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Developing Writing Skills in Lower-secondary Learners: Textbook Evaluation

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Zásady pro vypracování

Studentka se ve své bakalářské práci bude zabývat rozvojem řečové dovednosti psaní v kontextu výuky angličtiny na základní škole. V úvodu teoretické části práce nejprve představí obecně přijímaný cíl cizojazyčné výuky, komunikační kompetenci, který dále za využití relevantních dokumentů konkretizuje pro daný stupeň vzdělávání a vybranou dovednost. Následně studentka definuje psaní jako produktivní řečovou dovednost. Další část bude věnována současnému pohledu na výuku psaní a učebnici anglického jazyka a její roli jako prostředku ve výuce angličtiny. V praktické části práce studentka realizuje hodnocení vybrané učebnice angličtiny pro základní školy z hlediska příležitosti pro rozvoj řečové dovednosti psaní.

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ANNOTATION

This bachelor thesis deals with the evaluation of a selected EFL textbook from the perspective of developing writing skills. The theoretical part at first discusses communicative competence together with the skill of writing in the context of English language teaching and learning. Subsequently, the thesis focuses on techniques and approaches in developing writing skills that appear on the evaluation list of criteria. Finally, it describes the concept of a textbook as a teaching aid and presents functions and roles of textbooks in the process of English language teaching and learning. In the practical part, according to the list of criteria, individual activities developing writing skills are analysed on the basis of which a textbook is evaluated.

KEY WORDS

Writing skills, communicative competence, textbook, evaluation, list of criteria

ANOTACE

Tato bakalářská práce se zabývá hodnocením vybrané učebnice anglického jazyka z hlediska rozvoje řečové dovednosti psaní. Teoretická část nejprve diskutuje komunikační kompetenci společně s dovedností psaní v kontextu vyučování a učení se anglickému jazyku. Následně se práce soustředí na techniky a přístupy v rozvoji psaní, které se objevují na seznamu hodnotících kritérií. Na závěr popisuje pojem učebnice jakožto učební pomůcky a představuje funkce a role učebnice v procesu výuky a učení se cizím jazykům. V praktické části jsou pomocí seznamu kritérií analyzovány jednotlivé aktivity rozvíjející psaní, na základně čehož je učebnice zhodnocena.

KLÍČOVÁ SLOVA

Řečová dovednost psaní, komunikační kompetence, učebnice, hodnocení, seznam kritérií

TABLE OF CONTENTS

PRACTICAL PART

LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages

FEP BE – Framework Educational Programme for Basic Education

EFL - English as a Foreign Language

ELT - English Language Teaching

ESL – English as a Second Language

INTRODUCTION

Written communication in the English language is nowadays an essential skill. Many people need to produce written texts in English for their studies and professional needs, however, this skill is sometimes perceived as the most difficult skill to teach and learn since for the realization of written communication, managing of all the subcompetences of communicative language competence (such as linguistic competences, sociolinguistic competences, and pragmatic competences) is necessary. Also, developing writing skills is a long-term process in which the role of a teacher as well as the feedback plays a crucial position. In the past, this skill was overshadowed by other language skills, nevertheless, these days the position of such skill should have been equalized. Therefore, this thesis checks how the skill of writing is developed through a particular EFL teaching aid used at lower-secondary schools.

Teachers incorporate various teaching aids into their foreign language lessons, including textbooks, since textbooks provide support and organizational structure. The overall aim of this thesis is to evaluate a selected textbook from the perspective of developing the skill of writing. This thesis is divided into two parts – the theoretical and practical part. The first chapter of the theoretical part introduces writing skills in the context of English language teaching and learning, i.e. The chapter discusses the communicative language competence and its composition from the viewpoint of the Common European Framework of Reference for Languages (CEFR), the goals of developing writing skills in relation to the Framework Educational Programme for Basic Education (FEP BE), CEFR and ELT methodology. The second chapter provides a definition of writing as a productive skill, stresses the importance of such a skill in today's progressive world, introduces techniques and approaches to teaching writing, and presents phases crucial for writing improvement. The third chapter is concerned with the textbook as a teaching aid. It defines what a textbook is and discusses the functions and roles of such an aid. Lastly, there is a presentation of approaches to textbook evaluation out of which two are used in the practical part.

The practical part consists of three main chapters. Firstly, the aim of the empirical part is stated together with the research questions and the list of criteria which is used for the evaluation of the textbook, e.g. selected writing activities focusing on developing writing. Then, the process of selecting the textbook for evaluation is described and a general description of the selected textbook, Project 3, fourth edition is provided. Subsequently, the way data was collected is explained and the individual activities aimed at writing improvement are analyzed according to

the list of criteria which enables to answer the research questions. Finally, the results of the analysis of Project 3, fourth edition, are summarized.

THEORETICAL PART

1 AIMS IN ELT

1.1 Communicative competence

The main goal of English language teaching is to develop communicative competence (Richards and Rodgers 2014, 159). This term was suggested by Hymes who defines it as what a learner needs to know in order to be communicatively competent (Richards and Rodgers 2014, 88). In addition, communicative competence refers to the knowledge of a language learner/user and the ability to use such knowledge ((Richards and Rodgers 2014, 88).

Nevertheless, the construct of communicative competence was being developed which brought about the use of different terminology. For instance, according to Canale and Swan (1980 in Richards and Rodgers 2014, 89) such a competence is composed of four subcomponents: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. Another conception of communicative competence was interpreted by Bachman (1990, 81) who asserted that "the ability to use language communicatively involves both knowledge of or competence in the language, and the capacity for implementing, or using this competence." However, the Common European Framework of Reference[1] presented such a construct differently which was reflected in the terminology.

According to the Common European Framework of Reference for Languages[2], communicative language competence is composed of three other subcomponents: sociolinguistic competences, linguistic competences, and pragmatic competences. In addition, each of these competences is supplemented by other more specific subcategories. Likewise, the expected knowledge and the ability of usage of the language are presented by a description of different levels of learner's achievement. Nevertheless, this thesis is focused specifically on lower-secondary learners which means that only level A2 will be concerned (CEFR 2001, 108).

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1 Council of Europe. 2001. Common European Framework of References for Languages: Learning, Teaching, Assessment. Cambridge, UK: Press.
https://rm.coe.int/16802fc1bf
2 Throughout this thesis, I work with the first CEFR document that was published in 2001 because this version influenced Czech curricular documents.

The overal decriptors of the knowledge and the ability an A2 level learner should achieve are set in CEFR as:

> Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

> (CEFR 2001, 24)

Linguistic competences are one of the essential parts of communicative language competence because a learner is not able to communicate effectively without having background linguistic knowledge. The Common European Framework defines this term as the knowledge and ability to formulate a message intelligibly in order to make it comprehensible to the receiver. In addition, CEFR states that linguistic competences consist of lexical, grammatical, semantic, phonological, orthographical, and orthoepic competences (CEFR 2001, 109). To be more specific, the general range of linguistic competences is described as:

> Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

> Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

> (CEFR 2001, 110)

Further, the Common European Framework (2001, 118) describes sociolinguistic competences which are defined as competences "concerned with the knowledge and skills required to deal with the social dimension of language use." Not only are sociolinguistic competences focused on the knowledge and skills of the language, but the learner should be familiar with the social background as well. For instance, a person should be aware of cultural differences, dialects, and traditions when having a conversation, or in some situations the speaker should appraise when it is more suitable to speak and when it is better to be silent (CEFR 2001, 119). Therefore, CEFR divides sociolinguistic competences into more specific parts such as linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, and dialect and accent (CEFR 2001, 118-121). The sociolinguistic achievements are described in CEFR as:

> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

Can socialize simply but effectively using the simplest common expressions and following basic routine.
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

<div align="right">(CEFR 2001, 122)</div>

Finally, pragmatic competences are described by CEFR as the ability to use language properly in a social context in order to understand the intention of the communication. Pragmatic competences involve discourse, design, and functional competence. Discourse competence refers to the ability of learners to arrange sentences in order to produce meaningful coherent message (CEFR 2001, 123). In addition, there are four aspects of discourse competence CEFR provides on the illustrative scale:

Flexibility:

Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
Can expand learned phrases through simple re-combinations of their elements.

Turntaking:

Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.

Thematic developement:

Can tell a story or describe something in a simple list of points.

Coherence and cohesion:

Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
Can link groups of words with simple connectors like 'and', 'but' and 'because'.

<div align="right">(CEFR 2001, 124-125)</div>

According to CEFR, functional competence is focused on spoken and written communication with regard to their functional purposes. Learners should be able to move through various phases of interacting and responding between the opening interchange and conclusion. This competence is divided into microfunctions, macrofunctions, and interaction schema (CEFR 2001, 125). Microfunctions, interaction schema, and general schema for purchase of goods or services relate only to the spoken form of the language communication and can be determined by two aspects: fluency and propositional precision (CEFR 2001, 128).

Macrofunctions, on the other hand, are concerned not only with the spoken form of language, but with the written communication, which is comprised of a sequence of sentences, as well (CEFR 2001, 126). In addition, macrofunctions involve description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, or persuasion (CEFR 2001, 126).

When writing skills are being developed, the knowledge and usage of linguistic, sociolinguistic, and pragmatic competences is utilized. Therefore, it is essential to define all the competences set by CEFR which lead to the improvement of communicative competence, and which appear on the list of criteria. Furthermore, CEFR represents an integral part of English Language Teaching in the Czech Republic because all the above-mentioned competences and their descriptors influenced the Czech educational system to form a very important curricular document that is discussed below (1.2.1).

1.2 Goals of developing writing skills

1.2.1 The goals of developing writing skills at lower-secondary schools

English is classified as a foreign language in the Czech educational system. General eduactional goals are stated in curricular documents. In view of the fact that this thesis focuses on lower-secondary learners, the Framework Educational Programme for Basic Education will be used as the main source for this subchapter. The goals for foreign language teaching-learning stated in the Framework Educational Programme for Basic Education are described as the expected outcomes (MŠMT 2017, 18). These outcomes, which are divided into two stages, present what a learner should accomplish at the end of a particular stage of education (MŠMT 2017, 18). Therefore, as for the purpose of this thesis, the expected outcomes of ninth-grade students (stage 2) will be referred to.

The FEP BE (Framework Educational Programme for Basic Education, MŠMT 2017) document's expected outcomes for foreign languages are based on CEFR, which presents different levels of language achievement discussed below in the thesis (MŠMT 2017, 19). To liken the FEP BE to CEFR, Czech students of the foreign language should achieve level A2 at the end of the ninth grade (MŠMT 2017, 19).

Specifically, the expected outcomes for writing skills at the end of the ninth grade are described as:

Learner

- can fill out personal data about him/herself in a form
- writes simple texts about him/herself, family, school, free time, and other studied themes areas
- reacts to simple written messages

(MŠMT 2017, 27)

Since these expected outcomes are not defined in detail, thus, a teacher may not be sure what each outcome means exactly, FEP BE set indicators to specify it. These indicators are presented as follow:

"Can fill out personal data about him/herself in a form" means:

- Learner is able to write down/complete information in a form of set phrases or simple sentences concerning himself/herself, family and friends, subject or actions, which are done on daily basis.

