University of Pardubice

Faculty of Arts and Philosophy

Textbook Evaluation from the Perspective of Developing Reading Skills in Lower-secondary Learners

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Bachelor Thesis

2019

Univerzita Pardubice

Fakulta filozofická

Akademický rok: **2017/2018**

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Barbora Kubátová**

Osobní číslo: **H16116**

Studijní program: **B7507 Specializace v pedagogice**

Studijní obor: **Anglický jazyk - specializace v pedagogice**

Název tématu: **Hodnocení učebnice z hlediska rozvoje čtení s porozuměním u žáků na druhém stupni základních škol**

Zadávající katedra: **Katedra anglistiky a amerikanistiky**

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Studentka se ve své bakalářské práci bude zabývat problematikou rozvoje čtení s porozuměním ve výuce anglického jazyka na základní škole. S oporou o relevantní dokumenty (RVP ZV, Společný evropský referenční rámec pro jazyky) bude v úvodu teoretické části nejprve diskutovat cíle rozvoje této dovednosti na základní škole, a to ve vztahu k obecnému cíli cizojazyčné výuky, tj. komunikační kompetenci. Dále bude studentka diskutovat rozvoj čtení s porozuměním v kontextu výuky anglického jazyka, zaměří se zejména na učebnici jako materiální didaktický prostředek.

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Forma zpracování bakalářské práce: **tištěná**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury:

Grabe, William. 2009. Reading in a Second Language: moving from theory to practice. Cambridge: Cambridge University Press. Grellet, Francoise. 1991. Developing reading skills: a practical guide to reading comprehension exercises. Cambridge: Cambridge University Press. Harmer, Jeremy. 2015. The practice of English language teaching. 5th ed. Harlow: Pearson. Hedge, Tricia. 2000. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press. Krashen, Stephen D. 2003. Explorations in Language Acquisition and Use. Portsmouth: Heinemann. Marianne, Celce-Murcia, Donna Brinton, and Marguerite Ann Snow. 2014. Teaching English as a second or foreign language. Fourth edition. Boston: National Geographic Learning. Nuttall, Christine. 2005. Teaching Reading Skills in a foreign language. Oxford: Macmillan. Richards, Jack S. and Burns Anne. 2012. The Cambridge guide to pedagogy and practice in second language teaching. New York: Cambridge University Press. Richards, Jack S. and Renandya, Willy A. 2002. Methodology in language teaching: an anthology of current practice. New York: Cambridge University Press. Richards, Jack S. and Rodgers, Theodore S. 2001. Approaches and methods in language teaching. 2nd ed. New York: Cambridge University Press. Scrivener, Jim. 2011. Learning teaching: the essential guide to English language teaching. 3rd ed. London: Macmillan Education. Ur, Penny. 2012. A course in English language teaching. 2nd ed. Cambridge: Cambridge University Press.

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Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. dubna 2018**

Termín odevzdání bakalářské práce: **31. března 2019**

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Barbora Kubátová

ACKNOWLEDGEMENT

ANNOTATION

This bachelor thesis deals with the evaluation of a selected EFL textbook from the perspective of developing reading comprehension. The theoretical part at first puts reading into the context of English language teaching and learning. Subsequently, it discusses issues concerning developing reading skills that appear on the evaluation list of criteria. Finally, it defines the concept of textbook and discusses its functions and roles in the process of foreign language teaching and learning. In the practical part the individual activities developing reading comprehension are analysed and evaluated according to the list of criteria, which was created on the basis of the findings in the theoretical part.

KEY WORDS

reading comprehension, reading activities, textbook, evaluation, list of criteria

ANOTACE

Tato bakalářská práce se zabývá hodnocením vybrané učebnice anglického jazyka z hlediska rozvoje čtení s porozuměním. Teoretická část nejprve zasazuje čtení do kontextu vyučování a učení se anglickému jazyku. Následně rozebírá otázky týkající se rozvoje čtecích dovedností, které se objevují na seznamu hodnotících kritérií. Na závěr definuje pojem učebnice a diskutuje funkce a role učebnice v procesu výuky a učení se cizím jazykům. V praktické části jsou jednotlivé aktivity rozvíjející čtení s porozuměním analyzovány a hodnoceny podle seznamu kritérií, který byl vytvořen na základě zjištění teoretické části.

KLÍČOVÁ SLOVA

čtení s porozuměním, čtecí aktivity, učebnice, hodnocení, seznam kritérií

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages

CLT - Communicative Language Teaching

EFL - English as a Foreign Language

ELT - English Language Teaching

FEP BE - Framework Educational Programme for Basic Education

FLT - Foreign Language Teaching

INTRODUCTION

Reading and understanding English texts is nowadays an essential skill. Many people need to read in English language for their studies and professional needs. Some individuals also read English texts and literature in their everyday lives for pleasure and to broaden their horizons. Therefore, this thesis checks how reading comprehension is developed through a particular EFL textbook used at lower-secondary schools. I opted for this topic because I know from my experience that reading as a skill is often neglected in the teaching and learning process. Since teachers often believe that reading as a receptive skill does not have to be taught during lessons and assign reading activities as homework. In the next lesson they fob it off just by checking correct answers. They somehow presume that if learners are able to read in their mother tongue, they are naturally able to read in English. However, that is certainly not true – reading in a foreign language has some specifics and as any other skill should be developed by appropriate training. I believe that the findings of this research will enhance my own teaching practice in the sense that I will teach the skill of reading properly.

The overall aim of this thesis is to evaluate the textbook Project 4, fourth edition, from the perspective of developing reading comprehension. This thesis is divided into two parts – the theoretical and practical part. The first chapter of the theoretical part puts reading into the context of English language teaching and learning, i.e. it discusses the communicative competence and the goals of developing reading comprehension in relation to the Framework Educational Programme for Basic Education, CEFR and ELT methodology. The second chapter provides a definition of reading comprehension, names the purposes for reading, introduces reading techniques, and presents types of texts, phases of reading activities and types of comprehension tasks. Lastly, it deals with criteria for selecting texts. The third chapter is concerned with the textbook as a material teaching aid. It defines what a textbook is, discusses the functions and roles of textbook, advantages and disadvantages of using textbooks in ELT and finally presents two main approaches to textbook evaluation which are used in the practical part.

The practical part at first describes the process of selecting the textbook for evaluation and provides a general description of the selected textbook Project 4, fourth edition. Subsequently, it explains how data was collected and analysed and introduces the list of criteria which is used for evaluation of the given textbook from the perspective of reading comprehension. This list of criteria was created on the basis of the Framework Educational Programme for

Basic Education, CEFR and literature cited in the theoretical part. The individual activities aimed at reading comprehension are then analysed according to the evaluation list and finally the results of the analysis are summarized.

Appendix A of this thesis presents a classification of thematic areas into sub-themes and specific notions, as it is dealt with in CEFR (2001, 52). Appendix B provides a syllabus of Project 4, fourth edition, and Appendix C contains the analysis of the aims. Appendix D presents the results of the analysis of individual reading activities based on the list of evaluation criteria. Appendix E then brings the results of the overall evaluation. Appendices F and G deal with the types of pre-reading and post-reading tasks that occur in the textbook.

THEORETICAL PART

1 READING IN THE CONTEXT OF ENGLISH LANGUAGE TEACHING AND LEARNING

1.1 The main goal of English Language Teaching and Learning

First of all, it is relevant to state that nowadays the main aim of ELT (English Language Teaching[1]) is to develop communicative competence (Richards and Rodgers 2001, 159). As Finocchiaro and Brumfit (1983 in Richards and Rodgers 2001, 156) explain, communicative competence is about "the ability to use the linguistic system effectively and appropriately."

However, it has not always been the case that effective communication is the goal. It was not so until the Communicative Approach emerged in ELT and started to perceive language as communication (Richards and Rodgers 2001, 159).

1.1.1 The perception of communicative competence in terms of time development

The term communicative competence arose from the novel approach to foreign language teaching in the 1970s which is called Communicative Language Teaching (CLT). This approach represents the shift of priorities in both educational and social environment (Celce-Murcia, Brinton and Snow 2014, 18). At that time learners' needs and wishes changed and the principal goal for them happened to be the ability to convey and interpret meaning in real social contexts (Celce-Murcia, Brinton and Snow 2014, 18). As Harmer (2015, 57) states, it was a shift from the focus on grammar and language form (Chomsky's view of competence) to the focus on for what purposes the language was used for. Moreover, in connection with the development of humanistic psychology, the needs of individuals started to be respected in the process of teaching and learning. And last but not least, the emphasis on language functions can be seen from efforts to change the nature of the syllabus in CLT (Richards and Rodgers 2001, 163). Wilkins (1976) proposed a notional syllabus, which concerned with the communicative functions that learners need to express, e.g. greeting, apologizing, agreeing, etc. (Richards and Rodgers 2001, 163). All these aspects contributed to the fact that communicative competence started to be perceived as the general goal of ELT.

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[1] When using the term *teaching* in this thesis, I perceive it both as the process of teaching and also learning.

Over the years, there have been repeated attempts to revise and refine the notion of communicative competence. In 1972 the concept of communicative competence was explored by an American linguist Hymes, who emphasized the importance of sociolinguistic perspective in communicative competence (Celce-Murcia, Brinton and Snow 2014, 18).

In 1980 the concept of communicative competence was further developed by Canale and Swain. They enriched the existing view of communicative competence with the strategic competence, which refers to the strategies that are used by language users when communicating a message, such as starting, maintain, moving on, and finishing the process of communication (Richards and Rodgers 2001, 160).

Ten years later, in 1990, the concept of communicative language ability was refined by Bachman. His conception of communicative language ability is in harmony with the previous analyses made by Hymes (1972) and Canale and Swain (1980) in respect of the assertion that to be able to communicate, users of the language need to have both the knowledge (competence) of that language, and the capability for using this competence (Bachman 1990, 81). What is somehow different is his structure of communicative language ability. However, considering the focus of this thesis, the structure is not essential to present.

What is more relevant to this work is the year 2001 when the Council of Europe published a document called *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* abbreviated as CEFR. As the title suggests it was created to provide a framework for reference for Foreign Language Teaching (FLT). In this document the communicative language competences are divided into linguistic competences, sociolinguistic competences, and pragmatic competences (CEFR 2001, 108).

CEFR is currently used as a model for planning and implementation of FLT and also as a tool for assessing the process of FLT in the context of Czech education. Thus, when referring to the communicative competence in this work, this CEFR model of communicative competence will be meant.

1.2 The goals of developing reading comprehension at lower-secondary schools in the Czech Republic

In the context of the Czech educational system English is taught as a foreign language. The requirements for foreign language education are set in FEP BE (Framework Educational Programme for Basic Education, MŠMT, 2017) in the form of expected outcomes, which the

students should comply at the end of a given stage of education. As this thesis focuses on developing reading comprehension skills in lower secondary learners, the expected outcomes formulated for the ninth grade are the ones that we are interested in.

The expected outcomes for foreign language education are based on CEFR, which defines different levels of language ability (MŠMT 2017, 17). At the end of the ninth grade of basic education the expected level of language ability is A2 according to CEFR (MŠMT 2017, 17).

The particular expected outcomes for the reading comprehension at the end of the ninth grade are formulated as follows:

> Learner:
>
> - is able to look up required information in simple everyday authentic materials
> - understands short and simple texts and is able to look up required information in them
>
> (MŠMT 2017, 27)

The FEP BE (MŠMT 2017, 27) states not only the expected outcomes but also topics that learns should be familiarized with. These topics include: home, family, housing, school, free time, culture, sport, health care, feelings and moods, eating habits, weather, town and countryside, shopping and fashion, society and its problems, career choice, media and modern technologies, travelling, basic facts on relevant foreign language speaking countries (MŠMT 2017, 27).

1.3 The goals of developing reading comprehension in the Common European Framework of Reference for Languages

On the illustrative scale of CEFR the overall reading comprehension skill at A2 level is described as follows:

> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
>
> Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
>
> (CEFR 2001, 69)

The CEFR formulation of the aims stated above show well the interconnectedness with the expected outcomes defined in FEP BE. It is apparent, that the expected outcomes presented in FEP BE (MŠMT 2017, 27) are inspired by CEFR (2001, 69).

CEFR (2001, 51–52) similarly as FEP BE also deals with communication themes. These communication themes are defined as "the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in the particular communicative acts" (CEFR 2001, 51–52). Thematic categories in CEFR are classified on the basis of the Threshold Level (1990, chapter 7) into themes, sub-themes, and specific notions. The themes stated in CEFR are as follows:

1) personal identification
2) house and home, environment
3) daily life
4) free time, entertainment
5) travel
6) relations with other people
7) health and body care
8) education
9) shopping
10) food and drink
11) services
12) places
13) language
14) weather

(CEFR 2001, 52)

Each thematic area mentioned above is further divided into subcategories (sub-themes) and for each sub-theme, 'specific notions' are determined (CEFR 2001, 52). An example of the classification of a theme into sub-themes and specific notions is in Appendix A of this thesis.

When compared, it is obvious that the topics presented in FEP BE and CEFR overlap to a large extent.

1.4 General aim of developing reading skills in ELT

From the perspective of FEP BE and CEFR the aims of developing reading skills are defined as it is written above. However, from the perspective of ELT the aims are viewed in the longer terms and are stated more specifically.

In ELT reading can be used either as a medium for language improvement, or as a process by which readers try to get meaning (message) from the text (Nuttall 2005, 30). Given the topic of this thesis, the latter purpose for reading is the one this work is concerned with.

