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Faculty of Arts and Philosophy**

Textbook Evaluation: Teaching Grammar

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Valerie Krátká

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ANNOTATION

The thesis concentrates on evaluation of textbooks in terms of grammar. The outcome of the theoretical part is the criteria for textbook evaluation and choice in terms of grammar requirements. Practical part then focuses on evaluation and comparison of two textbooks on the basis of criteria which are given in the theoretical part. The aim is to find out if the textbooks used nowadays somehow match the appropriate criteria concerning grammar practising and presentation.

Key-words: material didactic aids, textbook, grammar, communicative competence, criteria and evaluation

ANOTACE

Bakalářská práce se zaměřuje na hodnocení učebnic v rámci gramatiky. Výstupem teoretické části jsou kritéria pro hodnocení a výběr učebnice vzhledem k požadavkům na gramatiku. Praktická část se následně zaměřuje na hodnocení dvou učebnic na základě kritérií stanovených v teoretické části. Cílem praktické části je zjistit jestli tyto učebnice nějakým způsobem odpovídají kritériím pro procvičování a prezentování gramatiky.

Klíčová slova: materiální didaktické pomůcky, učebnice, gramatika, komunikativní kompetence, kritéria a hodnocení

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1. Introduction

“Textbooks represent the visible heart of any ELT program.”

(Sheldon, 1988, p.237)

Despite the numerous opinions about the use of textbooks, millions of copies are sold every year. According to Hutchinson and Torres, it seems that no teaching-learning situation is complete until it has its relevant textbook. (1994, p.315) Additionally, there are also many attitudes to teaching grammar. Nevertheless, the textbooks do tackle grammar as an important part of language teaching. As there is great importance to achieving a transfer of desired grammatical information into a student’s language use, it is also of great importance to have a helpful checklist of criteria which might be useful when a teacher is interested in choosing a relevant textbook when concerning grammar.

The theoretical part of this thesis attempts to concentrate on the criteria which might be helpful for teachers as mentioned above. Firstly, the thesis introduces material didactic aids as an inherent component of the teaching-learning process where the textbook is naturally involved. Then it is focused on the role of the textbook in the teaching-learning processes and its evaluation. The following part pays attention to language content, especially grammar covered in the textbooks. This section starts with introducing grammar and its role in language teaching. It goes on by showing the useful criteria connected to grammar presentation and practising and it ends with the checklist of criteria which are crucial for evaluating textbooks in terms of grammar. This checklist will help a teacher distinguish more easily between a relevant and an inadequate textbook. The checklist is also crucial for the practical part which is aimed at evaluation of two textbooks in terms of grammar and their comparison.

Theoretical part

2. Material Didactic Aids

“Teaching rarely occurs without the use of some form of teaching aid, even if this is nothing more than a blackboard and chalk (or a whiteboard and felt-tipped pens).”(Thornbury, 2006, p.11) Didactic aids are available almost in every classroom and they help teachers to achieve their aims and objectives. Teachers can use two forms of didactic aids- nonmaterial didactic aids and material didactic aids. Nonmaterial didactic aids are used as a tool to reach the educational aim by appropriate choice of educational methods, approaches and organizational forms. While on the other hand material didactic aids concern the utilisation of particular objects and materials in the school environment. (Maňák 1997, p.49-50)

Maňák also mentions that teaching aids help learners to achieve deeper understanding and acquisition of knowledge and skills. According to him teaching aids are divided into:

1. Real objects (nature products, preparation and products)
2. Models (static or dynamic)
3. Depictions:
 - i) images, symbolic depictions
 - ii) static projections (diaprojection, epiprojection, overhead projection)
 - iii) dynamic projection (film, television, video)
4. Audio teaching aids (musical instruments, cassette, CDs)
5. Haptic teaching aids (topography pictures, Braille writing system)
6. Literary teaching aids (textbooks, handbooks, atlases, texts)
7. Programs for teaching computers

(Maňák, 1997, p.50-51)

There are a lot of arguments in favour of didactic materials: they relieve the teacher of having to do copious preparation; they are a stimulus to language production; they provide immersion-like language exposure; they allow learners to continue studying outside class time; they provide variety and entertainment, thereby engaging

and motivating the learners. The variety also caters for different individual learning styles. (Thornbury, 2006, p.127)

The brief description of material didactic aids we can find in Scott Thornbury's dictionary of terms called *An A-Z of ELT*. He simply explains that "materials in the language classroom include anything that is used to support the learning process." There can be included coursebooks, workbooks, visual aids (invaluable especially for younger learners), charts, board games, Cuisenaire rods, data projectors, interactive whiteboard and video and audio materials and last but not least computers accompanied by the software. (2006, p.127) Jeremy Harmer in his book *The Practise of English Language teaching* (2001) provides useful advice on how to use a variety of teaching aids.

Nevertheless, the literary source number one is still the textbook. Nowadays, almost every learner has access to a coursebook for classroom use as well as some form of homework book (workbook). The coursebook itself usually includes texts, both spoken and written, with accompanying tasks, speaking and writing tasks, grammar and vocabulary presentations and exercises and very often a grammar reference section at the back. Thornbury adds that the course book usually provides other supplementary materials and accessories such as recorded material, a photocopiable resource pack, CD-ROM as well as access to a web page. (Thornbury, 2006, p.127)

Selecting textbooks is not an easy task not only due to the huge range of textbooks and other teaching materials, which are available nowadays. Moreover, also "using the coursebooks appropriately is an art which becomes clearer with experience." (Harmer 2001, p.306) Today, using a course book is the most common and popular way of teaching English. Thus, it is very important for teachers to know what the role of textbooks is, and be able to examine different types of coursebooks on the basis of criteria for assessing them especially in terms of grammar. This is established in the following chapter. The criteria for evaluating coursebooks in terms of grammar will be crucial for the practical part of this thesis.

3. The textbook in language teaching

3.1 Introduction

The textbook as one of the ELT materials plays a very important role in many language classrooms. Thus, it is necessary to pay attention to the level of their quality and take into account whether they are appropriate for their target group. Teachers must look critically at the grammatical information included in a textbook. Since, it is crucial for non native speakers as well as for native speakers to have access to textbooks covering trustworthy grammatical information. (Stern, 1992, p.130) Alan Cunningsworth's book *Choosing your Coursebook* (1995) is very valuable and helpful in terms of establishment of what the role of a course book is and what the criteria for its evaluation are.

3.2 The role of textbooks

The textbook is an essential part of English language teaching. Its role is to serve and support teachers, not to be their master. However, teaching materials can influence how teachers use them and how they teach. (Cunningsworth, 1995, p.7) and it is used by many language teachers in their classrooms and courses.

According to Průcha a textbook performs one role for students and another for teachers. For students it is a resource from which the pupils learn factual information as well as other knowledge (skills, values, norms, attitudes, etc.). On the other hand, for teachers the textbook is a resource which they use for planning the contents of the teaching process, direct presentation of the contents, evaluation of the students' education results etc. (1998, p. 19)

Another theorist who pays attention to the textbook in her works is Leslie Sheldon. She has indicated, textbooks represent "the visible heart of any ELT programme" for both teachers and students. Sheldon mentions that students believe that a textbook as published material has more credibility in terms of its usage in their language classroom than teacher-generated materials. (1988, p.237, 238) Hutchinson and Torres add that it helps teachers to be more organised and relaxed. According to their analysis the role of the textbook in a language teaching processes is crucial (1994, p. 317, 318). Jim

Scrivener acknowledges the results in Hutchinson and Torres' research. Scrivener is of the opinion that the role of textbooks is firstly to give less experienced teachers support and guidance and the control of a well-organized syllabus and secondly to give more experienced teachers material to work from. (1994, p.43)

The role of the textbook in terms of grammar is to help teachers to recognize what is vague and what causes difficulties for their students and then provide accurate grammatical information on how to proceed to achieve a better understanding. (Stern, 1992, p.130)

4. Selecting the course book

It is very important to make the effort to establish criteria for the assessment and selection of the appropriate textbook and supporting materials which are going to be used in our language classrooms. Many factors have to be taken into account.

One of the most important factors when selecting a coursebook is to consider what is stated about objectives and expected outcomes of a teaching programme (teaching grammar) in curricular documents.

Curricular documents are educational documents which specify educational content and emphasise key competencies, "their interconnectedness with the educational content and application of the acquired knowledge and skills in real life". These documents also formulate the expected level of education stipulated for all graduates of the individual stages of education. (FEP, 2007, p. 6)

The textbooks evaluated in the practical part of this thesis must satisfy expected outcomes and subject matter stated in *Framework Education Programme for Elementary Education* which is a part of *National Educational Programme*. FEP for Elementary Education defines the level of key competencies which should be achieved by the pupils at the end of elementary education, whilst it also states the expected outcomes and subject matter (FEP, 2007, p. 6). Particularly, the expected outcomes for grammar teaching in the first stage are the following ones. Firstly, the pupil shall understand simple directions and sentences and react to them adequately; understand to the content and meaning of a simple, slow and carefully pronounced conversation

between two people with sufficient time for understanding. Secondly, the pupil shall understand familiar words and simple sentences related to the topics being studied and in a flowing manner create a simple written message, short text and response to a message using correct grammar and form. (FEP, 2007, p. 23)

Subject matter at this stage are basic grammatical structures and sentence type, the basics of the lexical principles of orthography – simple sentences, formation of questions and negation, word order in a sentence. (FEP, 2007, p.24)

Curricular documents are essential for creating the School Education Programmes. (see FEP, 2007, p.5)

When selecting a textbook teachers meet two approaches to evaluation (impressionistic and in-depth). The following pages look at description of these two approaches.

4.1 Impressionistic evaluation

As every first encounter in our lives is pivotal and influential for the following decision the first encounter with a textbook is no exception. Hence, before the teacher meets the textbook for a first time he/she thinks about the criteria which are the most important for him/her. This is really wise because if the teacher does not do this later on he/she will be stuck in details. (Cunningsworth, 1995, p.5)

Various writers have provided an evaluation ‘checklist’ of general criteria which may help teachers to be more sophisticated while evaluating a textbook. Such general criteria include price, layout, topics, organisational characteristics, syllabus type, etc. (Harmer, 2001, p. 301) The syllabus as a part of impressionistic evaluation is discussed in the following paragraphs.