"Writes simple texts about him/herself, family, school, free time, and other studied themes areas" means:

- Learner can write a short simple description of himself/herself and other people, place of living, everyday activities and needs, ways of living, or past events with a usage of sentences connected via conjunctions *and, but, or, because* and interjections *first, then, after, in the end.*
- Learner can write a simple text such as letter, e-mail, or message expressing, for example, invitation, apology, request, or thanks with a usage of simple sentences.
- Learner can write a simple story as a sequence of particular events with the usage of sentences arranged consecutively or sentences connected with conjunctions like *firstly, then, after, in the end.*
- Learner can write a description of his/her plans with the usage of sentences arranged consecutively or sentences connected with conjunctions like *firstly, then, after, in the end.*

"Reacts to simple written messages" means:

- Learner can answer to a short message or question(s) concerning himself/herself, other people, surroundings, places of living, everyday activities and needs, or ways of living in a written form with the usage of simple phrases and sentences

(MŠMT, 2017)

Besides expected outcomes, FEP BE also states subject matters similar to CEFR thematic categories that learners should command. These subject matters are divided into four parts such as vocabulary, theme areas, grammar, and lexical principles of orthography. Speaking of the theme areas, there are home, family, housing, school, free time, culture, sport, travelling,

feelings and moods, eating habits, weather, town and countryside, shopping and fashion, society and its problems, health care, career choice, media and modern technologies, basic facts on relevant foreign language speaking countries, the socio-cultural environment of respective language areas and of the Czech Republic. Some of these topics are already included in the expected outcomes above this paragraph (MŠMT 2017, 27).

1.2.2 The goals of developing writing skills in Common European Framework of Reference for Languages

CEFR categorizes writing as a productive tratégy and strategy, since the writer produces a written text. The aim of the writing development of A2 level learners are determined by CEFR on the illustrative scale as:

> Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.

(CEFR 2001, 62)

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

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

(CEFR 2001, 52)

All these theme areas mentioned above are divided into subcategories (sub-themes) for which further specific notions are determined (CEFR 2001, 52). An example of this classification of sub-themes and specific notions is in Appendix A of this thesis.

To compare the Common European Framework of Reference for Languages with the Framework Educational Programme for Basic Education, there is a quite obvious fact that the topics presented in FEP BE and CEFR overlap to a large extent since the topics of CEFR are almost identical to theme areas stated by FEP BE. Also the expected outcomes of the Czech curricular document correspond to the descriptors in the Common European Framework of Reference for Languages. Certainly, both of these documents represent a significant supporting role in the Czech educational system aimed at foreign language teaching and learning.

1.2.3 General aim of developing writing skills in ELT

The aims of developing writing skills from the viewpoint of the Czech educational system and CEFR are specified above. Nevertheless, from the perspective of ELT, the general goal is not defined that unambiguously. Different authors present differently detailed goals of writing skills. For instance, Ur (2009, 163) claims that the main goal of writing is "to be able to express ideas and convey a message to the reader." Leki, Cumming, and Silva's brings more detailed formulation and express the general goal of writing as follows: "Learners should be able to produce meaningful, accurate written texts by composing effectively and engaging in the discourse appropriate to specific social contexts and purposes" (Leki, Cumming, and Silva in Celce Murcia, Brinton and Snow 2014, 228). Certainly, Leki's, Cumming's, and Silva's definition is more sophisticated in comparison with Ur because the definition takes into account that writing is a complex process in which all the areas of communicative language competence are applied.

Weigle adds that to reach the required general aim of writing, a comprehensive syllabus should be created. Forming a syllabus enables to set objectives and to think critically about the choice of learning activities that help to achieve the overall goals of writing courses (Weigle in Celce Murcia, Brinton and Snow 2014, 229). The formulation of goals for writing lessons represents an important part of the whole process of developing language skills because these overall goals lead to the improvement of communicative competence.

2 WRITING SKILLS IN ELT

Language skills such as writing, speaking, reading, and listening can be divided into two groups: receptive, and productive skills. Writing as well as speaking is classified as productive skills because when speaking or writing learners need to produce language and convey meaning themselves (Harmer 2004, 275). On the other hand, reading and listening fall under the category of receptive skills because when listening, or reading, learners are not producing language, they are rather trying to extract the understanding from the discourse (Harmer 2004, 271).

Since this thesis is focused on writing skills only, this term needs to be analysed and defined in more detail. Writing from a sociocultural perspective is seen as the ability to participate in one or more discourse communities which means that the student distinguishes different styles of writing for different addressees (Weigle in Celce-Murcia, Brinton and Snow 2014, 223). This is one of the possible ways we can look at writing. Nevertheless, Weigle also presents another - cognitive - point of view which is explained as a combination of writing ability and second language proficiency. To be more specific, learner's capacity to think of the overall message to present arguments and their organization, which requires the ability of planning and appropriate language usage to express their opinion clearly, is considered (Weigle in Celce-Murcia, Brinton and Snow 2014, 223).

Naturally, as explained above, writing enables students to produce a piece of text. This written production includes, for instance, reports' writing, making notes for future reference, writing a personal letter, completing forms and questionnaires, or creative and imaginative writing (CEFR 2001, 61). In short, writing skills can be developed via different types of activities which make it a complex, and important skill in English language teaching and learning.

2.1 Rise of the importance of developing writing skills

Nowadays, writing is even more important than ever before. In the past, the emphasis on developing such a skill was not put that much in comparison with the present perception of writing. Before, writing was not the main objective through which students could become better writers, mainly its purpose was to be used only as a tool for language teaching and learning, i.e. for practising grammar, vocabulary, reading, or listening (Ur 2009, 162). However, thanks to the progress of modern technology, written communication has become essential for real life as well as for the field of education (Celce-Murcia, Brinton and Snow 2014, 223). Not only helped the growth of modern technology to put writing on the same level as other language

skills, but the globalization had also a significant participation (Celce-Murcia, Brinton and Snow 2014, 222). These days more and more people seek for the improvement of foreign language writing for different educational or working reasons. For example, to make international business communication easier or to pursue academic degrees (Celce-Murcia, Brinton and Snow 2014, 223). All these reasons helped writing skills to make their own important place in education.

In addition, since society wants to keep up with these new trends of communication, the emphasis on developing writing has become more topical in order to acknowledge writers of effective and clear presenting of thoughts in a written form via modern communication tools. All these new ways of communication which were recently developed demand the acquirement of new genres of texts such as e-mail, short mobile messages, synchronous chats, etc. (Harmer 2004, 11). For that reason, writers should be taught and trained to have not only the knowledge of the language itself but to be aware of the sociolinguistic and pragmatic aspects of written texts as well because, for example, some texts should be written in a formal style and other texts permit informal expressions (Ur 2009, 163). In other words, the modernization of communication also brought new rules in compliance with new types of texts.

2.2 Different incorporation of writing in ELT

The purpose of using writing may sometimes differ, as expressed above. Nevertheless, writing has always formed part of the syllabus for the teaching of English, even though once it is used as a backup tool for teaching and learning and the other time the ability to communicate effectively in a written form is aimed to be taught (Harmer 2004, 31). Therefore, two types of writing are distinguished: writing as a means, which serves mainly as a tool for learning something else because students write predominantly to practice, for example, learning of grammar and vocabulary, and writing as an end (Ur 2009, 162). Writing as an end is a type of writing where the teacher's objective is to build the student's writing skills (Harmer 2011, 330). Such a type concentrates on helping learners to be better in producing clear comprehensible written messages and requires endeavour in time management and planning. In brief, learners learn through particular tasks how to create a coherent meaningful text (Harmer 2011, 330).

As aforementioned, in ESL lessons writing can have different functions of usage. Nonetheless, since the practical part of this thesis focuses on the analysis of activities which develop writing skills, writing as an end is essential. Thus, an in-depth insight into this type of writing and its process of learning-teaching is carried out below.

2.3 Teaching the skill of writing

The skill of writing is taught and trained to make learners write effectively, therefore, requires a great deal of attention from language teachers (Harmer 2004, 3). Authors agree that teachers are expected to develop writing skill in order to make students better writers in a way that they encourage and help them to follow a set of preparatory steps before a piece of text is produced and educate learners to make them aware of the whole process of writing from the preparation to the final product so that they can be more independent in future tasks (Scrivener 2005, 194). In addition, teachers are recommended to follow a sequenced model where they are supposed to, firstly, lead-in (engage students with the topic), set the task (explain what learners will do), monitor the task (help with difficulties, point students in directions), give feedback afterwards to let them know how well they did and, finally, prepare a task-related follow-up (Harmer 2011, 275). This basic model structures the process of learning and developing writing skills logically.

However, what many authors do not discuss is that the attention should be put not only on the steps of preparation, but the other aspects such as learner's life and gained experience, relevance of tasks or the level of English must be taken into account as well. Nevertheless, there are exceptions such as Byrne (1991, 27-29) who does not omit the experience and relevance and suggests a list of the principles in teaching writing covering learner's needs as a guidance for teachers in which all the crucial aspects of developing writing as a language skill are covered. This list is available in Appendix B. For instance, he highlights in point h) that different types of activities are suitable for different learners. In this case learner's level of English plays an important role because when deciding what activity to choose, different knowledge enables different text production (Byrne 1991, 28).

Apart from the structuring of tasks, when teaching writing, aims must be defined, too. In the Czech educational system, teaching writing is framed by curricular documents, as mentioned above (see chapter 1.2.1), which state the goals and the educational content as well (MŠMT 2017, 27). Teachers must observe these goals and adjust writing lessons so that the expected outcomes of a foreign language will be achieved. In other words, not only teachers should teach writing in a way that arises from the didactical principles, but there are requirements following from the curricular documents as well.

Another importance when developing writing in terms of producing own pieces of texts is that the aims of teaching-learning orientation may differ. Specifically, two approaches which guide the goals of writing lessons are distinguished in literature: process, and product-oriented

approach (Zelinková, Černá a Zitková 2020, 90). When concentrating on the final product, the product approach is applied, and when valuing the phases of writing, the process approach is referred to (Zelinková, Černá a Zitková 2020, 90). Hedge sums up that "it seems to be the sensible way forward for the teacher to use the best of both approaches in order to develop those aspects of writing most needed by students." (Hedge 2000, 329). Briefly, both these approaches make the development accomplishable and thus, are essential assistants on the path of pupils' writing improvement which is why a deeper insight ensues.

2.3.1 Product-oriented approach

When focusing on the product, the attention is put to what is produced. Therefore, the aim of a task and the final product are the main interest (Harmer 2011, 325). The goal of the product-oriented approach is formulated as "learners are able to produce features of texts accurately" (Hedge 2000, 329). In other words, learner's concentration is turned to attributes of accuracy which is the reason why product writing leads to error elimination of grammar, spelling, and punctuation (Harmer 2004, 11). Further, product-oriented writing is closely related to teaching writing focusing on the genre where genre expresses norms of different kinds of writing (Harmer 2011, 327). As for the lower-secondary learners, the teaching-learning of the skill of writing should, according to FEP BE, involve narration of a story, and letter, description, and message writing (MŠMT 2017). The aim of this approach enables learners to imitate different kinds of writing which is preceded by presenting typical examples of texts that help students to see differences in styles of genres and confirms the knowledge of topics and conventions (MŠMT 2017).

