

I. Introduction

The words “traditional” and “electronical” imply two quite opposite meanings. “Traditional” indicates something that is rather old and that draws strength from its history, but “electronical” suggests something that is modern and that connects with technology. These two terms will appear in this thesis in connection with textbooks. “Traditional textbook” will describe a printed textbook which learners are usually lent at schools in September and use it more or less during the whole school year. “Electronical textbook” will be a term for a textbook which is originally on a CD-ROM but with which learners work on computers in an information technologies classroom.

This thesis focuses on the content and format of traditional and electronical textbooks. The main question that this thesis wants to answer is whether the role in learners’ attitude towards both types of textbooks is played by the content or the form. The initial question was originally laid by Jan Průcha in his *Moderní pedagogika*—he asks whether the central role in education is played by knowledge or by medium which is its carrier (1997: 308)¹. He introduces two opinions to this problem—first, a belief that idea is important, not the means (Průcha 1997: 308). The second view claims that the medium itself is the most important message and that new media bring a revolution into human society (Průcha 1997: 308). All these thoughts were inspiration for the aim of this thesis.

This thesis will try to answer its main question in theoretical and practical part. After mentioning the functions of textbooks and the reasons why textbook is important in learning and teaching, the theoretical part will focus on the content and form of both traditional and electronical textbooks. To be able to decide whether content or form play a role in the attitude of learner², it is necessary to create a set of criteria for a good textbook. This set of criteria will try to cover all areas which are important for learning English, such as language content, skills and format. It will also state criteria which define textbook in the area of Framework Educational Programme, and there will be special criteria for electronical textbook which will be based on the electronical format of the textbook.

¹ All translations in this thesis from Czech language into English language were done by the author.

² Free of any gender bias, this thesis will consider learner as “he”.

The following topic important for the aim of this thesis will deal with advantages and disadvantages of both types of textbooks. Traditional and electronical textbooks have many advantages and disadvantages in common because they both functions as textbooks, but this thesis will be also interested in individual advantages and disadvantages for each type. Especially advantages are necessary to be discussed so that the right picture of content and form can be presented.

As this thesis will also examine the relationship between learners and textbooks, the last chapter of the theoretical part will look at the topic of learner. It will try to describe the relationship between learner and textbook in terms of motivational factors and learner's subjective effort.

The practical part will examine, on the basis of findings of the theoretical part, concrete traditional and electronical textbooks. One of the aims will be to find which of the both types of textbooks fulfils more criteria of a good textbook. The other aim of the practical part will be to find what the relationship of learners towards both types of textbook is. The results of both parts of the research will then be compared so that the final conclusion about the content and form can be made.

The last note made in this introductory part is that the term "traditional textbook" will cover all parts of textbook important for learning language—that means usually a pupil's book, a workbook and a cassette. Sometimes, other components appear such as video, a cassette for workbook, or some other additional materials. For the purposes of this thesis, all the components necessary for learners to learn English language will be included. The term "electronical textbook" will include a CD-ROM on which the textbook is recorded and a handbook, if present and in case it is useful for learning.

II. Theoretical part

1. Functions of textbook

Textbook has a rich history—starting in the ancient times, through the conception of Jan Amos Comenius till the enormous number of published textbooks at the present. Průcha writes that textbook belongs inherently to school education (1997: 270). And yet, many discussions are held to state in general whether to use textbook in class or not. There are two extreme opinions—the former claims that it is not necessary to use textbook in class at all. The advantage of this opinion is that teacher can more focus on learners' needs and prepare materials just for them, but, Grant (1987: 7) remarks that teachers who do not use textbook must either teach a very special field of English for which no textbooks are available, must have a lot of free time to prepare other materials, or must be geniuses. The latter extreme is that teachers are fully dependable on their textbook and they may come into a dangerous stage when the content of the textbook becomes the only aim of the educational process. Here, teachers do not pay attention to learners' needs at all. Graves writes that “such an attitude is detrimental both to the students and to the teacher because it assumes that the way teachers teach is uniform, and the way learners learn is predictable” (2000: 176). The question is, then, whether there is any other opinion which could solve this problem.

The answer appears when the two extremes join in one. Ur describes this opinion as a “compromise” when the textbook is used “selectively, not necessarily in sequence, and is extensively supplemented by other materials” (1996: 183). Scrivener explains how to get to this “compromise”:

I [Scrivener] suggest that, until you feel secure, you use your coursebook exactly as intended by the author. When you are ready, then experiment a bit, for example, by personalizing a few exercises, choosing not to do some of them, etc. Gradually assume control over the book and use it increasingly as a resource rather than the centrepiece of the course. (1994: 43)

Both authors see textbook as an important, yet not irreplaceable part of teaching and learning process. The reason for having textbook in class may be in what textbook brings into such a class, in other words, what its functions are.

Although there is not a clear consensus about the division of the functions of

textbook, the functions themselves are the same. Průcha defines three basic functions of textbook—function of presentation of subject matter, function of management of learning and teaching, and function of organization. Veverková in *Školní didaktika* can see only two main functions divided into sub-functions:

1. In term of structures of aims of the process of education, we define **didactic functions**: here, the **informative** function belongs which is the mediation of information about the subject matter, followed by **formative** function, which purpose is that the acquired systems of knowledge and skills become pupils' inner values, and **methodological** function, which aim is that pupils would also acquire the methods of cognition.
2. Function of **organization** consists of function of planning, function of motivation, function of managing the process of teaching, controlling function and self-controlling function. (2002: 143)

These divisions provide space for evaluation analyses, for example, on basis of his conception, Průcha measures the didactic facilities of textbook (1998: 94-107). This thesis will not use any of already available analyses but will bring its own criteria concerning a good textbook. However, the functions of textbook, as mentioned in quotations above, will penetrate through the following chapter with one limitation—only the functions connected with learner will be discussed, not functions which are aimed at teacher.

2. Criteria of a good textbook

This chapter is going to state criteria for a good textbook for learners of English. The aim of this chapter is not to create some kind of evaluation for choosing a specific textbook for a real classroom, but to create a general set of criteria for a good traditional or electronic textbook where the criteria will be later used in the practical part of this thesis to do content analysis of three concrete traditional and three concrete electronic textbooks.

The first part will focus on common criteria for both traditional and electronic textbooks because many of the features of these textbooks overlap. The next part will state the criteria special only to electronic textbook because of its distinctions which also need closer examination.

2.1. Common criteria for traditional and electronic textbooks

The criteria which are common to both types of textbooks will be found in three main areas—the language content, skills, and the form.

2.1.1. The language content

The term language content includes items which are important for learning language. Cunningsworth says that “it is generally necessary to analyse language and divide it into small units for effective teaching and learning to take place” (1995: 31). These small units are sub-skills (grammar, vocabulary, pronunciation and spelling), styles and varieties of English, and discourse (Cunningsworth 1995: 31-53, Harmer 1991: 21-29).

2.1.1.1. Grammar

There are several requirements necessary for presenting new grammar in a textbook. Generally, the grammatical units which a textbook covers must be divided into such small portions that are easy to learn (Cunningsworth 1995: 34). Learner cannot be put in front of a complex grammatical area in which he does not orientate. These small portions must, then, be logically connected so that the newly introduced portions relate to the portions which learner already knows (Cunningsworth 1995: 34).

When introducing an individual new grammar unit, there are three points, by

Harmer, concerning the information which teacher (or textbook) should present to learner

we [teachers] must show them [learners] what the language means and how it is used; we must also show them what the grammatical form of the new language is, and how it is said and/or written (1991: 56).

In other words, textbook should inform learner about the meaning, use, and form. Of course, it depends on the textbook in which order it will present these points—textbook can start with the form and meaning of the structure, and, later, add the information where such a structure is usually used, or textbook can start with the use before the form of the structure is explained. “There is clearly no correct sequence, and sequencing will vary according to learner level ... it is however indisputable that both form and use must be learned, and as closely as possible” (Cunningsworth 1995: 32). Therefore, the criterion is not about the order but about the fact whether all three points are mentioned in textbook and whether there is a proper balance between them.

It is also important that grammar is introduced in a good and interesting context. Plenty of contextual examples of the structure together with visual materials (Ur 1996: 82) will help learners to understand better in which situations the grammatical unit is used and will give learner background for creating their own sentences (Harmer 1991: 57). In addition to this, Cunningsworth says that textbook should include all the relevant meanings of the grammatical unit which is being taught (1995: 34). However, this would cause the context to be rather broad and, moreover, it is not necessary in the case of young learners to know all the possible meanings as they can sometimes have difficulties with production of just one meaning. What seems more useful to me is that each grammar item is presented with its grammatical pattern (Harmer 1991: 59) and with the most obvious exceptions learners may encounter (Ur 1996: 82).

2.1.1.2. Vocabulary

The range of English words is enormous and it is not possible for learner to know all of them immediately. That is the reason why textbook must ensure that it presents systematic amount of vocabulary during each stage (Cunningsworth 1995: 38). It must be sure that the amount and difficulty of new vocabulary is adequate to learner's

age in the whole book as well as in each individual lesson.³

Vocabulary-learning activities should, according to Cunningsworth (1995: 38), develop learner's vocabulary in a purposeful and structured way. The next criterion for presenting vocabulary is to make sure that both pronunciation and spelling are accurately presented in textbook (Ur 1996: 60). In addition to this, vocabulary should be introduced in context (Harmer 1991: 156) so that learner can be familiar with the environment in which a new word usually appears. Cunningsworth calls this as situational relationships—word sets associated with particular situations (1995: 38). The textbook should also inform learner about the various relationships that exist within the vocabulary, for example, semantic relations (synonymy, hyponymy, antonymy), translations (Ur 1996: 62), homonymy and polysemy (McCarthy 1990: 15), collocations, word formation, and word grammar—grammatical patterns, for example, countable and uncountable nouns, irregular plural form, adjectives or verbs with their following preposition (Harmer 1991: 157-158). The knowledge of all of these strategies for handling the unfamiliar vocabulary does not only help learner to learn new words but it also helps him to create his own vocabulary-learning strategies.

2.1.1.3. Pronunciation

Teaching pronunciation in a good textbook should focus on two main areas—producing individual sounds and producing supra-segmental features such as weak forms (Cunningsworth 1995: 41), word stress, sentence stress, rhythm and intonation (Collins 2003: 109, Ur 1996: 47). Exercises on these areas should not force learner to produce absolute correctness, but should rather pay attention to “areas where misunderstanding can most easily occur” and focus “on avoiding such unfortunate occurrences” (Cunningsworth 1995: 41) so that “students can always be understood to say what they want to say” (Harmer 1991: 22).

It is important for a good textbook to make learning of individual sounds and supra-segmental features as simple as possible. Learner may find it useful to be able to list and define the sounds of the language by writing them down using phonemic representations (Ur 1996: 47). Therefore, it is necessary for a good textbook to provide

³ The adequate number of new words is supposed to be 5-8 words for intermediate learner per lesson.

a list of phonemic symbols, at least with symbols for sounds which are different to learner's native language. Also, symbols for stress in a word and symbols for intonation should be included. The last important criterion is to have a lot of high-quality recordings which provide good models for learner (Cunningsworth 1995: 43, Harmer 1991: 22).

2.1.1.4. Spelling

A good textbook should pay some attention to spelling as well. Even though it is very difficult to create any fixed rules how to pronounce words in English, some guidance can be offered to help. However, Cunningsworth (1995: 45) points out that the help must be occasional so that it does not demotivate learner as the basics of spelling operate at micro level below the level of meanings.

2.1.1.5. Style, appropriacy and varieties of English

A good textbook should prepare learners in such a way that they are able “to perceive and understand the nature of the social situations they find themselves in and to select and use appropriate language” (Cunningsworth 1995: 50). To achieve this goal, textbook must present learner with a supply of existing styles and appropriate vocabulary and grammar for each style. If it does not, learner will not become fully communicatively competent—he will not know how to use the language appropriately.

Concerning varieties, a good textbook does not focus only on one variety of English. It is good when there is one main variety which is consistently kept during the whole textbook but textbook must also introduce learner to other varieties so that the learner “is able to understand as many varieties and accents as possible” (Harmer 1991: 29). However, it must be pointed that it is not of much use to acquaint learner with other varieties in lower levels of their English.

2.1.1.6. Discourse

Discourse is a term which McCarthy (1991: 8) describes as “a text in communicative situations”. The author further speaks about written and spoken discourse. Harmer says that the knowledge of discourse, together with appropriacy, makes learners be able to operate efficiently (Harmer 1991: 14). Knowing English

language does not only mean to know its vocabulary or grammar, it is also important to know how to organize the language in communication as naturally as possible.