4.1.1 The Syllabus

“A syllabus is a document which consists, essentially, of a list. The list specifies all the things that are to be taught in the course(s) for which the syllabus was designed.”(Ur, 1996, p.176) According to Cunningsworth the syllabus is “a

specification of the work to be covered over a period of time, with a starting point and a final goal.” (1995, p.54)

Syllabus type, selection and grading are one of the important areas for the teacher, when evaluating a textbook. (Harmer, 2001, p. 301) The advantage of having a syllabus can be that it provides useful help, setting out clearly what the teacher expects to cover with his/her class. On the other hand, the syllabus may hide disadvantages, for example if it is unrealistic for the students to achieve on time or if it doesn't fit their needs. (Scrivener, 1994, p.54)

Many different types of syllabuses are used in language teaching. Penny Ur (1996, p.178, 179) provides a list of ten types of syllabuses. She mentions grammatical, lexical, grammatical-lexical, situational, topic-based, notional, functional-notional, mixed or 'multi-strnad', procedural and process syllabuses. (for further description and information see Ur, 1996,p. 178, 179 and Harmer, 2001, p. 296- 299)

Mixed or 'multi-strnad' syllabuses are considered to be modern because they combine different aspects in order to be maximally comprehensive and helpful to teachers and learners. Therefore, in these is covered specification of topics, tasks, functions and notions, as well as grammar and vocabulary. (1996, p.178) These types of syllabuses are also used in both evaluated textbooks in the practical part of this thesis. (see appendix 1 and 2)

4.2 In-depth evaluation

In-depth evaluation is another step when evaluating textbooks and it enables a wider look at details and difficult areas. It is focused on specific items and especially on those which relate to the student's learning needs, syllabus requirements and in a Czech context especially to the school educational programme (see chapter 4), to find out how suitable the book will be. There are many criteria which the teacher should consider regarding an in-depth examination. These criteria should again fit to the teacher's priorities such as if the book allows different teaching styles or if it covers the main grammatical items appropriate to each level fitting the learner's needs and many others (see Cunningsworth, 1995, p.2-3).

4.2.1 The content

Harmer suggests that “the immediate goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved.” (2001, p. 154) The teacher analyses language content as one part of an in-depth evaluation, which helps him/her to find strengths and weaknesses of the textbook. Language content is simply “the language that is contained in the course book, with what is being taught” (Cunningsworth, 1995, 31). Teachers are usually focused on the authenticity and reality of the language included in the coursebook. It is very important for students to be able to apply all four skills and sub-skills in various situations. Therefore, the teacher is interested in whether the textbook deals with all four skills appropriately and if there is a suitable balance between them (1995, p.64). Cunningsworth highlights mainly sub-skills (grammar, vocabulary, phonology) in terms of language content. According to him it is necessary to analyse them individually and to be focused on different aspects of the language separately due to effectiveness of teaching and learning (1995, p.31).

Grammar as one of the sub-skills is also considered when evaluating textbooks. Many writers deal with grammar in their books because they consider it one of the important aspects of teaching English language. The following pages will be focused on grammar as a part of language content which has to be taken into account when evaluating textbooks. The chapter defines what grammar is, what its role is, how the grammar is presented, the ways how the grammar might be practised and how to evaluate textbook in terms of grammar content.

4.2.2 Grammar and its role in English language teaching

‘Grammar’ can be viewed from different perspectives and numerous definitions have been available. Students usually simply describe grammar as a rule. Penny Ur defines it as “the way a language manipulates and combines words in order to form longer units of meaning” (1992, p.4). According to Cunningsworth it is “a major component of any general language course, whether it is acknowledged as such, or distinguished as something else” (1995, p.32)

Historically the role of grammar has been variable and has constantly changed. Moreover, there have been also used different methods with different characteristics in

terms of goals when teaching grammar. In the last decades, language theorists have distinguished methods such as Direct Method, Grammar-Translation, Natural Method, Audio-lingual Method, Competency-Based Language Teaching and many others. (see Brown, 1994) Richards and Rogers state that throughout history changes in language teaching methods have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency and they have also reflected changes in theories of the nature of language and language learning. (2001, p.3)

There have also been different approaches to teaching grammar, which will be discussed later, and there have always been arguments for and against grammar in language teaching. Each argument whether for or against teaching grammar has emerged and is based on some theories. Thornbury summarises the arguments for as well as against teaching grammar in his book *How to Teach Grammar* (2002, p. 15-20). These arguments due to the sheer volume of information that can be include in this thesis are not discussed here.

The author of this thesis is for teaching grammar in the foreground in second language teaching. One of the arguments for teaching grammar, which the author sees as reasonable, is *the fine-tuning argument*. There it is argued that grammar allows for greater subtlety of meaning and that the teaching of grammar serves as a corrective against ambiguities. (Thornbury, 2002, p.15) In other words, it is possible to communicate successfully when knowing how to use and create certain structures. On the other hand, when the speaker does not express the certain grammatical structure (e.g. tense) correctly then it can lead to misunderstanding. Therefore, teaching of these structures well is important. (Swan in Richards and Renandya, 2000, p.151) Via grammar can be expressed a variety of meanings. In other words, grammar has a communicative function and it is certainly connected to communicative competence. Moreover, as Ur says: “There is no doubt that a knowledge – implicit or explicit - of grammatical rules is essential for the mastery of language: you cannot use words unless you know they should be put together.” (1992, p.4)

Nowadays, the language teaching profession is focused on a communicative process in language learning. In terms of learning, it is generally accepted that we need to distinguish between ‘learning that’ and ‘knowing how’. In other words we need to distinguish between knowing various grammatical rules and being able to use the rules

effectively and appropriately when communicating. (Nunan, 1989, p.12) Today, “the term ‘communicative language teaching’ (CLT) is a byword for language teachers”. (Brown, 1994, p. 15) This new way of interest has characterized the last decades of the twentieth century. Richards and Rogers explain that CLT is an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (2001, p.155)

Achieving communicative competence is one of the goals of language teaching. Many theorists have defined what communicative competence really is. Hyme’s (1972, in Richards, Rogers, 2001, p.159) view of communicative competence is that a person who acquires it acquires knowledge as well as ability for language use. In addition, requiring of communicative competence means knowing when and how to say what to whom. (Hymes, 1971 in Larsen-Freeman, 2000, p.121)

Bachman (1990, p.84) uses a different terminology for the communicative competence description, he calls it “communicative language ability” (CLA). Furthermore, Bachman divides it into three components and this is language competence, strategic competence and psychological mechanism (1990, p. 84) Furthermore, the language competencies might be classified into two following types (1) organizational competence and (2) pragmatic competence. The organizational competence is further divided into grammatical competence and textual competence (1990, p.86-87). Grammatical competence includes knowledge of vocabulary, syntax, morphology, phonology or graphology. (Widdowson 1978 in Bachman, 1990, p. 87) Moreover, Bachman sees grammatical competence as a set of abilities which control the formal structure of language. (1990, p.87-88) The second one, textual competence represents “the knowledge of the conventions for joining utterances together to form a text”. It’s consisted of rhetorical organization and cohesion. (1990, p.88)

The other element in Bachman’s language competence is pragmatic competence which comprises illocutionary competence and sociolinguistic competence (1990, p.89-90). Illocutionary competence enables a speaker to use his/her own language and perform a variety of functions. While sociolinguistic competence enables speakers to serve “language functions in ways that are appropriate to the context”. (1990, p.94)

To sum up, from the facts mentioned it is clearly visible that the grammar teaching should support the development of communicative competence. Secondly, today the main objective in teaching and learning the grammatical system is communication ability. Therefore, learners must achieve as high a degree of linguistic competence as they are capable of. (Littlewood, 1981, p.1, 6)

4.3.3 Presentation of grammar

It is expected that the textbook presents the form and meaning of grammar in a clear, simple, accurate and helpful way. According to Penny Ur it is important for learners to have plenty of contextualized examples of the grammar structure. (1997, p. 82) The contextualized examples need to be generally useful and should fit appropriately to the needs of the target group. Thus, the students can adapt grammar into appropriate situations. Hedge (2000,p. 159,160) suggests that there can be used for example an authentic text in the textbook represented by a joke, which would usefully repeat the structure and then it would be followed by a spoken dialogue which is connected to learners' personal lives.

Another important thing for a teacher is to take into account if the structure in the textbook is explained in the students' mother tongue or in the language they are learning, or in both. Likewise, it is important that the information provided about the structure is not too detailed but accurate for the understanding. (Ur, 1997, p.82)

Hedge mentions one form of presentation of grammar, which can be seen in the textbooks. Specifically, it is the Presentation-Practise-Production (PPP) model. Firstly in this model, students are presented a grammatical structure, then they practice it through controlled exercises which are focused on the structure and finally students produce the target form through freer activities/exercises. The purpose of such activity in the PPP model is usually to help learners memorise the form, provide intensive practise and to develop confidence in grammar etc. (2001, p 164-166)

When it is believed that the focus on grammar is a necessary part of language learning the choice of grammatical description, whether to use an inductive or a deductive approach is needed.

4.3.3.1 Inductive approach

Nowadays some of the presentations of grammar in the textbooks are based on an inductive approach/rule discovery approach. It means that “without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.”(Thornbury, 2002, p.49) In other words, “learners are engaged in raising their own awareness of how language works”. (Hedge, 2000, p.160) The new grammatical form may be presented in context, using visuals in the coursebook and it may be accompanied by a listening passage. (Cunningsworth, 1995, p.34)

Its advantages are that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency (Gower, Phillips and Walters, 1995, p. 129). Fotos (1994 in Hedge, 2000, p.164), adds that it provides teachers with a procedure which helps learners to develop their grammatical competence.

Nevertheless, it also has some disadvantages such as it is time consuming and demanding for the teacher or that the students can hypothesise the wrong rule. Therefore, there is a suggestion that “some kinds of language are better ‘given’ than ‘discovered’ (Thornbury, 2002, p.54-55). Many other authors comment upon advantages and disadvantages of this approach.

4.3.3.2 Deductive approach

On the other hand, the textbook can first present the grammar rule and then it is followed by examples in which the rule is applied. This type is called the deductive approach or rule-driven approach. (Thornbury, 2002, p.29) It represents “a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first.” (Rivers and Temperley)¹ Thornbury (2002, p.30) explains the following advantages of deductive approach. Many rules can be simply and quickly explained, it can be less demanding in terms of planning, it is time-saving and it takes into account the learner’s expectations and learning styles. The deductive approach also

¹ in International Teacher Training Organization. *Inductive approach and Deductive approach in TESOL* [online]. [cit. 2012-02-01]. Dostupné z WWW: <<http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php>>

“acknowledges the role of the cognitive process in language acquisition”. Last but not least “it allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.”(Thornbury, p.30, 47)

On the other hand, Thornbury (2002, p. 30) mentions that it can be seen as dull and demotivating, it is teacher fronted, a teacher explanation is less memorable than other forms of presentation and it raises the misleading belief that learning language is simply a case of knowing the rules.

