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Textbook Evaluation

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Diplomová práce bude věnována problematice učebnic anglického jazyka.
Východiskem pro vlastní šetření bude v teoretické části práce rozpracovaná teorie učebnic,
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Abstract

The thesis deals with textbook evaluation. Firstly, the textbook theory is discussed; a certain attention is paid to the textbook functions, syllabus type, the textbook characteristics and structural components of the textbook units. Secondly, usage of textbook is critiqued; advantages and disadvantages of using textbooks, pupils' and teachers' reasons for using textbooks and lastly the future of textbooks are addressed. The outcome of the theoretical part is the criteria for textbook evaluation. Thirdly, the research is conducted with the aim of investigating whether there is an agreement between the selected textbooks and the objectives of the Framework Educational Programme for Basic Education and to what extent the selected textbook are in the concord with them. The research selects the textbooks; consequently it evaluates the selected textbooks and finally compares the obtained findings. The research applies questionnaire for selection of the textbooks, the analytic method and subsequently the comparative analysis of both textbooks. Conclusion presents the outcomes connected to the defined aim of the thesis.

Key words: curricular reform, textbook evaluation, Framework Educational Programme for Basic Education, textbook usage, criteria for assessment, checklist, comparison of textbooks

Abstrakt

Diplomová práce se zabývá hodnocením učebnic. Nejprve je diskutována teorie učebnic, přičemž je zvláštní pozornost věnována funkcím učebnic, typům sylabu, vlastnostem učebnic a strukturním komponentům učebnicových lekcí. V další řadě je posuzováno používání učebnic, tj. jeho výhody a nevýhody, důvody žáků a učitelů pro používání a posléze je pozornost zaměřena na budoucnost učebnic. Výsledkem teoretické části jsou kritéria pro evaluaci učebnic. Následně je realizován výzkum s cílem zjistit, zda se dvě zvolené učebnice a cíle Rámcového vzdělávacího programu pro základní vzdělávání shodují a do jaké míry. Učebnice pro tento výzkum byly nejprve vybrány, následně v procesu výzkumu zhodnoceny a v závěru praktické části byly získané údaje porovnány. Výzkum využívá dotazník k selekci učebnic, analytickou metodu a dále provádí komparativní analýzu obou učebnic. Závěrečná část prezentuje výsledky v souvislosti se stanoveným cílem diplomové práce.

Klíčová slova: kurikulární reforma, hodnocení učebnic, Rámcový vzdělávací program pro základní vzdělávání, užívání učebnic, kritéria pro hodnocení, seznam, porovnání učebnic

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1. Introduction

Due to the evolving global markets such as tourism, employment and education, the usage of language teaching, as a second or third language, is becoming more and more of a necessity. This is reflected by the school reform bringing changes to the aims and content of education. This, in turn, enables the pupils to enter a wide variety of markets that are not open to those that can only speak one language, such as Czech e.g. employment market. Pupils' needs are centre of the attention in teaching learning process; hence it is critical to select the most appropriate teaching aids that will engage the pupils' intellect. Once pupils are fluent in the English language, they are able to communicate and connect with people from around the world; giving them flexibility in global markets and a wide range of social situations.

The thesis aims to analyse and compare textbooks as they are one of the significant factors impacting on the teaching and learning process. Following the introduction, the second chapter examines the school reform and its principles that are respected when creating the criteria for evaluation and comparison in the empirical part. The third chapter deals with textbook theory; namely textbook as a didactic aid, textbook functions, syllabus type, textbook characteristics and structural components of the units. Moreover textbook usage is addressed in the fourth chapter discussing advantages and disadvantages of using textbooks, reasons for using them and their future. The last chapter of the theoretical part presents textbook evaluation, where reasons for evaluation, approaches to evaluation and methods are described; furthermore there are indentified criteria for assessment of the textbooks and their later comparison according to these criteria. The theoretical part serves a base for the practical part. The empirical part that correlates strongly with the theoretical part begins with the research methodology, where the aim of the research is stated. Secondly, the textbook selection is outlined how the textbooks for evaluation were chosen. The next two main chapters deal with the evaluations of the selected textbooks individually in terms of a general description, textbook functions, characteristics and evaluations according to the criteria in order to decide whether there is an agreement between the selected textbooks and the objectives of the Framework Educational Programme for Basic Education and how they adhere to it. The obtained data is then compared

specifically using the textbook characteristics and evaluations according to the criteria which are subsequently summarised in this chapter. The practical part ends with the conclusion referring to both parts of the thesis.

2. The curricular reform

The current Czech educational system has undergone intensive changes due to the school reform. This ongoing reformation is influencing the teaching and learning process. The curricular policy principles are stated in the National Education Development Programme for the Czech Republic (so called "White Paper") and enshrined in the Education Act. Curricular documents are characterised at two levels: the national and the school level. The national level comprises the National Education Programme defining education as a whole and the Framework Educational Programmes focusing on individual stages of education. Concerning the school level there are school educational programmes developed by individual schools themselves that are based on the principles set out in the Framework Educational Programme (2007, p.6).

Among the educational trends promoted by Framework Educational Programme for Basic Education (hereafter the FEP BE) are taking into account pupils' needs and potential when attaining the objectives of the basic education, applying variable organisational patterns and individualisation of the educational process; applying differentiation to the education, offering a broader range of obligatory optional subjects, creating a favourable, social and emotional atmosphere based on the effective motivation and other trends (FEP BE, p.8).

According to Zeman (2009, p.3) the main agenda of this reform is to concentrate on the key competencies; their development is the main objective of the education. In the FEP BE the key competencies are defined as "the system of knowledge, skills, abilities, attitudes and values that are important to the individual's role in society" (2007, p.12). Other objectives of the basic education are: creating preconditions for pupils to acquire learning strategies; motivating pupils to participate in life-long learning; encouraging pupils to think creatively; developing pupils' abilities to cooperate and value their own work, achievements as well as the work of others;

guiding pupils to be tolerant and considerate towards other people, their cultures and other objectives (FEP BE, 2007, pp.10-11).

The requirements for foreign language education are in concord with the Common European Framework of Reference for Languages[1], which outlines various levels of proficiency (FEP BE, p.19). The aim of language teaching is to develop learners' communicative competence in English (Richards and Rodgers, 2001, p.159). The authors (ibid.) claim that Communicative Language Teaching is "the most plausible basis for language teaching today, although today it is understood to mean more than a set of very general principles that can be applied and interpreted in a variety of ways". Harmer highlights: "The Communicative approach or Communicative Language Teaching have now become generalised 'umbrella' terms to describe learning sequences which aim to improve the students 'ability to communicate [...]" (2001, p.86). Thornbury stresses "it is now recognised that language learning is a more complex process than any single method can hope to address" (2006, p.131). The author (ibid.) further claims that there has been an attitude shift in favour of eclecticism and of customising teaching approaches to suit the needs of students. Černá and Píšová suggest that the eclectic approach chooses such strategies and techniques that are suitable for the specific situation to optimally achieve the set aims (2002, p.22).

In correspondence with the curricular reform the demands are not made only on the educational process, but also on the didactic aids which should correspond with the educational policy. In spite of such a development, it is unquestioned there will still be ongoing reappraisals in language learning.

3. Textbook Theory

A textbook represents a significant part of the didactic transformation of cultural areas to school education (Skalková, 2007, p.103). Furthermore, Průcha (1998, pp.14-16) defines the textbook firstly as an element of the curricular project – the educational

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[1] The Common European Framework of References for Languages defines the target competencies of language education as communication competencies (linguistic, socio-linguistic and pragmatic) and general competencies (presupposing the knowledge of the socio-cultural environment, life and institutions of the countries where the relevant language is spoken) (FEP BE, 2007, p.19).

programme, secondly as a component of the set of didactic aids and lastly as a type of a school didactic text (ibid.). Definitely, a textbook is important in the educational process, additionally a textbook as a teaching aid is one of the major factors influencing the teaching-learning process, for this reason this chapter concentrates on a textbook as a significant part of the set of didactic aids, its functions, its characteristics, syllabus type and components.

3.1 A textbook as one of the didactic aids

Didactic aids include all of the material objects providing a streamlined and conditioned learning process (ibid., p. 249). In contrast to the non-material didactic aids e.g. educational methods, approaches and organizational forms trying to reach the educational aim by their appropriate choice; the material didactic aids represent straightforward material mediating knowledge to pupils (Maňák, 1997, pp. 49-50). Maňák provides teaching aids distinction:

1. Real objects
2. Models
3. Depictions:
    A, images, symbolic depictions
    B, static projections (diaprojection, epiprojection, overhead projection)
    C, a dynamic projection (film, television, video)
4. Audio teaching aids (musical instruments, cassettes)
5. Haptic teaching aids (topography pictures, Braille)
6. Literary teaching aids (textbooks, handbooks, atlases, texts)
7. Programs for teaching automats and computers
        (ibid., p. 50)

According to Černá and Píšová, literary sources including textbooks, audio and video records, whether authentic or specifically designed for language teaching, play a significant role in language teaching (2002, p. 28). Harmer also emphasises the importance of a textbook as a teaching aid in the language classroom in view of the fact it offers a coherent syllabus, motivating texts and other benefits such as extra resource material and useful web links (2001, p. 304). Martinková states that the regular use of textbooks and the reliance upon them in the Czech educational system (both primary and secondary), has made the textbook an essential part of the learning process,

additionally textbooks are relied upon to convey almost all of the subjects within any set curriculum and have thus become the foundation of learning in a classroom (2008, p.1). Therefore, regarding literary teaching aids, textbooks remain the main literary source in education. Moreover, Průcha (1998, p.17) claims that a textbook is complemented with other types of didactic texts such as workbooks, collections of language games, grammar books, monolingual or bilingual dictionaries, tests, maps and other types of didactic texts. With this in mind, many aids a teacher can utilise such as dictionaries, conversation handbooks, workbooks, audio and video tapes, additional tests, graded readers, grammar books, worksheets and further materials, will only compliment, and perhaps never replace a textbook.

3.2 Textbook functions

Textbooks have various functions in English language teaching. Cunningsworth suggests that textbooks have multiple roles in language teaching:

1. a resource for presentation material
2. a source of activities
3. a reference source for pupils on sub-skills
4. a source of ideas, stimulation and suggestions for classroom language activities
5. a syllabus
6. a resource for self-directed learning and self-evaluation
7. a support for less experienced teachers

(1995, p. 7)

The author (ibid.) only names the textbook roles, he does not specify them further except highlighting the role as a resource in achieving aims and objectives, where the author also claims that textbooks should not become the aims or determine the aims themselves. Cunningsworth is the only author who uses the term 'role' of textbook, while other authors (Hummel 1988, Maňák 2007, Mikk 2007, Průcha 1998) use the terminology 'textbook function' and do not distinguish between a role and a function of a textbook. Průcha (1998, p. 19) suggests that the supposed purpose which a textbook has to fulfil in the real educational process is considered by both the textbook function and the textbook role.

