

**UNIVERZITA PARDUBICE
FAKULTA FILOZOFICKÁ**

DIPLOMOVÁ PRÁCE

2009

Věra Křížová

**University of Pardubice
Faculty of Arts and Philosophy**

Teaching Aids in English Language Teaching

Věra Křížová

**Thesis
2009**

Univerzita Pardubice
Fakulta filozofická
Katedra anglistiky a amerikanistiky
Akademický rok: 2010/2011

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Věra KŘÍŽOVÁ**
Studijní program: **M7503 Učitelství pro základní školy**
Studijní obor: **Učitelství anglického jazyka**

Název tématu: **Materiální didaktické pomůcky ve výuce anglického jazyka**

Zásady pro vypracování:

Diplomandka se bude ve své práci zabývat problematikou využití materiálních didaktických prostředků ve výuce anglického jazyka na základní škole jako jednoho z faktorů vyučovacího procesu. V teoretické části diplomandka nejprve uvede tyto faktory, bude diskutovat systémové vztahy mezi nimi; hlavní pozornost zaměří na kategorii materiálních didaktických prostředků. Výstupem teoretické části budou kritéria výběru zvolených materiálních didaktických prostředků s ohledem na ostatní faktory, zejména na žáka a jeho potřeby. Vlastní empirické šetření bude realizováno na konkrétní základní škole, jeho cílem bude za využití pozorování a dotazovacích technik zmapovat využívání materiálních didaktických prostředků na této škole a navrhnout případná opatření pro zvýšení efektivity jejich využívání.

Rozsah grafických prací:
Rozsah pracovní zprávy:
Forma zpracování diplomové práce: tištěná/elektronická
Seznam odborné literatury: viz příloha

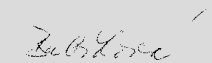
Vedoucí diplomové práce: PaedDr. Monika Černá, Ph.D.
Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce: 30. dubna 2008
Termín odevzdání diplomové práce: 31. března 2010



prof. PhDr. Petr Vorel, CSc.
děkan

L.S.



Mgr. Sárka Bubiková, Ph.D.
vedoucí katedry

V Pardubicích dne 30. listopadu 2008

Příloha zadání diplomové práce

Seznam odborné literatury:

- ABBOTT, Gerry, et al. *The Teaching of English as an International Language : A Practical Guide*. London : Biddles Ltd, Guilford, Surrey, 1981. 285 s. ISBN 0 00 3700208
- CANGELOSI, James. *Strategie řízení třídy : Jak získat a udržet spolupráci žáků při výuce*. Milan Koldinský. 4. vyd. Praha : Portál, 2006. 285 s. ISBN 80-7367-118-2
- ČERNÁ, M., PÍŠOVÁ, M. *Na návštěvě ve škole II. : Faktory vyučovacího procesu. Příručka k videofilmu*. Univerzita Pardubice : Monika Černá a Michaela Pišová, 2002. 41 s. ISBN 80-7194-422-X
- HARMER, Jeremy. *The Practise of English Language Teaching*. 3rd edition. [s.l.] : Pearson Education Limited, 2001. 370 s. ISBN 978-0-582-40385-7
- HARMER, Jeremy. *How to Teach English*. Edinburgh Gate Harlow Essex : Pearson Education Limited, 2007. 286 s. ISBN 978-1-4058-4774-2
- HENDRICH, Josef, et al. *Didaktika cizích jazyků*. Praha : Státní pedagogické nakladatelství, 1988. 498
- HEDGE, Tricia. *Teaching and Learning in the Language Classroom*. Oxford : Oxford University Press, 2000. 439 s. ISBN 0194421724
- JÚVA, V., JÚVA, V. *Úvod do pedagogiky*. Brno : Paido, 1999. 110 s. ISBN 80-85931-78-8
- KYRIACOU, Chris. *Klíčové dovednosti učitele : Cesty k lepšímu vyučování*. Dominik Dvořák a Milan Koldinský. 2. vyd. Praha : Portál, 2004. 151 s. ISBN 80-7178-965-8
- MAÁK, Josef. *Nárys didaktiky*. Brno : Masarykova univerzita v Brně, 1997. 104 s. ISBN 80-210-1661-2
- MAÁK, Josef, IVEC, Vlastimil. *Výukové metody*. Brno : Paido, 2003. 215 s. ISBN 80-7315-039-5
- MAREŠ, Jiří, GAVORA, Peter. *Anglicko-český slovník pedagogický*. Praha : Portál, 1999. 215 s. ISBN ISBN 80-7178-310-2.
- PASCH, Marvin, et al. *Od vzdělávacího programu k vyučovací hodině*. Praha : Portál, 2005. 411 s. ISBN 80-7367-054-2
- PETTY, Geoffrey. *Moderní vyučování : praktická příručka*. Itěpán Kovařík. 1. vyd. Praha : Portál, 1996. 384 s. ISBN 80-7178-070-7
- POLLARD, Andrew, TANN, Sarah. *Reflective Teaching in the Primary School : A Handbook for the Classroom*. London : Cassell Education Limited, 1987. 212 s. ISBN 0-304-31385-8.
- PRŮCHA, Jan, WALTEROVÁ, Eliška, MAREŠ, Jiří. *Pedagogický slovník*. Praha : Portál, 1995. 289 s. ISBN 80-7178-029-4
- PRŮCHA, Jan. *Moderní pedagogika*. Praha : Portál, 2002. 481 s. ISBN 80-7178-631-4
- RICHARDS, Jack, RODGERS, Theodore. *Approaches and Methods in Language Teaching : A description and analysis*. Cambridge : Cambridge University Press, 1986. 171 s. ISBN 0 521 32093 3
- SKALKOVÁ, Jarmila. *Obecná didaktika*. Praha : Grada Publishing, a.s., 2007. 317 s. ISBN 978-80-247-1821-7
- VALIŠOVÁ, Alena, et al. *Pedagogika pro učitele*. Praha : Grada Publishing, 2007. 401 s. ISBN 978-80-247-1734-0
- WALTEROVÁ, Eliška. *Kurikulum : Proměny a trendy v mezinárodní perspektivě*. Brno : Masarykova univerzita v Brně, 1994. 185 s. ISBN ISBN 80-210-0846-6

WILLIAMS, Marion, L.BURDEN, Robert. Psychology for Language Teachers : a Social Constructivist Approach. 1st edition. Cambridge : Cambridge University Press, 1997. 235 s. ISBN 0521495288

Online:

Ministry of Education, Youth and Sport. National Programme for the Development : White Paper. Prague : Institute for Information on Education, 2001. 104 s. Dostupný z WWW: <<http://aplikace.msmt.cz/pdf/whitepaper.pdf>>. ISBN 80-211-0413-9

Ministerstvo školství, mládeže a tělovýchovy. Framework Education Programme for Basic Education [online]. MIMT, 8. leden 2008 , 13. říjen 2008 [cit. 2008-10-17]. Dostupný z WWW: <<http://www.msmt.cz/vzdelavani/framework-education-program-for-basic-education>>.

Prohlašuji:

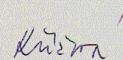
Tuto práci jsem vypracovala samostatně. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 20.3.2009

Věra Křížová



Acknowledgement:

I would like to thank to PaedDr. Monika Černá, PhD., who provided me with valuable advice, support and reflection on my progress throughout the process of conducting the thesis. Moreover, I would like to express my gratitude to my family and friends who encouraged me when I needed it the most.

Abstract

English language teaching is a very complex process, which is influenced by different factors. The thesis concentrates on the factor of material didactic aids and especially on the textbook and its role in English language teaching. The thesis aims at providing findings that would be beneficial for the teachers in the area of textbook utilization. The theoretical part describes all the factors of the teaching and learning process and their mutual relationships only to concentrate on the role of material didactic aids, and particularly the textbook, in the language classroom. The outcome of the theoretical part is the criteria for textbook choice and evaluation by the teacher in regards to pupils' needs and requirements. Practical part describes research procedure and outcomes. The research focuses on the way two different teachers utilize the textbooks in their lessons with adolescent learners. The main aim of the research is to decide on the basis of the already mentioned criteria which teacher makes the most of the given textbook in the specific learning and teaching environment. The research employs various methods of data collection to gain qualitative and quantitative data for subsequent analysis. In order to raise the validity of the research, the generated research tools are based on underlying aim-related questions. The data are derived from five different sources and they are analyzed both statistically and interpretatively. Conclusion states the findings in connection to the overall aim of the thesis.

Key-words: English language teaching, factors, material didactic aids, criteria for textbook choice and evaluation, textbook utilization, pupils' needs, adolescent learners

Abstrakt

Výuka anglického jazyka je vysoce komplexní proces, který je ovlivňován různými faktory. Diplomová práce se zaměřuje na faktor materiálních didaktických prostředků a zejména na učebnici a její roli ve výuce anglického jazyka. Práce si klade za cíl poskytnout učitelům podnětné informace z oblasti užívání učebnice. V teoretické části jsou popsány všechny faktory v jejich vzájemných vztazích, posléze je pozornost čtenáře zaměřena na roli materiálních didaktických prostředků a zejména učebnice v jazykové učebně. Výstupem teoretické části jsou kritéria výběru a hodnocení učebnice učitelem s ohledem na potřeby a požadavky žáků. Praktická část popisuje výzkum, jeho průběh a závěry. Výzkum se zaměřuje na způsob, jakým dvě různé učitelky užívají učebnici při výuce adolescentů. Hlavním cílem výzkumu je na základě již zmíněných kritérií rozhodnout, která z učitelek lépe využívá učební obsah dané učebnice ve specifickém výukovém prostředí. Výzkum využívá různé metody sběru dat k získání kvalitativních a kvantitativních dat pro následnou analýzu. Za účelem zvýšení validity výzkumné části jsou všechny generované výzkumné nástroje vytvářeny na základě výzkumných otázek. Data pro výzkum jsou získána od pěti různých zdrojů a jsou analyzována statisticky a interpretativně. Závěrečná část diplomové práce formuluje závěry v souvislosti se stanoveným cílem diplomové práce.

Klíčová slova: výuka anglického jazyka, faktory, materiální didaktické pomůcky, kritéria výběru a hodnocení učebnice, užívání učebnice, potřeby žáků, adolescenti

TABLE OF CONTENTS:

1. INTRODUCTION	- 1 -
2. CZECH VERSUS ENGLISH TERMINOLOGY	- 2 -
3. EDUCATIONAL PROCESS AND ITS COMPONENTS	- 3 -
3.1 THE AIM	- 4 -
3.1.1 STATE LEVEL – STRATEGIC DOCUMENTS	- 4 -
3.1.2 STATE LEVEL – CURRICULAR DOCUMENTS	- 5 -
3.1.3 SCHOOL LEVEL	- 6 -
3.2 CONTENT	- 8 -
3.3 TEACHER	- 10 -
3.4 LEARNER	- 11 -
3.5 CONTEXTUAL FACTOR	- 14 -
3.6 FACTOR OF TIME	- 15 -
3.7 NONMATERIAL DIDACTIC AIDS	- 17 -
3.8 MATERIAL DIDACTIC AIDS	- 19 -
4. TEXTBOOK IN LANGUAGE TEACHING	- 21 -
4.1 TEXTBOOK ROLES	- 21 -
4.2 WHAT INFLUENCES TEACHER’S CHOICE	- 22 -
4.3 ROLE OF OTHERS BY TEXTBOOK SELECTION	- 23 -
4.4 FIRST ENCOUNTER	- 24 -
4.4.1 SYLLABUS TYPE	- 24 -
4.4.2 THE ORGANIZATION OF THE COURSEBOOK	- 25 -
4.4.3 PUPILS’ NEEDS AND REQUIREMENTS	- 26 -
4.4.4 TEACHER’S NEEDS	- 27 -
4.5 IN-DEPTH EVALUATION	- 28 -
4.5.1 LANGUAGE CONTENT	- 28 -
4.5.2 LANGUAGE SYSTEM	- 29 -
4.5.3 OTHER ASPECTS OF THE SYSTEM OF LANGUAGE	- 30 -
4.5.4 SKILLS	- 32 -
4.5.5 RECEPTIVE SKILLS	- 32 -
4.5.6 PRODUCTIVE SKILLS	- 33 -
4.5.7 NONLINGUISTIC ASPECTS OF THE TEXTBOOK	- 34 -
4.5.8 METHODOLOGY	- 35 -
5. CONCLUSION OF THE THEORETICAL PART	- 36 -

6. RESEARCH	- 37 -
6.1 INTRODUCTION	- 37 -
6.2 STATING THE AIM AND UNDERLYING QUESTIONS	- 37 -
6.3 RESEARCH TIME PLAN	- 38 -
6.4 RESEARCH METHODOLOGY	- 39 -
6.5 BACKGROUND INFORMATION	- 40 -
6.5.1 THE SCHOOL	- 40 -
6.5.2 SEP - EDUCATIONAL FIELD FOREIGN LANGUAGE	- 40 -
6.5.3 TEACHERS	- 41 -
6.5.4 CLASSROOMS	- 41 -
6.5.5 LEARNERS	- 42 -
6.5.6 THE TEXTBOOKS AND THEIR TEACHING AND LEARNING APPROACH	- 42 -
6.6 RESEARCH TOOLS	- 44 -
6.7 RESEARCH PROCEDURE	- 46 -
6.7.1 INTERVIEWS	- 46 -
6.7.1.1 Preliminary Information	- 46 -
6.7.1.2 Outcomes	- 47 -
6.7.1.3 Conclusions	- 49 -
6.7.2 OBSERVATIONS	- 50 -
6.7.2.1 Preliminary information	- 50 -
6.7.2.2 Outcomes	- 51 -
6.7.2.3 Conclusions	- 53 -
6.7.3 VARK QUESTIONNAIRE ON LEARNING STYLES	- 54 -
6.7.3.1 Preliminary Information	- 54 -
6.7.3.2 Outcomes and Conclusions	- 55 -
6.7.4 QUESTIONNAIRE FOR TEACHERS	- 56 -
6.7.4.1 Preliminary Information	- 56 -
6.7.4.2 Outcomes	- 56 -
6.7.4.3 Conclusions	- 58 -
6.7.5 QUESTIONNAIRE FOR PUPILS	- 59 -
6.7.5.1 Preliminary Information	- 59 -
6.7.5.2 Outcomes	- 60 -
6.7.5.3 Conclusions	- 63 -
6.7.6 REFLECTIVE DIARY	- 64 -
6.8 CONCLUSION OF THE PRACTICAL PART	- 64 -
7. CONCLUSION	- 65 -
8. RESUMÉ	- 68 -
9. BIBLIOGRAPHY	- 73 -
10. APPENDIX	- 77 -

1. Introduction

“European and global processes [...] influence both the status and the mission of the Education systems“
(White Paper, 2004, p.13)

In today's world, demand on language teaching has been increasing. The society becomes more and more aware of the necessity of foreign language acquirement as it is a precondition for the economic growth of the Czech Republic. However, it is not just the employment opportunities which matter. English is a means of communication throughout the world, increases the mobility of its users and provides them with broad amounts of information. School environment reacts on current changes in the educational policy by implementing new strategies into language teaching. Learners are in the centre of attention and thus, the basic interest of the educators is to develop their competencies and skills. Moreover, educators point out the importance of pupils' motivation as a precondition for whole-life learning. Thus, attention is paid to the role of the teaching aids in language classrooms regarding pupils' motivation.

The thesis concentrates on the teaching aids in English language teaching as one of the major factors influencing the teaching-learning process. Following the introduction, second chapter focuses on certain discrepancies between English and Czech terminology. The factors of the teaching learning process are introduced in the third chapter; attention is paid to learners' motivation. Out of these factors, teaching aids is subsequently described in more detail, focusing on its role in the teaching learning process. The most extensive chapter of the theoretical part investigates the essential teaching aid regarding the overall aim of the thesis – the textbook. The criteria for the textbook choice and evaluation serve as the base for the research. The theoretical part is summarized in the final chapter.

In the practical part, the aim of the research is introduced together with the underlying questions. The research focuses on the way two different teachers utilize the textbook in their lessons in order to decide which teacher makes the most of the textbook in the given educational context regarding pupils' needs. Following chapters introduce the research time plan and research methodology as well as background information concerning the educational context and subjects to the research. The

description of the research tools in the next chapter is followed by the description of the research procedure. Each research tool is presented in a chronological order with a subsequent interpretation of the gained data. The conclusion of the practical part summarizes the findings of the research procedure in connection to the research aim. The thesis ends with the final conclusion bringing together both parts of the thesis.

2. Czech versus English Terminology

Teaching aids is a very wide term with terminological discrepancies not only between the Czech and English terminology but also within the languages themselves. Contemporary Czech authors predominantly use the term didactic aids (see Černá, Pířová 2002, Skalková 2007, Dostál 2008), many of them adopting Maňák's approach towards their classification (1997, see chapter 3.8). Maňák describes didactic aids as objects and events which are the means of reaching the set aims. Although he mentions also nonmaterial didactic aids, he rather concentrates on the description of material didactic aids and particularly on those, which are used in the classroom (1997, p.49-50). Černá, Pířová (2002, p.22-31) and Dostál (2008, p.16) focus on the description of both non-material and material didactic aids.

English authors use the term teaching aids, however their approach towards teaching aids description is much vaguer. Harmer does not use the term teaching aid at all dealing separately with educational technology and other teaching equipment and the coursebook (2001). Prahbu uses the term in the context of task-based teaching (1987, 94-97). However, he distinguishes between teaching aids and materials. The term also occurs on the web pages of SIL International and is defined as a tool used by the teacher to help learners improve their skills, illustrate or reinforce the skill or idea and importantly, relieve anxiety or boredom¹. However, in neither source is there a specific reference to the textbook as a teaching aid. In order to describe the textbook as a valid component of the whole system of teaching aids and of the teaching learning environment as such, the thesis adopts a more systematic approach towards teaching aids classification and follows the Czech terminology.

¹<<http://www.sil.org/lingualinks/Literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsATeachingAid.htm>>
cit.15.12.2008

Importantly, all the Czech sources used throughout both parts of the thesis were translated by the author of the paper.

3. Educational Process and its Components

The teaching-learning educational process is a system which comprises different components of varying influence. Each of the factors is a valid counterpart of the system and hence, must be taken into consideration when describing other components. When analyzing the process of the teacher – pupil interaction, a systematic approach must be applied. Accordingly, Maňák states that the educational process must be analyzed with special attention paid to the factor of time, educational aims and means with regards to the conditions (1997, p.70).

The approach towards the description of the teaching-learning process changed since the time of the famous educationalist J.F.Herbert (1776-1841) (Skalková, 2007, p.111-112). His simplified description of the teaching-learning process consisted of just three variables – teacher, learner and content. His theory had an immense influence on education. However, this simplification led to oversimplified interpretations of the teaching learning process and exaggerated role of the teacher and the educational content. The learner was left behind. The same scheme was applied also in later publication such as in Jůva (1999, p.68). Průcha (2002, p.81-82), however, argues that this “didactic triangulation“is not an adequate model of the educational process because it does not include various components in their complexity and mutual relationships. Therefore he stresses the necessity of more complex models of the educational process. One of them appears in Maňák (1997, p.69-71), who extends the former scheme with didactic aids. The aim is not included but is implied as being superior to the other factors. Hendrich joins the criticism of the triangular scheme and mentions other factors vital for the teaching learning process. He divides them into four main areas: the educational aim, its organizational conditions, material conditions, and educational methods and techniques. He places the aim in the middle of the scheme and, thereby, points out that all the factors are subordinated to the aim, but the aim cannot exist on its own. He stresses that there are relationships among the factors and that

...every change of whichever factor necessarily influences all the other factors. The complexity and variability of the factors and their mutual relationships consequently leads to the uniqueness of each pedagogical process (1988, p.16-18).

Therefore, different analysis of the teaching learning process may arise in different lessons and no model can be applied without considering its variability (Černá, Píšová, 2002, p.11). The main factors presented in Černá and Píšová form the theoretical frame of the paper. The authors do not structure the individual factors hierarchically. On the basis of the existing models they propose eight basic factors of the teaching learning process. In contrast with Hendrich's theory and in accordance with Maňák, there is a factor of time. Moreover the authors use different terminology for description of some of the factors – e.g. pupil, teacher, content, aim, context, time and newly, also, didactic aids divided into material didactic aids and non-material didactic aids (2002, p.13). Individual factors as well as their influence on the teaching-learning process are described in following chapters.

3.1 The Aim

The aim belongs to the basic pedagogical categories. The Pedagogical Dictionary describes the educational aim firstly as the purpose of the teaching-learning process, and secondly as the outcome or result of the process (Průcha, Walterová, Mareš, 2008, p.29). Vališová and Kasíková understand the educational aim as intended changes in the learning as well as development of the pupil, which should be reached by the education. They also allude to the pedagogical discipline, which deals with the educational aims – pedagogical teleology (2007, p.136-137).

The educational aim may be described by different levels of generality.

3.1.1 State Level – Strategic Documents

When considering the state level, it is the Ministry of Education, Youth and Sport (hereafter the Ministry of Education), which provides the main goals of the educational policy. Strategic documents concentrate on the curricular policy principles. National Education Development Programme for the Czech Republic (hereafter “White Paper”), which comprises medium and long range goals, was approved by the Czech Government on 7 February 2001 (White Paper, 2001, p.8). White Paper includes

strategies which mirror concerns of the society and provide concrete incentives for the work of educational institutions. Its time frame extends in some parts to 2010 (ibid). More recent strategic document, Long-term Objectives of Education² (hereafter LOE, 2007) is based on § 9-11 and § 185 of the Education Act No. 561/2004 and concerns recent intentions, aims and criteria of educational policy (*Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České Republiky, 2007, p.3*).

Some of the requirements stated in the White Paper concerning language teaching have already been met, such as the required introduction of two foreign languages at the basic stage of education (White Paper, 2001, p. 40-41, see chapter 3.1.2). Further, following the National Plan of Foreign Language Teaching 2005-2008 (LOE, 2007, p.29), the number of language lessons taught at schools increased.

3.1.2 State Level – Curricular Documents

Curricular documents³ are developed at the national level and at the school level. The national level comprises the National Education Programme, which defines education as a whole, and Framework Education Programmes, which focus on individual stages of education⁴. The thesis will further focus on the Framework Educational Programme for Basic (i.e. primary and lower secondary) Education (hereafter FEP BE).

School environment has undergone important changes in reaction to the actual economic and social demands. Most importantly, there is a shift from the teacher towards the learner stressing the key competencies, which represent the “system of knowledge, skills, abilities, attitudes and values that are important to the individual’s personal development and to the individual’s role in society”, as vital for his/her career and whole-life learning (FEP BE, 2007, p.12). The key competencies together with the stated objectives (see FEP BE, 2007, p.10-11) are so called target standards of education. According to the pedagogical dictionary, the standards of education are

² whole title of the document : Long-term Objectives of Education and of the Development of the Educational System of the Czech Republic, own translation

³ distinction of the documents on the state level (strategic and curricular) was adopted from <<http://www.vuppraha.cz/sekce/27>>, cit.12.3.2009 , for definition of the term curriculum see chapter 3.2

⁴ Framework Education Programme for Basic Education [online]. Dostupný z WWW: <<http://www.msmt.cz/vzdelavani/framework-education-programme-for-basic-education>>, cit. 12. 12. 2008, further on just the document will be cited (FEP BE, 2007)

requirements which have to be met by the educational programmes of particular school levels (Průcha, Walterová, Mareš, 2008, p.30). This new education strategy forms the basis for the Framework Education Programmes on the state level and of the School Education Programmes (hereafter SEPs) on the level of the individual schools (FEP BE, 2007, p.6).

The FEP BE specifies the educational content as well as the expected outcomes of both stages of the basic education. It draws on the educational aims stated in the national education programme and specifies the outcomes for the particular age group (FEP BE, 2007, p.7). Basic education is the only stage of education that is compulsory. The Implementation of school attendance is governed by § 36 to § 43 of the Education Act (FEP BE, 2007, p.9).

The basic education sets a wide range of objectives. Most importantly, gradual forming, shaping and development of the key competencies as well as providing pupils with fundamentals of general education in a favourable social, emotional and working atmosphere are required (FEP BE, 2007, p.6-8). FEP BE describes ten educational areas. For the purpose of this paper, the area of Language and Communication through Language is described further.

The requirements on foreign language education are derived from the Common European Framework of Reference for Languages⁵, which describes various levels of language proficiency. Basic education should lead the pupils to the acquirement of the A2 level in the educational field of Foreign Language and of the level A1 in the educational field of Another Foreign Language⁶ (for description of the levels see FEP BE, 2007, p.19).

3.1.3 School Level

The aims of the education on the school level may be described from different standpoints - from the standpoint of the individual institutions (different schools adjust the aims in accordance with their orientation), of the aims of the educational subjects

⁵ The Common European Framework of Reference for Languages defines the target competencies of language education as communication competencies (linguistic, socio-linguistic and pragmatic) and general competencies (presupposing the knowledge of the socio-cultural environment, life and institutions of the countries where the relevant language is spoken) (FEP BE, 2007, p.19).

included in the curriculum, of the time factor (long term and short term aims) and of the subjects to the education (both teacher and the pupil) (Alena Vališová, Hana Kasíková et al., 2007, p.137).

Skalková points out that the aims of the lesson cannot be formed in isolation. All the aims are connected and the specific aims of the individual lessons are derived from the general aims stated in the official documents of the schools. The teacher should be aware of the hierarchy of the aims and adjust the teaching content of the individual lessons to the aims stated in the official documents of the schools (2007, p.120).

According to Vališová and Kasíková, the aims of the individual lessons should be based on pupil's achievement (Vališová, Kasíková et al., 2007, 137-138). Instead of general statements briefly outlining the content; the objectives should specifically describe what pupils learn. "The best classroom aims are specific and directed towards an outcome which can be measured [...]. Aims should reflect what we hope the students will be able to do, not what the teacher is going to do" (Harmer, 2001, p. 314).

Lastly, the aim may be described from the viewpoint of the learner and their personality dimensions as cognitive, affective and psychomotoric. Importantly, teacher should pay attention to the development of the attitudes and values of the learners as well as to sensual learning and making use of the movement and muscle coordination. By incorporating all three dimensions into the teaching-learning process, the teacher might avoid the traditional overestimating of the role of the cognitive process in the teaching learning environment (Vališová, Kasíková et al., 2007, 138). The aims in all three dimensions are further described by so called taxonomies, which are hierarchically ordered systems of aims (Mareš, Gavora, 1999, p.172). The most influential taxonomies were created by B.S.Bloom and D.R.Krathwohl, who developed elaborated systems of aims in the cognitive and affective dimension (for description of Bloom's and Krathwohl's taxonomy, see Skalková, 2007, p. 121-123).

Being closely related to the educational aim, educational content is the second factor, which influences teaching learning process.

3.2 Content

“Educational content is the basic means of reaching the educational goals.”
(Alena Vališová, Hana Kasíková, et al., 2007, p.143)

Content is a basic component of an effective management of the teaching learning process. It determines not only the aims of the particular educational process but also the teaching aids, methods and organizational forms. The need of finding order, structure, and connections in the flowing stream of information leads to the attempts to identify the key items or of the basic pieces of information (Maňák, 1997, p.17-18).

All the aspects of the educational content are comprised in the curriculum. The term is widely used in the pedagogical terminology as well as in the official documents of the Ministry of the Education, however, its interpretations are not unique and its description often vague (Průcha, 2002, p. 236). According to E.Walterová curriculum is a “complex of problems connected to dealing with questions Why, Who, What, When, in which conditions and with which educational effects to educate“(1994, p.13). In short, she describes curriculum as the content of the overall experience, which the pupils gain at school when engaged in various activities, their planning and evaluation (see also Průcha, Walterová, Mareš, 2008, p.110). Even though the curriculum is described in different ways, it is always focused on the curricular content – e.g. what the pupils learn (Průcha, 2002, p. 244).

According to Průcha, there are five different forms of the existence of the educational content. The concept form occurs in the national educational curricular documents as the already discussed educational aims. Secondly, there is the project form – meaning the specifically planned projects of the educational content such as the Framework Education Programmes and the School Education Programmes. Thirdly, there is the realization phase in the classrooms. The result form measures the educational outcomes or the acquired subject matter. Last form deals with the effect of the educational content on the professional career and political views of the subjects (2002, p. 246).

Understandingly, this chapter concentrates on the educational content of FEP BE, dealing with the realization phase of a specific school in the area of English language teaching in the practical part.

FEP BE specifies the educational content for both stages of the basic education. The educational area of Language and Communication through Language is placed at the beginning. The educational field Foreign Language specifies the educational content by describing the receptive, productive and interactive language skills that should be acquired on each of the levels of the basic education. The receptive language skills involve reading and listening and are not concerned with active production of the language whereas the productive skills deal with speaking and writing as language items produced by the pupils. The interactive language skills are used for communication with other people. These skills are described in active verbs in the form of the expected outcomes. The sub-skills do not take the position of the outcomes of the foreign language acquirement process - they are merely a pre-condition for reaching them (see FEP BE, 2007, p. 25-27).

The requirements on foreign language teaching at lower secondary school, Stage 2, are the focus of the paper in connection to the main theme of the thesis. The presumption is that the teachers follow these general requirements concerning the content of foreign language teaching, adjusting it to the specific requirements of the school and of the class. Although the educational content of FEP BE, stage 2, involves description of areas that have to be covered throughout the period (FEP BE, p.27), which is binding, the realisation phase is on the individual schools and language teachers. More decision freedom means also more responsibility. There is no overt guide for the teachers concerning the content choice. However, teachers might find inspiration in Andrew Pollard and Sarah Tann (see *Reflective Teaching in the Primary School*, 1987, p.69-84).

Obviously, the role of the teacher in the content selection is responsible and demanding. However, the role of the content planner is by no means the only one. The aim of the next chapter is to point at the variability of the roles of the teacher in the teaching learning process, stressing the role of the teaching aid.