Perceiving reading as a process of extracting meaning, Nuttall (2005, 31) formulates the general aim of developing reading skills as follows: "To enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding."

The Nuttall's formulation of the general aim emphasizes the importance of reader's self-reliance in reading, his/her ability to deal with authentic texts, and the ability to choose an appropriate reading technique depending on the purpose for reading.

Hedge expresses the goals for reading lessons as follows:

- to be able to read a range of texts in English
- to adapt reading style according to range of purposes and apply different strategies (e.g. skimming, scanning) as appropriate
- to build a knowledge of language (e.g. vocabulary, structure), which will facilitate development of greater reading ability
- to built schematic knowledge in order to interpret texts meaningfully
- to develop awareness of the structure of written texts in English and to be able to make use of, e.g. rhetorical structure, discourse features, and cohesive devices in comprehending texts
- to take a critical stance to the content of texts

(Hedge 2000, 205)

Obviously, Nuttall's and Hedge's aims are, in some ways, similar. For example, they both mention that readers should be able to opt for suitable reading styles and techniques according to their purposes for reading and the amount of desired understanding. However, Hedge's formulation is slightly more specific. She, for example, adds that learners should be able to take a critical stance to the content of texts. Furthermore, she emphasizes the role of systemic and schematic knowledge in the process of understanding the text.

The formulation of the aims of reading lessons plays an important part when creating the list of criteria for textbook evaluation in this work, as it suggests the appropriate items that should appear on that list.

2 READING COMPREHENSION

2.1 Position of reading in the context of language skills and systems

The communicative competence is realized by the effective use of language skills (reading, writing, speaking, listening) and language systems (grammar, vocabulary, pronunciation). The language skills are commonly divided into productive and receptive. Speaking and writing are considered to be productive skills because when speaking or writing students actively need to produce language and convey meaning themselves (Harmer 2015, 297). On the contrary, listening and reading belong to receptive skills. As Harmer (2015, 297) explains, when reading (or listening), learners are not producing language, they are rather extracting the meaning from the discourse.

2.2 Definition of reading comprehension

Ur (2012, 133) claims that "in the context of language teaching, reading means 'reading and understanding.' " This point of view is shared also by Grabe (2009, 14) and by Grellet (1991, 3), who see reading as the process of understanding a written text and extracting the intended information from it.

Considering the topic of this thesis, I will also perceive reading as the process of getting meaning from the text and be engaged in reading comprehension, rather than reading aloud. Since what is being developed when reading aloud is not comprehension, but rather pronunciation, fluency, expressive speaking, etc. (Nuttall 2005, 2).

2.3 Why do people read?

In their mother tongue, people have various reasons for reading depending on the types of texts they read and what they want to get from reading. They can, for example, read to get information, to learn something new, to be able to respond or act somehow, or just for pleasure. These reasons also appear in foreign language reading because as Hedge (2000, 195) states there is a general effort in ELT to deal with real purposes for reading and to integrate them into particular reading activities.

Whatever the reason for reading is, generally, "we read because we want to get something from the writing" (Nuttall 2005, 3). That something is called a message (Cherry 1966, 13). The process of communicating the message starts with the writer, who has to put his/her

message into words (Cherry 1966, 13). Once the message is written, the reader may decode it (Cherry 1966, 13). However, as Vybíral (2009, 55) claims it is appropriate to point out that it happens only exceptionally that the reader receives all the meaning and understands the message exactly how the writer intended it, since anything may go wrong during the communication process (Nuttall 2005, 4).

2.4 Reading as an active and interactive process

To get out as much meaning as possible from the text, the reader must participate actively in the communication process (Vybíral 2009, 55). Hedge (2000, 188–189) shares this point of view and affirms that the reader is undeniably involved in an active and interactive process for at least two reasons. Firstly, reading can be viewed "as a kind of dialogue between the reader and the text, or even between the reader and the author" (Hedge 2000, 188). Secondly, the reader needs to employ and coordinate systemic and schematic knowledge when trying to extract the meaning from the text (Hedge 2000, 189). Systemic (also called linguistic) knowledge includes syntactic and morphological knowledge, which help readers to decode the language of the text (Hedge 2000, 189). Schematic knowledge also helps with the interpretation of meaning but owing to prior knowledge of a topic, not through linguistic means (Hedge 2000, 189). Schematic knowledge thus includes general world knowledge, sociocultural, topic, and genre knowledge (Hedge 2000, 189).

The issues of systemic and schematic knowledge are closely connected with the approaches to text processing.

2.5 Top-down and bottom-up processing

There are two ways how readers process a text. One is top-down approach, and the other is bottom-up approach. These two approaches are interdependent. Sometimes one predominates, sometimes the other, but they are both used when we read (Nuttall 2005, 16).

The top-down processing enables readers to get a general and overall view of the reading (Harmer 2015, 302). As Scrivener (2011, 258) explains, in top-down processing readers make use of what they already know, which helps them predict writer's purpose, structure, or content of the text. These assumptions made about the world are based on readers' previous experience and are called schemata (Nuttall 2005, 7). Therefore, we speak about schematic knowledge (Hedge 2000, 189).

On the other hand, in bottom-up processing readers focus on individual words, phrases or cohesive devices (Harmer 2015, 302). The understanding is then achieved by connecting these individual elements together to build up a whole (Harmer 2015, 302). Thus, what we use is linguistic, or systemic knowledge (Hedge 2000, 189).

In any case, the full understanding of the text can come only when readers combine these two approaches (Nuttall 2005, 17).

2.6   Types of reading

Ur (2012, 136) divides reading into reading aloud and silent reading. However, what is more relevant to this thesis is the division of reading into intensive and extensive - it is how, for example, Nuttall (2005) or Harmer (2015) classifies it. Nuttall (2005, 38), nevertheless, points out that intensive and extensive reading are complementary and when reading these approaches often interrelate and overlap.

2.6.1   Intensive reading

During intensive reading readers approach the text under the guidance of a teacher or a task which makes them focused on the text (Nuttall 2005, 38). Intensive reading is silent and careful study of the text with the aim to understand (Nuttall 2005, 38). Harmer (2015, 314) explains that intensive reading is what can be find in many coursebooks and that reading texts are usually complemented by exercise types such as true/false questions, multiple-choice questions and questions asking what, how, when, etc. Hedge (2000, 202) adds that texts for intensive reading are rather shorter (no more than a page or so long) and are meant to train readers in using the strategies for effective reading.

2.6.2   Extensive reading

Harmer (2015, 319) states that extensive reading often takes place outside the classroom and it is used not so much for language study as for practicing reading and as reading for pleasure. According to Hedge (2000, 202), it is reading of longer texts and large quantities of material such as novels, short stories, magazines, professional readings, etc. As Hedge (2000, 202) points out, extensive reading does not necessarily happen out of class, it can (even it should) be practised during class time. Richards and Renandya (2002, 274) also argue for incorporation of extensive reading into the foreign language classes, claiming that it helps not

only to improve reading abilities but also to develop the overall language proficiency (e.g. spelling, grammar, vocabulary, and writing). Moreover, "pleasurable reading at a level the students can more or less understand is exactly the kind of comprehensible input that Steven Krashen has been so keen on" (Harmer 2015, 319).

Although extensive reading has many unquestionable benefits, such as increase of literacy and language development (Krashen 2003, 15), the main concern of this thesis is intensive reading. Since it is what is commonly found in foreign language textbooks.

2.7 Purposes for reading

In FLT readers may have different purposes for reading depending on the types of texts and reading tasks. As CEFR states:

> The language user may read:
>
> - for gist;
> - for specific information;
> - for detailed understanding;
> - for implications, etc.

> (CEFR 2001, 68)

2.8 Reading techniques

As Hedge (2000, 195) claims, different purposes for reading require use of different strategies[2] for approaching texts and also different reading speed. According to Nuttall (2005, 48), a good reader is able to decide how much he/she needs to read in order to satisfy his/her purpose, which means he/she is flexible in choosing appropriate techniques (Nuttall 2005, 48). Since reading effectively does not mean the necessity to read as fast as possible or to understand every single detail (Nuttall 2005, 48).

2.8.1 Skimming

To skim a text means to read quickly through it and get the gist, e.g. to discover crucial topics, overall theme, main ideas, etc. (Scrivener 2011, 265). As Hedge (2000, 195) confirms, skimming is not about reading the whole text thoroughly, it means rather reading rapidly,

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[2] Hedge uses the term strategies, but most authors (e.g. Harmer, Nuttall, Grellet) speak about techniques. Therefore, I will use the term technique in this thesis.

skipping the large amount of information, and focusing on headings and first lines of paragraphs.

2.8.2 Scanning

Scanning is also about glancing rapidly through a text (Nuttall 2005, 49). But the purpose is to find a specific piece of information, e.g. name, address, date, etc. (Scrivener 2011, 265) or to get an initial idea whether the text corresponds to our purposes for reading (Nuttall 2005, 49).

Neither skimming nor scanning negate the necessity to read carefully, they just enable readers to save time and decide which parts of text are worth reading (Nuttall 2005, 49).

2.8.3 Reading for detailed comprehension

Of course, there are also situations when readers need to concentrate on details and understand every single piece of information (Harmer 1998, 69). In these cases skimming and scanning would be absolutely unsuitable techniques, as readers need to study the text closely and carefully (Scrivener 2011, 264).

2.8.4 Inferring meaning

According to Grellet (1991, 14), when tackling new text it is not advisable to give explanations of difficult words to learners beforehand. Teachers should rather let them make efforts to handle a difficult part of the text on their own by the use of the skill of inference (Grellet 1991, 14). Grellet (1991, 14) sees inferring meaning as "making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." When reading, it is a common thing that readers need to make use of their systemic, but also schematic knowledge, thus there should be enough space for practising inferring in reading classes.

To sum up, there are different techniques for reading and to fulfil the general aim of developing reading skills, readers should be able to opt for the appropriate techniques according to their purpose for reading. When, for example, reading for gist, the suitable reading technique is skimming, whereas when reading for specific information it is appropriate to scan the text. When making implications from the text, it is necessary to use the skill of inference and as for detailed understanding, it is obvious that readers need to process the text closely and concentrate on the minutiae.

As far as the implications for the evaluation of foreign language textbooks are concerned, various kinds of reading tasks requiring use of different techniques should be implemented (Nuttall 2005, 32).

2.9 Types of texts

One of the general goals of developing reading skills in ELT is to be able to read a range of texts (Hedge 2000, 205). Therefore, learners should have an opportunity to encounter as many text-types as possible in the textbooks.

Hedge classifies types of texts according to the purposes for reading as follows:

- to get information: travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations, weather forecasts

- to respond to curiosity about a topic: magazine articles, newspaper editorials, advertisements, guidelines, specialist brochures

- to follow instructions: maps, route planners, recipes, assembly instructions, instructions for use, guides, manuals

- for pleasure and enjoyment: poems, short stories, plays, reviews, lampoons, skits, cartoons

- to keep in touch: postcards, notes, invitations, letters, condolences, memos, messages

- to know what is happening in the world: news articles, news in brief, TV Ceefax, faxes, news reviews

- to find out when and where: announcements, programmes, tour guides.

(Hedge 2000, 206–207)

CEFR (2001, 95) presents twenty-one types of texts which are to a considerable extent similar to the ones described by Hedge (2000, 206–207). The reason why I decided to introduce

text-types according to Hedge rather than CEFR is that Hedge suitably classifies them on the basis of the purposes for reading.

2.10 Phases of reading activities and types of tasks

Nowadays, it is a common practice to organize a reading activity into three phases: pre-, while-, and post-reading phase (Williams 1984 in Hedge 2000, 209). As Hedge (2000, 209) explains "the intention is to ensure that reading is 'taught' in the sense of helping readers develop increasing ability to tackle texts."

2.10.1 Pre-reading phase

According to Harmer (2015, 303) the purpose of the pre-reading phase is to get learners interested in the topic of the reading passage and to activate their schemata. In addition to that, learners establish a reason for reading during this phase and become familiarized with some of the language of the text (Hedge 2000, 210). Generally, this phase prepares learners in terms of both schematic and systemic knowledge (Hedge 2000, 210).

During the pre-reading phase many types of tasks/activities can be used, for example, discussing the topic of the reading, brainstorming the vocabulary that may appear in the text, predicting from the title, talking about pictures accompanying the text, etc. (Hedge 2000, 210).

2.10.2 While-reading phase

In the while-reading phase learners are given the comprehension task and the text (Harmer 2015, 303). Since there can be a wide variety of reading tasks I present only some examples of them.

According to Ur (2012, 32), "the most common type of text comprehension task is comprehension questions." Harmer (2015, 314) confirms this saying that reading tasks usually consist of "true/false questions, multiple-choice questions, and questions which ask what, how, how often, when, etc."

Scrivener, however, mentions also other types of comprehension tasks, these are for example:

- put these illustrations of the text in the correct order,
- match given headlines with the sections of the article,
- find appropriate places in the text to reinsert some sentences that have

previously been removed from the text,
- write a reply,
- solve the problem,
- put this list of events in the correct order, etc.

(Scrivener 2011, 267–268)

After the reading task is completed, the time for feedback comes (Harmer 2015, 303). Teachers may ask the learners to go through the answers in pairs or small groups (Harmer 2015, 303). The reason is that learners get more opportunities to cooperate together and on top of that individual learners do not confront possible failure at the task in front of the whole class (Harmer 2015, 303).