The evolution of educational trends in terms of autonomy, key competencies,

lifelong education and norms has lead to the reformation of textbook functions. The main obvious function is to present the information (Mikk, 2007, p.13). However, this function is complemented with other roles as the concept of the textbook's functions is complex.

Mikk (ibid.) states that one of the key textbook functions is to motivate learners. Today's pupils have an open and unlimited access to the internet and other sources for reference which in turn provides 'building blocks' for learning e.g. they may learn from audio software. If they are not challenged by the set textbook and the curriculum, they may become disinterested, and the usefulness of the text is lessened. Informative and engaging textbooks pronounce the learners' interest and curiosity in the subject matter, motivating them to explore further the language they desire to learn. This is very desirable, as learners want to know and learn more about the subject and this is one of the most important aims of the education (ibid.).

According to Hummel (1988, p. 15) the most important textbook function in the perspective of lifelong education is the function of creating the habit of reading and continuous dialogue with the textbook. Thus, learners develop familiarity with textbooks and enhance their skills in using books as an indispensable working instrument for cognitive development; furthermore, students learn to read in order to learn (ibid.). Students are empowered by their knowledge, and their ability to educate themselves within achievable timeframes. One of the ways how to support self-directed learning and learners' autonomy is to provide them with a suitable textbook (Janíková, 2006, p.131). Consequently, a textbook function helping to develop effective ways of self-directed language learning is an elaborative function (Jelínek, 1993, p.87). In other words, this function should develop pupils' skills to manage ways of self-regulated learning. To put it another way, learners should be encouraged to be confident in using dictionaries and be able of self-correcting, additionally they should be able to orientate themselves easily within the texts and understand grammar summaries (ibid.).

On account of today's fast technical development, the systematic and coordinative functions of a textbook have become critical (Maňák, 2008, p. 23). Due to the availability of many conflicting texts within the marketplace e.g. various textbooks and web-based learning, there is an emerging issue of quality versus quantity. These materials vary according to levels of quality. The range of the texts is very demanding

to coordinate, unify and more importantly to evaluate as there are no set evaluating criteria in comparison to the school textbook assessment (ibid.). For this reason, the textbook functions mentioned above are very important. In fact, the systematic and coordinative functions divide the subject matter into a system that encourages students to learn in a logical sequence and protect their learning from incoherent unreliable information.

Zujev provides the distinction of textbook functions in his taxonomy in this way:

- An informational function
- A transformational function: providing didactic transformation of specialized information from a certain science discipline or a technical field to the information accessible to pupils
- A systematic function
- A stabilizing and controlling function: enabling the pupil to learn pieces of knowledge and skills, to train them and check learnt subject matter and homework with the help of a teacher
- A self-educating function: stimulating pupils to work with a textbook individually
- An integrating function: providing a basis for understanding and integration of information that pupils gain from different sources,
- A coordinating function
- A developmentally - educational function
  (in Průcha, 1987, p.46)

Today's society needs people with desirable moral codes and civic attitudes. That is why textbooks should also support moral development of students and value education in correspondence with civil competencies stated in the Framework Educational Programme for Basic Education (FEP BE, p.14). Mikk (2007, p.15) states that textbooks should have a cultural function.

According to the author (ibid., p.14) another important textbook function is differentiating as some learners require more information and explanation concerning the subject matter than others. In another words, students vary according to their interest and thirst for knowledge. Therefore, textbooks should take into account different learners' needs, in terms of their capacity to gain knowledge. Thus learners should be provided with textbooks of differing levels to compliment each individual student (ibid.). This will turn; further motivate the student to focus on their education.

Because of the on-going evolution of the functions of a textbook in education,

the textbook function list will never be wholly complete. It is obvious that textbooks cannot offer all of the functions mentioned above hence, teachers need to be creative in using other study aids to complete all of the functions such as workbooks, teachers' books, encyclopaedias and other aids. What is more, individual functions are not supplied equally in textbooks, therefore teachers should be aware of what functions and to what extent they are covered in the material teachers use in the classes.

The interest in the variety of textbook functions confirms the importance of textbooks in language teaching. Furthermore it creates a greater obligation on each individual teacher, to choose a textbook wisely, in terms of the purpose and the way they want to use it. When evaluating textbook functions in the practical part of this thesis, the paper considers Cunningworth's distinction as well as Zujev's taxonomy and additional individual functions characterised in this chapter.

3.3. Syllabus type

When scanning through a textbook, teachers usually start with the syllabus type as the first item to evaluate. Thornbury (2006, p.219) defines the syllabus as "an item-by-item description of the teaching content of a course". The language content is ordered in a specific way depending on underlying principles and theories. Cunningsworth states "the focus of a syllabus, therefore, is on what is taught and in what order is taught" (1995, p.54). The author (ibid.) claims that course materials are predominantly based on the content-based syllabus. White indentifies four types of content base in syllabus design:

- form (a structural focus)
- function (a notional/functional basis)
- situation (a contextual focus)
- topic (an informational focus)

(in Cunningsworth, 1995, p.55)

Textbook writers have to combine all the factors when trying to balance all the different approaches to syllabus design. The structural syllabus is based on the internal

structure of language with emphasis on grammatical structure, nevertheless lexis and phonology are taken into account as well but the main foundation of this syllabus is grammar (ibid.) Thornbury adds that most current textbooks are still organised along structural lines consisting for the most part of grammar (2006, p.220). Harmer clarifies that the grammar syllabus is the most common type used traditionally and currently (2001, p. 296). The general guidelines used for grammar items are: complexity of structure, learnability and usefulness; however usefulness as a concept for selection language items may be subjective (Cunningsoworth, 1995, p. 56).

The functional syllabus selects and sequences communicative functions that are relevant to learners' communicative needs. Nonetheless syllabus designers and textbook authors rely on combining experience, intuition and common sense when predicting the needs of students; therefore this process is subjective (ibid.). The advantages of this syllabus in textbooks are that learning goals are more understandable to students when compared to the structural syllabus and that learners can use what they have learnt at a relatively early stage (ibid., p.57).

The situational syllabus uses real-life situations as an organizing principle and takes participants, setting and communicative goals into an account (ibid.) However, choosing the key real-life situations for a general class is problematic as students will vary greatly in terms of their educational needs. For this reason, the situations are rarely taken as the main organizing principle in general syllabus design (Harmer, 2001, p.298).

Lastly, the topic-based syllabus is organised according to topics. Cunningsworth (1995, p.58) explicates that topics are of great value in keeping learners' interest and increasing their motivation. The author (ibid.) emphasizes that the syllabus of a general English course is unlikely to be wholly topic based; therefore topics and situations are a secondary factor in determining syllabus content. Thorbury concludes that no syllabus can represent an accurate description of all the learners' diverse needs (2006, p.220).

3.4 Textbook characteristics

When evaluating a textbook, its functions and components are assessed, but also its characteristics are taken into account. According to Průcha (1998, p.44) three types of characteristics are represented in every textbook:

A, Communicative

B, Contextual

C, Ergonomic

These textbook characteristics co-determine the functioning of textbooks in real educational processes, what results and effects they lead to and what predictions can be deduced from them (ibid.). The textbooks' parameters can be determined if these characteristics are expressed in a quantitative form, and the procedure of measuring is applied to their analysis (ibid.).

A, Communicative parameters

Communicative parameters reflect the characteristics of expressing the means of a textbook, which determine the transmissibility level of its content for its users. These characteristics are verbal and non-verbal means of a text. Verbal means include the language and style characteristics of the text and non-verbal means consist of visual information including for example schemes, graphs and photographs (ibid.). Abbs and Freebairn claim that the language students learn will enable them to communicate their needs, ideas and opinions, additionally language activities in the classroom should be at all times meaningful and aimed at real-life communication (in Cunningsworth, 1995, p.116). According to Richards and Rodgers (2001, p.161), some of the characteristics of the communicative view of language include: language as a system for the expression of meaning, furthermore the primary function of language is to allow interaction and communication. Considering the style, textbooks should present stylistically variable material, which is appropriate to the learners' needs (Cunningsworth, 1995, p.50). Furthermore, textbooks should make pupils aware of the stylistic differences signalled by aspects of grammar, choice of vocabulary, discourse structure and phonological aspects (ibid.). Regarding the communicative approach, textbooks should also prepare their users to be able to choose an appropriate style in varying situations and focus on developing pupils' sensitivity to the choice of a suitable style in spoken and written communication (ibid.). By findings about the communicative parameters of a textbook it is possible to gauge the difficulty level in terms of transmissibility of the subject matter presented by textbook texts (Průcha, 1998, p.44). Concerning communicative

parameters, this thesis describes the language and style of textbooks, their pictures and photographs in the practical part of the thesis.

B, Contextual parameters

Contextual parameters play a significant role in textbook research, as they reflect the qualitative textbook parameters. They analyse the character of relations, structures and consequences of the educational content applied in textbooks (Průcha, 1998, p.45). The textbooks' content is dependent on common curricular documents; on the other hand a textbook distinctively determines what pupils learn at schools (ibid.). For this reason, there are several potentially problematic areas investigated in textbook research.

One of the investigated problems is the transformation of the knowledge from science and other areas of human culture to a textbook content (ibid.). It is a very well-known fact that many textbooks are hindered by a disproportionate amount of information of an encyclopaedic character, resulting in an unemotional and disengaging resource, which has negative effects on learning and teaching. Klapko stresses that the non-existence of strictly set norms dealing with the extent of the subject matter when writing new textbooks promotes negative phenomena which in turn reduces the quality of textbooks (2006, p. 49). Negative phenomena can include the lack of consideration towards the new curricular policy principles and designed texts that do not match the learners' capacity of retaining knowledge. Skalková (2007, p.71) describes this transformation as didactic. The author (ibid.) states that when processing the knowledge to school education, the category of aims, the aspect of pupils and their age are taken into an account, additionally the transformation considers the meaning of the subject matter for pupils' present and future life as well.