3.3 Teacher

It is difficult to describe the profession of a teacher as there is no general agreement on their role. The same applies to the attempts to define a good teacher. Williams and Burden make the point that “good teachers come in all shapes and sizes, with a wide range of different personalities, beliefs and ways of working” not forgetting the variety of their backgrounds and cultures (1997, p.47-48). Therefore, there is no unique classification that would apply to every teacher. According to the pedagogical dictionary the teacher is one of the basic factors of the teaching learning process, being responsible for the preparation, management, organization and the outcomes of the process (Průcha, Walterová, Mareš, 2008, p.261). Teacher’s roles are derived from recent perceptions of language teaching. Great emphasis has been placed on learner-centered teaching and focusing the educational process on the learners’ needs and experience. However, teacher’s behaviour depends also on the way he/she feels about teaching and on the type of activity his/her pupils are involved in (Harmer, 2001, p.56-57).

Within the classroom, teacher’s roles may change from one activity to another. Harmer describes eight different teacher roles that may occur during teaching learning process: controller, organizer, assessor, prompter, participant, resource, tutor and observer (for description of the teacher roles see Harmer, 2001, p.57-67). He discusses the special role of the teacher as a teaching aid separately. Sometimes it is difficult for the teachers to move from more traditional roles of a controller or organizer to less traditional ones such as the role of a participant and resource. It does not require just a simple change of methodology but it may require “*a change in self-perception*” (Hedge, 2000, p.30). This also means that the teacher should be able to acquire the role of a teaching aid. Harmer explains that

apart from the roles which we adopt in the classroom [...] we are also a kind of teaching aids ourselves. In particular, we are especially useful when using mime and gesture, as language models, and as providers of comprehensible input (2001, p.64).

Thus, teachers can complement other teaching aids they use in the classroom. Language model is provided by all sorts of teaching aids ranging from textbooks to videotapes and CD-ROMs, however, the teacher still remains language model number

one, at least at the early stages of the foreign language acquirement. At the same time, the teacher is a provider of a comprehensible input. This term comes from the American linguist Stephen Krashen and describes the best kind of language that students can be exposed to. It is comprehensible, however, slightly above their level (in Harmer, 2001, p.66).

Teacher's profession requires certain skills. According to Schulman (in Kyriacou, 2004, p.19), teachers should possess the knowledge of effective teaching. That includes not only subject matter knowledge but also awareness of the basic principles and strategies of classroom management, knowledge of curricular documents and educational programmes, knowledge of how to mediate the subject matter to the pupils, knowledge of the pupils and their characteristics, awareness of the context and lastly of the educational aims and values. According to Ruddock there is one more element that forms a real teaching professional and that is teacher's ability of self-evaluation: "Not to examine one's practice is irresponsible; to regard teaching as an experiment and to monitor one's performance is a responsible professional act"(in Williams and Burden, 1997, p.55).

Teacher's beliefs about the nature of learning as well as about the characteristics of the learners influence the whole teaching learning process (Williams and Burden, 1997, p.57). In order to adjust the teaching methods and aids to the pupils, the teacher must know what the pupils need. Thus, next chapter concentrates on the factor of the learner.

3.4 Learner

Průcha, Walterová and Mareš describe the learner as a subject of education (2008, p.316). However, recent educational policy documents describe the learner as a competent acting individual who develops skills and competencies in a self-organized manner⁷. Thus, the learner is not seen as a mere subject of education but as an active participant in the teaching learning process.

According to Harmer there are three main areas of the learner description. Firstly, there is the age factor. Then, the teacher should perceive learner differences with all its aspects such as various levels of aptitude, different learner styles and language level etc. And the last area, which is by no means the least important, is devoted to motivation

⁷ *Learners as active Stakeholders of eLearning Quality : White Paper Nr.1.* [online]. Dostupný z WWW: < www.uel.it/Members/iamici/paperEfquel.pdf>, cit. 2.9.2009

(2001, p.37-52). All three categories are relevant in the context of English language teaching.

Concerning the age factor, Harmer divides learners into three groups starting with young children, continuing with the group of adolescents towards the adult learners. As the adolescents are the scope of the interest of the paper, they will be the focus of further description. The adolescents look for their individual identity, self-esteem and peer approval. Even though they are the best learners out of the three age groups, they tend to be the least motivated. It is therefore a great challenge for the teacher to engage them and make use of their learning capacity and creativity (2001, p.38). However, the teacher may exploit the social nature of an English classroom providing the learners with the social contact with their peers as well as with the possibility to convey their identity to other people (Williams and Burden, 1997, p.115).

Learners do not differ only in their age but also in their predispositions towards acquiring the language. Therefore, the prescribed language level needn't be reached at the same speed by every pupil. The teacher should be aware of the fact that he/she teaches mixed-ability classes and adjust the classroom procedures accordingly (Harmer, 2001, p. 41).

Further on, the pupils are characterized by their learning styles (see Harmer, 2001, p. 42-23). Learning styles are approaches towards learning, which are genetically given and they develop under external and internal influences (Průcha, Walterová, Mareš, 2008, p.236). Revell and Norman distinguish five different types of learners according to their preferred learning style. Those learners who prefer learning through visual stimuli are visual learners. Those who prefer to hear and listen are auditory learners. Then there are learners who prefer movement, touch and emotions. They are kinesthetic learners. Olfactory and gustatory learner types experience the world through their nose and tongue (Revell and Norman, 1997, p.31). Harvard psychologist Howard Gardner tries to explain the individual differences by so called 'Multiple intelligences' theory (in Harmer, 2001, p.46). He claims that humans do not possess a single intelligence, but the whole range of them, which are all present but some of them are more pronounced (for more see Harmer, 2001, p.46).

The teacher should pay attention to the learning style of his/her learners and respect that they learn in different ways and respond to different stimuli. The same teaching

method and teaching aids may lead to various reactions from individual learners. Importantly, the teacher should help the pupils discover their learning strategy - or more precisely help the pupils to acquire the skills of self-directed learning (Williams and Burden, 1997, p.147).

However, even if the teacher pays attention to the variety of the intelligences and tries to apply as many approaches towards language teaching as possible, it does not help if the students are not motivated to participate (Petty, 1996, p.40). Motivation influences the learning process to a great extent and thus, it has been subjected to various psychological studies. Still, the term itself is rather vague and is used differently in different contexts. Harmer describes motivation as “some kind of internal drive which pushes someone to do things in order to achieve something” (2001, p.51). Williams and Burden give a more elaborate description. According to them it is

a state of cognitive and emotional arousal, which leads to a conscious decision act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (1997, p.120).

Williams and Burden refer to motivation in foreign and second language teaching, stressing the role of communication, social relations and social norms of behaviour in English language teaching environment (1997, p.116). Further, they introduce Gardner’s socioeducational model of language learning, which stresses the factor of motivation. Gardner distinguishes integrative and instrumental orientation in motivation. The first occurs when the reason for studying the language is to identify with the culture of the native speakers, the latter arises from external goals such as passing an exam, getting a good grade etc. (in Williams and Burden, 1997, p.116). Another distinction which has been influential in studies of motivation is so called extrinsic and intrinsic motivation. When motivated extrinsically, the pupil is motivated from outside, by external factors, which is similar to the instrumental orientation by Gardner. Long-term goals may include the mastery of the foreign language on certain level, short term goals, however, include succeeding in individual tests or tasks and as such are closer to students’ reality (Harmer, 2001, p.52-53). Intrinsic motivation comes from within the individual and does not need any reward or acknowledgement. The pupil studies because he feels it is beneficial for him and because he makes sense of what he/she is doing (Harmer, 2001, p.51).

Nevertheless, the motivation of individual learners may be influenced by other factors. Learners' beliefs about themselves and their abilities and possibilities of decision-taking thus influence their learning process and form an important constituent of individual motivation to study and get engaged in the subject. However, the learners are also surrounded by other people, who influence their decision taking. A.H.Maslow demonstrates the importance of the significant others as well as the importance of success and self-realization for the pupil in his "need hierarchy" (in Petty, 1996, p.51).

Teacher may influence pupils' motivation to a great extent. It is important that he/she gains pupils' interest in the subject itself (motivates them intrinsically) and sustains their motivation throughout the year. The aim of the teacher's attempts is to motivate the pupils by carefully selected content, methods and teaching aids so that they enjoy the learning process and take responsibility for their own learning. However, there is another aspect of the teaching learning process, which influences the scope of the pupils' motivation – the learning context. Thus, next chapter concentrates on the specifics of the learning environment and its relevance for teaching learning process.

3.5 Contextual factor

No learning ever takes place in a vacuum, so the teacher has to consider different contextual factors when deciding about resources as well as classroom procedures. Hedge distinguishes the social and educational factors of the learning environment. She attributes social factors to the society and its attitudes towards English language teaching and learning as well as towards the role of the teacher in the society and level of his/her authority. Then she lists several factors that are institutional and concern school environment. Concerning the contextual factors of the particular institution, the teacher should consider among others "the hours available for teaching and the distribution of these hours, [...], the physical constraints of the classroom, class size, the resources available in the classroom and the institution"(2000, p.25). Similar distinction of contextual factors is provided by Williams and Burden (1997, p.188-189).

The total environment of the learner plays important role in the process of learning. Individual learners prefer different learning conditions, which is observable in individual learner styles (see Harmer, 2001, p. 42-23). Dunn et al.'s Learning Style Inventory describes four types of contextual factors that have different influence on different

learner types (in Williams and Burden, 1997, p.191). They begin with the environmental conditions, which comprise the level of noise, temperature, lighting etc. Emotional conditions come second and deal among others with motivation and persistence factors. The sociological conditions concentrate on the willingness of the learner to learn alone or in a company. The last type of conditions is physiological, meaning that individual learners have different time of day preference for learning, for food intake etc.

Even though the school environment is restrictive in certain areas – e.g. the pupils cannot possibly decide about the time of the day they want to learn - it is important for the teacher to know about their preferences. The teacher's behaviour is by all means an essential part of the learning environment and his/her interpersonal behaviour plays crucial role in creating a positive classroom climate (Williams and Burden, 1997, p.199).

Lastly, the contextual factor has to be described from the perspective of the individual learners and their perception of the environment, as their conceptions may differ from the conceptions of the teacher. Thus, according to the metaphors suggested by Tobin (1991) some teachers might perceive the class environment as a 'workplace', whereas the pupils may perceive it as a 'prison' or a 'social club'. Those discrepancies should be avoided by careful observations of the class and by adjusting the conditions to their needs (in Williams and Burden, 1997, p.201).

The language classroom is an environment, which should provide learners with conditions that are suitable for his/her successful learning. Thus, the teacher should acknowledge learners' emotional, psychological and sociological preferences (Williams and Burden, 1997, p.202). Apart from the educational context, the time factor also considerably influences the teaching learning process. Thus, next chapter introduces the factor of time.

3.6 Factor of Time

Factor of time may be described from different angles depending on the author and source. FEP BE describes allocated time for each educational area (educational field) at the relevant stage of basic education, moreover it describes so called available time allotment, which provides schools with extra time they can use for development in certain areas of interest. That means that language oriented school

can use the available time for extra language classes. The schools have to keep the mandatory time allotment, however, they can use the available time allotment for “the realization of subjects which promote the pupils’ specific talents and interests and positively encourage learning“(FEP BE, 2007, p. 109-111). Thus, the schools are enabled to keep their uniqueness when creating their curriculum timetable. However, even though a high degree of independence in decision taking is allocated to the schools and teachers when creating the SEP, it is not always visible in the final products. As Gerry Abott et al. underline, teachers often feel restricted by the allocated time for individual subjects, and thus keep a rigid syllabus, quite often following the textbook only (1981, p. 248-250).

The time factor is, however, also an important element of the individual lessons. Teachers consider the time factor when planning their lessons - they pay special attention to the time spent on the individual activities, as a good time management is necessary for a successful teaching and learning process. Harmer pays attention to the timing as directly connected to the activities and procedures; that means also to the teaching aids used in the lessons (2001, p.315).

Cangelosi provides the reader with useful suggestions concerning saving of precious time of both the teacher and the pupils. He suggests that time should be spent mostly on the activities connected to learning and active involvement of the pupils whereas administrative tasks, distributing of the material and giving directions should not form the main part of the lesson. Moreover, he suggests that both audio-visual aids and class groupings may help the teacher organize the lesson, engage the pupils and maximize the allocated time (2006, p.77-87).

Skalková looks at the allocated time from the perspective of the pupils and their developmental needs. Their attention span differs and younger children need shorter sequences of lessons, usually 20 minutes only. The teacher should prevent tiredness of the pupils by imposing variety of methods and activities but also by pauses when needed. Another important factor that influences the time distribution is the educational content. For instance, special time arrangement is required for project teaching and must be planned carefully beforehand (2007, p.221-223).

As the time factor is directly connected to the activities and procedures taking place in the classroom, and thus with the content of the subject matter, there is also a direct

link to the didactic teaching aids. Next chapter will thus concentrate on nonmaterial didactic aids.

3.7 Nonmaterial Didactic Aids

Nonmaterial didactic aids include a wide range of techniques, strategies and teaching methods. The terms are rather ambiguous, and there is a discrepancy between the Czech and English terminology. To avoid ambiguity, a simplified terminology will be used throughout the chapter, focusing on some aspects of nonmaterial didactic aids only. English terminology concerning nonmaterial didactic aids is more transparent and serves better the aims of the paper, thus, it is basically followed throughout the chapter.

Method can be described on a general level as an organized system of the teaching process and learning activities of the pupils, which are directed towards achieving given educational aims (Maňák and Švec, 2003, p.23).

Another level of description concerns the area of English language teaching. Richards and Rodgers use the terms approach and method to describe “theoretically consistent set of teaching procedures that define best practice in language teaching” (2001, p. 15). The authors distinguish nine basic approaches and methods: The Oral Approach and Situational Language Teaching, The Audiolingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach and Suggestopedia. Importantly, the choice of teaching method, approach as well as materials and learning activities is made within the context of the individual school programme and its aims of education in the area of second language teaching (Richards and Rodgers, 1986, p.156). As stated in the FEP BE, and more specifically in the area of Language and Communication through Language, the major concern of language teaching is the development of communicative skills. Thus, the thesis will further describe the approach, which acknowledges the central role of communication as well as active involvement of the pupils in the classroom– communicative language teaching.

Communicative language teaching is an approach which develops the communicative competence through various materials as well as classroom activities. As the role of the teaching aids is vital for pupils’ motivation, the teacher concentrates on the choice of meaningful tasks and activities which would facilitate learning process.

Further on, communicative language teaching enables the teacher to use various organizational forms, most often pairing and grouping the pupils and thus developing their social skills. Material didactic aids used in the classroom are according to Richards and Rodgers of three basic kinds. Firstly, text-based materials make use of communicative language teaching principles. They may be found in textbooks, however, according to Richards and Rodgers, those textbooks often pretend to be based on communicative approach and use traditional structural syllabus (1986, p.79). Secondly, the teacher uses task-based materials, which may include cue cards, activity cards, pair work tasks etc. Lastly, the teacher uses so called realia. They might be used to support the textbook, such as the extra activities included in the teacher material, or they might be used separately in order to trigger attention of the pupils and expose them to the authentic materials in an interesting and motivating way. These might be various magazines, signs or advertisements. Certain learner types prefer graphic and visual aids and thus maps, pictures, symbols, graphs and charts should be present in communicative language teaching classroom. All those teaching aids are an important part of the classroom equipment and will be described further on in the section devoted to the material didactic aids. The communicative approach, in contrast to other approaches and methods, can be applied in language teaching classroom on its own (1986, p.64-83). Moreover, current curricular documents concerning basic education require development of language skills (see chapter 3.2, p.9).

According to Černá and Pířová teachers usually apply eclectic approach towards the choice of methods, strategies and techniques – that means that they decide according to the teaching and learning context. One of the strategies is also the choice of suitable organizational form of the pupils (2002, p.22). In connection to the communicative approach towards English language teaching, pair work and group work are the main focus of attention. Those forms enable the students to work independently on their tasks without direct involvement of the teacher (Skalková, 2007, p.219-226).

The factor of non-material teaching aids is directly linked with the factor of material teaching aids as no method, approach or organizational form facilitates learning on its own. Thus, following chapter concentrates on material didactic aids, which is the last factor of the teaching learning process and regarding the focus of the thesis also the most important one.

3.8 Material Didactic Aids

As the discrepancies between Czech and English terminology have already been discussed (see chapter 2, p. 6), the chapter focuses on the description of the factor only.

Contrary to the nonmaterial didactic aids, which try to reach the educational aim by appropriate choice of educational methods, approaches and organizational forms, the material didactic aids concern the utilization of particular objects and materials in the school environment (Maňák, 1997, p. 49-50). Due to the focus of the paper, the description will further concentrate on the classroom environment.

The classroom environment considerably influences the teaching learning process. The environmental conditions comprise many different aspects such as the arrangement of the tables and chairs, size of the classroom, colours, etc. The classroom equipment should create right atmosphere for language learning and should make use of various posters, photos, pictures, objects and pupils' works to motivate them in an appropriate way. The classroom arrangement should be flexible so that various organizational forms may be applied by the teacher (Hendrich, 1988, p.416-417).

Teaching aids may be described on two basic levels. Generally, teaching aids may be divided into:

1. Real objects (nature products, preparations and other products)
2. Models (static or dynamic)
3. Depictions:
 - A, images, symbolic depictions
 - B, static projections (diaprojection, epiprojection, overhead projection)
 - C, dynamic projection (film, television, video)
4. Oral teaching aids (musical instruments, cassettes)
5. Haptic teaching aids (topography pictures, Braille)
6. Literary teaching aids (textbooks, handbooks, atlases, texts)
7. Programs for teaching automats and computers
(Maňák, 1997, p.50-51)

The given material teaching aids differ in the level of their applicability in the language classroom (Černá and Pířová, 2002, p.28).

Concerning English language teaching, there is no unified approach towards teaching aids description. Different sources provide different point of view (see Cangelosi, 2006, Ur, 1991, Harmer 2001). Harmer describes various teaching aids throughout the whole

book (*The Practise of English Language Teaching*, 2001), paying extra attention to the coursebook, audio and video materials and a dictionary. Every teaching aid is provided with description of its applicability in the classroom. Firstly, he concentrates on the visual and technical teaching aids. Apart from pictures and images, which range from flashcards to large wall pictures and illustrations in the textbooks and are mainly used for practicing and producing language items, the author mentions also the overhead projector, which may be used even in the presentation phase (2001, p.134-137). Harmer describes as the “most versatile piece of equipment” the board. Even though one of the oldest teaching aids used in the language classroom, it still remains the core of the lessons. It may be used as a picture frame or explanation aid, it may be used for games and as a notice board (2001, p.137-139). What is more, it can be used interactively. Interactive whiteboards are used by a growing number of schools in the Czech Republic. The interactive whiteboard is in fact “a touch sensitive screen that works in conjunction with a computer and a projector” and as such enables the interaction between the electronic content and the class as a whole⁸. The interactive whiteboard naturally does not occur in earlier publications concerning teaching aids in the classroom. Harmer restricts the description of the technical teaching aids to overhead projector, video, cassette player (which is recently substituted by the CD player) and the computer. All of them may be used effectively in the lessons as a complement of the textbook. Ur points out that video as well as audio equipment are valuable sources of authentic language material. Moreover, she describes computers as an attractive and motivating tool, especially for adolescent learners (Ur, 1991, p.190-191).

Concerning literary sources, source number one is still the textbook, even though the approaches towards its utilization in the lessons differ (Harmer, 2001, p. 304-306). The language classroom should, however, provide the pupils with other literary resources such as graded readers adjusted to their language level. At the basic school, pupils usually read level A1 and A2 (for description of the levels see FEP BE, 2007, p.19). Graded readers are texts of fiction and non-fiction and include texts by famous authors. They might be “abridged, simplified or totally rewritten” in order to produce language items on easier levels (Hill, 1986, p.24-25). Thus; those texts are not always valuable

⁸ White Paper. *Interactive Whiteboards and Learning*[online]. Dostupný z WWW: <dewey.uab.es/pmarques/pdigital/es/docs/Research%20White%20Paper.pdf>, cit. 27.11.2008

literary sources, however, they are an important motivational tool in English language teaching.

The teacher may also produce his/her own materials. Those materials range from grammar worksheets to word cards and texts taken from the internet and adjusted to the needs of the students. Usually these materials serve as a complement of the textbook.

Harmer stresses the benefits of good coursebooks for language classrooms as they

are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links (Harmer, 2001, p.304).

In order to recognize a good language textbook, the teacher must possess knowledge of criteria for the textbook choice and evaluation. The criteria for the textbook choice and evaluation by the teacher are introduced in the following chapter, which is the most important one regarding the overall aim of the thesis. The criteria will be used as a basis for the research.

4. Textbook in Language Teaching

Various authors concentrate on the textbook and its role in English language teaching (see Harmer 2001, 2007, Hedge 2000, Ur 1991, Cunningsworth 1984, 1995). All of them focus on the criteria of textbook choice and evaluation. However, Cunningsworth provides the most elaborate description of the criteria concerned. Thus, his two books (*Evaluating and Selecting EFL Teaching Materials*, 1984 and *Choosing Your Coursebook*, 1995) are the main source of information concerning the textbook choice and evaluation.

4.1 Textbook Roles

Textbooks have various roles in English language teaching, the main obvious one being the role of a resource in achieving aims and objectives in correspondence with learners' needs (Cunningsworth, 1995, p.7). However, textbooks should not stand for the aim nor determine the aims themselves. In fact, the level of the teacher's dependence on the textbook reveals itself in the way he/she expresses the lesson aims. If the teacher describes the objectives in active verbs, it sounds more independent than 'reaching page 22', 'going through chapter 2', etc. In the latter case, the teacher is merely a servant of the textbook (Cunningsworth, 1984, p.1). That does not mean,

however, that teacher's aims should not correspond with the aims of the textbook. Instead, a partnership should be reached in which the aims of the textbook and the teacher correspond as closely as possible (Cunningsworth, 1995, p.7). Cunningsworth lists following roles of the textbook:

1. A resource for presentation material
2. A source of activities of various kinds
3. A reference source for the pupils on the sub-skills such as the grammar, pronunciation or vocabulary
4. A source of suggestions, stimulations and ideas for classroom activities
5. A syllabus
6. A resource for self-directed learning including self-evaluation\
7. A support for less-experienced teachers

(1995, p.7)

The variety of the roles of the textbook confirms the importance of the textbook for language teaching. Moreover it puts greater demands on the textbook choice by the teacher, who should choose the textbook with a clear idea of what the textbook should serve for and how it should be used in the classroom context. Jelínek distinguishes two textbook types in language teaching – the aspect oriented textbooks and the complex textbooks (2007, p.126). Obviously, the thesis is concerned with the latter type as it deals with the language in an integrative way.

4.2 What Influences Teacher's Choice

There is a wide choice of coursebooks available on the market and that makes the choice of the right one a challenging task (Cunningsworth, 1995, p.1, Dostál 2008, p.20). Moreover, learners become aware of their rights, demand greater variety of the lessons and expect the textbooks to be interesting and engaging. They also expect that the textbooks will be supplemented by other teaching aids such as CD-ROMs, videos and other visuals (Cunningsworth, 1995, p.1). The teacher must consider the characteristics of the learners – among others also their age, nationality and native language, interests and objectives – to choose in accordance with their preferences (1984, p.2). Classes are never homogenous and current textbooks adjust their content to the diversity of cultures as well as the variety of interests of the learners. However,

teacher must know the class and its characteristics in order to choose the right one (Hedge, 2000, p.38-39).

The coursebook and the accompanying materials and aids should also serve to the teacher, providing him/her with suggestions and alternatives or extra activities and resources. Teachers can rely on the textbook even when under the pressure of time, which is reassuring. However, they should be aware of the fact that “coursebooks are good servants and bad masters” (Cunningsworth, 1984, p.1). The teachers should use the textbook actively, that means that they should formulate the objectives with special attention paid to learners’ needs and they should not allow the textbook formulate the objectives or, in the worst instance, allow ‘teaching the coursebook’ to be the objective (ibid).

Lastly, the teacher must consider the availability of equipment and the amount of money that can be spent on the textbook, eventually other supplementary materials (Cunningsworth, 1995, p.1, Harmer, 2001, p.301, Hedge 2000, p.371).

4.3 Role of Others by Textbook Selection

Teachers do not have to rely just on themselves when selecting the textbook. They might ask their colleagues for their opinions, which is especially useful when they already have some experience with the textbook. Teachers can also get useful hints from their pupils concerning the textbooks they had been using so far and the things they liked or disliked about the book. They might give the teacher useful feedback as well as set criteria for a better textbook choice. Even when the textbook is already bought, the teacher still might investigate the material in order to adjust the individual parts to learners’ needs, to assess the relevance and suitability of the material etc. In that case, an in-depth analysis of the textbook is needed and may take some time. The teacher needs to set criteria for the textbook evaluation, which necessarily involves his/her own judgements and is to a certain level subjective. The teacher will thus take into account different factors, including “learner and teacher expectations; methodological preferences, the perceived needs of the learners; syllabus requirements; and personal preferences” (Cunnings worth, 1995, p.8-9).

4.4 First Encounter

First encounter with the textbook is crucial for the consequent textbook choice by the teacher. Thus, teacher should follow basic guidelines when selecting the textbook. Harmer suggests stating criteria for assessment, which allow the teacher assess the books “on the basis of their own beliefs as well as their assessment of the learner’s needs and circumstances” (2001, p.301). Firstly, the teacher should state his/her beliefs about any area he/she wants to concentrate on. Next, the teacher might use the prefabricated statements of beliefs as an assessment tool. The teacher can either concentrate on one textbook only or he/she might compare the approaches of different books. For the first encounter with the textbook it is advisable to use as simple a list of features (such as price, layout, topics etc.) as possible (2001, p.302).

The textbooks try to lure the teachers by various means. Even a quick look at the back cover of the textbook might reveal something of the adopted approaches and methods of the authors as well as structuring of the content. The claims of the individual textbooks vary to a great extent and it depends on the teacher, which description attracts him/her the most (Cunningsworth, 1995, p.11). Layout and design is important and even more by the teenage group of learners concerning their need of motivation (see chapter 3.4). However, the teacher should not be deceived by super modern layout and shallow words used just to impose the reader (see Jelínek, 2007, p.127).

4.4.1 Syllabus Type

When scanning through the textbook, the teacher usually concentrates on the syllabus type, its selection and grading (Harmer, 2001, p. 301). Cunningsworth defines the syllabus as a “specification of the work to be covered over a period of time, with a starting point and a final goal” (1995, p.54). The language items are ordered in a particular way depending on the underlying principles and theories. Predominantly, the textbooks are based on the content-based syllabus. White (1988) identifies four types of content base in syllabus design:

- form (with a structural focus)
- function (with a notional/functional basis)
- situation (contextual focus)
- topic (informational focus)

(in Cunningsworth, 1995, p.55)

The textbooks combine all the factors trying to balance all the different approaches to the syllabus design. The structural syllabus is concerned with the language form, so with the internal structure of the language. Ideally, it concerns not only grammar but also lexis and phonology. The teacher should look for complexity of the structures as well as their 'learnability' and usefulness for the learners. The functional syllabus identifies the communicative functions that should be relevant to learners' communicative needs. However, textbook authors choose those situations according to their idea of what the particular age group needs; and this might be subjective. Each group of learners is specific and only their teacher knows the best what his/her learners really need. The advantage of the functional syllabus is the way it describes the learning goals. They are much more understandable to the students than the items of the structural syllabus and as such can be more inspiring. The situational syllabus frames the educational content in real life situations and thus it is easier for the pupils to personalize their learning. Important is the setting, the participants and above all the communicative goals which should be relevant to the age group and interests of the learners. Importantly, the new language items should be presented in different contexts; which enables learners to connect the language items to specific situations. Lastly, the syllabus design might be based on the topics. Both the topics and the situations used as a background for language acquisition should be motivating and variable (Cunningsworth, 1995, p. 54-58).

4.4.2 The Organization of the Coursebook

The syllabus concentrates on the organization of the language items throughout the book. However, the teacher should also be interested in other organizational aspects; mainly the continuity within the materials, the way the grammar and vocabulary items are recycled and reinforced. Usually the textbooks try to link the previously taught

items with the new ones in a progressive way. The teacher should look for reference sections within the individual units, their integration and usability for the learners. Learner-training sections are particularly useful tools as they provide advice and guidance to the students on how to use the book. The textbook should not lack an index of language items and each unit should be provided with a list of new vocabulary. Sometimes the textbooks also include information on where each word was first introduced. Even though it is presumed that school children go through the material together with their teacher, the material should be suitable also for self-studies so that the children can either review some of the parts at home or, when needed, go through the individual units on their own (Cunningsworth, 1995, p.28-30).

4.4.3 Pupils' Needs and Requirements

Cunningsworth further stresses the role of the pupils in the textbook selection and evaluation. The teacher should bear in mind their interests and thus follow basic guidelines. Firstly, the content of the coursebook should correspond to their needs and to the objectives of the course as a whole. That means that the course should correspond to what students need to learn in terms of the language content but should also acknowledge their other needs such as personalization of the individual tasks. Secondly, the teacher should focus on the level, to which the textbook helps the learners use the language effectively; that means that the presented language items are relevant to what the learners need. Thus, the teacher needs to focus on the individual language items, their balance and organization as well as discourse structure and style. The subject matter of course materials should be intellectually stimulating and engaging for the particular age group. Further, the coursebook should recognize individual learning styles of the pupils and develop their ability of self-assessment. Pupils should be motivated to study not only by the variety of topics and activities but also by regular check-ups where they could evaluate their progress. Thus, the textbooks should be viewed as a support of learning, supplying model of English relevant to students' level of proficiency and helping the students understand how the language works (Cunningsworth, 1995, p.15-24).

