise instructions of this textbook may be double. Firstly, they can be in the form of a symbol that quickly and clearly tells what kind of activity it is about, for example listening, reading, speaking, writing, practical task, song, internet, homework, group work and so on. The legend of these individual symbols is placed on the contents page. Secondly, the instructions can be in the form of a question or imperative sentence, for example Listen, Write, Look at the pictures, Complete the sentences, Match the pictures, Copy the table, Act the interview, etc. These sentences clarify the individual activity more in detail.

5 Possible connection and influence of Framework Education Programme

The textbook *Way to win 7* was created in agreement with Framework Education Programme. According to it, the textbook states and describes the expected outcomes of the 7th grade learner in areas of receptive, productive and interactive speech skills. Moreover, the textbook also offers educational strategies which support the formation and the development of key competencies. To give the examples of educational strategies we can mention the development of learning strategies, active searching for information in different sources, communication skills, cooperation and self-evaluation.

In addition, Way to win also bolsters cross-curricular relations and interconnects English with other school subjects. For example it brings topics from Geography (1st and 10th unit), Man and Society (2nd and 3rd unit), Man and Health (5th and 6th unit), and Environmental education (8th unit).

6.3.3 Angličtina pro 7. ročník zš

6.3.3.1 General criteria

1 Attraction of the material

Angličtina pro 7. ročník zš is simply and clearly elaborated textbook which is very different from foreign English language textbooks. The cover page is interestingly designed, depicting photographs connected with English. However, the layout of the textbook may seem to pupils a little bit boring. Nevertheless, the textbook offers variety of interesting topics and authentic materials from everyday life as well as from other school subjects. The textbook is completed by various visual materials as pictures, photographs and maps.

2 Layout of the material and Objectives

The layout of this textbook is clear and simple. The textbook is divided into units. Every unit has its own topic and it is placed on one double page. Almost every unit includes some text and several exercises. There are also four purely revision units and two units are more or less devoted to reading activities. The last pages of the textbook contain list of vocabulary. The vocabulary contains words in Czech, which are ordered according to alphabet, and their English equivalents. All words are in colours according to units in which they belong.

The textbook objectives are not mentioned within the textbook however, the objectives of the individual exercises can be obviously deduced from the instructions of the exercises. The unit topics are stated in the textbook contents however, the content of the individual units is not mentioned.

3 Availability and Cost

The availability of the textbook *Angličtina pro 7. ročník zš* is altogether quite satisfactory. The price of the textbook is 130 CZK according to already mentioned source. The textbook as well as the other components can be also ordered from SPN publishing house website (spn.cz) however, the information about the textbooks provided on the website are quite brief.

4 Series of textbooks, The whole course components and Available supplementary materials

Angličtina pro 7. ročník zš is a part of textbook series which provides volumes from preschool age to the 9th grade. Every volume is intended for one school year. The publishing house does not state the textbook levels of English according to CERF however, we can estimate the levels from A1 to A2. All the volumes from the volume for the 3rd grade are designed in similar way however, they are decorated with different colours and pictures.

Every volume is composed of student´s book, workbook, teacher´s book and class CD. SPN publishing house do not offer any supplementary materials or other additional support. Teacher´s book contains suggestions and recommendations for work with student´s book and workbook as well as teaching plans, methodical comments and classroom language.

Marie Zahálková is the author of the workbook as well as of the textbook. The workbook completely corresponds to the textbook. It is divided into units and every unit has its double page. It contains various exercises for practising textbook topics. There are also four revision units with revision exercises. At the end of the workbook we can find pages with translations of selected sentences and vocabulary both ordered according to units. The last double page contains sentences in Czech which sum up what pupils should know after finishing this textbook.

5 Methodology

Angličtina pro 7. ročník zš is a textbook which at first sight engages by its simplicity. But it offers various interesting topics that are adapted for the learners of the 7th grades. The textbook predominantly uses deductive approach of grammar presentation. Grammar is usually presented in yellow table with the heading *Study and Remember*. However, the presentations are not sometimes quite sufficient and need teacher´s clarification. The textbook does not leave much space for learners´ own discoveries and creativity. The majority of exercises is based on the repetition of some grammar with the variation of words or sentences.

The approaches and the exercises in this textbook are suitable for modification and for different kinds of work.