The contextual parameters are deeply analysed from the point of value orientations, attitudes and cultural figures that are presented to textbook users (Průcha, 1998, p.45). What is more, recently there has been an increased scrutiny of elements of nationalism, xenophobia, ethnocentrism or any other prejudices covered in textbooks (ibid.). Moreover textbooks are evaluated on their coverage of elements promoting European and global values towards the world (ibid).

The analysis of the contextual parameters concentrates on persuasive aspects of textbooks as well (Průcha, 1998, p.45). In other words, it analyses how the textbooks address their users by emotional and personification means, various forms of persuading

and the content that holds a students' interest (ibid.). Thus, the contact that a textbook makes with a student should be emotional and persuasive as well as interesting. Regarding the contextual parameters, the thesis evaluates the didactic transformation, value orientations, the coverage of elements promoting European and global values towards the world and persuasive aspects in the practical part.

C, Ergonomic parameters

Ergonomic parameters enable a textbook to be a pupil's suitable guide. They are presented by fonts and size of letters, colourful illustrations, graphic symbols assisting learners to orientate themselves in a textbook and a graphic symbolisation that differentiates the importance of information. (ibid., p.46). According to Průcha (ibid., p.46) the ergonomic parameters are not analysed in the Czech Republic, nonetheless a great amount of textbooks use various types of ergonomic parameters. Therefore, the thesis also evaluates the ergonomic parameters in the practical part.

A textbook, to be engaging, should hold the students' interest by capturing the students' focus, involving them beyond the language lesson itself. Cunningsworth suggests that other points worth looking for in teaching materials are variety and pace, attractive appearance, feel and activities which lead to a personal involvement (1984, p.59). It can be said when evaluating parameters; a textbook has to be considered as a complex, not being assessed in isolation.

3.5 Structural components of the textbook units

Textbooks will be only effective in realizing their functions if they are equipped with structural components. The structural component of a school textbook is a system of elements in a mutual relationship with other components of a textbook (Průcha, 1998, p.21). A textbook consists of textual and visual components (ibid.). The textbook unit is a basic structural, content and functional base (Jelínek, 2006, p.127). According to Hendrich (1988, p.398) the units are integrated and contain defined components of the subject matter e.g. starting text, vocabulary, grammar items, motivational materials and supplementary texts. Jelínek (2006, p. 127) underlines that the number of components is gradually increasing due to the ongoing progress of the didactics of language teaching. Ordering of the individual components in the unit has a significant importance

as syllabus types are defined according to the main component of the unit (ibid.). However the author (ibid.) further stresses that there is a tendency to integrate the use of all of the components in the structure of units of current language textbooks. Harmer (1995, p.28) adds: "the issue of which part of the syllabus is the main organising principle may not be an important one, therefore, since it is in the interrelationship of all of the elements". Jelínek (2006, pp.128-129) considers these areas of the components in the units as crucial in foreign language textbooks: A, Text material having a valuable motivational content as a source of topics and communicative situations, by which receptive, productive skills and sub skills, the knowledge from realia and an intercultural area are developed. Nonetheless, this area deals with many problems in terms of selecting and arranging the subject matter such as relations between vocabulary and grammar (ibid.). There has been an evolving reliance on the usage of cross-curricular subjects with ethic and aesthetic aspects of language education (ibid.). B, Supply of exercises and tasks connected with texts and presentation of language subject matter orientated on their learning and gradual development of skills is the next essential area of components. Ordering exercises and tasks in the sequences which connect exercises and tasks of a various type is important as well. There is also an increasing use of problem-solving and project tasks.

Some current textbooks focus on the aspects of learners' personalities, their motivation, individual characteristics in terms of cognitive and emotional areas and their learning strategies (ibid., p.129). Furthermore, the way of processing components in the unit should enable students and teachers to orientate themselves in the textbooks and other package components of the course material e.g. workbook. Moreover, it is desirable that parallel lines of the subject matter are differentiated e.g. core and extra-curricular subject matter and material for practising; consequently pupils are allowed to choose such ways of learning themselves to meet their educational needs and respect their individualism (ibid.).

When evaluating a textbook, it is important to consider the process of individual components within the unit e.g. a sufficient number of exercises or a way of grammar presentation but more importantly it is essential to focus on relations and continuity of the individual components in the unit (ibid.). If teachers are aware of the structural components, they can explain the knowledge more adequately to pupils.

4. Uses of textbooks

A textbook represents a cardinal teaching aid, for this reason it influences education at all schools and all grades of schools (Mikk, 2000, p. 12). Therefore, textbook usage is an important issue in education. There has been much debate concerning the value of textbooks to educational processes. Teachers vary; some rely heavily on textbooks as educational resources, while others use them as a peripheral resource. The textbook serves a different purpose to each teacher, and each student; it is the individual using the textbook that defines the role of it. So, although the textbook is regarded differently by individual teachers and students, it has been an integral part of education in the past. However, in the future there may be less use of a textbook because they may be superseded by learning tools such as web-based learning which will incorporate audio-visual components and activities within the learning process.

4.1 Advantages and disadvantages of textbook usage

Most English teachers use a textbook; however there are some teachers who refuse to use textbooks at all and create their own teaching material by taking exercises and texts from different sources and adapting them to match their students' needs. To put it in another way, these teachers are representatives of the 'do-it-yourself approach' (Harmer, 2001, p.305). According to the author (ibid.), to be able to apply the do-it-yourself approach successfully, teachers need to have access to a wide range of materials. "They will also need the confidence to know when and what to choose, becoming, in effect, syllabus designers in their own right" (ibid.). Therefore, regarding the do-it-yourself approach there is a problem with the didactic transformation (see chapter 3.4, p.11). Furthermore, Horlsey states that if teachers do not use a textbook at all, they have a tendency to set less homework for students and waste time on distributing other materials in classes, additionally these materials are sometimes unsuitable for learners (2002, p.213). Dvořák insists that teachers are not professionally prepared sufficiently to create their own materials and the amount of time needed to create a suitable material is enormous on top of that, the amount of time that would be

used in making new, suitable material would make this a very difficult task for the teacher (2008, p.5). To some extent, professional teachers find the do-it-yourself approach as an attractive form of teaching, however as Harmer defines it is very time-consuming and runs the risk that learners end up with an incoherent collection of material (2001, p.305). Grant (1990, p.8) concludes that most students prefer a textbook and adds: "a folder full of handouts fails to satisfy in ways that a textbook can, a folder is no substitute for a textbook".

One of the advantages of using a textbook is to offer a coherent syllabus, satisfactory language control, motivating texts and other accessories (Harmer, 2001, p. 304). Moulton adds: "Textbooks do provide guidance on content decisions: what topics to cover, how much time to allocate to each, and in what sequence to teach them (1997, p.10). Textbooks usually provide teachers with activities and extra resources; this saves the teacher a lot of time, because they do not need to prepare a large amount of their own material. According to Porter and Brophy, professionally prepared materials including textbooks usually strengthen the quality of classwork (1988, p.80). Grant claims that textbooks can do several useful jobs e.g. indicating what methods to use, providing attractively and economically all or most of the materials needed and acting as a very useful learning aid for the students (1990, p.8).

At the same time, there can be disadvantages regarding textbook use. Harmer stresses that students and teachers can become de-motivated by the sameness of a textbook as its units and lessons frequently follow an unrelenting format (2001, p. 304). Additionally, de-motivation of students can be caused by a teacher's amount of dependence on a textbook because contemporary students have an easy access to a wide range of material, thus they become more demanding in terms of teaching aids. Heavy dependence on textbooks may cause a possible lack of variety in teaching procedures, a possible lack of spontaneity and a sharply reduced level of creativity in teaching technique and language use (Cunningsworth, 1995 p.10). The author (ibid.) further names the factors influencing the degree of dependence or autonomy in using textbooks e.g. learners' culture and expectations, nature and amount of training for teachers, the teachers' experience and confidence and teachers' command of English and other factors. According to Littlejohn, using textbooks inappropriately can lead to the imposition of unsuitable learning styles and content on classes, which can in turn, lead

to the teacher losing control of the learning process (1998, p.205).

All in all, the benefits and restrictions from using textbooks depend on the approach of the educational system; as Cunnighsworth claims: "coursebooks are good servants but poor masters" (1984, p.1). Therefore, teachers should use the textbooks actively by formulating objectives with the needs of the learners in mind and later find published material that achieve the set objectives (ibid.).

4.2 Reasons for using textbooks

Once a textbook is published, approved and chosen by a teacher, it brings new topics such as using textbooks at schools and outside schools, that is why it is referred to teachers and pupils as they use textbooks the most (Greger, 2006, p.27). Although textbooks are created for students and teachers, each of them uses textbooks for different purposes. Additionally, these purposes vary according to the learners' age and teachers' experience in the educational process. There is little knowledge or research dealing with the application of a textbook in the real educational situation, which is a paradox because creating a textbook requires such a great effort and once it is published and ready to use, the interest in the textbook disappears (Průcha, 1998, p. 108.). On the contrary, there has been recent recognition of new studies concerning the theoretical analysis of strategies when using textbooks; Lambert and Horsley describe it as "textbook pedagogy" but it is still developing (in Sikorová, 2008, p. 54).

4.2.1 Pupils' reasons

Textbooks are primarily created for pupils however the pupils' usage of the textbook is to a large extent dictated by their teacher (Průcha, 1998, p. 108; Greger, 2006, p.27). Pupils interact with textbooks in various situations e.g. in the class or at home, additionally they compliment the textbook with the help of a teacher, parents or their classmates. All of this leads to different learning conditions and requires various learning activities. However, as mentioned above, purposes and ways of using textbooks have not been extensively covered by educational researchers, however there is one interesting investigation done by Hájková who examines the ways of using textbooks by students. She titles her investigation as "Textbook as a communicator", by which she focuses on pupils' reasons of usage of physics and geography textbooks. This

thesis incorporates the outcomes of her research as data concerning usage of English textbooks have not been obtained from other sources.   Her research shows that if teachers want to know how textbooks influence pupils, they have to know when and how pupils respond to textbooks (Průcha, 1998, p. 108). Basic school pupils use textbooks to study new subject matter and complete notes from a teacher's presentation, additionally pupils will favour a textbook that presents the content in a comprehensible and interesting manner (ibid., p.109). Secondary school students also frequently use a textbook for preparation at home; most often they use it to assist them in completing their homework. However, regarding the comprehensible interpretation of textbooks, they find it difficult to understand the texts in comparison to a teacher's presentation (ibid.).   From the findings of Hájková, it is evident that pupils do use textbooks, nevertheless not always in the way teachers would like them to do (Průcha, 1998, p. 109).   Mikk says that in general the interaction of a pupil with a textbook is more frequent than the interaction of a pupil with a teacher (2000, p. 311). Consequently, a textbook has undoubtedly an influence on formation of pupils' attitudes towards learning (Greger, 2006, p. 28). For the reasons mentioned above, a textbook should be carefully analysed in terms of its content (see chapter 5.4, pp. 27-35).