To conclude, the deductive approach can be effective with learners of a higher level, who already know the basic grammatical structures. (Rivers and Temperley) ¹ Nevertheless, “understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students.” (Gower, Philips, and Walters, 1995, p.129)

4.3.4 Grammar practice

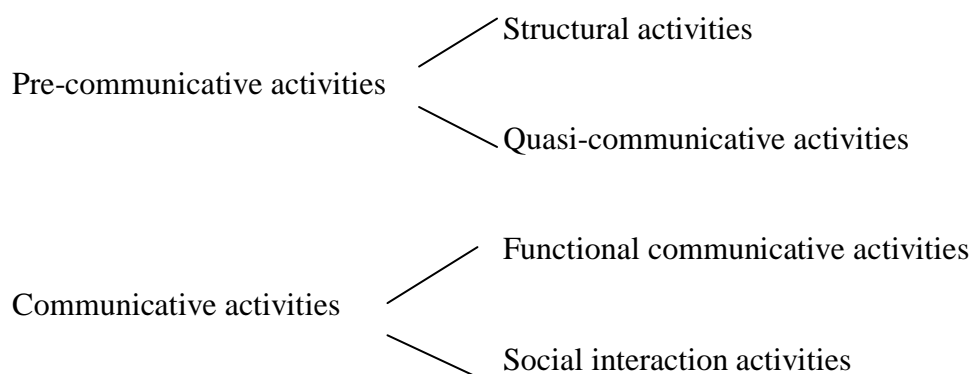
Since the textbook is considered as a source of content it is expected to contain several exercises which provide an opportunity for the learners to practise grammatical features. This also reveals a little bit what the word ‘practice’ covers in the language classes; it is related to exercises and drills. Specifically, exercises are usually more opened, while drills very often allow only one answer. Nowadays both are used as a method to achieve grammatical competence. (Stern, 1992, p. 147,148) The aim of these exercises and drills is to help students absorb the grammatical structures properly so on the basis of this they will be able to produce and use them correctly. In addition, Penny Ur warns that it is very important if the textbook offers students a variety of activities “that familiarise them with the structures in context, giving practise both in form and communicative meaning.”(Ur, 1997, p.83)

Nowadays, literature offers various distinctions of grammatical activities. William Littlewood provides a comprehensive typology of activities. Through general distinction of activities he defines the language-learning activities as communicative and pre-communicative activities. In pre-communicative activities/exercises the learners practice certain language (grammatical) forms or functions. The aim of these activities is for the learners to practise using acceptable language with reasonable fluency, “rather

than be concerned to communicate meanings effectively.” These activities can be subcategorized by ‘quasi-communicative activities’ whose main purpose is to demonstrate to the learner the types of contextualized meanings that structures can have. (2007, p. 85, 86) Quasi-communicative activities take account of communicative as well as structural facts about language, in contrast with purely structural activities (i.e. mechanical drills). (Littlewood, 1981, p. 86)

On the contrary, the communicative activities require the learner to “integrate his pre-communicative knowledge and skills, in order to use them for the communication of meanings.” Here the learners can use the new language they have acquired. A communicative activity can be for example a role-play. Here, Littlewood distinguishes two subcategories. The first subcategory includes ‘functional communicative activities’ where it is essential how effectively the task is performed while on the other hand in ‘social interaction activities’, the learner is also required to “take into account the social context in which communication takes place”. (2007, p.86, 87)

The summary of Littlewood’s methodological clarification can be presented in the following way:



(Littlewood, 1981, p.86)

The basic/general definition of language activities is followed by activities which are more specific and aimed at grammar practise. These activities are focused on accuracy and fluency. The exercises through which students achieve accuracy pay attention to form. It means that these exercises are appropriate at that time when learners already know the meanings they are using. In general, the practise exercise/activity should have these characteristics:

- Attention to form: the exercises should be motivational for learners to be accurate and not devote much attention to what they are saying.
- Familiarity: it is crucial for students to be familiar with the language that the students are trying to get right
- Thinking time: monitoring for accuracy is more successful if there is sufficient time available to think and reflect

(Thornbury, 2002, p.92)

On the other hand, fluency exercises are aimed at automisation. The focus of these exercises is entirely on meaning. Such practise exercise or activities should have these characteristics:

- Attention to meaning: the practise activity should encourage students to pay more attention to the meaning and less to the form of what they are saying
- Authenticity: the exercise should attempt to simulate the conditions of real-life language use.
- Communicative purpose: should be contained in the exercise. Thus, there should be a built-in need to interact.

(Thornbury, 2002 p.93)

Another author who pays attention to grammar practice activities is Penny Ur. She very specifically describes eight types of grammar practise activities which leap from accuracy to fluency activities. These practice activities are introduced in the following way. Type one: *awareness* encourages students to find grammar which has been just introduced in the given text for example in the extracts from newspaper articles. Type two: *controlled drills* which are predetermined by the teacher or textbook, students have to follow very clear instruction. Type three is called *controlled responses through sentence completion, rewrites or translation*. Here learners create examples of the structure (predetermined by materials or the teacher) and they are required to rewrite on the basis of a set cue, or to translate a sentence from L1. Type four includes *meaningful drills*. These activities are still controlled but learners may use vocabulary they see as appropriate. Students can be for example required to choose someone they know and write down true statements about him/her with the usage of present simple tense but they have to follow some models provided in the textbook. Type four: *guided, meaningful practise* enables students to use vocabulary they like and a pattern is set. Type five: *(structure based) free sentence composition* offers a visual or situational cue and own responses are required. For example the class has to describe a picture by using

the appropriate tense. Type seven is called (*structure based*) *discourse composition*. In this activity the learners are given a task and they resolve it on their own. Lastly, the eighth type of practise activity is *free discourse* where students are not given any specific direction and the task situation is included. (Ur, 2012, p.82-84)

The aim of these activities is to get learners to use the grammar in order to ‘say their own thing’, paying attention to both communicative purpose and linguistic form. (Ur, 2012, p.82)

These distinctions of grammar practice activities, introduced previously in this chapter, are essential for the following evaluation of the grammar exercises in the practical part. The exercises and activities evaluated in the practical part will be also firstly evaluated from the general point of view and it will continue to more specific determination of an exercise.

4.4 Evaluating of grammar in textbooks

There are at least two main sources of texts through which grammar can be taught. These are authentic sources where can be included literary texts, songs, newspapers, the Internet etc.; and the coursebooks. Also the teachers or the students themselves can provide some texts (Thornbury, 2002, p.72). When evaluating textbooks in terms of grammar content it is recommended to make up a checklist of questions which would be helpful. A.Cunningsworth offers an example of such a checklist:

- Do the grammar items correspond to the student’s language needs?
- Are they presented in small enough units for easy learning?
- Is there an emphasis on language form?
- Is there emphasis on language use (meaning)?
- How balanced is the treatment of form and use?
- Are newly introduced items related to and contrasted with items already familiar to the learners?
- Where one grammatical form has more than one meaning (eg. the present continuous), are all relevant meanings taught (not necessarily together)?

(1995, p.34)

Secondly, it is important to identify some grammatical points that are difficult to teach and bring problems for learners. The selection of the points is only up to the teacher because only he/she knows the students in his/her class. (Cunningsworth,

1995, p.34) Moreover, Thornbury (2002, p.92), claims that grammatical knowledge is automatised through practise. Therefore, the practise activities are expected to be aimed at improving both accuracy and fluency as already mentioned in the section 4.3.4. Moreover, the textbook must not omit to provide plenty of contextualized examples of the grammatical structure which would help students better understand it. (Ur, 2012, p. 80)

4.5 Summary of criteria/questions to consider when choosing a textbook and focusing on grammar

These criteria are mainly focused on presenting and practising grammar included in a textbook. Therefore, criteria such as the price, availability, stereotyping, layout and design of a textbook are not going to be discussed here even if they are also very important aspects for choosing an appropriate textbook. The following checklist is based on previous research.

Checklist of criteria for evaluating textbooks in terms of grammar:

- Does the textbook correspond to the age of the students?
- Does the textbook correspond to the language needs of students?
- Is the grammar structure in the textbook explained in the student's mother tongue or in the language they are learning?
- Does the textbook meet the expected outcomes and subject matter concerning grammar covered in FEP for Elementary Education (FEP EE)?

Presentation phase

- Are there contextualized examples of grammatical structures?
- Is grammar taught in real-life contexts?
- Is there a deductive approach used? (If yes, how? For which grammatical structures?)
- Is there an inductive approach used? (If yes, how? For which grammatical structures?)
- Is the grammatical structure in the textbook explained in the student's mother tongue or in the language they are learning?

Practice phase

- Are there communicative and pre-communicative activities covered?
- Are there activities focused on accuracy (form)?
- Are there activities focused on fluency (meaning)?
- Does the textbook cover following types of activities?
 - awareness activity
 - controlled drills
 - controlled responses through sentence completion, rewrites or translation
 - meaningful drills
 - guided, meaningful practice
 - (structured-based) free sentence composition
 - (structured-based) discourse composition
 - free discourse

5. Conclusion of the Theoretical Part

Teaching language occurs with many material didactic aids. The main material didactic aid as mentioned, is the textbook. The theoretical part deals with the usage of the textbook in presenting and practising language content especially grammar. There is also highlighted the link between grammar teaching and achieving communicative competence. When teachers are interested in choosing a valuable, helpful and appropriate tool for grammar teaching they are recommended to take into account many important factors and criteria which would help them to achieve better understanding of grammar for learners. A checklist of such helpful criteria is created as an outcome of the theoretical part of this paper (see chapter 4.5).

Practical Part

6. Introduction

The practical part of this paper concentrates on the evaluation of two textbooks, nowadays used at primary schools, in terms of grammar. Especially, it is focused on how these textbooks deal with grammar, how they present it and how they match the criteria which are considered important and which were set up in the theoretical part. Therefore, the author of this thesis does an in-depth analysis of these textbooks.

The practical part deals with evaluation of textbooks addressed to the needs of the fourth graders. The first textbook is called *Chit Chat 2* and the second one is called *Project 1*. The *Chit Chat 2* textbook is used in Studánka primary school in Pardubice. I have my own experience with this book, because I had my teacher training at this primary school. Thus, I have chosen this textbook for the evaluation. The *Project 1* has been chosen because I have also a little experience with this textbook. Some of my students who attend my private lessons learn from this book at their schools and they have enabled me to get to know this book. One of the primary schools in Pardubice which uses this textbook is Benešova primary school.

In the practical part I deal with the analysis of two textbooks. The evaluation of chosen textbooks is based on two stages. Firstly, I made a chart where all criteria for grammar presentation and practice set up in the theoretical part are listed. All exercises and activities concerning grammar as well as presentation of the grammar in each unit of both textbooks are evaluated on the basis of these criteria. The charts are added in the appendix 3 and 4. This can show the reader how the research was carried out so the reader can better understand the results of the evaluation. Secondly, it follows the overall evaluation of the textbook concerning only grammar based on the analysis and its results.

The aim of the practical part is to evaluate two textbooks, which are introduced above, on the basis of criteria suitable for teaching grammar, to find out their approaches to grammar teaching, to compare these two textbooks and consider which one is more appropriate for grammar teaching and which one better matches the criteria for grammar presentation and practice in the textbooks.