6.3.3.2 Specific criteria

1 Nature of topics and texts, Variety of activities

The textbook offers a lot of interesting topics from different areas of human life. The offer of the topics is really wide because of the fact that every double page contains one unit and every unit has its own topic. To be more specific we can name some of the topics, for instance environment, health, food and meals, history, everyday life, and also English speaking countries as Scotland, Ireland, Canada and Australia, etc.

Nearly every unit contains some text which presents the unit topic. Most of the texts are articles and stories. Emails and dialogues can be found as well. Some of the texts seem to be interesting for learners but some mainly the longer ones may seem boring. However, the advantage is that the work with those texts can be easily adapted to the particular situations.

The variety of activities is quite wide however, the diversity of different kinds of exercises slightly falls behind. Most of the exercises always follow the same pattern without any modification. The textbook includes exercises for developing all four skills as well as for practising grammar, vocabulary, pronunciation. Other different activities with songs and rhymes are also present.

The following numbers in the table show the frequency of the individual activities in the textbook.

Angličtina pro 7. Ročník zš		
Activity	Number of exercises	Number of exercises %
Speaking	40	17,32%
Writing	2	0,87%
Listening	39	16,88%
Reading	58	25,11%
Grammar presentation	21	9,09%
Grammar practice	28	12,12%
Vocabulary	12	5,19%
Pronunciation	3	1,30%
Various activities *	24	10,39%
Revision tests	4	1,73%
Students´ projects	0	0%
Total number of activities•	**231**	**100%**

*Various activities – games, songs, rhymes, drawings, making charts, etc.

• Total number of all activities (certain exercises in the textbook can be classified into more than one activity category – for example text with heading Read and Listen is classified into both activity categories Reading and Listening)
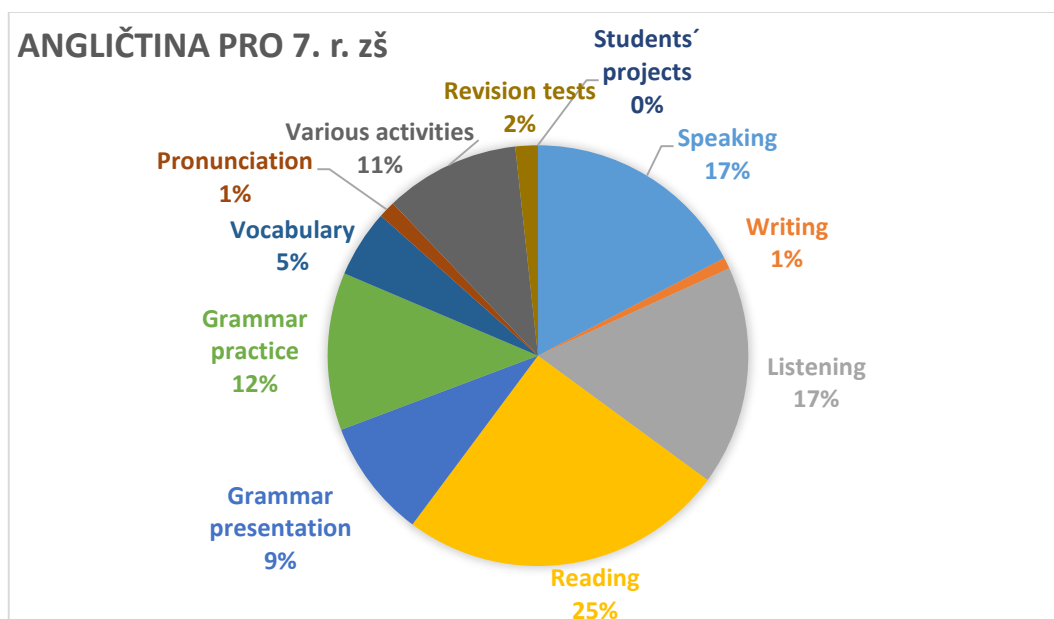
2 Treatment of skills and linguistic elements

Tasks for speaking and writing

The representation of the productive skills is quite unbalanced in the textbook. While the speaking activities form 17,32% of exercises, writing tasks do not comprise even 1%. However, the workbook gives more space to writing tasks than the textbook does. The speaking activities include exercises as asking according to given information, answering questions, making and acting dialogues, and discussions about given topics.

Tasks for listening and reading

The textbook focuses on receptive skills quite a lot, they altogether form more than 40% of exercises. In particular, there are 39 listening exercises and 58 reading tasks. The most often used exercises are listening and reading for comprehension, answering questions according to heard or read information, matching answers with questions, completing missing words into the text and pre-reading activity as discussion about the topic of text.

