UNIVERZITA PALACKÉHO V OLOMOUCI
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BAKALÁŘSKÁ PRÁCE

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Principles of Character Education
and Moral Values in English Student Books

Olomouc 2024   Vedoucí práce: Mgr. Barbora Bačíková

Prohlášení

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

V Olomouci dne ....16. 6. 2024..............   ....

                                                                                                    Hana Pálešová

Annotation/Anotace

Jméno a příjmení:	Hana Pálešová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Barbora Bačíková
Rok obhajoby:	2024

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

Anotace v angličtině:	This thesis, as the title suggests, dealt with the concept of character education and moral principles. Its aim was to find out whether character education appears in pedagogical practice, more specifically in textbooks. Six English language student books were analyzed for aspects of character formation.
	The thesis further discussed different perspectives on the issue of character education, why it is important, criteria for its effectiveness and its role in the academic setting. In the practical part of the thesis, the main objective was to find specific examples of character education and teaching of moral values in student books.
	In order to achieve the goal of this thesis, the real meaning of the terms "moral values" and "character", which are the most important concepts in this topic, had to be discussed. Later, the elements of character education in student books were identified and how character education can be incorporated into English language lessons was described.
Klíčová slova v angličtině:	character, character education, morality, values, ethics education, English lessons, student books
Přílohy vázané v práci:	-
Rozsah práce:	41
Jazyk práce:	Anglický

Table of Contents

Introduction

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

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

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

1 Character

"Nothing is more important for the public wheal than to train up youth in wisdom and virtue."

Ben Franklin

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Character" encompasses a comprehensive understanding of thoughts, emotions, and actions.

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

no curiosity, conscientiousness, nor focus. Other type of virtues are intellectual virtues. They enable us to act and think correctly in certain situations. They are necessary for the search for knowledge, truth and understanding. In civic virtues, community spirit appeared in English language, but there was no neighbourliness. Lastly, performance virtues can be used for both good and bad purposes, qualities that allow us to manage our lives effectively. The highest value of these virtues is that they are the instruments and means of moral, civic, and intellectual virtues. In terms of performance virtues, we can see perseverance, confidence and optimism in English. But resilience and grit, motivation and ambition, and drive have not appeared there.

Nietzsche's innovative educational approach revolves around the challenging process of self-development (Bildung), the reassessment of personal values, and the continual endeavor to surmount challenges (will to power). This enables us to cultivate virtues that enhance life and avoid vices that lead to decadence and feebleness.

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

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

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

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

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

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

2 Character Education

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

Martin Luther King

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

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

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

Aristotle

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3 Practical part – Student books analysis

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

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

3.1 Language in Use – developed values: morality, justice

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

In today's consumer society, advertisements are everywhere and shape our perceptions, preferences, and buying choices. However, the content and messages of advertisements must meet certain ethical standards to be legal, decent, honest, and truthful, just like the exercise suggests. This section of the student book talks about the importance of using common sense when shopping, and highlights the influence of advertisements and their manipulative tactics. On page 43 of the student book, students find an engaging exercise about ethical advertising. They need to analyze a specific banned advertisement, including a picture of it. By critically

examining the advertisement, students are encouraged to identify potential ethical violations and think about why the advertisement was considered unacceptable for the public.

In addition to this, students are given a set of six rules commonly used by advertising companies. *The rules say that no advertisement should cause fear or anxiety without good reason. Advertisements should also contain nothing that could cause serious widespread offence (race, religion, sex) and they should not make children feel inferior or unpopular for not buying the advertised product. The fourth rule is that advertisements should not imply a link between smoking and social, sexual, romantic or business success. They should not unfairly attack other businesses or their products. And lastly, they should not suggest that alcohol is the main reason for the success of a party or an event.*

These rules provide a framework for ethical advertising practices, including guidelines for truthfulness, decency and legality. Students must carefully evaluate a prohibited advertisement according to these rules, determine which ones have been violated, and provide reasons for their decisions.

