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Zásady pro vypracování

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Annotation

This bachelor thesis deals with the evaluation of one selected textbook from the perspective of developing pronunciation in primary learners. The theoretical part firstly introduces major phonological terms which are later used throughout the whole thesis. After that it introduces the target group, that is the primary learners with a theory of how to teach and learn pronunciation which later serves for creating criteria for the practical part in which the textbooks are analysed by the criteria in four stages – firstly, the activities developing individual sounds from the perspective of knowledge dimension and cognitive process dimension, then activities developing intonation and word stress. The last stage covers whether the textbook leads the learners towards the expected outputs stated in RVP and CEFR Companion Volume.

Key words

Pronunciation, pronunciation activities, suprasegmental features, intelligibility, textbook, evaluation, criteria.

Anotace

Tato bakalářská práce se zabývá hodnocením jedné vybrané učebnice z pohledu rozvoje výslovnosti u žáků nižšího stupně základních škol. Teoretická část nejprve představuje hlavní fonologické pojmy, které jsou používány v celé práci. Poté představuje cílovou skupinu, tj. žáky nižšího stupně základních škol s teorií, jak vyučovat a jak se učit výslovnost, což později slouží k vytvoření kritérií pro praktickou část. V té jsou učebnice analyzovány podle kritérií ve čtyřech fázích – za prvé, aktivity rozvíjející jednotlivé zvuky z hlediska znalostní dimenze a dimenze kognitivních procesů, poté aktivity rozvíjející intonaci a slovní přízvuk. Poslední fáze zjišťuje, zda učebnice vede žáky k očekávaným výstupům, které jsou zapsány v RVP a CEFR Companion Volume.

Klíčová slova

Výslovnost, aktivity pro rozvoj výslovnosti, suprasegmentální prostředky, srozumitelnost, učebnice, hodnocení, kritéria.

Název

Hodnocení učebnic z hlediska rozvoje výslovnosti u žáků nižšího stupně základních škol.

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List of Abbreviations

CEFR - Common European Framework of Reference for Languages

RP – Received Pronunciation

GA – General American

EFL - English as a Foreign Language

ELT – English Language Teaching

EIL – English as International Language

ELF – English as Lingua Franca

Introduction

In the world of traveling, the internet communication or working for international companies it is only natural to try and learn to speak different languages more than ever before. Moreover, languages have become a hobby for a lot of people who want to broaden their horizons. In order to do that they have to be intelligible, that is to be understood by other speakers. This is closely connected with the communicative competence one of which aspects is pronunciation which is one of the crucial features of English any other languages as well. Pronunciation is essential in order to be able to communicate and to be intelligible. Therefore, for its importance, this thesis checks whether the selected textbook – *New Chatterbox Starter* - develops pronunciation in young learners, that is primary school learners from 6 to 10 of age. I decided for this age range because “linguists call this time in a child’s life, lasting up to the age of about 12 to 14 years, the critical period for language acquisition. Children can learn the sounds of language more naturally than adults” (Yoshida 2016, 3). As to why to choose pronunciation it is mentioned by Brinton (2012, 255) that “[i]n the world of ELT today, pronunciation has come to be rightfully recognized as a critical skill.” Therefore, it should be also recognized in textbooks which is a point of interest which is further discussed in the thesis.

The overall aim of this thesis is to evaluate one selected textbook for primary level learners from the perspective of pronunciation development. The thesis is divided into two parts – the theoretical and practical. The first chapter of the theoretical part focuses on pronunciation features such as segmental and suprasegmental features and their importance in the pronunciation development. The second chapter covers learning and teaching pronunciation starting with a definition of young learners, followed by questions of what accent or model to choose for the learners. Afterwards the actual planning is described with setting goals and aims, general principles, and various activities targeted at the pronunciation development – namely individual sounds, intonation and word stress. The last chapter of the theoretical part focuses on a definition of textbooks, how to evaluate them and presents a list of criteria used for the evaluation.

The practical part at first provides an insight into the research itself with its aim and research questions followed by a textbook selection. It also comments on how the data are collected. After this the main analysis of the selected textbook starts which is divided into four parts. In the first part the textbook is analyzed from the perspective of activities focusing on developing individual sounds and which levels of cognitive process and knowledge dimensions

they develop. The other two parts are focused on developing intonation and word stress. The last part of the analysis is a short discussion about whether the textbook leads the learners towards expected outputs stated in RVP and CEFR Companion Volume. Appendix A of this thesis presents checklist tables used for the data from *New Chatterbox Starter*.

1 Defining pronunciation and its features

The first chapter of the theoretical part focuses on defining pronunciation. Firstly, pronunciation is introduced as a component of linguistic competences. After that it introduces the smallest units in pronunciation which are called segments. Lastly, the chapter presents more complex features of pronunciation called the suprasegmental features.

1.1 Pronunciation as a component of linguistic competences

Pronunciation is an essential part of the communicative competence and to be more specific, the linguistic competences. In the original CEFR the pronunciation was dealt with in sections such as phonological and orthoepic competence (CEFR 2001, 109). However, aims of the original CEFR proved to be “unrealistic, particularly in moving from B1[...]to B2” furthermore, “the phonology scale was the least successful of those calibrated in the original research” (CEFR Companion Volume, 2018, 134). That is why a modification for this section was needed and “was redeveloped from scratch” in an additional Companion Volume (CEFR Companion Volume, 2018, 134).

In the new CEFR Companion Volume (2018, 134) a section dealing with pronunciation is referred to as phonological control which is further specified in three parts. The first part is called overall phonological control which focuses on intelligibility (CEFR Companion Volume, 2018, 135) which is described by Goodwin (2014, 145) as “spoken English in which an accent, if present, is not distracting to the listener.” There are also other subcategories dealing with control of both segmental and suprasegmental features, which will be dealt with in following subchapters. Furthermore, this part also focuses on how the target language is influenced by other languages the speaker is in contact with (CEFR Companion Volume, 2018, 135). The second part of the phonological control is sound articulation concentrated “on familiarity and confidence with the target language sounds” (CEFR Companion Volume, 2018, 135). In other words, it focuses on learner’s mastery of segments of the target language. The last part is called prosodic features which deals with how the learners use suprasegmental features in order to “convey meaning in an increasingly precise manner” (CEFR Companion Volume, 2018, 135). That is how the learners can apply the suprasegmental features, such as “control of stress, intonation and/or rhythm” (CEFR Companion Volume, 2018, 135) appropriately in the given context.

1.2 Segments

Segmental and suprasegmental features were already briefly mentioned in the previous subchapter, now is time to define them. First of all, it is essential to discuss the most basic unit

in pronunciation and phonology. This unit is called a phoneme. Kelly (2004, 1) defines phonemes as: “different sounds within a language.” These smallest phonological units are individual sounds which English speakers can differentiate because there are slight differences between the phonemes and their usage in words (Kelly 2004, 1). The phonemes can be further split into two categories: vowels and consonants with different types based on the position of our tongue in the mouth cavity. Goodwin (2014, 139-140) distinguishes consonants by “place of articulation”, “manner of articulation” and “voicing.” Vowels, on the other hand, are defined by “tongue position”, “tongue and jaw height”, “degree of lip rounding / spreading, and the relative tension of the muscles involved” (Goodwin 2014, 141). Together they form a large variety of phonemes or as Kelly (2004, 3) also comments, yet another name for the phonemes for “[t]hey are also known as segments.” These segments can form more complex and advanced units.

1.3 Suprasegmental features

When combined, the segments form suprasegments. These larger units have their own features which according to Celce-Murcia et al. (2017, 33) are essential and “more likely to produce improvements in intelligibility and comprehensibility than focus on segmentals.” The most crucial of them all are word stress and intonation (Kelly 2004, 3) as each of these features signals what the speaker means and how he or she means it.

Celce-Murcia et al. (2017, 184) provide a definition of the stress as “[s]tressed syllables are most often defined as those syllables with an utterance that are longer, louder, and higher in pitch.” Kelly (2004, 3) also adds that the stress may be selected by the speakers and therefore can show and stress their point of interest in the sentence or utterance.

As mentioned before, the suprasegmental features are not just about the stress but also about intonation which is a bit different as it is not about the way the words are stressed but rather more about “the way in which the pitch of the voice goes up and down” (Kelly 2004, 3). Intonation is also stressed by Goodwin (2014, 138) who says that “[b]y offering learners continued exposure to authentic speech, we help them to develop an awareness of the contextual meaning of intonational choices.” In other words, the learners may be able to guess the attitude of the speaker or even the situation as people usually speak differently when they ask for the first or for the second time the same question. Brinton (2012, 247) also claims that the teachers should be aware “of how the suprasegmental features (e.g., rising vs. falling intonation contours) function to express meaning within discourse” in order to teach pronunciation effectively. This implies to a greater focus on not just the word stress but also

other suprasegmental features as they are all essential for becoming as natural and comprehensible as possible when speaking English.

Another factor that is closely associated with the suprasegmental features is prosody which is “[a] combination of both rhythm and melody” according to Gilbert (2008, 2). “[T]he rhythm is detectable in the regular occurrence of stressed syllables” (Roach, 2009, 107), Skandera and Burleigh also describe rhythm as: “[a] recurrence of prominent elements of speech at what are perceived to be regular intervals of time”(2005, 87). English belongs to stress-timed languages where the strong or “stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not” (Roach, 2009, 107). As for the definition of melody, according to Gilbert (2008, 2) “the term *intonation* is used to refer specifically to melody (or pitch patterns)” which is also supported by Kreidler (2004, 141) who describes the melody as: “[a] patterned way in which the pitch of the voice changes in the utterance.” All in all, all the mentioned features are important for the pronunciation development, which is discussed in the next chapter.

2 Teaching and learning pronunciation

The second chapter focuses on how to teach and learn pronunciation. Firstly, it describes the target group of learners, that is the young learners attending primary schools and what should be taught and learnt with this age group according to the Framework Educational Program. Secondly, it discusses which accent to choose and whether it is important or not. Lastly, it examines the actual process of teaching and learning pronunciation. It is divided into three parts, one of which is setting realistic goals with a discussion focused on aims, then the general principles of teaching and learning pronunciation, followed by a section with activities and techniques focused on developing pronunciation.

2.1 Defining young learners

Before diving into how to teach and learn pronunciation, it is essential to define and discuss the learners this paper aims at, that is the primary level learners attending primary schools. Young learners can be defined as children of “age groups, from five to 14 years of age” (Pinter 2017, ii), that is because nowadays children are in contact with a foreign language even before their school years in “preschool or kindergarten at the age of five, or even earlier” (Pinter 2017, ii). Bland on the other hand defines young learners as “children from the age of three to twelve. This is in order to reflect the steadily lowering age of English learning to include pre-primary in many contexts” (2015, 1). Bland also comments on a definition of a term primary in which she refers to children approximately from five to eleven, which is different in each country (2015, 1). In the Czech Republic, the learners tend to start attending the primary school from the age of six and ideally finish approximately at the age of ten. Considering English, they start learning the language from the age of eight or earlier, depends on the school. That is because The Ministry of Education, Youth and Sports (MŠMT) in the Czech Republic released a methodological manual which may be used in the school framework plan. With the manual the teachers might be able to start teaching a foreign language since the learners first years of school (Coubalová, 2012).

There are factors which might help the teacher throughout the lessons and with deciding various choices. For example, which pronunciation model to choose or what individual sounds are problematic, according to the learners’ mother language, as learning how to pronounce English phonemes accurately might be tricky for many nations as: “our native phoneme system tends to get in the way when we try to learn other languages” (McMahon 2002, 20). But most importantly it is essential for the teacher to get to know the young learners and characteristics which are typical for this age group.

One of the factors, according to Pinter (2017, iv), is that “[t]hey have a holistic approach to learning languages which means that they understand the message but cannot yet analyse language.” Furthermore, according to Philip, Olivier and Mackey (2008, 6) learners at this age “become more logical in their thinking and are able to categorize and organize objects, but are not yet abstract in thinking.” In other words, the learners can understand the language rules as they may understand the message but would not analyse the rules in the production itself. Another factor of the learners is that „[t]hey enjoy fantasy, imagination, and movement (Pinter, iv), this means that the lessons should be playful and the teacher should embrace and benefit from their imagination via usage of various stories which supports Tomlinson (2013, 71) who says that “[g]ood stories present rich and natural language, often with amusing repetitious refrains that children easily pick up.” Furthermore, they “also feature universal themes and topics of immediate relevance to children” (Tomlinson 2013, 71). Lastly, it is important to mention that the learners have already established the mother language as it “is increasing in vocabulary size and grammatical complexity...[t]heir oral and written literacy is still developing” (Philip, Oliver and Mackey 2008, 6). It is therefore crucial to not expose the learners to larger texts or writing assignments as they are still developing in their own mother tongue and should be respected.