4.2.2 Teachers' reasons

Teachers use textbooks as a primary source for planning the lessons (Greger, 2006, p. 28) Mikk claims that teachers generally structure about 90 % of their lesson on the content of the textbooks they use (2000, p. 15). The other reasons are to orientate themselves in the content of the subject matter and use a textbook as one of the teaching aids as well (Průcha, 1998, p.112). Teachers vary according to their styles of textbook use in correspondence with the length of their teaching experience, teaching subject or the grades teachers teach (Greger, 2006, p. 26). Tyson (1997) reveals that teachers at the elementary school level who are responsible for more subject areas use textbooks as their main curriculum guide and source of lesson plans. The author (ibid.) adds that more experienced teachers with longer teaching practice are much less dependent on textbooks than their trainee teacher colleagues. According to Laws and Horsley (1992, pp.7-15) not only the length of teaching practice influences or determines the style of textbook use but also teachers' level of education. Apparently, there are differences in

the ways of using textbooks when teachers have degrees in teaching languages as opposed to those who have degrees in a particular subject e.g. an English teaching degree versus a degree in Physics.

Within the research, Chall and Conard observed 100 lessons of teachers' work with textbooks at basic and secondary schools and from these observations they identified three different styles of teachers' working with textbooks (in Greger, 2006, p.26). The first identified style is called the direct-lesson approach in which a textbook is the main source for the lesson and work with a textbook is dominant (ibid.). The second style, the authors identified, is a study-skill approach, which emphasises discussion between a teacher and pupils about the subject matter and uses a textbook for doing homework set by a teacher (ibid.). The last style is characterised by the use of many sources for lessons and uses a textbook as only one of the teaching aids, additionally this style called a multiple-resource approach uses mainly presentation, discussion, audio-visual aids and other active teaching methods (ibid.).

Another investigated issue regarding textbook usage is the extent of modification of the information in textbooks by teachers as there are differences between presenting knowledge by a teacher and the same knowledge presented in a textbook (Průcha, 1998, pp.113-115). According to this author (ibid.) these differences arise because information or texts within textbooks do not correspond with learners' age or abilities, thus teachers have to compensate this by adding material or presenting the textbook in a different manner. It is crucial to know how teachers present the subject matter in comparison to the intended presentation of textbooks, additionally because of this reason there has been research investigating teachers' ways of modifying the subject matter (ibid.). The research was conducted at basic schools in the 1980's and again teachers of all subjects were included; therefore the outcomes of the research are general. The author distinguishes eight basic ways of teachers' modifications of the subject matter in textbooks (ibid.): The first way is that a teacher does not usually modify the content and keeps the information the same as it is in the textbook; the second way is about shortening the content of the subject matter; the third one is characterised by choosing the information from a textbook that a teacher considers essential; the fourth way clarifies the information in textbooks e.g. presentations and summary notes; in the fifth way of modification a teacher adapts the content of the subject matter to make it more

comprehensible for pupils; the sixth defines making the subject matter more interesting for pupils by giving examples from different sources; in the seventh way teachers omit some questions and tasks from the textbook, they consider too difficult for the student and the last way states that a teacher makes other modifications of the subject matter. From the research findings, it is known that teachers of any specialization make all of the modifications of the subject matter according to their needs (Průcha, 1998, p.114). However, the most often used ways of the modification are the fourth, fifth, and the sixth examples and less frequently used modification ways are the first and the eighth (ibid.). The author (ibid.) adds that there are no current studies regarding textbook modifications and therefore there is no data about this subject.

On the other hand, textbooks are still considered to overload pupils with too much information, thus it can be said that teachers still have to do some modifications or somehow compensate this problem in their lessons as every class is different and definitely requires variation.

4.3 Future of textbooks

Due to the current impact and influence of rapidly advancing technology on society and also on education, language learning uses computers in the educational process more, which is becoming popular in foreign language teaching. More frequently the textbook publishers provide schools with textbooks with various educational electronic programmes and software. Schools have started arranging multimedia language laboratories equipped with interactive whiteboards and other technological devices. What is more, learning assisted with a computer is becoming popular as it represents an individualised learning, which is one of the educational trends encouraged and promoted in the FEP BE (2007,p.7). The increasing usage of multimedia aids in language teaching may cause a potential extinction of textbooks from the educational process.

Staudková (2007, p.53) claims that multimedia aids will not cause a total disappearance of the traditional printed textbook. Maňák (2008, p.22) also mentions that in spite of the technology development and its popular usage in language teaching, the textbook will keep its place in the educational process because the textbook is only fortified or intensified by these modern aids. According to the author (ibid. p.24)

textbooks will never be replaced and will always be an essential aid for the educational process, however it is crucial to teach pupils how to work with textbooks, how to find information, study further and be creative. Průcha further describes the arguments against the textbook replacement, he presents three main reasons (1998, p.16). The first reason is that textbooks are easily accessible, mobile and do not require any technical equipment in comparison to the electronic devices (ibid). Secondly, the portability of a textbook is connected with an economical situation of pupils and schools, despite the fact that the current society is based on technical paraphernalia, there are still households that do not own technological equipment, and therefore pupils are not able to learn at home using the latest technology (ibid.). The last point the author (ibid.) mentions is a psychological reason; on one side there are computer enthusiasts and on the other side some pupils have a negative attitude towards technical devices. Martinková (2008, p.2) concludes the argument for keeping a textbook as the main didactic aid by claiming that teachers who have got used to using a textbook in the teaching process will not be willing to replace a quality helper that has been attested in the process especially in the period of fast changes in the school system.

Regarding the textbook content, it is suggested that the visual feature of a textbook will be intensified as a part of a modern communication and visual culture (Maňák, 2008, p.24). Furthermore the author (ibid., p.25) further explicates that the textbook content will be chosen more carefully in terms of the curriculum, which provides pupils with the essential knowledge for a successful life in a democratic society.

It is apparent that a textbook remains as a didactic aid in the educational process even in this technology-centred society. Maňák concludes that modern textbooks have presumptions to become the most important didactic aid representing a comprehensive collection of the core knowledge of the subject matter (ibid.).

5. Textbook evaluation

If a textbooks' quality is assessed only according to the sales figures, one could presume the most purchased textbook is the best for educational purposes, providing strong guidance for teachers and pupils alike. This textbook would demonstrate the qualities all other textbooks should have. This is not the case though, for assessing a

textbooks' quality based only on how many schools use it is not thorough or demonstrative of the quality of the textbook. It is important to properly evaluate a textbooks' value, teachers and schools run the risk of selecting an unsuitable textbook if they do not carefully assess a textbook on its' merits and applicability. All of the participants involved in the evaluation or selection process should remember that "materials evaluation is a complex matter, as there are many variables that affect the success or failure of coursebooks when they are in use." (Cunningsworth, 1995, p.5) Therefore it is important to limit the selection, in other words the prioritized criteria to manageable proportions and create a profile of the coursebooks being examined by the evaluation process (ibid.).

5.1 Reasons for evaluation

The reasons for a detailed textbook evaluation is that a textbook represents a transformation of the summary of the information from the scientific fields; secondly a textbook acts as a means of realisation of the intended curriculum; thirdly it regulates a learner's self-directed learning; fourthly it serves teachers as a feedback tool and lastly because of its design a textbook motivates its learners (Klapko, 2006, p. 45). Therefore, using the right or suitable textbook is essential as it influences many factors in the teaching learning process, the plethora of published textbooks in the marketplace that deal with English language teaching, make the task of choosing the correct textbook very challenging. Cunningsworth claims that a perfect coursebook for a course that is ideal for any particular class of learners does not exist, however the aim is to find the best possible fit with a potential to adapt or supplement parts of the material where it is considered as inappropriate, unsuitable or inadequate for learners (1995, p.5). Grant further explicates that a book that is available for a teacher and students should satisfy three conditions:

1. It should suit the needs, interests and abilities of your students.
2. It should suit you. (The best book in the world won't work in your classroom if you have good reasons for disliking it.)
3. The textbook must meet the needs of official public teaching syllabuses or examinations.

<div align="center">(1990, p. 118)</div>

According to Knecht and Janík, the evaluation and then decision to select a textbook could be easier if the textbooks contained some recommendations from the educational research, furthermore there are more steps and indicia to be considered e.g. being able to access the results from the textbooks research to the publishers, teachers, parents and pupils or publishing and consequently producing more copies of the reports of the textbooks research and make them available for a long term period (2008, p.14). The authors (ibid.) further explicate that another problem concerning the recommendations from the research is that communication between the representatives of the textbooks research and the publishers is limited, moreover the textbooks research representatives only act as formal consultants or critics, thus they do not communicate mutually with the publishers in correspondence with exchanging experience, the latest marketing trends or a textbook origin. Above all, the terminology the researchers use is not easily understood by the public (ibid.). This is another motivating factor for teachers to carefully consider each textbook, evaluating and selecting the book on its' merits (ibid.). A prudent teacher would also seek the advice of their colleagues to make balanced judgements when in the evaluation process.

At the same time, Martinková stresses the fact that a lot of teachers and schools do not want to waste time on selecting a textbook by way of time-consuming evaluation, for this reason they select a textbook according to the marketing information and the price of the textbook, instead of focussing on the quality and applicability of the textbook, in this case it is obvious who is responsible for the textbooks selection, it is usually school managers or economists (2008, p.3). Instead, by choosing a cheaper textbook, the school will not save money in the long term as these books usually lack many topics and their quality of presentation is poor, thus schools have to invest more money into the supplementary material or teachers are simply asked to create material to supplement the textbooks (ibid.). Without any financial valuation, teachers end up spending more time and energy on searching for, and creating suitable material, than they would have by doing an initial detailed evaluation. Martinková (ibid.) further underlines the problem concerning the textbook purchase, to put it in another way, teachers can get some money for ordering a certain amount of textbooks directly from the distributors or schools can get discounts and other benefits if ordering more textbooks. Teachers should bear in mind the reason why they are purchasing a textbook;

it is a core component of teaching English, and its importance to the educational process should outweigh any thoughts of saving money or purchasing an unsuitable textbook just to gain financial benefit.