Grammar presentation and practice

The nature of grammar presentation activities in this textbook is different from the two previous textbooks. They are called *Study and Remember* and they contain explanations of some grammar and examples to study. The textbook offers 21 grammar presentation activities and 28 grammar practice tasks usually called *Practice makes perfect*. The form of drill is used for the majority of grammar practice exercises. The essence of these exercises is to make sentences or phrases from given words according to the examples. Other types of grammar practice activities include exercises as completing sentences and choosing the correct grammar form.

Vocabulary and Pronunciation

The textbook does not put much emphasis on vocabulary and pronunciation activities. There are only 5,19% of vocabulary exercises and 1,3% of pronunciation exercises in the textbook. On the other hand, the workbook offers more opportunities for practising new vocabulary while the focus on

pronunciation activities is also insufficient. The vocabulary exercises of the textbook are for example practising new vocabulary with pictures and matching words with their characterization.

3 Regular review and test sections, Sections for self-evaluation

The textbook as well as the workbook contains four revision units which offer revision exercises of previous units. However, the textbook does not provide learners any test sections or hints on examination techniques. Moreover, the textbook does not give learners any possibility for self-evaluation.

4 Clear explanations to understand new grammar and clear instructions to do the exercises

The explanations of new piece of language are always placed in yellow tables with the title *Study and Remember*. They are very often in the form of long sentences in Czech with English examples and translations. The explanations may sometimes seem to learners little bit confusing and unclear because of their length and visual unattractiveness.

On the other hand, the instructions of the exercises are very simple and intelligible. Every exercise is numbered and titled with the instructions in capital letters. The instructions are mostly in the form of imperative (Listen, Discuss, Read, Ask and Answer, Act, etc.), rarely they are in the form of a question.

5 Possible connection and influence of Framework Education Programme

Angličtina pro 7. ročník zš complies with the intentions of Framework Education Programme for Elementary Education and supports its ideas. The textbook includes similar educational strategies as the previous textbooks do. We can mention a few of them for example various forms of work, the development of cooperation, communication skills and key competencies, cross-curricular context and social interaction.

The textbook supports cross-curricular relations by the processing interesting topics from educational areas and subjects as Biology (2nd and 21st unit), Environmental education (3rd unit), Man and Health (4th, 5th, 27th unit), Man and Society (6th, 24th, 25th, 26th unit), Geography (9th, 11th, 12th, 13th, 16th, 19th,

20th unit) and History (10th, 15th, 17th, 18th unit). Moreover, the interconnection with more educational areas and subjects as mentioned above can be seen within the individual units.

6.4 Comparison of the textbooks

The aim of this chapter is to compare the analysed textbooks in certain points and to find out their noticeable differences and similarities.

There is no doubt that all three textbooks are created in an interesting way and that they can be attractive for certain group of teachers and learners. Nevertheless, regarding the textbook design and its illustrations it is *Project 3* that prevails.

Concerning the layouts of the material, all three textbooks are divided into units. However, the individual textbook layouts are completely different. While the units of *Project 3* are split up into eight parts, *Way to win 7* units have only two parts (texts and practice) and the units of the textbook *Angličtina pro 7.r. zš* do not have any subdivision.

The prices of the textbooks also differ. Referring to the table of prices[61], the textbook *Project 3* and its components are provable more expensive than the textbooks published by Czech publishing houses. The price difference of the textbooks is about 100 CZK in comparison with *Way to win 7* and 150 CZK in comparison with *Angličtina pro 7. r. zš*.

Every analysed textbook is a part of the whole language course. *Project 3* can offer the largest number of individual language course components. In addition, supplementary materials to the textbooks are offered only by OUP and Fraus publishing houses.

The methodology of the individual textbooks differs. We can see the influence of both inductive and deductive approaches of grammar presentation. However, in majority of cases it is just teacher´s decision in what way s/he wants to work.

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[61] Supplement H.

The widest range of topics is presented in the textbook *Angličtina pro 7. r. zš*. Nevertheless, the other two textbooks also bring various interesting topics. The variety of texts is very similar in all the textbooks. Between the most often used texts we can name different stories, articles, letters, emails, comics, songs and poems.