4.4.4 Teacher's Needs

On the other hand, there should be also an extra book for teachers providing them with additional materials and even methodology, or at least an approach to learning. An elaborated teacher's guide might be a great help; particularly for novice teachers or for teachers lacking time. Teachers' books can exert a considerable influence on how the course is taught, providing the teacher with all the necessary information concerning the content of the course, its structure and grading. However, the teacher should not blindly follow the principles without contrasting them with his/her own and without considering the pupils' needs (Cunningsworth, 1995, p. 109-112).

Teachers often look for extra materials and exercises, which enable various types of learners to apply their individual learning strategies. That is what the coursebook package usually concentrates on. According to Cunningsworth it is "any integrated package of materials with the coursebook at the centre" (1995, p.25), meaning that all the parts of the package should relate to each other. The teacher cannot access the integration of the individual parts at the first sight, though. What he/she can assess is the variety of the individual parts. Usually, the package consists of the following components:

- student's book
- teacher's book
- workbook/activity book
- cassettes/CDs
- tests
- video
- CALL materials (refers to Computer Aided Language Learning) – e.g. CD-ROMs

(Cunningsworth, 1995, p. 28)

However, even though the package might look attractive, there is another aspect that needs to be considered; and that is the price. When there is not enough money available for the whole package, the teacher might have to decide which components to choose

(Cunningsworth, 1995, p.25). However, the package is functional as a whole and should not be reduced to the textbook only. In that case the teacher should supplement the missing components by his own materials and aids (Harmer, 2001, p.304-305, Cunningsworth, 1995, p.10).

As soon as the teacher gets acquainted with the textbook syllabus, the adopted approaches and methods of the authors as well as with the available coursebook package, he/she might get interested in other areas such as the way the textbook deals with instructions, if the textbook is more skill or sub-skill oriented, if there are self-assessment tools for the learners, if the topics are culturally acceptable etc. Thus, after getting the impressionistic overview of the basic qualities of the textbook, the teacher will need to go through in-depth evaluation. However, this evaluation requires time and patience as the teacher analyses representative samples of the material from different viewpoints (Cunningsworth, 1995, p. 1-2). Similarly to the first encounter, teacher should follow certain criteria when evaluating the content of the textbook. Thus, next chapter focuses on their description.

4.5 In-depth Evaluation

Opposed to the impressionistic overview, which gives the teacher a general introduction to the material, in-depth evaluation deals with specific items; particularly those that relate to the students' learning needs or syllabus requirements (Cunningsworth, 1995, p.2). Obviously, teacher analyses particular items in connection with specific requirements of his/her course and cannot be prepared for all the situations beforehand, e.g. before he/she decides to buy the textbook. However, following criteria help the teacher to identify strengths as well as weaknesses of the material, which is crucial for successful textbook's utilization in the classroom.

4.5.1 Language Content

To focus on the coursebook in depth, the teacher might start with evaluating the language content. Cunningsworth does not include skills in the chapter dedicated to language content; he rather concentrates on the sub-skills (1995, p. 31-44). Students' knowledge of the system of English is important, however, should not be the only focus of foreign language teaching. In fact, both skills and sub-skills should be developed and

should complement each other, but with special attention being paid to the development of the basic skills (see chapter 3.7, p.17). According to Harmer “the immediate goal of language study is to increase the knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved” (2001, p.154). Thus, the textbook should deal with both the skills and sub-skills in an integrated way.

However, there might be a reason to analyze them separately, for example when the teacher wants to focus on the development of particular skill or sub-skill (Cunningsworth, 1995, p.31). Consequently, the paper briefly describes each of them, starting with the presentation of the language system only to focus on the communicative role of the textbooks.

4.5.2 Language System

The textbooks usually cover all the basic sub-skills, however often not equally. Generally speaking; grammar, spelling, pronunciation as well as vocabulary should be treated by the textbook in a comprehensive but reasonable way so that the pupils can internalize the rules of the foreign language and use this basic knowledge to produce audible message in a foreign language. The individual sub-skills are often treated separately for teaching purposes; however, this approach should not outweigh the integrative approach towards the presentation as well as practice of new language items (ibid).

There are various approaches towards teaching grammar and the choice of the best one depends on pupils’ needs (Hedge, 2000, p. 173). Basically, two main approaches towards grammar teaching and learning are used – deductive and inductive approach. When applying the inductive approach, learners hypothesize the rule from examples of the language. On the other hand, inductive approach means that learners are provided with explicit rules and they are expected to produce correct sentences on the basis of those rules (Cunningsworth, 1995, p.99). Both approaches have their advocates and opponents. Harmer prefers inductive approach towards grammar believing that pupils internalize the rules when they discover them on their own (2001, p. 155). Cunningsworth does not explicitly prioritize any of the approaches. According to him, the choice of the approach depends on the learning situation as well as on the type of the learners and their requirements. However, he claims that grammar items should be

introduced in small units and that there should be balance between language form and language use. Moreover, the textbook should meaningfully link the newly introduced items with the familiar ones (1995, p.32-36).

Word stock plays an important role in an effective communication and at the beginner level it is even more important than grammar. Thus, the teacher should check if the textbook involves sufficient vocabulary-learning material. As the criteria for the choice of vocabulary differ, the teacher must consider the specific needs of the learners to choose relevant language items. The vocabulary as well as grammar items should be taught in structured and purposeful way; that means in a meaningful context. The textbook should also provide examples of language items that would make the pupils aware of the relationships that exist within the lexicon of English; such as synonyms, antonyms or hyponyms. The vocabulary items should be recycled through additional activities. The textbook should further provide learners with strategies for coping with unknown vocabulary in order to develop their learning skills (Cunningsworth, 1995, p.38-41).

Pronunciation and spelling have been a challenging task for textbook producers so far even though the communicative approach focused their attention on both sub-skills. Current textbooks cover not only the articulation of the individual sounds as well as words stress, sentence stress and intonation aspects but they focus also on the global aspects of phonology such as weak forms and rhythm of speech. The pronunciation is further developed by auditive teaching aids, which supplement the exercises and supply the learners with authentic material. The focus is no more on accuracy but rather on production of natural-sounding speech. Both pronunciation and spelling should be taught together with other skills and sub-skills in an integrative way (Cunningsworth, 1995, p.41-45).

4.5.3 Other Aspects of the System of Language

As already stated, the sub-skills need to be presented and practiced in meaningful contexts. Discourse is one of the features of the language use that enables the pupils to become aware of the role of the language items as well as the language structure in conveying the message. Further, it is a direct link between the sub-skills and skills and it

presents the language in an integrative way, which is relevant to the communicative approach. Cunningsworth defines language discourse as

features of language use that go beyond the domain of grammatical rules and include areas such as the sequencing of sentences, cohesion, paragraphing, structuring text, participation in conversation, etc. (1995, p.45).

That means that discourse does not focus the learner only on the language use but also on the conventions that guide the language usage. Important is the aspect of the authenticity of the presented material. Harmer suggests that the materials should be nearly authentic or authentic even by beginners ⁹(2001, p.204-205). Thus, textbooks might simplify the content and limit the range of language items, such as cohesive devices; however, the structuring of the content should still be coherent and natural so that the pupils can internalize the rules of the language. Those rules are taught with increasing complexity and more advanced learners should master also more elaborate means of sentence cohesion such as conjunctions and text organizers. However, teachers should pay attention also to the role of the discourse in the materials presented on the cassettes and CDs. Spoken English should be representative of natural spoken English and should follow the conventions of natural conversations such as turn-taking (Cunningsworth, 1995, p.45-49).

Closely connected to the language discourse is the question of style and appropriacy of the texts. The textbook should present material which is stylistically variable, however, appropriate to the learners' needs. Learners should be able to assess the social situation and match the style accordingly, paying attention to the cultural aspects of the language use. Textbook should thus make the pupils aware of the stylistic differences that might be signaled by aspects of grammar as well as the choice of vocabulary, discourse structure and phonological aspects. Concerning the communicative approach, textbooks should concentrate on developing pupils' sensitivity to the choice of an appropriate style in written as well as spoken communication (Cunningsworth, 1995, p.50-51).

Lastly, pupils are exposed to varieties of English. Generally speaking, textbooks use only two variants - either standard southern British English or standard American English. Learners should be aware of the basic differences, however, should not focus

⁹ see also Cunningsworth, 1995, p. 66

on details. Important is the mutual intelligibility of the both variants (Cunningsworth, 1995, p.52-53).

4.5.4 Skills

There are four basic skills, which can be divided into productive and receptive. All of them have already been introduced (see chapter 3.2, p.9). Even though the skills cannot be acquired without any knowledge of the language system, they are still crucial in the teaching and learning process as they focus on learners' ability to operate in the language and use it effectively in communicative tasks. Textbooks should develop all the skills from early stages with a growing complexity. Importantly, all four skills should be presented and also practiced in an integrated way similarly to the way they are combined in an authentic discourse (Cunningsworth, 1995, p.64-65).

4.5.5 Receptive Skills

The teacher should be able to evaluate the way in which the textbook covers all the skills, if their presentation is balanced, and if not, what should be changed. Receptive skills might be described as “the ways in which people extract meaning from the discourse they see or hear” (Harmer, 2001, p.199). This description applies to reading and listening.

The textbook should provide suitable texts for reading from the elementary level. According to Cunningsworth, coursebook texts can be used for several purposes. Their most obvious role is to develop reading skills and strategies. Moreover, they can be used for presenting or recycling grammar items and broadening the word-stock of the learners. This skill can be combined effectively with all the other skills. It can serve as a model for writing or it can stimulate oral work. As the majority of the texts are recorded on the cassettes or CDs, the pupils can as well combine listening and reading. When analyzing the reading content of the textbook, teacher has to consider the quantity of the reading material, the type of the texts as well as level of their authenticity. Individual texts should provide a growing complexity of grammatical and discourse structure as well as wider range of vocabulary used as the course proceeds. Not only the choice of the topic is important, it is also the way the topics are presented to the learners and the way the text is structured. The activities accompanying the texts should include pre-

reading questions as well as comprehension questions and exercises focusing on extraction of specific information from the text. Pupils should be taught to predict the unfamiliar vocabulary from the early stages, although they need more help at the beginning. Important is also the extent to which the textbook enables learners to personalize the activity (1995, p. 73-78).

Textbooks focus on listening in two distinct ways. Firstly, they combine listening with speaking in dialogues and role-plays, where listening is to a certain level subordinated to speaking. Secondly, the textbooks provide extra listening exercises. The listening phase should be preceded by pre-listening activities that would focus pupils' attention to the topic and which would contextualize the activity. Teachers should look for variety of the listening exercises (listening for comprehension, for extraction of information etc.) and also for quality of the recording. Speed, style and accent should be appropriate to learners' abilities and needs. Listening exercises should not only engage the pupils, but they should also require a complexity of operation – that means that the pupils should not merely write down the required information but they should be able to predict and transform the information as in authentic communication. Videos or CD ROMs can provide the learner also with visual information as in real-life communication (Cunningsworth, 1995, p. 67-68).

4.5.6 Productive skills

According to Harmer language production means that “students should use all and any language at their disposal to achieve a communicative purpose” (2001, p.249). The productive skills involve both speaking and writing. Naturally, both skills are combined with the receptive skills in an authentic setting (Cunningsworth, 1995, p.65).

Writing activities are often of a guided kind; that means that the students are asked to imitate the given model or produce a slight alteration of the original text. At higher levels, students leave the controlled writing exercises and they are given more freedom. The writing tasks vary from producing formal and informal letters to writing a report or filling in a form, with regards to the age and needs of the students. Importantly, the written activities should focus the learner on the discourse functions of the texts by means of variety of the given examples. Pupils should concentrate on the relationship between the paragraphing and topic development, as an important tool for conveying

the message to the reader. Contrary to the style of spoken English, writing makes use of language resources such as paragraphing, spelling, punctuation and the layout. However, the writer does not have the direct contact with the audience and cannot change the content in accordance with their reaction. Thus, the author must consider special requirements of the audience in advance choosing appropriate text type and style. The textbook should focus learners on the linguistic clues in the text that enable them to identify the type of the text as well as writer's intentions. The textbook should also include the techniques that would help the learner review and edit their written work by means of self-evaluation (Cunningsworth, 1995, p. 80-84).

Speaking is an important skill, which is nevertheless not developed accordingly by all the textbooks. The textbooks often concentrate on the mechanical aspects of speaking such as presentation and practice of new language items or pronunciation practice. However, the communicative approach requires applying different techniques that would engage the students in a meaningful conversation imitating real-life conditions as much as possible. Thus, the textbook should include material that would teach them how to cope with unpredictability in a spoken discourse (such as information gaps, different instructions etc.). The material for speaking should include various activities making use of different organizational forms as well as learner roles. Speaking should be emphasized and enhanced from the early stages not only by the textbook but also by the teacher, who should not focus as much on the accuracy as on the pupils' ability to convey the given message (Cunningsworth, 1995, p.69-70).

4.5.7 Nonlinguistic aspects of the Textbook

Nonlinguistic aspects of the textbooks concern their topic choice, their selection of the subject matter as well as presented social values and attitudes. As all these areas were discussed in various parts of the paper, they will be described only briefly.

Obviously, the subject matter must be not only informative but also challenging and amusing and the choice of the topics should be relevant to learners' needs. Moreover, the material should expand learners' knowledge in other areas of interest. Thus, students should use the language to learn about other subjects across the curriculum (Cunningsworth, 1995, p.86). The importance of the engagement of the student need not be discussed further.

The teacher should become aware of the fact that the textbooks together with the subject content also communicate sets of social and cultural values – either implicitly or explicitly. As the textbook might influence learners’ perceptions and attitudes not only towards English learning but also towards the society as a whole, the teacher should analyze carefully how it depicts social values (Cunningsworth, 1995, p.86-90; Hedge, 2000, p. 38-39).

4.5.8 Methodology

As already stated, the way of organization of the activities as well as the choice of the material reveals something about the adopted views of language teaching and learning. The introductory sections of the teachers’ books might discuss students’ needs even though they rather concentrate on the content description. However, the approach towards the students’ needs can be traced in the way the authors deal with the language content and in the kind of methodology they adopt. Currently, the textbook authors tend to adopt the communicative approach towards language teaching and learning, which they demonstrate among others by following principles:

- communication should imitate real-life language use
- there should be a balance of accuracy and fluency
- learners should actively participate in the lessons
- the activities should be creative as well as challenging and should enable the students to personalize them

(Cunningsworth, 1995, p.99)

The textbooks which adopt different approach towards language teaching and learning might state different principles. Cunningsworth does not strictly focus on any of the approaches leaving the choice on the teacher (1995, p.100-101). However, the textbooks should follow the requirements on language teaching stated in the curricular documents (see chapter 3.1 and 3.2).

5. Conclusion of the Theoretical Part

All the factors of the teaching learning process influence the processes going on in the classroom. The teacher should be aware of those processes and the way they influence each other. Importantly, the teacher should possess the knowledge of the state educational policy and its implementation in the school educational programme in the area of second language teaching. The teacher should apply the principles of the communicative approach by the choice of appropriate teaching materials and aids as well as suitable methods and techniques. The teaching learning process is very dynamic and every lesson is unique. Therefore, the same material might work in a different way depending on the given educational context. The teacher might discover particular areas that need alteration and might leave out inconvenient parts of the material or add extra material where needed. In order to do this effectively, the teacher needs to know the criteria for content assessment. Most importantly, the teacher has to consider learners' specific needs (Cunningsworth, 1995, p.136-137). Thus, the textbook cannot work on its own. The teacher is the one who decides about the textbook's utilization.

6. Research

6.1 Introduction

The practical part of the thesis concentrates on the actual research. At first, I shall introduce the structure of the research and I shall proceed with a more thorough description of the whole research procedure.

Firstly, I shall define the aim of the research as well as the underlying questions. Next, I shall produce a research time plan. The following part concentrates on the research methodology and background information. The introductory part concludes with the research tools description.

The research procedure is described chronologically. At first, each research tool is presented, followed by the analysis of the outcomes.

The final stage presents the outcomes of the research and evaluates the whole procedure.

6.2 Stating the Aim and Underlying Questions

The research took place at a small town basic school. The research is based on underlying questions, which evolved from the theoretical part and which were used in order to increase the validity of the research and particularly of the research tools. The aim of the research is to evaluate how two different teachers utilize the textbook in their lessons. The teachers use different textbooks for the same age group. The main aim of the practical part is to use adequate research tools to find out which teacher makes the most of the available textbook in the given educational context.

The practical part aims at answering following questions:

1. Is there any textbook which would suit the teacher and her learners in all the aspects?
2. Are the teachers aware of the syllabus requirements as stated in the SEP?
3. Do the teachers consider different factors by content evaluation?
4. Do the teachers motivate their pupils through the teaching content?
5. What is the level of the teachers' dependency on the content of the textbook?

6. Does the textbook provide the learners with communicative tasks?
7. Do the textbook based activities acknowledge different learning styles?
8. Are the teachers able to evaluate critically the content of the textbook?
9. Have the pupils formed an opinion on what an English textbook should include?
10. What is the level of agreement between the teacher and the pupils concerning textbook's evaluation?

Those questions were answered throughout the individual stages of the research process.

To ensure credibility of the findings, five different viewpoints concerning the textbook in English classroom are combined. Firstly, it is the school educational programme and its demands on the content as well as aims of language education at the given basic school. Secondly, it is the textbook and its teaching and learning philosophy, which may or may not correspond with the teaching and learning philosophy of the given SEP. Thirdly, it is the viewpoint of the teacher and her perception of the role and functions of the textbook in ELT classroom. Fourthly, learners' point of view must be added. Lastly, the data is enriched by the viewpoint of the observer.

6.3 Research Time Plan

The time scheme consists of individual actions, which were planned at the beginning of the research to ensure better organization of the whole research procedure. As obvious from the chart underneath, the data collection phase was planned for two months. Although there were some minor changes in the timing of the individual actions due to contextual factors, the time plan was basically followed throughout the research.

Table 1: Time Scheme of the Research Procedure

Consulting Literature	29.12. – 1.1.
First Visit of the School	2.1.
Keeping a Diary	2.1. – 28.2.
Preparing Data Collection Instruments (interview, observation)	3.1.-10.1.

Interviews with the Teachers	12.1.
Regular Visits to both Classrooms (observations)	12.1.-28.2.
Preparing Questionnaires for the teachers and students	17.1.-15.2.
Distributing the Questionnaires	16.2.-20.2.
Analysis and Interpretation of the Data	21.2.-28.2.

6.4 Research Methodology

Every research requires that the researcher becomes familiar with the research methodology. I drew my conclusions concerning research methodology from different sources, mainly from Nunan (1991, 1992), Richards and Lockhart (1996) and Gavora (1996). Nunan's case study turned out to be a source of valuable insights and suggestions concerning the research procedure¹⁰. Firstly, the author mentions the need to describe the environment in which the researcher collects the data as well as the underlying motive of the research (1991, p.4). As already stated, the data is derived from genuine language classrooms in the natural school setting and the thesis aims at providing findings that would be beneficial for those interested in pedagogy, so it has primary pedagogic rationale (1991, p.5). Secondly, the author mentions the necessity to state the goal or sub-goals of the research. As the purpose of the research together with the underlying questions has already been stated, the reader can proceed to the third issue and that is the method of data collection. Nunan describes the method as principal means for data collection (ibid). The thesis employs three basic research methods - namely observation, questionnaire and an interview (Gavora, 1996, p.11). Fourthly, Nunan concentrates on the type of data. He distinguishes two basic types - qualitative and quantitative data. Even though the meaning of qualitative and quantitative data might be described in lay terms as data that cannot be counted and data that can be quantified, more thorough description reveals ambiguity of both terms (1991, p.5). The research focuses on acquiring both qualitative and quantitative type of data. Lastly, Nunan deals with the type of analysis (ibid). This paper shall employ statistical and interpretative analysis when dealing with the quantitative and qualitative data, respectively.

¹⁰ *Studies in Second Language Acquisition* [online]. Dostupný z WWW: <<http://davidnunan.com/books/articles.php>>, cit. 9.1.2009

6.5 Background Information

6.5.1 The School

The chosen basic school provides basic education for elementary as well as lower-secondary learners from the age of seven to the age of fifteen. Although the school may be attended by up to 720 pupils, this year's figures are lower reaching only 445 permanent learners. The school possesses three computer labs; two of them are available for the lower-secondary pupils. The school has newly introduced also a multimedia classroom, which is equipped with an interactive board. The teaching staff consists of 28 members. Concerning ELT at the lower secondary school, there are three English language teachers; however, only one of them is qualified. Both classes at each grade of the lower-secondary school have English lessons at the same time being taught by all three teachers. The school supports language education via grants and also makes use of the available time allotment for further language education. Pupils have standard three English lessons weekly, which are enriched by optional courses. The school takes part in the international projects Socrates and Comenius. The success of the pupils in English language competitions proves the quality of the language teaching at the particular school.

6.5.2 SEP - Educational Field Foreign Language

The school educational programme stresses the communicative approach towards language teaching (see appendix 1). It explicitly states that teachers should pay more attention to the development of the communicative skills than to the development of the sub-skills, particularly grammar. In accordance with the document language teachers acknowledge different aptitudes and learning needs of the pupils, creating learning conditions for both gifted pupils and pupils with learning difficulties.

The SEP describes the competencies that should be acquired by the pupils in the process of the second language acquisition. Importantly, the requirements include the demand on the authenticity of the used texts and materials and on the cross-curricular approach towards language learning. Due to the focus of the thesis, further description will concentrate on the second stage of basic education. The second stage of education is not divided among the individual grades and the requirements are general enough to

be applied in all its phases. Thus, English teachers can decide about the teaching content. The SEP draws on the newest requirements on teaching and language teaching, which is obvious from the way it is structured - the first column deals with the awaited outcomes (stated in the active verbs) and the subject matter is described in the following column. However, the second column does not confine to the syllabus only. It includes suggestions concerning the development of reading comprehension of the learners using graded readers and authentic texts as well as variety of organizational forms and teaching and learning techniques. Special attention is paid to the gifted pupils (see appendix 1).

The elaborated school educational programme seems to support as well as guide the English teachers in their teaching. It also presupposes that the teachers acknowledge the core role of the pupils in the learning process and adjust the teaching material to their specific needs.

6.5.3 Teachers

In order to protect the identity of the subjects of the research, the teachers are labeled as teacher A and teacher B. No proper names are used throughout the paper.

Teacher A is a qualified English teacher. She has been teaching English for 18 years. Being the only qualified language teacher at the lower-secondary school, she is also the head of the language committee. She tries to implement new teaching ideas and procedures into the school curriculum. As a deputy headmaster she organizes the whole teaching staff.

Teacher B is a novice teacher with a three year special pedagogy course. Even though not qualified for teaching English, she has some pedagogical experience in special training for pupils with learning difficulties. She has been teaching English for four years but only one year at this particular school.

6.5.4 Classrooms

Both classrooms are equipped for language teaching (see appendix 2 and 3). The desks are arranged into a horseshoe, which enables the teacher to keep in touch with all the pupils. Both classrooms are suitable for different arrangement of desks as in the case of group work or role play. Both are light with pleasant colours on the wall and on the

desks. The environmental conditions are similar; both classes face the street, so the level of noise is about the same. The main difference between the two classrooms is in the material teaching aids available to the pupils. Classroom A is equipped with pictures, images, posters and realia, with two whiteboards and a projection screen. The technical teaching aids include a computer, video, overhead projector and CD and DVD player. The students also use a camera and recorder when working on projects and individual tasks. The classroom is further equipped with a library, which includes graded readers. Moreover, there are dictionaries, grammar books and methodology resources. Classroom B includes pictures and images, a blackboard, a video and a computer. The teacher takes her own CD player into the classroom. There is no library or reading corner. However, the classroom equipment is sufficient for language teaching and learning.

6.5.5 Learners

Both learner groups, labeled after their teachers group A and group B, consist of thirteen year old children, their language level ranging from A1 to A2. They use different textbooks, but both textbooks are suitable for the level A1-A2 (see appendix 4 and 5). Both groups are compact and cooperative, easily motivated. The number of pupils is about the same, fifteen pupils in class A and sixteen pupils in class B. There are more boys than girls in both classes. As to the specifics of the classes, more is to be revealed in the research procedure.

6.5.6 The Textbooks and their Teaching and learning Approach

As already stated in the theoretical part, every textbook reveals something of the authors' philosophy concerning teaching and learning in second language classroom (see chapter 4.4, p.24). The teacher should be aware of the underlying philosophy of the textbook when working with it.

Project 2 (2nd edition, 1999) is a familiar textbook for most English teachers (see appendix 4). Its author, Tom Hutchinson, is a respected textbook writer, whose textbooks have been used at basic schools for last three decades. The textbook remains popular due to its familiarity and availability. So far, the author has produced three editions of the textbook. However, I shall focus on the edition which is recently used at

the school. The author acknowledges that the textbook does not arise from the newest methodological trends; it rather combines the traditional and the contemporary approaches. The author adopts a grammar-based, analytical approach towards language learning. Obviously, grammar is an important aspect of the whole textbook. The author advocates inductive approach towards its presentation; however, the language system development seems to overshadow the development of the basic skills. However, the author does not stick to the traditional approach only. He claims to be an advocate of learner development, project work, task based methodology, role play and cross-curricular themes. He also stresses that language items should be taught in meaningful and realistic contexts. The basic coursebook package contains a student's book, workbook, class cassettes and teacher's book. Teacher's book provides the teacher with useful guidance concerning the teaching process. The textbook is based on a clear sequencing and organization of the exercises, with a certain level of predictability. Hutchinson does not strictly prefer any organizational form; he rather lets the teacher choose the best format for each activity. As the exercises used throughout the book are guided and focus merely on accuracy (with the exception of project work), he prefers on-the-spot correction of the produced language items. However, he suggests that the pupils are given more freedom on higher levels. The author also tackles the issues of learner development, the suitability of the textbook for mixed ability classes and possibilities of self-evaluation of the pupils (Woodbridge, Hutchinson, 1999, p.4-9).

In contrast with a textbook with a rich teaching and learning history, Blockbuster 2 (released in 2005) is a relatively new textbook, which is already built on current demands on language teaching (see appendix 5). The authors, Jenny Dooley and Virginia Evans, are also no newcomers on the field of textbook production. There are clear differences in the attitude of the authors of Project and Blockbuster. Firstly, the authors of Blockbuster concentrate on the description of the pupils' level in accordance with the European Framework. Further, they claim to be advocates of the communicative approach towards language learning as well as of the learner-centered approach. They claim to develop the learning strategies of the learner through active, holistic and humanistic learning, stressing the importance of teaching vocabulary and grammar in meaningful contexts relevant to the specific needs of the learners. The coursebook package includes apart from the basic components also a language portfolio,

test booklet and CD, CD-ROM and Student's Cassette or CD. A broader range of additional materials and aids does not necessarily mean that Blockbuster works better than Project. Basically, it provides the teacher with wider spectrum of activities and as such simplifies the teacher's preparation. Moreover, it acknowledges different learner types (see chapter 3.4, p.12). The authors mention three basic types of learners in the introductory section of the teacher's book. According to them, the textbook and complementary material and teaching aids provide different stimuli for visual, auditory as well as kinesthetic learners. Further, the authors support learner autonomy as well as self-monitoring and evaluation technique through the use of language portfolios. The authors describe the portfolio as a "*collection of what the learners want to keep as evidence of what they are learning through the medium of the English language*" (Dooley, Evans, 2005, p.8). It is not the aim of the paper to describe the contents of the language portfolio. It is important as far as the learners' need of sufficient feedback and guidance concerning his/her learning style is concerned. The student's book and workbook of the Project also involves so called progress diary and progress check. However, they both recycle grammar and vocabulary items only. The last issue worth mentioning there is the evaluation. Dooley and Evans mention three types of evaluation – initial, formative (which is done throughout the course) and cumulative – e.g. at the end of the course. Importantly, the authors stress that evaluation allows teachers to reflect on the validity of their teaching practices and the types of material being used (2005, p.4-10).

Although the syllabuses of both textbooks look similar as they are both content based, their content organization, selection and grading is specific. The thesis will further concentrate on the way the teachers make use of the specific features of the textbooks in connection with their own teaching philosophy and the specific needs and requirements of the learner group. The textbook Project is used in class B, whereas Blockbuster in class A.

6.6 Research Tools

Every research method requires specific research tools. Even though Gavora suggests that a researcher beginner should stick to already generated research tools (1996, p.36), he also adds that the already made research tools are not suitable for every kind of

research (1996, p.11-36). Due to the nature of the research, all but one research tool were produced by the author of the paper. In order to stick to the research aim, the research tools were conducted on the basis of the underlying questions. In order to increase the content validity, all of them were piloted.

The first research tool employed from the beginning of the research procedure was a reflective diary. According to Nunan it can be used to observe and reflect on one's thoughts, feelings and motives (1992, p. 115). A diary provides valuable insights into the process of learning and teaching, however, it is a rather subjective research tool, not being considered a valid and reliable tool when used on its own (Nunan, 1992, p.123-124). Thus, I used the diary as a supplementary tool only.

Another research tool that I produced for the purpose of the thesis was a structured interview. I used a list of questions in a pre-determined order because I felt that certain structure was needed in order to get comparable data by both interviewees. I was aware of the fact that structured interview may lead to certain bias as the relationship between the interviewer and interviewee is rather asymmetrical, however, I decided to make the interviews relaxed and cooperative in a way which would suit both the teachers and their personalities. The aim of the interview was to get acquainted with the teacher, find out more about her teaching philosophy, pedagogical knowledge and curriculum knowledge not forgetting the knowledge of the learners and their characteristics. The interview was meant to provide the interviewer with preliminary information concerning the personality of the teachers and their attitude toward teaching and learning. Specific questions concerning textbook utilization were to be the main focus of the questionnaire.