As for the pronunciation teaching and learning, according to the Framework Educational Program (RVP) the primary learners should be familiar with three points of pronunciation: the phonemic symbols – although just passively, the basic pronunciation habits, and the relationship between the sound and graphic form of words (RVP 2017, 26). This age, when focusing on pronunciation, is crucial for introducing and practicing individual sounds as “[l]inguists call this time in a child’s life, lasting up to the age of about 12 to 14 years, the critical period for language acquisition. Children can learn the sounds of language more naturally than adults” (Yoshida 2016, 3). In other words, it is recommended to start teaching and learning pronunciation as soon as possible because it can only help the learners in achieving higher levels of the selected language development. To add more relevance, The Common European Framework for Languages (CEFR Companion Volume 2018, 136) recommends teaching pronunciation since the early stages of learning English as well as the first steps of pronunciation are mainly focused on the correct pronunciation of selected words and few learned phrases with a visible foreign accent and strong influence on the suprasegmental features.

Gilbert similarly to Celce-Murcia et al. suggests that there should be a larger focus on the previously mentioned more complex and deeper parts of pronunciation as they will increase comprehensibility and listening comprehension of the learners rather than focusing on segments (Gilbert 2008, 8). Luckily, “[i]n the world of ELT today, pronunciation has come to be rightfully recognized as a critical skill” (Brinton 2012, 255) and therefore the focus on more complex parts or pronunciation in general is not just imminent but inevitable as well. Issues prevail however, as some lecturers are not prepared accurately for teaching pronunciation or they are not even focusing on the English phonology in their classes at all (Brinton 2012, 255).

With all of this covered, it is visible that pronunciation should not be omitted by any means for it is essential for young learners to learn and obtain as much as they can as during this “critical period for language acquisition” (Yoshida 2016, 3). There is a lot of segments or individual sounds that do not match with the Czech phonological system and thus the teachers should be familiar with problems that might occur because of this and its influence on the learners (Brinton 2012, 247) in order to avoid any future obstacles. Furthermore, the suprasegmental features are different as well with a flexible word stress compared to the Czech fixed first syllable stress or with more prominent changes in intonation and rhythm. (Institute of Phonetics 2015). All these differences of language pronunciation may cause problems. It is therefore up to the teacher to focus on the differences already with the primary level learners as: “it can help them to overcome this psychological barrier” (Gilbert 2008, 1) which might be found in their later studies and would slow them down in their development and hurt their confidence.

It is therefore visible that the focus of teaching and learning pronunciation should not be aimed only at mastering the individual sounds but also at getting to know, be familiar with, and be able to use the suprasegmental features because both, segmental and suprasegmental features, are important in order to achieve intelligibility. The inclusion of both, segments and suprasegments in the teaching and learning process should be also visible in textbooks as they “should match the aims and objectives of the language-learning programme” (Cunningsworth 2008, 15). This focus on both features and intelligibility is supported not just by the mentioned authors but also by CEFR Companion Volume itself as the features are included in the linguistic competence, namely in the section called phonological control.

2.2 What accent or model to choose?

Another thing to consider when starting teaching pronunciation with the beginners is the accent as also Celce-Murcia et al. (2017, 278) point out with a question about which pronunciation model the teacher should choose to teach in the EFL. Firstly, it should be said that there are three different types of language models. Harmer (2001, 8) explains Kachru's model of concentric circles as "[i]n the first 'inner circle' Kachru puts countries like Ireland [...] Britain, and the United States where English is spoken as a first language. In the second 'outer circle' are all the countries where English is spoken as a second or significant language, such as Singapore[...]. In the third 'expanding circle' we find countries where English has acquired cultural or commercial importance ([...] the Czech Republic, [...])."

Kelly (2004, 14) states that it was common to teach Received Pronunciation (the British model) in the past and although there is a large variety of accents with different features and anomalies the RP was and still is seen as: "signifying status and education" (Kelly 2004, 14) and therefore has still impact in teaching English. It is visible that the RP is even nowadays one of the main pronunciation models. But as can be seen throughout the last few years the situation has started to change as the General American has started to take roots in more and more countries with other accents serving as pronunciation models as well (Kelly 2004, 14). However, whatever the teacher's preferable model may be "it is important to consider the needs of learners" (Kelly 2004, 15).

The question of selecting the model may not be always easy for the teachers as Harmer (2001, 9) states: "[F]or the majority of non-native speaker teachers the choice may not be so clear cut, and for many programme directors the choice of textbook will be a point at which they have to make up their minds." Harmer also says that the teachers should use the model which they are the most comfortable and familiar with and at the same time it should be intelligible to most English speakers around the world (2001, 9). Kelly (2004, 15) also recommends to "teach what they know and use, and be as informed as they can be about other varieties." In other words, it is recommended to teach what the teacher has acquired throughout the years and what is locally preferred either at the school or in the region, but it must be intelligible to other speakers of English from various places around the world.

It is, however, not just about the teacher's choice but also about the students, as there might be learners from bilingual families who speak for instance General American and therefore it might be relevant to teach everybody the GA. Kelly (2004, 15), however, points out that the learners themselves may have "a target model in mind." Harmer (2001, 9) states that

“[i]n countries all over the world students can choose British or American English to learn. In other countries they can choose Australian English or a more outer circle variety such as Malaysian or Indian English.” In other words, the learners may choose a model which they prefer for different, mostly personal, reasons and not just based on the variety of the target language as Harmer adds the “students’ choice may not be based entirely on the language variety, of course.” The students may therefore choose according to their personal interests such as where do they travel abroad or what culture they are interested in (Harmer, 2001, 9). Larger knowledge about the individual accents and presenting them to the learners allows them to find a preferable pronunciation model which they might pursue in their later studies and would also raise the awareness of features of different accents (Kelly 2004, 15) rather than just to focus on the traditional RP or nowadays more popular GA with other accents. However, Harmer (2001, 9) comments that “exposing beginner students to too many varieties and accents will be counter-productive since they will already be facing the difficulty of coming to terms with just one variety.” In addition, according to CEFR (2001, 121), the learners should be able express different varieties of language at level B2 as it is stated “[f]rom Level B2, users are then found able to express themselves adequately in language which is sociolinguistically appropriate to the situations and persons involved, and begin to acquire an ability to cope with variation of speech, plus a greater degree of control over register and idiom”. Therefore, the teaching and learning process at the primary level should be focused only on one pronunciation model as it is more relevant to already mentioned aims listed in the RVP.

In the end, the teachers should not be afraid of or even try to eradicate the native accent and promote one of the classic models to perfection. This is not a thing of shame anymore as English has become an International Language (EIL) or Lingua Franca (ELF) (Celce-Murcia et al. 2017, 278). What this means is that the English serves as a way of communication between people with different native languages. This also enables the learners to not just pursue one of the main pronunciation models but to pursue just an ability to communicate with other English speakers (Celce- Murcia et al. 2017, 278). Therefore, all of the aspects mentioned above revealed that there is no true or correct accent as every single learner or teacher can choose their own preferable one to pursue to master. There is also no real need to eradicate the native accent as it is a very challenging and almost impossible task to do. In the end, the teachers should teach what they know, what they have been taught since their school years. They should also be aware of the variety of accents as it enables them to be better English teachers and speakers but it also opens the door for their learners and their future English endeavours. This all rounds up with

Goodwin's statement: "Since no one accent is dominant in every context, neither teachers nor learners need to sound like idealized native speakers" (2014, 145).

2.3 Planning

After the teachers get to know their learners and decide what model they want to introduce to the learners, they are ready to make the next step and that is planning of their lessons in order to make them as effective as they can. In the previous paragraphs was an emphasis on not to delete learners' own accent. All of this has a legitimate purpose as Celce-Murcia et al. (2017, 282) stress that the teachers should seek aims "based not on the entire phonology of English but rather on those features found to be essential for intelligible pronunciation." Furthermore Gilbert (2008, 1) suggests that the teachers should think "of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others." This means that the teachers should avoid trying to teach all aspects of the phonology, selected accent or pronunciation but should rather seek an intelligibility as a main goal when teaching pronunciation. What is the intelligibility? Goodwin (2014, 145) describes it as "spoken English in which an accent, if present, is not distracting to the listener." In other words, the intelligibility is an ability to communicate no matter the accent in which the speakers can understand each other. This was also stressed in paragraphs focusing on accent as the accent is not essential when it comes to be intelligible. Goodwin (2014, 145) ends and summarizes her argument by saying: "Our goal is not to 'fix a broken accent' but, rather to promote intelligibility between speakers in a particular context."

There are several key steps in order to be prepared for teaching pronunciation and intelligibility. According to Goodwin (2014, 145), they are: "[S]etting realistic goals; having an overall plan for instruction; incorporating a variety of techniques, tools, and technology; and assessing learners' proficiency and progress." It is essential to define these terms written above to understand how to choose what to teach as there is no way how the teachers could manage to pass on the knowledge about the whole English phonology. (Celce-Murcia et al. 2017, 282). However, assessing learners' proficiency and progress or feedback is not relevant to the textbook evaluation and therefore will not be included in the following subchapters.

2.3.1 Setting realistic goals

Firstly, it is recommended to set realistic goals. This means to know what is important for the learners which is closely connected with the already mentioned intelligibility. Therefore,

it is once again needed to know the learners and their needs in order to select relevant topics, activities and aspects of pronunciation which would be in order with their needs and their journey towards the intelligibility (Celce-Murcia et al. 2017, 282). Additionally, the teachers should also follow the expected outputs listed either in already mentioned RVP and CEFR Companion Volume. There are two sides of the pronunciation to focus on, either in planning the realistic goals or in the following areas as they are a fundamental part of the pronunciation teaching. These two sides are called production and reception (Kelly 2004, 15).

2.3.1.1 Reception and production

The reception is what the learners learn about the differences between their first language (L1) and the second language (L2) (Kelly 2004, 15) as they differ in individual sounds, rhythm of sentences or word stress, which is very prominent in the Czech Republic (Institute of Phonetics 2015). The production on the other hand is what the learners can present or produce vocally, based on their receptive knowledge (Kelly 2004, 15).

2.3.1.2 Revised Bloom's taxonomy

Another factor which can help the teachers to set realistic goals is the Bloom's taxonomy. Firstly, it is essential to define what the taxonomy actually is. According to Krathwohl (2002, 218) it is "a scheme for classifying educational goals, objectives, and, most recently, standards. It provides an organizational structure that gives a commonly understood meaning to objectives classified in one of its categories, thereby enhancing communication." There are two existing versions of Bloom's taxonomy, the original and the revised. It is important to mention that this paper will refer to the revised taxonomy, but the original taxonomy is included to provide a needed background for the more recent revised version.

Forehand (2011, 1-2) comments on why Bloom even started to work on the taxonomy by saying that "[l]earning, teaching, identifying educational goals, and thinking are all complicated concepts interwoven in an intricate web." It is therefore not surprising that there was a need for entangling this web. One of the main scholars to do so was Benjamin Bloom (Forehand, 2011, 2). "Bloom and his associates classified different forms and levels of learning based on mental processes that students involved in while they learn" (Darwazeh and Branch, 2015, 220). Bloom and his team managed to define "each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation" (Krathwohl, 2002, 212). The reason why people did use the original taxonomy is that the "teachers must measure their student's ability. Accurately doing so requires a classification of levels of intellectual behaviour important in learning. Bloom's

Taxonomy provided the measurement tool for thinking” (Forehand, 2011, 4-5). In other words, Bloom made the life of teachers easier because by using the taxonomy, the teachers were able to form more measurable aims.

However, from time to time, everything can be modified and that is why a revised version was made “by one of the co-editors of the original taxonomy along with a former Bloom student” (Forehand, 2011, 2) almost a half a century later (Krathwohl, 2002, 212). Seaman (2011, 36) explains the need for the revision by saying: “As society, its values and its knowledge base have changed over the past 50 years, so has the curriculum changed. As curriculum has changed, so has the use of the taxonomy.” According to the new age, the revised taxonomy provided a dozen of changes with two major modifications to discuss in a more detail (Seaman (2011, 36). First major change is described by Forehand (2011, 3) as: “Bloom’s six major categories were changed from noun to verb forms. Additionally, the lowest level of the original knowledge was renamed and became remembering [...while] comprehension and synthesis were retitled to understanding and creating” (See Figure 1).