The last reason for textbook evaluation is that plenty of schools and teachers rely on the textbooks being confirmed by the approval clauses provided by the Ministry of Education, Youth and Sports, which should guarantee a certain quality of textbooks Nevertheless the process of giving approval clauses to textbooks does not always have to adhere to the law e.g. giving the approval clauses to textbooks by a different section of the Ministry of Education or ignoring important given criteria valid in the notification of the Ministry of Education (ibid., p.4). Therefore, teachers and schools should conduct their own evaluation as following textbook evaluations implemented by others is not the best thing what teachers or schools can do in terms of evaluating and then selecting a textbook.

5.2 Approaches to evaluation

When teachers look through a textbook quickly to get an overview of its possibilities, strengths and weaknesses, they use an impressive overview (Cunningsworth, 1995, p.1). According to the author (ibid.) this kind of impressionistic overview is useful and gives a general introduction to the material. Martinková adds that a lot of schools and teachers do not have enough time, therefore the will to analyse the textbook in detail is small (2008, p.3). Thus they prefer this impressionistic overview or the conveyed reports concerning the textbook quality to save their time. Cunningsworth (1995, p.1) further explicates that this view is especially appropriate when teachers do a preliminary sift through a lot of textbooks before making a shortlist for more detailed analysis, however the author claims that this approach does not necessarily indentify any crucial omissions in the textbook or any important weakness and adds that teachers or schools cannot rely on this view to give them enough details to ensure a good match between the coursebook content and the requirements of the learning and teaching process.

For this reason, there is a need of in depth evaluation, which is more penetrating in its approach and has its own agenda (ibid.). Karamoozian and Riazi (2008) add that

the in-depth evaluation takes into account research procedures, data processing and interpretation. Cunningsworth (1995, p.2) further explicates that the in-depth approach is defined by its active nature, which means actively seeking out information about the material in line with an agenda that has already been decided on but on the other hand the author claims that the impressionistic overview is more receptive in terms of looking for anything that is noteworthy or interesting.

The author (ibid.) concludes that using both approaches involving the impressionistic overview of the whole and the in-depth evaluation forms a sound basis for evaluation and for the ensuing choice of the most suitable coursebook for adoption. Teachers or schools will always use the impressionistic view as it is not so time-demanding however they should consider the in-depth evaluation as more important as it saves them time in the end, in terms of supplementing textbooks by other materials.

5.3 Methods of evaluation

There is a wide range of methods to properly evaluate a textbook. Průcha (1998, p.47) indicates that there are more than 300 research methods and applied techniques for textbook analysis and evaluation and adds that nearly all of the methods are applied in the textbooks research. The author (ibid.) divides them into these types: Quantitative methods; these methods use various statistic procedures to find and compare appearance and frequency of some measurable units e.g. verbal elements including facts, terminology and other non verbal elements consisting of photographs, diagrams etc. The second type is methods of contextual analysis; they focus on discovering and evaluating qualitative characteristics of textbooks by focussing on their content (ibid.). There is a great range of these methods e.g. methods of semantic analysis of textbooks or methods of informatively theoretic analysis (ibid.). Průcha (ibid.) classifies the third type as methods of questioning; these methods use questionnaires and interviews with specialists, teachers or pupils as a tool for collecting and evaluating data about textbook characteristics and its functioning in the educational process. The author (ibid. p.48) distinguishes the fourth type as methods of observation including any types of observations; the methods are most often applied in the empirical research, on the other hand they are not used as often in the textbooks research. The fifth type Průcha (ibid.)

describes as methods of testing; this application embodies special tests for identified students. By applying these methods it is possible to learn what results a textbook evocates in the cognitive learning process of pupils, additionally by testing a textbook in this way, it will verify what pupils learn from particular textbooks (ibid). Some textbook characteristics can be regulated by applying various modifications in their communicative and didactic figuration (ibid.). The sixth example which is called experimental methods aim to discover what effects controlled changes in the textbooks cause in comparison with the textbooks in which changes have not been made (ibid.). Finally, comparative methods used to compare two or more textbooks according to set criteria; these methods can be used as well as in the historical textbooks research (ibid.). Cunningsworth (1995, p.14) adds that a common set of criteria applied evenly to different coursebooks is a great help in making the process more objective and leads to more reliable results.

Furthermore, Karamoozian and Riazi (2008) provide teachers and schools with another distinction of textbook evaluation methods:

1) methods of theoretical analysis
   a) the theoretical-analytical methods
   b) the special analytic method
   c) the comparative analysis of textbook
2) empirical-analytical methods
   a) experimental investigation in the use of textbooks
   b) public inquiry applied to teachers
3) statistical (quantitative) methods

According to Průcha; Karamoozian and Riazi's distinction of the evaluation methods, the thesis uses the comparative method, the special analytic method and the comparative analysis of textbook in the practical part.

The example of the set criteria for the textbook evaluation can be found in the notification of the Ministry of Education, Youth and Sports because the Czech Republic belongs to the group of countries where the Ministry of Education still approves the list of textbooks. To put it in another way, the textbooks that have been given the approval clause are subsidised by the government, and are therefore free (Sikorová, 2004). However, because of the exhaustive number of textbooks available in the market, the

Ministry of Education thus provides a long list of approved textbooks; therefore the final textbook choice still remains in the hands of schools and teachers which textbooks to use in the educational process (ibid.)

In the Notification of The Ministry of Education, Youth and Sports about the procedure and defined conditions for giving and removing the approval clauses of textbooks and learning texts and arranging them into the textbook list[2] it is possible to find the conditions of giving the approval clauses. Nevertheless, Martinková (2008, p.4) believes that there are too many criteria in this notification that confuse the process. For this reason, the author (ibid.) suggests the simplified version of the criteria for the textbook evaluation. In spite of the simplified version, it can be said that the criteria are too simplified and in some categories of the criteria too abstract, thus her suggested criteria can still confuse the textbook evaluators. Therefore, the thesis uses its own criteria for textbook evaluation.

There is a wide range of methods for a textbook evaluation, therefore it is important for teachers and schools to decide what way of textbook evaluation they use and further modify it according to their needs and learners' needs. Nevertheless, according to Sikorová (2004) in the Czech Republic there are no special courses concerning textbook evaluation. Thus textbook evaluation for teachers and schools may be a very demanding task especially for primary school and younger teachers (ibid.). The author (ibid.) adds that teachers would welcome some kind of help in the form of reviews from independent evaluators, but these reports are still missing. Jelínek (2006, p.129) concludes that textbook evaluation should be done by qualified educators that respect the rights of the authors, their individual approach towards problems and also be

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[2] Sdělení Ministerstva školství, mládeže a tělovýchovy k postupu a stanoveným podmínkám pro udělování a odnímání schvalovacích doložek učebnicím a učebním textům a k zařazování učebnic a učebních textů do seznamu učebnic [online]. Available from WWW:< http://www.msmt.cz/ministerstvo/sdeleni-ministerstva-skolstvi-mladeze-a-telovychovy-k-postupu-a-stanovenym-podminkam-pro-udelovani-a-odnimani-schvalovacich-dolozek-ucebnicim-a-ucebnim-textum-a-k-zarazovani-ucebnic-a-ucebnich-textu-do-seznamu-ucebnic-c-j-18519-2005-20-platne?highlightWords=postupu+stanoven%C3%BDm+podm%C3%ADnk%C3%A1m+pro+ud%C4%9Blov%C3%A1n%C3%AD+odn%C3%ADm%C3%A1n%C3%AD+schvalovac%C3%ADch+dolo%C5%BEek+u%C4%8Debnic%C3%ADm>, cited 10. 11. 2010.

reasonably tolerant because following all of the demanded criteria when creating a textbook is not realistic.

5.4 Criteria for assessment

Cunningsworth (1995, p.5) claims: "the selection of criteria of appropriate criteria is crucial, as the evaluation process will throw up a profile of the coursebooks being examined." On the other hand Sikorová (2007, p.32) states that there is no mention in any literature of criteria that are important and which ones are less important and also there is no existence of a formulated checklist either. However, the author (ibid.) suggests that the most often mentioned or used criteria is the suitable difficulty of texts for the learners' age, the extent of the subject matter and correspondence with the aims of the teaching process defined in the curricular materials. In general, there are many criteria that are used for textbook evaluation, therefore it is essential to create a list of the most important criteria to avoid the mediocrity. Cunningsworth (1995, p.5) further explicates the importance of limiting the number of criteria used and the number of questions asked to manageable proportions otherwise the evaluators risk being swamped in a sea of detail. Furthermore, according to Harmer (2001, p.301) when evaluators use a checklist prepared by others, they accept others' view of what is appropriate in a particular situation. Thus, the thesis uses its own created checklist for evaluation and comparison (see appendix 1).

The first category in the checklist deals with the key competencies. Equipping all pupils with the set of the key competencies at a level they are able to obtain is the purpose and aim of the education (FEP BE, 2007, p.12). The key competencies are mutually linked, multifunctional and can only be acquired as a result of a comprehensive education process (ibid.). "Therefore, their forming, shaping and development must be the ultimate aim of the entire educational content and of all of the activities taking place at school" (ibid.). The category evaluates all of six key competencies individually: learning competencies, problem-solving competencies, communication competencies, social and personal competencies, civil competencies and working competencies.

The second category is the textbook organization, which analyses its layout in

terms of clearness and the level of orientation in the book. The level of orientations is meant by how easy or difficult it is for pupils to orientate themselves in the units of textbooks.

The third category is a topic, which deals with non-linguistic aspects of textbooks. Textbooks should use authentic material to make language learning more realistic and of course topics should vary. Cunningsworth (1995, p.88) adds that really authentic material creates an authentic response informing, challenging, stimulating experience, encouraging curiosity and developing judgement.

The fourth category describes social and cultural values. Due to the current focus on promoting global and international thinking, it is important for the pupils to learn about various cultures and their traditions and values. Developing a sense for justice, solidarity and tolerance, and guiding pupils towards understanding and respecting the increasing level of socio-cultural diversity is one of the characteristics of the cross-curricular subject called 'Multicultural Education' as defined in the FEP BE (2007, p. 102). What is more, the thematic area 'People Around Us' belonging to the educational area called 'Humans and Their World' emphasises the importance of mutual respect, gender equality and other aspects (FEP BE, 2007, p.36). To make such an analysis is important as a stereotype that a position of women is at home at a cooker is still taken into an account, even though this presentation is very occasional (Cnningsworth, 1995, p.91).