Subsequently, I focused on creation of the observation sheets. I decided upon areas of interest that I wanted to tackle concerning the individual classes and their teachers. I was aware of the fact that the observations were going to be rather subjective due to my individual choice of the focus of the instrument and its structure, though. As Nunan states

....there is no such thing as 'objective' observation, [...] what we see will be determined, at least in part, by what we expect to see. Our vision will also be influenced by the instruments we develop, adapt, or adopt to assist us in our observations (1992, p. 98).

A structured observation sheet enables sharper focus on data collection than unstructured observation; however, the observer may overlook other aspects of the lesson. Thus, I decided to supplement the possible information gaps by diary entries.

Lastly, I concentrated on questionnaires. One of them, so called VARK questionnaire on learner styles, was adopted from the already existing English free online version¹¹. It aimed at eliciting the existing learning styles in both classes. The other two questionnaires were produced by the author of the paper. The questionnaire together with the interview belongs to elicitation techniques (Nunan, 1992, p.136). The investigation is focused, similarly to the structured observation. However, the researcher employs elicitation technique to obtain information directly from the subjects of the research. When creating the questionnaires, I combined both closed and open questions. Even though responses to closed questions are easier to collate and analyze, open questions often include more useful information and supplement the information gained by the closed questions.

As I concentrated on the utilization of the textbook in the classroom, I needed information from both the teacher and the pupils. Thus, I created two questionnaires, both of them structured. The teachers' questionnaire focuses on the way the teacher works with the textbook, on the level of her dependence on the textbook as a teaching material and on the level of her awareness of pupils' needs. The pupils' questionnaire tries to elicit pupils' ideas, preferences and needs concerning the textbook they are currently using. By contrasting two different points of views, in this case the teacher's and learner's, and adding the point of view of the observer (structured observations, diary); I hoped to gain a complex picture of the classroom procedure connected to textbook utilization.

6.7 Research Procedure

6.7.1 Interviews

6.7.1.1 Preliminary Information

I decided to interview the teachers only. Firstly, it would be rather time-consuming to interview all the pupils. Secondly, the assumption was that the pupils would be more

¹¹ <<http://www.vark-learn.com/english/page.asp?p=advice>>, cit. 1.2.2009

open in their answers when not directly confronted with the interviewer, so a questionnaire would be the more suitable research tool to choose. At the beginning, I decided about the main objectives of the interview. According to Cunningsworth, the teacher must consider different factors in order to be able to evaluate the textbook (see chapter 4.3, p. 23). Thus, the interview aims at finding out more about teacher's assumptions, their teaching and learning philosophy and attitude towards the school educational programme concerning foreign language teaching. It also draws attention to their awareness of the characteristics of the class and pupils' needs. The interview aims at answering or setting the preconditions to answer following questions:

- Is there any textbook which would suit the teacher and her learners in all the aspects?
- Are the teachers aware of the syllabus requirements as stated in the SEP?
- Do the teachers consider different factors by content evaluation?
- Do the teachers motivate their pupils through the teaching content?

The next step was to decide about the format of the questionnaire. I decided to structure the interview in order to get comparable data by both interviewees. Closed and open questions aimed at receiving accurate answers and at the same time personal opinions of the responders. I decided to take notes during the interview even though I was aware of the fact that I could lose some valuable data that way. However, both teachers preferred note taking. The questionnaire was piloted on my fellow teachers in order to avoid ambiguous questions.

The nature and purpose of the interview was explained to both teachers. The content of the questionnaire was adjusted to the fact that only one teacher was qualified as an English teacher. Thus, some questions were provided with options to choose from. The explanation of unfamiliar terms was provided during the interview.

6.7.1.2 Outcomes

The basic information concerning teachers' age, teaching experience and qualification had already been mentioned in chapter 6.5.3. Teacher A is a qualified English teacher whereas teacher B is not qualified for English language teaching. That necessarily leads to differences in the level of pedagogical as well as methodological awareness concerning language teaching and learning. Although the interview revealed

teacher's B gaps in knowledge of pedagogical and methodological terminology, she was able to answer when helped by explanation of the unfamiliar terms. Teacher A answered without any need of guidance. Both of the teachers agreed on the necessity of development of the skills, as well as the core role of the student in language education, teacher A stressing active involvement of the pupils, teacher B stressing the cooperation of both the teacher and the students in order to reach the common goal. Out of the options of the roles of the teacher proposed by Harmer, teacher A chose all of them as relevant for her and teacher B did not include the roles of participant, resource and tutor. Concerning preferred teaching method or approach, both teachers chose communicative language teaching. Next question tried to elicit the teachers' attitude towards the SEP, educational Field Foreign language. Teacher A was satisfied with its content, mentioning only its positives. Teacher B refused to express her opinion on the SEP as she was not familiar with its content. Due to her short presence at the school, she did not participate on its creation. Concerning the cooperation of the language teachers, both teachers agreed that the language teachers discuss the textbooks and other teaching materials and that the individual teachers have a possibility to decide about the textbook they are willing to use with a support of the school management. However, teacher A mentioned that the factor of price is important. Concerning their experience with different English textbooks, teacher A was able to name various textbooks which she had used so far. Among them she also mentioned Blockbuster, the textbook she had been using recently. Teacher B named Project only. Both teachers agreed that there is no textbook that could suit them and their learners in all its aspects.

Concerning the part of the interview devoted to the characteristics of their classes, both teachers teach at the lower secondary school, six graders up to nine graders. However, they differed in the preferences of the age group. Teacher A preferred nine graders explaining that their high language level enabled her to be more creative in the lesson and to use greater variety of teaching aids. Teacher B preferred seven graders as there the fewest discipline problems and they were easily motivated.

Concerning teachers' attitude towards the 7th class¹², their answers were seemingly similar; however, deeper analysis revealed that there were differences in their opinions. Both teachers claimed that their learners, even though adolescents, were easy to

¹² For basic information concerning the classes see chapter 6.5.5

motivate (see chapter 3.4, p.12). Teacher B claimed to motivate her learners through grades and teacher A explained that she motivated her learners through communicative activities – apart from the textbook she mentioned role plays, drama and guided reading as effective motivational tools. Lastly, she also mentioned grades. Concerning the aptitude of the learners, both teachers claimed that their learners learned easily, teacher A mentioning four slower pupils. When asked about the strengths and weaknesses of their pupils, both the teachers concentrated on the weaknesses. Teacher A concentrated on language skills and mentioned writing and teacher B expressed her concern about pupils' grammar knowledge. Concerning preferred activities, teacher A claimed that her learners liked problem-solving activities, singing and drama. Further, she claimed that her pupils enjoyed working on their own in pairs or groups. Teacher B mentioned projects and also one organizational form that they particularly liked – pair work. Both of the teachers claimed that they approach their pupils individually – teacher A through acknowledging different types of learners and providing her pupils with variety of activities, teacher B through patient approach towards slower pupils. However, teacher A acknowledged that she had problems with adjusting the pace of the activities to all the learners. As to the means of evaluation, teacher A claimed that she enables her pupils to evaluate themselves through language portfolios, she also mentioned that the learners evaluate each other during the individual tasks. She also mentioned grades. Teacher B mentioned as the only evaluation tool grades (see appendix 9 and 10).

6.7.1.3 Conclusions

The outcomes of the interview revealed that there was difference in the level of teachers' pedagogical and methodological awareness concerning English language teaching. However, both of them articulated their teaching philosophy. Both teachers claimed that they prefer communicative language teaching. Teacher A claimed that she follows its principles (see chapter 3.7, p.17-18) by implementing communicative activities and variety of teaching aids in her lessons and by acknowledging different learner styles. Moreover, she used the teaching content as a motivational tool, aiming at motivating her pupils intrinsically. However, she also mentioned grades as a means of extrinsic motivation¹³. Concerning means of evaluation, she claimed that she paid

¹³ intrinsic and extrinsic motivation was described in chapter 3.4, p.13

attention to pupils' self-evaluation. Thereby, she also followed the demands of the school educational programme (see appendix 1). Teacher B also chose communicative language teaching as her preferred approach. She partly followed its principles when stating that it is important that pupils speak and understand the spoken language. However, when considering pupils' weaknesses, she concentrated on grammar. Her choice of teacher roles revealed that her roles were rather traditional (see chapter 3.3., p.10). Her answers concerning pupils' motivation and evaluation revealed that she used grades for both of them. Thus, she motivated them extrinsically (see chapter 3.4). The influence of the SEP on her teaching and learning approach could not be evaluated, as she was not familiar with its content. However, she subconsciously followed some of its demands when applying individual approach towards her learners and incorporating various organizational forms into her lessons.

The analysis provided answers to the underlying questions. Firstly, both teachers expressed their doubts that there would be a textbook, which would suit both the teacher and her learners in all its aspects. Thus, they both acknowledged that some changes to its content are always necessary. Only teacher A was aware of the syllabus requirements, however, teacher B subconsciously applied some of its demands. Concerning the factors that need to be considered by content evaluation (see chapter 4.3, p.23); teacher A paid attention to her methodological preferences as well as syllabus requirements and perceived needs of the learners. Teacher B also mentioned her methodological preferences; however, she was not aware of the syllabus requirements of the SEP. Concerning pupils' needs, she applied individual approach towards her learners, however, she did not seem to motivate her learners intrinsically. The interview thus provided answer also for the last question. However, the point of view of the observer was needed in order to find out, whether the teachers used the teaching content as a motivational tool.

6.7.2 Observations

6.7.2.1 Preliminary information

As already stated in introduction, observations were conducted throughout the period of two months. I visited each class once per week. Due to the fact that the 7th grade was taught languages at the same time, it was impossible to attend the classes more often.

Both classes were observed without direct participation of the observer. Even though the observation was direct and both of the teachers and the classes were influenced by the presence of the observer, there was no explicit change in their behaviour throughout the whole research period. Understandingly, the novice teacher (teacher B) was much more nervous when observed. Thus, I provided her with friendly and supportive feedback concerning her lessons. Teacher A did not show any signs of anxiety. She acted as if the observer was not present in her lessons.

During the observations, I concentrated mainly on the way the teacher worked with the textbook, on the distribution of the individual activities, on pupils' engagement and reactions. The observations were crucial for the whole research process. Firstly, I could evaluate suitability of the particular textbook for the particular learner group. Secondly, I could directly observe how the teacher adjusts the textbook to the class. Thirdly, I could assess if the teacher succeeded by observing the reactions of the class.

The structured observation sheets aimed at answering following questions:

- What is the level of the teachers' dependency on the content of the textbook?
- Does the textbook provide the learners with communicative tasks?
- Do the textbook based activities acknowledge different learning styles?

6.7.2.2 Outcomes

Even though the observation sheet concentrated on certain aspects of the lesson and as such was focused, it did not concentrate on the frequency of occurrence of individual items but mainly on the description of the whole procedure. Thus, the acquired data was analyzed qualitatively.

Firstly, the observation sheet concentrated on the topic of the lesson. The presumption was that an interesting and engaging topic introduced at the beginning of the lesson raises interest of the learners and helps to personalize their learning (see chapter 4.4.3, p.26). In class A, the topic was always introduced at the beginning of the lesson. The topic always corresponded with the textbook. The pupils expressed their ideas either in the form of brainstorming or picture description and thus, an introduction to the following classroom procedures was made. The pupils were also familiar with lesson aims, which were always written on the whiteboard at the beginning of the lesson (see appendix 7). Teacher A concentrated mainly on development of language skills and

on the way the pupils were to develop them through the textbook based activities (see appendix 6).

In classroom B, pupils always started directly with an activity, being unaware of the topic as well as of the lesson aims. As obvious from the teacher's lesson plan (see appendix 8), the teacher planned her lessons around the pages in the textbook, which she systematically followed with her learners.

The number of learners varied in both groups, but usually there were fourteen children present. Pupils' mood depended on different factors, one of them was also the timing of the lessons (they seemed to be more tired in the morning lessons). However, the pupils were most influenced by the individual activities and by the level of their active involvement. The lessons in class A consisted of variety of communicative activities, which were engaging for the pupils. However, the working pace was very quick and slower pupils were disadvantaged. Lessons in class B consisted of much fewer activities, which was suitable for slower pupils or pupils with learning difficulties. However, quicker pupils tended to become bored when the activities took too much time or when they did not feel directly involved. In class A, the teacher adjusted her roles to various classroom procedures. Teacher B usually acquired the roles of the teacher in the traditional classroom, controlling the class, organizing the activities and assessing the outcomes.

As already stated, the classroom procedures were in both instances built around the textbook. However, the approach of both teachers was different. Activities in class A were focused on the development of language skills with the support of the textbook. However, the textbook was not the only source; it was further supplemented by other teaching aids. The teacher managed to develop both language skills and sub-skills at each lesson. Importantly, all the sub-skills were taught in the context of the whole unit and its main topic, so the pupils could understand the meaning of individual activities.

The observed activities in class B were based on the textbook. The class always started where it finished the previous lesson. Due to the structuring of the content of Project, it is much more difficult to build the lessons round individual thematic units. Thus, the activities conducted throughout the lesson lacked the context of a particular topic. The development of communicative skills was subordinated to the development

of language sub-skills, mainly grammar. Pupils were engaged only in a few activities and they were given enough time to finish their tasks.

In classroom A, greater variety of the exercises also brought about greater variety of teaching aids used. Apart from the textbook and exercise book, pupils also used portfolios, dictionaries and supplementary literary resources. Teacher A made use of technical teaching aids such as the computer and digital projector. In classroom B, pupils used the textbook and workbook. No other teaching aid was used in the lessons apart from the cassette player. The organizational forms were variable in both classes.

As already discussed in chapter 6.5.6 dedicated to the textbooks and their teaching and learning approach (see p. 44), Blockbuster provides material for various types of learners. Moreover, various teaching aids were used in the lessons. Thus, the observed activities were suitable not only for read and write learners, but also for visual, kinesthetic and aural learners¹⁴. The activities in class B (using Project) were suitable mostly for read and write learner style and marginally for aural learner style, not providing input for those learners who need to visualize things and who need to learn through direct experience and emotions.

Other areas of interest concerning the textbook utilization concerned other aspects of the content – mainly cultural input and cross curricular approach (see chapter 4.5.7). Concerning the textbooks, both of them provide cultural input and cross-curricular approach (see chapter 6.5.6). Even though elements of the cultural input and cross-curricular approach did not occur in each observed lesson on regular basis, they occurred more often in class A. Lastly; the observations verified that the pupils in classroom A evaluated their progress through language portfolio. Pupils in classroom B were evaluated by their teacher (see appendix 11 and 12).

6.7.2.3 Conclusions

Blockbuster is a textbook which is based on the principles of the communicative approach. It contains two page units, which are always built around a topic, which frames the classroom activities and which aims at engaging learners in meaningful

¹⁴ for the purpose of the paper, VARK distinction of learning styles was used. VARK is a guide to learning styles website. See <<http://www.vark-learn.com/english/index.asp>>, cit. 1.2.2009

tasks. Teacher A uses the textbook in accordance with its teaching and learning philosophy. She uses the textbook creatively, often changing the order of the individual tasks, leaving out exercises that she does not find convenient for her pupils and supplementing the textbook with her own materials.

Teacher B uses a textbook which is primarily grammar-based. Subconsciously, she adopts its approach, focusing mainly on grammar, even though she also tries to follow elements of communicative approach as included in the textbook (see appendix 12). Teacher B follows the textbook, focusing mainly on the accomplishment of the individual exercises. Thus, the major aim of the lessons is the textbook and the teacher is its mere servant, being controlled by its content (see chapter 4.1, page 21). Consequently, the teacher does not adapt its content to her learners. The activities lack meaning and personal dimension for the learners when they are not contextualized. The learners demand variety of exercises, meaningful tasks and supportive teaching aids (see chapter 4.2, p.22). Seen from that perspective, Project, as used in class B, does not meet their demands.

The findings gained through direct observations provided answers for the stated questions. Both teachers showed certain level of dependency on the textbook's content. However, Teacher A proved to be more independent on the content of the textbook than teacher B. Concerning second question, Blockbuster proved to be more suitable teaching aid as a source of communicative tasks and engaging activities. Project activities, as observed in class B, focused mainly on the development of language sub-skills, particularly grammar. The teaching content in class B proved to be suitable mainly for read and write type of learner, marginally for aural type. Activities in class A acknowledged also kinesthetic and visual learners¹⁵.

6.7.3 VARK Questionnaire on Learning Styles

6.7.3.1 Preliminary Information

In order to prove the variety of learning styles in both classrooms, a special questionnaire on learning styles called Vark was used¹⁶. It is freely accessible and its implementation does not require any assent. As the questionnaire was intended for

¹⁵ VARK distinction

¹⁶ see web page <<http://www.vark-learn.com/english/page.asp?p=advice>> , cit. 1.2.2009

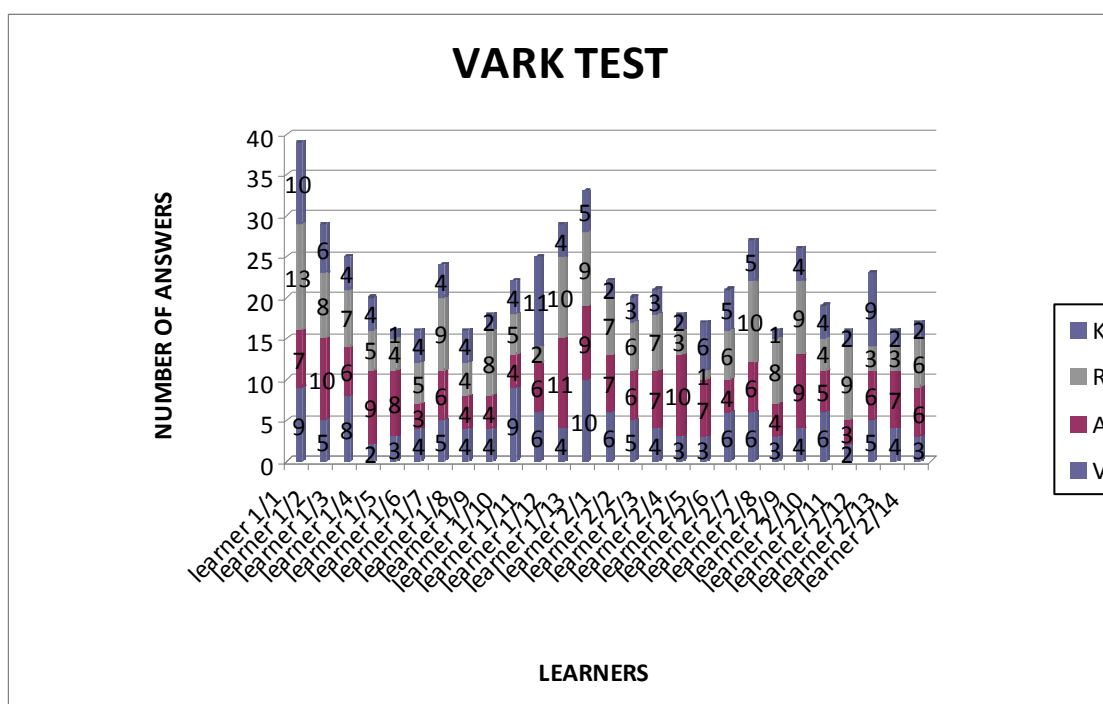
younger learners, VARK questionnaire for younger people was used and adjusted to the age group (see appendix 13). The questionnaire was translated in order to avoid misunderstandings. Pupils could choose one or more answers according to their preference.

VARK is an abbreviation, which stands for four different learning styles: visual, aural, read/write and kinesthetic. Contrary to the distinction of Revell and Norman (1997, see chapter 3.4), VARK distinguishes between visual and read/write learning style. Visual learners prefer visual stimuli when learning such as maps, diagrams, charts and graphs whereas read/write learners prefer reading or writing when learning¹⁷. Further, VARK does not include olfactory and gustatory learner types.

6.7.3.2 Outcomes and Conclusions

As obvious (see table 2), learners from both classes employ all four learning styles, although some of them are more prominent. Surprisingly, read and write learning style, even though prominent at some learners, is not predominant.

Table 2: Results of the VARK Questionnaire, both Classes



That places greater demands on the content of the textbook, which should not consist of reading and listening tasks only (read/write and aural learning style), but which should

¹⁷ see web page <<http://www.vark-learn.com/english/page.asp?p=categories>>, cit. 1.2.2009

also concentrate on the visual as well as kinesthetic types of learners. When not developed by the textbook itself, other components of coursebook package should provide sufficient stimuli for all learner types (see chapter 4.4.4, p.27).

As obvious from the observations of the lessons (see appendix 11 and 12), both textbooks provided stimuli for read/write and aural learners, however, textbook A included also material for visual and kinesthetic learners. Moreover, teacher A used various teaching aids from the coursebook package in her lessons, whereas teacher B concentrated mainly on the textbook, exercise book and cassette recorder. Hence, textbook A provided more stimuli for different learner types.

6.7.4 Questionnaire for Teachers

6.7.4.1 Preliminary Information

The two following questionnaires, this time produced by the author of the thesis, aimed at contrasting the data gained through direct observations with data expressing teacher's and pupils' point of view. Teacher's questionnaire was conducted in Czech as only one of the teachers could understand the English terminology.

Both teachers were asked to fill in a questionnaire concerning the way they choose, use and evaluate their textbook. The questionnaire aimed at answering following question:

- Are the teachers able to evaluate critically the content of the textbook?

The questionnaire consisted of fourteen questions, which were predominantly closed, however, teachers were also asked to express their opinion. Even though two points of view are not a representative sample, they are sufficient for the small scale research concentrating on two teachers only. Due to the nature of the questionnaire, the data are analyzed qualitatively.

6.7.4.2 Outcomes

As obvious from the results (see appendix 14 and 15), there were differences between the answers of both respondents. Teacher A (using Blockbuster) made use of the open questions in order to explain her point of view. Teacher B (using Project) was much briefer in her answers. The first question concerned the textbook the teachers were using in order to distinguish the two respondents. Second question aimed at

assessing the level of dependency of each teacher on the textbook. As observed in the lessons, teacher A plans her lessons primarily on the basis of pupils' activities and acquired skills. Teacher B plans her lessons primarily on the basis of the content of the textbook (see also appendix 6 and 8). Third question aimed at discovering the role of the teacher's book for the teachers, the presumption being that it might be a valid methodological help. Both teachers claimed that they occasionally use the teacher's book but not as a tool for lesson planning. Teacher A used mainly the answer key and teacher B was interested in extra activities for language items practice. Neither of them used teacher's book for systematic preparation of the lessons. In the fourth question, teachers were supposed to choose roles of the textbook that they found relevant. This question aimed at showing the teacher's familiarity with the possible roles of the textbook and their preferences concerning the roles. Teacher A chose all the options as relevant for her. She considered as the most important the role of motivational tool, followed by a source of activities for development of language skills. A source of information concerning language system was placed third. Fourthly, she considered a textbook to be a means of support for the teacher. She put both the means of teacher's evaluation and pupils' self-evaluation on the same level. Lastly, she acknowledged the role of a textbook as a syllabus. Teacher B chose two options as relevant. Firstly, she perceived the textbook as a source of activities for development of language skills and secondly as an evaluation tool for the teacher. The fifth question aimed at eliciting which criteria the teachers employ by the textbook choice. Some agreement concerning the options was reached between the teachers. Both of them chose firstly the organizational aspect and usability and secondly content adjusted to the specifics of the age group as the most important for the textbook choice. However, teacher A chose the content adjusted to the current demands on learners' skills and knowledge as the last option, whereas teacher B decided for the content, which corresponds to her idea of a quality textbook. Question number six aimed at eliciting which components of the coursebook package are used by the teachers in their lessons. Both teachers claimed that they use all of the proposed components but the video by teacher B. Both teachers also claimed to enrich the lessons with their own materials, teacher A mentioning graded readers and extra resources on development of language skills including KET tests, video cassettes and CD-ROMS and teacher B mentioning games, magazines and books.

Questions eight to nine aimed at eliciting teachers' opinion on the way the textbook developed language skills and sub-skills. Both teachers claimed that their textbook developed all four skills sufficiently and that they found the presentation as well as practice of language sub-skills satisfactory. Question number ten tried to elicit teachers' opinion on the suitability of the themes. Both the teachers answered positively, claiming that the themes were interesting for their pupils, teacher A adding that they were up-to-date. Concerning question eleven, its main aim was to assess the level of dependency of the teachers on the exercises. Both teachers claimed that they leave some of them out. Teacher A claimed that she left out any exercise that she did not feel thematically or linguistically appropriate. Teacher B claimed that she left out those exercises that the pupils did not understand. Question number twelve aimed at revealing teachers' awareness of the underlying learning philosophy of their textbooks. Both teachers were positive about the fact that their textbook was convenient for various learning styles. Question number thirteen aimed at assessing the level of teachers' awareness concerning the strengths and weaknesses of the used textbook. Teacher A wrote down in organized manner both the positives and negatives of the textbook. She mentioned as the only negative the missing English-Czech or English-English dictionary at the end of the textbook. Among the advantages she listed motivating CD-ROM, great variety of exercises on language sub-skills, language portfolio and web pages as a complement of the textbook, pair conversations, songs, suitable tests and visuals of the textbook. Teacher B did not provide detailed description of the positives and negatives of the textbook. Her only comment concerned the suitability of the topics (see appendix 14 and 15).

6.7.4.3 Conclusions

Teachers' questionnaires were a valuable source of data concerning the underlying question. As both teachers were asked to express their opinions, their answers were necessarily partly subjective.

When assessing the content of the textbook, teacher A did not concentrate only on its positives. Further, she drew on the teaching and learning philosophy of the textbook, considering the aspects of the textbook roles, choice and themes from the viewpoint of her learners (see questions 4, 5 and 13 in appendix 14). Her answers concerning

teaching content and teaching aids used in the lessons complied with the data gained by direct observation (see chapter 6.7.2, appendix 11).

Teacher B was more subjective in the textbook assessment. Firstly, she described the textbook as a source of various activities focused on the development of language skills, which, however, does not entirely comply with textbook's teaching and learning philosophy (see chapter 6.5.6) nor with observed classroom procedures (see chapter 6.7.2, appendix 12). By textbook assessment she concentrated only on the textbook's positives (see appendix 15). Concerning the materials of the complete coursebook package, no other components were observed in the lessons than students' book, exercise book and cassettes (see appendix 12).

6.7.5 Questionnaire for Pupils

6.7.5.1 Preliminary Information

The pupils' questionnaire was also conducted in Czech to avoid possible misunderstandings; moreover, the pupils could better express their opinion in their mother tongue.

The questionnaire aimed at eliciting the opinion of the pupils concerning the textbook they were using. There were two underlying questions in this questionnaire:

- Have the pupils formed an opinion on their English textbook?
- What is the level of agreement between the teacher and the pupils concerning textbook's evaluation?

The main aim of this research tool was to assess the level of pupils' satisfaction concerning the textbook and its content. As both the teachers agreed that there is no textbook which would suit the teacher and her learners in all the aspects (see p. 48); no hundred percent satisfied pupils were expected in either of the researched groups.

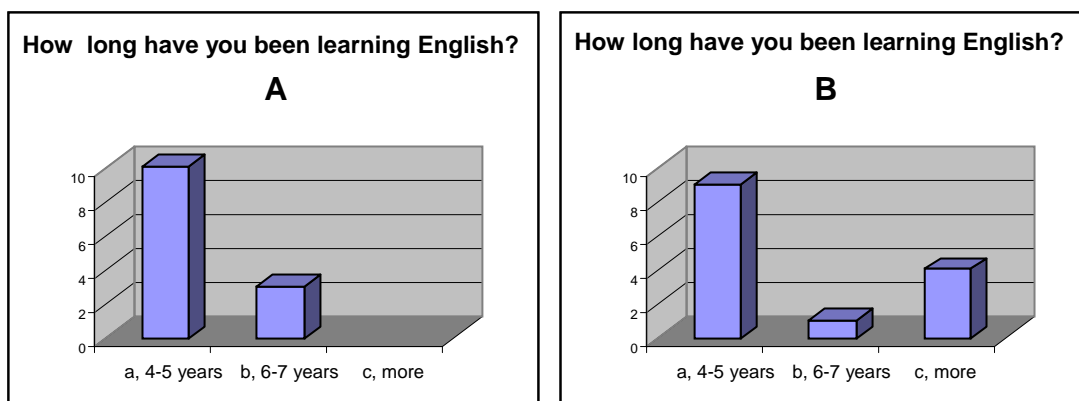
Questionnaires for pupils contained fourteen questions, both closed and open. This time, the samples were more representative as there were twenty-seven respondents from both classes. Thirteen pupils were present in class A and fourteen pupils in class B. The questionnaires were administered on the same day. Explanations of the questions were provided when needed.

6.7.5.2 Outcomes

The questionnaires were a precious source of information regarding the role of the pupil in the whole teaching learning process (see introduction, p.1). Moreover, it revealed some facts that would otherwise remain unnoticed. Even though the questionnaire for pupils was the most difficult research tool to create, and some problems occurred also during the filling-in stage, the gained data were beneficial for the whole research. The data were analyzed accordingly to the nature of the questions and received answers both statistically and interpretatively.