Cunningsworth says:

Virtually all coursebooks will present models of discourse, consciously or not, through the examples of language that they offer in dialogues, reading texts and listening passages... However, we should look for models that represent authentic discourse, even though at a simplified level. (1995: 46)

There are several items concerning discourse which should be included in a good textbook—reading texts should display coherent structuring of content, paragraphing and appropriate use of cohesive devices such as pronouns and conjunctives; spoken English should represent natural spoken English, for example, turn-taking should be included; the area of writing should focus on different kinds of written work such as narratives, letters and postcards and should also tend to lead learners to their own organization of their writing in the area of the layout of a paragraph.

Discourse touches very closely another area in which a good textbook should fulfil another set of criteria, and that is the area of skills.

2.1.2. Skills

The literature for teaching English, for example Harmer, divides skills into the receptive skills (listening and reading) and the productive skills (speaking and writing). All of them are vital for learner if he wants to become communicatively competent. As the communicative competency is acquired for real-life situations, it is necessary that all the skills are practiced in real-world learning situations (Kedrova 2003). Therefore, good textbook should provide a proper balance between all of the language skills because they are not used separately in the real world. Moreover, the relationship between skills and sub-skills (grammar, vocabulary, pronunciation and spelling) should be also well-balanced. As the learner's vocabulary gradually expands and he is more familiar and confident in using grammar, the skills should also become more complex.

Cunningsworth says:

Clearly the knowledge base of grammar, lexis, etc and the skills base of listening, speaking, etc must go hand-in-hand and coursebooks should develop students` skills in using English every bit as much as they help to develop students` knowledge (explicit or not) of the system in English. (1995: 64)

Therefore, it is necessary for good textbook to develop the complexity in both sub-skills

and skills.

In some sources, other types of skills are mentioned such as creative skill or skill of critical thinking (Kedrova 2003). They are also important for learner but as they are not directly connected to the production of English language, they will not be discussed in detail in this thesis. In the following four subchapters, the criteria for each productive and receptive skill will be examined in depth. After a short introduction into every skill, the necessary criteria for a textbook which wants to teach skills will be created.

2.1.2.1. Listening

Listening is a receptive skill which can be learnt in two ways. Firstly, as a part of general oral work, including dialogues and role-play, where listening plays a secondary role compared to speaking. Cunningsworth (1995: 67) says that one criterion is to “provide dialogues where what the students say is well controlled and graded, but where the response is more difficult and harder to understand”. Such a technique will improve learner's ability to cope successfully with unpredictable real answers in the world outside the classroom.

The second way is learning listening as the main skill. One of the criteria is that good textbook includes a variety of listening tasks. Harmer (1991: 214) states that there are these types of tasks—listening to confirm expectations, listening to extract specific information, listening for communicative tasks (for example, filling a form or understanding directions), listening for general understanding, and listening for details. Grant regards these tasks as “overall comprehension skills” (1987: 20) and adds three more tasks—discriminating between sounds, recognizing various stress and intonation patterns, and recognizing language signals in talks (for example, when a new idea is being introduced or when a speaker stops talking about one idea). These three tasks help the overall comprehension skills to be more developed.

As mentioned above, one criterion of good textbook is to have a variety of listening tasks. Moreover, each listening task must meet additional criteria concerning its form, which refers to the layout of the task, its authenticity, and the quality of the recordings.

It is necessary that good textbook begins the listening task with pre-listening activities which prepare learner for the task. “One of the major reasons for this [pre-

listening activities] is to create expectations and arouse the students' interest in the subject matter of the spoken or written text" (Harmer 1991: 189). This pre-listening phase is also helpful for learner to overcome difficulties in listening where different accents are present. Cunningsworth speaks about providing as much background information as possible to make the comprehension easier (1995: 68). As well as interest, expectations and safety, it is also important that the textbook provides learner with the possibility of response during the actual listening so that learner does not have to wait with his responses to the end (Ur 1996: 10,) and, also, feedback after the actual listening where learner can check their answers. The listening task should end with a follow-up task (Harmer 1991: 189) which is related to the listening but which might want learner to use other language skills than listening.

Authenticity of a listening material is something that Rifkin values highly in his paper (2003). Grant gives his praise to modern textbooks when he says that "modern books try to include 'true-to-life' listening material—English as it is really spoken, rather than mere 'textbookese'" (1987: 19). To develop learner's listening skill, it is necessary for him to meet in the listening material with such phenomena as hesitation, reformulation, redundancy and topic change which are common in authentic spontaneous speech. Harmer claims that it is important to "help them [learners] to disregard these phenomena and to concentrate instead on the main message of what is being said" (1991: 212). Learner who did not meet hesitation or redundancy in his listening material will not know how to deal with them in real conversation. However, the level of authenticity must be appropriate.

Moreover, the listening material should provide a high quality of the recorded sound with appropriate speed of speaking and different accents. But, as was mentioned earlier, such a type of listening material can be for some learners scary. The solution for this problem can be that the textbook is accompanied by a videotape because of the vision which is normally available when speaking to somebody in a real situation (Harmer 1991: 213, Ur 1996: 108). Cunningsworth says that videotapes can overcome the disadvantage of the missing partner but the drawbacks of videotapes are their cost and the need of special equipment (1995: 68).

2.1.2.2. Reading

The main advantage of reading, unlike speaking or listening, is that learner can reflect on the structure and use of the language at his own pace without stress. But, even though reading provides such an advantage, it is also necessary that reading passages in textbooks meet some criteria. Similar to the listening material, there must be many types of reading tasks, the material must be interesting, as authentic as possible, well presented, and accompanied by purposeful activities.

There are many types of reading tasks which should appear in good textbook because they develop learner's reading comprehension for real life. Harmer states reading to confirm expectations, scanning (extracting specific bits of information from the text), reading for communicative task, skimming (getting the general picture of the text) and reading for detailed comprehension (1991: 191). More, Grant speaks about skill of critical reading (1987: 60).

Any type of reading material should be interesting, as authentic as possible, and well presented. These three criteria go hand in hand together—authentic texts which are well presented are usually more interesting than artificial ones in ordinary setting. Cunningsworth says that a reading passage must “stand out as something special with its own identity” (1995: 75). It must catch the learner’s eye. The topics should be interesting, challenging, topical and culturally acceptable and the texts should progress towards authenticity in as early stage as possible. The authenticity and interest are provided by a wide range of different texts in the textbook, for example press extracts, advertisements, instructions, recipes, poems, brochures, extracts from short stories and novels (Cunningsworth 1995: 75, Grant 1987: 60). Learner will very probably meet these types of texts in the real life.

The reading material must be, as the listening material, accompanied by special types of exercises and activities. Before learner will read the actual material, he should be presented with pre-reading questions, focusing activities or pre-teaching of unfamiliar key vocabulary items (Cunningsworth 1995: 75) to increase his motivation and interest. After reading, textbook should offer post-reading comprehension questions and follow-up tasks (Harmer 1991: 189). Cunningsworth makes point that all of these activities should help learner to read with understanding and enjoyment (1995: 75).

2.1.2.3. Speaking

Speaking is a productive skill which can be practised in many types of activities. The criterion of good textbook is that both non-communicative and communicative activities are present. Non-communicative activities are activities which have no communicative desire and purpose (Harmer 1991: 50). Littlewood calls these activities as pre-communicative and says that “they aim to equip the learner with some of the skills required for communication, without actually requiring him to perform communicative acts” (1981: 8). The focus here is on accuracy. Littlewood further divides these pre-communicative activities to structural activities and quasi-communicative activities (1981: 86). He says that structural activities which practice only structural operations without any connection to communicative function. On the other hand, quasi-communicative activities sound more communicatively authentic because the learners can recognise the communicative function in these activities (1981: 10)⁴.

Among the pre- or non-communicative activities belong drills and repetitions which are usually connected with introduction of new language (Harmer 1991: 50). Grant mentions these types of drills: transformation drill, pronunciation drill and chain drill (1987: 35-37). Harmer, too, mentions various types of drills as activities for oral practice (1991: 92-95). Littlewood provides a wider choice of pre-communicative activities and he mentions question-and-answer activities such as completing a questionnaire, open dialogues or a ‘cued dialogue’ (1981: 13-14). Even though these activities are useful to acquire linguistic forms and to relate them to communicative functions (Littlewood 1981: 14), yet, it must be said that they should not be used too much in the textbook because they can become boring. Moreover, Cunningsworth (1995: 101) says that “they [choral repetition and mechanical drilling] may well have a

⁴ An example of a pre-communicative activity would be:

P: John has written the letter.

R: He wrote it yesterday.

P: John has seen the film.

R: He saw it yesterday. (and so on) (Littlewood 1981: 9)

An example of a quasi-communicative activity would be:

P: By the way, has John written that letter yet?

R: Yes, he wrote it yesterday.

P: Has he seen the film yet?

R: Yes, he saw it yesterday. (Littlewood 1981: 10)

place in certain circumstances, but the cognitive approach generally adopted is exemplified by the use of problem-solving activities, rule giving and concept checking”. The last three mentioned activities belong to the group of communicative activities.

Communicative activities are activities which “give learners the desire to communicate and a purpose which involves them in a varied use of language” (Harmer 1991: 50-51). These activities focus more on fluency rather than accuracy. It is important for the communicative activities to include three aspects—information gap, choice of language and feedback. Again, Littlewood divides these activities into two categories—functional communicative activities and social interaction activities (1981: 22). The former is characterised by the principle that learners have to overcome an information gap or solve a problem (Littlewood 1981: 22). The latter adds a further dimension of a more clearly defined social context so that learners must also pay attention to their form of social behaviour (Littlewood 1981: 43). Both categories include activities mainly in the format of discovering or role-play. Grant (1987: 38-42) includes these types of activities – information-gap activities, half-dialogues, quizzes, problem solving and guided interviews. Harmer even speaks about seven types—reaching a consensus, discussion, relaying instructions, communication games, problem solving, talking about yourself, simulation and role play (1991: 122). The communicative activities are closest to the real situations in which learner may later appear and that is the reason why it is imperative that these activities are included in a good textbook.

2.1.2.4. Writing

Writing is the other productive skill which developing should be included in good textbook. The literature divides writing into two levels—first, the mechanics of writing at a sentence level (Cunningsworth 1995: 80) and, second, writing on the level of discourse structure (Cunningsworth 1995: 80, Harmer 1991: 53). The mechanics of writing at the sentence level can be practiced in exercises such as blank-filling, sentence-completion or translation exercises (Grant 1987: 96). For the discourse structure, learner should learn different kinds of conventions for the organization of different kinds of writing such as report for a newspaper, writing a diary, writing formal and informal letters or summarizing texts (Cunningsworth 1995: 80). Both sentence

level and discourse level writings are important for learner to be able to make himself understood in this area.

Similarly to speaking, also writing can be practiced in non-communicative as well as communicative types of exercises (Harmer 1991: 50, Littlewood 1981: 86). Harmer says that “it is often easier to provide opportunities for spoken communication in the classroom than it is for the written work” (1991: 139). Nevertheless, good textbook should also meet this criterion because a good writing exercise should “be interesting ... in other words, what is written should have some kind of communicative purpose” (Grant 1987: 101).

To summarise, all four skills represent areas which offer learner the possibility to become communicatively competent. Good textbook must enable learner to become competent in each skill and in such a way that he will encounter as few problems as possible when he gets into the real situations. Of course, it is not possible to require from the textbook to teach learner how to become communicatively competent on its own, but everything in good textbook should lead to it, including the following topic—format.

2.1.3. Format

There are some criteria which should be fulfilled in a good textbook which can be covered by the word ‘format’. The format, in this thesis, will be used for describing what the textbook consists of—either outside or inside. The criteria concerning format will start with criteria of what can be seen on the surface (outer format) such as package or attractiveness, and, then, the focus will move to the format criteria of what is “hidden” inside the textbook (inner format).

2.1.3.2. Outer format

The first aspect that can be seen at a textbook is that it usually comes in more parts which relate to one another. Cunningsworth calls this as “the whole learning package” (1995: 25). There is a wide range of other books and other teaching aids which can make the whole textbook package such as the pupil’s book, CD-ROM, teacher’s book, workbook or activity book, tests, additional reading material, additional listening material, cassettes for listening, cassettes for pronunciation, CDs, video, video

activity book and other. Some of these parts are well-known, for example, a pupil's book, meanwhile some seem to be very specific, for example, a video activity book.

The criterion important for the whole package is that the individual parts meet their own criteria and support well each other. The criteria for each part of the whole package will not be mentioned in this thesis individually because it would require a lot of space, and, moreover, the general criteria already mentioned in this thesis can be successfully applied to each individual part—for example, the requirement of presenting vocabulary in sense relations can be also applied to exercises in a workbook.

The second aspect of a textbook which can be included under the outer format is the attractiveness and interestingness of the materials used in the textbook. Harmer claims that “good textbooks often contain lively and interesting material” (1991: 257). The images should be appropriate (Kedrova 2003) and should support the material. Cunningsworth says:

When looking at coursebook it is important to consider whether the visuals are an integral part of the teaching material or are there simply for decorative purposes, to make the page look better. Whilst attractively presented materials are desirable, visuals which have a teaching purpose are clearly more central to the coursebook (1995: 103).