Secondly, the revised taxonomy provided structural changes. Forehand (2011, 3) states that “Bloom’s original cognitive taxonomy was a one-dimensional form. With addition of products, the Revised Bloom’s Taxonomy takes the form of a two-dimensional table.” These two dimension are the knowledge dimension and the cognitive process dimension. The knowledge dimension “is composed of four levels that are defined as Factual, Conceptual, Procedural, and Meta-Cognitive” (Forehand, 2011, 4). Anderson et al. provide definitions of these terms. “Factual knowledge contains the basic elements students must know if they are to be acquainted with the discipline or to solve any of the problems in it” (Anderson et al. 2001, 45). In other words, the factual knowledge deals with terminology needed for the learners to acquire in order to be able to solve exercises for the given subject. “Conceptual knowledge includes knowledge of categories and classifications and the relationships between and among them - more complex, organized knowledge forms” (Anderson et al. 2001, 48). To put it differently, it is “the knowledge an individual has about how a particular subject matter is organized and structured, how the different parts or bits of information are interconnected and interrelated in a more systematic manner, and how these parts function together” (Anderson et al. 2001, 48). The procedural knowledge is about the learners knowing how to complete some exercises, how to solve more complicated problems etc. (Anderson et al. 2001, 52). “Metacognitive knowledge is knowledge about cognition in general as well as awareness of and knowledge about one's own cognition” (Anderson et al. 2001, 55). Forehand (2011, 4)

states that the cognitive process dimension “consists of six levels that are defined as Remember, Understand, Apply, Analyze, Evaluate, and Create.” The Revised Taxonomy table can be seen below (see Figure 1). For more verbs for each level, see Figure 2.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. FACTUAL KNOWLEDGE						
B. CONCEPTUAL KNOWLEDGE						
C. PROCEDURAL KNOWLEDGE						
D. META-COGNITIVE KNOWLEDGE						

Figure 1. The Taxonomy Table (Anderson et al. 2001, 28)

	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Compile
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate use	Execute	Construct	Achieve	Action	Actualize

Figure 2. Knowledge and Cognitive Dimensions of Bloom’s taxonomy as revised by Anderson ((Darwazeh and Branch, 2015, 221)

Anderson et al. (2001, 95) provide three ways in which the revised taxonomy may be used by teachers. “First, it can help them gain a more complete understanding of their objectives (both those they choose for themselves and those that are provided by others)” (Anderson et al. 2001, 95). In other words, the taxonomy helps the teacher to specify the objectives which helps them to understand the aims they should achieve. “Second, from this understanding, teachers can use the table to make better decisions about how to teach and assess their students in terms of the objectives” (Anderson et al. 2001, 95). This means that by creating aims according to the taxonomy the teachers can refer to the verbs in the table in order to deliver more relevant and impactful teaching process and assessment. “Third, it can help them determine how well the objectives, assessments, and instructional activities fit together in a meaningful and useful way” (Anderson et al. 2001, 95). What this means is that the teachers, by creating the aims in alignment with the taxonomy, can see in what ways the aims, activities etc. correspond with each other and if they make sense when combined.

For setting a realistic goal it is therefore crucial to cope with all the mentioned terms such as the learners’ needs and specific characteristics of young learners, expected outputs stated in both RVP and CEFR Companion Volume, production, reception, Bloom’s taxonomy, and lastly, but most importantly, the intelligibility as for being intelligible the learners must be able to produce a discourse which would be understandable by other speakers (Goodwin 2014, 145). Celce-Murcia et al. (2017, 282) also stress that with a few selected aspects of phonology to teach the results are higher than when the teachers choose quantity over quality. In other words, to set a realistic goal means creating a plan according to all the terms mentioned above with a selection of relevant topics and aspects of pronunciation according to RVP and CEFR Companion Volume which should all lead up towards better results and the intelligibility.

2.3.2 General Principles

The next thing is to plan instruction which is once again connected with finding out who the learners are. After this the teachers should proceed in finding the relevant language for the age group (Celce-Murcia et al. 2017, 284). Goodwin (2014, 145) also describes framework made by Celce-Murcia et al. in which pronunciation should not be only taught as one aspect of English excluding it from speaking, listening etc. On the contrary, it should be an elemental part of them. In other words, to teach pronunciation as well as the teachers can, they should integrate and incorporate it with skills of English as it is an integral part of speaking, listening.

Goodwin (2014, 145) then describes that the receptive input must come first with a description of the pronunciation features with authentic examples and relevant context after which the learners receive yet another receptive input in a form of listening. “Pronunciation-focused listening activities involve both discrimination and identification” (Goodwin, 2014, 145). In the discrimination stages, for instance, the learners focus on differences between two minimal pairs or two intonation patterns (Goodwin 2014, 145). In the identification activities, the learners work with the transcript of the given listening and should highlight the practiced phonological features when they are present (Goodwin 2014, 145-146). In other words, pronunciation has a close relationship with listening as the learners do not only hear the correct pronunciation, according to the selected language model, but also practice specific phonological features via listening activities aimed at the pronunciation development. It is therefore essential to start with the receptive input in order to build up the foundation for understanding the particular feature of pronunciation and later productive stages.

2.3.2.1 Controlled practice

With the receptive stages covered it should be a high time for the learners to produce and present what they acquired from the given input and how they can work with it. Goodwin (2014, 146) provides three types of activities or practice – controlled, guided and communicative. The first of them is the controlled practice, which is an activity where the teacher has a full control over the process with very specific answers required from the learners. This could mean activities such as repeating the words or drilling which is naturally used for practicing not just the reception but also the production (Kelly 2004, 15) or reading out loud words from a textbook for example. This type of practice focuses mainly on a form (Goodwin 2014, 146), this means to focus mainly on correct pronunciation and other phonological features as with constant repetition of the language, the learners get an even bigger receptive input which would help them in their productive stages as they would constantly hear not just pronunciation of the segments but also the suprasegmental features.

2.3.2.2 Guided practice

The guided practice on the other hand is not just about the form but it also focuses on “meaning, grammar, and communicative intent as well as on pronunciation” (Goodwin 2014, 146). In guided activities is therefore crucial to allow the learners to do more open activities where they would have to think not just about correct pronunciation but also about how to structure sentences, questions, where to put an article and so on. This could be seen with the beginners in activities where Learner 1 would interview Learner 2 and then he or she would repeat

the information he or she learnt with focus on “-s endings and linking: *My partner, Raoul, likes to play soccer and watch movies on the weekend*” (Goodwin 2014, 146). Furthermore, thanks to activities such as these the learners will be more certain about their language and would also maintain their interests for learning English (Celce-Murcia et al. 2017, 287).

2.3.2.3 Communicative practice

The last type is called the communicative practice which is described as “a balance between form and meaning” (Goodwin 2014, 146). This is a practice aimed mainly on the communication with activities such as “role plays, debates, interviews, simulations and drama scenes” (Goodwin 2014, 146). With bigger openness comes the lower focus on the pronunciation and larger concentration on the communication itself, it is therefore implied that the students should concentrate only on one or two features told beforehand by the tutor as an objective of the activity (Goodwin 2014, 146). This means that the learners will have the needed aim of their focus for the given activity and might achieve better results than with no goal given before the activity. One example for the young learners could be during a lesson where they learn about animals by performing a drama scene with the animals as characters. The teacher would ask the learners to pay attention to the suprasegmental features such as intonation or word stress for instance and they would either exaggerate the pitch of the voice when focusing on intonation or to pronounce the stressed syllables more loudly. With this task said, the learners could concentrate only on the given suprasegmental feature while achieving it in a dramatic discourse. This would make the learning process more interesting, motivating and, most importantly, effective.

2.3.3 Activities and techniques

Another critical factor to be aware of is a choice of activities which would be used in order to improve learner’s pronunciation. Before discussing what activities can improve pronunciation, it is important to define them. The term activity can be defined as “a thing that a person or group does or has done, usually in order to achieve a particular aim” (Oxford Learner’s Dictionaries). According to the Classification of learning activities (CLA) Manual (2016, 10), the learning activities are “any activities of an individual organised with the intention to improve his/her knowledge, skills and competences.” The CLA also stresses that there are two major points which “distinguish the learning activities from non-learning” (Classification of learning activities (CLA) Manual 2016, 10). The first point stresses that “the learning activity must be intentional (as opposed to random learning), so the act has a predetermined purpose” (Classification of learning activities (CLA) Manual 2016, 10). In other words, the learning

activities must have an aim which it tries to achieve in order to develop something. The second essential distinction is that “the learning activity is organised in some way, including by the learner him-/herself; it typically involves the transfer of information in a broader sense (messages, ideas, knowledge, strategies)” (Classification of learning activities (CLA) Manual 2016, 10). This means that the learning activities are not just the work of the teachers but also the learners who must participate and develop so that the learning activity may complete its purpose.

Another term to define is a teaching technique which according to Oxford Learner’s Dictionaries is “a particular way of doing something that involves using a special skill or process” This means that the technique is a way the person does some activity. In the following paragraphs are introduced examples of activities and techniques which improve individual segments and two suprasegmental features (intonation and word stress) which were presented as two most important suprasegmental features (Kelly 2004, 3). The pronunciation-focused listening activities are not present as they were already discussed in the previous subchapter (see subchapter 2.3.2).

2.3.3.1 Activities and techniques improving individual sounds

There is a plenty of activities and techniques which improve the individual sounds, but this chapter discusses only four selected activities and techniques which are focused on the development of segments. According to Kelly (2004, 16) “[o]ne of the main ways in which pronunciation is practiced in the classroom is through drilling.” As for what is meant by this term, Kelly defines it as a process “involv[ing] the teacher saying a word or structure, and getting the class repeat it” (Kelly 2004, 16). This means that the teachers provide a relevant spoken form of a word to their learners, who then try to pronounce the item until pronounced correctly. Kelly (2004, 16) provides an example of a drilling exercise where the teacher at first leaves all participants to repeat a new word, a structure or a phrase before asking individuals for repeating it. This step is crucial because “[c]horal drilling can help to build confidence, and gives students the chance to practice pronouncing the drilled item relatively anonymously” (Kelly 2004, 16). What this means is that the students can try to pronounce the item in a safe environment which is essential for students who might struggle with some aspects of pronunciation or with the target language in general. In this type of drilling exercises, not only that the learners are in safety, but also can hear their classmates, who might have similar problems as they do. After this, the teacher usually asks individual students to repeat the taught item (Kelly 2004, 16). At this point of the exercise the learners should be able to produce the

practiced item more confidently which is always a positive thing as it would keep the fear and inhibitions away.

Another popular technique involves activities focused on so called minimal pairs (Goodwin 2014, 146). Kelly (2004, 18) defines the minimal pairs “words or utterances which differ by only one phoneme.” In other words, the minimal pairs are phenomena that usually look similar but differ in just one sound. It can be therefore usable to present the differences between individual English sounds, but also “as a way of focusing on sounds which have been causing difficulties for students” Kelly (2004, 18). The teachers should concentrate not just on the problematic sounds but also on those with a potential to cause problems.

Kelly (2004, 22) states that “[a] fun way of practicing the production of difficult sounds is through the tongue-twisters.” In tongue-twisters the learners are expected to say an utterance which is focused on the problematic sound or more sounds as can be seen in an example by Kelly (2004, 22) “[s]he sells sea shells on the seashore.” Another activity concentrating on the segments which cause problems to the learners might be games like Hangman or Bingo “provid[ing] both a sense of fun and competitiveness” (Goodwin 2014, 147).

2.3.3.2 Activities and techniques improving intonation

One of the ways in which the teachers can improve learners’ intonation is through drama practice. Goodwin defines drama as “an effective tool for pronunciation teaching because various components of communicative competence (discourse intonation, pragmatic awareness, and nonverbal communication) can be practiced in an integrated way” (Goodwin 2014, 147). In other words, drama provides a practice of various features of English fused into one single activity, which might be interesting and motivating for the young learners. It is also stressed by Celce-Murcia et al. (2017, 339) who claim that “[b]oth the context and emotional involvement provided by the dramatic situation foster communicative competence, which is the ultimate goal of the language classroom.” To explain, by providing the learners with a relevant context and allowing them to practice through the dramatic situation, drama as a whole supports the development of communicative competence. Furthermore, with the fusion of other language features it provides the teachers with a singular activity with many hidden features to practice and teach.