One of the main roles of teachers in the product-oriented process is to 'prime' writing through two steps. Firstly, preparatory activities need to be composed where, obviously, a teacher should (besides other things) demonstrate what different genres look like by providing examples such as sample texts. Secondly, the produced learner's task must be evaluated in order to analyse strengths and weaknesses which is important for the learner's improvement (Hedge 2000, 320).

However, even though it may be beneficial for learners, through teaching writing with the concentration on the final product as such, only under certain circumstances can writing be developed (Harmer 2004, 11). For that reason, it is recommended to concentrate on the process of a written text as well so as to keep the writing development in balance.

2.3.2 Process-oriented approach

The process-oriented approach is characterized as a "result of employing strategies to manage the composing process, which is one of gradually developing a text" (Hedge 2000, 302). In addition, this approach focuses on numerous stages that the written product goes through, however, different authors distinguish various phases of the process. For instance, according to Flower (1989 in Hyland 2004, 163), the writing process includes planning, revising, and editing which is quite a simplified description of all the phases a writer should not omit. Hedge (2000, 302), on the other hand, suggests more detailed explanation since she believes that the complexity of the whole process of writing is given by stating aims, preparing ideas, realizing the addressee, organizing information and sources, choosing the appropriate language, creating a draft, reading, monitoring, reviewing, revising, and editing the text.

The main goal of the process approach is "to help students to gain greater control over the cognitive strategies involved in composing," which can be achieved by incorporating all the principles which are named individually above into the teaching of writing (Hedge 2000, 308). Teachers have a pivotal role and should provide learners a guidance when planning the content, managing the time, targeting the audience, gathering ideas, and revising the text (Hedge 2000, 308). All these steps need to follow to make the process of writing improvement comprehensive.

Summarily, the combination of these two approaches functions as a mean for the balanced development of writing. When planning and preparing particular activities that are the tools through which writing is learnt and trained, teachers should work with these approaches to cover all the aspects writing development requires. Nevertheless, the whole process of writing is much more complex thus, not only the appliaction of both mentioned approaches is necessary, but also a division of the process of teaching and learning writing into phases is fundamental.

Writing is divided into many different phases. In these phases, different types of exercises are organized and incorporated into lessons by teachers. Authors name the phases differently and thus, bring a different amount of such stages. It is possible to divide the process of writing development into three simple phases such as the pre-writing, writing, and follow-up.

2.3.3 Pre-writing

Literature sources name all the preparatory steps as pre-writing activities. These pre-activities have different forms and different aims, nevertheless, in general, they serve learners as a preparation before the writing process itself starts. Mainly, the initial support is given to students (Celce Murcia, Brinton and Snow 2014, 227). Commonly, every now and then students struggle with a lack of ideas which is one of the reasons why pre-writing activities should be involved in the process of writing development in order to avoid such problems. Scott and Ytreberg believe that it helps students to organize and collect all their ideas and thoughts, for example, by talking about the subject, which provides enough information and helps sort out ideas before settling down to the writing. Further ways of pre-activities are speaking or listening exercises or vocabulary activities (Scott and Ytreberg 1990, 75-83). In this phase, teachers also incorporate supporting tools such as dictionaries which refer to linguistic preparation, especially, when speaking of the vocabulary.

Furthermore, the pre-writing activities provide motivation for students as well (Weigle in Celce-Murcia, Brinton, and Snow 2014, 227). For instance, the planning phase may involve brainstorming, where students come up with ideas which can inspire other classmates, or guided tasks which direct learners to think about the aim or the content of the writing task (Harmer 2004, 11). Thanks to that the concern about the absence of ideas will be easily reduced.

However, all these authors omit one of the most important steps in the process of developing writing skills – determining the addressee. Naturally, learners must be aware of who will read their work to adapt the text properly, since different addressees change the requisites concerning writing meaning the language form, style, and social appropriateness (Hedge 2000, 312). Hedge illustrates a list of questions to help learners with realizing for whom they write. For example, learners should ask themselves what and how much information they should give their audience to introduce the topic of writing before an argumentation starts (Hedge 2000, 312). The whole list of these questions is available in Appendix C.

Another importance to consider when speaking of pre-writing activities is the respect of the needs of different students in teacher's classroom. Since the Czech educational system legislatively supports the inclusion in education, according to FEP BE, all the educational needs of every student must be taken into consideration in a learning-teaching process (MŠMT, 2017). In the preparatory phase of writing learners, mainly those with specific needs should be

provided with individual ways of support, especially, visual support such as diagrams, mind maps, or pictures (Zelinková, Černá, Zitková 2020, 91).

In brief, the pre-writing phase must not be omitted in the process of teaching-learning the skill of writing because it is a necessary part which enables students to state the aims of their writing, prepare ideas, realize the addressee, organize the information and choose the appropriate language which logically helps them to be more prepared for the following step – the process of production of their own pieces of texts themselves.

2.3.4 Writing

In this following writing phase, the focus is put on the content and how ideas are written down on paper (Hedge 2000, 227). Activities can be sorted from many different viewpoints. On the general level, there is Littlewood's taxonomy which provides a distinction of activities that develop language skills (Littlewood 1991). Further, activities can be distinguished from the standpoint of the support learners get from teachers. In literature, these types of exercises are distinguished as controlled, guided, or free writing activities (Hedge 2000, 227).

One of the first writing activities that learners experience are controlled writing activities. As the name indicates, these activities are tightly controlled (Scott and Ytreberg 1990, 69). Hyland (2004, 4) explains this type of writing as writing where "learners manipulate fixed patterns, often from substitution tables." These fixed patterns of writing are sequential. First, students are given sentence tasks, they change words or clauses, then copy examples or paragraphs from a textbook (Scrivener 2005, 193). All the work on given materials is a strictly prescribe operation which makes it easier for learners to do a sufficient job and avoid errors as a bonus. Nevertheless, it is not the rule that no errors are made when focusing on controlled writing but usually, students make fewer mistakes in comparison with other types of writing since they have a limited opportunity. In addition, the emphasis is put on accuracy rather than on fluency or originality in this case (Raimes 1989, 7).

Another type of writing activity from the perspective of support is guided writing which is considered to be an essential teaching tool that helps students develop their writing skills with the assistance of a clear outline, set of pictures, organizational frameworks, or samples (Scrivener 2005, 193). Scrivener (1994, 157) clarifies that guided writing is concealed in "thinking through ideas, ordering them, considering vocabulary and grammar, co-operatively preparing notes and draft copies, and in other ways of making preparations to write." This way enables students to improve their writing skills by being actively encouraged to go through a

set of steps of preparation before the final product is completed and with every other practice, learners become more conscious of the whole process of preparation, therefore, in the next task they will be more independent (Scrivener 1994, 157). To give specific examples, one of the types guided writing represents is dictation where students can be asked to complete particular sentences of a text to be read by teachers (Scott and Ytreberg 1990, 73). In short, this type of writing activities gives students a little bit of freedom in some aspects but still provides huge support and assistance.

Lastly, free writing activities are distinguished which give students a complete freedom in writing. According to Hyland (2004, 4), in free writing learners "use mainly the patterns they have developed to write an essay, letter, and so forth." The emphasis is put on the content and fluency (Raimes 1983, 7). However, when ideas are written down on the paper, grammatical accuracy, organization and the rest must be taken into consideration as well, since without language means nothing can be expressed. Depending on the curricular documents free writing must be incorporated into lessons of English (MŠMT 2007, 18). In brief, this type of writing enables students to produce and construct the language independently and be as creative in writing as possible.

One of the examples of free-writing activities is story writing, which can be quite challenging since it requires a great deal of planning not only for learners, but also for teachers (Scott and Ytreberg 1990, 81). To prepare learners for such an activity, a teacher should set a lot of pre-writing exercises in order to provide pupils with time and space to think deeply about their ideas. Furthermore, the teacher should also provide as much help as possible and help students who might struggle with a lack of ideas by offering some suggestions and opinions (Scott and Ytreberg 1990, 82). This is already discussed in more detail in the previous chapter (see 2.3.3).

Writing dialogues can be another possible way of including free-writing activities into language courses, nevertheless, it can be also reshaped and used in controlled or guided writing depending on the teacher's intention and support. Dialogues engage learner's imagination and contain situations from real life which makes it entertaining for pupils. They can, for example, create their own comic strip or book (Scott and Ytreberg 1990, 78-79). Moreover, students are usually already familiar with these types of activities because it is similar to asynchronous/synchronous chatting. Besides dialogs, other types of writing activities which can be either controlled, guided, or free depending on how much support and restrictions

learners get are, for instance, writing of poems, e-mails, letters, magazine articles, book review, advertisements, or messages (Scrivener 2005, 196).

When being finished with the writing two options ensue. Depending on the aim of the activity, teachers can either stop students from writing and the whole process is done, for example, when practicing producing a text at the first go, i.e. for graduation exams, or they can propose for re-writing which, as mentioned in subchapter 2.3.1, follows after the first draft is produced and gives learners the opportunity to correct their own mistakes, or reformulate their ideas and sentences if necessary. As for this purpose, follow-up activities must be organized.

2.3.5 Follow-up

The post-writing phase is basically a step which includes everything that students and teachers do with the finished text (Hedge 2000, 227). Since producing writing outcomes is not as instant as other language skills, e.g. like speaking, writers have a chance to think, plan and modify before the final finished product appears (Ur 2009, 159). In this case, producing a piece of a written text always requires re-writing, revising, and seeing with new eyes (White and Arndt in Harmer 2011, 326). Usually, once the first version of writing is done, students are required to share their text with the audience which helps them to realize errors and mistakes. After, the process of editing and revising can start. For instance, teachers can help encouraging students in revising their work by talking about their work and progress or providing feedback, etc. (Hedge 2000, 313-316).

Speaking of the feedback, there are many different techniques to evaluate students' texts. For example, underlining the indicated problem(s) and inviting students to the self-correction, making a checklist with criteria with which learners must be familiar before the process of writing starts, or providing a coding system where teachers pinpoint the learner's errors by using particular symbols such as *WO* (wrong word order), *[ ]* (this part needs to be re-arranged/reworded), *WF* (wrong form), or *Sp* (wrong spelling) (Hedge 2000, 315-316). These methods of feedback engage students in looking for areas for the development of their skills of writing.

Furthermore, when revising a text, the attention should be turned to the functional usage of language meaning the communicative language competence. Especially, pragmatic aspects must be scrutinize involving paragraph organization, the selection of new ideas, the responsibility of language selection in relation to texts, discourse competence, and the fulfilment of the requirements of the courtesy depending on what type of text learners produce.

Also, sociolinguistic competence must be examined, social appropriateness mainly (CEFR 2001, 110-128). After that, the final version should be done and if not, the writing process continues in the form of re-drafting or re-editing (Harmer 2011, 326). Pragmatic aspects (meaning pragmatic competences) give the text a logical sequence, thus, such knowledge and usage are an integral part of the learner's writing development.

To conclude, the whole process of improving the skill of writing is complex and generally involves phases of preparation, text production, and the subsequent revision which should be set with the respect to students' needs. Therefore, writing skills must be taught and train in order to help learners to develop their communicative language competence which fulfils the main goal of English language learning-teaching.