2.10.3 Post-reading phase

The post-reading phase should make use of what learners have read and should be connected with the purpose for reading (Hedge 2000, 211).

Learners may, for example, respond to the text in the form of a writing task, or a role play, or else they can orally discuss their opinions and feelings about the text (Hedge 2000, 211). Alternatively, teachers can make use of personalisation and ask learners questions such as "Have you ever had an experience like this one?" (Scrivener 2011, 267)

Finally, it is important to point out that the reading task should always suitably correspond with the type of text (Harmer 2015, 306). Moreover, Scrivener (2011, 266) claims that tasks should "reflect real-life uses of the same text."

2.11 Criteria for selecting texts for reading development

2.11.1 Interest

According to Hedge (2000, 206), interest is a key criterion when selecting texts for learners. Interesting content motivates learners to read and when learners are motivated and enjoy reading, the process of learning and teaching is more effective (Nuttall 2005, 170). Krashen (2003, 8) confirms this belief saying that the acquisition of a foreign language occurs when the input is comprehensible and interesting.

2.11.2 Variety

As Nuttall (2005, 171) points out apart from being interesting, reading texts should also correspond to the variety of types of texts learners will encounter once being out of the foreign language class.

Hedge (2000, 206) reminds also the importance of a variety of topics and reading purposes claiming that if teachers base their selection of texts on the text-types mentioned in chapter 2.9 of this thesis, they may be certain that their learners will be supplied with a variety of topics and reading purposes.

2.11.3 Readability

Readability refers to "the combination of structural and lexical difficulty" (Nuttall 2005, 174). It signifies that teachers when selecting reading texts should take into consideration how much new vocabulary the text contains, what amount of new grammatical forms appears there and whether the length and complexity of sentences is not 'too much' for a particular group of learners (Nuttall 2005, 175).

The term readability is connected with Krashen's comprehensible input hypothesis. In this hypothesis Krashen (2003, 4) claims that we move from i (our current knowledge) to $i + 1$ (the next knowledge we are ready to acquire) by understanding input containing $i + 1$. It implies that the texts for reading development should fit into this $i + 1$ theory.

2.11.4 Authenticity

Another criterion is authenticity of reading texts. As Hedge (2000, 67) claims, authentic materials are the ones which were not created primarily for language learners. Therefore, authentic materials does not have simplified or contrived language (Hedge 2000, 67), they contain natural language used by native speakers of a language (Harmer 2015, 306).

Authentic materials came to the foreground with CLT (Hedge 2000, 67). The argument for using authentic materials is quite simple, since as it was mentioned in chapter 1.4 of this thesis, one of the general goals of developing reading skills is to prepare learners for coping with authentic texts (Hedge 2000, 67).

However, as Hedge (2000, 68) points out, using of authentic materials in ELT for developing receptive skills is a controversial subject. On the one hand, there are proponents, such as Grellet (1991, 7) who claims that authentic texts should be used whenever it is possible. He argues that simplified texts can be even more difficult for readers, since the references, repetitions, discourse markers, or other structures which readers rely on when reading are often removed or unnaturally adjusted (Grellet 1991, 7). Moreover, he adds that even quite difficult authentic texts can be achievable also for low-level learners if they are accompanied by appropriate and easy tasks (Grellet 1991, 7).

On the other hand, there are also opponents among teachers, who argue rather for using 'simulated-authentic' materials for lower proficiency learners (Hedge 2000, 68). These materials "emulate original materials, but are contrived in some way to assist the learner" (Hedge 2000, 68). For example, if there is a comparative/contrastive sentence, its meaning may be accentuated by adding connectors such as however, whereas, in contrast, conversely, etc. (Hedge 2000, 68).

Personally, I can see some value in using simulated-authentic materials, but I also tend to think that authentic materials ought to be used in FLT, since learners should receive natural input and should be prepared for real-life types of texts and purposes for reading.

3   TEXTBOOK

The practical part of this thesis is concerned with the evaluation of a selected textbook from the perspective of developing reading skills, therefore this chapter gives the definition of textbook, textbook functions and roles, some advantages and disadvantages of using textbooks in ELT classes and finally a textbook evaluation methodology.

3.1   What is a textbook?

Braslavsky (2006, 128) defines textbook as "a teaching, learning and working tool used to support teaching and learning processes in schools." Průcha (1998, 13–16) views textbooks more comprehensively. In his opinion textbook is an "educational construct", whose significance depends on its placement in the educational system. Thus, textbook can be viewed as "an element of the curricular project, as a material didactic aid, and as a type of school didactic text" (Průcha 1998, 14–16). In this thesis textbook is treated as a material didactic aid. The three views of a textbook given by Průcha (1998) indicate various functions it has.

3.2   Textbook functions

Over the years, many authors have attempted to classify textbook functions and the most detailed classification was conceived by a Russian expert Zujev (1983 in Průcha 1998, 19). Zujev's taxonomy of textbook functions comprises:

- an informational function,
- a transformational function,
- a systematization function,
- consolidating and inspectional function,
- self-educational function,
- an integrating function,
- a coordinating function,
- a developmentally-educational function.

(Zujev 1983 in Průcha 1998, 19–20)

The purpose of the first mentioned function is obvious - it is to present information which a learner should acquire. The transformational function expresses the fact that textbook transforms professional information from a particular field of science to the information accessible to learners. The systematization function represents structuring and defining the

sequence of the curriculum. The consolidating and inspectional function is about enabling learners to acquire pieces of knowledge and skills, about practising these and also about checking that acquisition. The self-educational function relates with the stimulation of learners to work independently on acquisition of the subject matter and with the motivation for learning. The integrating function helps to integrate information which learners gain from different sources. The last but one, coordinating function, ensures synchronisation of the textbook with other didactic aids. The final, developmentally-educational function, fulfils harmonious development of learners' personality. (Průcha 1998, 19–20)

Skalková (2007, 104–105) also presents a list of textbook functions and her classification includes all the functions from Zujev's taxonomy and adds one more – orientational function. This function refers to the features of textbook that help navigate learners and teachers (i.e. contents and indexes) and informs them about the ways textbook can be used (Skalková 2007, 105).

3.3   Roles of textbooks in ELT

The functions mentioned in the previous chapter are universal, i.e. they apply to all textbooks in general. With respect to specifics of ELT textbooks, Cunningsworth (1995, 7) suggests that textbooks can function as:

- a resource for presentation material (spoken and written),
- a source of activities for learner practice and communicative interaction,
- a reference source for learners on grammar, vocabulary, pronunciation, etc.,
- a source of stimulation and ideas for classroom language activities,
- a syllabus (where they reflect learning objectives which have already been determined),
- a resource for self-directed learning or self-assess work,
- a support for less experienced teachers who have yet to gain in confidence.

(Cunningsworth 1995, 7)

These specific roles of ELT textbooks overlap to a considerable extent with the general functions suggested by Zujev (1983 in Průcha 1998). For example, if Cunningsworth claims that a textbook serves as a resource for presentation material, it at the same time covers the informational function from Zujev's taxonomy of textbook functions.

Generally speaking, the role of the textbook in ELT is to be an assistant and guide for teachers and learners, but by no means to be their master (Cunningsworth 1995, 7). Textbooks should not make decisions instead of teachers about what to teach and how to teach (Cunningsworth 1995, 7).

3.4 Advantages and disadvantages of using textbooks in ELT lessons

Using textbooks in ELT classes brings teachers and learners some advantages as well as disadvantages. One group of teachers claim that textbooks deprive them of their creativity, that they are boring and do not meet the needs of their learners (Harmer 1998, 116; Richards and Burns 2012, 271). Therefore, if they have the power to decide, they do not use them at all or they try to adapt or supplement them (Harmer 2015, 73; Celce-Murcia, Brinton and Snow 2014, 387). For the other group of teachers textbook is an indispensable assistant which saves their time and provides both them and their learners with security (Richards and Burns 2012, 271).

According to Harmer (2015, 71), the advantage of textbooks is that "they are carefully prepared and offer a coherent syllabus and satisfactory language control." This means that they fulfil the systematization function. Moreover, they are often attractive to learners and present interesting topics, materials and texts (Harmer 2015, 71). This relates to the role of textbook as a resource for presentation material. Another advantage is that learners can use textbook as a tool for self-study, since they can go back and revise what they have been studying or they can look forward to prepare for what is coming (Harmer 1998, 117). By this the textbook fulfils the self-educational function. In addition to that, textbooks are often accompanied by extra materials, such as DVDs or websites which provide videos, test materials, more exercises for practice, etc. (Harmer 2015, 72). These extra materials promote the consolidating function of the textbook. Moreover, textbooks bring benefits also for administrators of the language courses, for they support the credibility of the courses and enable standardization of teaching programmes inside their institutions (Richards and Burns 2012, 271).

On the other hand, as the main disadvantage of using textbooks Ur (2012, 198) sees their incapability to meet the learning needs of individual classes. They may not correspond with learners' interests, language level or even culture (Ur 2012, 198). Another disadvantage Ur (2012, 198) mentions is the fact that sometimes textbooks can rid teachers of their initiative, if

they follow them strictly. On top of that Harmer (2015, 72) criticizes textbooks for relying on PPP (presentation, practice and production) format, which may be monotonous and may not correspond with the communicative aim of ELT.

My view is that teachers should make use of the benefits which textbooks offer and, on the other hand, try to avoid the negative impacts of using textbooks by careful and appropriate selection and by employing their own initiative and critical thinking.

To conclude, Cunningsworth (1995. 7) claims that it is important that teachers pay enough attention to selecting textbooks properly, so that they are in agreement with learners' needs, and also with the aims, methods, and overall concept of teaching.

3.5   Approaches to textbook evaluation

Since the aim of the practical part is to evaluate a selected textbook, it is necessary to pay attention to how textbooks may be evaluated. Cunningsworth (1995, 1–2) presents two approaches. The first approach is called *impressionistic overview* and it serves for getting a general impression of the textbook (Cunningsworth 1995, 1). Practically, it means that we just browse through it and try to get an overview of what is the overall concept of the textbook, what are its strengths and weaknesses, how the topics and activities are sequenced, etc. (Cunningsworth 1995, 1). However, this superficial analysis does not give enough details and security that the content of the textbook corresponds with the requirements of the particular teaching programme (Cunningsworth 1995, 1). For this we need to do a more detailed analysis, i.e. to do *in-depth evaluation* (Cunningsworth 1995, 2). This approach enables us to examine specific elements of the textbook (Cunningsworth 1995, 2).

For the purposes of this thesis the combination of these two approaches is used. However, the in-depth evaluation prevails, since I focus on a specific item in the textbook, which is development of reading comprehension.

PRACTICAL PART

4 THE PROCESS OF SELECTING TEXTBOOK FOR EVALUATION

The practical part of this thesis deals with evaluation of a selected EFL textbook from the perspective of developing reading comprehension. The decision on the choice of textbook was made on the basis of a survey. Via email I approached 30 headmasters of primary schools from different parts of the Czech Republic and asked them whether teachers in their schools use textbooks in English classes. If they do use them, I inquired what particular textbooks (title, edition, publisher) they use for English classes with eighth-graders. I received replies from fifteen respondents. Eleven out of these fifteen respondents replied that in the eighth grades English teachers work with textbooks from Project series, mostly Project 4, fourth edition. Therefore, the textbook *Project 4, fourth edition,* has become the object of evaluation in this thesis.

At first, I provide general description of the textbook and after that I proceed to the in-depth evaluation from the perspective of developing reading comprehension. The in-depth evaluation is realized according to the criteria which were created on the basis of the findings in the theoretical part.

4.1 General description of Project 4, fourth edition

Project 4, fourth edition, was published by Oxford University Press in 2014. It is a monolingual textbook, i.e. it uses English only. It has a multi-dimensional syllabus (see Appendix B), which provides information on grammar, vocabulary, skills, topics, situations, and functions that are covered in the course.

The textbook has 87 pages and it comprises an introductory unit and six main units. Each unit, apart from the introductory one, takes up eight pages and is divided into four sections (A, B, C, D) in which vocabulary, grammar, and all four language skills are developed. In addition to that, each unit is accompanied by a Culture page, an English Across the Curriculum page, a Revision page, and a Project page. The Culture page familiarizes learners with history, geography, culture and life-style of the English-speaking countries. The page called English Across the Curriculum enables learners to use English in other subjects, such as History, Biology, ICT, Art, Science, etc. The Revision page offers extra exercises for practising

grammar, vocabulary and language skills. The last mentioned, Project page, brings a project task through which writing skills are developed and a song for developing listening skills. Furthermore, at the end of the textbook there are two Pronunciation pages and six Reading pages which provide six extra texts for practising reading comprehension.

After carrying out the impressionistic type of evaluation, it is clear that the layout and structure of the textbook is fixed. All the units have the same number of pages and the same format. For instance, in section A of every unit there is a text through which vocabulary and grammar are developed. Section B consistently presents a comic strip about two detectives, Sweet Sue and Smart Alec and section D always contains an episode of a continuous story called 'Kids', which in the form of interpersonal conversations introduces everyday life of four teenagers. The question remains, whether this 'sameness' of the textbook structure is rather the advantage or disadvantage. Some learners and teachers may appreciate it, for it provides them with system and security as it was suggested in chapter 3.4 of the theoretical part by Richards and Burns (2012, 271). On the other hand, some people may get bored with it after a lapse of time.

As far as the illustrations are concerned, they are colour and visually attractive. They suitably complement the individual exercises, correspond with their topics and help understanding.