2.3.3.3 Activities improving word stress

The suprasegmental features are also featured in activities involving songs which can be used for practicing “rhythm, linking, stress, or sound patterns” (Goodwin 2014, 147). This means

the songs may be used not just for teaching and learning word stress but also for other suprasegmental features such as already mentioned intonation. Word stress may be also practiced throughout the usage of rhymes which provide the learners with a practice of the word stress or rhythm (Celce-Murcia et al. 2017, 350) both of which differ when compared with the Czech language (Institute of Phonetics 2015).

In conclusion, it is important that the teachers are aware of the characteristics which define the young learners as well as the characteristic problems caused by their mother tongue. It is also essential to know what to teach, that is to be familiar with the expected outputs stated in the RVP and CEFR Companion Volume. The teaching and learning process should have clearly defined aims which should focus on both sides of pronunciation which is reception and production, achieving aims in the RVP and CEFR Companion Volume and lastly should lead the learners towards intelligibility.

3 Textbooks and a list of criteria

The last chapter of the theoretical part focuses on defining the textbooks, their function, and what advantages and disadvantages they contain. It is followed by a chapter focused on textbook evaluation which firstly describes what the teachers should know before evaluation, secondly the phases of evaluation, thirdly the usage and definition of criteria for textbook evaluation, and lastly two main techniques used for evaluation. At the end of the chapter is a discussion about what factors determined the criteria for the analysis in the practical part of this thesis.

3.1 What is a textbook?

Before discussing actual textbook evaluation, it is essential to define textbooks. Awastshi (2006, 1) says that “[a] textbook is teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process.” Islam (2013, 117) describes textbooks as “a particular resource among the various ranges of teaching materials.” In other words, the textbooks should serve to help both, the teachers and the learners in the teaching and learning process. The textbooks also have crucial functions in the teaching and learning process. According to Mikk (2007, 13), an ability to present information should be the main function of the textbooks but he also mentions abilities to motivate or to transform information.

Jack C. Richards presents some of the advantages the textbooks provide. First of them is that “[t]hey provide structure and a syllabus for a program” (Richards, 2001, 1). In other words, the textbooks provide a syllabus which is carefully designed and planned by several experts in the field, which gives form to the program (Richards, 2001, 1). Another of the advantages, especially helpful in language textbooks, is that the “[t]extbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners” (Richards, 2001, 1). This means, that the textbook is not only one item, but it usually comes in a handful package of other materials like workbooks and CD ROMs all of which foster the teaching and learning process in English lessons as the learners may hear the native speech for instance. Last of the advantages to be mentioned is that the textbooks do not train just the learners but also the teachers who may find support in the textbook and accompanied material which “can serve as a medium of initial teacher training” (Richards, 2001, 2). This is also supported by Cunningsworth (2008, 10) who says that “less experienced teachers can use the coursebook as heavily as they need to.”

However, relying only on the textbooks may also cause some disadvantages. Cunningsworth (2008, 10) mentions that if the teachers followed the book and its instruction in detail it would result in “a sharply reduced level of creativity in teaching technique and language use.” This is also supported by Richards (2001, 2) who stresses that leaving the textbooks “to make the major instructional decisions for [the teachers] the teacher’s role can become reduced to that of a technician whose primary function is to present materials prepared by others.” In other words, the textbooks are a good starting point for the unexperienced teachers, as mentioned in the previous paragraph. However, it is unwise to rely on them too much because the role of the teacher would disappear only to be replaced by someone who presents what is written in the teaching materials. Richards (2001, 2) also mentions that the textbooks contain “inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.” What is meant by inauthentic or non-authentic language materials is defined by Awastshi. He says that non-authentic materials are “those [materials] that are specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question” (Awastshi 2006, 2). In other words, they are materials which were written, recorded and organized in order to be relevant to the learners’ needs and a current language level. Therefore, they are not a presentation of a real-life authentic language. Last of the disadvantages discusses the irrelevance of the textbooks in terms of learners’ needs. Richards (2001, 2) says: “Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.” Awastshi (2006, 4) adds that “addressing their needs and interest is a Herculean task for a textbook writer. Including the need of all individual learners in a single volume will make it an encyclopedia.” To put it differently, it is impossible to reflect the needs of all learners all around the world in a single textbook. Therefore, the teachers may need to adapt and should not to rely only on the textbooks but also on other materials in situations for which the textbook would not be suitable for the particular group of learners.

3.2 Textbook evaluation

To find a textbook, which would be relevant in all aspects and would respect the learners’ needs, the teachers should evaluate them first. Before doing so, Richards (2001, 3) comments on three issues to bear in mind before the teacher can start evaluating the selected textbook. First of the issues is “the role of the textbook in the program” (Richards, 2001, 3). This issue covers whether the textbook is relevant to the program which is supposed to be taught (RVP, CEFR Companion

Volume) or what number of students the textbooks would be used for (Richards, 2001, 3). The next two issues are concerned about the role of the teachers and learners, that is how trained are the teachers, whether the learners will use the textbooks only at school or at home as well, or whether it is the main source to be used in the lessons (Richards, 2001, 3).

Dr. Richards (2014) describes the process of textbook evaluation as a three-parted analysis where the teachers analyse the textbook before using it in their classes, during the usage and afterwards for the final analysis. In other words, textbook evaluation does not end with the initial analysis but continues throughout at least a year long period of time making it an exceedingly challenging process. After this time the teachers should be able to decide whether the textbook passed through all or through most of the criteria and whether it should be used in the future years.

Cunningsworth (2008, 15) proposes four major criteria to be used in the textbook evaluation. But before doing so, it is essential to define what a criterion means. According to the Oxford Learner's Dictionaries a criterion is "a standard or principle by which something is judged, or with the help of which a decision is made." In other words, the criteria are measurable questions or statements upon which the textbook is evaluated on, whether it is suitable for the given program or not. The first criterion, according to Cunningsworth, is that the textbooks "should match the aims and objectives of the language-learning programme" (2008, 15). To put it differently, the textbooks should develop aspects of English which are stated as the expected outputs in both, RVP and CEFR Companion Volume. The second criterion focuses on the equipped language which can be used outside the classroom (Cunningsworth, 2008, 15). This means, that the teachers should find a textbook which would help the learners to equip a language relevant for their own personal purposes. The third criterion stresses the importance of textbooks providing variety in techniques and alternatives which the learners can choose from (Cunningsworth, 2008, 16). Cunningsworth (2008, 17) comments on the last criterion saying that "[c]oursebooks should have a clear role as a support for learning."

Sikorová (2007, 31) discusses two main techniques selected by Anderson and Armbruster. The first of them is a readability formula which measures difficulty, interests and accessibility of texts used within the textbook (Sikorová, 2007, 31). The second is the usage of checklists. A checklist is a list of evaluation criteria which through questionnaire items directs the assessing teacher to various aspects of the selected textbook (Sikorová, 2007, 31). The

checklists are also supported by Cunningsworth (2008, 2) who says: “[I]t is best to identify your own priorities and draw up your own checklist.”

3.3 Evaluation criteria

For the purposes of this thesis, the paper does not go through all three phases of evaluation but only through the initial analysis or “[p]re-evaluation” (Richards 2014) and is concentrated only on pronunciation which this thesis aims for. Before selecting the criteria, it is important to consider the aims stated in the RVP and CEFR Companion Volume. For the RVP the expected outputs are the phonemic symbols – although just passively, the basic pronunciation habits, and the relationship between the sound and graphic form of words (RVP 2017, 26). For the CEFR Companion Volume (2018, 136) there are outputs such as: “Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases” or “[c]an use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks.” It is also mentioned above that the textbooks “should match the aims and objectives of the language-learning programme” (Cunningsworth 2008, 15), therefore the textbook is evaluated from the perspective of Bloom’s taxonomy as well. In the previous chapter was stated that pronunciation has two major sides which should be developed, the receptive and productive (See chapter 2). Therefore, they must be considered as well. Finally, the paper discussed individual segments and suprasegmental features, namely word stress and intonation. All of these are important in terms of the aims stated in the RVP and CEFR Companion Volume. Therefore, the criteria will be based on activities focusing on the pronunciation features and their aims which should reveal whether the textbook is relevant in terms of the RVP and CEFR Companion Volume. The analysis is done in a form of checklist as it seems more suitable for textbook evaluation from the perspective of developing pronunciation. The criteria can be seen below.

Individual sounds

- Does the activity aim in terms of individual sounds at remembering?
- Does the activity aim in terms of individual sounds at understanding?
- Does the activity aim in terms of individual sounds at applying?
- Does the activity aim in terms of individual sounds at analysing?

- Does the activity aim in terms of individual sounds at evaluating?
- Does the activity aim in terms of individual sounds at creating?
- Does the activity aim in terms of individual sounds at factual knowledge?
- Does the activity aim in terms of individual sounds at conceptual knowledge?
- Does the activity aim in terms of individual sounds at procedural knowledge?
- Does the activity aim in terms of individual sounds at meta-cognitive knowledge?

Intonation

- Does the activity aim in terms of intonation at remembering?
- Does the activity aim in terms of intonation at understanding?
- Does the activity aim in terms of intonation at applying?
- Does the activity aim in terms of intonation at analysing?
- Does the activity aim in terms of intonation at evaluating?
- Does the activity aim in terms of intonation at creating?
- Does the activity aim in terms of intonation at factual knowledge?
- Does the activity aim in terms of intonation at conceptual knowledge?
- Does the activity aim in terms of intonation at procedural knowledge?
- Does the activity aim in terms of intonation at meta-cognitive knowledge?

Word Stress

- Does the activity aim in terms of word stress at remembering?
- Does the activity aim in terms of word stress at understanding?
- Does the activity aim in terms of word stress at applying?
- Does the activity aim in terms of word stress at analysing?

- Does the activity aim in terms of word stress at evaluating?
- Does the activity aim in terms of word stress at creating?
- Does the activity aim in terms of word stress at factual knowledge?
- Does the activity aim in terms of word stress at conceptual knowledge?
- Does the activity aim in terms of word stress at procedural knowledge?
- Does the activity aim in terms of word stress at meta-cognitive knowledge?

To conclude, the textbooks are not good just for the learners but for the teachers as well because they provide them with a clear framework of what to teach which helps the unexperienced teachers. The teachers should not rely only on the textbooks, however, as it can create obstacles in the teaching and learning process. In order to find a relevant textbook, it needs to be evaluated first. The evaluation in this thesis goes only through the initial analysis as there is way to cover the two remaining phases because I still have not the required experience. The evaluation will be achieved in a form of a checklist with criteria based on topics discussed in the previous chapters.

4 Defining the practical part

With the evaluation criteria covered it is now time to introduce the practical part in which the selected textbook is evaluated from the perspective of developing pronunciation in primary learners. This introductory chapter is divided into a presentation of the research aim followed by questions relevant to the research which will be answered by the evaluation. Lastly, this chapter introduces the selected textbook and a checklist table which is used for data collection.

4.1 Research aim

Before defining the aim of the research, it is important to mention the aim for the whole thesis. That is to evaluate a primary school textbook focusing on the development of pronunciation in primary learners. The aim for the research itself is to analyse whether the selected English textbook supports the development of pronunciation in primary learners from the perspective of expected outputs stated in RVP and CEFR Companion Volume and on which features of pronunciation the textbook focuses on.

4.2 Research questions

Another aspect of the research to define are relevant research questions as “[r]esearch involves the quest for answers to un-solved problems” (Pandey and Pandey 2015, 10). Alvessons with Sandberg (2013, 2) also claim that “[r]esearch questions concern the input and direction of a study, defining what a study is about and reflecting the curiosity of the researcher.” In other words, the questions serve to reach the aim of the research, thus constructing relevant questions to reach the objective is necessary. Therefore, in this paper, there are constructed three relevant questions which will be answered throughout different stages of the evaluation and which should help to reach the aim of the research itself.

- 1) Does the selected textbook support the development of learners’ pronunciation?
- 2) Does the selected textbook develop aspects of pronunciation which are stated in RVP and CEFR Companion Volume for the given language level?
- 3) Is the selected textbook focused more on the receptive or productive side of the pronunciation?

4.3 Textbook selection

The questions, mentioned above, are answered in the evaluation of the given textbooks, but before doing so, it is essential to introduce the selected textbook. The textbook is called *New Chatterbox Starter* and it was selected mainly because I have a personal experience with it not

as a student but as a teacher. Therefore, it is tempting for me to find out how the textbook stands after the initial analysis because I was satisfied with it during the teaching practice. This textbook also works with storytelling which interests me personally as I have voluntary IT lessons for four years now, designed for primary learners and the main feature of our lessons is a yearlong story with tasks incorporated in the story focused on learner's IT development. It has always interested me how I could include the storytelling in my future English lessons as well as it is always a thrilling time to create the story and cope with the activities so they would be relevant for the class and the learners but also to be in order with the story. Stories were already mentioned in the theoretical part (see subchapter 2.1) by Tomlinson (2013, 71) who says that "[g]ood stories present rich and natural language, often with amusing repetitious refrains that children easily pick up." Furthermore, according to Ellis and Brewster (2014, 7) "[l]istening to stories helps children become aware of the rhythm, intonation and pronunciation of language." Therefore, inclusion of stories should help to enforce the pronunciation development even more. In addition, what makes it even more interesting for me is the fact that it is used in a school where I studied, where I had the teaching practice and where I also teach the IT lessons. Thus, I project this school as a starting point for my carrier and I would love to help the whole school as much as I can.