3 TEXTBOOK

The practical part of this thesis deals with the evaluation of a textbook from the viewpoint of developing writing skills, thus, this chapter focuses on what a textbook is, its functions and roles, and approaches to the evaluation of such a teaching aid.

3.1 Definition of textbook

Braslavsky describes a textbook as "a teaching, learning and working tool used to support teaching and learning processes in schools" (Braslavsky 2006, 128). This definition is rather vague because it does not specify the important features of textbooks. Průcha, on the other hand, perceives a textbook as a complex "educational construct" whose importance is differentiated by the educational placement of such a tool. Therefore, a textbook can be seen as "an element of the curricular project, as a type of didactic aids, or as a kind of school didactic texts (Průcha 1998, 13-16).

In addition, when using a textbook in a teaching/learning process, not only the student's book is sufficient, but the whole "package" is needed. This package contains teacher's book, workbook, audio recordings, and other materials which support the study of a language (Cunningsworth 1995, 25). As for the purpose of this thesis, only a student's book used as a didactic aid is analysed, nevertheless, all the previously mentioned Průcha's views illustrate that there are more functions a textbook can have.

3.2 Functions of textbook

Speaking of the functions of textbooks, there exist many different classifications by authors like W. Eisenhuth, H. Strietzel, or V. Mnichovský (Průcha 1998, 19). Nonetheless, the most specific classification was conceived by Zujev who, with the help of psychological theory of teaching made by Talyazin, distingiushed these textbook functions:

- an informational function
- a transformational function
- a systematizational function
- consolidating and inspectional function
- self-educational function
- an integrating function
- a coordinating function
- a developmentally-educational function

(Zujev 1983 in Průcha 1998, 19-20)

29

The first function has a noticeable purpose – to present information learners should achieve. The transformational function provides a transformation of professional information from a particular field of science accessible to learners. The systematizational function is concerned with structuring and defining the sequence of curriculum. The consolidating and inspectional function expresses that a textbook (with guidance of a teacher) enables students to acquire certain knowledge and skills, practice it, and check the acquisition, thus, this function is being analysed in the empirical part of the thesis. Then the self-educational function describes the stimulation of students to work independently with a textbook and, most importantly, creates a motivation for learning. The integrating function provides the integration of information which learners acquire from different sources. The coordinating function ensures coordination and synchronization of the textbook with other didactic aids. Lastly, the developmentally-educational function helps with harmonious development of learner's personality, i.e. the formation of aesthetic since, for example (Průcha 1998, 19-20).

Apart from above mentioned functions, Skalková adds an orientational function. This function refers to the content and the index of textbooks, and moreover, informs learners and teachers about the possible ways of using a textbook (Skalková 2007, 105). These functions are more or less general, meaning they can be applied to all textbooks.

3.3 Roles of textbooks in ELT

Cunningsworth presented rather specific functions a textbook can have since his classification contains language textbooks only. According to him, textbooks serve as a tool for achieving learners' aims, and function as:

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

(Cunningsworth 1995, 7)

Cunningsworth's roles of textbooks in ELT are kind of exceeded with Zujev's taxonomy of textbook functions. For instance, as Cunningsworth claims textbooks functions as "a resource for self-directed learning or self-access work" which is quite similar to Zujev's self-educational

function. Further, Cunningsworth believes that textbooks serve as a resource for presentational materials which is the same as Zujev's informational function.

In general, the role of textbooks in ELT is to provide guidance for teachers as well as for learners, but not to be their master (Cunningsworth 1995, 7). Textbooks should not be the main leaders in the process of learning and teaching, teachers should be the ones who decide what and how to teach (Cunningsworth 1995, 7). Obviously, textbooks represent a contribution to the teaching and learning process.

3.4 Approaches to evaluation of textbooks

Since the aim of the practical part of this thesis is to evaluate activities focusing on developing writing in a selected textbook, attention needs to be put on ways textbooks can be analysed. Sikorová claims that a textbook evaluation is based on the assessment of its features and attributes. However, a general taxonomy for textbook evaluation does not exist, many authors have different conceptions of what attributes a textbook should have. To illustrate an example, a scientist J. Mikk (Mikk in Sikorová 2007, 38) defined six aspects the attention should be put on such as the content (connection to real-life situations, reference to objectives), readability (comprehensibility, complexity of texts), the structure (the logic of unit structuring), activities, development of learner's thinking, and the place of interest (specific examples, pictures, emotionality) (Sikorová 2007, 38). This type of evaluation focuses on textbooks in general.

Since the practical part evaluates an English textbook, another view which concerns language textbook analysis needs to be contained as well. This analysis is presented by Cunningsworth, who distinguished two approaches. The first approach is called the impressionistic overview and provides a general familiarization with the textbook (Cunningsworth 1995, 1). Basically, we just browse through the textbook to make an overview of what it offers us, i.e how units and activities are arranged. Nevertheless, this approach is not sufficient for deciding if the textbook correlates to the requirements of a particular language course and its objectives. For more detailed analysis we need the second approach which is called the in-depth evaluation. This approach focuses on the evaluation of specific parts of the textbook which relate to student's learning needs (Cunningsworth 1995, 2).

As for the purpose of my thesis, both Cunningsworth's approaches will be used. Nonetheless, the in-depth evaluation will predominate since the attention is put only on exercises which develop writing skill.

PRACTICAL PART

4 DEFINING THE PRACTICAL PART

The empirical part aims to find out if the textbook supports the development of learners' writing skills in compliance with didactic principles and the Framework Educational Programme. To reach such an aim multiple steps needed to be done, i.e. the research questions had to be stated, the list of criteria was created, a survey on what textbook for evaluation to choose was realized and the data necessary for the research were collected.

4.1 Research questions

Firstly, a research question was defined to achieve the aim of the practical part, therefore, there are presented relevant questions which answers emerge from the analysis of individual activities focusing on writing development and thus, help to ascertain if the textbook develops writing skills suitably. These questions are formulated in the following way:

- Are writing activities covered in all units?
- Are both approaches (process, product) involved in the textbook?
- Are the principles of teaching writing respected in the textbook?
    - Are the phases of writing respected (pre-writing, writing, follow-up)?
    - Is there a variety of learning activities in terms of control and support?
    - Are the instructions for writing activities explicit in terms of observance of the steps of pre-writing and follow-up?
- Are all the communicative language competences stated by CEFR covered?
- Are the objectives of writing activities in alignment with expected outcomes?

4.2 List of criteria

To answer the research questions, thereby the textbook evaluation is accomplished, writing activities must have been first analysed individually with the help of the list of criteria which was designed on the basis of FEP BE (2017), CEFR (2001), and the literature cited in the theoretical part of this thesis.

The list is comprised of sixteen close-ended and open-ended questions and is created as follows:

1. Is the activity process or product oriented?
2. Does the activity involve a pre-writing task?
3. Is the pre-writing activity involved right before the writing task or do the previous language activities in a unit build on the writing task?
4. What type of pre-writing activity precedes the task?
5. Does the activity lead to the fulfilment of the expected outcomes?
6. Does the activity deal with topics stated in FEP BE?
7. Does the activity deal with theme areas stated by CEFR?
8. What types of activities are in the book (controlled, guided or free)?
9. In what way is the activity controlled, guided or free communication?
10. What genre do learners write?
11. Do all the genres refer to genres stated by FEP BE?
12. Is the addressee evident?
13. Is there a follow-up activity?
14. Does the activity develop competences stated by CEFR?
15. Which competences do the writing activities address?
16. Is there a relation of textbook activities with the real-life situations?

The criteria in the form of close-ended questions are assessed in the table in Appendix E and are marked either Y (Yes - fulfilled), or N (No - unfulfilled). For the third question two abbreviations were created. If the pre-writing activity comes right before the writing task, it is marked as I (immediately) and if the whole unit is structured in a way that particular language activities build on the knowledge needful for the fulfilment of the writing task, it is marked as U (unit). As for the particular pre-activities it is marked either as L (listening), R (reading), G/L (grammatical or lexical exercise), D (discussion), B (brainstorming), W (another writing activity). Speaking of the fifteenth question, the competences are described either as LC (linguistic competences), SC (sociolinguistic competences), PC (pragmatic competences).

As for the eighth and ninth question, the answers are available in the Appendix F. The question eight distinguishing controlled, guided or free writing activities is marked as C (controlled activity), G (guided activity), F (free writing activity).

When having the process of creating the list of criteria done and the research questions were defined, the process of choosing the textbook for evaluation was initiated right away.

5 TEXTBOOK FOR EVALUATION

5.1 Process of choosing the textbook

The decision on the choice of the textbook to evaluate was made on the basis of a small-scale survey. I was interested in what type of textbook primary schools use in a region I have been currently living in (Královehradecký kraj). I approached 9 primary schools from different towns via e-mail and asked them with what type of textbook (title, edition) they work in their 8th grade English lessons. Six out of the nine contacted schools replied. The responses were coincident with the answer that the textbook called Project is incorporated into language lessons, however, the editions of the textbook differed. Four out of six schools work with Project 3, fourth edition, and two remaining schools use Project 4, fourth edition. Therefore, I chose the textbook Project 3, fourth edition, to evaluate because its usage prevailed in this survey.

5.2 General description of Project 3, Fourth Edition

In the theoretical part of this thesis, approaches to textbook evaluation are introduced, thus, to get a general overview, an impressionistic approach will be applied. Project 3, fourth edition was published by Oxford University Press in 2014. It is a monolingual textbook, which means that only the English language is used. It provides information on skills, grammar, vocabulary, topics, and functions that are covered in the language course. Moreover, the textbook is full of pictures and illustrations that correspond with the stated topics which seem to be attractive for pupils.

The textbook Project 3 has 87 pages containing an introductory unit and six main units. Besides the introductory unit, each of the main unit has four sections (A, B, C, D) in which grammar, vocabulary, and all the language skills such as writing, speaking, listening, and reading are covered. In addition, each unit is accompanied by a Culture page, an English Across the Curriculum page, a Revision page, and a Project page. The Culture page provides learners with information about Britain, means of transport, New York, signs, heroes, and families. The page called English Across the Curriculum enables learners to incorporate English into other subjects like History, Science, Geography, IT, Health, etc. In Revision pages, extra exercises for practicing grammar, vocabulary, and language skills are prepared. Lastly, the Project page gives project tasks through which writing and listening skills are developed. Furthermore, at the end of the textbook, there are two pronunciation pages, a wordlist, and six reading pages which provide six extra texts for practicing reading skills.

After the impressionistic type of evaluation is applied, it is obvious that the structure and the layout of this textbook is fixed. All the units have the same number of pages (12 pages per unit) as well as the same format. For example, every section A contains grammar and vocabulary practice, every section B gives students a comic story from a life of characters named Sue and Alec, and every section D contains an episode of a story called 'Kids'. This general type of evaluation showed that the textbook Project 3, fourth edition, provides learners and teachers with stability and security but also some kind of sameness with its monotonous structure.