5   DATA COLLECTION AND ANALYSIS

To be able to evaluate the textbook from the perspective of developing reading comprehension skills, it was necessary at first to identify and collect the individual activities that are aimed at reading comprehension. I went through the textbook and found out that all the activities which develop reading comprehension are labelled either Reading or Comprehension. The Comprehension section invariably joins both receptive skills, i.e. reading and listening, for the instructions always say 'Read and listen to...' Alternatively, the reading activities are defined by instructions 'Read and listen' or 'Answer the questions' accompanied by the text. This analysis revealed 45 activities aimed at reading comprehension in the textbook Project 4, fourth edition.

When the process of activity identification was finished, I proceeded to the analysis of individual activities. The activities were assessed according to the list of criteria. This list was compiled on the basis of CEFR (2001), FEP BE (2017) and literature cited in the theoretical part.

5.1 List of criteria for evaluation

For the purposes of the research I divided the evaluation criteria into two groups. One group comprises criteria for evaluation of individual reading activities and the other group includes criteria relating to the textbook as a whole, i.e. criteria that can be assessed only after the individual activities have been analyzed.

The criteria for evaluation of individual reading activities are in the form of closed-ended questions and one question concerning the aims of the activities is open-ended:

- **What is the aim of the activity?**
- **Does the activity lead to the fulfilment of the expected outcomes?**
- **Does the activity deal with topics/themes stated in FEP BE or CEFR?**
- **Does the activity involve a pre-reading task?**
- **Does the activity involve a post-reading task?**
- **Is the post-reading task personalised for learners?**
- **Is the reader demanded to take critical stance to the content of the text?**
- **Is the reading text authentic?**
- **Does the activity use a simulated-authentic text?**
- **Does the task correspond with the type of text?**
- **Does the activity target skimming, scanning, detailed comprehension, or inferring meaning?**

The aims of individual activities are set in terms of purposes for reading (as given in chapter 2.7) and the results of the aim analysis are recorded in Appendix C.

The other criteria are assessed in the table in Appendix D and are marked √ (fulfilled), X (unfulfilled) and P (if fulfilled just partially).

The overall evaluation criteria are as follows:

- **Are reading activities covered in all units?**
- **Is there a balance of all four language skills (reading, listening, speaking, writing)?**
- **Does the textbook contain a variety of text-types?**
- **Is there a variety of topics/themes in reading texts?**

- **Does the textbook contain a variety of types of comprehension tasks?**
- **Does the textbook contain a variety of purposes for reading?**
- **Is there a balance of reading techniques (skimming, scanning, reading for detailed comprehension, inferring meaning)?**
- **Are the texts and tasks likely to engage learners' interests?**
- **Does the textbook deal with extensive reading?**
- **Does the textbook provide learners with comprehensible input through reading texts?**
- **What types of activities are used in pre-reading phase?**
- **What types of activities are used in post-reading phase?**

The first ten criteria are in the form of closed-ended questions and are assessed in Appendix E. They are marked YES/NO, alternatively some comments are added.

The remaining two questions, concerning types of pre-reading and post-reading activities, are analysed in Appendix F and Appendix G. Five types of pre-reading and post-reading tasks were determined on the basis of the literature and the column called 'Other activities' was added for different activities which are not included in those five types. If the activity type occurs (at least once) in the textbook, it is marked √. If it does not occur, the check box is left blank. Moreover, the superscript beside the tick indicates how many times the given activity has occurred.

As far as the marking of individual activities in appendices is concerned, the first part indicates their position within the textbook, i.e. what unit or section they occur in[3]. The second part, behind the slash, indicates the order of the activities. The table in Appendix C contains also page numbers in brackets, so that it could be easily determined what activity from the textbook it is.

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[3] I = Introductory unit
U1 = Unit 1; U2 = Unit 2; U3 = Unit 3, etc.
C = Culture page
E = English Across the Curriculum page
R = Reading page at the end of the textbook

5.2   Analysis of the individual activities aimed at reading comprehension

The analysis is performed on the basis of the evaluation criteria set for individual activities (see chapter 5.1 or Appendix C and D). For the sake of clarity the reading activities are divided according to the units where they occur.

5.2.1   Introductory unit

In the first reading activity (I/1 p.4) learners are supposed to read and listen to the story which is in the form of a photo comic. After reading/listening, they are to answer comprehension questions and match the people from the story with activities they are performing. These types of tasks correspond well with the type of text. Learners are supposed to read for detailed comprehension and for answering some of the questions they should also make use of scanning. The topic is school and daily routine. The activity does not involve a pre-reading task. The post-reading task builds learners' grammatical competence, for it is focused on present tenses and stative verbs used in the reading text. This task is not personalised in any way. The activity does not require learners to take critical stance. As far as the aim is concerned, by the end of this activity, learners will be able to read for detail and scan a text to find a specific piece of information.

The second activity (I/2 p. 6) is from the section 'Kids' and similarly to the first one, targets scanning and detailed comprehension. The task corresponds with the type of text and makes learners to read and listen to the conversation between four teenagers and answer six comprehension questions. The activity does not have a pre-reading task and in the post-reading task learners are demanded to guess what happens next, therefore it could be possibly considered as a kind of critical stance. The topics which occur are school, career choice, and relations with other people. By the end of this activity, learners will be able to scan a text to find the names of the main characters and to read for detail.

5.2.2   Unit 1

The first reading activity in Unit 1 (U1/3 p. 8) brings a kind of magazine article about the prehistoric Iceman found in the Alps. The task is to read and listen to the text, answer comprehension questions and label the items in the picture of the Iceman. Thus learners are required to scan the text to find specific items and read for detailed comprehension. This activity includes a pre-reading task in which learners are supposed to predict from the title

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and pictures. Non-personalized post-reading task focuses on past simple and continuous, and thus it builds learners' grammatical competence. The text is non-authentic and the reader does not need to take critical stance to its content. As for the topic, it is not specifically stated in CEFR or FEP BE. Nevertheless, it could possibly fall under the topic of culture.

The second activity in Unit 1 (U1/4 p. 10) introduces a continuous comic strip about two detectives, Sweet Sue and Smart Alec. Learners are supposed to read and listen to the story and then answer comprehension questions and complete sentences. The task does not require learners' critical stance and suitably corresponds with the type of text. The pre-reading task is missing and the post-reading one builds learners' grammatical competence, as it deals with the issues of 'used to'. The topic of the story corresponds with topics/themes states in FEP BE and CEFR. The activity targets detailed comprehension, thus by the end of the activity, learners will be able to read for detail.

In another activity (U1/5 p. 12) learners are supposed to read and listen to the text called 'The Story of Jeans', a kind of non-authentic magazine article. Their first task is to put sentences in the correct order to tell the story of jeans and subsequently answer comprehension questions. To be able to do that, learners need to read for detailed understanding. The tasks are appropriate considering the type of text and the topic corresponds with topics/themes stated in FEP BE and CEFR. The activity does not have either pre- or post-reading task and does not require learners to take critical stance.

The last activity of Unit 1 (U1/6 p. 14) is from the 'Kids' section and its topic is daily life. As a pre-reading task learners discuss what happened in the last episode of 'Kids'. After that, they are supposed to read and listen to the story (in the form of conversation), answer comprehension questions and mark true/false statements. Therefore, the activity requires detailed understanding. In the post-reading phase learners should, to some extent, make use of their critical thinking and assess what happens next. Another post-reading activity is personalised - learners are to write and tell a partner about their last weekend.

The reading activity from Culture page (C/7 p. 16) follows. The text is about the history of England and it could be considered as a simulated-authentic text, as it emulates a passage from a non-fiction history book, but is contrived in some way. Learners are supposed to read and listen to the text and at first complete the chart with information about the people who settled Britain. After that, they are to match the names of the rulers with the correct sentence endings and answer comprehension questions. By this learners' ability to read for detail is

developed. This page has a personalized post-reading task – learners should write a brief text about the history of their own country. Thematically, this activity deals with a topic stated in FEP BE – basic facts about English-speaking countries.

The page English Across the Curriculum also contains an activity aimed at reading comprehension (E/8 p. 17). Its non-authentic text presents historical use of various materials (stone, wood, copper, bronze, etc.). At first, learners are to read and listen to the text and tick the materials that are mentioned and then put them in the correct historical order. This practises their skill of scanning. Subsequently, learners are required to read the whole text again and answer comprehension questions, which develops their ability to read for detailed understanding. In the post-reading phase learners should do some research. They should find out some specific information about a selected material. In this activity learners are not demanded to take critical stance to the content of the text.

5.2.3 Unit 2

In activity U2/9 p. 20 learners are supposed to read and listen to the text (a magazine article) about stunt doubles in films. The comprehension task, at first, targets skimming, for learners' should find out what job the text is about and why it will probably disappear in the future. Then, they are to find some specific things in the text, which develops their skill of scanning. These tasks correspond with the type of text and do not require learners to take critical stance. The pre-reading task is missing and the post-reading task is devoted to the development of learners' grammatical competence – it explains formation and usage of present perfect. This post-reading task is not personalized in any way. As for the aim, by the end of this activity, learners will be able to read for gist and scan a text to find specific items.

The activity U2/10 p. 22 presents another episode of a comic strip about the two detectives. The pre-reading phase is omitted and the comprehension task is in the form of comprehension questions and completing sentences. This develops learners' ability to read for detailed understanding. The post-reading phase is non-personalized and focuses again on present perfect. The tasks correspond with the text-type and do not target learners' critical thinking. Theme is in alignment with those presented in FEP BE and CEFR.

Another activity in Unit 2 (U2/11 p. 24) provides a non-authentic magazine article about the life of a famous person. Learners are supposed to read and listen to the text and answer comprehension questions and choose true sentences. By this their ability to read for detailed

understanding is developed. The tasks correspond with the type of text and do not require learners to take critical stance. This reading activity is supplemented with personalized post-reading questions. As for the topic of the activity, it corresponds with topics/themes stated in FEP BE and CEFR.

The next activity (U2/12 p. 26) brings another episode of 'Kids'. In the pre-reading phase learners retell the story of the previous episode. After that, they read and listen to the story (in the form of conversation) and answer comprehension questions. To be able to answer them, learners need to read for detailed understanding. The topic the activity covers is school and relations with other people. The activity contains also a post-reading phase where learners' language competence is developed. The post-reading tasks are not personalized in any way. However, in one of them, learners are to predict what happens next in the story, which can be considered as a kind of critical thinking.

Another reading activity (C/13 p. 28) appears on the Culture page. Learners are supposed to read and listen to the text (non-authentic magazine article) and at first match the headings to paragraphs. To accomplish this task they should use the technique of skimming. Subsequently, they should read (listen) again for detailed comprehension and complete the chart comparing boys' and girls' reading habits. All tasks are in accordance with the type of text. The pre-reading activity is missing there, however the post-reading one is suitably personalized – learners are to answer five questions concerning their own reading habits. After that, they should discuss their ideas in class and compare their reading habits with the teenagers in the article. The activity does not demand critical thinking and its topic is free time. Its aim is to develop learners' ability to read for gist and for detail.

The topic of a reading activity on English Across the Curriculum page (E/14 p.29) is computers, which is a topic stated in FEP BE (media and modern technologies). The pre-reading task pre-teaches vocabulary concerning computer hardware and software. The comprehension task aims at detailed understanding as it instructs learners to complete the gaps in the text with the words in the box. The task is in accordance with the type of text (guideline). The text is non-authentic and learners are not demanded to take critical stance to its content. In the post-reading phase learners are to answer some personalized questions and discuss their personal experience with their classmates.

5.2.4 Unit 3

The first reading activity in Unit 3 (U3/15 p. 32) deals with the topic of health and body care. In the pre-reading phase the parts of the human body are pre-taught. Then, learners are supposed to skim the text, which gives readers advice on how to look after their bodies, and tick what each paragraph gives advice about. This task corresponds with the type of text (educational article). The post-reading activity comprises two tasks. The first one is personalized and requires learners to take critical stance to the content of the text, for they are to assess which two pieces of advice are the most important. The second one discusses relative pronouns, and thus builds learners' grammatical competence. As for the aim, by the end of this activity, learners will be able to read for gist.

The activity U3/16 p. 33 follows right after U3/15 p. 32, therefore the post-reading task of U3/15 dealing with relative pronouns could be at the same time considered as a pre-reading task of U3/16. In this activity learners are supposed to read eight sentences (containing relative clauses) and on the basis of their meanings they are to find the names of six boys (in the picture above). To do that, they have to read for detailed comprehension. The post-reading task is non-personalized writing – learners are to write sentences with relative clauses to identify each boy from the picture. The tasks correspond with the text and does not demand learners' critical stance.

Another activity (U3/17 p. 34) brings a comic strip about the detectives Sweet Sue and Smart Alec. The pre-reading task is omitted and the comprehension task is in the form of comprehension questions. The activity targets reading for detailed comprehension. As far as the post-reading phase is concerned, it aims at developing learners' grammatical competence (modal verbs and relative clauses). In this activity learners do not have to use their critical thinking, the task corresponds with the type of text, and the topic is in alignment with those stated in FEP BE and CEFR.

The activity U3/18 p. 36 deals with the topic of eating habits, which is a topic stated in FEP BE. Pre-reading phase is missing and the comprehension task demands detailed reading. Learners are supposed to read and listen to the text and answer comprehension questions. The task corresponds with the type of text (non-authentic magazine article). In the post-reading phase learners need to take a critical stance and say what they think of the three diets described in the article. Moreover, they should describe their own diet in a typical day, which makes this post-reading task personalized.