The textbook was written by Mary Charrington and Derek Strange. In addition, Charrington provides the teachers with a teacher's book in which are stated aims of the textbook, lesson plans, and extra activities which are not included in the textbook itself. Information provided for each activity also presents how the activities might help in developing pronunciation. For instance, Charrington (2011, 6) states that new vocabulary should always be repeated two or three times, then the learners repeat it at first chorally and then individually, fostering the development of the individual sounds. Furthermore, the textbook has recordings which contain a variety of accents, which would help the learners to raise awareness of different types of English (Oxford University press). Charrington (2011, 5) also stresses that the textbook has a lot of songs which develop pronunciation and accent. What is more, the textbook also works with listening exercises in the following activities, therefore I assume that there will be a balance between both the reception and the production. Taking all this into consideration, I believe there should be a lot of stress on pronunciation both with the receptive and with the productive skills because the learners are often supposed to repeat what they hear, act out various stories or sing songs. The textbook also includes activities which develop three features of pronunciation which were described in the previous chapter (segments, intonation, word

stress, see chapter 1) which were stated as essential for the development of pronunciation according to RVP and CEFR Companion Volume (see subchapters 2.1 and 1.1).

4.4 Data collection

Below can be seen a checklist table (see Table 1), used for the selected textbook, which can be seen at the end of the paper (see Appendix A). The checklist table is based on the criteria which are based on the revised Bloom’s taxonomy and phonological features which can be seen in the theoretical part. One table covers fourteen pages, checks what features of pronunciation the given pages develop, and what is the aim of the of development of the present features. The textbook has its own specific extra lessons or sections which are handled in a different manner in the checklist table which is described before discussing the results which are acquired via counting the prominence of the criteria resulting into a graph with the frequency of the features and also the aims which are discussed later in the evaluation.

Table 1. Default Checklist Table

Criteria	Aims	Unit / Page	Unit / Page	Unit / Page	Unit / Page	Unit / Page	Unit / Page	Unit / Page
Activity developing individual sounds	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity developing intonation	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities developing word stress	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To conclude, this chapters covers how the research is dealt with. It provides relevant questions with the research aim. It also introduces the selected textbook which is analysed later in the thesis. The aim and research questions are reached and answered in the analysis through the checklist table mentioned above and graphs which are present in chapter 5.

5 Analysis

This chapter firstly introduces how the data for the analysis is collected in Appendix A, in what sections is the data collection divided etc. After this, the main analysis starts. Firstly, it analyses the aim of the activities which are focused on the development of individual sounds. The analysis covers both the cognitive process dimension and knowledge dimension. Afterwards the analysis continues with activities focused on intonation and word stress. At the end of the chapter is a discussion whether the selected textbook develops pronunciation according to the expected outputs stated in RVP and CEFR Companion Volume and whether the textbook is or is not therefore recommended to be used which will be revealed in the conclusion.

The selected textbook is evaluated via the teacher's book which contains not just the instructions of how to work with the activities provided in the textbook but also a complete guide through the individual lessons providing the teachers with a layout and a plan for each lesson. The teacher's book provides a plan not only for the pupil's book but also for a workbook. It is also a source of extra activities and warmups which are not present in the pupil's book. In the checklist table may be seen that the evaluation is made with one table covering fourteen pages. There is also a section which is in the checklist depicted as “*”. This symbol is for pages called *Project time!* and *Revision time!* Which always appear after three units. These special sections are to develop awareness of other cultures and to revise all what has been taught in the last three units. At the end of the book there are also three extra pages providing the learners with an insight to various festivals. These pages are evaluated one by one as they are special lessons each on only one page. To conclude, the textbook is evaluated via 7 checklist tables which cover all 12 units, extra activities and extra lessons. The resulting graph and following discussion may be seen below (see Figure 3).

5.1 Analysis of activities which aim at developing individual sounds

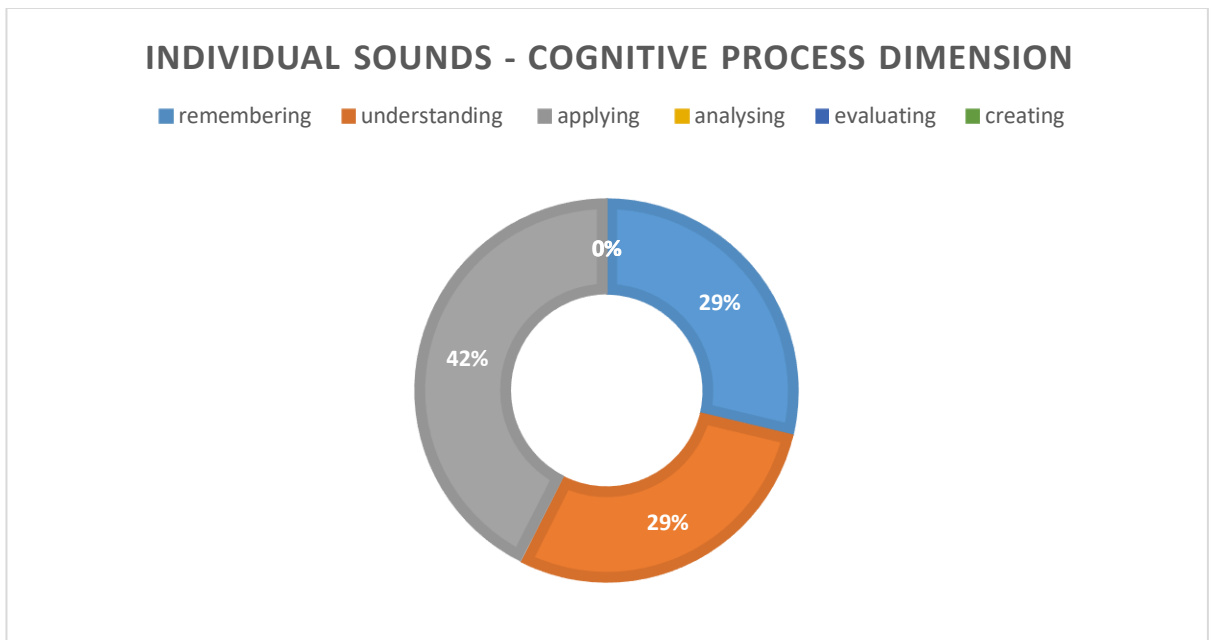


Figure 3. – Individual Sounds – Cognitive Process Dimension

Firstly, this part of the analysis covers the activities focusing on developing the individual sounds in terms of the cognitive process dimension with the knowledge dimension discussed in later paragraphs. As the analysis progressed throughout the textbook it has become apparent that the textbook focuses only on three levels – remembering (29%), understanding (29%), and applying (42%). This trend of covering only three levels can be seen in later stages of the analysis and there are reasons for it. Firstly, it can be derived from one of the aims of the textbook itself. The aim is to provide the learners with a basic set of tools to help them build enough confidence in applying and understanding English (Charrington 2011, 4). In other words, the textbook focuses on the two levels of cognitive process dimension – applying and understanding. Furthermore, Pinter (2017, iv) claims that “[the learners] have a holistic approach to learning languages which means that they understand the message but cannot yet analyse language.” Therefore, because of the developmental stage of the learners, they are not able to reach the level of analysing and the other two upper levels. The last reason may be hidden in definitions of the upper levels of the cognitive process dimension. Anderson et al. define analysing and other upper levels as “breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure” (Anderson et al. 2001, 79). “Evaluate is defined as making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency” (Anderson et al. 2001, 83). Finally, “[o]bjectives classified as Create have students make a new product by

mentally reorganizing some elements or parts into a pattern or structure not clearly present before” (Anderson et al. 2001, 84). These are examples of so called abstract thinking which is defined in APA dictionary of psychology as “thinking characterized by the use of general ideas or concepts.” In other words, in order to analyse the learners have to understand general ideas to determine the relation between small parts and the whole. In order to evaluate, the learners must know concepts based on which they would evaluate. Finally, to create the learners must use some general ideas and concepts in order to create something new. It was mentioned in chapter two by Philip, Olivier and Mackey (2008, 6) that learners at this age “become more logical in their thinking and are able to categorize and organize objects, but are not yet abstract in thinking.” Therefore, the upper levels may be still unreachable for the young learners.

Now it is time to discuss activities which focused on remembering in context of the individual sounds. Firstly, it is essential to define what remembering is. Anderson et al. (2001, 66) say that “[r]emembering involves retrieving relevant knowledge from long-term memory.” They also comment that remembering “is integrated within the larger task of constructing new knowledge or solving new problems” (Anderson et al. 2001, 69). In other words, remembering is not just about retrieving the already learnt items but also about remembering new items when they are taught for the first time. One of the most significant activities focusing on the individual sounds is drilling practice which is present at the beginning of the lessons either as an introduction to new vocabulary (Charrington 2011, 8, 21) or as a form of revision (Charrington 2011, 9, 34, 41).

One of the exercises where the learners practice pronunciation of new words, for instance (Charrington 2011, 8), is right at the beginning of the unit one where the teacher is expected to say *hello* to the learners which are at first encouraged to repeat chorally and then individually. After this, the teacher says *hello* to one learner and indicates him to stand up after he or she answers. This process is repeated after everybody stands up. It is then followed by another drilling exercise in which the teacher and learners practice introducing to each other. Firstly, the teacher, then the learners. It is then followed by listening exercises in which the learners can hear a clear phonological model of every item they practiced in the previous two exercises (Charrington 2011, 8).

In the exercise above, the learners are expected to remember how to greet someone in English. In later units (Charrington 2011, 21, 41, 54) they are expected to remember or retrieve the information and apply it in exercises which are focused on remembering and applying. This

applies to other words and utterances as well. Applying, according to Anderson et al. (2001, 77) “involves using procedures to perform exercises or solve problems.” In other words, the learners apply what they already know in order to complete the given exercise. Remembering and applying can be seen in Charrington (2011, 41) at the beginning of the unit nine where the learners are expected to practice already taught utterances such as *How are you?* or *I’ve got a book*. These utterances were already taught by the time the learners start the unit nine, therefore they must remember the already taught items with their correct pronunciation and apply them in the activity. The practiced utterances are used in later exercise where the learners hear a story in which occur the presented utterances.

The textbook has also a lot of games which focus on the already learnt segments. The games focus on remembering and applying as the learners are expected to remember the already known items and apply them correctly. The games are usually in a form of a circle in which are pictures of objects (Charrington 2011, 20, 33). The learners throw a dice and go on according position. There is a picture of an object and the learner is expected to retrieve the item from his or her memory and apply it in the given context by saying it to other players. These games are followed by a test which the learners are supposed to complete. Therefore, these games serve as a warmup before the test.

The last exercises to improve applying of individual sounds are the listening activities in which the learners can hear the correct pronunciation of learnt items apart from the teacher’s model. The listening activities are usually divided into three parts where the learners are expected to “listen, point and say” (Charrington 2011, 16, 21, 25). Therefore, they firstly hear the word or the utterance, they link it to according pictures in their textbook, and lastly they repeat the heard items. The textbook also uses the British model throughout the whole book while offering an introduction to other language models in one of the *Project time!* sections. The learners are supposed to listen to four kids which are from different parts of the United Kingdom – England, Wales, Scotland and Northern Ireland, where the Scottish accent is the most recognizable (Charrington 2011, 58). This task would be focused not on applying but on remembering and understanding that there is more than one correct pronunciation of the given utterances.

There are other activities which focus more on understanding. Anderson et al. (2001, 70) describes it as a process where “[s]tudents understand when they build connections between the “new” knowledge to be gained and their prior knowledge. More specifically, the incoming

knowledge is integrated with existing schemas and cognitive frameworks.” In other words, the old knowledge is confronted by the new one in order to modify the old knowledge.