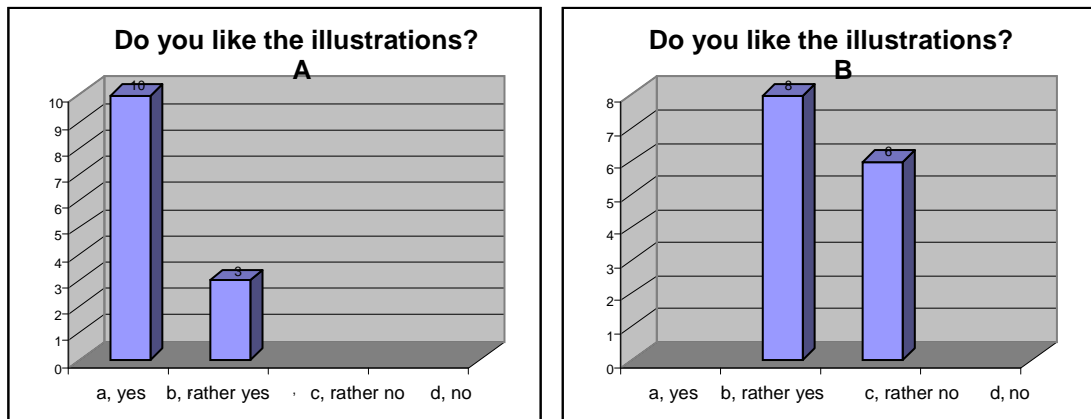
The first question concentrated on the proportion of girls and boys in the class as it could be important for topic preference by the individual pupils. In class A, there were seven boys and six girls, in class B there were eight boys and six girls. The second question aimed at eliciting the length of English language study at both groups in order to compare their language background. As obvious from the graphs, the majority of the children studied four to five years; that means from the third class. Thus, their language background was similar.

Graph 1 and 2: question number 2



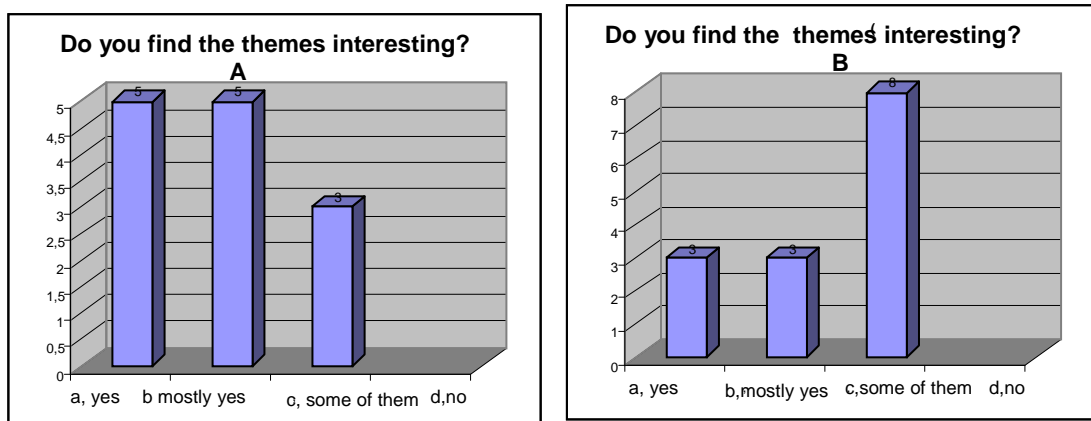
Concerning the third question, majority of the pupils from class A had experience with three different books, namely ChitChat, Project and Blockbuster, whereas class B worked with ChitChat and Project. Thus, the pupils from classroom A had more English textbooks to compare and presumably drew from this experience when answering the other questions. Fourth question was only a means of identification of the respondents from class A and class B (see appendix 17 and 18). Question number five showed the first difference between the perceptions of the classes. They were asked to express their opinion concerning the textbook's illustrations (see graphs 3 and 4).

Graph 3 and 4: Question Number 5



In class A, the whole class was satisfied or almost satisfied with the textbook's design. However, the pupils in class B answered six times negatively, which is already a considerable number. Question number six and seven concentrated on the themes. The pupils should decide with the help of the textbook, which themes they liked and which not. Neither of the groups was familiar with all the themes. However, both groups welcomed the idea of getting acquainted with the contents and with the themes which awaited them. I provided them with enough time to get through the textbook and I helped them with translation of unfamiliar terms. Problems were awaited, as this sort of question is rather vague for thirteen-year-old children. However, when given a few examples so that they could personalize the question, the answers were productive. The majority of the pupils were satisfied with the given themes in class A, opposed to the answers of the second group (see graphs 5 and 6).

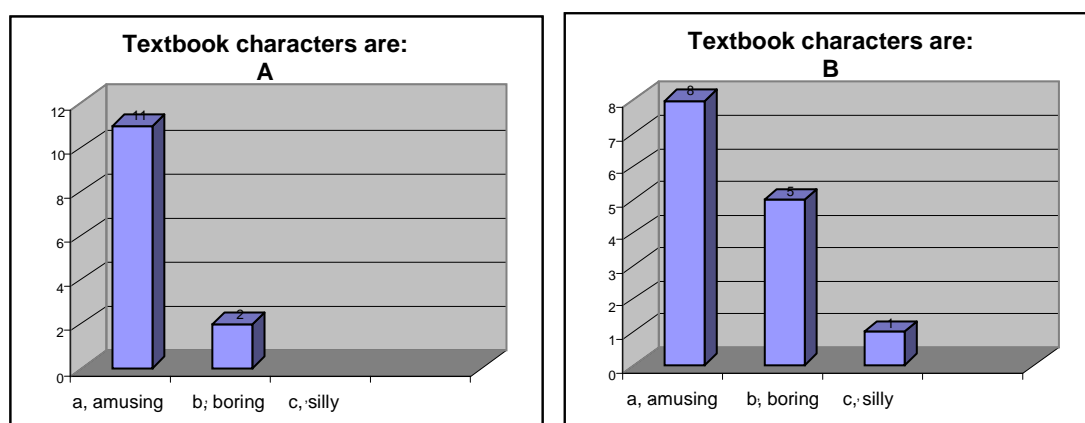
Graph 5 and 6: Question Number 6



The majority of the pupils in class A did not propose any change concerning the themes. Pupils in class B were more specific concerning their demands on the themes.

Predominantly, they would change the theme Doctor, doctor, followed by Food explaining that they found the themes and the way they were presented by the textbook boring (see appendix 18). Question number eight elicited what the pupils thought about the characters depicted in the coursebook. Both classes showed a high level of satisfaction. However, the number of pupils who found the characters boring or even silly was higher in class B (see graphs 7 and 8).

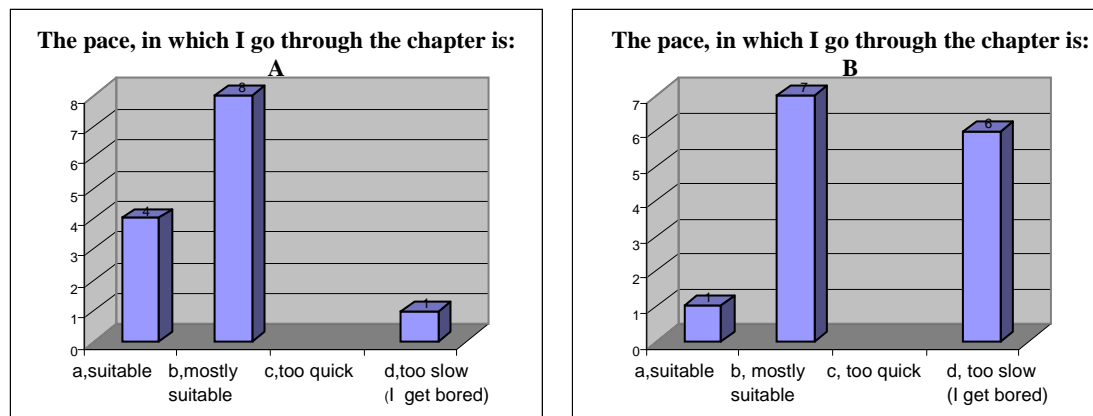
Graph 7 and 8: Question Number 8



Question number nine and ten concentrated on the development of four basic language skills. In question number nine, the pupils were asked about the difficulty of the activities. Both the groups described the difficulty of the activities as appropriate, the only exception was reading, which was by the majority of the pupils from class B described as too easy (see appendix 16). In question number ten, the pupils were asked to note down how often they focused on the individual skills during their lessons. The outcomes showed that both learner groups speak and read often in the class. However, seven out of fourteen pupils in class B claimed that they rarely concentrated on listening. Moreover, the majority of the pupils in group B declared that writing was rarely done in the lessons (see appendix 16). Question number eleven focused on textbook's development of language sub-skills. Both learner groups were predominantly satisfied with all but pronunciation in group B (see appendix 16). Twelfth question revealed that whereas group A learned from the textbook about English speaking countries, group B was not as sure. Moreover, group B with the majority declared that they did not learn things from other subjects, even though it would be interesting for them (see appendix 16). In question number thirteen, the pupils were asked about the pace in which they went through the textbook. As obvious from the graphs, class A was

predominantly satisfied. However, six pupils in class B claimed that they got bored in the lessons (see graphs 9 and 10).

Graph 9 and 10: Question number 13



Question number fourteen asked the pupils for further comments concerning the textbook. The majority of pupils in class A commented on the missing translation of the vocabulary in the word list, which was also mentioned by their teacher in the questionnaire (see appendix 14 and 17). However, the pupils from class B made use of the free writing space to complain about various aspects of the textbook. They mentioned among others boring activities and lack of supplementary teaching aids in the lessons (mainly visual and technical), they also asked for more games (see appendix 18). Further, they commented on the pictures and themes of the textbook, which they did not find convenient.

6.7.5.3 Conclusions

Generally speaking, the pupils in group A were more satisfied with their textbook. As already stated, layout and design is important, particularly for the teenage group (see chapter 4.4., p. 24). From this point of view, Blockbuster is much more suitable. Moreover, the characters depicted in the textbook enable the learners to personalize the stories; which is also an effective motivation tool (see chapter 4.4.3, p. 26). Concerning the themes, Blockbuster seems to be more engaging for the particular age group. Questions concerning skills development throughout the lessons revealed that there are considerable gaps in knowledge of terminology by group B. Group A was familiar with all four basic skills and with the meaning of the terms, as they consciously worked with the terms every lesson. Teacher A made them aware of the role of skills in language

development. However, the pupils in class B had no clue what the four basic skills were and when asked to explain the term ‘writing’ many of them replied that it was writing down the vocabulary or filling in their exercise book. Thus, their answers might have been biased, even though the pupils were explained the meaning of all the skills. Moreover, question number twelve revealed that the majority of pupils in class B are not able to contextualize the information they receive from the textbook. Obviously, they concentrate more on the linguistic aspects of the texts than at the nonlinguistic ones, which are nevertheless also important (see chapter 4.5.7, p.34-35).

The outcomes of the questionnaire provided answers for both questions. Both learner groups expressed their opinion of their textbook. The pupils from group B showed even higher level of awareness concerning some features of the textbook they were using (see appendix 17 and 18). Considering the second question, it must be pointed out that the teacher’s and pupils’ questionnaires both contained questions concerning textbook’s evaluation, however, viewed from different angles. Thus, the answers of the pupils and of their teacher could be compared only in some aspects of the textbook evaluation. In class A, the pupils reached a high level of agreement with their teacher concerning textbook’s evaluation. Concerning the pupils and teacher in class B, the pupils were not as convinced about the textbook’s qualities as their teacher; however, the majority of the class still showed high level of agreement with their teacher in the concerned questions.

6.7.6 Reflective Diary

As already stated in the introductory part, the diary was used as a supplementary tool only. It provided insight into the classroom procedures and helped to consolidate the author’s thoughts. Its entries were used throughout the research. Thus, its content will no be further analyzed.

6.8 Conclusion of the Practical Part

The practical part draws on the criteria for the textbook choice and evaluation stated in the theoretical part. All the research tools with the underlying questions aimed at viewing the textbook utilization in the classroom from different viewpoints. The interview aimed at eliciting methodological preferences of the teachers as well as the level of their awareness of the syllabus requirements as stated in the SEP. Both teachers

articulated their teaching and learning philosophy concerning language teaching as inclining to the communicative approach and central role of the pupil. Concerning syllabus requirements as stated in the SEP, they were familiar only to teacher A, who took part in its creation. The data gained through direct observations proved that teacher A was able to apply the principles of communicative approach and learner-centeredness in her lessons, using the textbook merely as a means for skills development rather than syllabus. Teacher B also paid attention to her learners and she implemented elements of communicative approach in her teaching. However, she predominantly followed the main teaching and learning approach of the textbook Project, which is grammar-based. The outcomes of the Vark questionnaire revealed that the pupils in both classes applied four different styles of learning. As observed, the content of the textbook Project provided stimuli for a limited range of learning styles and thus did not prove its suitability for all learner types. Teachers' questionnaires revealed that both teachers were satisfied with the textbook they were using. Both of them also tried to view the textbook from the pupil's point of view, even though to various extent. Teacher A drew on the principles of the communicative approach as included in the SEP and the textbook's teaching and learning philosophy, teacher B combined her teaching and learning philosophy with the one adopted by the textbook. Lastly, pupils' questionnaires added another point of view concerning textbook's evaluation. Generally speaking, pupils in class A showed more satisfaction with the textbook they were using than pupils in class B.

The final chapter summarizes the most distinctive features of the thesis and articulates the conclusion regarding the overall aim.

7. Conclusion

Teaching aids is one of the factors influencing the teaching learning process. In the theoretical part, all of the factors were introduced in their mutual relationships. Due to the aim of the thesis, the factor of material teaching aids and particularly the textbook was described in more detail and criteria for the textbook choice and evaluation were used as a base for the research. However, the aim of the research was not to evaluate the textbook only. The research focused on the textbook used in the classroom that means textbook in interaction with the teacher and the learner. Two different textbooks, two

different teachers and two different learner groups were examined in order to decide which of the teachers made the most of the textbook regarding the contextual factor and mainly the factor of the pupils and their needs.

In order to raise the validity of the research, all the generated research tools (with the exception of the reflective diary) were conducted on the basis of underlying questions and all of them were piloted. Five different points of view were combined to ensure the credibility of the results. All the research tools were presented in a chronological order with a subsequent analysis. As already stated, two different textbooks, namely Blockbuster and Project, were used by two different teachers in similar teaching and learning conditions.

Teacher A (using Blockbuster), chose the textbook on the basis of her teaching and learning philosophy and in accordance with the requirements of the SEP. When utilizing the textbook in the classroom, she applied the principles of the communicative approach. Thus, she made use of various communicative activities and teaching aids, using the teaching content as a motivational tool. Moreover, she used the two page units as a framework of topic based activities, which engaged pupils in meaningful tasks. Variety of exercises and teaching aids provided stimuli for various types of learners. Concerning the individual approach, some grading of the activities would be advisable in order to enable all the pupils to work accordingly with their own pace.

Teacher B also combined her teaching and learning philosophy with the philosophy adopted by the author of the textbook Project. Project, even though predominantly grammar-based, provided material for communicative activities. Classroom activities were based on the textbook and supplementary teaching aids were rarely used. Teacher B considered the factor of pupils using variety of organizational forms as well as individual approach. Concerning pupils' motivation, she motivated them externally rather than by raising their interest in the teaching content. Textbook based activities lacked meaning for the pupils when not introduced and enframed into the context of the whole unit or its parts. The textbook provided stimuli mainly for read/write type of learners, less often aural learners. Kinesthetic and visual learners could occasionally apply their learning style on topic-connected projects at the end of each chapter.

The research findings led to the conclusion that teacher A chose a textbook, which was based on the needs of the given age group, and she made the most of the engaging

content based on the principles of the communicative approach. Teacher B did not choose an up-to-date textbook with recent topics. However, even Project provides topic based units, which can be utilized in accordance with pupils' needs. Firstly, each activity must be introduced and personalized. Secondly, the teacher must prioritize communicative activities rather than activities focusing on the development of language sub-skills. Thirdly, unsuitable topics or exercises might be altered, left out or supplemented by other materials. Fourthly, the teacher can increase pupils' motivation by using supplementary teaching aids.

The results of the research procedure proved that textbook is an important teaching aid, concerning pupils' motivation. They also proved that the phase of selecting the textbook is rather important for the subsequent textbook's utilization in the classroom and hence should not be underestimated. When choosing the textbook, teacher should pay attention to the already stated criteria for the textbook choice. Importantly, the teacher should consider textbook's teaching and learning philosophy as well as variety of supplementary teaching aids. As there is no textbook that would suit the teacher and learner in all its aspects, further evaluation and adjustment of its content in accordance with the specific needs of learners is unavoidable. However, when paying attention to pupils' demands, the teacher might adapt the content of the textbook in compliance with their preference.

To sum up, the thesis dealt with the utilization of the textbook on a theoretical and empirical basis. The stated criteria for the textbook choice and evaluation might be beneficial not only for basic school language teachers. Moreover, the research findings point out the importance of mutual cooperation between the teacher and the learners concerning the textbook evaluation. Thus, it might contribute to more conscious textbook utilization in English language teaching.

8. Resumé

Vzdělávání vždy reaguje na aktuální požadavky společnosti. Vzdělávací systém České republiky prošel řadou změn v reakci na společenské proměny a novodobé trendy vývoje vzdělávání v Evropě i v dalších vyspělých zemích světa. Významné je především členství České republiky v Evropské unii a vliv mezinárodní vzdělávací politiky na vývoj vzdělávání v ČR. Dochází k proměnám cílů a obsahu vzdělávání, což se projevuje v novém pojetí kurikula. V souvislosti se změnami kurikulární politiky v rámci EU rostou i nároky kladené na výuku cizích jazyků a především na učební pomůcky (materiální didaktické prostředky), které by měly odpovídat novému pojetí kurikula.

Nové pojetí kurikula akcentuje centrální roli žáka při výuce, klade důraz na rozvoj klíčových kompetencí a dovedností. Žák má být motivován k aktivnímu zapojení ve výuce a v dlouhodobějším horizontu k celoživotnímu učení. Materiálních didaktické prostředky poskytují kromě učebního materiálu také zpestření výuky a přispívají k větší atraktivnosti předmětu pro žáky. Jedním z materiálních didaktických prostředků používaných při výuce je i učebnice. Diplomová práce se zaměřuje na roli učebnice při výuce anglického jazyka na druhém stupni základního vzdělávání. Zaměřuje se především na kritéria jejího výběru a hodnocení učitelem vzhledem ke specifickým kontextuálním podmínkám a požadavkům a potřebám žáka. Hlavním cílem práce je zhodnotit, do jaké míry učitel zohledňuje daná kritéria při práci s učebnicí v hodině.

Po úvodním zasvěcení do problematiky diplomové práce následuje kapitola věnovaná srovnání české a anglické terminologie v oblasti materiálních didaktických prostředků. Terminologie týkající se učebních pomůcek je nejednotná v českém pojetí i v pojetí anglickém. České pojetí ale nabízí ucelenější systém dělení materiálních didaktických prostředků, a proto je východiskem pro terminologii užívanou v diplomové práci.

Následující kapitola představuje základní strukturu systému výuky v její rozmanitosti a komplexnosti. Popisuje prvky výchovně vzdělávacího procesu z hlediska různých přístupů a teorií a diskutuje jejich vztahy. Zmíněné teorie se pak stávají východiskem pro stanovení základních faktorů učebního procesu diskutovaných v následujících kapitolách - jedním z těchto faktorů jsou i materiální didaktické prostředky. Každý

faktor je stručně představen z hlediska jeho role ve vyučovacím procesu, a především ve výuce anglického jazyka.

Faktor vyučovacího cíle je diskutován na třech různých úrovních – státní úroveň představuje národní program vzdělávání a rámcové vzdělávací programy. Práce se zaměřuje na popis vzdělávacích cílů stanovených pro základní vzdělávání, konkrétně pak v oblasti výuky cizího jazyka. Na úrovni škol jsou cíle stanoveny ve školních vzdělávacích programech, konkrétní případ je diskutován v praktické části. Poslední úrovní popisu vzdělávacího cíle je vyučovací hodina. Výukový obsah je úzce propojený s výukovým cílem a stejně jako výukový cíl je diskutován z hlediska požadavků stanovených v kurikulu, konkrétně tedy v rámcovém vzdělávacím programu pro základní vzdělávání, a z hlediska jeho realizace ve vyučovací hodině. Následující kapitoly se věnují lidským faktorům vyučovacího procesu – učitel, jeho rolím a profesní kompetenci, a žákovi. Kapitola věnovaná faktoru žáka se zaměřuje na charakteristické znaky cílové věkové skupiny adolescentů, na individuálních rozdíly mezi žáky a zejména na motivaci jako hnací motor v procesu učení. Proces vyučování a učení probíhá v určitém výukovém kontextu. V první řadě je ovlivňován přístupem celé společnosti a dále pak prostředím školy a třídy, ve které výuka probíhá. Prostředí třídy může proces učení stimulovat nebo naopak tlumit. Kromě podmínek je nutné při výuce zohledňovat i faktor času. Další faktor, nemateriální didaktické prostředky, zahrnuje různé výukové strategie, techniky a metody. Vzhledem k terminologické nejednotnosti i rozsahu tématiky se kapitola zaměřuje zejména na problematiku výukových metod, které jsou nejdříve představeny v obecné rovině a následovně zúženy na výuku anglického jazyka. Hlavním cílem ve výuce anglického jazyka je rozvoj komunikativních dovedností žáka, a proto je největší pozornost věnována charakteristice komunikativního přístupu k učení a vyučování. V učebním prostředí jsou ovšem uplatňovány různé učební metody a techniky v závislosti na konkrétní výukové situaci. Posledním, a z hlediska cíle diplomové práce i nejdůležitějším faktorem, jsou materiální didaktické pomůcky. Po přehledné kategorizaci používaných pomůcek následuje podrobnější popis pomůcek používaných při výuce anglického jazyka. Po představení užívaných materiálních didaktických prostředků je pozornost čtenáře zaměřena na hlavní část diplomové práce a zároveň na předposlední kapitolu teoretické části – na učebnici. Po úvodním představení učebnice a nastínění jejich rolí při výuce anglického

jazyka se zvažují hlediska jejího výběru a následného hodnocení jejího obsahu s ohledem na žáka a jeho potřeby. Stanovená kritéria pro výběr a hodnocení učebnice jsou hlavním východiskem výzkumné části. Závěr shrnuje hlavní myšlenky obsažené v teoretické části.

Praktická část diplomové práce se zaměřuje na samotný výzkum. Výzkum se odehrává na nejmenované základní škole a za použití relevantních výzkumných metod mapuje používání materiálních didaktických prostředků, konkrétně učebnic, při výuce anglického jazyka. Cílem výzkumné části je porovnat způsob, jakým dvě učitelky používají různé učebnice u stejné věkové skupiny žáků, a na základě získaných dat rozhodnout, která z učitelek lépe zpracovává učební obsah dané učebnice s ohledem na žáky i celý výukový kontext. Pro zvýšení validity celého výzkumu jsou výzkumné nástroje koncipovány na základě výzkumných otázek. Problematika učebnice a jejího využívání v hodinách anglického jazyka je nazírána z pěti různých hledisek. Prvním je stanovisko školního vzdělávacího programu a jeho požadavku na vzdělávací obsah. V další řadě je zmíněna učební filozofie autorů používaných učebnic. Následuje stanovisko učitele, který učebnici v hodinách využívá. Neméně důležité je stanovisko žáka, který z hlediska vzdělávacích cílů hraje klíčovou roli ve výuce. Pátým, a zároveň posledním úhlem pohledu je pak hledisko pozorovatele.

V úvodní části výzkumu jsou nastíněny jednotlivé výzkumné etapy. Následuje kapitola věnovaná výzkumnému cíli, výzkumným otázkám a výzkumnému plánu. V metodologii výzkumu jsou nastíněny metody sběru dat. Vzhledem k výzkumnému cíli se zdály relevantní tři základní metody – interview, observace a dotazník. Získaná data jsou navíc doplňována údaji obsaženými v reflektivním deníku. Zmíněné výzkumné metody poskytují kvalitativní i kvantitativní data, která jsou postupně analyzována.

Základním informacím relevantním pro výzkum je věnována zvláštní kapitola. Je zde představena škola a její vzdělávací program, dále pak obě učitelky a jejich třídy. V neposlední řadě jsou představeny i obě učebnice a filozofie jejich autorů. Kapitola věnovaná výzkumným nástrojům diskutuje hledisko výběru daných výzkumných nástrojů, soustřeďuje se na jejich klady, zápory a charakteristické rysy. Nejvíce prostoru v praktické části je věnováno samotnému průběhu výzkumu, kde je popisován sběr dat a jejich následné hodnocení. Každý výzkumný nástroj je analyzován samostatně

v chronologickém sledu. Všechny výzkumné nástroje s výjimkou převzatého dotazníku VARK a deníku jsou koncipovány na základě výzkumných otázek. V závěru praktické části jsou shrnuty výstupy jednotlivých výzkumných nástrojů. Konečná formulace závěru výzkumné části se objevuje až v následující kapitole, která uzavírá teoretickou i praktickou část.

Diplomová práce se zaměřovala na používání materiální didaktické pomůcky, učebnice, při výuce. Jak zdůrazňuje závěrečná část, pozornost byla věnována učebnici v interakci. Proto byly při výzkumu zohledňovány i další faktory ovlivňující průběh hodiny – zejména faktor učitele a faktor žáka. Data získaná v průběhu výzkumu potvrdila, že kritéria stanovená v teoretické části jsou relevantní i pro následné užívání učebnice při výuce. Pokud učitel při výběru učebnice zohledňuje již zmíněná kritéria, může se vyvarovat následných obtíží při jejím užívání. Žádná učebnice není ideální a nespĺňuje všechny požadavky žáků. Je nutné proto učebnici v průběhu výuky hodnotit a přizpůsobovat její obsah specifickým výukovým cílům. V případě obou zkoumaných učebnic se prokázalo, že vycházejí z různých přístupů k vyučování a učení a že se jejich obsah v mnoha ohledech liší. Učebnice A přizpůsobila svůj obsah aktuálním požadavkům na výuku anglického jazyka a zároveň požadavkům dané věkové skupiny. Učebnice B vycházela z tradičního přístupu k výuce anglického jazyka, který se snažila kombinovat s aktuálními přístupy. Svůj obsah ale nepřizpůsobila aktuálním problémům a zájmům cílové skupiny žáků. Jak bylo již řečeno v teoretické části, žádná učebnice nepůsobí sama o sobě. Učitel musí brát v potaz její učební filozofii a musí být schopen její obsah kriticky zhodnotit. Proto nebyla učebnice A sama o sobě zárukou úspěchu. Na druhou stranu učebnice B mohla být použita v souladu s potřebami žáků, pokud by byl její obsah přizpůsoben žákům na základě uvedených kritérií.

Získaná data a následná analýza vedly k závěru, že učitelka A uměla lépe využít to, co učebnice nabízela z hlediska výukového obsahu, a při užívání učebnice v hodině uplatňovala hledisko žáka a jeho potřeb. Učitelka B také uplatňovala hledisko žáka, zejména individuální přístup k žákovi, ale nepřizpůsobovala obsah učebnice aktuálním požadavkům na výuku anglického jazyka, ani představám žáků. Z hlediska stanovených kritérií proto byla učebnice A v hodinách lépe využívána než učebnice B. V případě učebnice B byla navržena opatření pro zvýšení efektivity jejího využívání.

Výzkumný proces potvrdil, že učebnice je důležitým motivačním nástrojem při výuce anglického jazyka. Mimo to potvrdil, že role žáka při výběru a hodnocení učebnice je klíčová pro její úspěšné užívání v hodině. Východiska teoretické i praktické části, zejména kritéria výběru a hodnocení učebnice, ocení nejen učitel anglického jazyka. Práce si klade za cíl zvýšení efektivity užívání učebnice při výuce, tedy zvýšení počtu motivovaných žáků a spokojených učitelů.

9. Bibliography

ABBOTT, Gerry, et al. *The Teaching of English as an International Language : A Practical Guide*. 1st edition. London : Biddles Ltd, Guilford, Surrey, 1981. ISBN 0 00 3700208

CANGELOSI, James. *Strategie řízení třídy : Jak získat a udržet spolupráci žáků při výuce*. Milan Koldinský. 4. vyd. Praha : Portál, 2006. ISBN 80-7367-118-2

ČERNÁ, M., PÍŠOVÁ, M. *Na návštěvě ve škole II. : Faktory vyučovacího procesu*. Příručka k videofilmu. 1.vyd. Univerzita Pardubice : Monika Černá a Michaela Píšová, 2002. ISBN 80-7194-422-X

CUNNINGSWORTH, Alan. *Choosing Your Coursebook*. Oxford : Macmillan Publishers Limited, 1995. 1st edition. ISBN 0 435 240587

CUNNINGSWORTH, Alan. *Evaluating and Selecting EFL Teaching Materials*. 1st edition. London : Biddles Ltd, Guildford and King's Lynn , 1984. ISBN 0-435-28006-6.

DOOLEY, Jenny, EVANS, Virginia. *Blockbuster : Teacher's Book 2*. 1st edition. [s.l.] : Express Publishing , 2005. ISBN 1-84558-321-3

DOOLEY, Jenny, EVANS, Virginia. *Blockbuster : Student's Book 2*. 1st edition. [s.l.] : [s.n.], 2005. ISBN 9781845582722

DOSTÁL, Jiří. *Učební pomůcky a zásada názornosti*. 1. vyd. Olomouc : Votobia Olomouc, 2008. Dostupný z WWW: <http://nazornost-ucebni-pomucky.xf.cz/ucebni_pomucky_a_zasada_nazornosti.pdf>. ISBN 978-80-7409-003-5

GAVORA, Peter. *Výzkumné metody v pedagogice : Příručka pro studenty, učitele a výzkumné pracovníky*. Vladimír Jůva. Brno : Paido, 1996. ISBN 80-85931-15-X

HARMER, Jeremy. *The Practise of English Language Teaching*. 3rd edition. [s.l.] : Pearson Education Limited, 2001. ISBN 978-0-582-40385-7

HARMER, Jeremy. *How to Teach English*. 2nd edition. [s.l.] : Pearson Education Limited, 2007. ISBN 978-1-4058-4774-2

HEDGE, Tricia. *Teaching and Learning in the Language Classroom*. 1st edition. Oxford : Oxford University Press, 2000. ISBN 0194421724

HENDRICH, Josef, et al. *Didaktika cizích jazyků*. 1.vyd. Praha : Státní pedagogické nakladatelství, 1988.