In addition to the exercise, students later discuss recent advertisements they have seen. This discussion promotes critical thinking and encourages students to explore the consequences of different advertising strategies. By exploring real-life examples and sharing their views, students are able to better understand ethical issues in advertising and its wider impact on society.

By actively participating in these exercises and discussions, students not only expand their knowledge of legal and ethical standards, but also develop important character traits such as honesty, empathy and responsibility for their decisions, and the ability not to be easily influenced. They will learn to distinguish between ethical and unethical practices in the marketplace, enabling them to make the right choices. Overall, this subchapter serves as a personal development tool that equips students with the skills and values needed to develop ethical consciousness.

Chapter 13, titled "Right and Wrong", indicates that it focuses on moral issues. Subchapter 2, entitled "Was Justice Done?" contains a one-page section on page 68. It shows the story of an 82-year-old man who shot a robber and has to pay him £4,000. Students are asked to read the newspaper story and decide which of the six opinions they agree with and to what extent, using a scale of 0 to 5. They then read the article entitled "Yes, Justice Was Done". After reading it, they reflect on whether their opinions have changed.

In character education, understanding justice, morality, and ethical decision-making is very important. This part offers an engaging story. It helps students think critically about ethical

principles while developing key traits like empathy and integrity. Accompanied by a photo that captures the situation, this real-life case serves as a starting point for deep discussion and self-reflection. It encourages students to deal with ethical dilemmas and their own moral beliefs. To begin, students read the story and consider six different opinions. They use a scale from 0 to 5 to rate their agreement with each opinion, reflecting on their initial reactions to the scenario. The opinions are for example: *Mr Newbery was right to try to defend himself, but he should have fired a warning shot, or shouted a warning first.* Another example is: *Mr Newbery had no right to shoot Mr Revill, even in self-defence. He should have been sent to prison for what he did.* This exercise encourages students to recognize the diversity of perspectives on moral issues and the difficulty of decision-making. Through this process, students develop a deeper understanding of ethical challenges and the impact of their decisions.

After the initial exploration, students read an article titled "Yes, Justice Was Done", which supports the court's decision. They answer questions about the article, analyzing why the court ruled as it did. They also have the opportunity to think about the consequences on everyone involved. This activity helps students reconsider their initial opinions and see if they have changed with the new information. It promotes open-mindedness and critical thinking. The scenario also encourages students to empathize with both the elderly man and the burglar. By looking at the situation from different perspectives, students develop empathy and compassion, understanding all sides of ethical dilemmas. In conclusion, the scenario on page 68 helps students grow in character. It challenges them to think about moral ambiguity, question their biases, and develop virtues like empathy, integrity, and critical thinking. Through reflection and discussion, students gain a deeper understanding of right and wrong, preparing them for ethical decisions in their lives.

To summarize, the exercises in this student book are mainly aimed at demonstrating the need to adhere to certain moral and legal principles and to keep oneself honest. It shows the wrongness of manipulative tactics and the importance of ethical conduct, whether in the realm of business and advertising or in everyday life. Students learn to recognize ethical violations and spot unacceptable or immoral behavior. This knowledge continues to promote critical thinking and anticipation of the possible consequences of unethical or immoral behavior. At the same time, empathy is built and the importance of honesty is emphasized as students learn to understand that there are different marketing strategies to influence people. The next section also largely develops empathy as students are introduced to the ethical dilemma. They learn to look at a situation from multiple perspectives and re-evaluate their views and opinions. They develop critical thinking skills and think open-mindedly.

3.2 Project – developed values: communication, collaboration

Project is a student book published in 2001. Chapter number 4 is called "Fitness and health", with a subchapter "Expressing worries". It is approximately half a page long and the chapter can be found on page 37. Students are supposed to find expressions in the story to match to the pictures and then think about whether they have any similar expressions in their language. Then, they are asked about the text: "What does Dan say to reassure Katy?" In the next exercise, they match the situations to the possible problems (What if ...) and make dialogues for the situations. Next, they work in a group and act out a story. In these chapters, students mostly improve their communication and collaboration.