7. The brief description of evaluated textbooks

Chit Chat 2 is written by Paul Shipton (see appendix 1). The textbook is divided into twelve units plus one starter unit which revises simple questions and greetings. The units provide more than fifty hours of classwork. There is a revision part after every third unit where learners can check their progress in grammar as well as in other skills and sub-skills. The pupils are also given opportunities for self-evaluation in the revision section. Zany cartoon bugs are used there to help to make learning for children fun. This book is a product of research and many years of feedback on the Oxford University Press primary course. The textbook is accompanied by an Activity book as well as by a Teacher's book where mini tests and one additional exercise to each unit are provided. Moreover, it provides detailed lessons plans. An additional component to *Chit Chat 2* are Class Audio CDs.

The second evaluated textbook is *Project 1* which is published by Oxford University Press and its author is Tom Hutchinson. He is well experienced in ELT pedagogy and he has published many successful books. Furthermore, one of his interests is teaching of grammar. The *Project 1* textbook offers six main teaching units which are divided into four sections, each section offers a grammar part where students practice the new grammar. The last part of each unit suggests a topic and ideas for creating a project. At the end of each unit the students are provided with a Progress diary which is focused on answering questions about grammar points which students have learnt in the unit. There they are asked to find examples of it in the unit. 'Progress diary' is not focused only on grammar taught in the unit but also on vocabulary and other language items. Each unit is accompanied by a section called 'Culture page' at the end of the textbook where CLIL (Cross-curricular learning) is covered. These culture sections within each unit enable students to explore differences and draw comparisons with their own cultural backgrounds (Woodbridge, Hutchinson, 1999, p. 4) Furthermore, *Project 1* consists of a Student's book, Workbook in which is provided a section called 'Grammar summary' and a word list at the back, Class CDs and Teacher's book which also includes tests. This textbook provides ninety hours of teaching material.

8. The evaluation of the textbooks

8.1. Evaluation of the *Chit Chat 2* textbook and its conclusion

At first sight the textbook *Chit Chat 2* looks like a textbook which is very attractive for young learners and which really tries to develop their interest in English language and English culture.

Nevertheless, deeper insight and a thorough evaluation (see appendix 3) finds out that the grammar in the textbook is covered in the following way:

Presentation of grammar structures provides plenty of contextualized examples. The analysis proved that the contextualized examples are used in 100% of presentations. Every presentation of a new grammar point is accompanied by contextualized examples and by many colourful illustrations and lively visuals, which might be more interesting for students because they capture their attention. For young learners grammar becomes clear and more meaningful. The funny bug characters make the process of learning enjoyable.

The textbook also uses real-life contexts to teach grammar, which is profitable for the students because it provides them with the situations which they can really meet in real life and where they can really use the skills. 61% of presentations use real-life contexts in order to introduce a new grammar structure.

An inductive approach is covered in 81% of grammar presentations. Every unit begins with a presentation of a new grammar structure. It is in most cases introduced by a variety of songs, raps and chants accompanied by texts which use enjoyable contexts and it also uses visuals. When presenting a new grammar structure learners are directed to listen and read. The inductive approach in this textbook is used for presentation of almost all grammatical structures.

On the other hand, the deductive approach is covered in only 19% of the presentations. A deductive approach is used for introduction of prepositions and directions when describing how to get to or actual locations of buildings in a town. The prepositions are introduced in small boxes in the corner of an illustration or above the

following practice activity. As Goner, Philips, and Walters mention the deductive approach is less suitable for lower level language students, for presenting grammatical structures that are complex in both form and meaning, and for classrooms that contain younger learners. (195, p. 134)

This book is mainly focused on fourth graders, this means 9-10 year old pupils. At this age most pupils do not understand when grammar is explained too much deductively through complicated rules. They need to use grammar in various contexts and exercises to experience its application, to personalize its use and to be able to produce their own correct sentences. This age group gets bored easily and there is a danger of rapid loss of attention when too many rules and example sentences are presented. The author of this textbook appropriately chose the inductive approach as a main tool for presentation grammar structures to young learners.

All the grammar structures in the textbook are explained in the language the students are learning. The textbook does not use the students' mother tongue.

The practice phase of the textbook provides a pre-communicative as well as the communicative form of practising grammar structures taught in the textbook. Nevertheless, it prefers pre-communicative activities. The analysis shows that 94% of grammar practice activities represent pre-communicative activities.

The most common types of pre-communicative activities which are covered within are meaningful drills and awareness activities. The textbook does not use controlled drills.

In this book the students are provided with meaningful practice which keep their attention and give the pupils chance to personalize the grammar structures because they have a limited choice to use the language of their preference.

Meaningful drills are covered in 71% of pre-communicative activities. Thus they represent the majority of grammar practice exercises offered in the *Chit Chat 2* class book. Each presentation is followed by a practice activity focused primarily on speaking. This is also the most common meaningful drill activity used in this textbook. The students are encouraged to communicate with their classmates in pairs. They are

directed to question and answer about a given picture according to a set pattern and they have to use a predetermined structure, but the activity allows them to use the language with an element of choice. Specifically, in one of such activities they have to use prepositions ‘next to’ and ‘opposite’ when they describe the location of a café and other places in the picture. Here the students practice the use of prepositions to describe locations of places when answering questions such as “Where is the café?”, “Where is the clothes shop?” etc. The book uses mainly the meaningful drills to practice various grammar structures. These activities have a communicative function even if they are evaluated as pre-communicative.

The second pre-communicative activity used in the *Chit Chat 2* textbook is awareness activity as has been already mentioned above. This type represents 29% of pre-communicative grammar practice activities provided in this textbook. Penny Ur explains that these types of activities can be focused on form, meaning or on both (2012, p.82). Here it pays attention to meaning rather than on form. The students are given opportunities in order to show whether they understand the meaning of the introduced grammatical point. In other words they practice and check understanding of the taught grammar structure. In such an exercise they are supposed to match a picture with an appropriate command – “Don’t play outside, Go to bed” etc. (Shipton, 2002, p. 15) This type of exercise can be also evaluated as ‘quasi-communicative’.

On the other hand, the communicative activities are provided in this book only in 6% of grammar practice. These communicative activities covered in the *Chit Chat 2* textbook are mainly focused on meaning. They often use a listening passage in the first part of the exercise in order to discover some secret information, which is needed for students to be able to complete a given task and act on the basis of received information. However, these activities are evaluated as communicative and as meaning-focused, they do not seem to fit any of the types of grammar practice activities distinguished by Penny Ur whereby we would evaluate the activity only according to instructions in the textbook. Nevertheless, when we have a look at the instructions concerning these activities in the teacher’s book we can find out that the activities can be evaluated as (structure-based) free sentence composition because the task connected to the listening passage has a second part. One of these activities is activity 28 in Unit 4 (Shipton, 2002,

p.21) where students are given a map of a town. According to a listening passage they have to mark where Spike's hotel is. Then, they work in pairs. Learner A chooses one place and describes the way to get there to learner B. B has to follow the instructions given by A and find out where the place chosen by A is. Then B chooses one place, A listens to his/her instructions and tries to discover the location of B's place.

From the previous comment of the grammar practice activities provided in this textbook it seems that the textbook pays greater attention to accuracy-focused practice rather than fluency-focused practice. More specifically, there is 67% of accuracy oriented exercises and 33% of fluency oriented activities.

According to the author of this textbook the aims and objectives concerning grammar covered there are:

- to expose pupils to a range of basic vocabulary and structures which will enable them to communicate at a simple level
- to develop all four skills in a systematic way, starting with listening and speaking and gradually including reading and writing, with increasing emphasis on fluency and accuracy
- to enable pupils to communicate purposefully about themselves, their family, and their classmates, and to use standard phrases for specific purposes
- to help pupils grasp the underlying pattern of languages as a basis for the concept

(Shipton, Bradshaw, 2002, p. 5)

The aim of the textbook is to teach pupils greetings, talking about abilities (usage of verb can), prepositions, the verb to have got, telling the time, present continuous, present simple and past simple.

The *Chit Chat 2* textbook fulfils the requirements which are presented in FEP for Elementary education as it can be seen from the presented aims, objectives and subject matter of the textbook and also as the analysis of the textbook has proved.

As for the age suitability the grammar taught in this textbook enables students to express themselves on subjects in which this age group is interested (likes , hobbies,

abilities, supernatural, adventure, summer activities, holidays, school timetable, TV programmes, diary, animals). The textbook takes into account the child's individuality. The main structures presented in this textbook are also suitable to the age of the fourth graders. Furthermore, the grammar that is to be taught in this textbook specified in the mixed syllabus presented at the back of the class book and at the beginning of the teacher's book is adequate for the age and language needs of the students.

In general the textbook contains activities and exercises which can be evaluated as clear and simple for learners to understand and complete, also grammar covered in the exercises is clear and not mixed with other grammatical phenomena. Also the vocabulary in the grammar activities does not take the student's attention away from the taught grammar.

Even if the textbook is based on the pre-communicative form of practising grammar structures it uses mainly meaningful practice which refers to question-and-answer activities which help to sustain the learner's motivation and make the activity more appropriate to their probable communicative needs in the future. (Littlewood, 1981, p. 12)

8.2 Evaluation of the *Project 1* textbook and its conclusion

At first appearance the textbook *Project 1* contains a more varied choice of exercises in one unit which triggers the attention of a person who wants to choose a textbook. More detailed insight and careful examination confirms that this variety is a real blessing because it makes the teaching of grammar more enjoyable and many-sided. Nevertheless, a more thorough evaluation (see appendix 4) revealed facts, which are not only positive, in presentation and practising grammar structures covered in this textbook.

Presentation of grammar in *Project 1* uses contextualized examples in almost every new introduction of a grammatical structure. In numbers it is 81% of grammar presentations which use contextualized examples. The grammar is contextualized in photos, pictures texts, and dialogues.

36% of presentations of a new grammar structure covered in the textbook use real-life contexts. Nevertheless, the real-life contexts are not used only in the presentation but the book also attempts to provide real-life contexts in practising of grammar. Almost every project which is at the end of each unit is placed in a real-life context.

A deductive approach is covered in 50% of presentations (introductions) of grammar while the inductive approach is also used in 50%. These numbers do not mean that for presentation of some grammar structures the book uses the inductive approach and for others it uses the deductive approach. The majority of the sections covered in the units begin purposefully with an inductive presentation of grammar followed by a chart where a new grammar structure is introduced by a small computer character called Reginald. In other words, the grammar is presented inductively in a reading activity accompanied by listening and pictures which help students to understand and then the grammar structure is presented separately in a small table. The pupils very often complete this table on the basis of the reading comprehension and Reginald then explains what grammar structure it is and shows the rule. He also stresses the important points.

Grammar taught in this textbook is presented and explained exclusively in the language they are learning.

In-depth evaluation of the practice phase provided in *Project 1* shows that the textbook prefers pre-communicative activities. They represent 93% of practice exercises covered in this textbook. The majority of pre-communicative exercises are meaningful drills which present 47%, then follows controlled drills which present 37% of exercises offered in the textbook and the least number of pre-communicative activities might be considered as awareness activities which are covered in 16%.