One example would be the difference between *th* sound which can be seen in unit two (Charrington 2011, 12). Where the learners are expected to drill numbers from one to ten where number three has a different *th* sound than in later activity in Charrington (2011, 13) where the learners practice a question *What’s this?* The *th* sound in this question is different than in the number three. The learners must understand the difference even though the *th* sound looks graphically the same. Therefore, this is a type of exercise focused on understanding the individual sounds. Now it is time to also discuss the results in terms of the knowledge dimension. The resulting graph may be seen below (See figure 4)

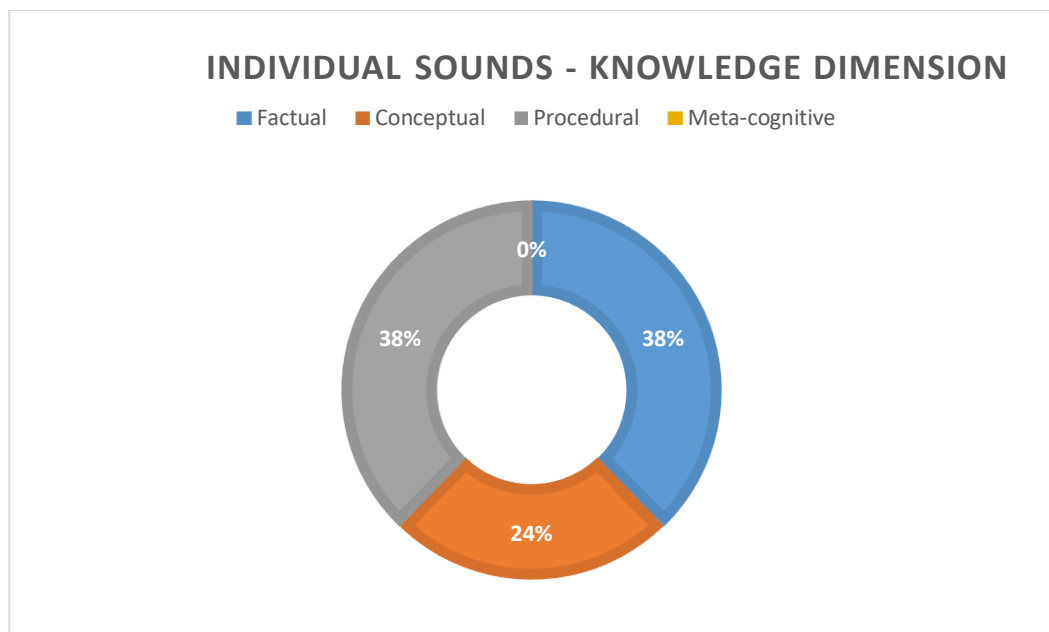


Figure 4. – Individual Sounds – Knowledge Dimension

It is visible that there was found no activity to develop the meta-cognitive knowledge but the other three are present. These four levels were already defined in chapter two (see subchapter 2.3.1.2) and therefore there is no need to present them again. The most developed levels were the procedural and factual knowledge (38%) while the conceptual knowledge was present at 24%.

As the two dimensions relate to each other, this part of the analysis discusses the knowledge dimension on the same examples which were provided for the cognitive process dimension. Activities which were focused on applying were also developing the procedural knowledge as can be seen in the exercise where the learners practiced phrases *How are you?* or

I've got a book (Charrington 2011, 41). Therefore, the learners had to know procedures about what to do in order to finish the discourse or how pronunciation changes when there is an apostrophe or not. Anderson et al. (2001, 77) also support this by saying: "Apply involves using procedures to perform exercises or solve problems. Thus, Apply is closely linked with Procedural knowledge."

The factual knowledge was developed mainly in the activities which are focused on remembering. Anderson et al. (2001, 66) also add that for remembering "[t]he relevant knowledge may be Factual, Conceptual, Procedural, or Metacognitive, or some combination of these." It can be seen in activities where the learners are supposed to learn new items and therefore practice or learn new segments. They must remember how the phonemes should sound in order to solve exercises.

As for the conceptual knowledge, it relates to the activities which were focused on understanding. In the provided example above (Charrington 2011, 12, 13), the learners would have to understand how the *th* is represented differently on the paper and when spoken orally. This is supported by the definition of the conceptual knowledge which "represent the knowledge an individual has about how a particular subject matter is organized and structured, how the different parts or bits of information are interconnected and interrelated in a more systematic manner, and how these parts function together" (Anderson et al. 2001, 48). Furthermore, Anderson et al. (2001, 70) claim that "[c]onceptual knowledge provides a basis for understanding." Therefore, they are usually accompanied by each other.

All in all, it is visible that the textbook does develop individual sounds. It develops three of four levels of the knowledge dimension, focusing on the ability of learners to know how to pronounce the learnt words, when to use appropriate utterances and words as well as what is the connection between sounds which may look the same on the paper but sound differently. From the cognitive process dimension, the textbook develops the three lower levels which is only natural as the learners, for whom this book was designed, are not still able to analyse language and therefore the upper three levels of cognitive process dimension would not be appropriate. The activities are designed for the learners to remember the new sounds as well as remember them at later stages when they should apply them according to the given context. The activities are also designed for the learners to see the differences between individual sounds and even though it is not stated anywhere it is visible that the authors of this textbook had a

clear picture in their mind about where to put words which have same spelling but different sounds.

5.2 Analysis of activities which aim at developing intonation

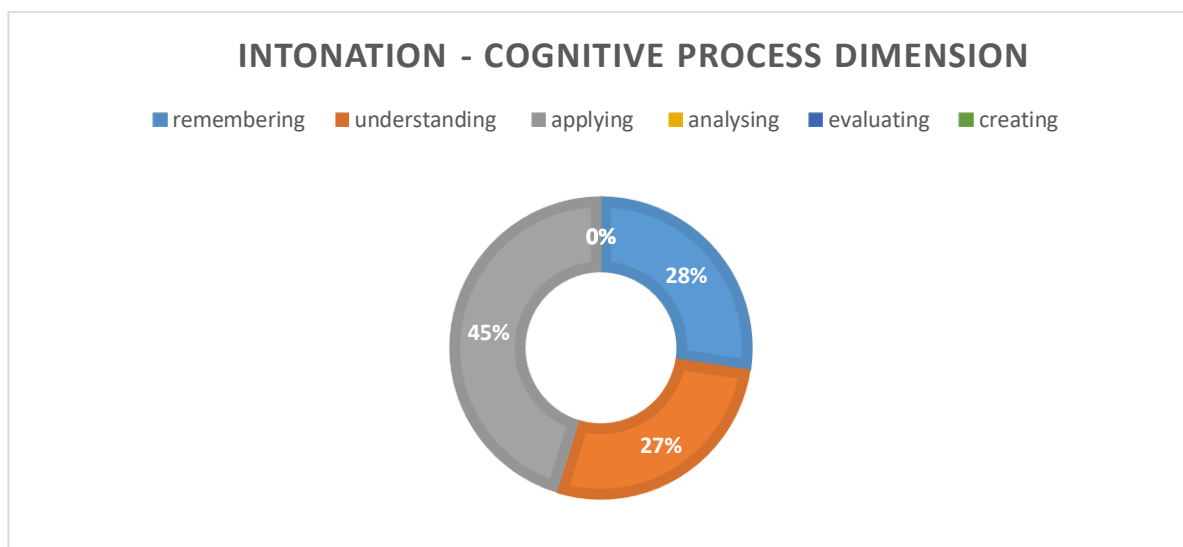


Figure 5. – Intonation – Cognitive Process Dimension

The analysis starts once again with the cognitive process dimension in which are present activities aiming at remembering (28%), understanding (27%) and applying (45%). For remembering the activities were usually situated either around a story (Charrington 2011, 38, 54), which the textbook works with throughout the whole year, or songs (Charrington 2011, 39). As for the story, the learners are provided with comic strips in which is the text they hear during the recording. Furthermore, the learners can also clearly see the attitude of the characters which is reflected in the recording in which the intonation is noticeable (Charrington 2011, 38). In the stories is a variety of intonation types through wh questions, yes/no questions, commands or exclamations so the learners can remember what intonation they should use in the situation. The learners at first listen to the story and then repeat so they can try it out before the following activity in which the learners apply the intonation patterns in acting out the story (Charrington 2011, 38). The drama exercises were already mentioned as “an effective tool for pronunciation teaching because various components of communicative competence (discourse intonation, pragmatic awareness, and nonverbal communication) can be practiced in an integrated way” (Goodwin 2014, 147).

Other activities which focus directly on the intonation are songs in which the teacher firstly plays the song a few times so the learners can remember the pattern (Charrington 2011, 22). Then the learners sing along trying to replicate what they hear. The songs are also used as

an activity at the beginning of each unit where the teacher is supposed to play a song which was present in the previous unit and the learners should sing along, thus applying what they have already learnt (Charrington 2011, 21).

As for understanding, drilling exercises are used as can be seen in Charrington (2011, 27), where the learners practice vocabulary in exchanges such as *What's this? It's a doll*. Both of these utterances use falling intonation but in the following exercise there is practiced a type of a question (*Is that right?* – yes/no question) which uses rising intonation (Cambridge Dictionary). The learners must therefore understand that these two types of questions use a different intonation pattern. In the next paragraph, the analysis discusses the knowledge dimension in the context of intonation, the resulting graph can be seen below (see Figure 6)

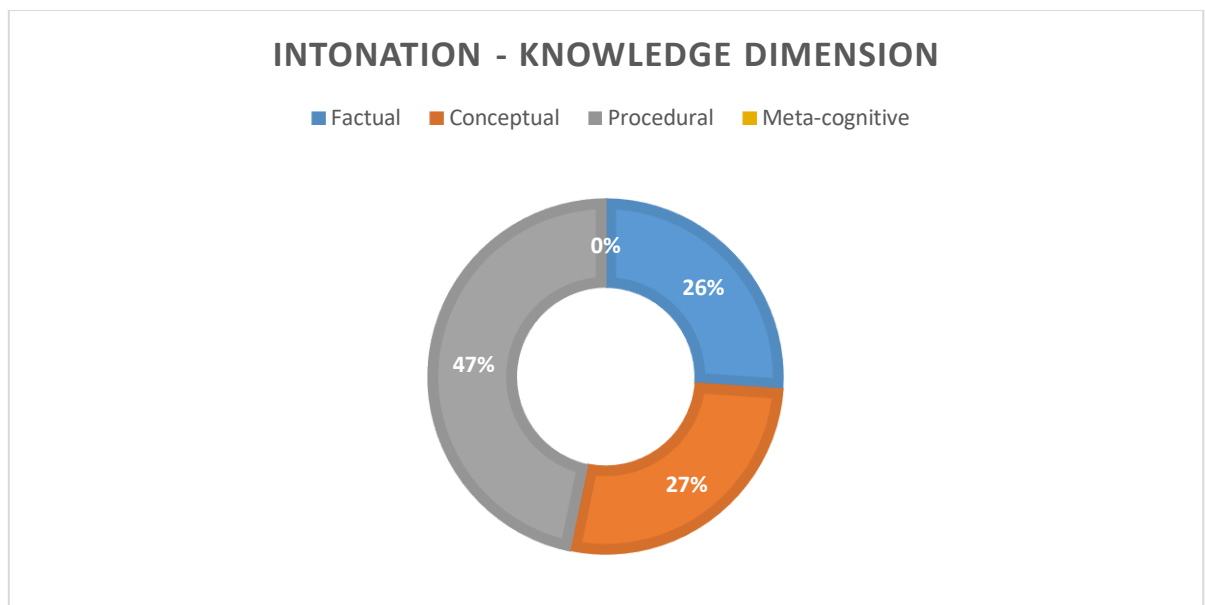


Figure 6. – Intonation – Knowledge Dimension

The graph is similar to Figure 4, there are once again three of four levels – factual knowledge (26%), conceptual knowledge (27%) and procedural knowledge (47%). Once again, the procedural knowledge is accompanied by activities which focus on applying as can be seen in the given example in Charrington (2011, 21) where the learners sing a song from the previous unit. The learners already know the procedure to do so in context of relevant intonation pattern and therefore the activity aims at the procedural knowledge. The conceptual knowledge is present in activities for understanding as, in the given example (Charrington 2011, 27), the learners must see the difference in the intonation pattern according to the type of a question. For the factual knowledge, the drilling exercises provide the needed facts as the learners get to know that in the statements the intonation goes down and in other types of sentences up. In

these exercises (Charrington 2011, 37, 25) the teachers ask the learners *What's this?* and the learners answer. Through drilling they should acquire the factual knowledge needed for the correct intonation pattern, although just passively as there is no aim stated which would focus directly on the intonation.