Another reading (U3/19 p. 38) is from the 'Kids' section and covers topics/themes stated in FEP BE/CEFR, such as daily life and relations with other people. In the pre-reading phase learners discuss what happened to one of the characters in the previous episode. The first comprehension task targets skimming - learners are to read and listen to the story and find out how each character feels. In the second task learners are supposed to correct sentences, thus it requires detailed comprehension. These tasks correspond well with the type of text (interpersonal conversation). In the post-reading phase learners should assess what happens next in the story, which can be considered as a kind of critical thinking. Another post-reading activity builds learners language competence, as it deals with expressions used for agreeing/disagreeing. By the end of this reading activity, learners will be able to read for gist and for detail.

The topic of a reading activity (C/20 p. 40) on Culture page is sport, which is a topic stated in FEP BE and CEFR. The pre-reading task is to match photos to the paragraphs in the text. The comprehension task is aimed at detailed understanding – learners are to read and listen to the text about sports events in England and complete the chart with information on them. The type of task is in accordance with the type of text (magazine article) and does not require critical stance of the learners. The post-reading phase comprises two activities. The first one is listening and the other is a writing task – learners are to write about an important sports event in their country.

The activity on English Across the Curriculum page (E/21 p. 41) brings an educational article about vitamins and minerals. Thematically, it falls under the topic of health and body care stated in FEP BE and CEFR. The pre-reading phase activates learners' schemata by asking what they know about vitamins and minerals. The comprehension task is in the form of true/false/doesn't say statements and completing a chart. The tasks correspond well with the text-type and do not demand learners' critical thinking. The post-reading task contains personalized questions. By the end of this activity, learners will be able to read for detail.

5.2.5 Unit 4

The activity U4/22 p. 44 presents the story of Sir Bedivere and Excalibur. Thematically, it corresponds with topics/themes of culture or facts about English-speaking countries stated in FEP BE and CEFR. The first comprehension task targets the skill of scanning, for learners are to match names from the story with descriptions. In the second comprehension task learners

are supposed to read the story again and put sentences in the correct order. They are also supposed to answer two comprehension questions afterwards. To be able to do that they need to read for deatailed comprehension. The tasks correspond well with the type of text (short story). Non-personalized post-reading task builds learners' grammatical competence (verb + infinitive/-ing) and develops listening comprehension, for learners listen to what happened at the end of the story. By the end of this activity, learners will be able to scan a text to find the names and to read for detail.

Another activity (U4/23 p. 46) brings a comic strip about the two detectives. The pre-reading task is omitted and in the comprehension task learners are supposed to answer comprehension questions and correct sentences. By this their ability to read for detail is developed. The tasks are in accordance with the type of text and do not demand learners' critical stance. The post-reading phase is non-personalized and builds learners' grammatical competence. The topic of the activity is in alignment with those stated in FEP BE and CEFR.

In activity U4/24 p. 48 learners are supposed to read the quiz and answer the questions. The quiz promises to discover reader's real personality. To be able to answer the questions, learners need to read for detailed comprehension. Thematically, this activity falls under the topic of personal identification and moods and feelings. The task corresponds with the text-type and does not require learners to take critical stance to the content of the text. The post-reading phase is personalized and learners are to reveal whether they are pessimists, realists, or optimists.

The activity U4/25 p. 50 brings another episode from the 'Kids' section. In the pre-reading phase learners discuss what happened in the previous episode. After that, they read and listen to the story and their task is to answer three comprehension questions and choose correct words to complete the sentences. Their ability to read for detail is thus developed. Comprehension tasks are in accordance with the type of text (conversation). In the post-reading phase learners are to predict what will happen next, thus their critical stance to the content of the text is demanded. In addition, in the post-reading phase learners are to learn some useful expressions from the story, thus their language competence is developed.

Another reading activity (C/26 p. 52) is on Culture page. It presents the story of Robin Hood. The theme is in alignment with those presented in FEP BE and CEFR (culture and basic facts on English-speaking countries). In the pre-reading task learners are to predict from the title and the picture. The comprehension task is then in the form of multiple-choice questions. The

task corresponds with the type of text and does not demand learners' critical stance. In the post-reading phase learners are to do a role-play and in addition to that they should discuss the most famous heroes and heroines of their country. By the end of this activity, learners will be able to read for detail.

Reading comprehension activity (E/27 p. 53) is also on English Across the Curriculum page. It brings an article about famous painting called The Fighting Temeraire painted by J.M.W. Turner in 1839. It shows the big old sailing ship (Temeraire) which is being pulled by a small tugboat. In the pre-reading phase learners are to predict from the picture. Then they are supposed to complete the text with the expressions from the box. This comprehension task is in accordance with the type of text (an article) and does not require learners' critical thinking. In the post-reading phase some non-personalized questions related to the text are discussed. The topic of the activity is in alignment with topics stated in FEP BE and CEFR (culture/entertainment/facts on English-speaking countries). By the end of this activity, learners will be able to read for detail.

5.2.6   Unit 5

The first reading activity in Unit 5 (U5/28 p. 56) deals with the topic of environment and society and its problems, which are topics stated in FEP BE and CEFR. In the pre-reading phase some vocabulary concerning the environment and climate change are pre-taught. Subsequently, learners are supposed to read and listen to the text and complete the gaps with the pre-taught words. Then they are to answer some comprehension questions and find items in the text. By this their ability to read for detail is developed. The task corresponds with the type of text (magazine article) and unfortunately does not require learners' critical stance. I believe that with this current topic learners' critical thinking could be enhanced. In the post-reading phase learners' grammatical competence is developed (passive voice). Moreover, the post-reading phase includes a listening comprehension related to the topic of the reading text.

Another activity aimed at reading comprehension (U5/29 p. 58) is a comic strip about the two detectives. Learners are supposed to read and listen to the story and answer comprehension questions. Then they should mark given statements true/false/doesn't say. These types of tasks are in accordance with the text-type, do not require critical thinking and develop learners' ability to read for detail. The post-reading phase is non-personalized and builds

learners' grammatical competence (passive voice). As for the topic of the activity, it corresponds with topics/themes stated in FEP BE and CEFR.

The activity U5/30 p. 60 brings a letter informing people about Bear Orphanage in Russia and asking them to send a donation to help rescue the bear cubs. In the pre-reading phase learners are to predict from the title and photos. The comprehension tasks gradually target the techniques of skimming, scanning and reading for detailed comprehension. Thus by the end of the activity, learners will be able to read for gist, scan a text to find some specific names and read for detail. The tasks correspond well with the type of text and do not require learner's critical thinking. The post-reading phase builds learners' lexical competence, for it deals with vocabulary from the text. In addition, learners are to do a role-play in this phase. The topic of the activity corresponds with those stated in FEP BE and CEFR.

The activity U5/32 p. 62 presents another episode of 'Kids'. In the pre-reading phase learners discuss what happened to one of the characters in the last episode. After that, they read and listen to the story in the form of conversation, answer two comprehension questions and complete the sentences. These comprehension tasks correspond with the type of text and help develop learners' ability to read for detail. Thematically, this activity falls under the topic of school and daily life, which are topics stated in FEP BE and CEFR. In the post-reading phase learners should assess what happens next in the story, which can be considered as a kind of critical thinking. Another post-reading activity builds learners' language competence.

The reading activity (C/33 p. 64) on Culture page provides an article about Australia, thus is deals with the topic stated in FEP BE (basic facts on English-speaking countries). The pre-reading task is to write five facts that learners know about Australia. Then learners are supposed to read and listen to the text and answer comprehension questions. By this their ability to read for detail is developed. The following task targets scanning, for learners are to find some specific items/information in the text. The tasks are in accordance with the type of text (educational article) and do not demand learners to use critical thinking. The post-reading task is omitted.

English Across the Curriculum page contains an educational article about hurricanes (E/34 p. 65), thus it covers the topic of weather stated in FEP BE and CEFR. The pre-reading task activates learners' schemata and asks what they know about hurricanes and whether they have heard about them on the news. Then, learners are supposed to read the text and answer the comprehension questions. The task corresponds with the type of text and does not involve

critical thinking. In the post-reading phase learners match given sentences to numbers in the picture and by this they discover how hurricanes are formed. By the end of this activity, learners will be able to read for detail.

5.2.7 Unit 6

The first activity in Unit 6 (U6/35 p. 68) brings a short story about a friendship between an antelope and a monkey. Thus, it deals with topics/themes stated in FEP BE and CEFR (relations with other people). Learners' task is to read the story and put the pictures in the correct order. This activity thus targets skimming. The type of task corresponds well with the type of text. After reading the story and ordering the pictures, learners are to predict what happens next in the story, which could be considered as a type of critical stance. The pre-reading task is omitted in this activity and the post-reading phase builds learners' lexical and grammatical competence. It deals with phrasal verbs used in the text and with first conditional. By the end of this activity, learners will be able to read for gist.

The activity U6/36 p. 70 presents another comic strip about the detectives. As always, pre-reading task is missing and after reading and listening to the story, learners are to answer comprehension questions and correct given sentences. This develops their ability to read for detail. The tasks are in accordance with the type of text and do not require learners' critical stance. Non-personalized post-reading task deals with future time clauses, thus it builds learners' grammatical competence. As for the topic, it corresponds with those stated in FEP BE and CEFR.

Another reading activity (U6/37 p. 72) deals with the topic of relations with other people, which is stated in CEFR. In the pre-reading task learners are supposed to predict what problems the teenagers in the pictures might have. After that, they should skim the text (letters from teenagers and pieces of advice from a consultant) and find out what the letters are about and who gives the advice. Subsequently, they are supposed to read the text again and reinsert sentences that have previously been separated from the text. This type of task targets reading for detailed comprehension. In the post-reading phase learners are to discuss some questions, which require learners to take critical stance to the content of the text. Another activity in the post-reading phase develops learners' lexical competence. By the end of the activity, learners will be able to read for gist and for detail.

The activity U6/38 p. 74 is from the 'Kids' section and brings its last episode. The pre-reading task is to discuss what has happened so far in the 'Kids' story. Then, learners read and listen to the conversation between the four teenagers and answer comprehension questions. This task corresponds with the type of text. In the post-reading phase learners are to assess what happens next in the story, which can be considered as a king of critical thinking. In addition, the post-reading deals with some useful expressions from the story, and thus it builds learners' language competence. By the end of this activity, learners will be able to read for detail.

The last reading activity in Unit 6 (C/39 p. 76) is on Culture page. It contains an article describing a typical weekend of British families. It falls thus under the topic of basic facts on English-speaking countries, which is stated in FEP BE. The comprehension tasks are in accordance with the type of text (magazine article) and target scanning and reading for detailed comprehension. The post-reading phase includes two tasks. One of them is listening and the other is a group discussion of personalized questions. In this activity learners are not demanded to take critical stance. By the end, they will be able to scan a text to find some specific items and to read for detail.

5.2.8   Reading section at the end of the textbook

The activity R/40 p. 82 like all the other activities in the Reading section presents a short story. The first comprehension task targets skimming – learners are to read and listen to the story and put the pictures in the correct order. Then, they are to answer comprehension questions, which require reading for detailed understanding. These tasks correspond with the type of text and do not require learners' critical stance. This activity includes neither pre-reading nor post-reading task. By the end of the activity, learners will be able to read for gist and for detail.

In another activity (R/41 p. 83) learners are to read and listen to the story, answer comprehension questions and put the events in the correct order. By this their ability to read for detailed comprehension is developed. The tasks are in accordance with the type of text and do not demand critical thinking. The activity has neither pre-reading nor post-reading task.

In the activity R/42 p. 84 learners are supposed to read and listen to the story and identify people in the picture. This type of task practises the skill of skimming. Subsequently, they are supposed to correct the sentences, which require detailed understanding. The activity does not

demand learners' critical stance and the tasks correspond with the type of text. By the end, learners will be able to read for gist and for detail.

Another activity (R/43 p. 85) brings a story of Horatius and his two companions who saved the city of Rome. The comprehension tasks target reading for detailed understanding and do not demand learners' critical thinking. The pre- and post-reading activities are missing.

The penultimate activity (R/44 p. 86) is beneficial in terms of reading techniques because its tasks target skimming, scanning, reading for detailed comprehension and for the first time in this textbook even inferring meaning. Thus, by the end of this activity, learners will be able to scan a text to find some specific names, read for gist and for detail, and to infer from the text. The tasks correspond well with the type of text. The pre-reading and post-reading phases are omitted.

The last reading activity in the textbook (R/45 p. 87) brings a story about how the tiger got his stripes. Learners' task is to read and listen to the story and answer the comprehension questions. By this their ability to read for detail is developed. The task is in accordance with the type of text and does not require learners' critical stance. The pre-reading task is missing and in the post-reading task learners are supposed to write the names of the numbered things in the picture. The post-reading task is not personalized in any way.

5.3   Overall evaluation of reading activities in Project 4, fourth edition

In this chapter I will evaluate the data obtained by the analysis of individual reading activities and also assess Project 4 (fourth ed.) on the basis of the list of overall criteria stated in chapter 5.1 or Appendices E-G.

Project 4 targets developing of all language skills. Reading, listening, speaking, and writing are equally represented in each unit.