In character education, it is important to teach empathy, resilience, and good communication skills. This section about worries helps students understand their emotions, develop empathy, and have constructive conversations, which are key for emotional intelligence and good interactions.

The section includes a story and fun activities. Students explore worries and anxieties, learning about their own emotions and those of others. The story begins with Dan sharing his worries with Katy, setting the stage for understanding how worries affect well-being.

In the first activity, students match expressions in the story to pictures, helping them see and understand the characters' emotions. This activity helps them think about common emotional experiences. Next, students find similar expressions in their own language, which promotes cultural awareness and appreciation of different languages. This shows that emotions are universal and celebrates cultural diversity.

Students then look at how Dan comforts Katy, learning how to support and comfort people who are worried. This teaches empathy and good communication to reduce anxiety and promote emotional well-being. Another activity involves matching situations to problems, encouraging critical thinking and problem-solving skills, which helps build emotional resilience. Examples of possible situations and problems are: *We have got a Math test, what if I fail? I am going to be in a race, what if we lose?*

Finally, students work in groups to act out the story using role-play and improvisation. This activity promotes teamwork, communication, and creativity and helps students understand the characters' experiences better.

The activities on page 37 provide a good framework for exploring worries, emotions, and how we interact with others. By engaging with the story and activities, students develop social-emotional skills, building a foundation for empathy, resilience, and effective communication in their lives.

The next chapter ("Working Together") with subchapter ("Friends") covers pages 66-67. Students first look at a traditional African fable, identify the animals in the pictures, and put the pictures in order according to the story. They also discuss fables from their own country, think about the moral of the story, and then do grammar exercises. Finally, they look at 16 pictures and describe what is happening in each, using correct grammar to give advice.

This section provides rich learning experiences, using an African fable to teach teamwork, problem-solving, and moral lessons. In the first activity, students explore a fable with three animals shown in four pictures. They get into the story, understanding the events and the moral lessons.

After the story, students think about the moral lessons, discussing themes like cooperation, resourcefulness, and mutual respect. This helps them think critically and understand morals, connecting the story's lessons to their own lives. A grammar activity follows, where students complete sentences with the right words and structures, improving language skills and clear communication.

Students then work on using verbs in the correct tense, strengthening their understanding of verb forms. This promotes language fluency and accuracy, giving students important communication skills. They also share fables from their own culture, encouraging cross-cultural exchange and appreciation of different storytelling traditions.

The section ends with a visual activity, where students look at sixteen pictures showing different situations. They give advice based on the images, developing critical thinking and problem-solving skills. For example: *If you do not wear shoes, you will hurt your feet. You need to wear shoes.*

Good communication skills are essential in interpersonal relationships and these exercises focus on understanding and responding to the emotions of others. To begin with, students practice the recognition of emotions by pictures. Next, the text discusses anxieties and shows the importance of expressing them. Students become aware of their impact on inner experience. The universality of emotions is also emphasized, even though they may be expressed differently in different parts of the world. Students also learn about the importance of support and the ability to comfort others. By linking images to possible scenarios, students build their ability to predict and think critically. In the next exercise, they are shown a fable. Fables are widely known for

their influence on shaping morality. This teaches them to find the hidden meaning in the story and take the lesson despite the fictional scenario. Through the story, they learn about different things such as cooperation and mutual respect. After analyzing the fable in the student book, they share other fables they know and so give their classmates the opportunity to learn about other stories with moral lessons. Finally, in the last exercise, the students give advice according to the pictures, which promotes foresight and the ability to solve problems.

3.3 Insight – developed values: compassion, kindness

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

On page 6, the lesson begins with a virtual trip to Tanzania. Learners discover how volunteer work can change lives and build good character. Through text, pictures, and activities, they are inspired to help others and develop empathy, compassion, and responsibility.