The problem of some controlled drills provided in *Project 1* is that the grammatical structure is practised out of context. Very often a learner has to match the subject and the verbs or the subject and the possessive adjectives. This corresponds to the audio-lingual method where the exercises might be seen as boring and where learners repeat the meaningless structures to practice the grammar form.

Here is an example of such an exercise:

						have got
I	you	we	they	he	she	it
						has got

(Hutchinson, 1999, p. 30)

Awareness practice activities provided in this textbook mainly pay attention to a form of grammatical points to which students have been introduced. They find and complete sentences from the comprehension text which illustrate the grammar point. (Woodbridge, Hutchinson, 1999, TB p.5) In such an activity students are for example directed to have a look at a story which they read previously and on the basis of it they have to find the missing words in the story (negative form of present simple) and complete a table. (Hutchinson. 1999, p. 45) Nevertheless, there are very often a few examples in the table which introduce a new form from in which the new rule is not clear. The Progress diary section which is provided at the end of each unit might be also evaluated as an awareness activity because it encourages the students to look back through the unit, finding examples of grammar structures and other language items that they have learnt in the unit, and saying what they know about each thing. (Woodbridge, Hutchinson, 1999, TB p.5)

Communicative activities form only 7% of all exercises provided in this textbook. These communicative exercises might be evaluated as (structure based) free sentence composition activities. One of the communicative activities does not match any type of activities from Penny Ur's distinction of grammar practice activities. The activity is focused on fluency (meaning) and there is a gap in the information. The students are directed to listen to an audio passage in order to obtain some information so they can mark the appropriate pictures in the exercise. They need to obtain this information because without it they would not be able to complete the second part of this exercise.

The imbalance between pre-communicative and communicative activities may have the effect that the students pay attention "more on language forms to be learnt than

on meanings to be communicated" (Littlewood, 2007, p.16). The pre-communicative activities help students work with particular grammar but their disadvantage is that they take too much class time which could be better used for communicative activities which are more useful in developing the learner's language as a whole. Even basic grammar and vocabulary might be taught communicatively because a teacher can adjust the materials.

The advantage of this textbook is that the project in the final part of each unit enables students to use the language they have learnt in the unit to communicate about their own lives. (Woodbridge, Hutchinson, 1999, TB p. 5) These projects give an opportunity to talk and write about things that are important and interesting for young learners.

The activities which are form-focused and activities which are accuracy-focused are quite imbalanced. The activities focused on practising fluency represent 10% and activities focused on practising accuracy represent 90%. Some of the activities pay attention to both, these are mainly communicative activities.

According to Tom Hutchinson this textbook aims at presenting language in realistic and motivating aspects, learner development, at providing a solid grammar framework through practice structures, functions and vocabulary and last but not least to help students to establish a connection between language, life and the outside world beyond the classroom. (1999, TB p. 4)

The mixed syllabus offers grammar to be presented in *Project 1*. It focuses on the verb to be, possessive 's, possessive adjectives, articles, plural nouns: regular and irregular, there is/ are, the verb to have got, instructions, prepositions of place, the verb must, telling the time and basic tenses such as present simple and present continuous (see appendix 2).

The *Project 1* textbook is suitable to the age of fourth graders because the grammar taught there enables them to talk about familiar topics such as talking with friends and about friends, pop groups, school timetable, daily activities, my town, free time activities and many others. The book offers a wide range of basic grammar structures which are well explained and practised in a way suitable to the pupils needs

and language level. The character of Reginald makes grammar learning friendlier. (Woodbridge, Hutchinson, 1999, p. 5)

In general, the grammar practice activities covered in this textbook attempt to help pupils to develop their ability to understand and to express themselves effectively in English. (Woodbridge, Hutchinson, 1999, p. 5)

According to the analysis and its results presented above it can be stated that the textbook meets the requirements of FEP EE.

8.3 The comparison of the textbooks *Chit Chat 2* and *Project 1* evaluation and its conclusion

Both textbooks present grammar in real-life contexts which are familiar to the target group – fourth graders and both provide students with many contextualized examples.

Throughout the whole *Chit Chat 2* textbook the grammar is presented primarily inductively. On the other hand, *Project 1* uses both approaches when presenting a new grammar structure. It firstly starts with the inductive approach which is followed by the deductive approach. As it has been mentioned earlier an inductive approach is more suitable for young learners.

The textbooks explain all the grammar structures in the language the pupils are learning which is very important. Tom Hutchinson summarizes the reasons for it. Firstly, the only effective way to learn a language is to hear it and to use it as much as possible. Secondly, pupils need to learn that English can be used for real communication, such as giving classroom instructions. Last but not least the final reason is that pupils can understand a lot more than they can say and they need to learn that they do not have to understand every single word to know what is meant. (1999, TB p.6)

Both textbooks are based on the pre-communicative form of practising grammar. *Chit Chat 2* uses 85% of pre-communicative activities and *Project 1* uses 93%. Penny

Ur in her book *A Course in Language Teaching* (1996, p. 85) claims that many coursebooks provide plenty of exercises that suit the description of controlled drills and meaningful drills, but tend to neglect the others. This is partly true of the evaluated textbooks in this thesis because apart from the activities she mentions there are also two more types used.

Nevertheless, meaningful drills are dominant with their 71% in *Chit Chat 2* and 45% in *Project 1*. *Chit Chat 2* uses only two types of grammar practice activities, one of them being meaningful drills and the second type being awareness activities. While *Project 1* uses three types of pre-communicative activities, meaningful drills, controlled drills and awareness activities. The main differences between these activities covered in both books are that in *Chit Chat 2* the meaningful drills are focused only on speaking based on visuals. This activity enables students to work in pairs and when speaking about pictures it makes the practice of a grammar structure more enjoyable, interesting, and purposeful and it more effectively captures the pupils' attention especially at this age. While in *Project 1* these activities are focused in many cases also on writing. This book does not use many visuals on which the speaking activity would be based on. The second difference is that awareness activities covered in *Chit Chat 2* are focused only on fluency (meaning). Whereas, in *Project 1* these activities are mainly meaning (accuracy) oriented. *Project 1* also uses quite a lot of controlled drills which might be taken as boring especially for pupils of this age, which are not used in *Chit Chat 2*.

Even if the evaluated textbooks provide various types of grammar practice exercises they both base their grammar practice on a meaningful kind of practice. This means that the students are required to make meaningful choices when carrying out practice but the language control is still provided. (Richards, 2006, p.16)

The textbooks use pre-communicative activities which are important when teaching grammar because they aim to help the learner develop links with meaning that will later enable him to use this language for communicative purposes. (Littlewood, 1981, p. 8)

Fewer communicative grammar practice activities are used in these textbooks. *Project 1* offers 7% of communicative activities and *Chit Chat 2* offers 6%. In most of

the cases they use (structured based) free sentence composition type of activities. There could be provided more communicative practice activities which would enable students to use and practice language within a real communicative context.

Also when we compare the results of evaluation concerning fluency and accuracy focused activities there is a clear preference to accuracy-focused practice in both textbooks. It means that 67% of grammar practice activities covered in *Chit Chat 2* are focused on accuracy and 90% in *Project 1*. Penny Ur claims that it is important to include a combination of tasks, providing both form-focused and meaning-focused practice. (2012, p. 82) Nevertheless, as the numbers show, the evaluated textbooks pay a little attention to fluency-focused practice.

Project 1 covers around twenty grammar structures while *Chit Chat 2* comprises around ten grammar structures. Moreover, *Project 1* contains around one hundred and twenty grammar exercises while *Chit Chat 2* offers only thirty three exercises which are focused on practising grammar. *Chit Chat 2* pays greater attention to the visual part (context, attraction) of grammar practice and presentation. It means that it usually provides a maximum of two grammar exercises on a page. On the other hand, *Project 1* clearly prioritizes the amount of grammar practice towards its enjoyment.

Both textbooks include the grammar exercises that match the language needs of the target group – 9-10 years old. The textbooks present grammar in a clear, simple and accurate way for pupils to understand. Nevertheless, *Chit Chat 2* contains more adventurous, funny and motivational themes and contexts. While, in *Project 1* themes in which grammar is taught and presented are more serious. This textbook is more teaching aim-oriented but *Chit Chat 2* is more oriented and focused on the pleasure that the journey to the aim brings.

The syllabi presented in these textbooks satisfy and meet the FEP EE requirements concerning grammar teaching at this stage.

To conclude, none of the evaluated textbooks can be marked as inappropriate for teaching grammar. *Project 1* is more oriented toward a thorough practising of each grammar structure in order to achieve communicative competence. *Chit Chat 2* does not focus on a lot of grammar structures (twice fewer grammar forms) but it concentrates on

a pleasant way of acquiring grammatical and communicative competence. It depends on the teacher which way of teaching grammar he/she prefers. Nevertheless, both books are suitable for fourth graders and both reach the educational content stated in FEP EE.

9. Conclusion

The theoretical part of the thesis firstly describes and introduces didactic aids especially material didactic aids and more thoroughly the textbook. The textbook seems to be the most common aid of teaching English nowadays and it is one of the factors which influence the teaching learning process. Teachers like using it because it provides and brings them many advantages and supports them in their teaching processes. Moreover, the textbook should be useful and also take into account learners and their needs because it can somehow influence their opinion and relationship toward learning grammar.

The theoretical part describes the textbook and its role not only in general but more specifically in terms of grammar. The role of the textbook in ELT is described there, and the thesis provides suggestions on how the textbook should be selected and which important aspects should be taken into account. It presents general criteria for evaluation of the textbook while the thesis is focused on setting up criteria involving grammar aspects in more detail. When selecting a textbook it is important to do a two stage evaluation. Firstly, an impressionistic evaluation provides the teacher with their first encounter with the textbook. The teacher is recommended to set up an evaluation checklist where his/her preferences are listed and important criteria which on he/she would like to be focused. This assists the teacher in being more careful when evaluating a textbook. It is advantageous when the teacher and the textbook share common goals and aims. After the impressionistic evaluation follows the in-depth evaluation where the teacher is focused on more specific items such as if the textbook covers appropriately the main grammatical items or whether the grammatical activities focused on use and form are balanced or indeed if the grammar presentation corresponds to the age of the learners.

The aim of the theoretical part was to set up criteria which could be beneficial and help teachers to evaluate grammar covered in the textbook. Therefore, the theoretical part shows different ways how the grammar can be presented to the students and how it can be practised in the textbooks. It also describes the role of the grammar in ELT, the goal of language teaching and how the evaluation of grammar should look like. Additionally, an example of a checklist is offered which might be followed when evaluating grammar in the textbook.