Concerning activities and exercises, *Project 3* has the highest number. All three textbooks offer exercises for speaking, writing, reading, listening, grammar presentation and practice, vocabulary and pronunciation. But on the other hand, the representation of the individual activities in the textbooks differs. Generally, we can say that reading and listening have the highest number of exercises in all analysed textbooks. While *Project 3* has the representation of remaining activities quite balanced, *Way to win 7* and *Angličtina pro 7. r. zš* do not put much emphasis on vocabulary and pronunciation activities. Moreover, *Way to win 7* and *Angličtina pro 7. r. zš* do not focus on phonetic symbols and transcription. The deficiency of writing activities which can be found in all three textbooks is compensated within their workbooks. In addition, every analysed textbook contains extra various activities as songs, rhymes, games and drawings.

Project 3 is the only textbook which offers complete revision of every unit and exercises for auto evaluation. *Angličtina pro 7. r. zš* contains four revision tests but *Way to win 7* does not contain any.

Another major difference can be found in grammar presentations. *Project 3* contains grammar presentation activities which lead learner to discover the grammar themselves. However, the other two textbooks predominantly include frames with grammar explanations or grammar summaries. Other difference is in the language used for grammar presentation. *Project 3* always uses English, while *Way to win 7* and *Angličtina pro 7. r. zš* use Czech. Therefore, the learners of these two last textbooks are not very often familiarised with the English equivalents of linguistic terms as noun, verb, pronoun, article, etc.

Concerning Framework Education Programme for Elementary Education, it has influenced the creation of *Way to win 7* and *Angličtina pro 7. r. zš*. However, some points of FEP EE can be applied in *Project 3* as well. In particular, the textbooks put main emphasis on the formation and the development

of key competencies and cross-curricular relations which are strengthened by the use of topics from educational areas and subjects as Biology, Geography, History, Man and Health, Man and Society and Environmental education.

Conclusion

Textbooks play very important role in the process of foreign language teaching and learning. Therefore, it is essential for language teachers to know how to choose the most suitable textbook which should suit to both teachers and learners.

The aim of this thesis was to present the process of textbook analysis, and to analyse and to compare three selected textbooks. The main intention of these processes was to answer the questions which were stated in the introduction, in particular to find main differences and similarities between the analysed textbooks.

The research was divided into three main areas. Firstly, it was the overview of English textbooks for lower-secondary school level and the selection of three particular textbooks *Project 3*, *Way to win 7* and *Angličtina pro 7. ročník zš*. Secondly, it was the analysis of the selected textbooks according to predetermined criteria. And lastly, it was the closing comparison of the three textbooks.

One of the main output of this thesis is the list of criteria, inspired by different checklists and questionnaires of the textbook selection and evaluation. This list served as the basis for proper textbook analysis. The other output is the information gained by the analysis. These information were used in the closing comparison and answered the question what are the differences between the selected textbooks and what do they have in common.

To sum up the main points in which the selected textbooks differ, we can mention at the first place the design and the layout of the textbooks. Other differences can be seen in the offer of supplementary materials and textbook prices. Concerning the language skills and the linguistic elements the textbooks differ mainly in the treatment of grammar presentation, pronunciation activities and regular revisions.

To summarize the points which the textbooks have in common I would like to highlight the following points as the division into units, the implementation of interesting illustrations, the nature of the topics and authentic texts as stories,

articles, letters, emails and songs. The next similarity of all three textbooks is that they are part of the whole language course. Regarding the language skills and the linguistic elements all of them have the highest number of reading and listening activities. On the other hand, writing activities are covered mainly in the workbooks. To evaluate the connection with Framework Education Programme for Elementary Education, we can say that all three textbooks create favourable conditions for the formation and the development of key competencies and simultaneously they support the strengthening of cross-curricular relations.

In conclusion, we can say that there are still many visible differences between English textbooks published by Czech and foreign publishing house. However, the Czech textbooks of English are created in their original way and their quality is still rising.

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Supplements

Supplement A

Questionnaire for choosing a textbook according to Grant[62]

Choosing a textbook: questionnaire (part 1)

Does the book suit your students?