The fifth category deals with the self-directed learning. According to Janíková (2009) the self-directed learning is without any doubt one of the current issues of pedagogy, didactics and psychology. Thus this issue cannot be omitted in the categories when evaluating textbooks. The author (ibid.) states that pupils in this learning process become the active agent of its own learning process. Petty (1996, p.52) adds that pupils should be responsible for their learning; additionally teachers should encourage pupils in an active approach towards learning e.g. by creating some activities in which pupils can realise the self-assessment or giving them a task to learn facts or topics on their own from the textbooks. One of the key aspects of the self-directed learning is to learn how to plan, regulate or modify the learning process (Janíková, 2006, p. 132). Consequently, it is important to discover if textbooks offer any tools for self-assessment. Less traditional forms of learning presented in textbooks enable pupils to cooperate with each

other and thus increase the learners' autonomy (ibid.). According to the author (ibid.) these less traditional forms include project work, stimulating pupils to contact native speakers etc. Thus, the category also verifies if the textbook promotes the mutual explanation among pupils, offers project work and uses intelligible instructions.

The sixth category is the availability and price of textbooks. As Martinková (2008, p.3) said before, choosing textbooks according to price is not suitable, however this choice according to financial issues is used unfortunately very often at schools. Alternatively, another problem may arise when schools already decide to order and use a quality textbook but the amount of textbooks from the publishers may not be easily accessible. Consequently schools change their decisions and purchase different textbooks that are more available in the market despite possible lower quality. Again, this kind of decision is wrong, but again used often in reality. For this reason, the interest of criteria is in the price of textbooks, their supplementary materials and finally their availability. In the end this unsuitable way of decision-making is crucial in terms of consequent usage of textbooks.

The seventh category is the differentiation of the tasks and the information in the textbooks. Pupils vary according to their educational needs; therefore textbooks should consider this problem in terms of presenting a variety of tasks and the level of difficulty of the information in textbooks.

The eighth category is skills. According to the FEP BE (ibid., p.19) language skills help to reduce language barriers and increase the individual's mobility in pupils' personal lives, future educational and career paths, additionally they allow pupils to learn about various lifestyles and cultural traditions of people in foreign countries and finally the language skills promote an awareness of the importance of mutual international understanding and tolerance. The category checks if the textbook offers the integrated skills work. Cunningsworth (1995, p 64) suggests that the knowledge base of grammar, lexis et cetera and the skills base of listening et cetera must go hand in hand and further explains that "[...] 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 of English". Grant adds that the skills must be integrated with each other, so that they are mutually supporting (1990, p. 19). There are four basic skills which are seen as central to language learning (Cunningsworth, 1995, p. 64). Harmer divides the

skills into receptive and productive (2001, pp. 199-247). The author further describes the receptive skills as "the ways in which people extract meaning from the discourse they see or hear" (ibid., p.199). This description relates to listening and reading. On the other hand, by language production is meant: "students should use all and any language at their disposal to achieve a communicative purpose rather than be restricted to specific practise points" (ibid., p.249). The productive skills include speaking and writing. Thus this category consists of four sub-categories dealing with skills and further analysing them.

The first sub-category is listening. According to Thornbury (2006, p. 123) listening is a goal-orientated activity involving processing the incoming speech signals and the use of prior knowledge, contextual clues and expectations in order to create meaning. The aim of this sub-category is to discover if the textbooks provide any pre-listening activities because according to Cunningworth (1995, p. 67) they focus learners' attention on the topic of the passage, give purpose to the activity, allow an element of prediction and make the passage more accessible by placing it in a context. The author (ibid.) further suggests that the pre-listening activities can take the form of questions or asking students to look for certain items of information contained in the listening material. The next criterion verifies whether the textbooks consider the sub-skills of listening. Thornbury (2006, p.123) names sub-skills e.g. guessing the meaning of unfamiliar words, selecting key information relevant to the purpose for listening, making inference about what is not stated, using clues in the text and context clues to predict what is coming, integrating incoming information into the mental picture or schema of the speech event so far, asking for repetitions of what has just been said etc. The next criterion looks at listening from the point of view of the authenticity. Harmer (2001, p. 205) claims that authentic material is a normal, natural language used by natives, which is what learners encounter in real life. Therefore, it is crucial for the textbooks to offer these materials as they prepare their students for real life situations. The other criteria try to find out if the textbooks encourage extensive reading and if the listening material is set in a meaningful context. The last part of this sub-category checks if the listening material is supported with video or any other visual aids; as Thornbury (2006, p. 124) explains that when listening to audio records, the learners of useful visual information are deprived because the audio does not give an opportunity to

the learners to interact or repair misunderstandings and for this reason, the use of audio recordings developing listening skills needs to be balanced against the advantages of using other media e.g. video or face to face interactions. However, Cunningworth (1995, p.68) claims that audiotapes as a part of the course packages are produced more than videotapes because of their cost and the equipment needed to play them; although videos are available as optional extras with some courses.

The second sub-category evaluates reading. Thornbury (ibid., p. 190) describes reading as an active and interactive process; in other words learners bring their questions based on their background knowledge to the text, modifying the questions and coming up with new ones according to the answers they get. The first criterion verifies whether the reading text appears in each unit of the textbook; as a textbook should create the habit of reading and continuous dialogue with the book (Hummel, 1988, p. 15). Again as in listening, this sub-category also checks the authenticity of the texts. In the same way as in listening, this sub-category discovers if the textbooks deal with sub-skills of reading. According to Thornbury (ibid., p. 191) sub-skills of reading are: identifying the topic of the text and its purpose, distinguishing key information from less important information, identifying and understanding the gist, paraphrasing the text, understanding words and indentifying their grammatical function and other reading sub-skills. The next criterion verifies whether the textbook focuses on a development of various ways of reading. However, the authors refer to these ways differently: e.g. Harmer describes them as skills (ibid., p. 201) which is in the contrast with his basic language skills distinction as he does not differ between skills or sub-skills; Cunningsworth (1995, p. 75) uses the term 'strategies' but he also includes sub-skills of reading in the strategies, lastly Thornbury uses the term 'ways' of reading and differs it from sub-skills and skills. Therefore, the thesis uses the term 'ways' of reading. Thornbury (2006, p.191) distinguishes these ways of reading: skimming, scanning, detailed reading and reading aloud. Because of inability to predict the type of texts students will read in the future, for this reason they should be provided with a wide variety of texts, additionally materials should include newspapers, articles, brochures, advertisements, extracts from short stories, novels and other sources. Thus the sub-category checks if the textbooks use various sources for reading. The criterion further deals with completeness of the reading texts. According to Cunningsworth (1995, p. 75)

textbooks use gapped reading texts to a greater or lesser extent, therefore learners have to read the text with understanding and supply missing words. In this case the reading texts are expected to be at a lower level of difficulty in terms of language content, density of information et cetera to compensate for the added task of completing an incomplete text (ibid.). The last criterion checks if the textbooks encourage extensive reading. As Harmer (2001, p. 204) suggests "extensive reading [...] has a number of benefits for the development of a student's language. The author (ibid.) adds that its benefits are echoed by the benefits of extensive listening, thus the more pupils listen, the more language they acquire. Thornbury (2006, p. 191) further explains that extensive reading is reading of longer texts for pleasure in order to accumulate vocabulary or develop habits of reading.

The third sub-category is a productive skill speaking. Thornbury (ibid., p.208) suggests: "the ability to speak a second language is often equated with proficiency in the language". The aim of this sub-category is to verify whether the textbooks focus on both accuracy and fluency. According to Thornbury (ibid) if there is too much attention paid to planning, production suffers and thus there is a loss of fluency, at the same time if there is attention directed wholly on production, accuracy will suffer too. For this reason, it is important that the textbooks should focus on both accuracy and fluency adequately. The next criteria check if pupils are encouraged to make dialogues and oral presentations. The next criterion verifies if there are any guidelines for coping with the unpredictability as speaking usually takes place spontaneously and in real time. Cunningsworth (1995, p. 70) suggests that activities e.g. information gaps or various instructions include an element of uncertainty and unpredictability, thus by doing these activities pupils gain confidence in participating in conversation. The author (ibid.) adds that many English foreign language textbooks lack these types of activities. The other criterion checks if the textbooks offer a variety of materials for speaking such as drills, role-plays, drama activities et cetera. Various uses of organisational forms are also the subject of this sub-category. Especially in discussions where pupils are reluctant to express their opinion in front of the whole class, they can be divided into small groups and given a chance to think of ideas and language first before expressing ideas in public, thus applying different organisational forms can reduce the stress level of whole-class performance (Harmer, 2001, p. 272). The last criterion verifies if the textbooks promote

conversations with native speakers as it is a good way of improving English.

The last sub-category deals with writing. The first criterion deals with variety of writing tasks. According to Cunningsworth (ibid.) the writing tasks should vary in the textbooks and include tasks such as writing a report, filling in a form, writing a formal and an informal letter, summarizing texts and many others. Nonetheless the tasks should consider the age and needs of pupils. The second criterion creates interest by using writing tasks with a clear purpose. Thornbury (2006, p.250) stresses: "[...] writers should have their reader(s) in mind at all stages of the writing process" with respect to the communicative approach. The third criterion verifies whether the textbooks consider practising sub-skills of writing. According to Thornbury (ibid., pp. 248-249) among the sub-skills of writing there are: producing grammatically accurate sentences, connecting and punctuating sentences, selecting and maintaining an appropriate style, signalling the direction of the message being taken and anticipating the reader's likely questions so as being able to structure the message accordingly. The fourth criterion checks if the textbooks encourage pupils to edit their written work to further work on it and consequently improve it. The last three criteria verify if the textbook offers material for guided, controlled or free-writing. Cunningsworth (1995, p. 80) underlines that writing activities in textbooks are normally of the controlled or guided type, where a model is given to students.

The ninth category deals with sub-skills that include grammar, pronunciation, spelling and vocabulary. To be able to effectively communicate it is essential to know, coordinate and manage all of these sub-skills (Hendrich, 1988, p.129). Oliverius (in Hendrich, 1998, p.129) adds that without managing all of the sub-skills comprehensively it is impossible to learn a language. The sub-skills should be treated in a comprehensive way in the textbooks so that pupils can process the knowledge and produce the message; however the textbooks often treat the sub-skills separately. This category consists of four sub-categories dealing with the sub-skills and further analysing them.