HILL, Jennifer. *Using Literature in Language Teaching*. 1st edition . London : Macmillan Publishers Limited, 1986. ISBN 0-333-42389-5.

HUTCHINSON, Tom. *Project : Student's Book 2*. 1st edition. [s.l.] : [s.n.], 1999. ISBN 9780194365239

JELÍNEK, Stanislav. *Koncepční otázky učebnic cizích jazyků : časopis pro teorii a praxi*. *Cizí jazyky*. 2006-2007, roč. 50, č. 4, s. 126-130

- JůVA, V., JůVA, V. *Úvod do pedagogiky*. 4.vyd. Brno : Paido, 1999. ISBN 80-85931-78-8.
- KYRIACOU, Chris. *Klíčové dovednosti učitele : Cesty k lepšímu vyučování*. Dominik Dvořák a Milan Koldinský. 2. vyd. Praha : Portál, 2004. ISBN 80-7178-965-8
- MAŇÁK, Josef. *Nárys didaktiky*. 2.vyd. Brno : Masarykova univerzita v Brně, 1997. ISBN 80-210-1661-2
- MAŇÁK, Josef, ŠVEC, Vlastimil. *Výukové metody*. Brno : Paido, 2003. ISBN 80-7315-039-5
- MAREŠ, Jiří, GAVORA, Peter. *Anglicko-český slovník pedagogický* . 1.vyd. Praha : Portál, 1999. ISBN ISBN 80-7178-310-2.
- Ministerstvo školství, mládeže a tělovýchovy ČR. *Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České Republiky*. [s.l.]:[s.n.], 1997. Dostupný z WWW: <<http://www.msmt.cz/ministerstvo/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy-cr>>.
- National Programme for the Development : White Paper*. Prague : Institute for Information on Education, 2001. Dostupný z WWW: <<http://aplikace.msmt.cz/pdf/whitepaper.pdf>>. ISBN 80-211-0413-9
- NUNAN, David. *Research Methods in Language Learning*. 1st edition. Cambridge: Cambridge University Press, 1992. ISBN 0-521-42968-4
- PETTY, Geoffrey. *Moderní vyučování : praktická příručka*. Štěpán Kovařík. 1. vyd. Praha : Portál, 1996. ISBN 80-7178-070-7
- POLLARD, Andrew, TANN, Sarah. *Reflective Teaching in the Primary School : A Handbook for the Classroom*. 1st edition .London : Cassell Education Limited, 1987. ISBN 0-304-31385-8.
- PRABHU, N.S. *Second Language Pedagogy*. Oxford : Oxford University Press, 1987. ISBN 0 19 437084 4
- PRŮCHA, Jan, WALTEROVÁ, Eliška, MAREŠ, Jiří. *Pedagogický slovník*. 5.vyd. Praha : Portál, 2008. ISBN 80-7178-029-4
- PRŮCHA, Jan. *Moderní pedagogika*. 2.vyd. Praha : Portál, 2002. ISBN 80-7178-631-4
- REVELL, Jane, NORMAN, Susan. *In Your Hands : NLP in ELT*. 1st edition. London : Saffire Press, 1997. ISBN 1 901564 00 2
- RICHARDS, Jack C., LOCKHART, Charles. *Reflective Teaching in Second Language Classroom*. 1st edition. [s.l.] : Cambridge University Press, 1996. ISBN 0521 451 817
- RICHARDS, Jack C., RODGERS, Theodore S. *Approaches and Methods in Language Teaching*. 1st edition. Cambridge : Cambridge University Press, 1986. ISBN 0521320933.
- RICHARDS, Jack C., RODGERS, Theodore S. *Approaches and Methods in Language Teaching*. 2nd edition. Cambridge : Cambridge University Press, 2001. ISBN 0521803659

SKALKOVÁ , Jarmila. *Obecná didaktika*. 1.vyd. Praha : Grada Publishing, a.s., 2007. ISBN 978-80-247-1821-7

UR, Penny. *A Course in Language Teaching : Practise and Theory*. 1st edition .Cambridge : Cambridge University Press, 1991. ISBN 978-0-521-44994-6

VALÍŠOVÁ, Alena, et al. *Pedagogika pro učitele*. 1.vyd. Praha : Grada Publishing, 2007. ISBN 978-80-247-1734-0

VÚP. *Framework Education Programme for Basic Education* . Prague : [s.n.], 2007. Dostupný z WWW: <<http://www.msmt.cz/vzdelavani/framework-education-programme-for-basic-education>>

WALTEROVÁ, Eliška. *Kurikulum : Proměny a trendy v mezinárodní perspektivě* . Brno : Masarykova univerzita v Brně, 1994. ISBN 80-210-0846-6.

WILLIAMS, Marion, L.BURDEN, Robert. *Psychology for Language Teachers : a Social Constructivist Approach*. 1st edition. Cambridge : Cambridge University Press, 1997. ISBN 0521495288

WOODBRIDGE, Teresa, HUTCHINSON, Tom. *Project : Teacher's Book 2*. 1st edition. Oxford : Oxford University Press, 1999. ISBN 0194365255

Online resources:

European Foundation for Quality in e-Learning. *Learners as active Stakeholders of eLearning Quality : White Paper Nr.1*. [online]. 2006. [cit. 2009-02-09]. Dostupný z WWW:<www.quef.it/Members/iamici/paperEfquel.pdf >.

FLEMING, Neil. *VARK : a guide to learning styles* [online]. Neil Fleming, 2001-2009 [cit. 2009-01-02)]. Dostupný z WWW: <<http://www.vark-learn.com/english/page.asp?p=advice>>

Ministerstvo školství, mládeže a tělovýchovy ČR. *Framework Education Programme for Basic Education* [online]. Nezval Jiří , 2006 , 8. leden 2009 [cit. 2008-12-12]. Dostupný z WWW: <<http://www.msmt.cz/vzdelavani/framework-education-programme-for-basic-education>>

Výzkumný ústav pedagogický v Praze. *Dokumenty* [online]. 2005-2009 [cit. 2009-03-12]. Dostupný z WWW: <<http://www.vuppraha.cz/sekce/27>>

White Paper. *Interactive Whiteboards and Learning : A Review of Classroom Studies and Research in the Literature*. [s.l.] : SMART TECHNOLOGIES Inc.[online]. 2004. p.5. [cit. 2008-11-27]. Dostupný z WWW: <dewey.uab.es/pmarques/pdigital/es/docs/Research%20White%20Paper.pdf>

NUNAN, David. Methods in second language classroom research. *Studies in Second Language Acquisition* [online]. 1991, vol. 13, no. 13 [cit. 2009-01-09], s. 249-274. Dostupný z WWW: <<http://davidnunan.com/books/articles.php>>.

SIL International. *What is a Teaching Aid?* [online]. 1999 , 26 August 1999 [cit. 2008-12-15].
Dostupný z WWW:
<<http://www.sil.org/lingualinks/Literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsATeachingAid.htm>>

10. Appendix

List of Appendices:

- 1. THE SCHOOL EDUCATIONAL PROGRAMME, EDUCATIONAL FIELD FOREIGN LANGUAGE**
- 2. CLASSROOM A**
- 3. CLASSROOM B**
- 4. PROJECT 2**
- 5. BLOCKBUSTER 2**
- 6. LESSON PLAN – TEACHER A**
- 7. WHITEBOARD , CLASSROOM A**
- 8. LESSON PLAN – TEACHER B**
- 9. INTERVIEW: TEACHER A**
- 10. INTERVIEW: TEACHER B**
- 11. OBSERVATION: TEACHER A**
- 12. OBSERVATION: TEACHER B**
- 13. VARK QUESTIONNAIRE ON LEARNING STYLES**
- 14. QUESTIONNAIRE – TEACHER A**
- 15. QUESTIONNAIRE – TEACHER B**
- 16. QUESTIONNAIRE PUPILS - GRAPHS**
- 17. APENDIX 17: PUPILS‘ QUESTIONNAIRE: CLASS A**
- 18. APENDIX 18: PUPILS‘ QUESTIONNAIRE: CLASS B**

APPENDIX 1: THE SEP

5.1.2 Anglický jazyk

Charakteristika vyučovacího předmětu

Anglický jazyk je vyučován ve třetím až devátém ročníku. Týdenní dotace je v rozsahu tří hodin týdně ve všech ročnících. Jeho obsahem je naplňování očekávaných výstupů vzdělávacího oboru Cizí jazyk a souvisejících tematických okruhů průřezových témat Rámcového vzdělávacího programu pro základní vzdělávání. Cílem je poskytnout žákům nástroj komunikace při kontaktu s lidmi z různých zemí. Anglický jazyk žáci využijí při práci s počítačem a internetem. Klademe důraz na rozvoj komunikačních dovedností, kterým podřizujeme výuku gramatické části vzdělávacího předmětu.

Výuka probíhá vždy v celém ročníku najednou. Žáci jsou rozděleni do skupin podle dosažené úrovně. V ročníku tak bývá více skupin na anglický jazyk, než je kmenových tříd. Skupiny jsou prostupné. Skupina žáků, kterým dělá zvládnutí angličtiny velké problémy, se věnuje pouze základnímu učivu. Naopak jazykově nadaní si osvojují širší slovní zásobu, pracují s náročnějšími texty i mluvnickými jevy.

Ve vyučovacím předmětu anglický jazyk využíváme pro utváření a rozvoj klíčových kompetencí zejména strategie, které mají žákům umožnit :

Kompetence k učení

- pochopit důležitost schopnosti komunikovat anglicky (pro další studium i praktický život)
- propojovat probraná témata a jazykové jevy
- samostatně vyhledávat nástroje k odstraňování problémů při komunikaci v angličtině

Kompetence k řešení problémů

- řešit jednoduché problémové situace v cizojazyčném prostředí
- nebát se mluvit anglicky s cizím člověkem
- naučit se opsat obsah myšlenky, chybí-li slovní zásoba

Kompetence komunikativní

- porozumět jednoduchému sdělení v anglickém jazyce
- umět zformulovat jednoduché myšlenky
- pochopit jednoduchou promluvu či text

Kompetence sociální a personální

- v běžných situacích si vyžádat (poskytnout) pomoc nebo radu
- dodržovat v zahraničí zásady slušného chování
- spolupracovat v anglicky hovořící skupině na jednoduchém úkolu

Kompetence občanské

- získat představu o zvycích v anglicky mluvících zemích a porovnávat je se zvyky našimi
- umět srovnávat ekologické a environmentální otázky týkající se anglicky mluvících zemí a České republiky

Kompetence pracovní

- samostatně pracovat s dvojjazyčným a výkladovým slovníkem
- využívat anglického jazyka k získávání informací

1.stupeň

Cílem předmětu anglický jazyk na 1.stupni je poskytnout žákům základ slovní zásoby a běžných konverzačních frází, na jednoduchých textech budovat čtenářské dovednosti a schopnost psát. Zejména v počátcích upřednostňujeme induktivní způsob výuky před výukou deduktivní. Neučíme tedy nejdříve poučky, ale ponecháme žákům prostor, aby si z textů říkadel, básniček a písniček sami odvodili, jak vyjádřit jiné věty. Gramatiku učíme v návaznosti na výuku českého jazyka později. Za důležité považujeme zvládnutí správné výslovnosti.

2.stupeň

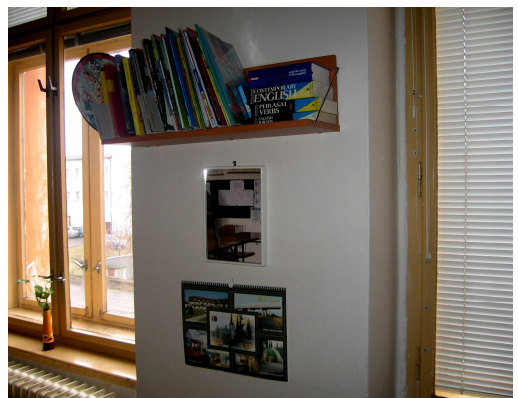
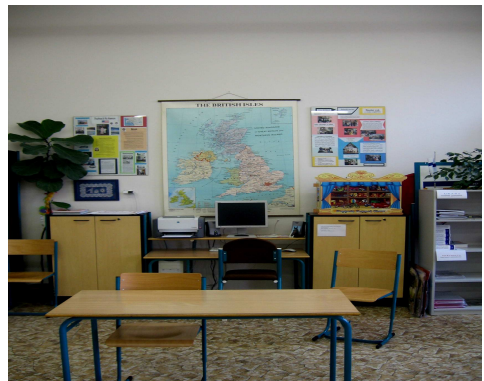
Na druhém stupni pracují žáci ve větší míře s autentickými texty, konverzují spolu anglicky ve větších celcích. V souvislosti s probíraným zeměpisným a dějepisným učivem se žáci seznamují s realitami anglicky mluvících zemí. Angličtinu používají při práci s internetem i v částech jiných vyučovacích předmětů.

Oblast: Jazyk a jazyková komunikace	Předmět: Anglický jazyk	Období: 6. – 9.	
Očekávané výstupy Žák:	Učivo	Ročník	Průřezová témata
<p>A. Receptivní řečové dovednosti</p> <p>čte nahlas plynule a foneticky správně texty přiměřeného rozsahu</p>	<ul style="list-style-type: none"> vyslovuje správně jednotlivé hlásky umístí slovní přízvuk rozlíší plné a stažené tvary použije různou intonaci v různých typech otázek <p>Četba textů probíraných tematických okruhů (úroveň A2 všichni, úroveň B1 nadaní)</p>	6.-9.	<p>Výchova k myšlení v evropských a globálních souvislostech – Evropa a svět nás zajímá</p>
<p>rozumí obsahu jednotlivých textů v učebnicích a obsahu autentických materiálů s využitím vizuální opory, v textech vyhledává známé výrazy, fráze a odpoví na otázky</p>	<ul style="list-style-type: none"> vyhledá určité informace vytvoří doplňující otázky k textu stručně shrne obsah <p>Autentické materiály (např. jídelní lístky, turistické příručky, nápisy na ulicích, návody, novinové články, dopisy a literární texty)</p>	6.-9.	
<p>rozumí jednoduché a zřetelně vyslovované promluvě a konverzaci</p>	<ul style="list-style-type: none"> zachytí požadované informace z promluvy, rozhovoru a diskuse dokáže informace zpětně použít v nové situaci <p>Autentické nahrávky (různorodí mluvčí, prvky britské i americké angličtiny)</p>	6.-9.	
<p>odvodí pravděpodobný význam nových slov z kontextu textu</p>	<ul style="list-style-type: none"> používá předpony a přípony 	6.-9.	
<p>používá dvojjazyčný slovník, vyhledává informaci nebo význam slova ve vhodném výkladovém slovníku</p>	<ul style="list-style-type: none"> vyjmenuje písmena anglické i české abecedy pracuje se slovníky v tištěné i počítačové podobě tvoří vlastní např. obrázkové slovníky, slovníky frázových sloves, idiomů (nadaní) 	6.-9.	

Oblast: Jazyk a jazyková komunikace	Předmět: Anglický jazyk	Období: 6.- 9.	
Očekávané výstupy Žák:	Učivo	Ročník	Průřezová témata
<p>B. Produktivní řečové dovednosti</p> <p>sestaví jednoduché (ústní i písemné) sdělení týkající se situací souvisejících s životem v rodině, škole a probíraných tematických okruhů</p>	<ul style="list-style-type: none"> ústně: představí se, zeptá se na to, co ho zajímá, popíše předmět, osobu, činnost, nakoupí v obchodě, objedná si v restauraci, omluví se, poradí, vyjádří názor a pocity, sdělí plán, sjedná si schůzku, vypráví příběh <p>Práce ve dvojicích, skupinové diskusi, zadání problémové situace.</p> <ul style="list-style-type: none"> písemně: napíše pohled, dopis, pozvánku, jednoduchý příběh, e-mailovou zprávu, vyplní formulář, sestaví dotazník, shrme obsah filmu nebo knihy, sepíše esej – jazykové nadaní <p>Projekty, portfolia, literární záznamy z upravené četby, mezinárodní internetová spolupráce škol.</p>	6.-9.	<p>Výchova k myšlení v evropských a globálních souvislostech - Evropa a svět nás zajímá</p>
<p>písemně, gramaticky správně tvoří a obměňuje jednoduché věty a krátké texty</p>	<ul style="list-style-type: none"> vybírá slova ze známé slovní zásoby probíraných tematických okruhů rozdílí věty oznamovací, rozkazovací a tázací spojuje jednoduché věty do souvětí používá základní časy přítomné, minulé a budoucí využívá vhodně modální slovesa pracuje se slovosledem ve větách oznamovacích i otázkách učivo o slovních družích aplikuje v návaznosti na český jazyk a z hlediska odlišností češtiny a angličtiny <p>Rozšiřující učivo pro jazykově nadané žáky – podmínková souvětí, nepřímá řeč, trpné věty.</p>	6.-9.	

Oblast: Jazyk a jazyková komunikace	Předmět: Anglický jazyk	Období: 6.-9.	
Očekávané výstupy Žák:	Učivo	Ročník	Průřezová témata
stručně reprodukuje obsah průměrně obtížného textu, promluvy i konverzace	<ul style="list-style-type: none"> konverzace na probíraná témata Převypráví obsah, předvede rozhovor, připraví scénku na zadanou situaci nebo dramatizaci příběhu.	6.-9.	Výchova k myšlení v evropských a globálních souvislostech – Evropa a svět nás zajímá
vyžádá si jednoduchou informaci	<ul style="list-style-type: none"> sestaví různé typy otázek, kterými zjistí osobní údaje a informace, které ho v souvislostech s probíranými tématy mohou zajímat nebo je potřebuje 	6.-9.	
C. Interaktivní řečové dovednosti jednoduchým způsobem se domluví v běžných každodenních situacích	<ul style="list-style-type: none"> schopnost aplikovat probírané tematické okruhy v gramatických souvislostech v rozhovorech s učitelem, spolužáky, rodilým mluvčím nebo cizincem Tematické okruhy: rodina, škola, město, bydlení, zájmy, nákupy, globální problémy, oblékání, zdraví, počasí, příroda, cestování, věda, práce, literatura+historie+realie výběrem Metody nácviku - práce ve dvojicích, skupinové projekty, výroba audionahrávek, videozáznamů, referátů a prezentací, diskuse nad globálními problémy, dramatická výchova.	6.-9.	

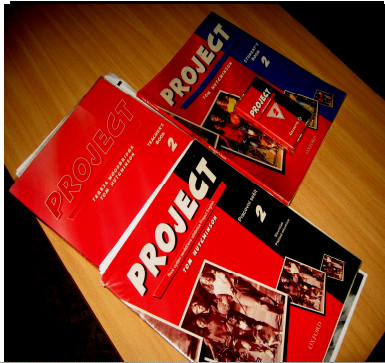
APPENDIX 2: CLASSROOM A



APPENDIX 3: CLASSROOM B



APPENDIX 4: PROJECT2

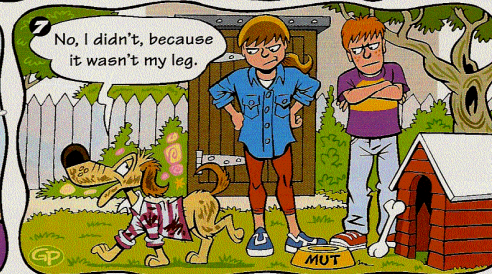
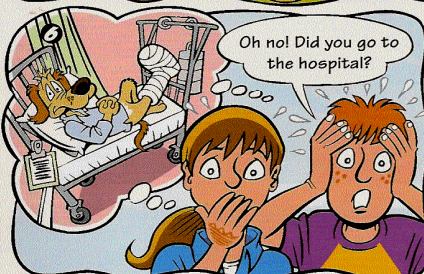


MICKEY'S DREAM

Comprehension

1 36 Read and listen to the story. Are these statements about Mickey's dream true or false?

- 1 Mut went to the sports centre.
- 2 He played table tennis.
- 3 He liked it.
- 4 He broke a leg.
- 5 It was Mut's leg.



Grammar

2 a Find these sentences in the story. Complete the table.

Past simple – questions

..... you a good time?
 I a great time.
 you anything?
 Yes, I a leg.

How do we make questions in the past simple?



b Complete the sentences with **played, go, play** and **went**.

- Did Mut football?
No, he didn't. He rugby.
- Did you to the sports centre?
Yes, I did. I this morning.



Did is the past of **do**. Look:

Present simple

Do you go to the sports centre?

Past simple

Did you go to the sports centre?

3 Ask and answer with a partner about yesterday.

Example

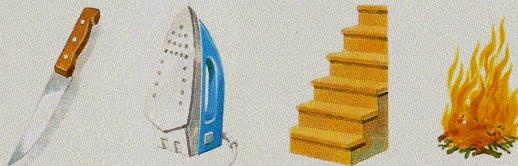
- Mickey went to the shops.
- Did you go to the shops?
- Yes, I did./No I didn't.

- Mickey went to the shops.
- Millie had a piano lesson.
- Mickey made a model aeroplane.
- Millie got up early.
- Mickey wrote a letter.
- Millie read a book.
- Millie fell off her bike.

Listening, speaking and writing

4 a Match the verbs to the pictures.

break cut burn bruise



b What happened to the people? Listen to the conversations and complete the chart.

	1	2	3
Who?			
What?			
How?			
When?			
Where?			
What/do?			

c Work with a partner. Make the conversations with the people in the chart.

5 Everyone has an accident at some time. Ask a partner about his/her accident. Use the questions from 4.

6 a Complete the paragraph about Mr Green.

Mr Green his on a It happened afternoon in the He went to the

b Write about Mrs Wilson and Marcus.

c Write a paragraph about your own accident.

PROJECT

Project is a five-level English course which starts from beginner level and is based on the principle of creating interest in young minds through motivating topics which bring English to life.

Its key features are:

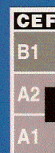
- A grammar-based, analytical approach which encourages students to think for themselves within a supportive framework.
- Language presented in stimulating, realistic contexts reflecting the real-life situations in which students will want to use their English.
- Integrated skills development from the start of the course.
- Cross-curricular project work which encourages students to communicate in English about their own lives and experiences.
- A strong cultural element throughout the course on life in Britain and other English-speaking countries.
- An emphasis on learner independence through the Student's Book *Progress diary* and Workbook *Progress check*.
- Songs, puzzles and games for lively language practice.

Each level of *Project* consists of a Student's Book, Workbook, Class Cassettes and Teacher's Book (includes tests).

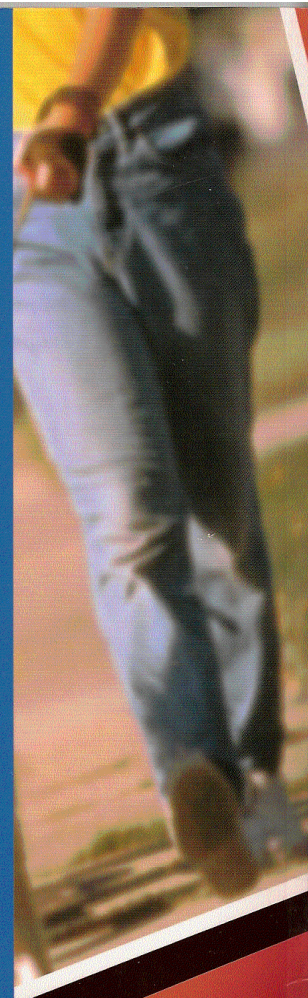
Tom Hutchinson is the author of *Project English*, *Hotline* and *Lifelines*, successful English language courses for teenagers and young adults.

OXFORD
UNIVERSITY PRESS

www.oup.com



OXFORD ENGLISH
ISBN 0-19-436523-9



APPENDIX 5: BLOCKBUSTER 2



3 A sense of style

Vocabulary

Clothes

1 Look at the pictures. Use words from the list to say what each person is wearing.

- trousers • boots • jacket • coat • hat
- stockings • T-shirt • shorts • nightgown
- (flat) shoes • jeans • jumper • skirt
- evening dress • gloves • suit • scarf
- belt • shoulder bag • trainers • socks
- waistcoat • tights • tracksuit • pyjamas
- high-heeled shoes • sunglasses • sandals
- raincoat • (bow) tie • swimsuit • shirt

Lyn's wearing a long blue skirt, brown boots...

2 List the words from Ex. 1 under the correct heading. Can you add to the lists?

Accessories
Footwear

Listening

3 Listen and number the models above in the order you hear them. What are you listening to: a TV advert, a TV fashion programme or a radio programme?

Speaking

4 Look at the models above for 1 minute. With books closed, describe one outfit for your partner to guess the model.

5 What do you usually wear: – at school / work? – when you go out with friends? What are you wearing now? Tell your partner.

Reading

6 What type of clothes do you like wearing? Do you follow fashion? Do the quiz on p. 15 to find out.

A Passion for Fashion 3

1 You are having lunch in town with your friends now. What are you wearing?

A jeans and a T-shirt
B a business suit
C a new designer outfit and sunglasses

2 Your best friend is having a party next Saturday. How long does it take you to get ready?

A forty minutes
B ten minutes
C all day

3 It is raining now and it's quite cold. What are you wearing?

A a raincoat and gloves
B a warm coat, waterproof boots and woolen cap
C a fur coat

4 Your friends are taking you camping next Saturday. What do you pack?

A trainers, shorts and a waterproof coat
B your laptop and your diary
C you never go camping because your clothes might get dirty

Mostly As: You are calm and practical and you have a healthy attitude to fashion. Well done!

Mostly Bs: You are old-fashioned. It's time to buy something new. You are hard-working but stop thinking about work all the time and work on your image a little.

Mostly Cs: You are a dedicated follower of fashion, but it's time to think less about what you look like and enjoy yourself a bit more.

Exploring Grammar

present continuous

7 Look at the highlighted verb forms in the quiz. Which ones describe: an action happening now? a future arrangement? How do we form the present continuous?

8 Write the -ing form of the following verbs, then use them to describe the picture.

1 sit
2 read
3 eat
4 drink
5 wear
6 work

9 In pairs, use the prompts to ask and answer questions.

1 you / are / out / tonight / going?
A: Yes, we are going out tonight.
B: Yes, I am. I'm going to the cinema.
No, we're not. I'm staying in.

2 your dad / is / what / now / doing?
3 is / today / your mum / what / wearing?
4 writing / you / at the moment / are?
5 having / you / a lesson / this Sunday / are?

10 Listen to the music and sounds. Where are the people in each part (A-D)? Close your eyes and imagine you are there. What is happening? What are the people wearing/doing?

• zoo • living room • street
• wedding reception

Speaking

11 In pairs, talk about your plans for the near future. Use the time expressions and the prompts.

• tonight • next Monday • next Saturday
• tomorrow evening • this weekend

A: What are you doing tonight?
B: I'm going to the cinema.
A: Who are you going with?
B: With my friend, Jane.
A: What are you planning to wear?
B: Jeans and a jumper.

Writing

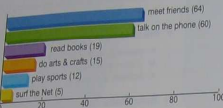
12 Find pictures of people in magazines. Write a short description of their clothes.

1 Stay in or go out?

Vocabulary

Free-time activities

1 The bar chart shows what American teenagers do in their free time. Complete the sentences.



- 1 Most American teenagers 4 Quite a few
 2 The majority 5 A few/Not many
 3 Some 6 Very few

Everyday English

Talking about likes/dislikes

2 Which of the activities in the pictures do you not like doing? Discuss.

Asking about likes	Expressing (dis)likes
• How do you like ... (-ing)?	• (Yes) It's cool/great/brilliant!
• Do you like ... (-ing)?	• I like to love/enjoy ... (+ing).
• Do you enjoy ... (-ing)?	• I love it, I like it (a lot).
• Do you enjoy ... (-ing)?	• I don't mind it.
• Do you enjoy ... (-ing)?	• Not really/Not much.
• Do you enjoy ... (-ing)?	• It's awful/boring.
• Do you enjoy ... (-ing)?	• I hate it, I don't like it.

A: How do you like jogging?
 B: I like it a lot. How about you?
 A: I don't like it.



Listening

3 Listen and repeat. Where could you hear these sentences? What could the other speaker say?

- Nice to meet you.
- It's a great party, isn't it?
- Do you like the music?
- What else do you like doing?
- Now that sounds good!
- Yes, it's really cool!

A: Nice to meet you.
 B: Nice to meet you, too.

4 Listen to the dialogue. What do Marvin and Julie like doing in their free time?

Reading

5 Read the dialogue and complete the sentences. Explain the words in bold.

- 1 Julie meets Marvin at
- 2 Marvin is Kelly's
- 3 In his free time, Marvin
- 4 Julie doesn't like
- 5 In her free time, Julie

Kelly: Oh, look! There's my friend Marvin. Come and meet him. Hi, Marvin! This is my friend, Julie.

Marvin: Hi, Julie. Nice to meet you.

Julie: Nice to meet you, too, Marvin.

Marvin: It's a great party, isn't it?

Julie: Yes, it is. Do you like the music?

Marvin: I love it. I play this kind of music with my band.

Julie: You're in a band?

Marvin: Yeah, we play in our free time.

Julie: Really? Well, I spend all my free time **surfing online**.

Marvin: Surfing? Now that sounds **good**.

Julie: Yes, it's really cool! What else do you like doing?

Marvin: I love playing sports. How do you like football?

Julie: Oh, I don't like doing sports.

Marvin: What do you mean? Surfing is a sport, isn't it?

Julie: Oh no, silly! I surf the Net!

Speaking

6 Portfolio: Work in groups. Imagine you are at a party. Introduce a friend, then discuss your free-time activities. Use the dialogue in Ex. 5 as a model. Record your dialogues.