Sprenger (1995) also says that the materials should be modern which is, of course necessary, but, on the other hand, the materials should be chosen in such a way that they are modern as well as hard to become out of date so that the textbook does not lose its attractiveness in one year.

2.1.3.3. Inner format

The inner format, comparing to the outer one, is something that cannot be seen directly but needs a closer examination. This chapter will try to create criteria in the areas of topics, goals, methodology and and social values.

Apart from fulfilling the criteria concerning attractiveness and interestingness, it is also necessary that the topics are chosen with great care because the selection of topics and subject content in textbook can greatly influence learner's motivation. Learner comes to a class with his own knowledge, experience and cognitive abilities and, therefore, Cunningsworth says:

Coursebooks can contribute to this process [language learning] by including subject matter which, whilst being primarily designed for language teaching but is also informative, challenging, amusing, exciting and occasionally provocative. They can provide opportunities for expanding students` experience in general, as well as in language learning. (1995: 86)

It is important that a good textbook includes topics which will both interest and inform learner.

Another criterion connected to the topic and subject matter attracts nowadays more attention than ever before. With the introduction of Framework Educational Programme, the cross-curricular boundaries become important and good textbook should have material on other subjects as well. Cunningsworth (1995: 86) writes that these boundaries are “a little risky in some schools, but generally worth the risk involved”.

The second group of criteria is connected with goals and objectives which are necessary for the relationships in the process of learning (Skalková 1999: 110). Knowing the goal or objective of learning helps learner to know what he is going to achieve. That is the reason why goals of the whole textbook, unit and each activity should be clearly expressed (Kedrova 2003) in a good textbook. To reach the integrity of learning process, the goals and objectives mentioned in the textbook should come from four domains—cognitive, affective, psychomotor (Bloom in Petty 1998: 347) and metacognitive (Rifkin 2003). The last domain is important for developing learning strategies at learner. A good textbook helps learner to organize his own studies so that he is then allowed to “study on their [his] own outside the class” (Harmer 1991: 257). The importance of metacognitive goals is also supported by Cunningsworth when he thinks that good textbook should encourage “an increased degree of learner autonomy, the ability to learn independently, and even to set one's own learning objectives and monitor them” (106: 1995). To achieve this, a good textbook should consider different learning styles, should also provide space for individual study in form of extra materials with guidance how to use them and also with a key for self-assessment. A good textbook should also contain a table of contents where syllabus is described because, as Graves claims, it is a good place from which to start independent learning “since it lays out both what is in the book, how the units are sequenced, and, depending on the text, the content and organization of individual units” (2000: 176). As was mentioned above, this

growing independency will bring the need of material suitable for individual study. Cunningsworth (1995: 106) continues that “this will usually take the form of a workbook, or it may be additional reading material or self-study material”. It can be expected that portfolios to individual textbooks might be created.⁵

The third group of criteria will be established in the area of methodology. It will briefly touch the aspects of recycling, feedback and the use of mother tongue.

Harmer claims that it is important that the language items are taught in a sensible progression (1991: 257). To ensure that the progression is natural, it is necessary to recycle the language items already taught. Recycling or meeting a language item more than once is an important factor which helps learner to store the item into the long-term memory. Cunningsworth says that items of grammar and vocabulary need to be recycled three, four or more times (1995: 28). Therefore, a good textbook has a consistent policy concerning recycling throughout the whole learning package. It also presupposes that the knowledge building process and practice sessions fit together (Sprengrer 1995).

When learner either learns something new or recycles something old, it is important that he receives feedback. A good textbook provides enough feedback in the form of pre-tests, post-tests (Kedrova 2003), and continuous progress checks either in teacher’s book or in pupil’s book, which would enable learner to check and correct himself. It would be also good if the textbook allowed learner to track his interaction with the textbook (Kedrova 2003).

The next aspect in the area of methodology is connected with the mother tongue of learner. The question is whether or not the textbook, written by Czech authors, should use Czech language. Cunningsworth sums up that the “use of the mother tongue and bilingual dictionaries is justified where it supports learning” (1995: 99). From this point of view, it is, then, alright if textbook includes Czech explanation of difficult grammar or Czech-English and English-Czech dictionaries.

The fourth group of criteria is in the field of social and cultural values. The term “politically correct” demands more and more consideration nowadays and its idea must definitely reflect in any textbook. Cunningsworth says that “a curriculum (and teaching

⁵ Oxford University Press web pages offer free portfolios for these three textbooks – Chit Chat, Project and Horizons. www.oup.com/elt/local/cz/portfolio?cc=cz [viewed on 23 January 2006]

materials form part of this) cannot be neutral because it has to reflect a view of social order and express a value system, implicitly or explicitly” (1995: 90). There are several categories which can be called as “hot issues” in the underlying value system— gender, ethnic origin, occupation, age, social class, disability, religion. A good textbook should not be biased in any of these categories. It does not only mean that, in practice, learner is not exposed to any negative judgements concerning these categories but also that he meets with characters of, for example, various colour of skin, nationalities and religions.

2.2. Criteria special to the electronical textbook

Apart from all the criteria mentioned above, the electronical textbook is required to meet other criteria which naturally come along, and that are the technical criteria. As electronical textbook brings many advantages thanks to the new media through which it operates, it must ensure that the technical parameters are not an obstacle but a friend.

2.2.1. Interface

Interface is the presentation of the electronic textbook on the screen. In more technical words, interface is defined as the way a computer program accepts information from or presents information to the user, for example the layout of the screen and the menu or command structure (*Oxford Advanced Learner's Dictionary* 1995: 623). Good electronic textbook has interface which is “user friendly”. To achieve this main criterion of user friendly interface, several sub-criteria must be met.

First of all, electronic textbook must offer a clear screen layout. Learner needs to orientate easily on the screen. It is good if the textbook provides content menu which is comprehensive and contains links to individual sections (Kedrova 2003). Another important criterion is that the electronic textbook is easy to operate. Sprenger writes that the exercises must be easy to run and all buttons must be easy to find (1995). The “exit” button must be clearly visible and in all sections because it can happen that learner gets easily to the section he needs but have problems with getting back to the main content menu. The result usually is that learner ends the whole programme and starts again from the beginning. Sprenger claims that

the learner should be able to move smoothly from one part of the lesson or exercise or tutorial in the software to another without having to make extra efforts to find this button or that Help page, or where to click to get that video extract moving, and so on. Saving energy is the keyword, so that concentration is focused on the content and the learning process (1995)

Sprenger mentioned that the help file must be to hand. It is also necessary that the help file really helps and it is also good if the help can be provided on-line. Kedrova writes that it is also convenient if tutorials are present either on screen or in print (2003). Some electronic textbooks may offer help in the form of search. Then, it is necessary that the search responds to natural language as well as abbreviations, and that it also reacts to words written in 'sound like' form (Kedrova 2003).

The good level of technical parameters of the electronic textbook is important to eliminate problems which learner could encounter during his work with textbook. However, there is a danger of overestimation of the technical part of the textbook. That is the reason why Rifkin writes:

I [Rifkin] am mindful of the fact that many journals that review foreign language-learning software often focus, in their reviews, on the technology itself, rather than on the pedagogy. (...) The reason many journals take this approach may be that the bells and whistles of computer technology attract more attention and may be easier to notice than pedagogical design. (2003)

Therefore, even though the electronic textbook may fulfill all the technical criteria which were mentioned above, it is not the guarantee that such a textbook is good.

In summary, to have a good electronic textbook, it is necessary that it fulfils criteria concerning the technical parameters as well as the criteria concerning content, skills and form. Good traditional textbook does not have to meet any technical criteria but must fulfil the criteria concerning content, skills and form as well. However, there is one more criterion that must be met in both types of textbooks and that is the agreement with curricular documents, mainly the agreement with Framework Educational Programme.

2.3. Criteria connected to Framework Educational Programme for primary education

Good textbook used for teaching and learning English language in the Czech Republic should be in agreement with Framework Educational Programme for primary

education, which was published in 2004. This programme is a system of curricular documents for education of pupils between six and fifteen years of age. It was created in accordance with the National programme for development of education in the Czech Republic, so called White Book. The reason why there should be a correspondence between textbook and the programme is that the programme defines everything that is common and necessary in the compulsory primary education of learners (Výzkumný ústav pedagogický, 2004: 2).

To orientate better in the content of Framework Educational Programme, three main issues will be set in which it is necessary that textbook agrees with the programme. The first issue introduces six key competencies which learners should acquire during the primary education. They are the competency for learning, the competency for solving problems, the communicative competence, the social and personal competence, the civic competence, and the working competence (Výzkumný ústav pedagogický 2004: 6-9). The programme claims that the entire educational content and activities which happen at school must be headed towards the creation and development of the key competencies (Výzkumný ústav pedagogický 2004: 6). That is the reason why also textbook should aim its features towards acquiring these key competencies and it can do so in this suggested way:

- competency for learning – aims from metacognitive domain; building learning strategies; space for self-evaluation,
- competency for solving problems – problem-solving tasks; inductive approach; individual work; self-reflection; discussions,
- communicative competence – skills (writing, speaking, listening, reading);
- social and personal competence – discussions; group work; pair work,
- civic competence – social and cultural values.

The second issue is connected with “expected outcomes” which define the expected qualification to employ the acquired subject matter in practical situations and in common life (Výzkumný ústav pedagogický 2004: 10). These outcomes are divided into three types of skills—receptive skills, productive skills, and interactive skills. Good textbook must provide enough materials for learner so that his outcomes at the end of each period (stated in the programme) are in accordance with the expected outcomes required by the programme.

The last issue discussed here is the issue of subject matter. Framework Educational Programme mentions concrete subject matter⁶ which has to be included in English lessons. The more subject matter textbook will contain, the more such a textbook will be allowed to be called ‘good textbook’.

⁶ Subject matter in Framework Educational Programme:

1st – 5th grade:

- rules of communication in everyday situations - greetings, thanks, introduction
- simple messages - address, card, postcard and letter from holidays, excuse, application
- thematic groups – home, family, school, free time, hobbies, clothing, shopping, weather and nature, traditions and customs, holidays, important geographical data
- vocabulary – synonyms, antonyms, context
- basic grammatical structures and types of sentence – simple sentence, question and negative, word order

6th – 9th grade:

- simple messages – addressing, reaction to addressing, greetings, welcoming, parting, introduction, excuse reaction to excuse, thanks and reaction to thanks, request, application, wish, congratulation, asking for help, service, information, agreement/disagreement, meeting, common programme
- basic relationships – existential (Who?.), spatial (Where?...), time (When?...) qualitative (What? Which? How?...), quantitative (How much, How many?...)
- thematic groups – home, family, living, school, free time, hobbies, personal letter, form, questionnaire, sport, health, food, town, clothing, shopping, nature, weather, man and society, travelling, sociocultural environment of relevant language areas and Czech Republic
- vocabulary and word formation
- grammatical structures and types of sentence, lexical principle of spelling

3. Advantages and disadvantages of textbooks

Textbooks, as mentioned in the first chapter, are an important part of the teaching and learning process. Textbooks have many advantages which teachers can take to make their teaching more dynamic. However, there are also disadvantages of textbooks which teachers should be aware of. The first part of the following chapter will deal advantages common to traditional and electronical textbooks and also advantages special to both types of textbooks. Then, the focus will move to disadvantages, again, common and special to both types of textbooks.

3.1. Advantages common to both traditional and electronical textbooks

There is a number of advantages common to both types of textbooks simply from the reason that they were written by authors who usually know the general environment in which the textbooks will be used and, on this basis, “have made decisions about what will be learned and in what way” (Graves 2000: 174). Teachers who do not have spare time to design their own courses and teaching materials will surely appreciate that textbooks provide their own syllabus which such teachers can adopt (Graves 2000: 174, Harmer 1991: 256, Ur 1996: 184). If textbooks provide syllabus, they usually also provide a framework—“teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress” (Ur 1996: 184). These advantages are also especially useful for inexperienced teachers or teachers occasionally unsure of their knowledge of the language because they can give these teachers necessary guidance and support (Ur 1996: 184).

Another advantage saving teacher’s time and energy in planning is the positive that textbooks usually provide learning materials, which can “relieve the teacher from the pressure of having to think of original material for every class” (Harmer 1991: 257). These materials are usually in the form of sets of visuals, activities, readings (Graves 2000: 174), texts and learning tasks (Ur 1996: 184). Textbooks can also ease teacher’s preparation by providing other supporting materials such as teacher’s guides, cassettes, worksheets or video (Graves 2000: 174). Textbooks can also supply the teacher with a basis for assessing learners’ learning through included tests and evaluation tools (Graves 2000: 174).

The last advantage which does not help only the teacher but all learners in one

grade or even in one school is that textbooks provide consistency on condition that all teachers and learners use the same textbook (Graves 2000: 174).