The first sub-category deals with grammar. The first criterion checks if the textbook introduces new grammar items related and contrasted with familiar items. The next criteria verify if both deductive and inductive approaches are applied in the textbooks. According to Cunningsworth (1995, p. 100) textbook writers prefer an

inductive approach towards grammar. In this approach, learners are given carefully chosen examples thus they should be able to hypothesise what the rules might be and verify their hypothesis, either against later examples or by creating language examples themselves and finally getting the feedback from their teacher (ibid., p.99). On the other hand, the deductive approach refers explicitly to given rules that learners try to understand and finally produce sentences (ibid.). Although the author does not criticize the deductive approach, he nonetheless refers to it as an easier way of learning; additionally it does not support an active role of pupils in the learning process. Harmer claims that the choice of explanation of the new items depends on the age, level and preferences of the class (2001, p.155). Cunningsworth agrees that pupils learn differently, additionally he suggests that two approaches can support each other by giving an example that textbooks can introduce new items inductively and then to consolidate pupils' understanding they give the rules explicitly (1995, p.100). The last criterion checks if grammar is explained in the target language.

The second sub-category describes pronunciation. Burgess (in Thornbury, 2006, p.185) claims that there is nothing more important than acquiring a set of foreign phonemes. On the contrary, Thornbury (ibid.) argues that teaching pronunciation is less emphasised nowadays and adds that bad pronunciation is one of the most common reasons for misunderstandings. According to Cunningsworth (1995, p.41) when teaching pronunciation there should be the focus on production of natural-sounding speech than on accuracy, moreover pronunciation should be taught with other skills and sub-skills in an integrative way. Hendrich (1988, p.164) states that the aim of teaching this sub-skill should be to learn such pronunciation that guarantees understanding. The first criterion verifies whether the textbooks offer any material for learning stress and intonation, which are part of the suprasegmental phonology. The author (ibid.) further suggests that when teaching suprasegmental phonology, the segmental phonology should be also included at the same time which represents sound realisation of phonemes. Cunningsworth (1995, p.41) also agrees with applying both segmental and suprasegmental phonology into teaching however he classifies stress as the global aspect of phonology. The next criterion checks if the textbooks provide songs, rhymes and imitation drills, by which pupils can realise the differences between their mother tongue and English. The last criterion checks if the material in the textbooks provides

material for various types of English besides the Standard English in terms of regional and social dialects. Kelz (in Hendrich, 1988, p.164) explains that receptive skills towards their importance in the communication process can be developed or supported by varieties of English pronunciation e.g. an African-English dialect.

The third sub-category deals with spelling. Thornbury (2006, p.210) claims: "knowing how to spell a word is part of knowing a word". Hendrich (1988, p.182) also states that spelling is very closely connected with vocabulary. According to Thornbury (2006, p.210) English spelling is not so irregular as it is usually thought, thus learners should be given some guidance to the relative probability as well as likely environment for the different spellings. Thus the criterion verifies if the textbooks provide any guidelines. The last criterion checks if the textbooks offer any exercises to consolidate learners' spelling such as matching words into the same groups with the same endings or filling missing letters into the text.

Vocabulary is the last sub-category. Thornbury (2006, p.240) states: "vocabulary learning is a major goal in most teaching programmes". Also Cunningsworth (1995, p.38) claims that communication would be impossible without a wide range of vocabulary. The first criterion focuses on the respect of frequency, learnability and usefulness in terms of choosing vocabulary. The next criterion checks if the textbooks provide material for sensitising pupils to the structure of lexicon of English through activities based on semantic relations, situational relationships, collocations or word building (see Cunningsworth, 1995, p.38). Pupils should be aware of the relationships that are within the lexicon. The last criterion concentrates on encouraging pupils to deal with unknown words.

6. Research

6.1 Research methodology

The practical part of the thesis correlates with its theoretical part as it serves a theoretical basis on which the research is drawn. The aim of the research is to investigate if there is an agreement between the textbooks and the objectives of the Framework Educational Programme for Basic Education and to what extent the

textbooks are in concord with them and finally to compare the outcomes of both textbooks. Thus, the practical part of this paper describes textbooks generally, furthermore it evaluates textbook functions (see chapter 3.2, pp. 5-8), textbook characteristics (see chapter 3.4, pp. 9-12) and the criteria according to the checklist (see appendix 1) of each textbook and finally compares them. Moreover, the textbook characteristics and criteria according to the checklist are evaluated by the help of using a scale from 1 (poor) to 4 (excellent). Lastly, the author of this paper has used the scale of one to four, in other words four intervals to avoid neutrality in the textbook evaluations.

Regarding the research methods, the thesis uses a questionnaire, an analysis of textbook features, the comparative method or the comparative analysis of textbooks according to Karamoozian and Riazi's distinction (see chapter 5.3, p. 25).

The research is divided into three phases: textbook selection, evaluation of each textbook and their comparison. Firstly it is necessary to select textbooks for their analysis and further comparison. The textbook selection was done with the help of questionnaires. Then, two most frequently used textbooks are chosen for their evaluation and subsequent comparison.

6.2 Textbook selection

Before the analysis and comparison it is necessary to find the most frequently used textbooks for teaching English at lower secondary schools. There is a huge wealth of both monolingual and bilingual language textbooks available on the market. To state what textbooks are most used at lower secondary schools, questionnaires were sent to teachers of this age group. The findings show that a monolingual textbook Project and a bilingual textbook Way to Win are the most used textbooks at lower secondary schools. Fifty-five teachers participated in the questionnaires, thus twenty-five teachers use Project, twenty use the textbook Way to Win, five teachers answered that they use Messages, four of them use Shine and one teacher uses Angličtina pro základní školy. For a percentage illustration, see the graph below:
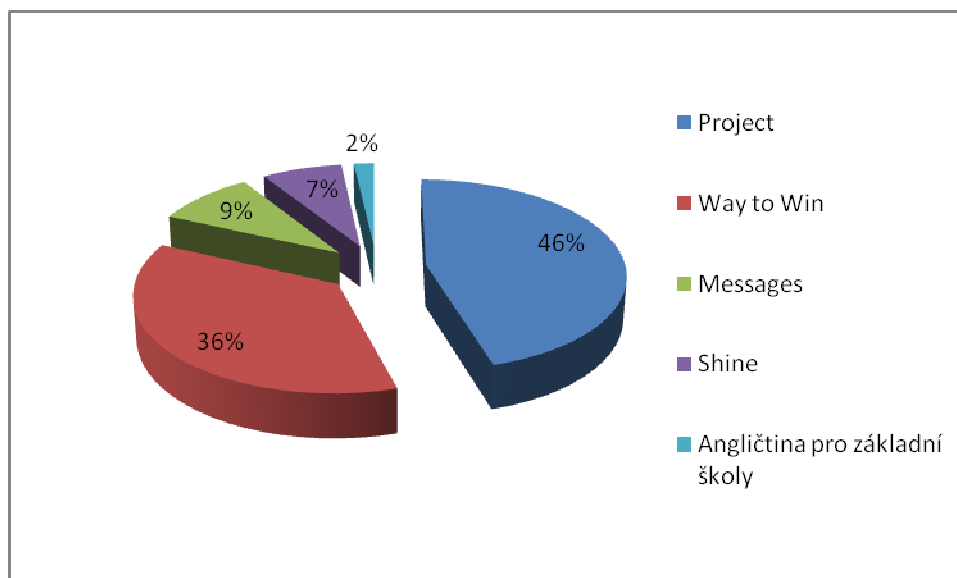
Consequently the thesis evaluates and compares textbooks Project and Way to Win. The reason why these textbooks are used most at schools is not clear, supposedly due to the financial factor or their availability. To compare the outcomes of evaluation, it is necessary to choose the textbooks used for the same grade, thus the textbook evaluates Project 3 (see appendix 2) and Way to Win 7 (see appendix 3) both used by the seventh grade.

6.3 Evaluation of the English Textbook Project 3: Student's Book

6.3.1 A general description

The most used monolingual textbook Project is well-known to most of the English teachers. The textbook was published in 2000 by Oxford University Press. Despite the fact that there is a newer edition, the thesis evaluates this impression published in 2000 as none of the teachers in the questionnaires use the latest edition which was published in 2008. Its author Tom Hutchinson, a well-known and respected writer, whose textbooks have been used at schools for at least the last two decades, is also known for giving teacher training courses in many countries around the world. Hutchinson has designed the whole Project series as a multi-level course. Each level of the Project series contains a student's book, workbook, class cassettes and teacher's book including tests. Regarding language teaching Hutchinson claims that Project incorporates ideas such as project work, learner development, a task based methodology, and other ideas

while it provides a solid grammar framework, practice of structures, functions and vocabulary (*Project 3: Teacher's Book*, 2000, pp.4-8). The textbook applies the grammar based syllabus (see chapter 3.3, pp.8-9). The textbook begins with a table of contents which is divided into eight topic units, starting with an introduction in which four children are introduced promising to help pupils with English, additionally there is an episode about them in each unit, and thus there are eight episodes totally. The whole textbook is coloured. It contains eighty-four pages of the subject matter. As the textbook is monolingual hence, all of the information is presented in the target language. After every two main units, there are extensions and revisions in the textbook. Each extension consists of culture, project and song which expand the unit topics. The section 'Culture' includes topics such as families, Canada, New York or famous Britons. In the section 'Project', pupils can always choose one of three projects ideas. According to Hutchinson, by producing their own projects, pupils articulate and develop their personal response to topical and cultural issues. The author (ibid.) further explains that project work is a means of motivation as pupils write about their own lives and do their own research into topics that interest them. The section 'Song' always offers the integrated skills work e.g. listening complemented with reading. Revisions provide pupils with activities revising study skills. Nevertheless the majority of activities in the revisions are focused on grammar as the textbook features a grammar-based approach towards language learning. Furthermore Hutchinson does not differ skills from sub-skills, he uses only the term skills. The last two pages of the textbook cover pronunciation section with exercises for each main unit. The textbook also provides pupils with a list of irregular verbs plus past simple and participle forms at the end of the textbook. The textbook uses an extensive use of group and pair work. The textbook emphasises bringing English to life within a structured learning environment, thus the author underlines that language items should be taught with respect to a meaningful and realistic context.

6.3.2 Textbook functions

Textbooks carry various functions in English language teaching. *Project 3: Student's Book* fulfils many functions. Firstly, the functions will be analysed according

to Cunningworth's distinction as he concentrates on language textbooks, secondly the thesis will consider Zujev's taxonomy focusing on common textbooks and lastly individual functions will be also characterised (see chapter 3.2, pp. 5-8).