In the practical part two specific textbooks are evaluated – *Chit Chat 2* and *Project 1*, both are designed for learners at primary schools. The textbooks are evaluated separately on the basis of the criteria concerning grammar which were set up and referred to in the theoretical part. This evaluation follows a comparison of these two textbooks revealing what the differences are between grammar presentation and practising, they offer. The outcome of the practical part is that it really confirms the importance of both types of evaluation, both the impressionistic as well as the in-depth evaluation. If the teacher did only an impressionistic evaluation of the textbook then it could be very misleading. On first sight the textbook may seem to be very balanced and appears to present grammar in the right way but then the in-depth evaluation surprisingly finds out something rather different. This should ensure prospective users are somewhat more careful when selecting a textbook for ELT courses.

10. Resumé

Tato bakalářská práce má za cíl pojednat o roli materiálních didaktických prostředků ve výuce anglického jazyka. Podrobněji se zaměřuje na roli a funkce učebnice při výuce anglického jazyka, zejména gramatiky. Hlavním cílem je stanovit kritéria jejího výběru a ohodnocení s ohledem na podmínky, požadavky na gramatiku obsaženou v učebnicích. Stanovení kritérií je velice důležité z toho důvodu, protože na trhu je mnoho učebnic anglického jazyka a stanovení kritérií pro výběr může usnadnit učitelů práci a pomůže mu vybrat opravdu tu, která splňuje nezbytné požadavky a má stejné cíle jako učitel.

Bakalářská práce se skládá ze dvou částí – teoretické a praktické. V teoretické části jsou nejdříve popsány didaktické pomůcky, zejména materiální didaktické pomůcky. Mezi materiální didaktické pomůcky patří také učebnice. Bakalářská práce se zaměřuje na roli učebnice ve výuce anglického jazyka, hlavně gramatiky. Po seznámení s rolemi učebnice ve vyučovacím procesu následuje stanovení požadavků a faktorů, které by učitel měl brát v úvahu při výběru učebnice. Kapitola také podrobněji představuje dvě fáze hodnocení učebnic, kterým by měl učitel věnovat pozornost nejen při hodnocení gramatiky obsažené v učebnicích.

Následně jsou vyzvednuta kritéria, která by si učitel měl stanovit předtím, než začne s výběrem učebnice. Tato kritéria se také dají rozdělit do dvou kategorií a to do kategorie všeobecných kritérií kam lze zahrnout třeba celkový vzhled učebnice a do konkrétních kritérií, která se podrobněji zaměřují na určité požadavky, jako je například dobrá prezentace a procvičení gramatiky v různých směrech jazyka.

Tato specifická kritéria jsou popsána v následující části, která se zabývá jazykovým obsahem učebnice a to zejména gramatiky. V dnešní době se lze setkat s různými názory na výuku gramatiky. Bakalářská práce popisuje jaká je role gramatiky, jak lze gramatiku prezentovat a jaké dva hlavní přístupy ke gramatice se používají ve výuce anglického jazyka. Jeden z těchto přístupů preferuje prezentaci gramatiky skrytě, to znamená, že žák je nucen si přijít na dané gramatické pravidlo sám. Toto pravidlo může odvodit z množství poskytnutých příkladů obsažených v učebnici. Druhý přístup naopak dává přednost tomu, aby gramatické pravidlo bylo nejprve žákovi představeno a až posléze je následováno různými příklady, ve kterých je toto pravidlo aplikováno. Dále jsou zde popsány výhody a nevýhody těchto přístupů k výuce gramatiky.

Při hodnocení učebnice a gramatiky obsažené v ní je také velice důležité věnovat pozornost tomu, jak je gramatika v učebnici procvičována. Zda je zde poskytnuto vyvážené číslo aktivit, které se snaží procvičit gramatiku v různých směrech a které se například nezaměřují pouze na formu vyučované gramatiky, ale třeba také na její použití v různých komunikativních cvičeních. Také je důležité, aby aktivity byly zasazeny do různých situací, s kterými se žák setkává a setká v běžném životě. Hlavním cílem ve výuce anglického jazyka je rozvoj komunikativních dovedností studenta a to by se mělo odrážet i na gramatických cvičeních obsažených v učebnici.

Poslední část teoretické části tvoří podkapitola, která se zabývá hodnocením gramatiky. Zde je ukázán příkladový seznam některých kritérií, která by mohla pomoci učitelům při hodnocení gramatiky obsažené ve vybrané učebnici. Je velice důležité, aby si byl učitel vědom důležitosti toho, jak je gramatika v učebnici podána a procvičována.

Stanovení kritérií pro hodnocení a výběr učebnice v rámci gramatiky je hlavním cílem teoretické části. Tato kritéria jsou také klíčová pro praktickou část této bakalářské práce.

Praktická část bakalářské práce se zaměřuje na samotné hodnocení a porovnávání dvou učebnic v rámci gramatiky. Jejím cílem je zhodnotit učebnice za použití kritérií stanovených v teoretické části. Tyto učebnice jsou na úrovni čtvrté třídy základní školy. Jedná se o učebnice *Chit Chat 2* a *Project 2*.

Hodnocení učebnic probíhalo na základě kritérií stanovených v teoretické části. Hodnocení se zakládá na dvou fázích. Nejprve, byly vytvořeny tabulky, kde jsou na straně vypsána všechna kritéria týkající se prezentace a procvičování gramatiky. Všechna gramatická cvičení a prezentace obsažena v obou hodnocených učebnicích byla ohodnocena v těchto tabulkách. Po této části hodnocení, probíhá celkové ohodnocení učebnice na základě výsledků získaných v první části hodnocení. Následně probíhá stanovení závěru, kde je poukázáno, jakým způsobem učebnice splňuje a odpovídá na stanovená kritéria.

Učebnice *Chit Chat 2* se skládá z dvanácti lekcí plus jedna úvodní lekce, po každé třetí lekcí následuje opakování předešlého učiva, kde si žáci mohou prověřit jejich zlepšení nejen v gramatice, ale i ostatních dovednostech. Na první pohled vypadá učebnice velice atraktivně pro žáky cílového věku. Každá lekce začíná poslechem písně, která je doplněna textem a kde jsou žáci seznámeni s novou gramatickou formou. Poté následuje procvičování daného gramatického jevu, které se převážně zaměřuje na mluvení. Učebnice využívá tři typy gramatických cvičení. Velký důraz je zde kladen na vizuální stránku, téměř každé gramatické cvičení je založeno na ilustracích, s kterými žáci pracují. Důkladnější ohodnocení všech kritérií ukázalo, že tato učebnice je vhodná pro jazykovou úroveň i věk žáků čtvrté třídy.

Učebnice *Project 1* nabízí šest lekcí a každá je rozdělena na několik sekcí. Každá lekce je zakončena projektem, který žákům umožňuje použít gramatiku, kterou se v dané lekci naučili, ale také jim poskytuje možnost komunikace o jejich vlastních životech. Gramatika hraje důležitou roli v celé učebnici. Gramatika je v učebnici prezentována skrytě v textu a následně je pravidlo žákům odhaleno v malé tabulce, kterou často mohou doplnit sami na základě předchozí prezentace a která jim následně pomáhá v plnění dalších gramatických cvičení. Tato učebnice nabízí velké číslo gramatických cvičení a přitom využívá čtyři typy cvičení.

Při porovnání výsledků hodnocení učebnic se neprokázal nějaký zásadní fakt, který by jednu z učebnic označil jako nevhodnou pro cílovou skupinu žáků. Hlavním rozdílem těchto učebnic je, že učebnice *Chit Chat 2* se zaměřuje převážně na takové procvičování gramatiky, které žákům umožňuje odpovídat na otázky (týkající se daného obrázku), které si kladou ve dvojicích a kde je gramatika zasazena vždy do kontextu. Tyto aktivity pomáhají udržet pozornost žáků a pomáhají vytvořit gramatiku smysluplnější. Na druhé straně učebnice *Project 1* klade veliký důraz na procvičení daných gramatických forem, ale už neklade takový důraz na mluvení a neklade na vizuální stránku. Záleží pouze na učiteli, které formě výuky gramatiky dá přednost a tudíž která učebnice mu bude vyhovovat více.

Praktická část umocnila důležitost obou druhů hodnocení. Pokud by učitel dal při hodnocení učebnice pouze na první dojem a na to co je napsáno na zadní straně učebnice a podrobněji by neprozkoumal, jak se učebnice potýká s prezentací a procvičováním gramatiky mohl by později zjistit, že učebnice nesplňuje jeho cíle, důležitá kritéria pro kvalitní výuku gramatiky a ani by nemusela vyhovovat potřebám žáka. Je opravdu nezbytné udělat hloubkové ohodnocení učebnice a zjistit, jak se potýká se stanovenými kritérii, než jí učitel zařadí do výuky anglického jazyka.

Zhodnocení učebnic v této bakalářské práci a kritéria stanovená a použita pro ohodnocení gramatiky budou oceněna nejedním začínajícím učitelem anglického jazyka.

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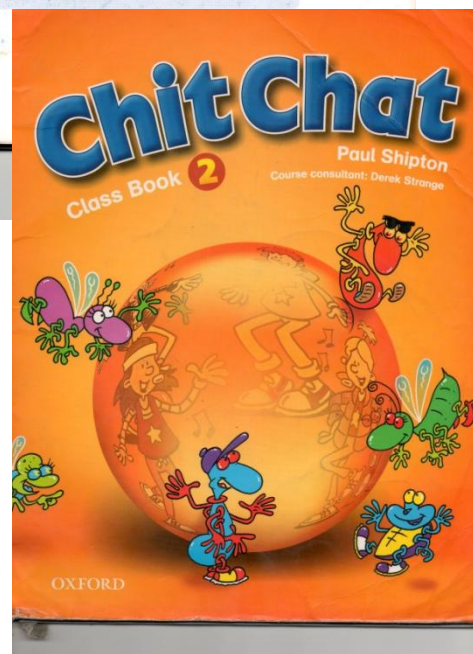
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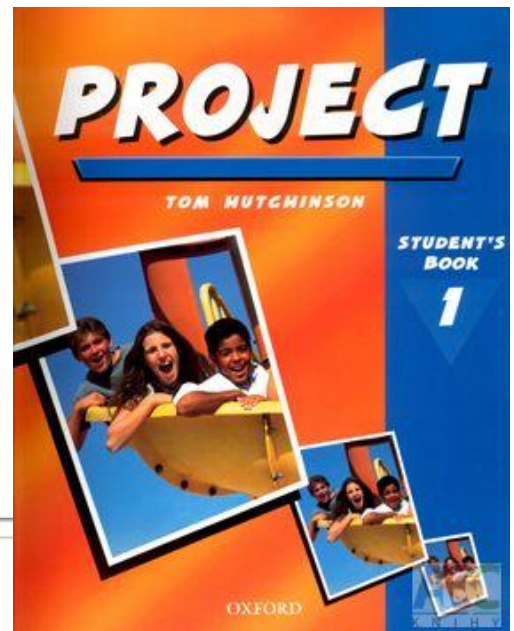
12. Appendix