First, students locate Tanzania on a map. Observing photos showing volunteers in action, they see different projects and how these efforts help the community. The photos illustrate the positive impact volunteers have on people's lives.

Next, a magazine story describes the experiences of volunteers. This story highlights what volunteers do, their challenges, and their rewards, helping the students and all readers understand the importance and benefits of volunteering.

A matching activity follows, where students are supposed to connect sentences to rules for volunteer projects. This teaches lessons about teamwork, respect for different cultures, and environmental care, showing what it means to be a responsible volunteer.

In pairs, questions about volunteer projects are discussed. Students share their thoughts and they are encouraged to think more about global issues and community development. Grammar practice involves completing a text about volunteering by using the correct verb forms. This

activity not only improves language skills but also reflects on the transformative nature of volunteering.

Next, two photos of volunteer activities are analyzed. Students discuss their observations and listen to a podcast, providing further insights into the motivations and experiences of volunteers. The podcast activity includes filling out a table with information. Main ideas and details are noted, students improve their listening skills, focus on important facts and deepen their understanding of volunteer work in Tanzania. The section concludes with a discussion about volunteer projects and future involvement. This activity fosters empathy, communication skills, and a sense of responsibility, preparing learners to make a positive difference in the world.

Chapter 2 ("Places") with subchapter ("The Kindness of Strangers") on pages 18-19, offers a range of exercises. The page starts with a photo of a girl, prompting students to think about her emotions. They discuss empathy and its importance in understanding others. Students study highlighted verbs in a story, developing language skills and understanding storytelling elements. They identify past tense verbs and analyze their role in the story. This helps in understanding and practicing past tense grammar.

In pairs, students create questions and answers based on the story. Using given words, they write an alternate ending for the story. Listening to the actual story ending, students compare it to their own. They reflect on different narrative choices and their impact on character development.

Then they learn about the World Kindness Day and answer questions to understand it even better. Sentences are matched to rules about kindness, teaching the principles of being kind and its impact on character.

Students read about various acts of kindness and complete sentences by putting verbs in the correct form. This activity reinforces grammar skills and highlights the importance of small kind acts. Finally, they share personal stories of kindness. They discuss times they gave or received help, fostering an appreciation for kindness and its role in connecting people.

Page 18 offers many activities and texts about kindness and its role in shaping character. These exercises help learners explore empathy, altruism, and human connection, illustrating how being kind can make a big difference.

The page opens with a suggestive photo of a girl, which encourages students to think about the emotions she evokes. This discussion highlights the importance of empathy in understanding others.

Students study highlighted verbs in a story, developing language skills and understanding storytelling elements. Identifying past tense verbs helps them learn how stories are constructed.

While reading a story, they find instances of past simple verbs and answer questions. This helps them understand themes of kindness, resilience, and human connection. Practicing past tense verbs improves grammar skills and engages them with the story's themes.

In pairs, they discuss the story. They ask and answer questions, encouraging critical thinking and understanding of the narrative's themes.

They read about World Kindness Day and answer questions, deepening their understanding of this event's significance in promoting acts of kindness and fostering empathy. They match descriptions of kind acts to principles in a matching activity, learning the moral values behind kind actions and deepening their appreciation for compassion. While reading about acts of kindness, they practice using verbs in the past tense. This reinforces grammar skills and highlights the impact of small kind gestures. Finally, they share personal stories of kindness, reflecting on times they gave or received help. This fosters empathy, gratitude, and understanding of how kindness shapes character and builds connections.

The exercises in this student book focus on volunteering, so the students learn that help can be selfless. They empathize with people who need help and try to understand their situation. In this section, students are shown compassion and the importance of gratitude for what many people have but take for granted. They are also taught responsibility, especially towards nature and the planet. This shows students the importance of not just thinking about themselves, but also the impact of the individual on the planet and future generations. The students also discuss these topics among themselves and so value the opinions of others. In the next chapter, students discuss emotions and how to recognize them. They have to invent an ending to a given text and then discuss the impact of different fictional scenarios. They also learn about World Kindness Day and recognise the impact of being kind. It is highlighted that even small acts of kindness can develop character and influence others in a positive way. In other exercises, the elements of emotion recognition, empathy, kindness and compassion reappear.