6 DATA COLLECTION AND ANALYSIS

To be able to evaluate the textbook from the perspective of developing writing skills, firstly, I needed to go through the textbook to identify and individually collect all the activities that aim at writing development, i.e. writing as an end types of tasks (see 2.2). Mainly, these activities can be found in project pages and are labelled as "Develop your writing" or eventually "Project task". Nevertheless, other writing tasks are spread throughout the textbook, too. The syllabus of Project 3, fourth edition, is attached in Appendix D. Since the tasks enable students to create different pieces of texts, the instructions differ and are written either as *"create a ..."*, *"write about..."* or *"make a project about ..."*. This more detailed analysis showed that there are thirteen activities focusing on writing improvement.

Afterwards, when the process of activity identification and collection was done, I moved to the analysis of the selected writing activities which helped to determine the functionality of the textbook from the perspective of writing skills development.

6.1 Analysis of individual writing activities

The analysis is set, as already mentioned, according to the list of criteria presented above (see 4.2). Nevertheless, as for the first, thirteenth, and fourteenth question of the list, a teacher's book of Project 3, fourth edition, is used together with the student's book in order to be able to answer these questions. Activities which focus on developing writing are divided into units where they occur, thus, it is uncomplicated to ascertain what activities from the textbook they are.

6.1.1 Introductory unit

In the first exercise focusing on writing (p. 5, ex. 6b), learners are supposed to write a short text about people based on the chart from a listening activity. Additionally, the listening activity is a pre-writing activity because with the help of a correctly fulfilled chart with all the information needed, students are expected to write up all the points from the chart into a coherent text. Therefore, the pre-writing activity is involved within the writing task. This exercise can be classified as guided because there is a chart where all the information is given and which learners must use to fulfil the exercise correctly. Since the task focuses on the final product and the accuracy of the sentence sequence, product-oriented approach is applied. Further, it is a description, so it is in compliance with FEP BE genres, and the topic which occur is a personal

identification, so it relates to those set by CEFR and FEP BE. Thus, by the end of this activity learners will be able to write a short description, which refers to real-life. No addressee and post-writing activity were identified. The task involves linguistic competences, grammatical competence mainly because students should incorporate present simple form of sentences into the text and the functional competence as well. Moreover, this activity follows well the subsequent exercise.

The second exercise (p. 5, ex. 6c) is similar to the previous one because it is a description of a personal identification as well, thus a reference to the real-life is covered, the theme is in alignment with those presented in FEP BE and CEFR and the genre of FEP BE is covered. Learners are now asked to write a piece of text about themselves. Thanks to the set patterns they developed they can easily follow this task, and since it is completely on them what to include into the description of themselves, it is a free-writing type of activity which aims at learners being able to write a short description of a particular topic. It refers to linguistic competences and pragmatic competences, same as in the first exercise (p. 5, ex. 6b). To be more specific, grammatical competence is developed because learners use present simple about which they learnt previously in the textbook. The pre-writing activities for this exercise consist of listening about different people, chart completing and guided writing exercise which precedes the writing task. In this exercise, product-oriented approach is applied because learners are supposed to imitate the structure of the previously written exercise. The addressee is not identified within the exercise, nevertheless, in the post-writing activity pupils are asked to talk about their descriptions with their classmates, so the classmates may be considered as the addressee, in this case.

6.1.2 Unit 1

The first writing activity (p 16, ex. 3b) in Unit 1 is from the section "Culture" and asks students to write a description about two people whose names are Nick and Grace. Since it is a description, the genre corresponds with FEP BE. As for the approach, the attention is put to the final product. Speaking of the pre-writing task, there is a listening activity completed by a chart which focuses on the lives of two mentioned characters and their family situation which has a connection to real life. With the given hint of unfinished sentences at the beginning of the activity 3b and the chart with all the important information given this is a guided writing, however, no addressee is given. As for the topic, it is stated by FEP BE as family because the learner finds out more about Nick's and Grace's family. CEFR, on the other hand does not

specifically defines the topic of family, nevertheless, it could possibly fall under the topic of relations with other people. By the end of this activity, learners will be able to write a short simple description about other people so it aims at the fulfilment of expected outcomes. Mainly the linguistic competences are targeted, especially, the lexical competence since learners are supposed to integrate learnt vocabulary into the text. No follow-up task is attached.

Another writing exercise in Unit 1 can be found in the project page (p. 19, ex. 3) where students are supposed to create a story of a fictional family for a television soap opera which corresponds with the genre of FEP BE. This project is divided into four sections. Firstly, students prepare a family tree of the TV characters, secondly, a description of the characters needs to be written. These first steps are preparatory, however, none of these steps help the learner to identify his/her addressee. Then a narration of a fictional story about the life of the characters should be produced, and finally, only for fun, some pictures of the story must be attached. In addition, throughout the unit there are exercises to prepare learners for such a writing task. For example, learners are presumed to train the description of people and the creation of family trees in the previous pages of Unit 1, also the personal description is trained before. Also, a brainstorming is done before completing the writing task (mentioned in the teacher's book). This activity aims at the learner's ability to write a simple story as a sequence of particular events which is in relation with FEP BE. Focusing on the topic, FEP BE determines the topic family under which this task may fall. It is a free-writing activity focusing on the process of writing and harmonize with real life. The story writing targets the pragmatic competences, specifically, the discourse competence because learners must use cohesive devises to link sentences and ideas. As for the follow-up activity, students present their project out loud in from of the classmates.

6.1.3 Unit 2

The first, and also the last exercise focusing on writing development in Unit 2 (p. 31, ex. 2) is in the project page which concludes the second unit of the Project textbook. In this exercise students make a project about the future living conditions. In the pre-writing activity, learners read about other person's point of view on the future, nevertheless, throughout the unit there are also grammatical and lexical exercises useful for this task. Further, the task gives a hint in form of questions about the future and its changes in comparison to present world. Also, in the teacher's book there is a recommendation of classroom discussion on the given topic. Subsequently, students should write a short commentary on what the future will look like, thus, the aim of this activity can be regarded to expected outcomes since pupils will be able to write

a description of ways of living. As for the topic, neither CEFR, nor FEP BE specifically state such a theme. However, the topic of future can possibly fall under the category of modern technologies or travelling. The genre corresponds to those stated by FEP BE (description – they describe their point of view) and refers to real life. It is a free writing activity because learners can incorporate any ideas about their future living, they come up with. However, learners do not know for whom they write since there is no sign of the addressee. The focus is on the correct imitation of this text to the attached text on the same page thus, the product-oriented approach is applied. As for the communicative competence, pragmatic competences as well as linguistic competences are developed. Specifically, functional competence (macrofunctions), discourse competence, because learners need to divide the text into paragraphs, and grammatical competence because the knowledge of future tenses is required. In the follow-up activity students are supposed to read others text and vote which one is the best according to the content.

6.1.4 Unit 3

The first writing exercise of Unit 3 (p. 37, ex. 7a) concentrates on producing a narration because students make a story about a criminal act which is in compliance with FEP BE. The story writing precedes a pre-writing activity in the form of reading and listening where students first read a similar story about a crime scene and then listen to what specifically happened in different rooms in a house which help them to understand how stories function. Then a discussion lead by a teacher is recommended. Since learners should copy the genre of the text they read, it involves the product-oriented approach. This is a free-writing activity (since learners' creativity is freed) in which learners are required to use vocabulary connected to rooms, therefore, it involves lexical competence. Furthermore, this exercise involves the discourse (thematic development, cohesion, coherence) and functional (macrofunctions) competence since learners need to logically put the events so that the crime looks elaborated. Speaking of the theme area, CEFR as well as FEP BE set a topic home and housing, nevertheless, the content of the story learners produce may also fall under the topic of society and its problems stated by FEP BE. The addressee is not clearly recognizable from the task instructions, nevertheless, the target readers are other classmates because when finishing the story, teachers should encourage students to exchange the stories and vote which one has the best plot (written in a teacher's book). Depending on the storyline, it may refer to real life situations. The task aims at learners being able to write a simple story as a sequence of particular events with the usage of sentences arranged consecutively which leads to the fulfilment of expected outcomes.

In another activity (p. 40, ex. 3) students are expected to write about a country they live in, thus it deals with topics/themes stated in CEFR and FEP BE (culture, Czech Republic). This is a free writing description in which learners present some historical and geographical facts of the Czech Republic, so the genre is in relation with those stated by FEP BE and corresponds to real life. Focusing on the addressee, the reader is not specified in instructions, however, the teacher's book mentions classmates to be the potential audience. The pre-writing activity for this task takes the form of a reading and listening activity in which learners get to know about another country – Britain. In this case, sociolinguistic competences are developed since not only learners get to know facts about other country, but they also need to be familiar with the facts about the Czech Republic. Further, their pragmatic competences are targeted, especially, the discourse competence (cohesion, coherence). This task focuses on the final product because the model of the text of Britain must be followed. As for the expected outcomes, learners should be able to write simple text about studied themes by the end of this activity. To follow-up, produced texts are read out loud and classmates are supposed to check if the given information is correct.

The last writing activity of Unit 3 (p. 43, ex. 2) which is similar to the previous activity is on the project page. It is a free writing because learners are about to produce the text independently. Also, it is a description of an arbitrarily chosen country which relates to genre stated by FEP BE and involves sociolinguistic competences since learners need to deal with their knowledge of a cultural background. Further, pragmatic competences are involved. Specifically, the discourse competence since the (cohesion and coherence) because the text must contain linking words such as *but* and *however*, and functional competence (macrofunctions). As for the pre-writing activity, the exercises across the unit should provide a preparation for this task. Also, a brainstorming is required. As for the topic, it corresponds with those stated in FEP BE and CEFR and relates to real life. It involves the process-oriented approach since the focus is put on numerous stages of writing such as different steps of preparation and subsequent discussion for the text revision. However, the textbook does not address learners directly to re-write their work just as it does not provide learners with the information of the addressee. Speaking of the targeting of expected outcomes, this activity aims at learners being able to write simple text about studied themes.

6.1.5 Unit 4

The first activity of the fourth unit aims at developing writing skills is in the section 4C (p. 49, ex. 7) where students are required to write a text about one of their dreams they remember which definitely refers to situations in reality. There is a pre-writing activity in the form of listening where learners hear about dreams of two young people. Further, a discussion with given questions in the teacher's book is recommended. Then, students are required to write a short description which corresponds to the genres stated by FEP BE. Since learners can produce the language and ideas independently, this type of activity falls under the free writing and involves the product-oriented approach since students imitate the text in a way they heart before. Also, there are no numerous stages of writing. The topic of the activity is not in clear alignment with topics stated in FEP BE and CEFR, however, it may be integrated into the topic of daily life. As for the communicative language competence development, linguistic and pragmatic competences are involved as learners are required to use specific pronouns (lexical competence) and the sentences in the text must be ordered logically (discourse competence, functional competence). This exercise aims at learners being able to write a short simple description of studied theme areas, therefore, it corresponds to expected outcomes. Even though neither student's book, nor the teacher's book present the addressee, in the follow-up activity, learners read their dreams to classmates so that the classmates may be considered as the potential audience.