1	Is it attractive? Given the average age of your students, would they enjoy using it?	YES	PARTLY	NO
2	Is it culturally acceptable?	YES	PARTLY	NO
3	Does it reflect what you know about your students' needs and interests?	YES	PARTLY	NO
4	Is it about the right level of difficulty?	YES	PARTLY	NO
5	Is it about the right length?	YES	PARTLY	NO
6	Are the course's physical characteristics appropriate? (e.g. is it durable?)	YES	PARTLY	NO
7	Are there enough authentic materials, so that the students can see that the book is relevant to real life?	YES	PARTLY	NO
8	Does it achieve an acceptable balance between *knowledge about* the language, and *practice in using* the language?	YES	PARTLY	NO
9	Does it achieve an acceptable balance between the relevant language skills, and integrate them so that work in one skill area helps the others?	YES	PARTLY	NO
10	Does the book contain enough communicative activities to enable the students to use the language independently?	YES	PARTLY	NO

Score: 2 points for every YES answer.
1 point for every PARTLY answer.
0 for every NO answer.

[62] Grant, N. 1987, p. 122-126.

Choosing a textbook: questionnaire (part 2)
Does the book suit the teacher?

1	Is your overall impression of the contents and layout of the course favourable?	YES	PARTLY	NO
2	Is there a good, clear teacher's guide with answers and help on methods and additional activities?	YES	PARTLY	NO
3	Can one use the book in the classroom without constantly having to turn to the teacher's guide?	YES	PARTLY	NO
4	Are the recommended methods and approaches suitable for you, your students and your classroom?	YES	PARTLY	NO
5	Are the approaches easily adaptable if necessary?	YES	PARTLY	NO
6	Does using the course require little or no time-consuming preparation?	YES	PARTLY	NO
7	Are useful ancillary materials such as tapes, workbooks, and visuals provided?	YES	PARTLY	NO
8	Is there sufficient provision made for tests and revision?	YES	PARTLY	NO
9	Does the book use a 'spiral' approach, so that items are regularly revised and used again in different contexts?	YES	PARTLY	NO
10	Is the course appropriate for, and liked by, colleagues?	YES	PARTLY	NO

Score: 2 points for every YES answer.
1 point for every PARTLY answer.
0 for every NO answer.

Choosing a textbook: questionnaire (part 3)

Does the textbook suit the syllabus and examination?

1	Has the book been recommended or approved by the authorities?	YES	PARTLY	NO
2	Does the book follow the official syllabus in a creative manner?	YES	PARTLY	NO
3	Is the course well-graded, so that it gives well-structured and systematic coverage of the language?	YES	PARTLY	NO
4	If it does more than the syllabus requires, is the result an improvement?	YES	PARTLY	NO
5	Are the activities, contents and methods used in the course well-planned and executed?	YES	PARTLY	NO
6	Has it been prepared specifically for the target examination?	YES	PARTLY	NO
7	Do the course's methods help the students prepare for the exam?	YES	PARTLY	NO
8	Is there a good balance between what the examination requires, and what the students need?	YES	PARTLY	NO
9	Is there enough examination practice?	YES	PARTLY	NO
10	Does the course contain useful hints on examination technique?	YES	PARTLY	NO

Score: 2 points for every YES answer.
1 point for every PARTLY answer.
0 for every NO answer.

Supplement B

Checklist of criteria according to Ur[63]

Checklist for coursebook evaluation

Importance	Criterion	Applied
	1. The objectives are clearly explained in the introduction, and implemented in the material.	
	2. The approach is educationally and culturally acceptable to the target students.	
	3. The layout is clear (both the book as a whole and single pages) and the print is easy to read. If digital, then it is easy to 'navigate' from page to page.	
	4. The material is attractive.	
	5. The texts and tasks are interesting.	
	6. The texts and tasks are varied, appropriate for different learner levels, learning styles, interests, etc.	
	7. Instructions are clear.	
	8. There is an explicit syllabus, which is covered systematically.	
	9. Content is clearly organized and graded.	
	10. There are regular review and test sections.	
	11. There are pronunciation explanations and practice.	
	12. There are vocabulary explanations and practice.	
	13. There are grammar explanations and practice.	
	14. There are tasks that activate the students in listening, speaking, reading and writing.	
	15. The material encourages learners to develop their own learning strategies and to become independent in their learning.	
	16. There is adequate guidance for the teacher (teacher's guide, or teacher's notes).	
	17. There are audio recordings available.	
	18. There are visual materials available: posters, video, flash cards, etc.	
	19. There is a coursebook website, with guidance and supplementary materials available.	
	20. The material is easily available and not too expensive.	
	21.	
	22.	

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[63] Ur, P. 2012, p. 200.