As far as the reading activities are concerned, all of them lead to the fulfilment of the expected outcomes stated in FEP BE (MŠMT 2017, 27), since in all cases learners are supposed to "understand short and simple texts" and are demanded to "look up required information in them" (MŠMT 2017, 27). Another positive finding is that the reading activities cover variety of topics/themes stated in FEP BE (MŠMT 2017, 27) and CEFR (2001, 52). They deal with topics/themes such as school, career choice, relations with other people, culture, English-speaking countries, environment, entertainment, free time, daily life, media a

modern technologies, health and body care, eating habits, sport, feelings and moods, personal identification, society and its problems, weather, travelling and places. For most activities it is obvious that the topic/theme is in accordance with those stated in FEP BE and CEFR but in some cases, the activity covers a topic which is not specifically stated in those documents. Nevertheless it is always possible to come up with the theme/sub-theme it could fall under.

Project 4 contains quite a sufficient variety of text-types: interpersonal conversations, photo comics, comic strips, quizzes, magazine articles, news articles, educational articles, guidelines, passages/extracts from non-fiction books, short stories, and letters. However, some categories, according to Hedge's (2000, 206-207) classification, are missing. There are no text-types from the categories 'to get information' (e.g. train timetables, bus schedules, notices, public signs, information leaflets, etc.), 'to follow instructions' (e.g. recipes, route planners, assembly instructions, etc.) and 'to find out when and where' (e.g. announcements, programmes, etc.). The most common text-types which appear in reading activities are magazine articles, and owing to 'Kids' and 'Sweet Sue and Smart Alec' sections also interpersonal conversations and comic strips. Reading activities include also quite a lot of educational articles and short stories.

Project 4 does not include any authentic texts in its reading activities. I consider it as a drawback, inasmuch as one of the expected outcomes in FEP BE (2017, 27) states that learners should be "able to look up required information in simple everyday authentic materials" and one of the general goals of developing reading skills is to prepare learners for coping with authentic texts (Hedge 2000, 67).

Nevertheless, in a few cases, for instance in activities C/7 (p. 8), U5/31 (p. 61) and C/33 (p. 64), the texts could be at least considered as simulated-authentic. The problem is, however, that the simulated-authentic texts cannot be clearly determined, for it is impossible to distinguish only by glance whether they really emulate the authentic materials and are contrived just a little bit or whether they were completely created for language learners. To be able to decide, it would be necessary to consult it with the author of the textbook.

As for the types of comprehension tasks, the textbook contains a wide range of them. The most common type is various comprehension questions. Furthermore, learners are to demonstrate understanding by deciding on true/false statements, completing sentences, putting sentences/items in the correct order, correcting statements, completing a chart, labelling items in the picture, ticking items that appear in the text, matching headings to

paragraphs, completing the gaps in the text with the words from the box, and by identifying items according to descriptions. The positive thing is that the tasks in all activities correspond with the types of texts.

One of the general learning goals of a reading lesson is to be able to take critical stance to the content of the texts (Hedge 2000, 205). In Project 4 this goal is not reflected so much. A kind of critical stance is required from learners only in eight activities. These are activities from 'Kids' section where on the basis of what they have read learners are to assess what happens next in the story.

The activities target all four reading techniques mentioned in the evaluation list of criteria. However, the proportions are not equal. Reading for detailed comprehension considerably predominates. The textbook contains 42 activities in which learners need to read for detailed understanding. In 10 activities learners are also encouraged to read for specific information, thus use the technique of scanning and in the same number of activities learners read for gist, which means they make use of skimming. Reading for implications (inferring meaning) occurs only in one activity.

Twenty out of forty five activities involve a pre-reading task. In six cases (in Kid's sections) learners are to discuss what the previous episode of the story was about. In five activities learners predict from the pictures or headlines and in two cases they discuss the topic of the reading text. Two activities use matching (either expressions to the photos or photos to paragraphs) in the pre-reading phase and in one case learners are to write five facts they know about Australia. In the remaining five activities some language is pre-taught. In one case it is grammar that is pre-taught and in four activities it is vocabulary.

A post-reading task is included in thirty-eight activities. Some of the activities have even two or three post-reading tasks. What considerably predominates in the post-reading phase are activities which build learners' language competence. In eight activities the post-reading task develops learners' lexical competence and in eighteen activities their grammatical competence is developed. The other common types of post-reading tasks are personalized questions (occur eight times), debates (occur six times), and predictions what will happen next (occur six times). In four cases learners are to do a writing task and in two activities they are supposed to perform a role-play. Listening occurs once in the post-reading phase and in activity E/8 p. 17 learners are to do some research and find information about one of the raw materials which was not mentioned in the text. In the post-reading phase of the activity E/34

p. 65 learners' general knowledge is built, since by matching sentences to the diagram they are acquainted with how hurricanes are formed. In twelve of those thirty-eight activities the post-reading tasks are personalized.

The topics, tasks and texts of reading activities are up-to-date and they relate to things teenagers deal with in their everyday lives. Moreover, the input learners are provided with through the reading texts is comprehensible. It corresponds with the level A2 according to CEFR and overlaps to B1. For these reasons the texts and tasks have the potential to engage learners' interests.

Project 4 deals obviously only with intensive reading, extensive reading is marginalized. The only potential for promoting extensive reading is in the Reading section at the end of the textbook. However, it would depend on the teachers how they would approach the texts and how they would motivate their learners to read.

5.4   Final evaluation

To summarize it, Project 4, fourth edition, has good potential for developing reading comprehension in lower-secondary learners. All the reading activities lead to the fulfilment of the expected outcomes stated in FEP BE (MŠMT 2017, 27). The textbook deals with variety of topics/themes and contains wide range of comprehension tasks. The tasks correspond well with the types of texts and are likely to engage learners' interests. The pre-reading and post-reading activities involve productive language skills as well as language systems (grammar and vocabulary).

On the other hand, there could be greater variety of text-types. Learners do not have opportunities to encounter texts they would read to get information (train timetables, notices, public signs, directories, catalogues, etc.), or to follow instructions (recipes, manuals, assembly instructions, etc.) or to find when and where (announcements, programmes, etc.). As the major drawback I consider the fact that the textbook does not include any authentic texts for developing reading skills, since I believe learners should receive some natural input. The textbook could also in more activities encourage students to take critical stance to the content of the texts and could involve more activities and tasks that would target skimming, scanning and inferring meaning. Thus, the reading techniques would be in balance. As for the pre-reading tasks, they could be used in more activities, so that learners' schemata get activated.

All in all, the in-depth evaluation of Project 4, fourth edition, has shown that this textbook (despite some of the suggestions for improvement mentioned above) suitably develops reading comprehension skills in lower-secondary learners.

CONCLUSION

This bachelor thesis deals with evaluation of the textbook Project 4, fourth edition, from the perspective of developing reading comprehension. The thesis is divided into two parts – the theoretical and practical part.

The aim of the theoretical part is to provide a theoretical framework for the practical part and discuss issues that should be included in the evaluation list of criteria on the basis of which reading activities in Project 4 are evaluated. The first chapter introduces the main aim of ELT, the communicative competence, and discusses reading comprehension in the context of the Czech educational system and the aims of developing reading skills from the perspective of CEFR and ELT methodology. The second chapter specifies the type of reading the thesis deals with, and that is intensive reading. Subsequently, it presents the main purposes learners may read for, i.e. reading for gist, for specific information, for detailed understanding, and for implications. In connection to that the thesis discusses the reading techniques for approaching texts (skimming, scanning, reading for detailed comprehension, and inferring meaning), since readers choose appropriate reading techniques according to the purposes for reading. Furthermore, it presents various text-types learners should encounter in the textbooks and discusses the three phases the reading activities should consist of (pre-reading, while-reading and post-reading phase). Also some examples of types of comprehension tasks are proposed. In the final part of the second chapter the thesis suggests criteria for selecting texts through which reading skills are developed. These criteria include interesting content, readability, authenticity of texts and variety of topics, reading purposes, and text-types. The third chapter of the theoretical part defines the concept of textbook and discusses its functions and roles in the process of teaching and learning. After that the advantages and disadvantages of using textbooks in ELT are considered. Lastly, the thesis presents two approaches of textbook evaluation (according to Cunningsworth), which are used in the practical part. The impressionistic overview arranges general information about the textbook and the in-depth evaluation enables to do a detailed analysis (Cunningsworth 1995).

The practical part aims at evaluation of reading comprehension activities in the textbook Project 4 (fourth ed.). At first, the thesis does an impressionistic type of evaluation, which reveals that the textbook has a fixed structure and comprises an introductory unit and six main units. Besides that each unit is accompanied by a Culture page, an English Across the Curriculum page, a Revision page, and a Project page. The pros and cons of the fixed format

of the textbook are debatable. Some learners and teachers may perceive it as an advantage, since it provides them with system and security, as it was suggested by Richards and Burns (2012, 271). On the other hand, for some learners it may be rather boring. Subsequently, the thesis describes the process of data collection and analysis and presents the list of criteria for evaluation, which was created on the basis of the Framework Educational Programme for Basic Education, CEFR and literature cited in the theoretical part. The criteria are divided into two groups. The first group comprises criteria on the basis of which individual reading activities are evaluated (see Appendices C, D) and the other group includes overall criteria (see Appendices E, F, G) which can be assessed only after the individual activities have been analyzed.

The in-depth analysis of individual reading activities is performed afterwards. This analysis revealed that all the reading activities in Project 4 (fourth ed.) lead to the fulfilment of the expected outcomes stated in FEP BE (2017, 27), for learners are supposed to "understand short and simple texts" and are requested to "look up required information in them" (MŠMT 2017, 27). Moreover, the textbook deals with variety of topics/themes set by FEP BE (MŠMT 2017, 27) and CEFR (2001, 52). Although comprehension questions predominate as the type of tasks, the variety of other comprehension tasks is included, e.g. true/false statements, completing sentences, putting sentences/items in the correct order, correcting statements, matching headings to paragraphs, completing the gasps in the text with the words from the box, etc. These findings are in accordance with literature cited in the theoretical part, since Harmer (2015, 314) states that comprehension tasks usually include "true/false questions, multiple-choice questions, and questions which ask what, how, how often, when, etc." The good point is that in all cases the comprehension tasks correspond well with the types of texts. As for the text-types, Project 4 contains quite a lot of them. However, some categories, according to Hedge's (2000, 206–207) classification, are missing. There are no text-types from the categories 'to get information' (e.g. train timetables, notices, public signs, etc), 'to follow instructions' (e.g. recipes, manuals, assembly instructions, etc.) and 'to find out when and where' (e.g. programmes, announcements, etc.). Furthermore, it was found out that the textbook targets all four reading techniques defined in the theoretical part. Their proportions, however, are not equal, since reading for detailed comprehension considerably predominates.

Less than half of the reading activities include a pre-reading task. The pre-reading tasks used in Project 4 correspond with types of tasks suggested by Scrivener (2011, 267), Harmer (2015, 303) and Hedge (2000, 210) and ranges over predicting from illustrations and

headlines, discussing the topic, pre-teaching some language and matching photos/expressions to the paragraphs.

The majority of reading activities involve also some type of post-reading task. These tasks target productive skills (mainly speaking) as well as language systems (grammar and vocabulary). In the post-reading phase learners are, for example, supposed to do a role-play, a debate, or a writing task, predict what will happen next in the story, listen to something related to the topic, or answer some personalized questions. Moreover, in this phase learners' language competence is often built.

The analysis discovered also some drawbacks of the textbook such as the absence of authentic texts, quite a low number of activities which develop learners' critical thinking, and unbalanced proportions of reading techniques. These findings are contrary to the general aim of developing reading skills in ELT, for Nuttall (2005, 31) emphasizes learners' ability to deal with authentic texts and Hedge (2000, 205) points out that learners should be able to take a critical stance to the content of texts and apply different reading techniques in relation to the purposes for reading.

Despite these few drawbacks the textbook Project 4 (fourth ed.) has still good potential for developing reading comprehension in lower-secondary learners. The results obtained in this thesis can be useful for teachers or institutions selecting a textbook which would best meet the needs of their learners.

RESUMÉ

Tato bakalářská práce se zabývá rozvojem řečové dovednosti čtení s porozuměním ve vybrané učebnici používané ve výuce anglického jazyka na druhém stupni základních škol. Práce je rozdělena do dvou hlavních částí – teoretické a praktické. Cílem teoretické části bylo poskytnout dostatečný teoretický rámec pro vytvoření seznamu kritérií, podle nichž bude hodnocena vybraná učebnice z hlediska čtení s porozuměním. Cílem praktické části pak bylo analyzovat jednotlivé aktivity zaměřené na čtení s porozuměním a zjistit, jaký má tato učebnice potenciál pro rozvoj řečové dovednosti čtení.

První kapitola teoretické části zasazuje řečovou dovednost čtení do širšího kontextu vyučování a učení se anglickému jazyku. Nejdříve uvádí, že obecným cílem výuky angličtiny je rozvoj komunikační kompetence. Poté jsou zmíněny různé modely komunikační kompetence, tak jak se postupně od 70. let 20. století vyvíjely. Pro tuto práci je klíčový model komunikační kompetence vycházející ze Společného evropského referenčního rámce pro jazyky (CEFR). Společný evropský referenční rámec pro jazyky je dokument vytvořený v roce 2001 Radou Evropy, jehož cílem je v rámci Evropské unie sjednotit výuku cizích jazyků a umožnit vzájemné porovnání dosažených výsledků vzdělávání v každém stadiu učení se jazyku. Dále se tato kapitola zabývá očekávanými výstupy definovanými v Rámcovém vzdělávacím programu pro základní vzdělávání (RVP ZV). Tyto očekávané výstupy vycházejí ze Společného evropského referenčního rámce pro jazyky. Na konci druhého stupně základní školy by žáci v rámci čtení s porozuměním v cizím jazyce měli být schopni „vyhledat požadované informace v jednoduchých každodenních autentických materiálech" a měli by „rozumět krátkým a jednoduchým textům, a vyhledat v nich požadované informace" (MŠMT 2017, 27). Poté jsou s oporou o literaturu vydefinovány obecné cíle rozvoje čtení s porozuměním z hlediska didaktiky anglického jazyka.