To conclude, the intonation is developed throughout the textbook even though the intonation development might not be the main aim of the activities but rather a secondary one. The textbook provides activities which practice and present different types of intonation pattern, the learners can hear it in a large variety of songs and the main story as well as in other listening exercises.

5.3 Analysis of activities which aim at developing word stress

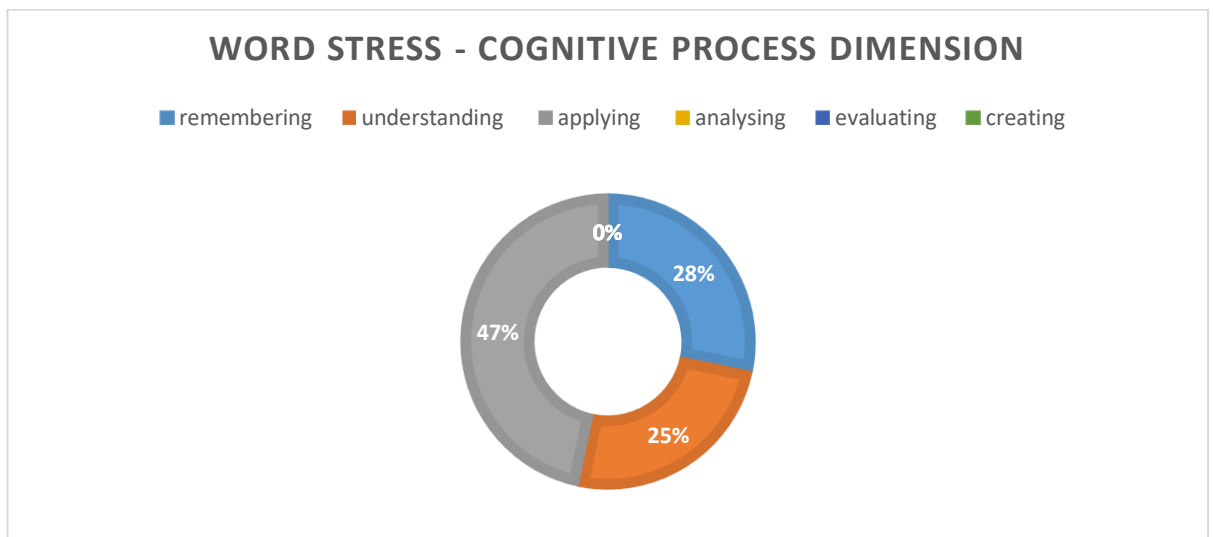


Figure 7. - Word Stress – Cognitive Process Dimension

Word stress in the cognitive process dimension is presented in the textbook once again by the three lower levels, that is remembering (28%), understanding (25%) and applying (47%). Remembering can be seen in listening activities (Charrington 2011, 13) focused on introduction of articles in which the learners are supposed to say utterances such as *it's a bag*. The learners at first listen to the recording in which one of the speakers asks what this and that is while the other speaker says what the thing is with an article before the object. In this exercise the learners hear that the article is pronounced not as strongly as the rest of the sentence. The learners are supposed to listen and point to relevant pictures in their textbooks. This activity is focused on remembering because the learners must remember that there is a difference with the article in word stress.

The following activity right after the listening activity, discussed above, is a game in which the learners show objects, which were heard in the previous activity. The teacher asks the learners *What's this?* and they answer *It's a pen* (Charrington 2011, 13). In this activity the learners apply what they heard in the previous activity and practice word stress.

Understanding is developed via activities in which the article disappears and is replaced by possessive pronouns as can be seen in Charrington (2011, 17). The learners are at first presented with what the possessive pronoun *my* means when the teacher shows a photograph of his/her family and names the family members. The learners then work with their own photos in pairs and name the members of their families. This activity is in the textbook placed after the introduction of articles and therefore is focused on understanding. That is because there is a difference between word stress when using article or possessive pronouns.

The textbook also uses a lot of one syllable or two syllable words which have word stress on their first syllable such as a donut (Charrington 2011, 41) or yellow (Charrington 2011, 21). Verbs presented in the textbook are usually one syllable verbs, such as to be (Charrington 2011, 17) or have (Charrington 2011, 41). There were found no three syllable words. Therefore, the choice of words in context of word stress is very similar to the Czech fixed first syllable word stress (see chapter 1), as words presented in this textbook have word stress on their first syllables.

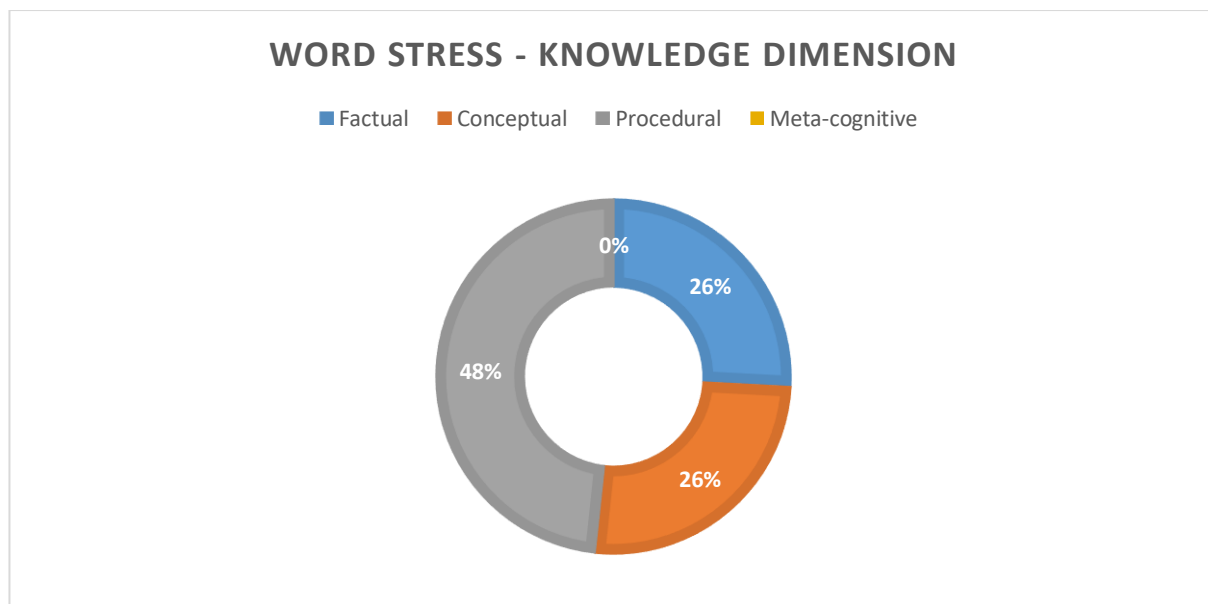


Figure 8. – Word Stress – Knowledge Dimension

Now it is time to discuss the knowledge dimension, the resulting graph may be seen above (see Figure 8). For the last time, the knowledge dimension is present in three of four levels – factual knowledge (26%), conceptual knowledge (26%) and procedural (48%). Factual knowledge can be seen in the example discussed above (Charrington 2011, 13), where the learners practice with articles for the first time. In this exercise the learners must acquire factual knowledge, so they know that there is a difference in some cases when focusing on the word stress. The conceptual knowledge is also present in the example above (Charrington 2011, 17) where the learners must realise that an item which attributes the noun may not be always unstressed as can be seen with the possessive pronouns above. The procedural knowledge is present in the activities which are focused on applying (example above) but also in songs discussed in the part of analysis focused on a development of intonation where the learners apply what they know about the word stress in an interesting way.

To conclude, the textbook does develop word stress although just superficially which is expected as will be shown in the final part of the analysis. However, the textbook does introduce unstressed syllables when practicing articles. Otherwise, the words used in the textbook mostly have the same word stress as in ordinary Czech words.

5.4 Does the textbook lead towards the expected outputs stated in RVP and CEFR Companion Volume?

Firstly, it is important to mention two things. The first are the aims of the textbook itself. According to Charrington (2011, 4) the aims of the textbook are to introduce children to English through activities which are entertaining and relevant to their cognitive development, to provide a basic set of tools to help them build up confidence in applying and understanding English, and finally to build a positive approach towards learning English. The other thing to mention is that the outputs should be reached by the end of the fifth class and this textbook is for the beginners - 3rd class (Charrington, 2011, 4). Therefore, this subchapter will discuss only if the textbook leads towards the outputs and not if it meets them.

Now it is time to revise the expected outputs in RVP which were already covered in chapter two. According to RVP the outputs are the phonemic symbols – although just passively, the basic pronunciation habits, and the relationship between the sound and graphic form of words (RVP 2017, 26). As for the first point the textbook does not have any exercise which would introduce the phonemic symbols, but it does contain a list of vocabulary with its transcription at the end of the workbook (Covill 2014, 48). For the second point the textbook puts emphasis on the learners to know the correct pronunciation of learned words as there is a

large amount of drilling exercises focused on vocabulary and its pronunciation. It also provides a lot of listening exercises for the learners to hear and use intonation in a meaningful context. As for the word stress, it was already mentioned above that the textbook does use words which have word stress similar to the Czech word stress and therefore is no need to discuss it in detail again. The last point is also developed although not in the entire textbook as reading and writing are not present until unit six (Charrington 2011, 6). Since then the learners come in contact with differences between the sound and graphic form as can be seen in Charrington (2011, 47) where the learners are expected to read aloud sentences and then write down the missing words, which would be then checked at the end of the activity.

As for the expected outputs stated in the CEFR Companion Volume, the outputs for level A1 are based around correct pronunciation of few words and sounds which the learners are able to repeat. The learners are also able to use suprasegmental features in the selected few words which are learned at this level. All of the outputs above, however, are strongly influenced by the mother tongue. The most important aspect to develop should be the intelligibility of the learners (CEFR Companion Volume, 2018, 136). This set of expected outputs is already covered in the analysis itself. Therefore, there is no doubt that this textbook does develop all of these points as it focuses on a limited vocabulary and phrases the learners are drilled to pronounce correctly and reproduce them in later units. The learners also practice the suprasegmental features as can be seen in section focused on developing intonation and word stress in the analysis above.

Conclusion

To conclude, the aim of this bachelor thesis was to analyse one selected textbook from the perspective of the pronunciation development in primary learners which was done in two parts – the theoretical and practical.

The aim of the theoretical part is to provide a theoretical background for phonological terms used in the rest of the thesis, to give an insight into how to teach and learn pronunciation, to define textbooks, and to provide criteria for the evaluation. The first chapter is designed in order to deliver an overview of the phonological terms and what phonological features they improve. The second chapter does not only introduce the young learners, their needs or how to teach and learn pronunciation but also how to choose a language model for the learners. It later discusses the importance of creating aims via revised Bloom's taxonomy and what activities develop pronunciation. Levels of knowledge and cognitive process dimension based on the revised Bloom's taxonomy are then used as criteria and worked with in the practical part. Lastly, there is an introduction to what the textbooks are, how the evaluation should be done, and what criteria are used in the analytical part.

The practical part then serves to analyse whether the selected English textbook supports the development of pronunciation in primary learners in terms of the expected outputs stated in RVP and CEFR Companion Volume and on which features of pronunciation the textbook focuses on. This is achieved via answering the research questions presented in the first chapter of the practical part which are answered by the analysis itself. This is concluded with a discussion whether the textbook leads the learners towards the expected outputs stated in the RVP and CEFR Companion Volume.

The analysis revealed that the textbook does develop individual sounds, intonation and word stress in three levels of each dimension. In the cognitive process dimension, the textbook develops remembering, understanding and applying. It was stated in chapter two that the learners cannot analyse the language yet and the textbook itself aims at the learners to understand and apply English (Charrington 2011, 4). Therefore, it is an expected outcome. Applying was the most present of all the activities as the learners usually drill, practice and revise a lot of words with which they have already been in contact.

The knowledge dimension was also developed in three levels – the factual knowledge, conceptual knowledge and procedural knowledge which are commonly found with activities using the cognitive process dimension levels which are present in the analysis (see chapter 5).

The most common level is the procedural knowledge as the learners apply what they have learnt in order to complete exercises with words and phrases from previous units.

The last part of the analysis contains a discussion whether the textbook leads towards the expected outputs stated in RVP and CEFR Companion Volume. It was revealed that in terms of CEFR, the textbook for sure develops the needed knowledge for the given level. As for RVP the textbook does not work with the phonemic symbols, however, at the end of the workbooks there is a list of vocabulary with transcription. As for other outputs the, the textbook leads towards them.