Study Skills

Carrying out a survey

To carry out a survey you need to prepare simple Yes/No questions related to the topic for your survey. This way your survey will be to the point and you can get accurate answers.

Writing

7 Portfolio: Prepare simple Yes/No questions about free-time activities, then do a survey to find out what your classmates do. Draw a bar chart as in Ex. 1. Then write a short paragraph to report your results.

Free-Time Activities

Name: Date: Class:

✓ Ask your partner to complete the questionnaire.

Name: Age:
 Work / School:

FREE TIME ACTIVITIES	I REALLY LIKE ...	I DON'T MIND ...	I HATE ...
1 Meeting friends			
2 Talking on the phone			
3 Surfing the Net			
4 Playing sports			
5 Doing arts and crafts			
6 Reading books			
7 Listening to music			
8 Going shopping			
9 Eating out			
10 Going to the cinema			

✓ Now use the completed questionnaire to write a short paragraph about your partner's likes/dislikes.

..... really likes in free time.
 doesn't mind but
 hates

How much did you like the activity?

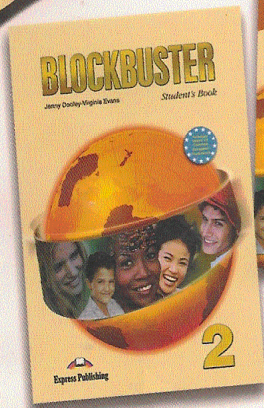
Colour. ! ! ! !

BLOCKBUSTER 2

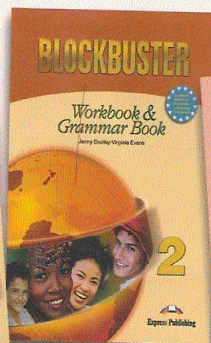
Blockbuster 2 is designed for learners studying English at Elementary level. The course follows the principles of the Common European Framework of Reference, Level A2 (Basic User).



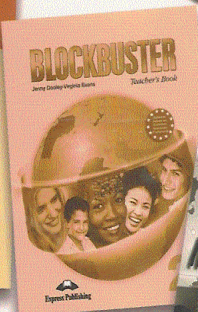
COMPONENTS



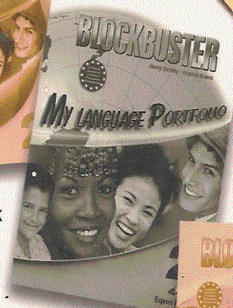
Student's Book



Workbook & Grammar Book with Grammar Reference in English



Teacher's Book



My Language Portfolio



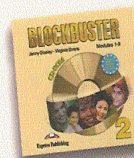
Class Cassettes or Class CDs



Student's Cassette or CD



CD-ROM



Test Booklet & CD (also available on CD-ROM)



Express Publishing

ISBN-13: 978-1-84558-272-2
ISBN-10: 1-84558-272-1



APPENDIX 6: LESSON PLAN: TEACHER A

<p>① <u>A lesson plan</u> 24/2/2009</p>	<p>class 4 notebook: Blackboard L</p>
<p>② level of learners: A1-A2</p>	
<p>③ suitable for: Present tense (present cont. (= pictures) / present simple (- daily routine))</p>	
<p>④ main aim: writing a short paragraph - a letter - an e-mail (about everyday activities)</p>	
<p>⑤ sub-aims: opening - closing remarks greetings in informal style greetings of debts (handshaking) pronunciation note-taking</p>	
<p>⑥ anticipated language problems: past students possible solutions: extra activity (CD-ROM)</p>	
<p>teaching aids: Portfolio p. 14 a copy CD - a song (mushroom) / Digital Projector - CD-ROM notebook - Blackboard paper</p>	

14

Interaction patterns

in pairs, as a whole class, individually

18

Procedures:

(Timing 2)

1st vocabulary notebook - checking Unit 3

CD-ROM (writing) /
or (CD n. 12)

stake' bra nalyonal
denne' sime exphonal ae
-> give me do English words for

2nd interaction (relating all material)
(2 minutes)

3rd personal attitude to the topic
(2 minutes)

Port-Hello n. 12 a whole class
C-T-S : interaction

4th brainstorming in pairs (daily routines)
(2 minutes)

a piece of paper
CD-ROM word cc. 1/ cc. 3

5th worksheet task - write a letter (as e-mail) to a friend about
your daily routine

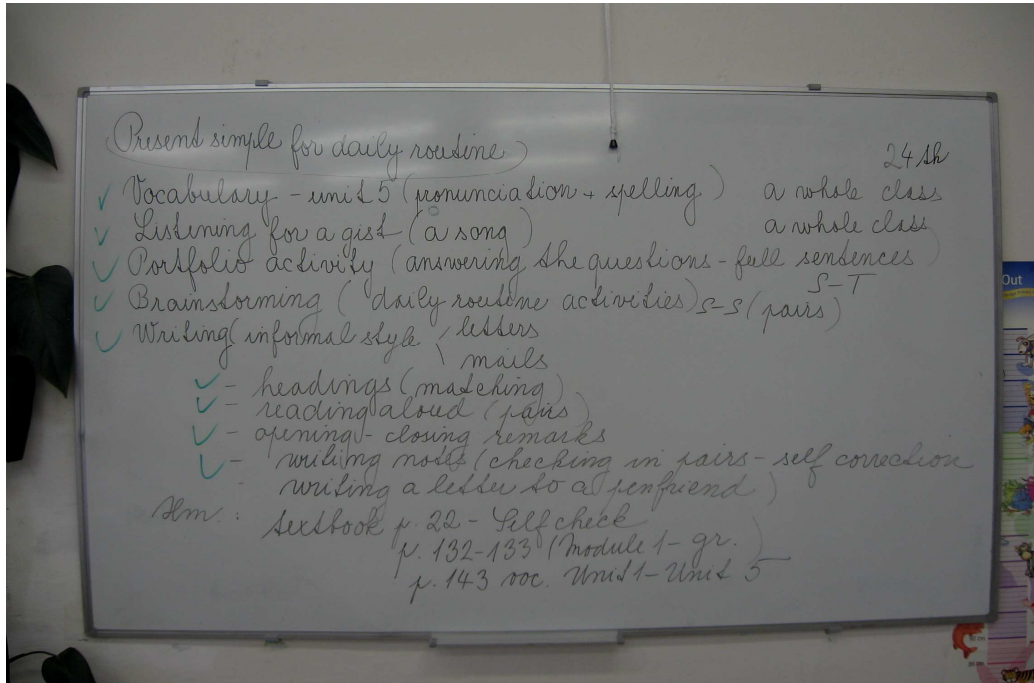
a) headings (matching - reading in pairs) cc. CD-ROM
b) opening - clearing remarks cc. 3
c) think and make notes about your daily routines cc. 4
d) write a letter to a friend about your daily routine
in 3 paragraphs - para. 1st and 2nd cc. 6

6th writing / at school
at home

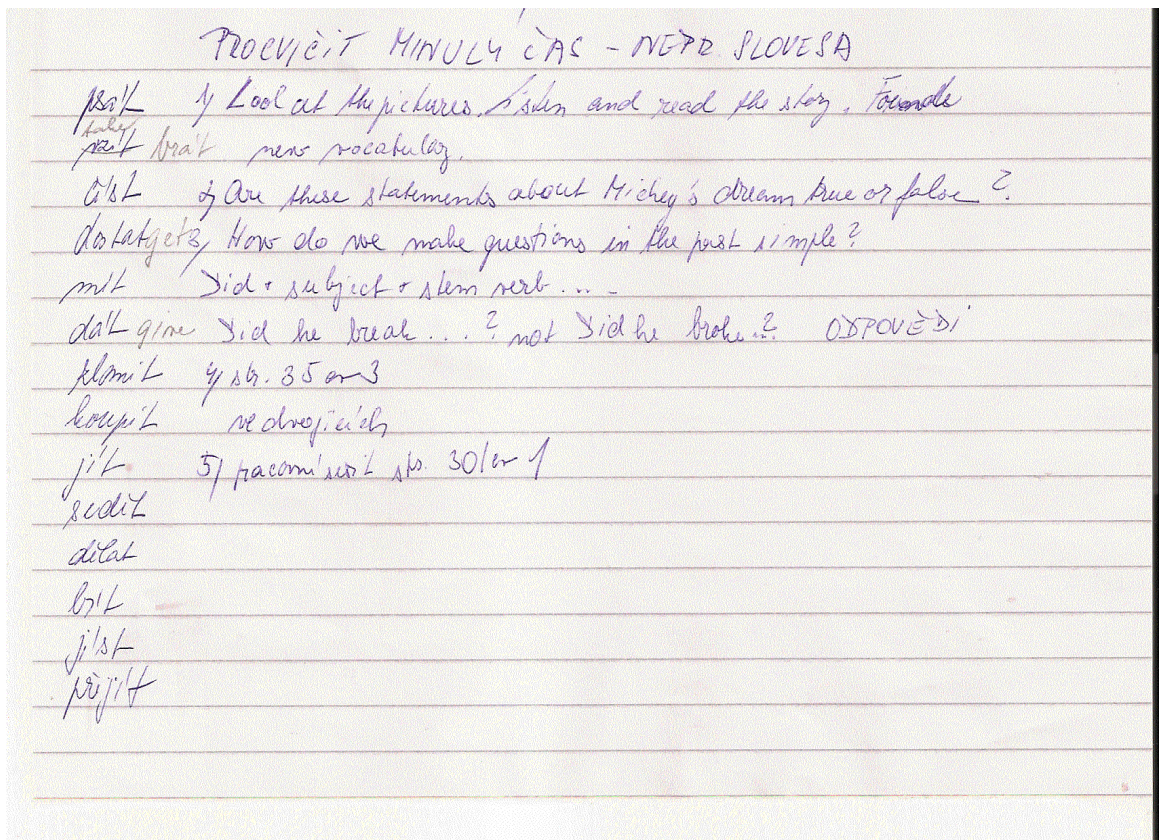
Ann: ① textbook p. 122 - self check
② Grammar Reference Section p. 132 - 133
③ vocabulary Unit - Unit 3 p. 143 Module 1

19

APPENDIX 7: WHITEBOARD, CLASSROOM A



APPENDIX 8 : LESSON PLAN: TEACHER B



APPENDIX 9: INTERVIEW: TEACHER A

1. What is your qualification? *Czech-History, English*

2. How long have you been teaching English? *Since 1991*

3. Please, tell me something about your teaching philosophy:

a, What is your attitude towards ELT - what do you consider important for foreign language acquisition (skills and subskills etc...)?

important is development of language skills, subskills subordinated to skills

b, How would you describe the role of the learner in the process of education ?

I believe in active role of the pupil in the process of education.

c, Which roles do you adopt in the classroom?

(Choose from the roles proposed by Harmer (2001):

controller, organizer, assessor, prompter, participant, resource, tutor and observer

- all of them relevant for me

d, What is your preferred teaching method or approach?

The Oral Approach and Situational Language Teaching, The Audiolingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach and Suggestopedia (Richards and Rodgers, 1986)

- I also use elements of Total Physical Response

4. What is your attitude toward the SEP concerning language teaching?

What do you like about it?

1, it is wide – enables choice of various materials

2, preferred approach towards teaching and learning – communicative approach

3, Individual approach towards the learner – special care of the gifted pupils and pupils with learning difficulties

4, the available time allotment used for languages

What do you dislike/want to change?

I am satisfied.

5. Is there any cooperation among the English teachers concerning the textbook choice and evaluation?

Yes, English teachers consult new textbooks as well as the textbooks they are using.

6. Is the teacher allowed to choose a textbook for her class?

Yes

7. Does the school management support her in those attempts?

Yes, but the aspect of price is always important.

8. How many different English textbooks can you name?

Challenges, Access, Chit-Chat, Blockbuster, Success, Join In, Opportunities, Matrix, Open Doors, FCE-Results...

9. Which textbook are you currently using in the 7th class?

Blockbuster

10. Do you think that there could be a textbook, which would suit you and your learners in all its aspects?

No, but I try to choose the textbooks, which are interesting for the particular age group.

Class

1, Which classes /age groups do you teach?

I teach 6th up to 9th class.

2, Which age group do you prefer and why?

I prefer 9 graders as their language level is already high and I can be more creative in the lessons – I use various teaching aids with the pupils ...

3, What are the characteristic features of the 7th class?

<u>Number of Ss</u>	15
<u>Boys and Girls %</u>	<i>There are more boys than girls – I do not remember the numbers, though...</i>
<u>Motivation</u> <u>HOW?</u>	<i><u>easily motivated</u> :</i> <i>1, through communicative activities (textbook)</i> <i>2, role plays, drama, graded readers</i> <i>3. grades</i>
<u>Aptitude</u>	<i>High, they learn language easily – there are four slower pupils, who are slightly above level A1</i>
<u>Strengths / Weaknesses</u>	<i>They are weak in writing and they do not enjoy writing longer texts.</i>
<u>Preferred Activities and Groupings</u>	<i>They enjoy problematic tasks, playing drama and singing. They prefer working on their own, ideally in pairs or groups – they enjoy being independent.</i>
<u>Individual Approach</u> <u>HOW?</u>	<i>Yes, I try to approach my pupils individually- I use various activities and teaching aids for different types of learners.</i> <i>- graded readers enable the individual approach as well</i>

	- however, I feel that the pace of the activities is not suitable for all the learners (difficult to adjust the activities to different levels)
Means of Evaluation	Pupils evaluate themselves via language portfolio, they are used to evaluating each other in pairs or when working in groups... and of course grades...

APPENDIX 10: INTERVIEW: TEACHER B

1. What is your qualification? *I have a three year special pedagogy course.*

2. How long have you been teaching English? *I've been teaching four years but I started teaching English this year.*

3. Please, tell me something about your teaching philosophy:

a, What is your attitude towards ELT - what do you consider important for foreign language acquisition (skills and subskills etc...)?

I think that it is important that pupils speak and understand the spoken language.

b, How would you describe the role of the learner in the process of education ?

Learner and teacher should cooperate in order to reach common goals.

c, Which roles do you adopt in the classroom?

(Choose from the roles proposed by Harmer (2001):

controller, organizer, assessor, prompter, participant, resource, tutor and observer

d, What is your preferred teaching method or approach?

The Oral Approach and Situational Language Teaching, The Audiolingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach and Suggestopedia

(Richards and Rodgers, 1986)

4. What is your attitude toward the SEP concerning language teaching?

What do you like about it?

What do you dislike/want to change?

I cannot express my opinion because I am not familiar with its content. I came at the beginning of the school year and I did not participate on its creation.

5. Is there any cooperation among the English teachers concerning the textbook choice and evaluation?

Yes, there is a language committee, where the teaching materials are discussed.

6. Is the teacher allowed to choose a textbook for her class?

Yes.

7. Does the school management support her in those attempts?

Yes.

8. How many different English textbooks can you name?

Project...I do not remember the textbook I used when I was studying...

9. Which textbook are you currently using in the 7th class?

Project

10. Do you think that there could be a textbook, which would suit you and your learners in all its aspects?

No

Class B

1, Which classes /age groups do you teach?

I teach all the classes at the second stage (lower secondary school)

2, Which age group do you prefer and why?

I prefer 7 graders because they are easily motivated and there are the least discipline problems.

3, What are the characteristic features of the 7th class?

<u>Number of Ss</u>	16
<u>Boys and Girls %</u>	<i>I am not sure but I think that there are ten boys and six girls.</i>
<u>Motivation</u> <u>HOW?</u>	<i>They are easy to motivate</i> <i>I motivate them through grades.</i>
<u>Aptitude</u>	<i>They learn well.</i>

<p><u>Strengths / Weaknesses</u></p>	<p><i>They are not very strong in grammar.</i></p>
<p><u>Preferred Activities and Groupings</u></p>	<p><i>They enjoy doing projects at the end of the chapters. They enjoy pair work.</i></p>
<p><u>Individual Approach</u> <u>HOW?</u></p>	<p><i>I try to approach my pupils individually I always wait for the slowest pupils before I start another activity.</i></p>
<p><u>Means of Evaluation</u></p>	<p><i>I use grades to motivate my pupils.</i></p>

APPENDIX 11: OBSERVATION: TEACHER A

Observační arch: Průběh hodiny

Date: 19.1.
 Class: A
 Time: 8.45 - 9.30

1. Topic: *Stay in or Go out (free time activities)*

Does it correspond with the topic in the textbook? *Yes*

2. Aims: *Stated in verbs: written on the whiteboard =>*

3. NUMBER of Ss *14*
T wrote four basic skills + what the Ss will be able to do after the lesson

4. Students' MOOD

a, happy/engaged b, apathetic/tired c, disturbing d, frightened d,

5. Teacher and her ROLES

controller, organizer, assessor, prompter, participant, resource, tutor and observer

6. Activities and their Timing / Pupils engagement ☺/☹

SKILL/SUBSKILL	TIMING	PUPILS ENGAGEMENT
Reading <i>pairs - A DIALOGUE</i> <i>- reading comprehension</i>	8	☺ <i>enjoy reading in pairs</i>
Speaking <i>• PICTURE DESCRIPTION</i> <i>• TALKING ABOUT LIKES AND DISLIKES</i>	10	☺ <i>enjoy to express their opinion</i>
Writing <i>A SURVEY</i> <i>- rest of writing as a HW (bar chart)</i>	5	☹ <i>do not enjoy writing</i>
Listening <i>• A DIALOGUE - listening for specific info (phone call - 2x)</i>	5	☺ <i>engaged highly concentrated x</i> <i>some of them problems with understanding</i>
Pronunciation <i>• repeating after the teacher</i> <i>- whole sentences (intonation)</i>	3	☺
Spelling <i>• putting letters into correct order</i>	2	☺ <i>fast activity - did not have to write longer text</i>
Grammar <i>present simple & continuous inductively: picture description</i> <i>→ forming rules</i>	10	☺ <i>it must be</i>
Vocabulary <i>free time activities</i> <i>- widening vocab</i>	2	☺ <i>enjoy the topic</i>

28 min (bracketed next to Reading, Speaking, Writing, Listening, Pronunciation)

17 min (bracketed next to Spelling, Grammar, Vocabulary)

7. Teaching Aids Used *textbook, dictionaries, workbook, CD, Computer*

8. Organisational Forms *pairs
individual work*

9. What were the preferred learning styles by the textbook based activities?

*read - all of them involved (also visual - graphs, charts)
10. Cultural Input kinaesthetic - expressing feelings (likes & dislikes)*

YES NO

Which? *Survey: What Am. Teenagers do in their free time*

11. Crosscurricular Approach

YES NO

How?

*Learning about conducting a survey:
creating bar charts*

12. Selfevaluation of the Pupils

YES NO

How?

PORTFOLIO (Blockbuster)

13. Comments :

- *lesson in a quick pace*
- *lively, all pupils engaged*
- *many activities connected through
the main topic = free time activities*
- *all skills*
- *the main focus of the lesson
on the learner*

APPENDIX 12: OBSERVATION: TEACHER B

Observační arch: Průběh hodiny

Date: 22.1.09
 Class: B
 Time: 9.40 - 10.25

1. Topic: NO TOPIC INTRODUCED (no introduction of the story) → opened the page 34 and started the activity
 Does it correspond with the topic in the textbook? → cartoon story (Mickey's Dream)

2. Aims: NO AIM INTRODUCED

3. NUMBER of Ss 13

4. Students' MOOD

a, happy/engaged ^{→ at the beginning} b, apathetic/tired c, disturbing d, frightened d, ^{to the end} bored

5. Teacher and her ROLES

(controller, organizer, assessor, prompter, participant, resource, tutor and observer)

6. Activities and their Timing / Pupils engagement ☺/☹

SKILL/SUBSKILL	TIMING	PUPILS ENGAGEMENT
Reading - silent reading (following the cassette) - reading comprehension	1 5	☺ ☺
Speaking guided - forming questions + answers - done frontally - seven questions	10	☺ ☺ took too long to form seven questions
Writing		
Listening - the cartoon story - once	1	☺ ☺
Pronunciation		
Spelling #		
Grammar forming questions in past simple - grammar explained deductively	23 min	☺ ☺ boring and too long
Vocabulary - cartoon connected w.c. x Ss have no dict.	5	☺ ☺

7. Teaching Aids Used *Cassette, textbook*

8. Organisational Forms *pairs*
individual work

9. What were the preferred learning styles by the textbook based activities?

read and write, aural just marginal (1 min)

10. Cultural Input

YES NO

Which?

11. Crosscurricular Approach

YES NO

How?

12. Selfevaluation of the Pupils

YES NO

How?

13. Comments : *- the cartoon page done mechanically*
- no explanation of the topic and

aims ~~x the page~~

- too short time spent on listening & reading (x Sr. enjoyed the activity)

- the cartoon story abandoned too quickly -> could be further used in the lesson (b.g. acting out the story)

x Sr. passive

- too much time spent on a single exercise on grammar - forming four questions in past simple more than 10 minutes -> Sr. bored

APPENDIX 13: VARK QUESTIONNAIRE ON LEARNING STYLES



The VARK Questionnaire – The Younger Version

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. I like websites that have:
 - a. things I can click on and do.
 - b. audio channels for music, chat and discussion.
 - c. interesting information and articles in print.
 - d. interesting design and visual effects.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. I would:
 - a. see the words in my mind and choose by how they look.
 - b. hear them in my mind or out loud.
 - c. find them in the dictionary.
 - d. write both words on paper and choose one.
3. You want to plan a surprise party for a friend. I would:
 - a. invite friends and just let it happen.
 - b. imagine the party happening.
 - c. make lists of what to do and what to buy for the party.
 - d. talk about it on the phone or text others.
4. You are going to make something special for your family. I would:
 - a. make something I have made before.
 - b. talk it over with my friends.
 - c. look for ideas and plans in books and magazines.
 - d. find written instructions to make it.
5. You have been selected as a tutor or a leader for a holiday program. This is interesting for your friends. I would:
 - a. describe the activities I will be doing in the program.
 - b. show them the map of where it will be held and photos about it.
 - c. start practising the activities I will be doing in the program.
 - d. show them the list of activities in the program.
6. You are about to buy a new digital camera or mobile phone. Other than price, what would most influence your decision?
 - a. trying it.
 - b. reading the details about its features.
 - c. it is the latest design and looks good.
 - d. the salesperson telling me about it.
7. Remember when you learned how to play a new computer or board game. I learned best by:
 - a. watching others do it first.
 - b. listening to somebody explaining it and asking questions.
 - c. clues from the diagrams in the instructions.
 - d. reading the instructions.

8. After reading a play you need to do a project. Would you prefer to:?
- write about the play.
 - act out a scene from the play.
 - draw or sketch something that happened in the play.
 - read a speech from the play.
9. You are about to hook up your parent's new computer. I would:
- read the instructions that came with it.
 - phone, text or email a friend and ask how to do it.
 - unpack the box and start putting the pieces together.
 - follow the diagrams that show how it is done.
10. You need to give directions to go to a house nearby. I would:
- walk with them.
 - draw a map on a piece of paper or get a map online.
 - write down the directions as a list.
 - tell them the directions.
11. You have a problem with your knee. Would you prefer that the doctor:
- showed you a diagram of what was wrong.
 - gave you an article or brochure that explained knee injuries.
 - described to you what was wrong.
 - demonstrated what was wrong using a model of a knee.
12. A new movie has arrived in town. What would most influence your decision to go (or not go)?
- you hear friends talking about it.
 - you read what others say about it online or in a magazine.
 - you see a preview of it.
 - it is similar to others you have liked.
13. Do you prefer a teacher who likes to use:
- demonstrations, models or practical sessions.
 - class discussions, online discussion, online chat and guest speakers.
 - a textbook and plenty of handouts.
 - an overview diagram, charts, labelled diagrams and maps.
14. You are learning to take photos with your new digital camera or mobile phone. I would like to have:
- examples of good and poor photos and how to improve them.
 - clear written instructions with lists and bullet points.
 - a chance to ask questions and talk about the camera's features.
 - diagrams showing the camera and how to use it.
15. You want some feedback about an event, competition or test. I would like to have feedback:
- that used examples of what I have done.
 - from somebody who discussed it with me.
 - that used a written description or table of my results.
 - that used graphs showing what I achieved.
16. You have to present your ideas to your class. I would:
- make diagrams or get graphs to help explain my ideas.
 - write a few key words and practice what to say again and again.
 - write out my speech and learn it by reading it again and again.
 - gather examples and stories to make it real and practical.

VAR K

visual aural read/write kinesthetic

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of V s circled =	<input type="text"/>
Total number of A s circled =	<input type="text"/>
Total number of R s circled =	<input type="text"/>
Total number of K s circled =	<input type="text"/>

Calculating your preferences

Use the VARK spreadsheet (which can be purchased from the www.vark-learn.com web site) to work out your VARK learning preferences.

APPENDIX 14: QUESTIONNAIRE: TEACHER A

Ráda bych Vás tímto poprosila o spolupráci při vyplňování dotazníku zaměřeného na to, jakým způsobem využíváte učebnici při výuce angličtiny a jakým způsobem ji hodnotíte. Vaše odpovědi se stanou součástí méj diplomové práce. Dotazníky jsou anonymní. Děkuji Vám!

1. Jakou učebnici používáte pro výuku v 7.ročníku? *Blackboard 2 / Express Publishing*

2. Formulujete cíle vašich hodin? ANO-NE

Pokud ano, formulujete je na základě a, učiva

b) činnosti žáků a získaných dovedností

3. Metodiku využíváte při přípravě:

a, Vždy (uvedte proč) b, Někdy (uvedte kdy) c, Nikdy (uvedte proč)

ANO (tedy, prac. sešit)

4. Jakou roli pro vás má učebnice?

Vyberte jednu nebo více možností a přiřaďte jim čísla podle svoji preference:

- 6 a, sylabus (kurikulum)
- 4 b, opora
- 3 c, zdroj informací o systému jazyka (gramatika, slovní zásoba, pravopis, výslovnost)
- 2 d, zdroj různorodých aktivit na procvičování jazykových dovedností (SKILLS)
- 5 e, evaluační nástroj
- f, nástroj sebehodnocení pro žáky
- g, motivační nástroj

5. Co je pro Vás rozhodující při výběru učebnice? Vyberte tři položky

- a, cena
- b, vzhled
- c, přehlednost a snadnost použití pro učitele i žáka
- d, dobré reference (kolegové, internet, semináře..)
- e, obsah přizpůsobený aktuálním požadavkům na dovednosti a vědomosti žáka
- f, obsah vyhovující Vaším představám o kvalitní učebnici
- g, obsah přizpůsobený specifickým věkové skupiny, kterou učíte

6. Kromě učebnice v hodinách používám:

- a) metodickou příručku
- b) pracovní sešit
- c) CD nebo kazety k učebnici
- d) testy
- e) video
- f) CD-ROM
- g) interaktivní program

7. Obohacujete výukový program i o vlastní zdroje? a, ANO b, NE

Pokud ano, o jaké?

Anglické knižky (čtení), poslech, mluvení, videa CD-ROMy, divadlo, plamínky

8. Učebnice dostatečně rozvíjí:

- a, receptivní dovednosti (poslech, čtení)
- b, produktivní dovednosti (psaní mluvení)
- c, všechny čtyři dovednosti
- d, jenom některé dovednosti – které?

9. Vyhovuje Vám způsob, jakým učebnice prezentuje a procvičuje jazykové prostředky?

(gramatika, slovní zásoba, výslovnost, pravopis)

a, ANO b, NE

Co Vám nevyhovuje?

10. Vyhovují Vám témata? a, ANO b, NE

Proč? *Jsou pro nás důležité a zajímavé*

11. Vyhovuje učebnice různým učebním stylům žáků?

a, ANO b, nevím c, NE

12. Vynecháváte cvičení ?

a, ANO b, NE.

Proč? *Pokud nevyhovuje stanovenému cíli hodiny*

13. Co považujete za největší slabiny a naopak silné stránky Vámi používané učebnice?

Silné stránky	Slabé stránky
<i>výborný CD-ROM gramatická cvičení vprac. seř. k procvičování a samostatně portfolio, web podpora, přátelská komunikace, plamínky kval. testy, graficky pěkná uč.</i>	<i>chybě každý slavník</i>

14. Místo pro Vaše připomínky

Děkuji Vám za spolupráci! Věra Křížová

APPENDIX 15: QUESTIONNAIRE: TEACHER B

Ráda bych Vás tímto poprosila o spolupráci při vyplňování dotazníku zaměřeného na to, jakým způsobem využíváte učebnici při výuce angličtiny a jakým způsobem ji hodnotíte. Vaše odpovědi se stanou součástí méjí diplomové práce. Dotazníky jsou anonymní. Děkuji Vám!

1. Jakou učebnici používáte pro výuku v 7.ročníku? *PROJECT 2*

2. Formulujete cíle vašich hodin? ANO NE

Pokud ano, formulujete je na základě učiva
b, činnosti žáků a získaných dovedností

3. Metodiku využíváte při přípravě:

a. Vždy (uvedte proč) b. Někdy (uvedte kdy) c. Nikdy (uvedte proč)
NÁPADY NA PŘILIVČENÍ

4. Jakou roli pro vás má učebnice?

Vyberte jednu nebo více možností a přiřadte jim čísla podle svojí preference:

- a. sylabus (kurikulum)
- b. opora
- c. zdroj informací o systému jazyka (gramatika, slovní zásoba, pravopis, výslovnost)
- d. zdroj různorodých aktivit na procvičování jazykových dovedností (SKILLS)
- e. evaluační nástroj *2*
- f. nástroj sebehodnocení pro žáky
- g. motivační nástroj

5. Co je pro Vás rozhodující při výběru učebnice? Vyberte tři položky

- a. cena
- b. vzhled
- c. přehlednost a snadnost použití pro učitele i žáka
- d. dobré reference (kolegové, internet, semináře..)
- e. obsah přizpůsobený aktuálním požadavkům na dovednosti a vědomosti žáka
- f. obsah vyhovující Vaším představám o kvalitní učebnici
- g. obsah přizpůsobený specifikům věkové skupiny, kterou učíte

6. Kromě učebnice v hodinách používám:

- a) metodickou příručku
- b) pracovní sešit
- c) CD nebo kazety k učebnici
- d) testy
- e, video
- .. f) CD-ROM
- g) interaktivní program

7. Obohacujete výukový program i o vlastní zdroje? a, ANO b, NE

Pokud ano, o jaké? ČASOPISY, KNIŽKY, HRY

8. Učebnice dostatečně rozvíjí:

- a, receptivní dovednosti (poslech, čtení)
- b, produktivní dovednosti (psaní mluvení)
- c, všechny čtyři dovednosti
- d, jenom některé dovednosti – které?