3.4 English Plus – developed values: Courage, empathy

The fourth student book, English Plus, was published in 2010. Chapter number 8 is titled "Expedition", with subsections "Travel equipment" and "Rainforest survival". It starts on page 78 and it is 2 pages long. Firstly, students match the equipment with photos (12 photos), then listen and check. They move on to the "Rainforest survival quiz" and check their answers, discuss whether they agree with your result. After that, they complete the table with imperatives

from the quiz and complete the sentences with the affirmative or negative imperative form of the verbs in the box (6 sentences). Next, there is a listening activity and students are asked 2 questions.

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

At first, students participate in an activity where they match travel equipment with photos. This activity highlights teamwork, communication, and cooperation. These skills help complete the task and show good character traits like empathy, responsibility, and respect. Students learn to understand and appreciate others' views.

In the Rainforest Survival quiz, students need to think carefully about their answers and justify them. This encourages critical thinking and ethical reasoning. By considering the outcomes of different choices, they learn integrity, resilience, and moral courage. This helps them make good decisions and face challenges confidently and ethically.

When completing the imperatives table, students learn to follow instructions and take action in tough situations. They learn accountability, discipline, and self-control. These values are important for survival, which is the main topic of these exercises.

Sentence completion activities help students use positive and negative imperative forms. Clear communication and assertiveness are important. Students think about how their words and actions affect others, which promotes empathy and respect.

Listening comprehension exercises improve students' active listening and information processing skills. Reflective questions and meaningful talks enhance their understanding of character education. They learn empathy, open-mindedness, and curiosity, which helps them connect with others and appreciate different viewpoints.

Dialogue creation allows students to express themselves creatively. They include moral dilemmas, ethical choices, and problem-solving strategies in their dialogues. This helps them develop empathy, conflict resolution skills, and perspective-taking. It encourages positive relationships and community cohesion.

Character education is infused into these exercises to a great extent. Students gain academic knowledge and also cultivate virtues and ethical principles. Through active participation and reflection, they have the opportunity to become creators of positive change in their environment.

In the next chapter, students learn about non-verbal language. They start by checking the meanings of words related to feelings and matching them with facial expressions in photos. They then read and listen to a text about non-verbal language and its importance. After reading

the text again, they determine if statements are true or false and correct any false ones. Finally, they use non-verbal language to communicate six different messages to their partners.

As students match feelings with facial expressions, they learn about empathy and emotional intelligence. They reflect on how interpreting emotions accurately fosters positive relationships and shows compassion. This exercise helps them understand others' feelings and promotes kindness and empathy.

In understanding non-verbal language, students learn the importance of communication beyond words. They discuss honesty, integrity, and authenticity in non-verbal cues. This highlights the need for genuineness and transparency in communication, which builds trust and fosters genuine connections.

In the True or False exercise, students practice critical thinking when evaluating statements about non-verbal communication. They learn the importance of clarity and accuracy in communication, reinforcing honesty, responsibility, and accountability.

Through the Non-verbal Message Exchange, students develop skills in expressing emotions and intentions effectively. They consider the ethical implications of their non-verbal cues, promoting empathy, respect, and mindfulness in interactions. This fosters empathy, where students show consideration for others' feelings and cultivate respectful communication habits. In summary, these selected exercises emphasize teamwork, cooperation, responsible thinking, empathy and communication. As students also work together, they have to pay attention to the opinions of others and be able to defend their opinions or communicate their thoughts assertively. They are encouraged to think critically and are exposed to fictional situations that require practical, quick and effective decision-making. They are expected to be courageous and make moral decisions. Grammar exercises such as listening and dialogue production develop, for example, their open-mindedness, creativity and ability to react to unexpected situations. In the section on non-verbal communication, students learn about empathy, feelings, emotional intelligence and kindness. Students also learn to express emotions effectively and consider the ethical implications of their cues, promoting empathy, respect, and mindful communication.