To conclude, textbooks most often help teachers to plan their teaching. The question which suggests itself here is whether there are any advantages for learners as well. The answer is positive because textbooks enable learners to be more autonomous in their learning. However, each type of textbooks suggests different types of autonomy—that is the reason why these autonomies will be mentioned, among other advantages, in the following text.

3.2. Advantages special to traditional textbook

The first advantage of traditional textbook is that it is a book—“it is bound so that its components stick together and stay in order; it is light and small enough to carry around easily, it is of a shape that is easily packed and stacked” (Ur 1996: 184). As the textbook can be easily taken and carried from one place to another, learner can take it home to learn new material, review and monitor their progress (Ur 1996: 184). This advantage of convenience enables learners to be autonomous to a certain extent in his learning.

Moreover, learner can use traditional textbook at home because it does not require any technical equipment for its running (Sikorová 2001: 34) and, usually, any special skills or training for teachers and learners to be able to operate it. Due to this fact, traditional textbook also requires smaller financial expenses for its purchase because it does not need the additional equipment and training. Ur writes:

a book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided (1995: 184).

In situations when the decision about whether to purchase traditional or electronical textbook depends on the financial limits, traditional textbook is the winner.

Last but not least advantage is the fact that the traditional textbook has a tradition in stating the content of education, its extent and proportioning of information. The choice of traditional textbooks in the market is wide. In the *List of textbooks and teaching texts for primary education with the approval clause*, published by the Czech Ministry of Education, there are many traditional textbooks but there is not any

electronical textbook. And, as Sikorová writes, teachers prefer textbooks with the approval clause which is for them at least some guarantee of the quality of the textbook (2001: 32). Also learner might prefer traditional textbook because of its traditional position it represents at lesson.

3.3. Advantages special to electronical textbook

There are several advantages concerning the electronical textbooks which are, on the contrary, obviously connected to the fact that the electronical textbook is a multimedia. The first advantage is that learner can be presented the learning material in a hyper medial level, which means that he can receive new information in visual, audio, static and dynamic form, apart from the traditional written text (Nunan 1996: 195, Skalková 2002: 459). Průcha calls this connection of forms as the combine information (1997: 307). The visual and dynamic form enables learner to experience “genuine interaction” (Nunan 1996: 193) because it can simulate the real environment where learners can see other people communicating—verbally as well as non-verbally. Harmer writes that “(...) in a face to face interaction the speaker can use a whole range of facial expressions, gestures, and general body language to help to convey the message” (1991: 53). The electronical textbook makes it possible for learner to see the body language and, in this way, takes learner closer to the reality of communication. Concerning the simple written text, the electronical textbook enables learner to work with the text more actively – they can make notes, cut from the text and paste into it (Sikorová 2001: 34).

The other advantage which is not possible to gain with the traditional textbook is the advantage of hypertext, and, the advantage of interaction—or, as Průcha puts it, the two-way communication (1997: 307). Through hypertext learner can move in the text in various directions. The two-way communication enables learner to have an active part in the operating of the individual processes, for example choice of options and adjusting to learner’s requirements (Skalková 2002: 458), which further contributes to learner’s autonomy. Interaction also enables electronical textbook to be immediate and direct, which puts it into the first place concerning the immediacy of the feedback. This is a great advantage because learner needs feedback for his learning and he “should have their [his] work checked and corrected as quickly as possible after its completion, and ideally while it is being done” (Petty 1998: 22). The teacher’s role, in such a case, is to

help with problems and to check the results of learner's work (Skalková 1999: 93).

The fact that it is the electronic textbook which provides feedback brings forth another advantage. The electronic textbook decreases learner's fear of failure because the computer makes it possible to make mistakes without the loss of social status (Průcha 1997: 308). A mistake would probably bring a bad mark from the teacher or laughing of classmates but would not bring any unpleasant consequences with the electronic textbook.

The last advantage brought by electronic textbook is the advantage of the individualized learning (Průcha 1997: 308). Here, more than with the traditional textbook, learner can work in his own speed. Moreover, some electronic textbooks remember learner's weak areas, which can help learner to concentrate more on what is really needed. All this widens learner's autonomy as well.

The fact that computers are needed when working with the electronic textbook defines all the advantages. There is even one more advantage which is not connected only with teaching English and that is that using electronic textbook increases teacher's and learner's information technologies literacy. However, it would not be wise to conclude that electronic textbook is better because of its advantage, if a detailed examination of disadvantages is not done.

3.4. Disadvantages common to both traditional and electronic textbooks

Similar to advantages, disadvantages of using any type of textbook are many. They are mostly based on the fact that the textbooks were written to an unknown audience. Despite the fact that "the better ones [textbooks] are written by teachers and writers with considerable knowledge and skill and have much to recommend them" (Harmer 1991: 258), it is not possible that one textbook will suite all teachers and learners. It may happen that the textbook will not have the right level of content for the learners or will not be relevant to them (Graves 2000: 174). The textbook may not also include everything that the teacher needs or may not offer a good balance of skills (Harmer 1991: 258) or a good mix of activities (Graves 2000: 174). There is a danger that one day the material will go out of date or that some activities may be already boring for some learners (Graves 2000: 174).

One of the advantages mentioned above was that textbooks provide a syllabus

and a framework for teaching and learning. However, these advantages may easily turn into disadvantages. Concerning the syllabus, it can happen that the textbook will offer an unrealistic timetable for completing the textbook (Graves 2000: 175). It may also happen that teacher will over-use the framework of the textbooks and the learners will “find the study of English becoming routine and thus less and less motivating” (Harmer 1991: 257).

Altogether, teachers and learners must take into consideration that textbooks itself cannot adapt to their teaching and learning needs. Therefore, they should be careful to minimise the disadvantages by adopting other learning materials which will pay heed to what their needs are.

3.5. Disadvantages special to traditional textbook

It might be simply said that the disadvantages of the traditional textbook are what is considered as advantages of the electronical one. It is not multimedia and, therefore, unless a separate cassette or a CD is used, new information in the traditional textbook is presented only in the visual form. The traditional textbook cannot either offer its users to experience genuine interaction because it is only static. Neither can it enable learners to move in the text in various ways (hypertext) or to be interactive with the textbook. The feedback which is provided by the traditional textbook is not as immediate, unless key to the exercises is provided, and it can even take a few days before, for example, the teacher brings corrected worksheets. As the feedback is usually provided by the teacher, learners may be afraid of making a mistake in front of the teacher and the classmates.

Although it seems that the traditional textbook has many disadvantages comparing to the electronical one, it must be said that electronical textbook has its own disadvantages which, in some situations, can cause greater problems than the disadvantages of the traditional textbook.

3.6. Disadvantages special to electronical textbook

The first disadvantage of the traditional textbook is that it cannot work on its own. It will always need the help of a computer. It is true that with the birth of the multimedia computers and the production of multimedia programmes multimedia

workplaces are designed (Skalková 1999: 237). However, computers in these workplaces have their own requirements. First, they need quite a high financial investment for their purchase, second, they require ongoing technical support, and, third, they demand computer literacy from their users. It must be also said that there are other disadvantages connected directly with the multimedia workplace—for example, the classroom is busy, or the number of learners is much higher than the number of computers (Nunan 1996: 193).

The second disadvantage is that electronical textbooks, and computers generally, are connected with the danger of “iconic acquirement” (Skalková 2002: 457). This happens when, Skalková says, the culture of image strongly pushes back the culture of word. The result of this process is that people tend to avoid more difficult conceptual thinking (Skalková 2002: 457). The precaution against this lies in the fact that electronical textbooks are prepared by educational experts and, also, that teachers can use electronical textbook pedagogically and didactically.

To conclude, both traditional and electronical textbooks bring many advantages. It is evident that they can enrich the teaching and learning process in many ways. However, it seems that electronical textbook bring more advantages because of its format—especially in the area of learner’s autonomy. Also Průcha writes that it can be said that new media really bring a quality change by the fact that they make it possible to adopt some didactic practices in a wider way (1997: 308). But, the research will show if there are electronical textbooks which offer all of these advantages.

4. Pupil as a user of textbook

The teaching and learning process consists of several components among which the most important are aims, content, teacher and pupil, methods and didactic aids, and conditions under which the process takes place. The impact of the mutual relationships among the components influences the dynamism of the whole teaching/learning process (Skalková 1999:105). This chapter will focus mainly on the relationship between two of the components which are the pupil and the didactic aid—either traditional or electronical textbook. It will examine their relationships in the area of motivation, and it will try to determine which of the two types of textbooks is more convenient for the dynamism of the teaching/learning process.

4.1. Motivation

Motivation plays an important role in learner's active function in the teaching and learning process. Cunningsworth writes that "motivation is one of the most powerful forces for good and effective learning and can often be more important than other factors, including teaching method" (1995: 17). To be more specific, motivation also plays an important role in learner's active function towards textbooks. The question is what causes learner to work with each type of textbook and whether there is a difference between the traditional and the electronical textbook in terms of how they motivate learners to use them.

The first group of motivational factors is universal to both types of textbooks. They are clear goals, varied topics and tasks, visuals, tension and challenge—or puzzles and controversies by Petty—entertainment, information gap and personalisation—or human interest by Petty (Ur 1996: 281, Petty 1998: 43-44). Their function is to arouse interest of learners in general. Cunningsworth writes that "an interesting coursebook, lively and well presented, with variety of topic and activity can be a powerful factor in strengthening the motivation of the learners" (1995: 17). Textbook which contains most of these motivational factors eases teacher's effort to motivate learners but does not supersede teacher's role.

In addition to this, each type of textbook offers its unique motivational factors which cannot be found at the other type. As they are unique, they are at the same time considered as advantages. That is the reason why some of them will be discussed very

briefly in this part of the thesis because they were already mentioned above in Chapter 4.

4.1.1. Motivational factors in traditional textbook

The biggest motivational factor in traditional textbook is learner can work with it in other places than school. We are not yet in the time when learners will have their notebook computer which they will be able to carry home. Traditional textbook can, then, serve as a better means for individual learning in the environment outside school, on condition it provides materials for individual learning in “the form of a workbook, or it may be additional reading material or self-study cassettes” (Cunningsworth 1995: 106).

4.1.2. Motivational factors in electronical textbook

The range of additional motivational factors of electronical textbook is broader. This situation is similar to the proportion of advantages of both textbooks and the reason why this happens is, again, the same—electronical textbook is multimedia.

The first factor is a more generous offer of visuals. Allen writes about electronical textbook that “(...) suspense, fascinating graphics, humor, sound, music, animation—all draw learners in when done well” (2003: 157). Other two factors are interactivity and immediacy of feedback. Interactivity enables learners to be more active in their learning with an immediate response from the computer. Petty writes:

The addictive nature of video and computer games is thought to be due to the immediacy of the success and reinforcement they provide. If players learned their score (and which planes they had 'shot down') a week after the game, then the games would not be so popular! Yet students often wait weeks for marked work. (1998: 36)

The fact that electronical textbook offers environment in which the fear of making a mistake is eliminated is another factor which can arouse learner’s motivation. Private learning environment, as Allen calls it, has its place in learning process because “for many individuals, practice in a private environment avoids all risk of a humiliation and can bring significant learning rewards” (2003: 171).

The last but not least factor which contributes to learner’s motivation is novelty. Electronical textbook has a very short history comparing to the history of traditional

textbook. It is supposed that “a novel context can help tremendously to attract attention” (Allen 2003: 204-205). However, in the present technological world, it might be wrongly expected that pupils will be more motivated by the electronical textbook because of its modernity only. But,

the assumption, that merely using multimedia is motivation, may be admittedly understood through the concept of motivation driven by curiosity, however this can hardly be seen as having a long lasting effect. (Grimus 2003: 163)

The drawbacks of novelty at electronical textbook are that it is a temporary issue and that it can sometimes cover insufficiencies.

To conclude, it is evident that electronical textbook provides more motivational factors than traditional textbook. Learners should, therefore, be more attracted to work with electronical textbook. However, this thesis must also consider subjective effort on the part of learner because without it all the factors mentioned above would be probably meaningless.

4.1.2. Subjective effort

The subjective effort on the part of learner is influenced by the amount of learner’s experience either with the traditional or electronical textbook. It would be almost impossible to find a learner who does not have any experience with a traditional textbook, except for the first grade at primary school. But, it is quite probable to find a learner who does not have any experience with the electronical textbook even in the higher grades of a primary school.

If primary school teachers at the lower stage (grades 1-5) do not use any electronical textbooks and learner does not have the possibility to use a computer at home, it might happen that the learner’s first introduction to the electronical textbook happens in the fourth grade when English lessons start. Such a learner can be either eager to learn, or “face computers with intense anxiety, sometimes to the point of technophobia” (Teeler 2000: 60). This fear can strongly demotivate pupils in using the electronical textbook and a careful introduction to the basics of the information technology is then needed to help pupils enjoy their work with the electronical textbook.