9. Vyhovuje Vám způsob, jakým učebnice prezentuje a procvičuje jazykové prostředky?

(gramatika, slovní zásoba, výslovnost, pravopis)

a, ANO b, NE

Co Vám nevyhovuje?

10. Vyhovují Vám témata? a, ANO b, NE

Proč? TÉMATA JSOU PRO ŽÁKY ZANÍMAVÁ!

11. Vyhovuje učebnice různým učebním stylům žáků?

a, ANO b, nevím c, NE

12. Vynecháváte cvičení ?

a, ANO b, NE.

Proč? NĚKTERÁ ŽÁCI NECHÁPOU

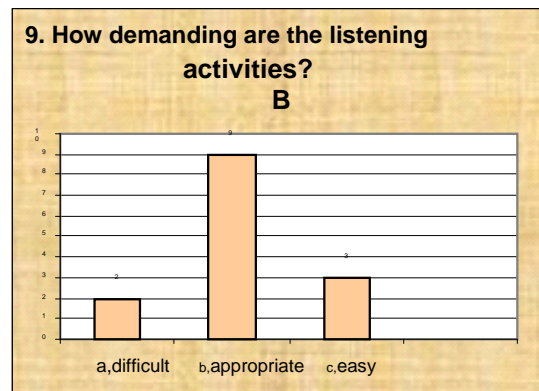
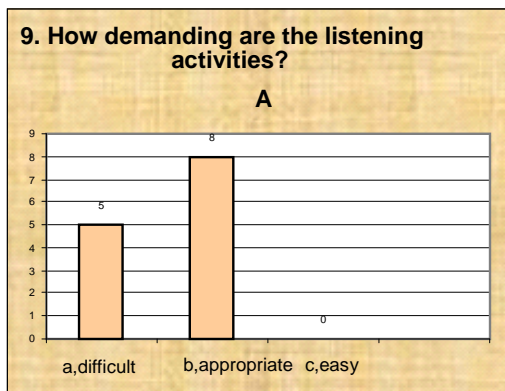
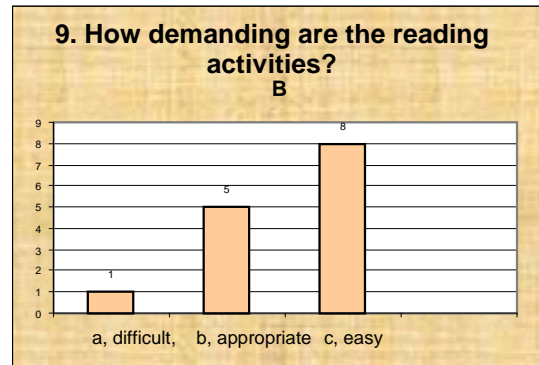
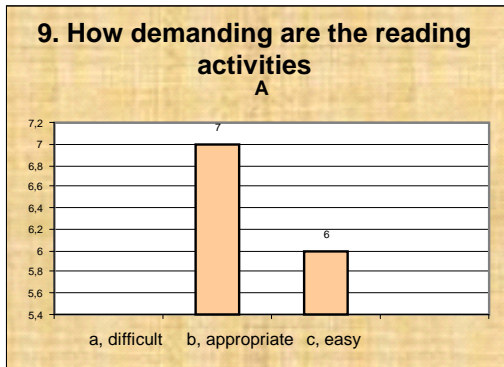
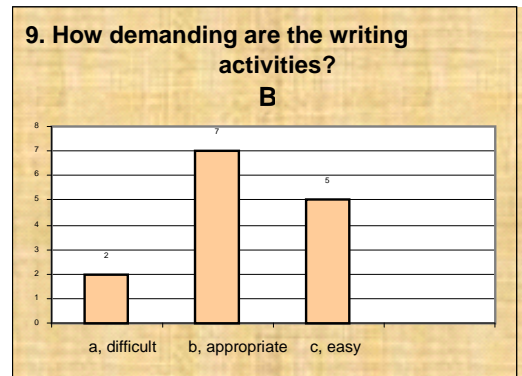
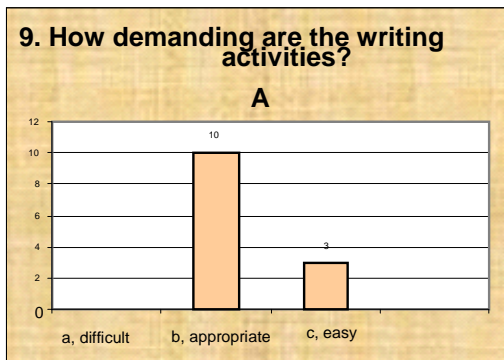
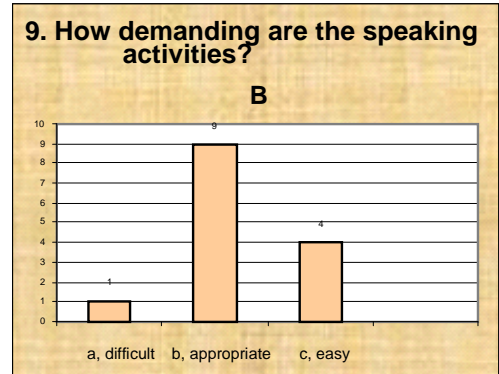
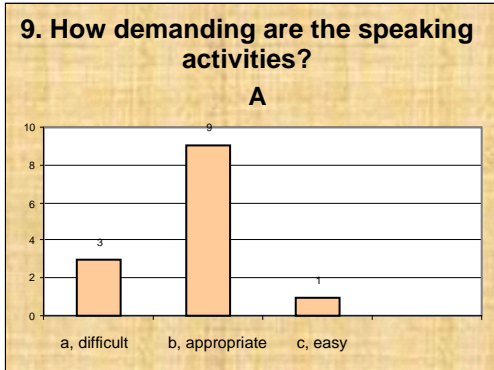
13. Co považujete za největší slabiny a naopak silné stránky Vámi používané učebnice?

Silné stránky	Slabé stránky
ZVLÁŠTNĚ TÉMATA	

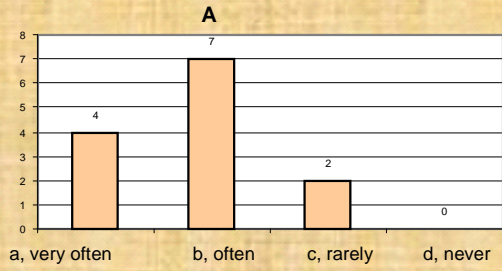
14. Místo pro Vaše připomínky

Děkuji Vám za spolupráci! Věra Křížová

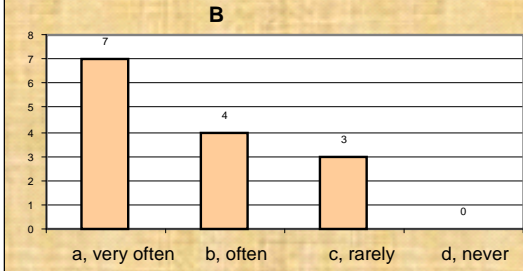
APPENDIX 16: PUPILS' QUESTIONNAIRE – GRAPHS



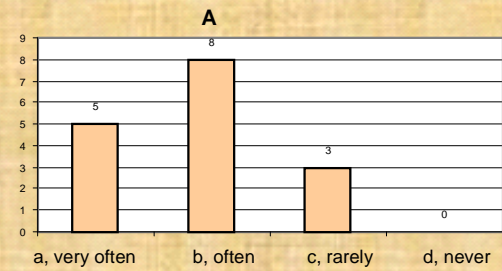
10. How often do you speak in the lessons?



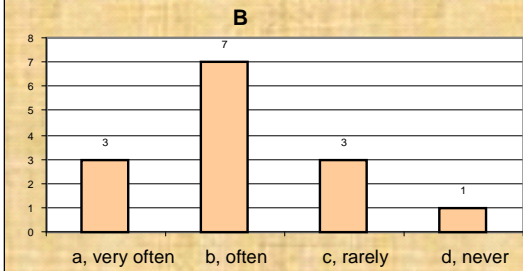
10. How often do you speak in the lessons?



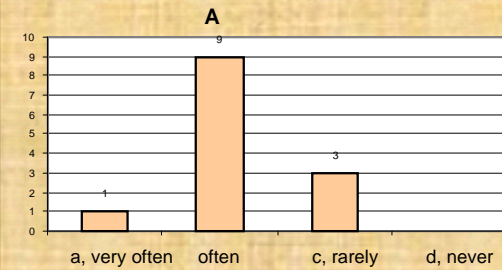
10. How often do you read in the lessons?



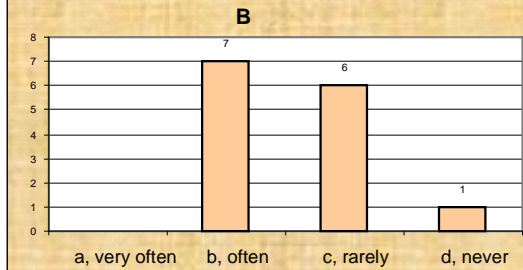
10. How often do you read in the lessons?



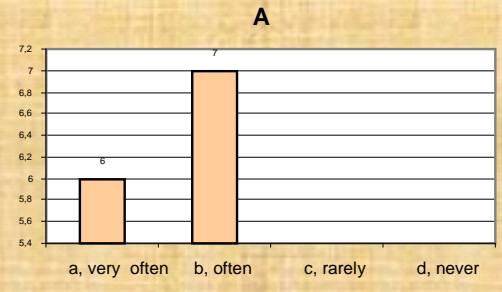
10. How often do you listen in the lessons?



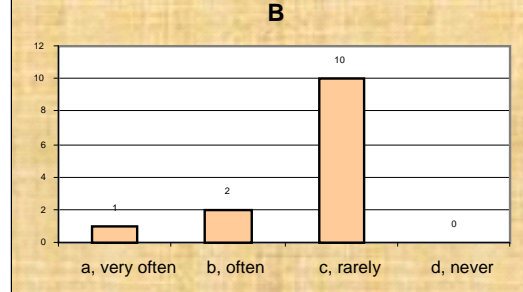
10. How often do you listen in the lessons?

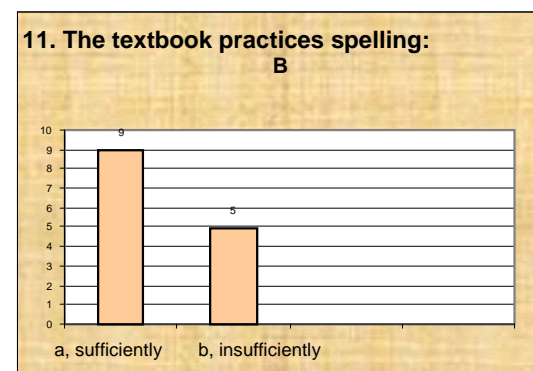
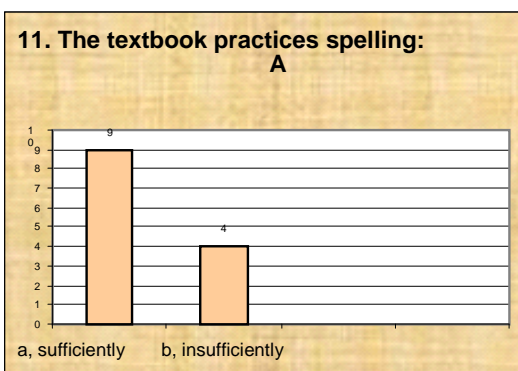
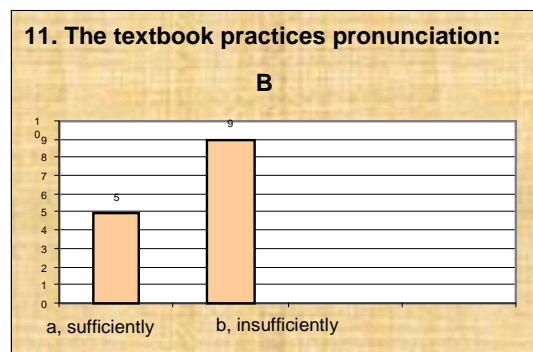
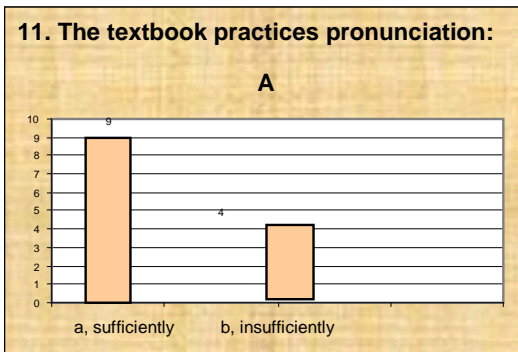
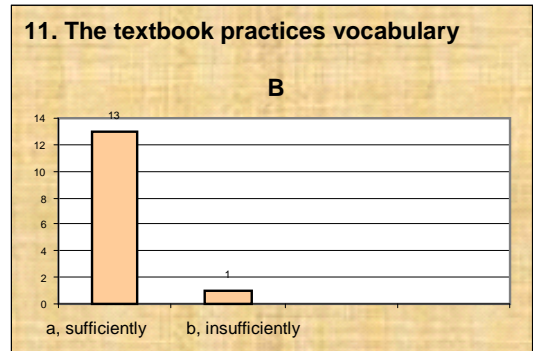
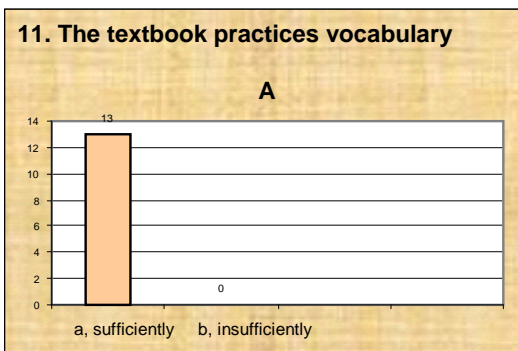
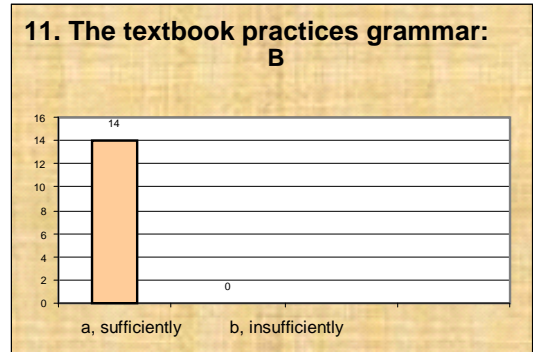
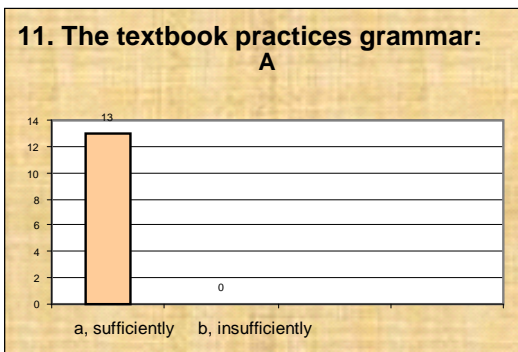


10. How often do you write in the lessons?

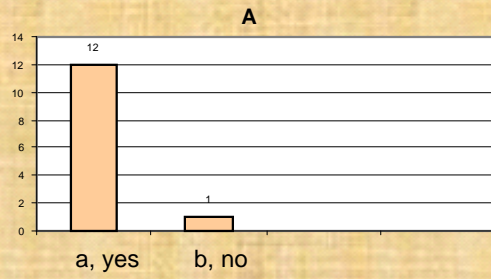


10. How often do you write in the lessons?

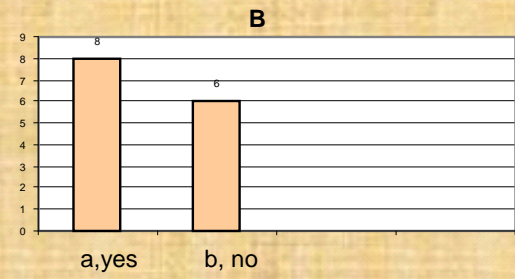




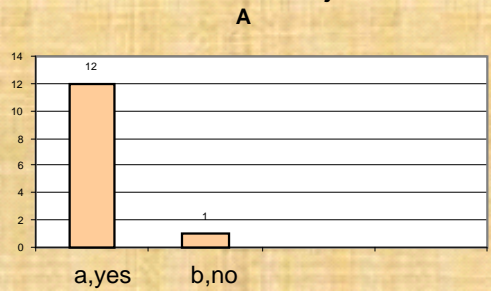
12. I learn about English speaking countries:



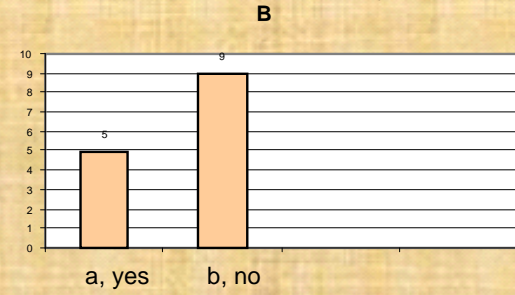
12. I learn about English speaking countries:



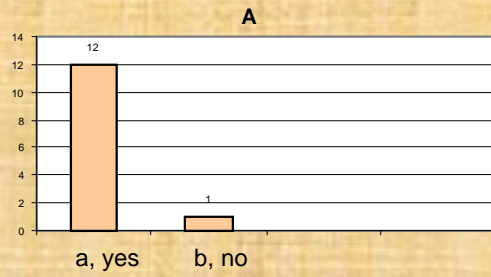
12. I learn about other subjects:



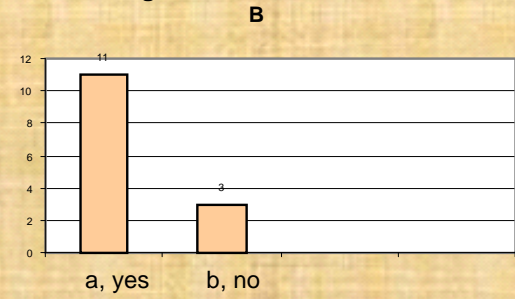
12. I learn about other subjects:



12. Do you find these pieces of information interesting?



12. Do you find these pieces of information interesting?



APPENDIX 17: PUPILS' QUESTIONNAIRE: CLASS A

Milý žáku, tímto bych Tě chtěla poprosit o spolupráci při vyplňování tohoto dotazníku. Zajímá mě, jak se Ti pracuje s učebnicí, co se Ti na ní líbí a co Ti naopak nevyhovuje. Dotazník je anonymní. Neboj se napsat, co si opravdu myslíš. Tvůj názor může ovlivnit Tvoji výuku tak, aby lépe vyhovovala Tvým potřebám a představám.

1. Jsem

(Podtrhni jednu možnost)

CHLAPEC

DÍVKÁ

2. Jak dlouho se učíš anglicky?

od 2. třídy

3. Jaké učebnice jsi až do této doby používal-a?

a, ChitChat b, Fairyland c, Project d, Blockbuster e, Challenges f, jinou učebnici

4. Kterou učebnici používáš právě teď?

BLOCKBUSTER

5. Líbí se Ti ilustrace v učebnici (grafická stránka)?

a, ANO b, SPÍŠ ANO c, SPÍŠ NE d, NE

6. Zajímají Tě témata probíraná v učebnici?

(otevři si obsah na začátku učebnice a podívej se na témata)

a, ANO b, VĚTŠINOU ANO c, JEN NĚKTERÁ d, NE

7. Jaká témata bys změnil-a? (Pokud si na předchozí odpověď-a písmenem b, c nebo d)

.....
Proč?.....
.....

8. Postavy, které vystupují v dialozích, scénkách a podobně jsou:

a, zábavné b, nudné c, hloupé

9. Jak náročné jsou pro Tebe učebnicové aktivity zaměřené na:

(zaškrtni)

SKILL (dovednost)	těžké	přiměřené	lehké
mluvení		✓	
psaní		✓	
čtení		✓	
poslech		✓	

A

10. Zaškrtni prosím, jak často nacvičuješ v hodinách jazykové dovednosti

SKILL (dovednost)	Velmi často	často	zřídka	vůbec
<u>mluvení</u>	✓			
<u>čtení</u>	✓			
<u>poslech</u>		✓		
<u>psaní</u>		✓		

11. Učebnice procvičuje	Dostatečně	Nedostatečně
Gramatika (časy, tvoření otázky a záporu, atd.)	✓	
Slovní zásobu (slovíčka)	✓	
Výslovnost	✓	
Pravopis (jak správně slovíčka psát)	✓	

12 Z učebnice se dozvídám.	ANO	NE
Informace o <u>anglicky mluvících zemích</u>	✓	
Zajímavosti z <u>jiných předmětů</u> (dějepisu, literatury, zeměpisu..)	✓	

Zajímá Tě to? A) ano B, ne**13. Tempo, kterým probírám v hodinách jednotlivé lekce nebo její části mi**

- a, vyhovuje
 b, většinou vyhovuje
 C, NEvyhovuje (nestíhám)
 D, NEvyhovuje (nudím se)

**14. Místo pro Tvoje připomínky a nápady:
(co bys na učebnici změnil-a)**

.....

.....

.....

.....

.....

Děkuji Ti za spolupráci!
 Věra Křížová

Milý žáku, tímto bych Tě chtěla poprosit o spolupráci při vyplňování tohoto dotazníku. Zajímá mě, jak se Ti pracuje s učebnicí, co se Ti na ní líbí a co Ti naopak nevyhovuje. Dotazník je anonymní. Neboj se napsat, co si opravdu myslíš. Tvůj názor může ovlivnit Tvoji výuku tak, aby lépe vyhovovala Tvým potřebám a představám.

1. Jsem

(Podtrhni jednu možnost)

CHLAPEC

DÍVKA

2. Jak dlouho se učíš anglicky? *od 3. třídy*

3. Jaké učebnice jsi až do této doby používal-a?

a) ChitChat b, Fairyland c) Project d) Blockbuster e) Challenges f, jinou učebnici

4. Kterou učebnici používáš právě teď? *Blockbuster, Challenges*

5. Líbí se Ti ilustrace v učebnici (grafická stránka)?

a, ANO b, SPÍŠ ANO c, SPÍŠ NE d, NE

6. Zajímají Tě témata probíraná v učebnici?

(otevři si obsah na začátku učebnice a podívej se na témata)

a, ANO b, VĚTŠINOU ANO c, JEN NĚKTERÁ d, NE

7. Jaká témata bys změnil-a? (Pokud si na předchozí odpověděl-a písmenem b, c nebo d)

já bych žádný neměnila
 Proč?

8. Postavy, které vystupují v dialogích, scénkách a podobně jsou:

a, zábavné b, nudné c, hloupé

9. Jak náročné jsou pro Tebe učebnicové aktivity zaměřené na:

(zaškrtni)

SKILL (dovednost)	těžké	přiměřené	lehké
mluvení		X	
psaní		X	
čtení		X	
poslech	X		

A

10. Zaškrtni prosím, jak často nacvičuješ v hodinách jazykové dovednosti

SKILL (dovednost)	Velmi často	často	zřídka	vůbec
mluvení		✓		
čtení	✓			
poslech		✓		
psaní		✓		

11. Učebnice procvičuje	Dostatečně	Nedostatečně
Gramatika (časy, tvoření otázky a záporu, atd.)	✓	
Slovní zásobu (slovička)	✓	
Výslovnost		✓
Pravopis (jak správně slovička psát)	✓	

12 Z učebnice se dozvídám.	ANO	NE
Informace o <u>anglicky mluvících zemích</u>	✓	
Zajímavosti z <u>jinych předmětů</u> (dějepisu, literatury, zeměpisu..)	✓	

Zajímá Tě to? A ano B, ne

13. Tempo, kterým probírám v hodinách jednotlivé lekce nebo její části mi

- a, vyhovuje
 b) většinou vyhovuje
 C, NEvyhovuje (nestíhám)
 D, NEvyhovuje (nudím se)

14. Místo pro Tvoje připomínky a nápady:

(co bys na učebnici změnil-a)

Na konci učebnice je slovní zásoba, ale je jenom anglická.
 Takže si musíme český význam doplnit samy. Doplnit bych
 tam český význam.

Děkuji Ti za spolupráci!
 Věra Křížová

APPENDIX 18: PUPILS' QUESTIONNAIRE: CLASS B

B

Milý žáku, tímto bych Tě chtěla poprosit o spolupráci při vyplňování tohoto dotazníku. Zajímá mě, jak se Ti pracuje s učebnicí, co se Ti na ní líbí a co Ti naopak nevyhovuje. Dotazník je anonymní. Neboj se napsat, co si opravdu myslíš. Tvůj názor může ovlivnit Tvoji výuku tak, aby lépe vyhovovala Tvým potřebám a představám.

1. Jsem

(Podtrhni jednu možnost)

CHLAPEC

DÍVKA

2. Jak dlouho se učíš anglicky? asi 4r. - (A)

3. Jaké učebnice jsi až do této doby používal-a?

a, ChitChat b, Fairyland c, Project d, Blockbuster e, Challenges f, jinou učebnici

4. Kterou učebnici používáš právě teď? c - Project

5. Líbí se Ti ilustrace v učebnici (grafická stránka)?

a, ANO b, SPÍŠ ANO c, SPÍŠ NE d, NE

6. Zajímají Tě témata probíraná v učebnici?

(otevři si obsah na začátku učebnice a podívej se na témata)

a, ANO b, VĚTŠINOU ANO c, JEN NĚKTERÁ d, NE

7. Jaká témata bys změnil-a? (Pokud si na předchozí odpovědi písmenem b, c nebo d)

.....

Proč?

.....

8. Postavy, které vystupují v dialozích, scénkách a podobně jsou:

a, zábavné b, nudné c, hloupé

9. Jak náročné jsou pro Tebe učebnicové aktivity zaměřené na:

(zaškrtni)

SKILL (dovednost)	těžké	přiměřené	lehké
mluvení		<input checked="" type="checkbox"/>	
psaní			<input checked="" type="checkbox"/>
čtení			<input checked="" type="checkbox"/>
poslech		<input checked="" type="checkbox"/>	

10. Zaškrtni prosím, jak často nacvičuješ v hodinách jazykové dovednosti

SKILL (dovednost)	Velmi často	často	zřídka	vůbec
mluvení		X		
čtení	X			
poslech		X		
psaní	X		X	

11. Učebnice procvičuje	Posledně	nedávno
Gramatiku (časy, tvoření otázky a záporu, atd.)	X	
Slovní zásobu (slovíčka)	X	
Výslovnost	X	
Pravopis (jak správně slovíčka psát)	X	

12 Z učebnice se dozvídám.	ANO	NE
Informace o <u>anglicky mluvících zemích</u>	X	
Zajímavosti z <u>jiných předmětů</u> (dějepisu, literatury, zeměpisu..)		X

Zajímá Tě to ANO B, ne

*hromada
nápady*

13. Tempo, kterým probírám v hodinách jednotlivé lekce nebo její části mi

- a, vyhovuje
- b, většinou vyhovuje
- c, NEvyhovuje (nestíhám)
- d, NEvyhovuje (nudím se)

14. Místo pro Tvoje připomínky a nápady:

(co bys na učebnici změnil-a)

*Práce... s... internetem a... Pa.j. výv. s Interaktivní učebn.
 Ilustrace by mohly být kvalitnější a výraznější a...
 Pracovní sešit by měl mít lepší vzhled (to se děje)...
 Slovíčka by měli být správně překlady. Nepraví další
 slovesa s 3. tvarem čas. činnou.*

Děkuji Ti za spolupráci!
 Věra Křížová

10. Zaškrtni prosím, jak často nacvičuješ v hodinách jazykové dovednosti

SKILL (dovednost)	Velmi často	často	zřídka	vůbec
mluvení	X			
čtení		X		
poslech		X		
psaní			X	

11. Učebnice procvičuje	Dostatečně	Nedostatečně
Gramatiku (časy, tvoření otázky a záporu, atd.)	X	
Slovní zásobu (slovička)	X	
Výslovnost		X
Pravopis (jak správně slovička psát)	X	

12 Z učebnice se dozvídám.	ANO	NE
Informace o <u>anglicky mluvících</u> zemích		X
Zajímavosti z <u>jiných předmětů</u> (dějepisu, literatury, zeměpisu..)		X

Zajímá Tě to? A, ano B, ne

13. Tempo, kterým probírám v hodinách jednotlivé lekce nebo její části mi

- a, vyhovuje
- b, většinou vyhovuje
- c, NEvyhovuje (nestíhám)
- d, NEvyhovuje (nudím se)

14. Místo pro Tvoje připomínky a nápady:

(co bys na učebnici změnil-a)

Na učebnici bych změnila: někde je to velmi
 těžké, protože jsem to už dávno naučila. A v
 některých částech je to trochu těžší. Slovička mi dává
 vyhovuje. Dělala mi na nich je tím je to vyhovuje

Děkuji Ti za spolupráci!
 Věra Křížová