The last exercise of Unit 4 (p. 55, ex. 2) placed in the project page asks learners to make a guide to their capital city or another city which is important for them, therefore, a reference to real life appears. This guided writing activity where learners use pictures as a assistance in writing requires students to write a description of geographical and historical facts of the city of choice, thus, it involves sociolinguistic competences since learners should be aware of cultural background of the city. Also, the functional competence (macrofunctions) is involved and discourse competence as well since specific words preventing a repetition must be used. Lastly, the lexical competence is involved because specific pronouns must be included in the text. No straightforward pre-writing activity precedes this writing task, nevertheless, the activities throughout to the fourth unit build the knowledge useful for this exercise. Thematically, it corresponds with topics/themes of places or towns stated in FEP BE and CEFR and genres stated by FEP BE (description). The aim of this activity is same as in previously analysed activities – to be able to write texts about discussed theme areas/topics thus, it leads to the fulfilment of expected outcomes. Speaking of the addressee, there is the same problem as in the

previous exercise. Since it involves many different stages, the process-oriented approach is applied, however, no direct requirement of re-writing the text is not instructed. The activity ends in the follow-up stage of discussion which should help learners to reveal mistakes.

6.1.6 Unit 5

The only exercise focusing on writing development in Unit 5 is in the project page (p. 67, ex. 2) where student make project about a famous person from a country they live in, which in this case, obviously means a celebrity from the Czech Republic so it refers to real life. A pre-writing activity comes before the writing task in a form of a list of questions that help students to collect all the information and ideas needed for the process of writing and a quick brainstorming. Not only helps the list of questions to realize all the points their writing will contain, but it also prescribes what exact sentences must be involved. Students are also required to find pictures in which famous people are in action so that they can describe it in the text. Therefore, it is a guided writing type of task. Further, thematically it falls under the topic of personal identification set in CEFR and relates with the FEP BE genres. In the beginning of the project page there is an information and recommendation on how to organize a piece of text so that the product will be coherent and cohesive which means that pragmatic competences are development, especially, discourse competence. As for the expected outcomes, learners will be able to write a short description of other people. There are numerous stages before the text is finished thus, it involves process-approach. However, the attention is put mainly on the steps of preparation and the revision is indirectly recommended as a homework. Another problem is that the addressee cannot be identified from the instructions. Nevertheless, to follow-up, the presentation of the project should be incorporated so the class may be the potential reader.

6.1.7 Unit 6

The first activity of Unit 6 (p. 73, ex. 5b) concentrates on story telling. Firstly, there is a pre-writing exercise where students discuss a given story about a camera of a young boy. Then with the help of pictures and a model of unfinished sentences, learners write a story that correspond to real life. Therefore, it is a guided writing activity and a narration as well which relates to the FEP BE genres. The topic of the activity is in alignment with topics stated in FEP BE and CEFR (daily life). Speaking of the competences, a grammatical competence is developed since learner are supposed to use phrasal verbs they learnt in this unit. Also, pragmatic competences are improved, especially, discourse and functional competence because pupils need to narrate the story coherently in order to make a logical order of sequences which provides thematic

development as well. As for the approach, this activity is product oriented because the imitation of the pre-writing story is required. Moreover, in the post-writing activity students swap their texts with each other and evaluate them with the focus on accuracy which is one of the crucial features of product-oriented approach. Even though the audience is not clearly stated in the student's book, steps described in the teacher's textbook lead in the addressee identification. This task leads in a fulfilment of expected outcomes in a way that by the end of this activity learners will be able to write a simple story as a sequence of particular events with the usage of sentences arranged consecutively.

The last activity (p. 79, ex. 3) aiming at developing writing skills in Project 3, fourth edition wants learners to make a project about signs they see in their country, thus, an explanation and description needs to be written which is in alignment with the FEP BE genres. It is a guided-writing activity supplemented by pictures which prescribe the content of the text. In addition, there is a pre-writing task in a form of discussion where the teacher is supposed to encourage students to think and consequently write about common signs seen in towns and villages, so it refers to real life. Nevertheless, previously in the unit, there where exercises which help learners to fulfil this writing task. This task enables to improve learners' pragmatic competences, functional competence mainly (macrofunctions), as well as their linguistic competence, specifically, the lexical competence because learners should use particular verbs and their synonyms and their sociolinguistic competences because they gain cultural background knowledge. It involves the product-oriented approach because learners must imitate the text in a same way as it is written above on the same page. The theme is not in alignment with those presented in FEP BE and CEFR and theoretically, the expected outcomes are not targeted directly, nevertheless, by the end of this task students will be able to write a short description which partially covers the outcomes. Focusing on the addressee, no clue of who will read the text is presented as usual. The follow-up activity involves reading the text out loud.

6.2 Conclusion of the practical part

The aim of the research was to answer the following research questions: Are writing activities covered in all units? Are both approaches (process, product) involved in the textbook? Are the principles of teaching writing respected in the textbook? Are all the communicative language competences stated by CEFR covered? Are the objectives of writing activities in alignment with expected outcomes?

The analysis showed that in all of the six units together with the introductory unit of the Project 3, fourth edition, there is at least one exercise focusing on writing thus, the first research question "Are writing activities covered in all units?" has a positive answer.

As for the question if the process and product teaching approaches are involved in the textbook, both of them are covered in writing exercises in the Project 3. However, the dominance of product-oriented teaching and learning is apparent since nine out of the fourteen writing activities involve such an approach and only five of them are concerned with the process-oriented approach. Mostly, students are required to imitate the genre of attached texts. Nevertheless, the combination of both approaches is kept which creates the balance in the development of the skill of writing (Hedge 2000, 329) even though drawbacks which make the process-oriented approach incomplete emerged from the analysis. These imperfections are described below.

Responses to criteria number 3, 4, 8, 9, 12, and 13 informed my answers to the extensive question if the textbook respects the principles of teaching writing. Speaking of the respect of all three phases in the process of writing, the procedure is more or less kept. To be more specific, as for the first phase (the pre-writing) a pre-task precedes every writing task in the textbook. Eight out of the fourteen exercises offer a pre-writing activity right before the writing mainly in a form of listening or reading. Six remaining pre-activities consist of different grammatical, lexical, listening and reading activities which are spread all over the unit and build on the knowledge and practice useful for the writing task. Furthermore, in the teacher's book a discussion or brainstorming is highly recommended in the planning process to help students to think of and collect ideas. Five of these concepts of pre-writing activities are situated in the project page. However, the in-depth analysis uncovered one very serious problem. In the pre-writing phase not only learners prepare the ideas, but they should also determine the addressee (Hedge 2000, 312), nonetheless, the composition of writing tasks and their instructions were given in a way which makes it impossible for pupils to be aware of who the reader of the text will be which I consider as a very serious drawback since the addressee sets the requisites concerning the language form, style and social appropriateness (Hedge 2000, 312.). To realize the addressee, an insight into the teacher's book had to be made. Although neither in the student's book, nor in the teacher's book, there is a clear sign of the addressee, it could have been understood from the description of the follow-up activities. Therefore, classmates were determined as the addressee since they listen to or read produced texts. This makes not only the preparatory phase, but also the process-oriented approach incomplete. Nevertheless, despite

this imperfection, the importance of the preparatory phase is taken into consideration in Project 3, fourth edition.

In Project 3, fourth edition the concluding process of writing in a form of follow-up activities is attached. Even though the post-writing activity is contained after every writing task, there occur two disturbing problems. Firstly, there are no instructions for follow-up exercises in the student's book, only a teacher's book describe such a task. On the other hand, the textbook can be excused for such a deficiency because the follow-up appears at least in the teacher's book. The second problem is much more serious. The description of follow-up activities involves only talking about the produced texts in a way that learners either read their texts out loud to realize errors and mistakes, or they exchange the texts and check their classmates' productions. However, no re-writing is suggested in the teacher's book which makes the process-oriented approach uncomplete again. Thus, it is only up to teachers to engage learners to re-write their pieces of texts since the revision and the subsequent re-writing are crucial for the writing development. In brief, in spite of the fulfilment of all three phases of writing, there are some deficiencies which should be added to make the improvement complete.

As for the question of a variety of tasks in terms of control and support, the analysis showed that only guided and free-communication activities are involved in the textbook which means that controlled activities are not covered. Nevertheless, it is understandable in relation to the level learners should achieve when finishing this textbook. More importantly, the free writing activities are included which, according to FEP BE, must be incorporated in the lessons of English (MŠMT 2001, 18).

Answering another research question – if the textbook covers all the communicative language competences - Project 3 targets all the competences set by CEFR (linguistic, sociolinguistic, and pragmatic). Chiefly, the pragmatic (discourse competence, functional competence) and linguistic competences (lexical, and grammatical competence) are involved, nevertheless, the sociolinguistic competences are covered, too. Therefore, the activities develop learners' communicative language competence which contributes to achieving the main goal of the English language (see chapter 1.1).

As far as the writing activities are concerned, almost all of them lead to the fulfilment of the expected outcomes stated in FEP BE (MŠMT 2017) since in all cases learners are supposed to "write a short simple description of studied topics," "write a description of his/her plans with the usage of sentences arranged consecutively," and are demanded to "write a simple story as

a sequence of particular events with the usage of sentences arranged consecutively." The only outcome which is not covered is the learner being able to "react to simple written messages" (MŠMT 2017, 27). Another positive finding is that activities focusing on writing skills development contain a variety of topics/theme areas stated in FEP BE and CEFR. Moreover, all the topics relate to real life. They deal with topics/themes such as family, personal identification, culture, daily life, home and housing, places, towns, or travelling. For most activities, it is obvious that the topic/theme is in accordance with those stated in FEP BE and CEFR but in some cases, the activity covers a topic which is not specifically stated in those documents. Nevertheless, it is possible to come up with the topic/theme area under which the activity can fall.

To summarize, Project 3, fourth edition, has a good potential for developing writing skills in lower-secondary learners. All the writing activities lead to the fulfilment of the expected outcomes stated in FEP BE and correspond to CEFR's descriptors which lead to the improvement of communicative competence composed of sociolinguistic, linguistic, and pragmatic competences (CEFR 2001). Further, the textbook deals with a variety of topics/theme areas and involves product-oriented as well as the process-oriented approach. However, as for the teaching approaches, the findings are rather disputable because, on the one hand, the pre-writing and follow-up activities are attached thus, it can be said that on a general level, Project 3 respects all the writing phases.

On the other hand, there are drawbacks concerning the process-oriented approach, which cannot be ignored. The textbook should put more attention to stating the addressee clearly in the student's book because determining who will read their texts is crucial for adapting the text properly, since different addressees change the requisites concerning writing meaning the language form, style, and social appropriateness (Hedge 2000, 312). Another problem is that learners do not have the opportunity to re-write their drafts because it is instructed neither in the student's book, nor in the teacher's book which is a critical flaw in a smooth development of the skill of writing because the process-oriented approach is improved only through a few phases.

Overall, the in-depth evaluation of Project 3, fourth edition, has shown that this textbook, in spite of some of the suggestions for improvement mentioned above, develops the skill of writing in lower-secondary learners more or less suitably.

CONCLUSION

Writing is an essential constituent of English language teaching and learning and leads to the development of all the areas of communicative competence.