Therefore, the selected textbook certainly does develop pronunciation. The textbook focuses on cognitive levels which are relevant to the learners' cognitive developmental stage. Furthermore, the textbook focuses not just on the reception but also on the production in a balanced way with the development of both the segmental and suprasegmental features all of which are relevant to the expected outputs not only in CEFR Companion Volume but also in RVP. Therefore, this textbook can be recommended for teaching and learning pronunciation as the learners practice individual sounds every single lesson, intonation patterns are also passively developed from the beginning as well as word stress which is, however, present only superficially.

Resumé

Tato bakalářská práce se zabývá rozvojem výslovnosti ve vybrané učebnici používané ve výuce anglického jazyka na nižším stupni základních škol. Práce je rozdělena do dvou hlavních částí – teoretické a praktické. Cílem teoretické části bylo vytvořit rámec pro vytvoření kritérií které jsou použity v praktické části, dále také představit hlavní fonologické termíny, které jsou použity v průběhu práce. Cílem praktické části bylo zjistit, zda vybraná učebnice pro nižší stupeň základních škol podporuje rozvoj výslovnosti anglického jazyka v rámci očekávaných výstupů, které jsou zapsány v RVP a v CEFR Companion Volume.

První kapitola se nejprve zaměřuje na obecné zařazení a vysvětlení lingvistických dovedností, které spadají pod výslovnost dle Společného evropského referenčního rámce, který uvádí tři dovednosti spadající pod tuto oblast. Tyto dovednosti se nazývají celková fonologická kontrola, zvuková artikulace a prosodické vlastnosti. První se zaměřuje na celkovou kontrolu výslovnosti, do které spadá správná výslovnost nejen zvuků ale také komplexnějších fonologických forem a zároveň na jejich produkci společně se správným užitím suprasegmentálních vlastností. Druhý bod se zabývá samotným rozvojem jednotlivých zvuků a jak správně je žák dokáže vyslovit. Poslední bod rozebírá, jak žák ovládá suprasegmentální vlastnosti, jako je například intonace či slovní přízvuk. Poté následuje představení fonémů neboli segmentů, které představují jednotlivé zvuky – souhlásky a samohlásky. Spojením vytvářejí tzv. suprasegmenty, jež mají své vlastní vlastnosti, které jsou dle teorie nedílnou součástí rozvoje výslovnosti, a tudíž i jejího učení. Tyto vlastnosti známe jako slovní přízvuk, intonace, rytmus a prozódie, jež jsou v první kapitole taktéž představeny společně s důrazem na jejich rozvoj, jenž by neměl být zanedbán ani u začátečníků.

Druhá kapitola se zabývá tím, jak by se měla výslovnost vyučovat a učit v hodinách anglického jazyka. Nejprve jsou ovšem představeni žáci nižšího stupně základních škol, kteří jsou cílovou skupinou této bakalářské práce. Vyučování a učení mladších žáků je řešeno z hlediska pochopení, kdo tito žáci vlastně jsou, nebo zda již někdo z nich má zkušenosti s angličtinou. Dále je také důležité se seznámit s očekávanými výstupy, které jsou zapsány v rámcovém vzdělávacím programu pro základní školy. Po seznámení se žáky je důležité vybrat řečový model, který bude v hodinách představen. V této podkapitole je krátce představena historie, kdy je patrné, že velkou roli hrál britský model, což se ale v poslední době mění. Toto může mít dopad na učitelovu volbu při vybírání vhodného modelu, protože učitel by měl brát v úvahu nejen, kdo jsou jeho žáci, ale také který model se učí v okolí školy, a hlavně jaký model učitel zná nejvíce z dob svého studia i práce. Nakonec je ovšem vysvětleno, že se

z angličtiny stala takzvaná Lingua Franca neboli jazyk používaný širěji nad rámec rodilých mluvčích, a proto se zaměření na dokonalou výslovnost pro pouze jeden model stává minulostí. Co ho nahradilo, je žákovo dosažení srozumitelnosti, kdy dva mluvčí různých národností dokážou porozumět jeden druhému za využití anglického jazyka.

Poté následuje druhá polovina druhé kapitoly, ve které je vysvětleno, jak se učit a vyučovat výslovnost, když už učitel zná své žáky a má vybraný model, který by chtěl v hodinách představit. Tento proces ovšem vyžaduje několik fází, tou první je stanovení realistických cílů, neboť žádný učitel by nebyl schopen předat svým žákům vše, co ví o daném jazyce. Učitel by se proto měl zaměřit pouze na věci, které odpovídají potřebám daných žáků a také potřebám pro rozvoj výslovnosti, kdy by se cíle měly zaměřit hlavně na dvě stránky – recepci (to co žáci slyší a rozeznají) a produkci (to co ústně vyprodukují). Toto je také spojeno s revidovanou Bloomovou taxonomií cílů, jež nabádá k vytvoření jasných cílů, které dopomohou k efektivitě a jasnosti aktivit. Revidovaná Bloomova taxonomie také pracuje se dvěma dimenzemi pro stanovení cílů. První je znalostní dimenze, ve které jsou čtyři stupně – faktické poznatky, konceptuální poznatky, procedurální poznatky a meta kognitivní poznatky. Druhá dimenze se nazývá dimenze kognitivních procesů, ve které jsou stupně seřazeny následovně – zapamatovat, rozumět, aplikovat, analyzovat, hodnotit a tvořit. Tyto dvě dimenze jsou důležité, neboť se s nimi později pracuje v praktické části. Další fází jsou obecné principy, podle nichž se aktivity dělí na kontrolované, řízené a volné. Dále přicházejí na řadu již samotné aktivity, které jsou rozděleny do tří bloků – aktivity či techniky které rozvíjí jednotlivé zvuky, aktivity či techniky které rozvíjejí intonaci, a nakonec aktivity či techniky které rozvíjí slovní přízvuk.

Třetí kapitola představuje učebnice jako takové, to znamená, k čemu se používají a co přinášejí pro žáka či učitele. Každá učebnice ovšem musí být důkladně vybrána a analyzována učitelem před používáním v hodinách, o čemž pojednává další část třetí kapitoly, ve které je ukázáno, že hodnocení vybrané učebnice je rozděleno do tří zásadních částí – části před použitím, při použití, a části po použití. Jak lze vidět, hodnocení učebnice je velmi dlouhý proces, který učitelům zabere minimálně jeden rok, i proto tato práce vychází pouze z první části hodnocení – té před použitím. Kapitola je zakončena výběrem kritérií pro analýzu, při kterém se vychází z revidované Bloomovy taxonomie, tří aspektů výslovnosti, které byly představeny (jednotlivé zvuky, intonace a slovní přízvuk) a také z teorie o hodnocení učebnic.

Praktická část nejprve definuje cíl a otázky výzkumu skrze které se dosáhne cíle. Poté přichází představení učebnice, kdy je představena *New Chatterbox Starter*, která byla vybrána z osobního hlediska, neboť s touto učebnicí nemám zkušenosti jako žák, ale jako učitel při učitelských praxích. Dále je také používána ve škole, kde vyučuji volitelné hodiny informační technologie a pro zkušenosti se školou ji vidím jako začátek mé kariéry. Učebnici navíc doprovází příběh, který byl v teoretické části zmíněn jako aspekt, který pozitivně rozvíjí výslovnost. I proto jsem byl zvědav, jak tato učebnice obstála. Na konci kapitoly je představen zdroj sběru dat, kterým se stal kontrolní seznam, kde se zaškrťává, zda byla přítomna aktivita, která rozvíjí jednotlivé zvuky, intonaci, či slovní přízvuk a na který stupeň znalostní dimenze a dimenze kognitivních procesů cílí.

Poté již následuje finální kapitola, ve které probíhá analýza, jež je rozdělena do čtyř částí – diskusi o cílech aktivit rozvíjejících jednotlivé zvuky, diskusi o cílech aktivit které rozvíjejí intonaci, diskuzi o cílech aktivit které rozvíjejí slovní přízvuk, a nakonec krátká diskuze, zda učebnice vede žáky k očekávaným výstupům z RVP a CEFR Companion Volume. První tři části analýzy jsou doprovázeny názornými grafy, kde je nejprve k vidění graf zaměřující se na dimenzi kognitivních procesů a poté graf znázorňující výsledky s ohledem na znalostní dimenzi. Bylo zjištěno, že učebnice podporuje rozvoj jak jednotlivých zvuků, tak i intonace a slovního přízvuku. Učebnice se zaměřuje na tři stupně dimenze kognitivních procesů, kdy jsou přítomny stupně zapamatovat, rozumět a aplikovat. V teoretické části je vysvětleno, že žáci tohoto věku nedokáží ještě analyzovat jazyky a že jejich vývoj nedosáhl úrovně pro analýzu, proto nebyl výsledek neočekávaný. Přímo v analýze je také definováno, které stupně ze znalostní dimenze normálně doprovázejí jednotlivé stupně z dimenze kognitivních procesů. I zde výsledek nebyl překvapující. Učebnice chytře podporuje žákovy zkušenosti z prvních lekcí v lekcích následujících, kde již musí použít to, co zná. To se netýká pouze cvičení na jednotlivé zvuky, ale také cvičení zaměřených na intonaci, kdy žáci opakuji věty, kde jsou použity druhy intonace, které byly již použity v předešlých hodinách. Slovní přízvuk je v učebnici také přítomen, i když jen povrchově, neboť většina slov má slovní přízvuk na stejné slabice jako český slovní přízvuk, který je zafixovaný na první slabice. Poslední část analýzy komentuje, zda učebnice vede žáky k očekávaným výstupům z RVP a CEFR Companion Volume. Bylo zjištěno, že učebnice vede žáky k výstupům z obou rámců. Jediný bod, který se v této učebnici nerozvíjel byla znalost fonologických symbolů, kdy učebnice má slovníček s transkripcí, ale žádné úkoly, které by s ním pracovaly, nebyly nalezeny. Učebnice je proto na bázi analýzy doporučena, neboť se řídí očekávanými výstupy, podporuje stupně

z dimenze kognitivních procesů a znalostní dimenze, které jsou relevantní k dané věkové skupině žáků a také rozvíjí nejen segmenty ale také suprasegmentální vlastnosti.

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Appendices

Appendix A – Checklist table of <i>New Chatterbox Starter</i>	65
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Appendix A – Checklist table of *New Chatterbox Starter*

Criteria	Aims	1/ 2-3	1/ 4-5	1/ 6-7	2/ 8-9	2/ 10- 11	2/ 12- 13	3/ 14- 15
Activity developing individual sounds	Remembering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity developing intonation	Remembering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remembering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities developing word stress	Factual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	3/ 16- 17	3 / 18- 19	* / 20- 21	4 / 22- 23	4 / 24- 25	4 / 26- 27	5 / 28- 29
Activity developing individual sounds	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity developing intonation	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Activities developing word stress	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	5 / 30- 31	5 / 32- 33	6 / 34- 35	6 / 36- 37	6 / 38- 39	* / 40- 41	7 / 42- 43
Activity developing individual sounds	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity developing intonation	Remembering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities developing word stress	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	7 / 44- 45	7/ 46- 47	8 / 48- 49	8 / 50- 51	8/ 52- 53	9 / 54- 55	9 / 56- 57
Activity developing individual sounds	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity developing intonation	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities developing word stress	Remembering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	9 / 58- 59	* / 60- 61	10 / 62- 63	10 / 64- 65	10 / 66- 67	11 / 68- 69	11 / 70- 71
Activity developing individual sounds	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity developing intonation	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities developing word stress	Remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	11 / 72- 73	12 / 74- 75	12 / 76- 77	12 / 78- 79	* / 80- 81	F / 82	F / 83
	Remembering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity developing individual sounds	Factual knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity developing intonation	Remembering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities developing word stress	Remembering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Aims	F / 84
	Remembering	<input checked="" type="checkbox"/>
	Understanding	<input checked="" type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>

Activity developing individual sounds	Analysing	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>
	Creating	<input type="checkbox"/>
	Factual knowledge	<input checked="" type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>
	Procedural knowledge	<input type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>
Activity developing intonation	Remembering	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>
	Creating	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>
Activities developing word stress	Remembering	<input type="checkbox"/>
	Understanding	<input type="checkbox"/>
	Applying	<input checked="" type="checkbox"/>
	Analysing	<input type="checkbox"/>
	Evaluating	<input type="checkbox"/>
	Creating	<input type="checkbox"/>
	Factual knowledge	<input type="checkbox"/>
	Conceptual knowledge	<input type="checkbox"/>
	Procedural knowledge	<input checked="" type="checkbox"/>
	Meta-cognitive knowledge	<input type="checkbox"/>