3.5 World Club – developed values: responsibility, wiliness

World Club was published in 2000. We selected the chapter 7, "History makers". The subchapter is called "Yesterday" and the section is 2 pages long, starting on page 24. At the beginning, there is a text and students have to fill in the missing words with the past simple form of 12

given verbs. Next, they complete a table with dates and events related to Mother Teresa's life. Then, students listen to a story about another historical figures and put the given verbs in the order they hear them. After that, they determine if sentences provided are true or false. Following this, students play a famous people guessing game where they can only respond with "yes" or "no". They ask questions like: *Is it a man? Is he alive? Was he an artist?*

Lastly, they match photos of historical figures with their names and descriptions of their accomplishments. The main virtues in these chapters are responsibility and wiliness.

In the chapter titled "Yesterday", students learn about influential figures in history, starting with Mother Teresa. The text, accompanied by three photos, tells her life story and highlights her selfless work with the poor. Students read the text and fill in the gaps using the past simple form of twelve verbs. This exercise helps reinforce their grammar skills while reflecting on Mother Teresa's actions and their impact. They also complete a table with dates and significant events from her life, which encourages research and critical thinking. They also become more familiar with the historical context.

Students then listen to the story of another history maker and put seven verbs in the order they hear them, improving their listening skills while learning about other important people besides Mother Teresa. They evaluate the accuracy of statements about Mother Teresa's life, distinguishing fact from fiction, which promotes critical thinking and encourages them to engage critically with historical information. An interactive game where they answer "yes" or "no" to questions aimed at identifying a famous historical figure fosters curiosity, collaboration, and deductive reasoning as students uncover the identities of influential individuals. Lastly, they match photos of other historical figures with their names and notable achievements, broadening their knowledge of diverse historical figures and their contributions to society.

In Chapter 8, "Legends", with the subchapter "Yesterday", students identify items in a picture, listing seven words to describe what they see. They read the first paragraph of the text and match characters with corresponding adjectives, with three characters and six adjectives provided. This activity promotes comprehension and characterization while exploring the personalities of key figures in the legend. Next, they sequence six events from "The Sword in the Stone" in chronological order, enhancing their understanding of narrative structure and plot development. The events are for example: *Pendragon died. The nobles had a meeting in London. Arthur gew up with Kay…* This exercise fosters critical thinking and analytical skills as students piece together the story's sequence of events.

In the next exercise, students listen to the story and fill in the gaps in the text with six provided words. This listening task helps students learn new words and improve their listening skills

while they enjoy the story of King Arthur. Finally, there is an engaging storytelling activity where they tell an interesting fact from the past to another student. This interactive exercise promotes creativity, oral communication skills, and empathy as students immerse themselves in the narrative and share their interpretation of the legend. Besides legends, students learn an interesting fact from history, which helps them understand the past better and sparks their curiosity about different times and civilizations.

The next chapter, "Nature – Your Planet Needs You", teaches students about environmental issues. Students are presented with six photos depicting various environmental scenes and are tasked with matching them with corresponding questions aimed at raising awareness about environmental issues. This exercise encourages observation, critical thinking, and empathy as students contemplate the challenges facing our planet. The answers can be checked by reading a leaflet covering topics such as recycling, air and water pollution, saving the rainforest, the ozone layer, and the greenhouse effect. By examining solutions to environmental problems, students develop a sense of responsibility and empowerment in contributing to positive change. Through listening to an interview, students identify which environmental problems mentioned in the leaflet are discussed. This activity enhances listening skills while reinforcing understanding of environmental issues. Students complete a questionnaire in their notebooks, reflecting on their individual environmental habits and attitudes. This exercise promotes self-awareness, accountability, and a sense of personal responsibility in caring for the planet. In pairs, students utilize the completed questionnaire to assess how "green" or environmentally conscious their partner is. *They ask them what they do to recycle things, to save energy, to help animals and wildlife and whether they and their family are green shoppers.* This collaborative activity fosters communication, empathy, and mutual understanding as students discuss and compare their environmental attitudes and behaviors.