On the other hand, learner who is rather “a technophile” than “a technophobe” will be highly motivated by his good feeling that he can do something and that he has a

“stable point” from which he can try to penetrate into other areas and show his qualities there as well (Deci and Ryan in Mareš 1998: 196). Deci and Ryan (Mareš 1998: 196) state together three important sources of motivation in their theory of primary motivation where one of the sources is learner’s sense of competency in a certain field.

The second aspect important for learner’s motivation is his perception of learning from both types of textbook. Sikorová writes that a very significant aspect of electronical media is the psychological influence (2001: 34). She asks questions if learners will want to learn from electronical media and if it will be more pleasant and more suitable for them (2001: 34). It may happen that some learners will not want to use electronical textbook because they will think that it is not proper learning. They will feel more safely with traditional textbook.

The conclusion here is in favour of traditional textbooks. It can be seen that traditional textbooks offer safer option in situations when learner’s relationship towards electronical textbook becomes a problem. Moreover, traditional textbook is more convenient because pupils are used to it from other subjects. However, if the experience with traditional textbook is bad, the introduction of using the electronical textbook can offer new space for computer-skilled learners and new start to those who begin their journey with electronical textbook.

5. Summary of the theoretical part

The theoretical part has examined three areas important for analysing a textbook. First, it has established criteria for a good textbook for learning English. The criteria covered the areas of language content, skills, format, and relation to Framework Educational Programme. Concerning the language content, it seems that both criteria can be successfully fulfilled by both traditional and electronical textbooks. However, it seems that electronical textbook is in advance with providing individualised learning because it offers the audio side with each copy of the textbook. Traditional textbook usually provides only one cassette or one CD. Learners can, with electronical textbook, take control of their own learning more easily and become more independent in their learning.

When speaking about skills, again, both types of textbooks are able to meet the criteria. Both can present variety of well-designed tasks which offer authenticity, are interesting and serve learners to achieve the communicative competence in English language. The only difficulty may be that learners may not be fully accustomed to do reading or writing tasks on computers but this problem will gradually disappear as learners will get more and more used to working with computers at schools.

Concerning outer format, here the situation is slightly in favour of electronical textbook. Traditional textbook cannot satisfy learners' need of feedback as the electronical textbook can because of interaction. This was mentioned in this thesis many times and it is, indeed, one of the biggest advantages of electronical textbook. The immediacy of feedback takes electronical textbook into the lead in the area of inner format.

The last group of criteria was established in relation to Framework Educational Programme. It depends on the authors of textbooks how quickly they will react to this new curriculum document. They can rewrite their already existing products or they can create new ones. Here, it seems to me that traditional textbook can be more flexible because there is such a variety in the market. It is obvious that a good textbook needs to show that it is in accordance with Framework Educational Programme.

In addition to this, another set of criteria for electronical textbook was established because electronical textbook brings new form which must also submit to some criteria. These multimedia criteria put more responsibility on the authors of

electronical textbooks and also create more space where electronical textbook can fail as a good textbook.

Second, the advantages and disadvantages of both types of textbooks were discussed. It is apparent that electronical textbook offers more advantages because of its electronical form—hyper medial presentation, hypertext, interaction, private learning environment, and immediacy of feedback. All these advantages can contribute greatly to learning. However, the electronical format also brings the biggest disadvantage—the need of technical equipment.

One more advantage seems to have considerable influence on both types of textbooks and that is tradition. I suppose that because of tradition and longer history, traditional textbook has more time to be developed into the form of a good textbook. Electronical textbook is quite a new phenomenon—Sikorová in her article written four years ago states that the market with electronical textbooks only starts working in technologically most industrial countries and is so new that anybody is not able to reliably predict its future (2001: 33). It can, then, happen that even though electronical textbook offers more advantages of use, it will not reach the quality of traditional textbook because it will need to solve the questions of content criteria.

The last area discussed in the theoretical part of this thesis was the area of pupil as a user of textbook. And again, it seems that electronical textbook can add more to this issue. Here, on the contrary, the fact that electronical textbook is a new media has positive implication in motivation. But, this positive implication might lose its power over the years.

In summary, both traditional and electronical textbooks can achieve the status of a good textbook in relation to content, and, therefore, have their place in the learning process. The form is also important because at electronical textbook it brings many advantages which may bring more dynamism into the teaching and learning process. However, there is also the danger that the format prevents the electronical textbook to be a part of the process either because of the technical requirements it needs or because of its poor quality.

III. Practical part

6. Research

6.1. The aim of research

The theoretical part has shown that traditional and electronic textbook are under the same criteria concerning the content. Up to this point it can be stated that traditional and electronic textbook do not differ. However, differences start to appear when the form of these textbooks is analysed. New criteria for electronic textbook are raised and each type of textbook brings different advantages and disadvantages. The form is what divides textbooks to traditional and electronic. This research aims to decide if it is the content or the form which plays a role in the process of learning. It can happen that even though both textbooks differ in their form, it is the content which is important and the form does not influence learning at all. On the other hand, the research may reveal that it is the form which determines learners' attitude to learning and content is not important at all.

To reach the final conclusion, the research will proceed in two parts. The aim of the first part is to find which type of textbook matches more of the criteria of good textbook. The second part will, then, focus on learners' attitudes and relationships towards traditional and electronic textbooks. The aim is to show how learners see the position of textbooks in their learning and how they see the content and format of both traditional and electronic textbook. This part is important for proving whether the form has a role in learning or not.

After these two parts, the final conclusion will be stated. The results of both parts of the research will be compared and interpreted, which will answer the main question of this thesis whether it is the content or the form that plays a role in the process of learning. If both parts of the result end with the same outcome, it can be confirmed that the form does not play a role in the process of learning; on the contrary, if the outcomes of both parts of the research differ, the role of the form in learning will be confirmed.

6.2. Data collection techniques

6.2.1. Content analysis

The first part of the research focuses on textbooks. The aim is to find out which type of textbook fulfils more of the criteria for good textbook. For that reason, the method of content analysis was chosen. Gavora in his book mentions two way of performing a content analysis—non-quantitative and quantitative (2000: 117). This thesis will use the quantitative content analysis which task is to quantify the content elements.

6.2.2. Questionnaire

The second part of the research is interested in attitudes and relationships of learners towards traditional and electronical textbook. As the data were supposed to be obtained from more than one class of learners, I decided to use a questionnaire.

6.3. Research 1

6.3.1. Process

6.3.1.1. Selective group of textbooks

The assignment of this thesis requires a comparison of three traditional and three electronical textbooks. To make this comparison, the following steps had to be done.

First, I had to define the selective group of textbooks which I was to examine. In case of traditional textbooks, the main problem was to decide which three textbooks I should choose from the big number of textbooks used for learning English. Regarding the availability, I have chosen two textbooks which I used during my teaching practice at Clinical year and one textbook which is one of the most popular textbooks used for teaching and learning English. The two textbooks which I personally used are *New English for You* (further mentioned as *NEfY*) by Zdeňka Kociánová and *Welcome* by Elizabeth Gray and Virginia Evans. The third textbook chosen for content analysis is *Project* by Tom Hutchinson. All three textbooks were published by different publishers within three years.

All the textbook come from a set of textbooks designed for primary schools. *NEfY* is a set of six courses of English from the fourth to ninth grade at primary school. *Welcome* is a set of three courses designed for the fourth up to sixth grade. *Project*

contains five courses where the first one starts at the fifth grade. For my research, I have chosen textbooks written for the fifth grade so that the textbooks are then more easily compared. Each textbook forms a package where the common parts are pupil's book, workbook, teacher's book and cassette. In addition to these parts, *Welcome* offers videotape and a set of flashcards. In my research, all parts important for learning English were included, that is pupil's book, workbook, cassette, videotape and flashcards.

More difficult task was to find three electronic textbooks. In comparison to traditional textbooks, electronic textbooks are not so available yet. Here, I could not choose from a large supply as with traditional textbooks, but I had to search for electronic textbook that would be suitable for my research. Finally, I decided to use *Angličtina pro děti* published by LangMaster Group, *Tell Me More Kids* published by LEDA and *TS Angličtina* published by Terasoft.

Similarly to traditional textbooks, electronic textbooks also come in sets designed for various age levels. *Tell Me More Kids* contains three CD-ROMs for children from four to twelve years of age. *TS Angličtina* is a set of six CD-ROMs which cover all years of learning English at primary school. The only exception is *Angličtina pro děti* which forms only one CD-ROM designed for children of six to ten years of age. To keep the balance of the chosen textbook, I focused on those CD-ROMs which are designed for children of ten to eleven years of age, that is the fifth grade.

6.3.1.2. Criteria

The criteria according to which textbooks are analysed are based on the outcomes of the theoretical part, therefore they include seventy-eight criteria created in the areas of language content, skills, format and Framework Educational Programme. There are ten extra criteria for electronic textbook concerning the form.

When thinking how to measure the number of criteria fulfilled in each textbook, I was inspired by the format of measuring of didactic provision by Průcha (Průcha 1998: 141-143). He also traces the occurrence of individual structural components according to his list. The way he does it is that he notes only if the component is present in the textbook or not, but does not focus on the frequency of components. After that, he calculates coefficients which characterise the didactic provision of textbooks. He writes

that all stated coefficients are calculated like a percentage proportion of the number of really used components from the number of possible components. All coefficients take the value from 0 to 100% (Průcha 1998: 143). I am going to apply this calculation in my research so that I can better compare chosen textbooks. In the case of this thesis, the value of 100% defines that textbook fulfilled all the criteria of good textbook, the value of 0% means that any of the criteria was not fulfilled.

6.3.2. Results

The main question of this part of research is to discover which type of textbook meets more criteria of good textbook—in other words, to state which type of textbook is ‘better’. The results can be seen in the following table:

Table 1

Textbook	Percentage
Project 1	74.36%
New English For You 2	69.23%
Welcome 1	62.82%
<i>Angličtina pro děti</i>	52.27%
<i>Tell me More Kids III</i>	47.73%
<i>TS Angličtina III</i>	34.09%

In the left column of the table there are titles of textbook; to differentiate better between traditional and electronical textbooks, I have written the title of electronical textbooks in italics. In the right column there is the amount of criteria met by each textbook in percentage. The higher the percentage, the better a textbook should be. It is apparent that traditional textbooks ranked the first three positions, whereas electronical textbooks occupied the last three positions. Even the electronical textbook with the highest percentage did not reach the traditional textbook with the lowest percentage.

The following paragraphs will look more closely to individual areas in which criteria were stated. The second table describes the results in the area of language content (grammar, vocabulary, pronunciation, spelling, style and appropriacy, varieties of English, and discourse:

Table 2

Language content	Percentage
Project 1	83.33%
New English For You 2	70%
Welcome 1	60%
<i>Angličtina pro děti</i>	46.67%
<i>Tell me More Kids III</i>	23.33%
<i>TS Angličtina III</i>	16.67%

It is not surprising that this table shows the same order as in Table 1. The textbook which fulfilled the most criteria concerning the language content was *Project*, followed by *NEfY* and *Welcome*. Electronical textbooks ranked the last three positions where *Angličtina pro děti* with the highest score among the electronical textbooks is about sixteen percent behind the last of traditional textbooks. The span between the textbook with the highest percentage and the textbook with the lowest percentage is about 66 per cent, which indicates that there are big differences among all the textbooks in this area.

The following table describes the results in the area of skills:

Table 3

Skills	Percentage
New English For You 2	63.16%
Welcome 1	63.16%
Project 1	57.89%
<i>Tell me More Kids III</i>	47.37%
<i>Angličtina pro děti</i>	26.32%
<i>TS Angličtina III</i>	15.79%

This table shows that traditional textbooks fulfilled more criteria, again, now in the area of skills. The results are balanced concerning the traditional textbook but there are differences among electronical textbooks. The electronical textbook which fulfilled the most criteria does not meet the last of the traditional textbooks.

Table number four gives a picture about the results in the area of format:

Table 4

Format	Percentage
New English For You 2	75%
Project 1	75%
<i>Tell me More Kids III</i>	66.67%
Welcome 1	62.5%
<i>Angličtina pro děti</i>	62.5%
<i>TS Angličtina III</i>	34.09%

Here, *New English for You* occupies the first position together with *Project 1*. It is followed by electronic textbook *Tell Me More Kids*, traditional textbook *Welcome* and electronic textbooks *Angličtina pro děti* and *TS Angličtina*. The percentages in this table do not show any radical differences between the textbooks APART FROM.

The last table shows the results in the area of Framework Educational Programme:

Table 5

Framework Educational Programme	Percentage
<i>Angličtina pro děti</i>	100%
New English For You 2	100%
Project 1	100%
<i>Tell me More Kids III</i>	100%
<i>TS Angličtina III</i>	100%
Welcome 1	100%

These results claim that all textbooks are in full accordance with Framework Educational Programme or, at least, support it in some parts. Both traditional and electronic textbook fulfilled all the criteria about the programme.