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Supplement C

Checklist for textbook evaluation according to Celce – Murcia[64]

APPENDIX A

Sample Checklist for Textbook Evaluation

Source: Daoud, A.-M., and Celce-Murcia, M. 1979. Selecting and evaluating a textbook. In M. Celce-Murcia and L. McIntosh, eds. *Teaching English as a Second or Foreign Language* (pp. 302–307). New York: Newbury House.

The Checklist

	Excellent	Good	Adequate	Weak	Totally lacking
The Textbook					
a. Subject matter	4	3	2	1	0
1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					
4. Is the material accurate and up-to-date?					
b. Vocabulary and structures					
1. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?					
2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?					
3. Is the new vocabulary repeated in subsequent lessons for reinforcement?					
4. Does the sentence length seem reasonable for the students of that level?					
5. Is the number of grammatical points as well as their sequence appropriate?					
6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?					
7. Does the writer use current everyday language, and sentence structures that follow normal word order?					
8. Do the sentences and paragraphs follow one another in a logical sequence?					
9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
c. Exercises					
1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?					
2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?					
3. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?					
4. Does the book provide a pattern of review within lessons and cumulatively test new material?					
5. Do the exercises promote meaningful communication by referring to realistic activities and situations?					
d. Illustrations					
1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?					
2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?					
3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?					

Textbooks: Evaluation for Selection and Analysis for Implementation

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[64] Celce – Murcia, M. 2001, p. 425-427.

	4	3	2	1	0

e. Physical make-up
  1. Is the cover of the book durable enough to withstand wear?
  2. Is the text attractive (i.e., cover, page appearance, binding)?
  3. Does the size of the book seem convenient for the students to handle?
  4. Is the type size appropriate for the intended learners?

The Teacher's Manual

a. General features
  1. Does the manual help the teacher understand the rationale of the Textbook (objectives, methodology)?
  2. Does the manual guide the teacher to any set syllabus for that level?
  3. Does the index of the manual guide the teacher to the vocabulary, structures, and topics found in the Textbook?
  4. Are correct or suggested answers provided for all of the exercises in the textbook?
  5. Is the rationale for the given sequence of grammar points clearly stated?

b. Type and amount of supplementary exercises for each language skill
  1. Does the Manual provide material for training the students in listening and understanding the spoken language?
  2. Does the Manual provide material for training the students in oral expression?
  3. Does the Manual suggests adequate and varied oral exercises for reinforcing points of grammar presented in the textbook?
  4. Does the Manual provide drills and exercises that enable the teacher to help the students build up their vocabulary?
  5. Does the Manual provide questions to help the teacher test the students' reading comprehension?
  6. Does the Manual provide adequate graded material for additional writing practice?

c. Methodological/pedagogical guidance
  1. Does the Manual help the teacher with each new type of lesson introduced?
  2. Does the Manual provide suggestions to help the teacher review old lessons and introduce new lessons?
  3. Does the Manual provide practical suggestions for teaching pronunciation and intonation?
  4. Does the manual provide suggestions to help the teacher introduce new reading passages?
  5. Does the Manual provide guidance to the teacher for introducing various types of written work?
  6. Does the Manual provide guidance to the teacher for evaluating written work and identifying the students' most serious mistakes?
  7. Does the Manual advise the teacher on the use of audiovisual aids?

d. Linguistic background information
  1. Does the Manual provide contrastive information for the teacher on likely pronunciation problems?
  2. Are English vocabulary items and English structures well explained?
  3. Are lists of cognate words (true and false cognates) provided for the teacher?
  4. Does the Manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?

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APPENDIX B

Textbook Evaluation Checklist

Source: Patricia Byrd and Marianne Celce-Murcia

Evaluation of the fit	Yes (a good fit)	Perhaps (an adequate fit)	Probably not (a poor fit)	Absolutely not (wrong for curriculum, students, and/or teachers)
Fit between the textbook and the curriculum				
* fits curriculum/goals				
* has appropriate linguistic content				
* has appropriate thematic content				
* fits the pedagogical and SLA philosophy of the program/course				
Fit between the textbook and the students				
* explanations understandable and usable for students				
* examples understandable and usable for students				
* activities appropriate for students				
* thematic content understandable and culturally appropriate for students				
Fit between the textbook and the teachers				
* fits the language skills of our teachers				
* fits the knowledge-base of our teachers				
* provides explanations that can be used by our teachers				
* provides examples that can be used and expanded by our teachers				
* fits the needs and preferences of our teachers				
* provides in-book or instructor's manual support for teachers				
Overall evaluation of the fit of the book for this course in this program				
Should the text be selected?				