In another exercise, they make a list of practical actions individuals can take to help the planet, using fourteen helpful words. This activity encourages creativity, critical thinking, and problem-solving skills as students brainstorm ways to make a positive impact on the environment. Through these exercises and activities, students not only learn about pressing environmental issues but also cultivate character traits essential for being responsible members of society and taking care of the planet.

To summarize the fifth student book we analyzed, students learn about some important historical figures and their influence on society. They analyze their character traits that were typical of them and made them memorable. They also share historical facts with their classmates through storytelling and thus develop their communication skills, empathy and creativity. In the

next chapter, they learn that our planet needs them. They find out how human behavior impacts on the quality of life on our Earth and how they can help to improve the state of nature and the environment. It leads them to critical thinking and a sense of responsibility. There are lots of creative exercises in this section to help students take away as much as possible and realize that change needs to start with themselves.

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

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

In the chapter "Do Animals Have Rights?", students think about complex questions regarding animal rights and welfare. They do interactive exercises and activities to improve language skills and develop traits like empathy, compassion, and ethical decision-making. Students discuss questions and facts about animals and their treatment. This helps them think critically and see different perspectives. They reflect on how human-animal interactions impact society and the environment.

Next, students listen to a conversation about a petition for animal rights. This activity improves listening skills and exposes students to real-world issues. It also inspires empathy and advocacy for vulnerable animals. They practice short answers by responding to eight questions about animal rights and welfare. This reinforces language skills and encourages students to express their thoughts on ethical dilemmas, improving communication and critical thinking.

Students expand their knowledge and express their views through writing and speaking exercises. They can choose to create a poster, write a poem, or have a conversation about their views on animal rights. This creative activity fosters self-expression, empathy, and advocacy. It helps students raise awareness and advocate for change. The chapter also includes a

conversation between three people and an idiom box, which helps with language learning and cultural understanding.

Chapter 18, "Focus on Messages", starts on page 72 and is 4 pages long. Students read and discuss a text called "Silent Communication – Signs and Dots, Making Life Easier". They look at photos and learn about sign language, check their understanding, learn prepositions, and practice speaking clearly. Another text is about finger reading. Students discuss body language, how gestures convey meanings, and the consequences of incorrect body language. They categorize six sentences into two groups and explain their choices. They then learn how to turn sentences into reported speech and discuss further changes. They also learn how reported speech can show if something someone said was true or not.

In this chapter, students explore communication and the language used to convey messages, especially for individuals who are deaf or hard of hearing. They do engaging exercises and activities to improve language skills and develop traits like effective communication, empathy, and understanding. They discuss how to communicate effectively using eyes, ears, hands and voice. They guess what questions might match six given answers, promoting critical thinking, active listening, and empathy. The given answers were for example: *By using their hands. No, there are many different sign languages. No, it is quite slow. They read with their fingers.*

In the first chosen chapter of this textbook, students develop compassion, empathy and discuss how people should treat animals. They delve into real-life problems and judge what is right and wrong. Through creative activities, they express their interest in change for the better. In the next chapter, they learn about non-verbal communication, its importance, its forms and how it helps to understand and express feelings. This leads them to tolerance, empathy and they learn to understand other people, mainly those with disabilities.

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

Conclusion

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

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

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

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

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

The student books used are appropriate tools for character and moral values education and the acquisition of principles. There is a need in the current conditions of education for an organization to function which would focus on character education and would create activities for schools, other organizations and individuals who would be interested in character education.

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

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