When examining Table 2 and Table 3, it can be stated that electronic textbooks either did not focus on language content and skills very much or offered them in poor quality. However, as the format results in Table 4 are similar to both traditional and electronic textbook, a question arises why electronic textbooks showed so poor results in language content and skills. The answer might be in the following tables which describe the percentage of fulfilled criteria of textbooks in individual parts of language content and skills:

Table 6

Language content	Angličtina pro děti	Tell Me More Kids	TS Angličtina
Grammar	100%	0%	16.67%
Vocabulary	80%	60%	60%
Pronunciation	14.29%	28.57%	14.29%
Spelling	0%	0%	0%
Style, appropriacy and varieties of English	50%	50%	25%
Discourse	14.29%	0%	0%

Table 7

Skills	Angličtina pro děti	Tell Me More Kids	TS Angličtina
Listening	25%	37.5%	25%
Reading	25%	75%	25%
Speaking	25%	50%	0%
Writing	33.33%	33.33%	0%

It can be seen that electronical textbooks fulfilled most of criteria in one or two parts of language content (usually vocabulary) and did not fulfill many criteria in individual skills (apart from Reading and Speaking in *Tell Me More Kids*).

6.3.3. Interpretation

It can be summarised from the results that traditional textbook fulfilled more criteria concerning good textbooks than electronical textbooks. The reason for this may be in the fact that traditional textbooks *Project* and *NEfY* are revised textbooks which authors could reflect on inadequacies of the former publications and could also flexibly react to the requirements of new findings in didactics of English language. On the other hand, electronical textbooks are the first editions and because of their shorter history, their authors might not have time for evaluation. It must be noted that *TS Angličtina* has its revised edition but, unfortunately, it was not possible to take it into this thesis. It would be interesting to see if there is any progression towards fulfilling more criteria concerning good textbook. As stated in the theoretical part (Chapter 4.2.), tradition is a considerable advantage at traditional textbooks.

The first position of *Angličtina pro děti* among electronical textbooks might be caused by the expertise of the publisher (LangMaster) which provides a large number of other electronical textbooks for teaching English. The reason for the last position of *TS Angličtina* might be caused by the focus of this electronical textbook on practicing of language rather than teaching.

From all the tables, it can be summarised that electronical textbooks fulfilled fewer criteria of good textbook and, therefore, are not so sufficient for learning English language as traditional textbooks. But, I am convinced that they still have their place in learning. They can be used as supplementary material for traditional textbooks. Moreover, the relationship of learners towards traditional and electronical textbooks has not been discussed in the research yet.

6.4. Research 2

6.4.1. Process

6.4.1.1. Aim and structure of questionnaire

The theoretical part of this thesis has created criteria of good textbook and also stated advantages and disadvantages of traditional and electronical textbook. The first part of research focused on how each type of textbook fulfilled the criteria but did not take into consideration learners as users of textbooks. The aim of this part of research is to find which type of textbook learners like better for their learning and how they see the content and form of both types of textbooks. Even though each type of textbook can meet some criteria of good textbook, it does not automatically mean that learners will also have positive or negative relationship on basis of the number of fulfilled criteria.

The questionnaire was designed for learners at primary school (Appendix 2). I have created sixteen questions with a scale (questions 1-16), two half-opened questions (questions 18-19), eight closed questions (questions 21-28) and two factual questions (questions 29-30). Concerning the focus of questions, there are four questions on the position of textbook in learners' learning (questions 1-4), twelve questions on learners' relationship to the form of both types of textbook (questions 5-16), two questions to find more about the motivational factors of each type of textbook (questions 18-19), and eight questions on learners' relationship towards the content of both types of textbooks. As learners would not probably quite understand the terms *traditional* and *electronical textbook*, I decided to use the terms 'textbook' for traditional textbook and 'programme' for electronical textbook.

The questionnaire was piloted in a group of ten 6th graders. They all had experience with both traditional and electronical textbook. During piloting any problems which would require modification of the questionnaire did not appear, that is why the questionnaire remained in its original version for further research.

6.4.1.2. Group of tested learners

For my research I have chosen forty-seven learner of one primary school in the town of Litomyšl. They were from three different classes (5th, 8th and 9th grades) and they all had experience in working with traditional and electronical textbook (*Project* by Tom Hutchinson and *Start with Click* by Miluška Karásková and Jiří Šádek, and *TS*

Angličtina by Terasoft).

6.4.2. Results

The aim of this part of research was to find the relationship of learners towards traditional and electronical textbooks. Two questions in the questionnaire focused primarily on this relationship:

If your class stopped working with textbook, would you miss it?

If your class stopped working with programme, would you miss it?

The results are following:

Table 8

If your class stopped working with textbook, would you miss it?				
	5 th grade	8 th grade	9 th grade	total
Yes	43.75%	46.15%	16.67%	34.04%
No	56.25%	53.85%	83.33%	65.96%

Table 9

If your class stopped working with programme, would you miss it?				
	5 th grade	8 th grade	9 th grade	total
Yes	87.5%	58.33%	50.00%	65.22%
No	12.5%	47.67%	50.00%	34.78%

The tables show results of learners in individual grades and in total. The percentages represent the number of answers 'yes' and 'no' and the sum in each column is 100 per cent. The total percentage was calculated from all answers from respondents. It can be seen that one third of learners would miss traditional textbook in comparison to two thirds of learners who would miss electronical textbook. The highest number of learners who would miss traditional textbook was represented by the 8th graders, whereas the highest number of learners who would miss electronical textbook was in the 5th grade. The highest number of learners who would not miss traditional and also electronical textbook in their learning appeared together in the 9th grade.

The questionnaire also focused on how learners see the importance of individual types of textbooks in their learning:

Table 10

Textbook (programme) is important for my learning.					
	I fully agree	I agree	I do not agree neither disagree	I disagree	I fully disagree
traditional t.	13%	40%	36%	9%	2%
electronical t.	17%	49%	26%	9%	0%

The percentages show the number of chosen answers offered in the questionnaire by all respondents. It can be read that 43 per cent of learners see traditional textbook as an important thing for their learning. However, it is 66 per cent of learners who regard electronical textbook as an important part of their learning.

After getting information about learners' attitude to whole traditional and electronical textbooks, the questionnaire aimed relationship towards the content and the form. In case of the content, the questionnaire focused on subskills and skills.

Table 11

	traditional textbook	electronical textbook	both traditional and electronical textbook	could not decide
vocabulary	30%	19%	47%	4%
grammar	28%	34%	34%	4%
pronunciation	15%	57%	13%	15%
spelling	36%	32%	26%	6%
listening	20%	50%	24%	6%
reading	74%	4%	21%	0%
speaking	11%	26%	39%	24%
writing	42%	7%	29%	22%

The structure of the questions in the questionnaire was made to find the perception of learners towards the content. Learners should decide which textbook teaches them better individual subskills and skills. The items in the first line represent answers from which learners could choose. We can see that 15 per cent of learners thought that traditional textbook can teach them pronunciation well and not electronical textbook; 57 per cent of learners think that electronical textbook can teach them pronunciation well and not traditional textbook; 13 per cent of learners thought that both traditional and electronical textbook can teach them well; and 15 per cent of learners could not decide

about any type of textbook. The results showed that learners think that traditional textbook can teach better spelling, reading and writing, and that electronic textbook can teach better pronunciation and listening. Both traditional and electronic textbook can teach well vocabulary, grammar and speaking.

The questionnaire also wanted to find what are the learners' relationships and attitudes to advantages, disadvantages and motivational factors found in each type of textbook. First, it focused on traditional textbook:

Table 12

Traditional textbook					
	fully agree	agree	neither agree nor disagree	disagree	fully disagree
I like textbook because I can take it home and learn from it.	13%	38%	19%	15%	15%
I like textbook because I do not need a computer for it.	11%	32%	23%	19%	15%
I like textbook because there are nice and colourful pictures.	15%	19%	21%	30%	15%
I like textbook because there are interesting articles and information.	11%	38%	30%	17%	4%
I do not like textbook because i cannot find the results there (key).	23%	19%	23%	19%	15%

After traditional textbook, the questionnaire focused on the advantages, disadvantages and motivational factors of electronic textbook:

Table 13

Electronical textbook					
	I fully agree	I agree	neither agree nor disagree	I disagree	I fully disagree
I like programme because...					
... it shows immediately if my answer is right or wrong.	49%	43%	4%	4%	0%
... I do not have to be embarrassed in front of him when I make a mistake.	26%	51%	13%	4%	6%
... thanks to it, I also learn how to work on computer.	36%	38%	11%	9%	6%
... it is something new, modern.	34%	28%	32%	6%	0%
... I can get by click to a different page.	21%	23%	36%	15%	4%
I do not like programme because...					
... I cannot work on computer very well.	6%	4%	9%	19%	62%
...I am scared of computers.	0%	0%	0%	13%	87%

As in Table 9, the percentages show the number of chosen answers by all respondents. We can gather from the results that the favourite advantages of traditional textbook were the possibility to take it home (51 per cent of respondents agree) and the interestingness of material (49 per cent of respondents agree). At electronical textbook, the favourite advantage is the immediacy of feedback (92 per cent of respondents agree), followed by private learning environment (76 per cent of respondents agree).

6.4.3. Interpretation

The results of this part of research showed that learners' relationships towards traditional and electronical textbook differ. More learners would miss electronical textbook rather than traditional. Only three out of eighteen 9th graders would miss traditional textbook whereas electronical textbook would be missed by half of them.

When we look back at the results of how important learners consider each type of textbook, we can find similar results. Learners answered that traditional textbook is important for their learning in 53 per cent, whereas electronic textbook is important for learning English for 66 per cent of learners. What are, then, the reasons for such a difference in learners' personal attitude towards both types of textbooks? Let us start with the interpretation of data obtained from learners' opinions about the content and then continue with data concerning the form.

When looking at Table 11 representing learners' answers concerning the content, it is apparent that learners like each type of textbook for different reasons. It was already summarised that learners think that traditional textbook can teach them better spelling, reading and writing, whereas electronic textbook seemed better for learning pronunciation and listening. It is probable that the hyper medial feature of electronic textbook appears to have an impact on these results. It is just the subskill and skill that requires the audio aspect of textbook. It is true that traditional textbook can offer the audio aspect as well, but as was stated in the theoretical part, one cassette or CD is usually provided for the whole classroom, whereas electronic textbook offers more individualisation. On the other hand, traditional textbook seemed to learners better for learning spelling, reading and writing. Here, it is obvious that this subskill and skills are closely connected with written words, and, in this sense, they did not match with learners vision of electronic textbook. It is interesting that learners consider both traditional and electronic textbook suitable for learning vocabulary, grammar and speaking. Nevertheless, these results do not give an answer why electronic textbook is more attractive than traditional textbook.

The middle part of the questionnaire given to learners included semi-opened questions where learners could write what they would miss if they stopped working with either traditional or electronic textbook (Appendix 3). Respondents wrote seven different things that they would miss at traditional textbook (vocabulary, reading, speaking, presentation of subject matter, practising, possibility to take textbook home, textbook itself) and twelve different things that they would miss at electronic textbook (pronunciation, vocabulary, listening, practising, feedback, private learning environment, individualisation, working on computer, fast work, easy work, fun, and that it is a different type of learning). One of the indicators why electronic textbook is

more popular with learners might be the frequency of learners' answers. Three learners wrote that they would miss pronunciation and three wrote that that they would miss vocabulary at electronic textbook, whereas vocabulary would be missed at traditional textbook only by one learner. This difference becomes even sharper when it is examined from the view of advantages and disadvantages, which will be discussed later in this chapter.

This part will compare the relationships of learners towards the advantages and motivational factors of each type of textbook. Most of learners expressed their agreement with the fact that they can take traditional textbook home and study there. This, of course, increases the popularity of textbook very much because electronic textbook cannot be, for the time being, carried home. Another advantage of traditional textbook is that it does not need computer, and this implies, the need of computer literacy. Learners answered quite positively to this question—43 per cent like traditional textbook because it does not need a computer. However, the problem is how relative this is. Further in the questionnaire, there were two questions about electronic textbook and computer literacy. There were 81 per cent of respondents who claimed that they did not agree with the statement that they do not like electronic textbook because they cannot work well with computers. And even 100 per cent of respondents did not agree with the statement that they do not like electronic textbook because they are scared of computers. This might mean that the computer literacy was not a big problem for all respondents and, therefore, the fact that traditional textbook does not require any special training was not any advantage and motivational factor at all.

Another motivational factor of traditional textbook—nice and colourful visuals—was not a big attraction for learners. Together 34 per cent admitted that they like textbook because of its pictures, but 45 per cent answered negatively. Better situation was connected with the motivational factor of interestingness of material. This motivational factor was attractive to learners because 49 per cent wrote that they like traditional textbook because of the material. Only 21 per cent did not agree.

The last question in the questionnaire concerning traditional textbook was aimed at feedback. Learners were asked if they do not like traditional textbook because they do not find a key there. There were 42 per cent of respondents who really did not like textbook because there is not the key; 34 per cent did not mind that textbook does not

offer a key.