Druhá kapitola se zabývá samotnou řečovou dovedností čtení a její výukou. Nejprve představuje tuto řečovou dovednost v kontextu dalších řečových dovedností (psaní, mluvení, poslech) a systémů jazyka (gramatika, slovní zásoba, výslovnost). Následuje definice intenzivního čtení, které je předmětem zájmu této práce. Jedná se o tiché čtení, jehož cílem je porozumět psanému textu a získat z něj potřebné informace. Žáci čtou se záměrem zvládnout jistý úkol, který doprovází daný text. Oproti tomu extenzivní čtení, jako další typ, je čtení, jehož primárním cílem není rozvíjet jazykovou kompetenci. Tento druh čtení obvykle není doprovázen žádným úkolem, který by kontroloval míru porozumění. Jde spíše o čtení pro

radost, které se děje převážně mimo třídu. Dále tato kapitola uvádí, že žáci v cizím jazyce čtou s různými záměry. Mohou číst proto, aby získali všeobecné povědomí o textu, např. o jeho tématu, mohou hledat v textu konkrétní informace, nebo naopak mohou číst text důkladně, tak aby porozuměli co největšímu množství informací. Dále také mohou číst text se záměrem vyvodit z něj informace, které nejsou explicitně uvedeny. V závislosti na tom, jaký mají žáci pro čtení důvod, volí různé techniky čtení, kterým je věnována další podkapitola. Následně jsou v práci uvedeny typy textů, které mohou být součástí čtecích aktivit. S ohledem na potřeby výzkumu tato práce prezentuje členění typů textů podle autorky Tricie Hedgeové. Další část druhé kapitoly se věnuje fázím, které by měli aktivity zaměřené na čtení s porozuměním respektovat. Část před čtením slouží k tomu, aby skrze různé úkoly či aktivity seznámila čtenáře s tématem a připravila je na čtení z hlediska aktivace jejich dosavadních znalostí a zkušeností s daným tématem. Následující fáze se zabývá čtením textu a plněním úkolů, které ho doprovází. Zde jsou na základě literatury uvedeny různé typy úkolů, které monitorují porozumění. Po přečtení daného textu a po splnění úkolů následuje další fáze, která může rozvíjet produktivní řečové dovednosti (mluvení, psaní) nebo lexikální či gramatickou kompetenci žáků. Poslední podkapitola uvádí kritéria, podle kterých by měly být vybírány texty určené k rozvoji dovednosti čtení. Mezi tato kritéria patří zajímavý obsah, rozmanitost témat a typů textů, autentičnost textů, a jejich „čitelnost" (anglicky ´readability´), která se odvíjí od náročnosti použitých větných struktur a slovní zásoby.

Třetí kapitola teoretické části se věnuje tématu učebnice, jakožto materiálnímu didaktickému prostředku. V úvodu jsou prezentovány definice učebnice od dvou různých autorů. Dále se tato kapitola zabývá obecnými funkcemi, které mají učebnice ve výuce jakéhokoli předmětu. Je zde uvedena taxonomie funkcí učebnice podle ruského odborníka Zujeva (1983 in Průcha 1998). Poté jsou představeny role učebnice ve výuce anglického jazyka, přičemž Cunningsworth (1995) nahlíží na učebnici jako na zdroj a podporu. Následuje podkapitola věnovaná výhodám a nevýhodám používání učebnic v cizojazyčné výuce. Jednou z výhod používání učebnic je, že jsou vytvářeny odborníky na daný obor, čímž poskytují oporu nejen začínajícím učitelům, ale i samotným žákům. Navíc žáci mohou využívat učebnice k samostudiu. Hlavní nevýhodou je však to, že učebnice vzhledem ke svému obecnému zaměření, nemohou odpovídat individuálním potřebám žáků. Dle mého názoru by tedy učitelé měli využívat výhod, které jim používání učebnic přináší (např. úspora času při přípravách, systematizační funkce, zdroj aktivit a materiálů) a naopak by se měli snažit eliminovat negativní dopady používání učebnic (např. ztráta kreativity učitelů, nudný obsah, nevhodnost

z hlediska jazykové úrovně, apod.). Především by pak vždy měli brát v potaz potřeby svých žáků. Poslední podkapitola teoretické části pak představuje dva způsoby hodnocení učebnic – povrchový a hloubkový. V teoretické části práce jsou využity oba tyto způsoby. Povrchové hodnocení je použito pro celkové představení učebnice – kolik obsahuje lekcí, jak jsou tyto lekce koncipovány, jaká je kvalita ilustrací, apod. Hloubkové hodnocení je využito při analýze jednotlivých čtecích aktivit.

Praktická část nejprve popisuje proces výběru učebnice určené k hodnocení. Autorka e-mailem oslovila 30 ředitelů základních škol z různých koutů České republiky s dotazem, zda učitelé na jejich školách používají ve výuce anglického jazyka v osmých třídách učebnice, a pokud ano, tak jaké (název, edice, vydavatel). Z odpovědí vzešlo, že nejčastěji používanou učebnicí je učebnice Project 4, čtvrté vydání. Tato učebnice se tedy stala předmětem hodnocení této bakalářské práce. Následně je v praktické části provedeno povrchové zhodnocení učebnice, kterým bylo zjištěno, že učebnice Project 4 obsahuje úvodní lekci a šest hlavních lekcí. Každá lekce je pak doplněna o stranu nazvanou „Kultura", která seznamuje žáky s historií, kulturou a životním stylem anglicky mluvících zemí, dále o stranu „Angličtina napříč učebními osnovami", která umožňuje žákům používat angličtinu v ostatních předmětech, jako je například biologie, dějepis, umění, apod. Dále po každé lekci následuje strana věnovaná opakování a projektová strana, jejíž součástí je vždy projektový úkol rozvíjející řečovou dovednost psaní. Tato hloubková analýza také odhalila, že učebnice má fixní strukturu, tj. všechny lekce mají stejný počet stran a stejný formát. Někteří žáci a učitelé to mohou vnímat jako výhodu, jiné může po určité době začít tento neměnný formát nudit.

Následující kapitola praktické části vysvětluje, jakým způsobem byly v učebnici identifikovány aktivity rozvíjející čtení s porozuměním, a jak byly tyto aktivity analyzovány. Poté tato kapitola předkládá seznam kritérií, která byla použita pro hodnocení čtecích aktivit. Kritéria byla stanovena na základě RVP ZV, CEFRu a odborné literatury použité v teoretické části práce. Jsou rozdělená do dvou skupin – první skupina obsahuje kritéria pro hodnocení jednotlivých čtecích aktivit, druhá skupina sestává z kritérií, která mohou být posouzena až po provedení analýzy jednotlivých aktivit.

Další část předkládá detailní analýzu jednotlivých aktivit rozvíjejících čtení s porozuměním. Tato analýza je prováděna na základě seznamu hodnotících kritérií. Výsledky analýzy jsou interpretovány v následující podkapitole. Bylo zjištěno, že učebnice Project 4 obsahuje aktivity rozvíjející řečovou dovednost čtení ve všech lekcích. Všechny hodnocené aktivity

vedou k naplnění očekávaných výstupů uvedených v RVP ZV. Pozitivním zjištěním bylo také to, že učebnice zahrnuje širokou škálu témat a typů úkolů. Žáci mají prokázat porozuměním například tím, že odpoví na dané otázky, doplní nedokončené věty, vyberou pravdivá a nepravdivá tvrzení, poskládají věty do správného pořadí, zaškrtnou položky, které se objevují v textu, přiřadí nadpisy k odstavcům, doplní mezery v textu vhodnými slovy z tabulky, atd. Ve všech případech typy úkolů odpovídají typům textů. Úkol předcházející čtení textu se objevuje u méně než poloviny aktivit a používá např. odhadování na základě obrázků či nadpisů, diskuze o daných tématech, přiřazování, či rozvoj lexikální nebo gramatické kompetence. Úkol následující po čtení je pak u naprosté většiny aktivit a zahrnuje otázky týkající se osobní zkušenosti žáka, debaty, poslech s porozuměním, písemné úkoly či hraní rolí. Často je v této fázi také rozvíjena jazyková kompetence žáků.

Slabou stránkou učebnice z pohledu rozvoje řečové dovednosti čtení je absence jakýchkoli autentických textů a také nevyvážené proporce technik čtení. V učebnici totiž jednoznačně převládá čtení pro detailní porozumění. Naopak vyvozování z textu se objevuje pouze v jedné aktivitě. Učebnice také příliš nepracuje s aktivitami, které by vyžadovaly, aby žáci zaujali kritický postoj k obsahu textu, přestože je tato dovednost jedním z obecných cílů rozvoje čtení v cizojazyčné výuce.

Závěrem mohu konstatovat, že celkově má učebnice Project 4 dobrý potenciál pro rozvoj čtení s porozuměním u žáků na druhém stupni základních škol. Výsledky této bakalářské práce mohou pomoci učitelům či vzdělávacím institucím s výběrem vhodné učebnice anglického jazyka.

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APPENDICES

Appendix A *Classification of thematic areas into sub-themes and specific notions*

CEFR (2001, 52) gives an example of the thematic area No. 4 'free time and entertainment', which is subcategorized in the following way:

4.1	leisure
4.2	hobbies and interests
4.3	radio and TV
4.4	cinema, theatre, concert, etc.
4.5	exhibitions, museums, etc.
4.6	intellectual and artistic pursuits
4.7	sports
4.8	press

For each sub-theme stated above CEFR (2001, 52) identifies 'specific notions':

1	locations: field, ground, stadium
2	institutions and organizations: sport, team, club
3	persons: player
4	objects: cards, ball
5	events: race, game
6	actions: to watch, to play (+name of sport), to race, to win, to lose, to draw

Source: Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg.

https://rm.coe.int/16802fc1bf

Appendix B *Syllabus - Project 4, fourth edition*

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
Introduction p4	Present tenses p5 Stative verbs p5 *will / going to* p7		**Reading** Fundraising day p4 **Speaking** Interviews p5 *What am I doing?* p5 Talking about the future p7 **Listening** Rupert's interviews p5 Work experience p7	
1 Past and present p8	Past simple and past continuous p9 *used to* p11 *too / enough* p13	Materials p8 Compound nouns p8 Describing clothes p12 **Everyday English** Talking about a test p15 Past modals p15 Responding to news p15	**Reading** The Iceman p8 The story of jeans p12 **Speaking** Finding interesting / unusual things p9 Smart Alec when he was younger p11 How has your life changed? p11 In a shop p13 **Listening** Finding interesting / unusual things p9 In a shop p13 **Develop your writing** Contrasting sentences p19	**Culture** The story of England p16 **Across the Curriculum** History: materials p17 **Study skills** Learning English outside the classroom p18 **Project** An important event in your life p19 **Song** *Yester-Me, Yester-You, Yesterday* p19
2 Fame and fortune p20	Present perfect p21 Present perfect v past simple p21 Present perfect p23 *for / since* p23	Verbs + prepositions p20 Nouns and adjectives p25 **Everyday English** Useful expressions p27 *been / gone* p27 Question tags p27	**Reading** Stunt doubles p20 Fame p24 **Speaking** Past experiences p21 *Wheel of Fortune* p25 **Listening** What have they done? p21 *Wheel of Fortune* p25 **Develop your writing** Time expressions p31	**Culture** Teenagers' reading habits p28 **Across the Curriculum** ICT: computers p29 **Study skills** Plan your revision p30 **Project** A biography p31 **Song** *Fame* p31
3 Health and safety p32	Relative pronouns p33 *should / might* p35 Relative clauses p35	Parts of the body p32 Problems and treatments p37 **Everyday English** Useful expressions p39	**Reading** You and your body p32 Are you a healthy eater? p36 **Speaking** Giving advice p35 Giving advice about diets p36 At the doctor's p37	**Culture** Sports events p40 **Across the Curriculum** Biology: vitamins and minerals p41 **Study skills** Learning vocabulary p42