1. Chit Chat 2 syllabus

Unit	Main structure	Vocabulary
Starter unit Hello again! Music time!	What's your favourite ...? Do you like ...? What's this? He/She can play the piano.	Revision violin, drum, guitar, piano, trumpet
Unit 1 Sports time	I can swim. Can you swim? Can he/she skate?	dance, dive, hop, run, skate, skip, ski play tennis/football/basketball
Unit 2 What's in the house?	Prepositions of location. Is there/Are there ...? Where's the green bug? It's in/on/behind/under the table.	TV, plant, cupboard, sofa, cooker, bed bedroom, bathroom, living room, kitchen, dining room, hall
Unit 3 Be healthy!	I've got a headache. Imperatives: go to bed, eat/don't eat ..., drink/don't drink ...	headache, stomach ache, sore throat fruit, vegetables
Unit 4 My town	Prepositions of place. Where's the ...? It's next to/opposite the café. Turn right/left at the museum.	cinema, supermarket, clothes shop, museum, swimming pool, park, castle town, village, city
Unit 5 On holiday	Present continuous tense. He's/She's swimming. Is bug (♂) swimming? What are you doing? Are you dancing?	dancing, drinking, eating, sitting, writing
Unit 6 A sunny day	It's hot/cold/windy/raining. Is it snowing?	weather Cardiff, Dublin, Edinburgh, Liverpool, London, Oxford
Unit 7 Space school	What time is it? It's half past six. When have we got Maths? At two o'clock. I like/don't like Art.	Art, Maths, I.T., Music, English, Science, History, P.E.
Unit 8 What's on TV?	It's eight twenty-five. What programmes do you like? I like cartoons.	animal/music/sports programmes cartoons, comedies, quizzes
Unit 9 My free time	Present simple tense. I read/watch TV. What do you do on Saturdays?	play computer games/volleyball, play the piano/trumpet days of the week (revision)
Unit 10 Amazing animals	Present simple tense. It eats ... / It lives. What does the lion eat? Where does the giraffe live?	fish, insects, leaves, meat, plants crocodile, gorilla, hippo, penguin, whale, etc. grasslands, forests, rivers, sea
Unit 11 Then and now	Past simple tense. The first horse was small. It had four toes.	mammoths, dinosaurs, diplodocus, T. Rex strong, short, long, sharp neck/teeth/claws meat eater, plant eater
Unit 12 Stone soup	Revision	Revision



2. Project 1 syllabus



CONTENTS

Unit Topic	Grammar	Vocabulary and pronunciation	Communication and skills development	Project work and culture focus
HELLO p4 Workbook p2	I'm ... My name's ... What's your name? I'm from ... Where are you from?	Names Countries	Reading, listening, speaking and writing Greetings and introductions	
Unit 1 GETTING STARTED p6 Workbook p4	What's this? It's a ... This is ... Articles: a/an; the Imperatives Possessive 's Whose ...? Prepositions: in, on, under Plural nouns: regular and irregular There's/are ...	Numbers 0-100 Useful words Adjectives Colours Classroom instructions Spelling The alphabet Parts of the body Pronunciation Plural nouns The alphabet	Reading, listening, speaking and writing Telephone numbers Counting Identifying objects Classroom instructions Saying the alphabet Asking for spelling and meaning Describing position of objects Songs p15 <i>Head and shoulders</i>	CULTURE PAGE p74 <i>Hello and goodbye</i>
Unit 2 COMMUNICATION by Ben Taylor p16 Workbook p14	to be Possessive adjectives Progress diary p25	Prices Family Personal information Age Favourite things Pronunciation /i:/ and /ɪ/ /ɔ:/ and /ə/ Intonation – statements /əʊ/ and /o:/	Reading and speaking p19 Postcards and dialogue completion Writing p19 Writing a postcard Listening p21 Radio phone-in – birthday requests Writing p21 Birthday requests Listening, speaking and writing p23 Personal information STORY p22 <i>Is this the end for Birdman?</i> Songs p25 <i>Song for Sandy</i>	YOUR PROJECT p24 <i>Communication</i> CULTURE PAGE p75 <i>Handwriting</i> <i>English in the world</i>
Revision 1 p26	Revision of Hello, Units 1 & 2			
Unit 3 MY WORLD by Mandy Taylor p28 Workbook p24	to have got this/these Plural nouns Progress diary p37	Pets Days of the week School Pronunciation /e/ and /æ/ Intonation – yes/no questions /d/ and /t/ /tʃ/ and /dʒ/	Speaking p29 Buying something in a shop Speaking p31 Asking and answering – personal details Speaking and writing p33 Spot the difference Speaking p35 Asking and answering – school timetables Listening p35 Mandy's timetable Writing p35 Your timetable STORY p32 <i>The animal pictures</i> Songs p37 <i>My favourite day</i>	YOUR PROJECT p36 <i>My world</i> CULTURE PAGE p76 <i>Schools</i>

Unit Topic	Grammar	Vocabulary and pronunciation	Communication and skills development	Project work and culture focus
Unit 4 TIME by Andrew Butler p38 Workbook p34	Telling the time Present simple Progress diary p47	Time Daily routine Free time activities Pronunciation /ə/ – words /əʊ/ and /aʊ/ Weak forms Intonation – <i>wh</i> - questions	Listening p39 Times, activities and days Speaking and writing p39 Asking and answering – times, activities and days Writing and speaking p41 Daily routine Listening, speaking and writing p43 Personal information Speaking and writing p45 Survey of daily routine and free time activities STORY p44 <i>Millie and the Time Machine</i> GAME p73 <i>Land on a word</i> SONG p47 <i>Free time</i>	YOUR PROJECT p46 <i>Free time</i> CULTURE PAGE p77 <i>Times</i>
Revision 2 p48	Revision of Units 3 & 4			
Unit 5 PLACES by Rebecca Fawley and Stephen Wright p50 Workbook p44	<i>can</i> <i>There is/are ...</i> Prepositions of place <i>must</i> <i>Let's ...</i> Progress diary p59	The house – rooms and furniture Places and buildings in a town Pronunciation /h/ /ɒ/ and /ɔː/ /ʃ/ and /tʃ/ /ə/ – sentences	Speaking and writing p51 Asking and answering – ability Reading and writing p51 Code messages Listening p53 Where's Rebecca? Speaking and listening p53 Asking and answering about objects in a room Reading p55 Labelling a map Listening and speaking p57 Ordering in a restaurant GAME p56 <i>The Sherwood Forest Game</i> SONG p59 <i>Our town</i>	YOUR PROJECT p58 <i>Places in my life</i> CULTURE PAGE p78 <i>Houses</i>
Unit 6 PEOPLE by Jane Hill p60 Workbook p54	Describing people Present continuous Present simple v present continuous Progress diary p69	Physical descriptions Adjectives Housework Clothes Pronunciation Syllables Intonation – revision /s/ and /z/ /s:/	Listening p61 Drawing people Writing p61 Describing a horror family Listening p63 What is Jane doing? Reading, writing and speaking p65 Jane's and Tony's housework rota Listening p67 Buying clothes in a shop Speaking and writing p67 Shop dialogues STORY p66 <i>Mickey's talking T-shirt</i> POEM p69 <i>Boots have tongues</i>	YOUR PROJECT p68 <i>People</i> CULTURE PAGE p79 <i>People</i>
Revision 3 p70	Revision of Units 5 & 6			
Grammar summary	Workbook p65		Wordlist	Workbook p74

Appendix 3.

<i>Chit Chat 2</i> textbook	ex.1	ex.2	ex.4	ex.5	ex.7	ex.9a	ex.9b	Unit 2 ex.13	ex. 14	Unit 3 ex.19	ex.20a	ex.20b	ex.21
Presentation													
Contextualized examples	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓
Real-life contexts	✓			✓		✓							
Inductive approach	✓			✓	✓	✓		✓		✓	✓		
Deductive approach									✓				
Practice													
Pre-communicative activity		✓	✓	✓			✓	✓	✓	✓		✓	✓
Communicative activity													
Accuracy (form)			✓	✓			✓	✓	✓	✓			✓
Fluency (meaning)		✓										✓	
Awareness activity		✓										✓	
Controlled drills													
Controlled responses through sentence completion													
Meaningful drills			✓	✓			✓	✓	✓				✓
Guided meaningful practice activity													
(Structure-based) Free sentence composition													
(Structure- based) discourse composition													
Free discourse													

	Review A p.19	Unit 4 ex. 26	ex. 28	Unit 5 ex. 33	ex. 33 b.	ex. 34	Unit 6 ex. 38	ex. 39	ex.40	Review B ex.46
Presentation										
Contextualized examples		✓				✓	✓	✓		
Real-life contexts							✓		✓	
Inductive approach						✓	✓	✓		
Deductive approach		✓	✓							
Practice										
Pre-communicative activity	✓	✓		✓	✓	✓	✓			✓
Communicative activity			✓						✓	
Accuracy (form)	✓	✓			✓	✓				
Fluency (meaning)			✓	✓			✓		✓	✓
Awareness activity				✓			✓			✓
Controlled drills										
Controlled responses through sentence completion										
Meaningful drills	✓	✓			✓	✓				
Guided meaningful practice activity										
(Structure-based) Free sentence composition			✓							
(Structure- based) discourse composition										
Free discourse										

	Unit 7 ex. 47	ex. 48	ex.49	p.36	Unit 8 ex. 53	ex. 59	Unit 9 ex. 63	ex. 64 b	p.44	Review C ex. 68 c	Unit 10 ex. 69
Presentation											
Contextualized examples	✓		✓		✓		✓				
Real-life contexts	✓		✓		✓		✓				
Inductive approach	✓						✓				
Deductive approach					✓						
Practice											
Pre-communicative activity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communicative activity											
Accuracy (form)		✓	✓		✓	✓	✓	✓		✓	
Fluency (meaning)				✓					✓		✓
Awareness activity				✓					✓		✓
Controlled drills											
Controlled responses through sentence completion											
Meaningful drills		✓	✓		✓	✓	✓	✓		✓	
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	ex.70	ex. 71a	ex. 71 b	ex. 72	Unit 11 ex. 76	Review D				
Presentation					✓					
Contextualized examples										
Real-life contexts					✓					
Inductive approach					✓					
Deductive approach										
Practice										
Pre-communicative activity	✓	✓	✓	✓		✓				
Communicative activity										
Accuracy (form)	✓		✓	✓		✓				
Fluency (meaning)		✓								
Awareness activity		✓								
Controlled drills										
Controlled responses through sentence completion										
Meaningful drills	✓		✓	✓		✓				
Guided meaningful practice activity										
(Structure-based) Free sentence composition										
(Structure- based) discourse composition										
Free discourse										

Appendix 4.