Now, let move the attention to the advantages and motivational factors of electronical textbook. The most attractive advantage of electronical textbook was the immediacy of feedback. There were 49 per cent of respondents who fully agreed and 43 per cent of respondents who agreed with the statement that they like electronical textbook because it shows immediately if their answer is right or wrong. This advantage showed as very attractive. Moreover, it was not the only advantage that was so favourably accepted by learners. The other advantages and motivational factors which look attractive to learners are the private learning environment, the possibility to learn more how to work on computer, and the aspect of novelty. However, the aspect of novelty was not as influential on learners' attitude as expected in the theoretical part (Chapter 5.1.2.) The only advantage which did not reach such a high number of percentage (only 44 per cent) was the possibility of hypertext.

This comparison of learners' relationship towards advantages and disadvantages of traditional and electronical textbook might give a solution to the different attitude of learners towards both types of textbooks. It is apparent that although both textbooks offer various motivational factors, the factors of electronical textbook are much more favourably accepted by learners. It can be said that the electronical textbook has greater motivational function than traditional textbook, and that this is the reason why learners have more positive attitude towards the electronical textbook rather than to traditional textbook.

This belief is supported by learners' answers what they would miss if they stopped working with traditional or electronical textbook. The most frequent aspect learners would miss at traditional textbook was the presentation of material, followed by practicing. Only one learner stated that he or she would miss the advantage of taking traditional textbook home. However, among the aspects missed at electronical textbook was fun and working on computer as most frequent, followed by the fact that electronical textbook is something different and the aspect of private learning environment.

To conclude, learners liked both types of textbooks because of their content. However, they liked electronical textbook more because of the advantages and motivational factors it offers. It means that the motivational function of electronical

textbook is much higher than the motivational function of the traditional textbook. This suggests that traditional textbook, even though learners have a good relationship to its content, cannot compete with electronic textbook in the matter of form.

IV. Conclusion

Every textbook has its content and form. Content deals with subject matter and ideas which are presented in textbooks, whereas form helps to transmit the ideas. At the beginning of this thesis, it was mentioned that literature speaks about two theories which look at the importance of both content and form. Meanwhile the first one gives credit to content only, the other one believes that it is the form that matters. The conclusion of this thesis inclines to the second theory. The first part of research based on criteria stated in the theoretical part clearly showed that traditional textbook fulfils more criteria than electronical textbook. According to this outcome, it was supposed that this would reflect in the second part of the research in learners' positive relationship towards the traditional textbook. It cannot be said that the second part of research would show that learners do not like traditional textbook, but, it surprisingly showed that learners are fonder of electronical textbook.

When searching for the reasons why learners prefer electronical textbook, it was found that learners are very attracted by the advantages and motivational factors of electronical textbook. And, it must be said that the advantages and motivational factors come from the electronical form of the textbook. If it was not for the form, electronical textbook would not be probably so popular because it does not fulfil so many criteria of a good textbook as traditional textbook.

It is probably a matter of time when electronical textbooks will reach the standards of a good textbook. At that moment, learners will be offered a textbook which combines content of the quality of traditional textbook with the advantages of form of electronical textbook. For the time being, I would advise teachers and learners to keep using traditional textbook because of its quality and to supplement it with electronical textbook because of the form it offers. It is a great tool for increasing learners' motivation and it can make lessons more enjoyable. However, to rely in teaching and learning only on electronical textbook would not be wise yet.

Resumé

Tato diplomová práce se zabývá tématem tradiční a elektronické učebnice. Tradiční učebnicí je v této práci myšlena tištěná kniha, kterou žáci používají v hodinách anglického jazyka jako učební pomůcku, kterou mohou volně přenášet ze školy domů a naopak. Elektronickou učebnicí je myšlen výukový program anglického jazyka na CD-ROMU, který žáci také používají v hodinách, ovšem většinou ve specializovaných učebnách pro výpočetní techniku, kde je tento program nainstalován na počítačích. Je ovšem třeba podotknout, že, ačkoliv se obě učebnice liší ve své formě, jejich obsah by měl být stejný.

Hlavním cílem této diplomové práce je zjistit, zda-li je to právě obsah či forma, co hraje úlohu v přístupu žáků k oběma typům učebnice. Může nastat situace, že úroveň obsahu jednoho typu učebnice bude výrazně převažovat nad úrovní obsahu druhého typu učebnice, a přesto žáci budou mít raději právě druhý typ učebnice. Zároveň se však může stát, že vyšší úroveň obsahu jednoho typu učebnice bude korespondovat s vysokou oblíbeností u žáků.

Abychom mohli dojít k validním závěrům, je třeba nejprve určit, jaká úroveň obsahu se vyskytuje v každém z obou typů učebnic. Pro měření úrovně obsahu byla v teoretické části vytvořena kritéria dobré učebnice na základě analýzy odborné literatury o vyučování anglického jazyka. Tato kritéria se rozdělují do několika skupin. První skupinou jsou kritéria, která postihují jazykový obsah učebnice. Do této skupiny patří kritéria, která se týkají gramatiky, slovní zásoby, výslovnosti, pravopisu, diskurzu, a stylu, vhodnosti a variant anglického jazyka. Druhá skupina vymezuje kritéria v oblasti řečových dovedností. Hodnotí úroveň vyučování poslechu, čtení, mluveného projevu a psaného projevu a zároveň hodnotí vztah mezi nimi navzájem a vztah mezi nimi a jazykovým obsahem. Třetí skupinou jsou kritéria, která se zaměřují na formát dobré učebnice. Vytýčují, co by měla dobrá učebnice obsahovat z hlediska vnějšího formátu (přitažlivost materiálu, vizuální komponenty) a z hlediska vnitřního formátu (cíle, témata, metodologie, sylabus a sociální hodnoty). Poslední skupinou jsou kritéria popisující vztah dobré učebnice k Rámcovému vzdělávacímu programu. Zde se píše o kritériích v oblasti klíčových kompetencí, očekávaných výstupů a učiva. Zvláštní skupinou kritérií jsou kritéria použitelná pouze pro elektronickou učebnici. Důvodem pro vytvoření této skupiny kritérií byla nová elektronická forma učebnice, která s sebou

zároveň přináší i nové požadavky na kritéria. Souhrn všech skupin kritérií je potom podkladem pro praktickou část této diplomové práce, kdy budou podle těchto kritérií hodnoceny tři tradiční a tři elektronické učebnice. Kritéria také slouží jako jeden ze základů pro vytvoření dotazníku pro žáky, který zkoumá vztah žáků k obsahu a formě jednotlivých učebnic.

Dalším tématem, kterým se tato diplomová práce zabývá, jsou výhody a nevýhody tradiční a elektronické učebnice. Protože cílem této diplomové práce je zjistit, zda-li roli v edukaci hraje obsah nebo forma, bylo nutné, aby oba typy učebnic byly analyzovány také v oblasti výhod a nevýhod. I když se tato diplomová práce zaměřuje hlavně na vztah učebnice a žáka, výhody a nevýhody byly zmapovány jak ve vztahu učebnice k žákovi, tak také ve vztahu učebnice k učiteli. Diplomová práce nejprve zkoumá výhody, které jsou shodné pro tradiční i elektronickou učebnici. Zde dochází k závěru, že oba typy učebnice nejvíce pomáhají v plánování učení. Uplatňuje se zde tedy jejich organizační funkce. Výhody výlučné pro tradiční učebnice spočívají spíše v poskytování prostoru pro individualizované učení, jelikož jsou tradiční učebnice přenosné. Kapitola se zmiňuje i o výhodě dlouhé historie u tradičních učebnic. Výhody elektronické učebnice bez výjimky vycházejí z toho faktu, že elektronická učebnice nabízí jiný formát. Zmiňuje se zde pozitivní vliv hypermediálního prostředí, hypertextu, interakce, okamžitost zpětné vazby a omezování strachu z chyby. I elektronická učebnice má výhodu v poskytování prostoru pro individualizované učení a to zejména v možnosti žáků pracovat vlastním tempem a také v tom, že elektronická učebnice je schopna pamatovat si slabé stránky žákových výkonů. Poslední výhodou elektronické učebnice je, že zároveň zdokonaluje schopnost žáků pracovat na počítačích, tedy jejich počítačovou gramotnost.

Poněkud odlišná byla situace, kdy byly zkoumány nevýhody jednotlivých učebnic. Nejprve se diplomová práce zaměřila na společné nevýhody u tradiční i elektronické učebnice, které vycházejí hlavně z neschopnosti učebnic být flexibilní k potřebám individuálních žáků. Problémem je zde to, že učebnice jsou neměnným souborem materiálů určených pro výuku anglického jazyka, kdežto žáci se neustále mění a vyvíjejí. Dalším nebezpečím učebnic je to, že jejich syllabus se velmi lehce může stát učebním plánem pro jednotlivé ročníky. To s sebou přináší stereotyp a nudu.

Mohlo by se zdát, že při srovnání nevýhod speciálních pro tradiční a

elektronickou učebnice lze najít mnoho nevýhod právě u tradiční učebnice. I když je pravda, že tradiční učebnice nenabízí možnost interakce nebo hypermediálního prostředí, nelze zapomenout na to, že všechny tyto nevýhody se objevily až po setkání s elektronickou učebnicí. Je možno říci, že tradiční učebnice svoje speciální nevýhody vlastně ani nemá. Nevýhody elektronické učebnice znovu pramení z toho, že elektronická učebnice nabízí nový formát. Jde proto spíše o nevýhody technického rázu – pro použití elektronické učebnice je zapotřebí zvláštní místnosti, počítačů a zároveň se také vyžaduje určitá úroveň počítačové gramotnosti od jejich uživatelů. Jelikož se výhody a nevýhody velmi úzce pojí s formou jednotlivých typů učebnic, je většina z uvedených výhod a nevýhod použita jako další ze základů pro vytvoření dotazníku pro žáky.

Jelikož se až doposud tato diplomová práce zabývala učebnicemi samotnými, další část se zabývá vztahem mezi učebnicí a žákem. Otázkou, na kterou se tato část položila, je, co ovlivňuje vztah žáků k učebnici. Odpověď by se dala shrnout do dvou oblastí. První oblast se zabývá motivačními faktory, které jednotlivé typy učebnic obsahují. Zmiňuje se zde znovu možnost vzít si učebnici domů u tradiční učebnice, multimediální formát a novost u učebnice elektronické. Druhá oblast odpovědi se ukrývá v subjektivní snaze jednotlivého žáka. Zde hraje roli kvalita a kvantita zkušeností, které každý žák má ve spojitosti s tradiční a elektronickou učebnicí. To vše může jak pozitivně tak negativně ovlivňovat vztah žáků k učebnici. Nedostatek zkušeností s počítači obecně může způsobit, že žák se bojí s učebnicí pracovat. Naopak, pro žáka, který má dostatečné množství zkušeností s počítači, je učení s elektronickou učebnicí snadnější a snad i zábavnější.

Praktická část této diplomové práce je postavena na poznacích z části teoretické a snaží se najít odpověď na otázku zmiňovanou již v úvodu tohoto resumé, a to, zda-li je to obsah či forma, co hraje úlohu v přístupu žáků k oběma typům učebnice. Praktická část se snaží poskytnout odpověď pomocí dvou výzkumných metod. První metodou byla obsahová analýza tří tradičních a tří elektronických učebnic anglického jazyka. Podle kritérií, která byla stanovena na začátku teoretické části, byly vytvořeny archy, do kterých se zaznamenávalo, jak která učebnice splňuje daná kritéria. Po vyplnění archů se data převedla na procenta, která určila, na kolik každá z učebnic splňuje kritéria dobré učebnice. Čím vyšší počet procent, tím více se učebnice přibližovala k „dobré

učebnici'. Tato výzkumná metoda zjistila, že tradiční učebnice splňuje více kritérií než elektronická učebnice. Tradiční učebnice dosáhla průměrné hodnoty 61,98% , kdežto elektronická učebnice dosáhla průměrné hodnoty 44,70%. Z tohoto zjištění vyplývá, že tradiční učebnice je ve svém obsahu vhodnější než elektronická učebnice.

Cílem druhé části výzkumu bylo zjistit, jaký vztah mají žáci k jednotlivým typům učebnice. Výzkumnou metodou pro tuto část byl zvolen dotazník, protože bylo třeba oslovit větší množství respondentů. Dotazník vycházel z poznatků teoretické části. Zaměřoval se na to, jaké místo žáci přisuzují učebnicím v jejich učení, dále na jejich vztah k jednotlivým aspektům formy a, neposledně, na jejich vztah k obsahu učebnic. Bylo zjištěno, že žáci celkově preferují elektronickou učebnici před učebnicí tradiční. Ukázalo se však, že žáci mají stejný vztah k tradiční i elektronické učebnici v oblasti obsahu. Avšak žáci obecně velmi kladně hodnotili výhody elektronické učebnice. Možná z tohoto důvodu by raději oželeli tradiční učebnici ve výuce než elektronickou (elektronická učebnice by chyběla ve výuce asi dvěma třetinám žáků, kdežto tradiční učebnice by chyběla pouze jedné třetině).