This bachelor thesis deals with the evaluation of the selected textbook, Project 3, fourth edition, from the perspective of developing writing skills. The thesis is divided into two parts – the theoretical and the practical part. The aim of the theoretical part is to provide a theoretical framework for the practical part. Furthermore, the issues discussed in the theoretical part are included in the list of criteria by means of which writing activities in Project 3 were evaluated and research questions answered. The first chapter of the thesis described the main aim of ELT, the communicative competence, and the goals of writing skills in the context of the CEFR, the Czech educational system, and ELT methodology. The second chapter defines the skill of writing and discussed the techniques and approaches to teaching such a skill. Further, in the third chapter, the concept of a textbook as a teaching aid, its role, function and approaches to evaluation were presented.

The practical part aims at the evaluation of writing activities in the textbook Project 3, fourth edition. At first, the thesis presented the research aim complemented by research questions and the list of criteria for evaluation which was created on the basis of the FEP BE, CEFR, and literature cited in the theoretical part. Then, the impressionistic type of evaluation was applied, which revealed that the textbook comprises an introductory unit, six main units, and has a fixed structure. Lastly, the thesis described the process of data collection, analysis, and final findings.

The in-depth analysis revealed that in every unit there is at least one task focusing on developing the skill of writing. Further, the analysis revealed that all the writing activities in Project 3, fourth edition, leads to the fulfilment of the expected outcomes stated in FEP BE for learners are supposed to "write a short simple description of studied topics," "write a description of his/her plans with the usage of sentences arranged consecutively," and "write a simple story as a sequence of particular events with the usage of sentences arranged consecutively" (MŠMT 2017, 27). Also, the activities are created in a way that linguistic, sociolinguistic, and pragmatic competences are developed. As for the observance of writing phases, the pre-writing, writing, and follow-up are more or less kept in all of the tasks focusing on writing development.

However, the analysis of writing phases revealed some of the drawbacks the textbook has. One contradictory finding is that, on the one hand, both product, and process-oriented approaches

are involved, nevertheless, speaking specifically of the process-oriented approach, there are no steps of re-writing encouragement and addressee determination which means that the process-oriented approach is developed only in a few phases but not completely. These findings are significant since determining the addressee helps learners to produce the text properly in a way that different addressees change the requirements concerning the language form, style, and social appropriateness (Hedge 2000, 312). In addition, when being communicatively competent, learners are able to take the social context into consideration which means that in this case the opportunity to such an ability is missed. The revision leading to the re-writing of a text is crucial for the development of the skill of writing.

Further, the analysis showed that the textbook targets all the competences set by CEFR. Chiefly, the pragmatic (discourse, and functional competence), and linguistic (lexical, and grammatical competence) competences are involved, nevertheless, the sociolinguistic competences are covered, too. Therefore, the activities develop learners' communicative competence which contributes to achieving the main goal of the English language.

To conclude, a textbook is a projected curriculum and it is very important how teachers and students work with such a teaching aid. Especially, the role of the teacher must be taken into consideration because he/she should modify and supplement the writing activities so that the flaws of the textbook revealed on the basis of the thesis research will be completed. Therefore, despite few drawbacks mentioned above, the textbook Project 3, fourth edition, has a good potential for developing writing skills in lower-secondary learners.

RESUMÉ

Ovládání psané komunikace je nedílnou dovedností při osvojování cizího jazyka. Lidé ji aplikují jak ve studentském, tak profesním životě, avšak někdy je tato řečová dovednost vnímáná jako jedna z nejtěžších pro naučení. Pro realizaci psané komunikace je totiž potřebné zvládnutí všech dílčích kompetencí. Rozvoj psané komunikace v cizím jazyce je navíc dlouhodobý proces, ve kterém figuruje role učitele a zpětné vazby. V minulosti byla ale tato řečová dovednost ve výuce anglického jazyka potlačována, což by se nyní mělo změnit. Z tohoto důvodu se tato bakalářská práce zabývá rozvojem řečové dovednosti psaní ve vybrané učebnici aplikované ve výuce anglického jazyka na druhém stupni základních škol.

Práce je rozdělena do dvou hlavních částí, teoretické a praktické. Cílem teoretické části bylo poskytnout teoretický rámec pro praktickou část, konkrétně pro stanovení výzkumných otázek a vytvoření seznamu kritérií, podle nichž je hodnocena vybraná učebnice kontextu rozvoje psaní. Cílem praktické části pak bylo analyzovat jednotlivé aktivity zaměřené na řečovou dovednost psaní a zjistit, jaký má tato učebnice v tomto ohledu potenciál.

První kapitola bakalářské práce uvádí nejprve obecnější vhled do výuky anglického jazyka. Konkrétně nejprve uvání obecný cíl výuky angličtiny, kterým je rozvoj komunikační kompetence, která je dále definovaná různýmy pohledy, především pak pohled Společného evropského referenčního rámce pro jazyky je klíčový (CEFR). CEFR je dokument vytvořený Radou Evropy v roce 2001, jehož hlavním cílem je sjednocení výuky cizích jazyků a vzájemného porovnání výsledků dosažených během určitých stádií vzdělávání na půdě Evropské unie. Dále jsou s oporou o odbornou literaturu definovýny obecné cíle rozvoje řečové dovednosti psaní z obecně didaktického pohledu a z pohledu Společného evropského referenčního rámce pro jazyky. Tato kapitola se také zabývá očekávanými výstupy definovanými v Rámcovém vzdělávacím programu pro základní vzdělávání (RVP ZV), které vycházejí právě ze zmíněného dokumentu CEFR.

Druhá kapitola se nejprvé zabývá psaním jakožto produktivní řečovou dovedností a zdůrazňuje důležitost výuky této dovednosti. Dále tato kapitola prezentuje různé techniky a přístupy k výuce psaní, například psaní orientované na proces a psaní orientované na produkt. Následně jsou popsáný fáze výuky psaní, které jsou z obecnějšího hlediska rozdělené na přípravnou fázi, samotný proces psaní a následnou další práci s textem. První - přípravná - fáze popisuje kroky, které jsou nutné k dodržení kompletního přípravného procesu. Zaměřuje se například na určení adresáta, jazyka a žánru, stanovení cíle/cílů práce a plánování obsahu, včetně shromáždění

informací, nápadů a poznatků týkající se tématu. Ve druhé fázi, kterou je samotný proces psaní, se diskutují především typy aktivit v závislosti na podpoře a volnosti dané učitelem. Poslední fáze se zaměřuje na zpracování a úpravu druhé verze textu, tvorbu konečné verze a zpětnou vazbu.

Třetí kapitola popisuje téma učebnice, jakožto materiálnímu didaktickému prostředku. V úvodu jsou prezentovány definice učebnice. Tato kapitola se také zabývá funkcemi, které mají učebnice ve výuce předmětů obecně splňovat. Tyto funkce definuje tzv. taxonomie funkcí učebnice představena odborníkem Zujevem (1983 in Průcha 1998). Tato taxonimie je v následné podkapitole doplněna rolemi učebnice ve výuce anglického jazyka stanovené Cunningsworthem (1995), které nahlíží na učebnici jako na podporu v procesu výuky. Poslední podkapitola, která také uzavírá teoretickou část, představuje různé způsoby hodnocení učebnic. Pro aplikaci hodnecní učebnice v praxi jsou z teoretické části použity dva z těchto způsobů představeny výše zmíněným Cunningsworthem – povrchový a hloubkový. Povrchové hodnocení je použito pro celkové a obecnější analýzu učebnice, jako například pro obsahovou stránku, počet lekcí a jejich koncepce, apod. Hloubkové hodnocení je použito pro detailní analýzu jednotlivých aktivit zaměřujících se na rozvoj řečové dovednosti psaní.

Čtvrtá a zároveň úvodní kapitola praktické části prezentuje cíl výzkumu, výzkumné otázky a list kritérií, podle kterých je následně učebnice hodnocena. Pět výzkumných otázek, z nichž jedna je doplněna třemi podotázkami, pomáhají k dosažení cíle výzkumu. Kritéria k hodnocení jednotlivých aktivit týkajících se rozvoje psaní, která se skládají z celkem šestnácti otázek, byla stanovena na základě dokumentů RVP ZV, CEFR a odborné literatury použité v teoretické části bakalářské práce.

Další kapitola praktické časti představuje proces výběru učebnice. Pomocí e-mailové komunikace bylo osloveno několik základních škol Královehradeckého kraje s otázkou jakou učebnici používají ve výuce anglického jazyka žáci osmých tříd. Autorce se dostálo šesti odpovědí, ze kterých bylo zjištěno, že ve výuce anglického jazyka je nejčastěji používána učebnice Project 3. Tato učebnice byla tedy na základě dotazování vybrána pro hodnocení. Poté je v praktické části provedeno povrchové hodnocení učebnice, které přineslo následující výsledky: učebnice obsahuje úvodní lekci a šest dalších lekcí, na konci každé lekce čeká žáky strana věnující se opakování učiva probraného v dané lekci. Každá lekce je navíc obohacena stranami týkající se kultury, angličtiny napříč učebními osnovami a projektovou stranou, která se soustředí na rozvoj psaní a poslechu.

Následná kapitola praktické části popisuje způsob sběru dat a identifikaci jednotlivých aktivitit zaměřujících se na rozvoj řečové dovednosti psaní. Dále představuje hloubkové hodnocení všech shromážděných psacích aktivit. Tyto aktivity jsou analyzovány na základě výše zmíněného listu kritérií a v této kapitole jsou také interpretovány. Díky tomuto hloubkovému hodnocení jsou v této kapitole také zodpovězeny výzkumné otázky. Bylo zjištěno, že každá lekce obsahuje alespoň jedno cvičení na rozvoj psaní a že všechny hodnocené aktivity vedou k naplnění očekávaných výstupů stanovených v dokumentu RVZ ZV, kdy žáci mají napsat jednoduché věty týkajících se osvojovaných témat, popíše událost za použití vět řazených za sebou nebo propojených např. spojkami a, ale, nebo, protože a příslovci *nejdříve, potom, nakonec*, popíše své plány za použití vět řazených za sebou nebo propojených např. spojkami *a, ale, nebo, protože* a příslovci *nejdříve, potom, nakonec* (MŠMT 2001). Dále hloubková analýza učebnice ukázala, že aktivity jsou sestaveny tak, že rozvíjí jak lingvistické, sociolingvistické, tak pragmatické kompetence a respektují všechny tři fáze psaní, stanovené v teoretické části.

Nicméně analýza učebnice odhalila taky řadu nedostatků. I přesto, že z obecného hlediska jsou aktivity sestaveny tak, že aplikují jak psaní orientované na produkt, tak psaní orientované na proces, chybí zde velmi důležité kroky v procesu psaní. Konkrétně stanovení adresáta/čtenáře práce není obsaženo, což pomáhá žákům stanovit mimo jiné sociální kontext práce, potřebný pro určení jazyka, formálnosti a stylu textu. Další slabou stránkou je nekladení žádného důrazu na revizi a přepis produkovaného textu, díky kterému žáci zdokonalují svou dovednost psaní. Z tohoto důvodu není přístup psaní orientovaného na proces rozjíveno a respektováno dostatečně, ale pouze částečně.