<i>Project student's book 1</i>	ex. 1	ex. 2	ex.4	ex.6c	Unit 1 B ex. 3	Section D ex. 1	ex. 3	ex.4	Section F ex.1	ex. 2	ex.3b
Presentation											
Contextualized examples	✓					✓			✓		
Real-life contexts	✓					✓					
Inductive approach	✓								✓		
Deductive approach						✓					
Practice											
Pre-communicative activity		✓	✓	✓	✓		✓	✓		✓	✓
Communicative activity											
Accuracy (form)		✓	✓	✓	✓					✓	✓
Fluency (meaning)							✓	✓			
Awareness activity							✓				
Controlled drills		✓								✓	
Controlled responses through sentence completion											
Meaningful drills			✓	✓	✓			✓			✓
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	Section G ex. 1	ex. 2	ex. 3	Section H ex. 1	ex. 2	ex. 3	ex. 4	Unit 2 A ex. 1	ex. 2	ex. 3	ex. 4a
Presentation											
Contextualized examples	✓			✓		✓		✓			✓
Real-life contexts								✓			
Inductive approach	✓							✓			
Deductive approach				✓		✓			✓		✓
Practice											
Pre-communicative activity		✓	✓		✓		✓		✓	✓	
Communicative activity											
Accuracy (form)		✓	✓		✓		✓		✓	✓	
Fluency (meaning)											
Awareness activity											
Controlled drills									✓		
Controlled responses through sentence completion											
Meaningful drills		✓			✓					✓	
Guided meaningful practice activity											
(Structure-based) Free sentence composition			✓				✓				
(Structure-based) discourse composition											
Free discourse											

	ex. 4b	Section B ex. 1	ex. 2a	ex. 2b	ex. 2d	ex. 3	Section C ex. 1b	ex. 2a	ex. 2b	ex. 3	ex. 4
Presentation											
Contextualized examples		✓					✓				✓
Real-life contexts		✓					✓				
Inductive approach		✓					✓				
Deductive approach				✓					✓		✓
Practice											
Pre-communicative activity	✓		✓	✓	✓	✓		✓	✓	✓	✓
Communicative activity											
Accuracy (form)	✓		✓	✓	✓	✓		✓	✓	✓	✓
Fluency (meaning)											
Awareness activity											
Controlled drills	✓			✓	✓	✓		✓	✓	✓	✓
Controlled responses through sentence completion											
Meaningful drills											
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	ex. 5	Section D ex. 1b	ex. 2	ex. 3	ex. 4	Project p. 24	Revision 1 ex. 1	ex. 2	ex. 6	ex. 7	ex. 8	Unit 3 ex.1	ex. 3 a
Presentation													
Contextualized examples		✓										✓	
Real-life contexts		✓											
Inductive approach		✓										✓	
Deductive approach				✓									
Practice													
Pre-communicative activity	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Communicative activity													
Accuracy (form)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Fluency (meaning)													
Awareness activity													✓
Controlled drills	✓		✓	✓	✓		✓	✓		✓			
Controlled responses through sentence completion													
Meaningful drills						✓			✓		✓		
Guided meaningful practice activity													
(Structure-based) Free sentence composition													
(Structure- based) discourse composition													
Free discourse													

	ex. 5 a, b	ex. 5 c	ex. 5 d	Section B ex. 2	ex. 3 a	ex. 3 b	ex. 3 c, d	ex. 4	ex.5	ex.6	ex. 7	ex. 8
Presentation												
Contextualized examples				✓								
Real-life contexts				✓								
Inductive approach				✓								
Deductive approach												
Practice												
Pre-communicative activity	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Communicative activity												✓
Accuracy (form)	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Fluency (meaning)												✓
Awareness activity	✓				✓				✓			
Controlled drills	✓	✓				✓	✓	✓				
Controlled responses through sentence completion												
Meaningful drills			✓							✓	✓	
Guided meaningful practice activity												
(Structure-based) Free sentence composition												✓
(Structure- based) discourse composition												
Free discourse												

	Section C ex. 1	ex. 2 a	ex. 2 b	ex. 3	ex. 4 a	ex. 4 b	Section D ex. 3	ex.4	Project p. 36	Unit 4 ex. 1	ex. 2 a
Presentation											
Contextualized examples	✓	✓								✓	
Real-life contexts									✓		
Inductive approach	✓										
Deductive approach		✓								✓	
Practice											
Pre-communicative activity		✓	✓	✓		✓	✓	✓			✓
Communicative activity					✓				✓		
Accuracy (form)		✓	✓	✓		✓	✓	✓			✓
Fluency (meaning)					✓				✓		
Awareness activity											✓
Controlled drills		✓	✓								
Controlled responses through sentence completion											
Meaningful drills				✓		✓	✓	✓			
Guided meaningful practice activity											
(Structure-based) Free sentence composition						✓			✓		
(Structure- based) discourse composition											
Free discourse											

	ex. 4 a	ex. 5	ex. 6	Section B ex. 1	ex. 2 a	ex. 2 b	ex. 2 c	ex. 3	ex. 4 a	ex. 4 b	ex. 5 a	ex. 5 b	ex. 6
Presentation													
Contextualized examples				✓	✓								
Real-life contexts				✓									
Inductive approach				✓									
Deductive approach					✓								
Practice								✓					
Pre-communicative activity	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Communicative activity													
Accuracy (form)	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Fluency (meaning)													
Awareness activity								✓					
Controlled drills									✓	✓	✓	✓	
Controlled responses through sentence completion													
Meaningful drills	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓
Guided meaningful practice activity													
(Structure-based) Free sentence composition													
(Structure- based) discourse composition													
Free discourse													

	Section C ex. 1	ex. 2 a	ex. 2 b	ex. 2 c	ex. 3	ex. 4 a	ex. 4 b	ex. 5	ex. 6 c	ex. 6 d	Section D ex. 1
Presentation											
Contextualized examples	✓					✓					✓
Real-life contexts	✓										
Inductive approach	✓										✓
Deductive approach						✓					
Practice											
Pre-communicative activity		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Communicative activity											
Accuracy (form)		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Fluency (meaning)											
Awareness activity		✓				✓					
Controlled drills			✓				✓				
Controlled responses through sentence completion											
Meaningful drills				✓	✓			✓	✓	✓	
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	ex. 2 a	ex. 2 b	ex. 4	ex. 5	ex. 6	Project p. 46	Revision 2 ex. 1	ex. 2	ex. 3 c,d	ex. 4	Unit 5 ex. 1	ex. 2 a
Presentation												
Contextualized examples											✓	✓
Real-life contexts											✓	
Inductive approach											✓	
Deductive approach	✓											✓
Practice												
Pre-communicative activity	✓	✓	✓	✓	✓		✓	✓	✓			
Communicative activity						✓						
Accuracy (form)	✓	✓	✓	✓	✓		✓	✓	✓			
Fluency (meaning)						✓						
Awareness activity	✓											
Controlled drills		✓					✓	✓				
Controlled responses through sentence completion												
Meaningful drills			✓	✓	✓				✓			
Guided meaningful practice activity												
(Structure-based) Free sentence composition						✓						
(Structure- based) discourse composition												
Free discourse												

	ex. 2 b	ex. 3 a	ex. 3 b	ex. 4 a, b	Section B ex. 1	ex. 3 a	ex. 3 b	ex. 4	ex. 7	Section C ex. 1	ex. 2 a
Presentation											
Contextualized examples					✓					✓	
Real-life contexts					✓					✓	
Inductive approach					✓					✓	
Deductive approach											✓
Practice											
Pre-communicative activity	✓	✓	✓	✓		✓	✓	✓	✓		
Communicative activity											
Accuracy (form)	✓	✓	✓	✓		✓		✓	✓		
Fluency (meaning)							✓				
Awareness activity		✓				✓	✓				
Controlled drills			✓					✓			
Controlled responses through sentence completion											
Meaningful drills	✓			✓					✓		
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	ex. 2 b	ex. 3	ex. 4 a	ex. 4 b	Section B ex. 1	ex. 2 a	ex. 2 b	ex. 2 c	ex. 3	ex. 4 c	Project p 58
Presentation											
Contextualized examples					✓	✓			✓		
Real-life contexts											✓
Inductive approach					✓						
Deductive approach						✓			✓		
Practice											
Pre-communicative activity	✓	✓	✓	✓			✓	✓	✓	✓	
Communicative activity											✓
Accuracy (form)	✓	✓		✓				✓	✓	✓	
Fluency (meaning)			✓				✓				✓
Awareness activity			✓				✓				
Controlled drills	✓								✓		
Controlled responses through sentence completion											
Meaningful drills		✓		✓				✓		✓	
Guided meaningful practice activity											
(Structure-based) Free sentence composition											✓
(Structure- based) discourse composition											
Free discourse											

	Unit 6 ex. 1	ex. 3 b	ex. 3 c	Section B ex. 1	ex. 2 a	ex. 2 b	ex. 3 a	ex. 3 c	ex. 4 a	ex. 4 b	ex. 4 c
Presentation											
Contextualized examples	✓			✓							
Real-life contexts				✓							
Inductive approach	✓			✓	✓						
Deductive approach		✓									
Practice											
Pre-communicative activity			✓		✓	✓	✓	✓	✓	✓	✓
Communicative activity											
Accuracy (form)			✓		✓	✓	✓	✓	✓	✓	✓
Fluency (meaning)											
Awareness activity							✓		✓		
Controlled drills					✓					✓	
Controlled responses through sentence completion											
Meaningful drills			✓			✓		✓			✓
Guided meaningful practice activity											
(Structure-based) Free sentence composition											
(Structure- based) discourse composition											
Free discourse											

	Section C ex. 1	ex. 2	ex. 3	ex. 4 a,b	Section D ex. 1	ex. 2	ex. 3	ex. 5	Project p 68	ex. 2	Revision ex. 1a
Presentation											
Contextualized examples	✓				✓						
Real-life contexts					✓						
Inductive approach	✓				✓						
Deductive approach		✓									
Practice											
Pre-communicative activity		✓	✓	✓		✓	✓	✓		✓	✓
Communicative activity									✓		
Accuracy (form)		✓	✓	✓		✓	✓	✓		✓	✓
Fluency (meaning)									✓		
Awareness activity						✓					
Controlled drills		✓	✓				✓				
Controlled responses through sentence completion											
Meaningful drills				✓				✓		✓	✓
Guided meaningful practice activity											
(Structure-based) Free sentence composition									✓		
(Structure- based) discourse composition											
Free discourse											

	ex. 1 b	ex. 2	ex. 3	ex. 5	ex. 6 a	ex. 6 b					
Presentation											
Contextualized examples											
Real-life contexts											
Inductive approach											
Deductive approach											
Practice											
Pre-communicative activity		✓	✓	✓		✓					
Communicative activity	✓				✓						
Accuracy (form)		✓	✓	✓		✓					
Fluency (meaning)	✓				✓						
Awareness activity											
Controlled drills			✓								
Controlled responses through sentence completion											
Meaningful drills		✓		✓		✓					
Guided meaningful practice activity											
(Structure-based) Free sentence composition	✓										
(Structure- based) discourse composition											
Free discourse											