Supplement D

*New list of criteria for the textbook evaluation*

General criteria

1 Attraction of the material (modern, illustrations, authentic materials, interesting for the pupils)

2 Layout of the material (clear, organized), Clearly explained objectives

3 Availability and Cost

4 Series of textbooks, the Whole course components (textbook, workbook, CDs, DVDs), Available supplementary materials (website, other visual materials),

5 Methodology (aims and approaches, techniques used for presentation new piece of language), Easily adaptable approaches if necessary?

Specific criteria

1 Nature of topics (motivating to suit the age, gender, personal interests) and texts, Variety of exercises

2 Treatment of skills and linguistic elements

       Tasks for speaking and writing

       Tasks for listening and reading

       Grammar presentation and practice

       Vocabulary and Pronunciation

3 Regular review and test sections (useful hints on examination techniques), Sections for self-evaluation

4 Clear explanations to understand new grammar and clear instructions to do the exercises

5 Possible connection and influence of Framework Education Programme

Supplement E

Figure of using textbook according to Harmer[65]
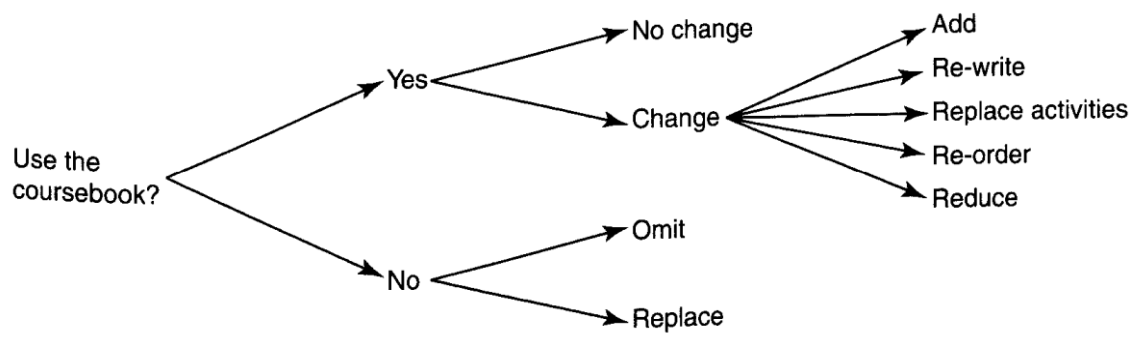
Supplement F

Table of available English language textbooks

Publishing house	Title	Author(s)
CUP	*Messages 1-4*	Goody D., Goody N., Craven M.
CUP	*More! 1-4*	Puchta H., Stranks J.
CUP	*Your space 1-3*	Hobbs M., Keddle J.S.
Educi	*New English for you 3-4*	Kociánová Z.
Fraus	*Angličtina (6-9) Way to win*	Betáková L., Dvořáková K.
Fraus	*Your space 1-4*	Betáková L., Hobbs M., Keddle J.S., Wdowyczynová H.
Longman Pearson	*New Challenges 1-4*	Harris M., Mower D., Sikorzynska A., White L.
Longman Pearson	*New Sky 1-4*	Abbs B., Freebairn I.
Macmillan	*Hot Spot 1-4*	Granger C., Stannett K.
OUP	*Project 1-4*	Hutchinson T
OUP	*English zone 1-4*	Nolasco R., Newbold D.
SPN	*Angličtina pro … (6-9 ročník)*	Zahálková M.

Supplement G

The whole course components table

	Project 3	*Way to win 7*	*Angličtina pro 7. ročník zš*
Student´s book	√	√	√
Workbook	√	√	√
Teacher´s book	√	√	√
Class CD	√	√	√
Student´s CD	√	√	
Culture DVD	√		
IWB programme (I-textbook, I-exercises)	√	√	
Online support	√	√	
Photocopiable materials	√ *	√ *	

* Available within the teacher´s book

Supplement H

Table of prices (in CZK)

	Project 3	*Way to win 7*	*Angličtina pro 7. ročník zš*
Student´s book	287,-	171,-	130,-
Workbook	228,-	116,-	95,-
Teacher´s book	410,-	287,-	151,-
Class CD	466,-	341,-	179,-