Závěrem je nutno říci, že je velmi důležité jak s učebnicí, jakožto s projektovaným kurikulem, učitelé a žáci pracují. Vzhledem k nedostatkům v učebnici, které hloubkové hodnocení odhalilo je především na učiteli, aby jednotlivé aktivity modifikoval a doplnil či obohatil o chybějící kroky, čímž pokryje nedostatky učebnice. Lze tedy konstatovat, že s ohledem na roli učitele má učebnice Project 3 dobrý potenciál pro rozvoj řečové dovednosti psaní u žáků na druhém stupni základních škol.

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APPENDICES

Appendix A

Classification of thematic areas into sub-themes and specific notions

CEFR (2001, 52) presents an example of the thematic area No. 4 'free time and entertainment', which is subclassified as:

4.1 leisure

4.2 hobbies and interests

4.3 radio and TV

4.4 cinema, theatre, concert, etc.

4.5 exhibitions, museums, etc.

4.6 intellectual and artistic pursuits

4.7 sports

4.8 press

As for the sub-themes stated above, CEFR (2001, 52) introduces 'specific notions':

1 locations: field, ground, stadium

2 institutions and organizations: sport, team, club

3 persons: player

4 objects: cards, ball

5 events: race, game

6 actions: to watch, to play, to race, to win, to lose, to draw

Council of Europe. 2001. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Strasbourg. https://rm.coe.int/16802fc1bf

Appendix B

Principles in teaching writing covering learner's needs

a) teach how to write – since writing is a different way of communicating from speech, it follows that writing skills require speacial teaching, too.

b) provide adequate and relevant experience of the written language – writing has to be preceded and accompanied by wide exposure to appropriate models of written lanugae - exposing learners to appropriate models of written languages.

c) show the learners how the written language functions as a system of communication – introducing how a piece of writing fulfils its communicative purpose because learners have to be aware of how we communicate through the written medium and how this differs from speech.

d) teach the learners how to write texts – introducing devices needed to compose a particular type of a text which has a specific communicative goal, e.g. the aim of the writing practise.

e) teach the learners how to write different kinds of texts – teaching styles of writing appropriately to particular forms and communicative purposes because they have to be able to select appropriate style, forma lor informal, depending on what they are writing about and whom they are addressing.

f) make writing tasks realistic and relevant – set the writing tasks relevantly to learners' needs

g) integrate writing with other skills – introducing the writing activities that lead naturally onto or from the use of other skills, so that the learners see writing as a real activity.

h) use a variety of techniques and practice formats –different techniques and formats of writing suit different learners in different situations with different knowledge of language and also, bearn in mind that learners might get bored with the same type of activity

i) provide appropriate support – provide learners with guidance

j) be sympathetic – concentrate on what was conveyed successfully via writing (relevant only when testing/examining) then concentrate on what is wrong (Byrne 1991, 27-28).

Appendix C

A list of questions to determine the addressee

1. For what age group are you writing (children, adolescents, young adults, middle-aged adults, older adults)?
2. For what socioeconomic group are you writing (poor people, middle class people, upper class people)?
3. How much education does your audience have (elementary, high school, college, postgraduate)?
4. How much knowledge about your subject can you assume your audience has?
5. What very important information must you give audience before they can begin to think about your position in this argument (if your purpose is to convince)?
6. What reasons, examples, or illustrations will you give to support your ideas?
7. What arguments may your audience give to counter your reasons?
8. What values related to the topic do you share with your audience?
9. What arguments can you make for your position that support values that you and your audience have in common?
10. What arguments can you make for your position that support values that your audience has, but that are not your values?

(Hedge 2000, 312)

Hedge, Tricia. 2000. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.

Appendix D

Syllabus - Project 3, fourth edition

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
Introduction p4	Present simple p5 Present continuous p7	**Everyday English** Classroom discussion p5	**Speaking and Listening** Finding out about the teenagers p5	
1 My life p8	Past simple: be p9 regular and irregular verbs p9 questions p11	Life stages p8 Families p12 **Everyday English** Invitations, likes and dislikes p15	**Reading** My new home p8 My family p12 **Speaking** Talking about someone you like p9 Talking about your weekend p11 **Listening** Beatrix Potter p9 What did they do last weekend? p11 **Develop your writing** so and because p19	**Culture** Families p16 **Across the Curriculum** History: early human migration p17 **Project** Family p19 **Song** Our house p19
2 The future p20	will for the future p21 will for decisions p23 going to for intentions p27	Space p20 Places p25 **Everyday English** Useful expressions, offering help, stating intentions p27	**Reading** Star travellers p20 Your future p24 **Speaking** About the future p21 Your predictions p25 **Listening** People's predictions p25 **Develop your writing** Paragraphs p31	**Culture** Transport p28 **Across the Curriculum** Science: the solar system p29 **Project** The future p31 **Song** Spaceman p31
3 Times and places p32	Past continuous: affirmative, negative, questions and short answers p33 Past continuous and past simple p35	Collocations p33 Natural disasters p34 Houses p37 **Everyday English** Useful expressions, responses p39	**Reading** James's Internet friends p32 A flood p34 Murder in the library p36 **Speaking** What were they doing? p33 **Listening** What was in the picture? p33 John Ross murder enquiry p37 **Develop your writing** but and however p43	**Culture** Britain p40 **Across the Curriculum** Geography: time zones p41 **Project** A country p43 **Song** Daydream Believer p43

2

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
4 Cities p44	The definite article *the* p45 *the, a / an* p47	Places in a city p45 *somebody, anybody, everybody,* etc. p49 **Everyday English** Useful expressions, future arrangements, making arrangements p51	**Reading** Layla's holiday in London p44 The Tailor of Swaffham p48 **Speaking** Asking for and giving directions p47 **Listening** Visiting London p45 Jimmy's and Martha's dreams p49 **Develop your writing** Using pronouns and possessive adjectives p55	**Culture** The Big Apple p52 **Across the Curriculum** History: the plague p53 **Project** An important city p55 **Song** *Last Train to London* p55
5 Experiences p56	Present perfect p57 questions p59 *ever* and *never* p59	Experiences p56 Rubbish p61 **Everyday English** Useful expressions, *just* + present perfect p63	**Reading** Ambitions p56 Ken Noguchi and Mount Everest p60 **Speaking** Talking about what people have done p57 Talking about what you've done p59 Interview with Ken Noguchi / Lewis Gordon Pugh p61 **Listening** Lewis Gordon Pugh p61 **Develop your writing** Organizing a text p67	**Culture** Heroes and heroines p64 **Across the Curriculum** Computer studies: safety on the Net p65 **Project** Famous people p67 **Song** *We Are the Champions* p67
6 What's up? p68	*should / shouldn't* p69 *must / mustn't, don't have to* p71	Something's wrong p68 Phrasal verbs p73 **Everyday English** Useful expressions, turning down a suggestion p75	**Reading** Dylan's problem p68 Ashley's camera p72 **Speaking** Talking about problems and giving advice p69 Talking about school rules p71 **Listening** Problems and advice p69 School rules p71 The end of a story p73 **Writing** A story p73 **Develop your writing** Explaining the meaning p79	**Culture** Signs p76 **Across the Curriculum** Health: eyes p77 **Project** Signs p79 **Song** *Contagious* p79
Revision pages	pp18, 30, 42, 54, 66, 78		**Grammar summary**	Workbook p66
Pronunciation	pp80–81		**Wordlist**	Workbook p74
Reading	pp82–87		**Phonetic symbols**	Workbook p79

3

Appendix E

Evaluation of individual writing activities in Project 3, fourth edition

Questions:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
p. 5 ex. 6b	PD	Y	I	L	Y	Y	Y	description	Y	N	N	Y	LC: grammatical PC: functional	Y
p. 5 ex. 6c	PD	Y	I	L	Y	Y	Y	description	Y	N	Y	Y	LC: grammatical PC: functional	Y
p. 16 ex. 3b	PD	Y	I	L B	Y	Y	Y	description	Y	N	N	Y	LC: lexical	Y
p. 19 ex. 3	PC	Y	U	W G/L	Y	Y	Y	story	Y	N	Y	Y	PC: discourse	Y
p. 31 ex. 2	PC	Y	U	R, D G/L	Y	Y	Y	description	Y	N	Y	Y	PC: discourse, functional LC: grammatical	Y
p. 37 ex. 7a	PD	Y	I	R D	Y	Y	Y	story	Y	N	Y	Y	PC: discourse, functional LC: lexical	Y
p. 40 ex. 3	PD	Y	I	R L	Y	Y	Y	description	Y	N	Y	Y	SC PC: discourse	Y
p. 43 ex. 2	PC	Y	U	G/L B, D	Y	Y	Y	description	Y	N	N	Y	PC: discourse, functional SC	Y
p. 49 ex. 7	PD	Y	I	L	Y	Y	Y	description	Y	N	Y	Y	LC: lexical PC: discourse, functional	Y
p. 55 ex. 2	PC	Y	U	B	Y	Y	Y	description	Y	N	Y	Y	PC: discourse, functional LC: lexical	Y
p. 67 ex. 2	PC	Y	I	B	Y	Y	Y	description	Y	N	Y	Y	PC: discourse	Y
p. 73 ex. 5b	PD	Y	I	R D	Y	Y	Y	story	Y	N	Y	Y	LC PC: discourse, functional	Y
p. 79 ex. 3	PD	Y	U	G/L R, D	Y	Y	Y	description	Y	N	y	Y	PC: functional, discourse LC: lexical SC	Y

1. Is the activity process or product oriented?
2. Does the activity involve a pre-writing task?
3. Is the pre-writing activity involved right before the writing task or do the previous language activities in a unit build on the writing task?
4. What type of pre-writing activity precedes the task?
5. Does the activity lead to the fulfilment of the expected outcomes?
6. Does the activity deal with topics stated in FEP BE?
7. Does the activity deal with theme areas stated by CEFR?
8. What genre do learners write?
9. Do all the genres refer to genres stated by FEP BE?
10. Is the addressee evident?
11. Is there a follow-up activity?
12. Does the activity develop competences stated by CEFR?
13. Which competences do the writing activities address?
14. Is there a relation of textbook activities with the real-life situations?

Appendix F

Types of writing activities in Project 3, fourth edition

1. What types of activities are in the book (controlled, guided or free)?
2. In what way is the activity controlled, guided or free?

Questions:	1.	2.
p. 5 ex. 6b	G	Learners need to follow a chart to fulfil the instructions.
p. 5 ex. 6c	F	Learners have a freedom of what to write down.
p. 16 ex. 3b	G	Learners finish the second half of the unfinished sentences.
p. 19 ex. 3	F	Learner create a story with their own imagination.
p. 31 ex. 2	F	Learners can incorporate any ideas they come up with.
p. 37 ex. 7a	F	Learners' creativity of ideas is freed.
p. 40 ex. 3	F	Learners can independently choose what historical and geographical facts to include in their writing.
p. 43 ex. 2	F	Learners produce the text on their own and the choice of specific country is arbitrary.
p. 49 ex. 7	F	Learners write about any dream they want to share.
p. 55 ex. 2	G	Learners use specific pictures which help them to create the text.
p. 67 ex. 2	G	Learners are provided with pictures and a list of questions they should answer in the text.
p. 73 ex. 5b	G	Learners get unfinished sentences and pictures as a support for writing.
p. 79 ex. 3	G	Learners work with pictures which prescribe the content of the text to produce.