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Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
		Agreeing and disagreeing p39	**Listening** A nutrition expert's advice p36 At the doctor's p37 **Develop your writing** Giving examples p43	**Project** A leaflet on teenage health p43 **Song** *Ain't got no* p43
4 Heroes p44	Verb + -ing or infinitive p45 *There's someone / something + -ing can see / hear someone / something + -ing* p47	Medieval knights p44 Adjectives with -ed or -ing p48 **Everyday English** Useful expressions p51 Ordering a meal p51 Asking people to do things p51	**Reading** Sir Bedivere and Excalibur p44 Find the real you p48 **Speaking** Describing a place p47 **Listening** Sir Bedivere and Excalibur p45 Describing a scene p47 The Visitor p49 **Develop your writing** Punctuation p55	**Culture** Robin Hood p52 **Across the Curriculum** Art: *The Fighting Temeraire* p53 **Study skills** Revising p54 **Project** A legendary hero or heroine p55 **Song** *Heroes* p55
5 Our environment p56	Passive voice: present p57 Passive voice: different tenses p59	The environment p56 Definitions p61 **Everyday English** Useful expressions p63 Expressing worries p63	**Reading** Climate change: its biggest cause p56 Save the orphan bears p60 **Speaking** A Green Quiz p61 **Listening** Biofuels p57 An environmental problem p59 How green are you? p61 **Develop your writing** Organizing a text p67	**Culture** Australia p64 **Across the Curriculum** Science: hurricanes p65 **Study skills** Your learning environment p66 **Project** A poster: environmental problems p67 **Song** *Mercy Mercy Me* p67
6 Relationships p68	First conditional p69 Future time clauses p71	Phrasal verbs p69 Verbs and nouns p73 **Everyday English** Useful expressions p75 Expressing purpose p75	**Reading** Friends p68 Problem page p72 **Speaking** Giving advice p73 **Listening** Listening to advice p69 Situations p71 A radio phone-in programme p73 **Develop your writing** Describing a problem / giving advice p79	**Culture** The weekend p76 **Across the Curriculum** Citizenship: the EU p77 **Study skills** Dealing with problems p78 **Project** A class problem page p79 **Song** *Don't Try So Hard* p79
Revision pages	pp18, 30, 42, 54, 66, 78		**Grammar summary**	Workbook p66
Pronunciation	pp80–81		**Wordlist**	Workbook p75
Reading	pp82–87		**Phonetic symbols**	Workbook p79

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Appendix C *Aims of the individual reading activities in Project 4, fourth ed.*

Activity No.	What is the aim of the activity? By the end of the activity, learners will be able to...
I/1 (p. 4)	• to scan a text and find a specific piece of information • read for detail
I/2 (p. 6)	• to scan a text to find the names of the main characters • read for detail
U1/3 (p. 8)	• read for detail • to scan a text to find some specific items
U1/4 (p. 10)	• read for detail
U1/5 (p. 12)	• read for detail
U1/6 (p. 14)	• read for detail
C/7 (p. 16)	• read for detail
E/8 (p. 17)	• scan a text to find specific words • read for detail
U2/9 (p. 20)	• read for gist • scan a text to find specific items
U2/10 (p. 22)	• read for detail
U2/11 (p. 24)	• read for detail
U2/12 (p. 26)	• read for detail
C/13 (p. 28)	• read for gist • read for detail
E/14 (p. 29)	• read for detail
U3/15 (p. 32)	• read for gist
U3/16 (p. 33)	• read for detail
U3/17 (p. 34)	• read for detail
U3/18 (p. 36)	• read for detail
U3/19 (p. 38)	• read for detail • read for gist
C/20 (p. 40)	• read for detail
E/21 (p. 41)	• read for detail
U4/22 (p. 44)	• scan a text to find the names • read for detail

U4/23 (p. 46)	• read for detail
U4/24 (p. 48)	• read for detail
U4/25 (p. 50)	• read for detail
C/26 (p. 52)	• read for detail
E/27 (p. 53)	• read for detail
U5/28 (p. 56)	• read for detail
U5/29 (p. 58)	• read for detail
U5/30 (p. 60)	• read for gist • scan a text to find some specific names • read for detail
U5/31 (p. 61)	• read for detail
U5/32 (p. 62)	• read for detail
C/33 (p. 64)	• read for detail • scan a text to find some specific items
E/34 (p. 65)	• read for detail
U6/35 (p. 68)	• read for gist
U6/36 (p. 70)	• read for detail
U6/37 (p. 72)	• read for gist • read for detail
U6/38 (p. 74)	• read for detail
C/39 (p. 76)	• read for detail • scan a text to find some specific items
R/40 (p. 82)	• read for gist • read for detail
R/41 (p. 83)	• read for detail
R/42 (p. 84)	• read for gist • read for detail
R/43 (p. 85)	• read for detail
R/44 (p. 86)	• read for gist • scan a text to find some specific names • read for detail • infer from the text
R/45 (p. 87)	• read for detail

Explanatory note for the column 'Activity No.':   The numbers behind the slash indicate
I = Introductory unit   the order of the activities within the textbook
U1 = Unit 1; U2 = Unit 2; U3 = Unit 3, etc.   and in the brackets there are page numbers
C = Culture page   indicating the exact location of the reading activities.
E = English Across the Curriculum page
R = Reading page at the end of the textbook

Appendix D *Evaluation of individual reading activities in Project 4, fourth ed.*

Criterion No.	Activity No.														
	I/1	I/2	U1/3	U1/4	U1/5	U1/6	C/7	E/8	U2/9	U2/10	U2/11	U2/12	C/13	E/14	U3/15
1)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3)	X	X	√	X	X	√	X	X	√	X	X	√	X	√	√
4)	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√
5)	X	X	X	X	IR	√	√	X	X	X	X	X	√	√	√
6)	X	P *	X	X	X	P *	X	X	X	X	X	P *	X	X	√
7)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8)	X	X	X	X	X	X	√	X	X	X	X	X	X	X	X
9)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
10)	SC DC	SC DC	DC SC	DC	DC	DC	DC	SC DC	SK SC	DC	DC	DC	SK DC	DC	SK

Criteria:

1) Does the activity lead to the fulfilment of the expected outcomes?
2) Does the activity deal with topics/themes stated in FEP BE or CEFR?
3) Does the activity involve a pre-reading task?
4) Does the activity involve a post-reading task?
5) Is the post-reading task personalised for learners?
6) Is the reader demanded to take critical stance to the content of the text?
7) Is the reading text authentic?
8) Does the activity use a simulated-authentic text?
9) Does the task correspond with the type of text?
10) Does the activity target skimming (SK), scanning (SC), detailed comprehension (DC), inferring meaning (IM)?

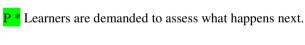P * Learners are demanded to assess what happens next.

√ = fulfilled
X = unfulfilled
P = partially

IR = irrelevant (if there is no post-reading activity)

Criterion No.	Activity No.														
	U3/16	U3/17	U3/18	U3/19	C/20	E/21	U4/22	U4/23	U4/24	U4/25	C/26	E/27	U5/28	U5/29	U5/30
1)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3)	√	X	X	√	√	√	√	X	X	√	√	√	√	X	√
4)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5)	X	X	√	X	√	√	X	X	√	X	√	X	X	X	X
6)	X	X	√	P *	X	X	X	X	X	P *	X	X	X	X	X
7)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
10)	DC	DC	DC	DC SK	DC	DC	SC DC	DC	DC	DC	DC	DC	DC	DC	SK SC DC

Criteria:

1) Does the activity lead to the fulfilment of the expected outcomes?
2) Does the activity deal with topics/themes stated in FEP BE or CEFR?
3) Does the activity involve a pre-reading task?
4) Does the activity involve a post-reading task?
5) Is the post-reading task personalised for learners?
6) Is the reader demanded to take critical stance to the content of the text?
7) Is the reading text authentic?
8) Does the activity use a simulated-authentic text?
9) Does the task correspond with the type of text?
10) Does the activity target skimming (SK), scanning (SC), detailed comprehension (DC), inferring meaning (IM)?
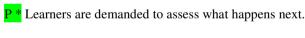
P * Learners are demanded to assess what happens next.

√ = fulfilled
X = unfulfilled
P = partially

Criterion No.	Activity No.														
	U5/31	U5/32	C/33	E/34	U6/35	U6/36	U6/37	U6/38	C/39	R/40	R/41	R/42	R/43	R/44	R/45
1)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3)	X	√	√	√	X	X	√	√	X	X	X	X	X	X	X
4)	√	√	X	√	√	√	√	√	√	X	X	X	X	X	√
5)	√	X	IR	X	X	X	X	X	√	IR	IR	IR	IR	IR	X
6)	X	P *	X	X	P *	X	√	P *	X	X	X	X	X	√	X
7)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8)	√	X	√	X	X	X	X	X	X	X	X	X	X	X	X
9)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
10)	DC	DC	DC SC	DC	SK	DC	SK DC	DC	DC SC	SK DC	DC	SK DC	DC	SK SC DC IM	DC

Criteria:

1) Does the activity lead to the fulfilment of the expected outcomes?
2) Does the activity deal with topics/themes stated in FEP BE or CEFR?
3) Does the activity involve a pre-reading task?
4) Does the activity involve a post-reading task?
5) Is the post-reading task personalised for learners?
6) Is the reader demanded to take critical stance to the content of the text?
7) Is the reading text authentic?
8) Does the activity use a simulated-authentic text?
9) Does the task correspond with the type of text?
10) Does the activity target skimming (SK), scanning (SC), detailed comprehension (DC), inferring meaning (IM)?

P * Learners are demanded to assess what happens next.

√ = fulfilled
X = unfulfilled
P = partially

IR = irrelevant (if there is no post-reading activity)

Appendix E *Overall evaluation of reading activities in Project 4, fourth ed.*

Criterion	YES	NO	Comments
1) Are reading activities covered in all units?	YES		
2) Is there a balance of all four language skills (reading, listening, speaking, writing)?	YES		
3) Does the textbook contain a variety of text-types?	YES		interpersonal conversations, photo comics, magazine articles, comic strips, passage/extract from a non-fiction book, news articles, guidelines, short stories, quizzes, educational articles, letters
4) Is there a variety of topics/themes in reading texts?	YES		school, career choice, personal identification, relations with other people, culture, English-speaking countries, environment, entertainment, free time, daily life, media and modern technologies, health and body care, eating habits, sport, feelings and moods, society and its problems, weather, travelling and places
5) Does the textbook contain a variety of types of comprehension tasks?	YES		comprehension questions, matching, labelling items in the picture, completing sentences, putting sentences in the correct order, true/false statements, completing a chart, ticking items that appear in the text, putting items in the correct order, matching headings to paragraphs, completing the gaps in the text with the words from the box, identifying items according to descriptions, correcting statements, choosing correct words to complete the sentence, multiple-choice questions, identifying items in the text, putting pictures in the correct order, reinserting sentences that have previously been separated from the text
6) Does the textbook contain a variety of purposes for reading?	YES		For detailed understanding: 42x; For gist: 10x; For specific information: 10x; For implications: 1x
7) Is there a balance of reading techniques (skimming, scanning, reading for detailed comprehension, inferring meaning)?		NO	Reading for detailed comprehension considerably predominates.
8) Are the texts and tasks likely to engage learners' interests?	YES		The topics and texts are up-to-date and they relate to things that teenagers deal with in their everyday lives. Moreover, the tasks rightly correspond with the types of texts.
9) Does the textbook deal with extensive reading?		NO	The only potential for promoting extensive reading is in the Reading section at the end of the textbook. However, it would depend on the teachers how they would approach the texts and how they would motivate their learners to read.
10) Does the textbook provide learners with comprehensible input through reading texts?	YES		

Appendix F *Types of pre-reading activities in Project 4, fourth ed.*

	TYPE OF PRE-READING ACTIVITY					
	Source					
	PREDICTING FROM SOME EXTRACTED INFORMATION (ILLUSTRATIONS, KEY WORDS, HEADLINES)	DISCUSSING THE TOPIC	STUDENTS MAKE THEIR OWN QUESTIONS FOR WHAT THEY ARE GOING TO READ ABOUT	AGREEING/DISAGREEING WITH A SET OF PROPOSALS ABOUT THE TOPIC	PRE-TEACHING SOME LANGUAGE	OTHER ACTIVITIES
	Scrivener (2011, 267)	Harmer (2015,	Harmer (2015, 303)	Hedge (2000, 210)	Hedge (2000, 210)	
What types of activities are used in pre-reading phase?	$\sqrt{}$ 5	$\sqrt{}$ 2			$\sqrt{}$ 4 + 1	$\sqrt{}$

<u>Note</u>:   The superscript beside the tick indicates how many times the given activity has occurred.

$\sqrt{}$ 4 + 1 Pre-teaching vocabulary: 4
        Pre-teaching grammar: 1

OTHER ACTIVITIES:

- DISCUSSING WHAT THE PREVIOUS EPISODE WAS ABOUT: 6x

- MATCHING EXPRESSIONS TO THE PHOTOS: 1x

- MATCHING PHOTOS TO PARAGRAPHS: 1x

- WRITE 5 FACTS ABOUT AUSTRALIA: 1x

Appendix G *Types of post-reading activities in Project 4, fourth ed.*

	TYPE OF POST-READING ACTIVITY					
	Source					
	ROLE - PLAY	**WRITING TASK**	**PERSONALIZED QUESTIONS**	**DEBATE**	**BUILDING LEARNERS' LANGUAGE COMPETENCE**	**OTHER ACTIVITIES**
	Scrivener (2011, 267)	Scrivener (2011, 267)	Scrivener (2011, 267)	Hedge (2000, 211)	Hedge (2000, 211)	
What types of activities are used in post-reading phase?	$\sqrt{}$ 2	$\sqrt{}$ 4	$\sqrt{}$ 8	$\sqrt{}$ 6	$\sqrt{}$ 8 + 18	$\sqrt{}$

Note: The superscript beside the tick indicates how many times the given activity has occurred.

$\sqrt{}$ 8 + 18 Teaching vocabulary: 8
            Teaching grammar: 18

OTHER ACTIVITIES:

- PREDICTING WHAT WILL HAPPEN NEXT: 6x
- DO SOME RESEARCH & FIND INFORMATION ABOUT SOMETHING: 1x
- LISTENING TO SOMETHING RELATED TO THE TOPIC: 1x
- BUILDING LEARNERS' GENERAL KNOWLEDGE: 1x