Po srovnání výsledků teoretické a praktické části bylo zjištěno, že ačkoliv oba dva typy učebnice mohou naplnit kritéria dobré učebnice, elektronická učebnice v tomto ohledu zaostává. Na druhou stranu bylo potvrzeno, že elektronická učebnice díky svým výhodám a motivačním faktorům má větší motivační funkci než učebnice tradiční. Z toho vyplývá, že forma hraje roli v přístupu žáků k učebnici, a to takovým způsobem, že forma elektronické učebnice měla takovou motivační sílu, že zakryla i nedostatky této učebnice v obsahu.

Na závěr této diplomové práce bylo navrženo, aby tradiční učebnice zůstala hlavní učební pomůckou vyučovací hodiny, protože, i když neposkytuje takové výhody ve formě jako učebnice elektronická, stále splňuje více kritérií dobré učebnice. Bylo doporučeno, aby elektronická učebnice byla používána jako doplněk tradiční učebnice, protože její vysoká motivační funkce má pozitivní vliv na učení žáků.

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Examined electronical textbooks:

- *Angličtina pro děti*. Praha: LangMaster Group, 2004.
- *Tell me More Kids: Hraj si a uč se přitom anglicky!* Voznice: LEDA s.r.o., 2003.
- *TS Angličtina III*. Hořovice: Terasoft, 1999.

Appendices:

Appendix 1 – a completed sheet for content analysis

Appendix 2 – a completed questionnaire

Appendix 3 – learners' answers from Questions 18 and 19 of the questionnaire

Appendix 1

Title: *Tell me More Kids III*

Author:

Publisher: *LEDA*

Year of publishing: *2003*

Characteristics of the textbook:

for children 9-12.

Analysed parts: *2x CD - Tell me More Kids
- Films*

Grammar	<i>0%</i>
- grammar covered in small portions that are easy to learn	X
- portions are logically connected	X
- new grammar portion is presented in meaning, use and form	X
- grammar is introduced in good and interesting context	X
- grammatical patterns are included	X
- most obvious exceptions are included	X
Vocabulary	<i>60%</i>
- adequate amount of new vocabulary <i>19 words on average</i>	X
- adequate difficulty of new vocabulary	✓
- pronunciation and spelling are accurately presented	✓
- vocabulary is introduced in context <i>only individual words</i>	X
- relationships within vocabulary are present <i>hyponymy</i>	✓
Pronunciation	<i>28,57%</i>
- individual sounds	X
- supra-segmental features <i>in songs</i>	✓
- a list of phonemic symbols is present	X
- symbols for word stress	X

- symbols for intonation	X
- exercises on most problematic areas are included	X
- high-quality recordings	✓
Spelling	0%
- some guidance for spelling	X
Style, appropriacy and varieties of English	50%
- presentation of styles	X
- appropriate vocabulary and grammar for each style	X
- one variety is kept	✓
- others are introduced <i>it is possible to choose between Br or Am English during installation</i>	✓
Discourse	0%
- reading texts – as authentic as possible	X
– coherent structure of content	X
- paragraphing	X
- cohesive devices	X
- spoken English – natural, as authentic as possible	X
- written English – different kinds	X
- paragraph layout	X
Skills	50%
- proper balance between them	✓
- proper balanced between skills and subskills (subskills and skills become more complex) <i>no progression</i>	X
Listening	37.5%
- authenticity (hesitation, reformulation, redundancy, topic change)	X
- secondary role - “the response is more difficult and harder to understand”	X

- variety of listening tasks <i>dictation, listening for detail</i>	✓
- layout – pre-listening, response, feedback, follow-up	X
- high quality of recorded sound	✓
- recorded sound with appropriate speed	✓
- recorded sound with different accents	X
- videotape	X
Reading	45%
- variety of reading tasks <i>reading for specif. information, reading sentences</i>	✓
- well-presented	✓
- topics interesting, challenging, topical	✓
- layout – pre-reading, feedback, post-reading comprehension task and follow-up task	X
Speaking	50%
- non-communicative activities – structural (drills, repetitions) <i>repetition, naming of objects, dubbing characters</i>	✓
quasi-communicative <i>asking for objects</i>	✓
- communicative activities – functional	X
- social interaction	X
Writing	33,33%
- mechanics of writing (blank-filling, sentence-completion, translation) <i>copying sentences, dictation</i>	✓
- discourse structure (report, diary, formal and informal letters, summary)	X
- communicative writing activities	X
Outer format	100%
- individual parts of package support each other <i>+ handbook</i>	✓
- attractive and interesting material used	✓
- visuals have a teaching purpose	✓
- pictures support material	✓

- pictures are appropriate	✓
- not easy to outdate <i>only electronics</i>	✓
- cross-curricular <i>maths - adding</i>	✓
Inner format	52,94%
- goals of textbook	✓
- goals of units	✗
- goals of activities	✗
- informative, challenging, exciting subject matter <i>films, world - savana, mountains, arctic</i>	✓
- cognitive goals	✓
- affective goals	✓
- psychomotor goals <i>physical exercises</i>	✓
- metacognitive goals	✗
- proper recycling <i>new words are also in other activities - I can meet them in different sections</i>	✓
- knowledge building process and practice sessions fit together <i>- all vocabulary is practices in one exercise - "one whole-book vocab"</i>	✗
- feedback (tests, progress check)	✓
- Czech where it supports learning	✓
- consider learning styles	✗
- provides additional material for independent study	✗
- provide key of additional materials for self-monitoring	✗
- table of content	✗
- social and cultural value <i>+ people with different colour of skin</i>	✓
Framework Educational Programme	100%
- supports the developing of key competencies <i>- competency for solving problems - competency for learning - communicative competence</i>	✓
- is in agreement with the expected outcomes	✓
- contains required subject matter <i>- also in other parts CDs</i>	✓

Criteria special to electronic textbook	60%
- interface – easy exit	✓
- clear layout	✓
- moving smoothly	✓
- hypertext links working well	X
- search	X
- easy navigation	✓
- tutorials <i>in handbook</i>	X
- on-line help	X
- help files really help	✓
- help files are easy to find	✓

Total: 47/43%

Appendix 2

DOTAZNÍK

Ahoj, jmenuji se Marcela Bartošová. Moc by mi pomohlo, kdybys pro mě mohl/a vyplnit pravdivě tento dotazník. Dotazník je anonymní, takže se nikdo nedozví, žes ho vyplňoval/a zrovna ty. Moc ti děkuji za spolupráci.

I) V následujících otázkách zakroužkuj číslo podle toho, co si myslíš:

1	2	3	4	5
úplně souhlasím ☺	souhlasím	ani nesouhlasím, ani souhlasím ☺	nesouhlasím	úplně nesouhlasím ☹

1) Učebnice je pro moje učení angličtiny důležitá.

① 2 3 4 5

2) Počítačový program je pro moje učení angličtiny důležitý.

1 ② 3 4 5

3) Myslím si, že v učebnici je všechno, co potřebuji znát o angličtině.

1 2 3 ④ 5

4) Myslím si, že v programu je všechno, co potřebuji znát o angličtině.

1 2 3 ④ 5

5) Učebnici mám rád/a, protože si ji můžu vzít domů a tam se z ní učit.

1 ② 3 4 5

6) Učebnici mám rád/a, protože k ní nepotřebuji počítač.

① 2 3 4 5

7) Učebnici mám rád/a, protože v ní jsou pěkné a barevné obrázky.

1 ② 3 4 5

8) Učebnici mám rád/a, protože jsou v ní zajímavé články a informace.

1 2 ③ 4 5

9) Učebnici nemám rád/a, protože v ní nenajdu výsledky (klíč).

1 2 3 ④ 5

10) Počítačový program mám rád/a, protože mi hned ukáže, jestli mám odpověď správně nebo špatně.

1 ② 3 4 5

11) Počítačový program mám rád/a, protože se nemusím před ním stydět, když udělám chybu.

1 ② 3 4 5

12) Počítačový program mám rád/a, protože se díky němu taky učím pracovat na počítači.

① 2 3 4 5

13) Počítačový program mám rád/a, protože je to něco nového, moderního.

1 2 3 ④ 5

14) Počítačový program mám rád/a, protože se můžu kliknutím dostat na jinou stránku.

1 ② 3 4 5

15) Počítačový program **nemám** rád/d, protože na počítači moc neumím pracovat.

① 2 3 4 5

16) Počítačový program **nemám** rád/a, protože se počítačů bojím.

1 2 3 ④ 5

18) Kdybyste přestali pracovat s programem, chybělo by ti to? **ANO** - NE

Pokud jsi odpověděl/a *ano*, tak co by ti chybělo? (můžeš napsat i několik věcí)

možná by jsme ne stejné věci a dělali to samé - stereotyp

19) Kdybyste přestali používat učebnici angličtiny, chybělo by ti to? **ANO** - NE

Pokud jsi odpověděl/a *ano*, tak co by ti chybělo? (můžeš napsat i několik věcí)

oci to, ať bych se nemohla a učebnice učít

20) Poprvé mě paní pan učitel/učitelka angličtiny zavedla na počítače v ...B... třídě.

II) Ted' už jenom zakroužkuj svoji odpověď:

21) Slovíčka mě dobře naučí

Ⓐ učebnice b) program c) učebnice i program d) nedokážu rozhodnout

22) Gramatiku mě dobře naučí

Ⓐ učebnice b) program c) učebnice i program d) nedokážu rozhodnout

23) Výslovnost mě dobře naučí

Ⓐ učebnice b) program c) učebnice i program d) nedokážu rozhodnout

24) Jak psát anglická slovíčka mě dobře naučí

Ⓐ učebnice b) program c) učebnice i program d) nedokážu rozhodnout

25) Poslechová cvičení jsou dobrá v

a) učebnici b) programu ③ učebnice i programu d) nedokážu rozhodnout

26) Čtení je dobré v

Ⓐ učebnici b) programu c) učebnici i programu d) nedokážu rozhodnout

27) Jak mluvit anglicky se dobře naučím z

Ⓐ učebnice b) programu c) z učebnice i z programu d) nedokážu rozhodnout

28) Napsat anglicky dopis, pohled nebo příběh mě dobře naučí

Ⓐ učebnice b) program c) učebnice i program d) nedokážu rozhodnout

29) Jsem: muž ③ žena

30) Je mi 9 10 11 12 13 ③ 14 15 16 let jiný věk:..... (napiš)

Appendix 3

If your class stopped working with [traditional] textbook, would you miss it? If you answered “yes”, what would you miss?

- články
- to se nedá říct
- to, že to dobře vysvětlí, ukáže to na obrázcích
- chybělo by mi to, že si to v učebnici alespoň zopakujeme
- asi že bych se nic nenaučila
- v učebnici jsou zase třeba lépe ty věci vysvětlené
- že je tam vše vysvětleno písemně
- otázky
- důležité věci, které ani v programu nenajdu
- protože v sešitě nemáme všechno
- různá cvičení
- podrobnější vysvětlení látky
- asi to, že bych se nemohla z učebnice učit
- nějaké ty články
- slovíčka
- vysvětlivky
- protože si myslím, že na základní škole je učebnice nejdůležitější článek ve výuce
- články
- rozhovory

If your class stopped working with programme, would you miss it? If you answered “yes”, what would you miss?

- slovíčka
- pracování na počítačích
- nemoh bych se učit na počítači
- moc mi to chybělo protože se nemusím stydět před počítačem
- nemůžu hrát hry
- že každý může pracovat sám
- zábavu
- je to i něco jiného
- můžu pracovat i podle své rychlosti, ale někdy je to pak i nudné
- poslouchání slovíček
- výslovnost
- chybělo by mi to, že na počítači je dobrá výslovnost
- výslovnost
- poslechová cvičení
- slovíčka
- nebavila by mě hodiny
- počítač
- je to taková ulevárna na programu
- sranda
- počítač
- práce s počítačem a v programu je to rychlejší
- někdy je to při hodině zajímavé zpestření
- nebyli by jsme ve stejné třídě a dělali to samé - stereotyp
- počet možností
- hraní her, přehrávání filmů
- procvičování
- práce s počítačem
- zábavnější učení
- nemusím se před ním stydět
- ukázka správné odpovědi

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	
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Obor	Učitelství anglického jazyka
Rok obhajoby	2006
Vedoucí práce	Mgr. Irena Reimannová
Anotace	Diplomová práce se zabývá tradiční a elektronickou učebnicí, jejich obsahem a formou, výhodami a nevýhodami, a motivačními faktory obou typů učebnic. Zkoumá, zda roli v přístupu žáků k učebnicím hraje obsah nebo forma.
Klíčová slova	učebnice, tradiční učebnice, elektronická učebnice, obsah, forma, motivační faktor