Regarding Cunningworth's distinction (1995, p. 7), this textbook definitely serves as a resource for presentation of spoken and written material. It is also a valuable source of activities for pupil's practice and communicative interaction as the textbook includes a great amount of exercises and sections in the textbook where communicative interaction is focused on the sections such as 'Everyday English'. The textbook fulfils the function of a reference source for pupils on grammar, vocabulary et cetera as each unit consists of specific sections in which each skill or sub-skill is presented and further practised. The next function is a source of stimulation and ideas for classroom language activities, for instance much emphasised projects in the textbook are a means of generating motivation, additionally each unit contains ideas for language activities. Concerning the role of serving as syllabus, the textbook could be used as one of the sources for structuring the content of the course, nonetheless it should not determine all of what pupils learn at schools (see chapter 4.1, pp.14-16). Regarding the role as a source for self-directed learning and self-assessed work, it can be said that this role is not carried in a sufficient extent in terms of the self-evaluation as the textbook does not provide a wide spectrum of tools for this work (see chapter 6.3.4, p. 45). The last role in Cunningworth's distinction is a support for less-experienced teachers, the textbook definitely covers this role, however this role is realised in *Project 3: Teacher's Book*, 2000, therefore the thesis does not evaluate it.

According to Zujev's taxonomy, the textbook has surely satisfied the informational function as it provides pupils with new information throughout the whole book. With regards to the transformational function, the textbook realises it by presenting facts that are with respect to pupils' age and needs from Geography, Sport, History, Music and other areas. The textbook also covers the systematic function by sequencing the subject matter from simple items towards more difficult ones. The textbook consists of four revision sections that are after two main units (see chapter 6.3.1, p. 38), thus the textbook performs the stabilising and controlling function, nevertheless pupils cannot do self-checking on their own as the textbook does not provide them with the answer key, hence their outcomes have to be checked with the

help of a teacher. For this reason, according to Mikk (2007, p.14) this textbook cannot be considered as "good" in terms of the self-checking function because frequently checking answers is important for achieving good results in education within a short time. Thus a suitable textbook should include the answer key (ibid.). The textbook emphasises learning not only in the classroom but also outside e.g. project work, additionally it stimulates pupils to work with the textbook individually; consequently the textbook adapts the self-educating function. It can be said that the integrating function is covered here as it provides integration of information from different sources. The textbook encourages pupils to work with workbooks as well as to listen to cassettes at each unit; therefore the coordinating function is satisfied. The textbook also fulfils the last developmentally-educational function as Project definitely contributes to the development of a pupils' personality as it is apparent from the above mentioned points.

Regarding the lifelong education, the textbook creates the habit of reading as in each unit there is a section which is based around a longer reading text with a follow onto other skills. Thus pupils not only learn to read but also they read as to learn the information, which is the most important function of the textbooks according to Hummel (1988, p.15) in the perspective of this education.

The textbook also covers the cultural function. This function can be realised outside the classroom (Mikk, 2007, p.15) e.g. project work. The textbook Project concentrates on culture aspects mainly in the section 'Culture'.

The next important function that Project serves is differentiating. Again, an example of this function can be found in already mentioned project work that provides different levels of challenges. Nonetheless the Project series does not provide pupils of the same grade with textbooks of various levels; there is only one level for each grade, which cannot satisfy all pupils at the same time as they vary according to their interest.

After analyzing the textbook functions it is possible to say that Project fulfils all of the functions however not all of the functions to a sufficient extent. Nonetheless textbook functions are considered as a complex, in other words the textbook functions are realised in various intensity and extent.

6.3.3 Textbook characteristics

There are three basic types of characteristics: communicative, contextual and ergonomic parameters presented in every textbook (see chapter 3.4, pp.9-12). The characteristics will be described and their description will be used for later comparison of both textbooks.

A, Communicative parameters

Language used in the textbook promotes pupils' interaction and communication by various activities by which they learn to express their needs and ideas by way of verbal communication, additionally it can be said that its structure respects the learners' needs. This is obvious by the textbooks' gradual increase in complicated language structure, as the student progresses through it. The textbook Project aims to give each student the skills within the English language, to be able to communicate with another person to learn more about each other, to be able to express their needs and wants, to be able to communicate their decisions on future plans and opinions, to be able to respond to questions by way of expressing their beliefs, opinions and decisions, and to be able to give advice and emphasise important criteria within conversations. The texts and language activities are aimed at real life situations except a few texts that occur in the textbook e.g. the topic "A drive into the future". For this reason, the mark 3 is given.

The textbook adequately prepares a student to be able to choose the appropriate style of verbal communication needed in varying situations by using exercises combining an informal and formal language e.g. in the section 'Everyday English'. Furthermore, the textbook provides a lot of activities for practising presented expressions. Thus, the style is marked by 4.

All of the pictures in this textbook are colourful and well drawn. They definitely help to consolidate the pupils' learning. They are also used for explanation of new vocabulary and better understanding of grammar for instance in the comics in the section 'Grammar'. Pictures are marked by 4.

Photographs cover nearly all the pages of the textbook. All of them are of a high quality, colourfully expressing real life situations, thus they stimulate the learning process. Moreover there are episodes of a teenage photostory presented in the realistic

context. Therefore, they are evaluated by 4 as well.

B, Contextual parameters

Concerning the transformation, the textbook processes the knowledge from various areas e.g. sport, geography, history, technology. The textbook Project places emphasis on the strong cultural focus on helping pupils to establish a connection between language and life in a meaningful context. It can be said that the textbook respects pupils' age and does not overload them with the information of an encyclopaedic character. Consequently, a mark of 4 is given.

Regarding value orientation, the textbook presents a variety of nationalities and countries, additionally there are no elements of nationalism, ethnocentrism or xenophobia. In fact, the textbook covers elements promoting European and global values towards the world e.g. comparing life-styles in different countries with own country, promoting positive attitudes towards cultural differences. On the other hand, the coverage of these elements is not frequent; the elements usually occur in the extensions that are after every two main units. Thus this area is evaluated by mark 3.

The persuasive aspects are covered in the textbook; nonetheless the textbook could use much more emotional and personification material. Project does not refer to pupils as its future users at the beginning; however there is an introduction at the beginning of the textbook which cannot be sufficient as there are four children introduced, looking for items through the book, explanation of using a dictionary and completing a song. On the other hand, the textbook uses humour in comics throughout the whole book. Within the unit topics pupils are given tasks directly in the textbook, thus they are referred to permanently. Hence the aspects are evaluated by a mark of 3.

C, Ergonomic parameters

Speaking of font and size of letters, there is a wide range in the textbook e.g. standard, italics, capital letters, handwriting etc. With reference to the size of letters mostly the size 12 is used, although the size differs according to the importance of the message they carry. In the same way, the font of letters changes too. As a result, it is evaluated by a mark of 4.

Concerning the colours used in the textbook, there is a high usage of colours.

They help pupils to orientate themselves in the textbook as they vary the sections in each unit and always follow the same colourful pattern for example the sections 'Kids' are always purple etc. Therefore, a mark of 4 is given here.

A small amount of graphic symbols used in the textbook indicate specific activities e.g. word trolley meaning new vocabulary or word association activities, a tape expressing listening activities etc. This textbook does not include any symbolisation of grading the importance of the information. Thus the infrequent use of symbols cannot assist pupils to orientate themselves within the textbook. That is why a mark of 2 is given.

The communicative parameters are given the mark 4 on average; 3 for the contextual parameters and also 3 for the ergonomic parameters. With respect to the used scale, the textbook can be classified as a suitable textbook for the learning and teaching process, however it depends on the way it is used.

6.3.4 Evaluation of the textbook Project 3

Evaluation of this textbook is analysed according to the checklist of the criteria (see appendix 1). The checklist uses the same scale from 1 (poor) to 4 (excellent). The individual areas of the checklist are evaluated; consequently these results are used for the textbooks' comparison. The checklist contains nine main categories consisting of sub-categories e.g. 'Skills' and 'Sub-skills'.

Despite the competencies being mutually linked, they are analysed individually. The learning competencies are developed in the textbook by linking the information with real-life situations in each topic of the textbook e.g. sections 'Everyday English' and projects in the extensions of the textbook. However, the textbook does not allow pupils to choose an organisational form, the textbook only commands pupils to work on the tasks themselves or in some cases with their partners or groups, but it does not give a choice. The textbook evidently uses the knowledge from different areas within the context e.g. reading texts that appear in each unit. It can be said that the textbook promotes positive attitudes towards learning as pupils are actively encouraged to use English with flare outside the classroom environment. Thus, the learning competencies are evaluated by a mark of 3.

Problem-solving competencies are expressed by problem-solving activities that occur rarely in the textbooks e.g. tasks based on the stories in the sections 'Everyday English' and project work which encourage testing the outcomes practically within a real-life context e.g. interviewing people etc. However, the textbook does not promote seeking the most suitable solution to the problems at all. For these reasons, a mark of 1 is given.

The textbook promotes communication competencies by encouraging pupils to learn cultivated and adequate oral and written expression e.g. the sections 'Skills and Everyday English' . The textbook also motivates pupils to participate in debates in the classroom and to learn to listen to other pupils' opinions and respond to them throughout the whole textbook. Furthermore pupils are stimulated to use current technologies such as the internet; nonetheless there is no encouragement to use them as means of communication with the outside world. Therefore these competencies are evaluated by a mark of 3.

Concerning the social and personal competencies, the textbook definitely promotes cooperation and debate in the classroom throughout the whole book. It can be said that the textbook supports a friendly atmosphere in the classroom by choice of topics and activities suggested for teamwork. On the other hand, the textbook does not emphasise respecting different opinions in discussions, it only compels them to discuss and participate actively in the class. Therefore, a mark of 3 is given.

The civil competencies in the textbook are supported by formulating obligations e.g. school rules in the topic 'Problems', however the pupils' rights or obligations outside the school are omitted here. Despite the fact that the textbook includes the issue of a murder or suicide, it does not emphasise any refusal of physical or psychological violence. The textbook promotes making responsible decisions based on actual situations e.g. the topic 'Problems'. The civil competencies are evaluated by a mark of 2.

Regarding the working competencies, the textbook hardly considers the aspects of protection of pupils' health. Basically, there is little information about this matter e.g. a reading text 'The Couch Potato'. The book brings the issue of pupils' future in the topic 'Tomorrow's World', nonetheless the textbook does not elicit concerns about further development or preparation for their future lives. Furthermore, the textbook Project

does not include any issues of the environment or its protection. Thus a mark of 1 is given to these competencies. The key competencies are evaluated by a mark of 2.

Concerning the textbook organisation, sequencing and organisation of the activities in the textbook is quite clear and to a certain extent predictable as each unit follows the same pattern specifically, each unit consists of two grammar sections, 'Everyday English', and the last section 'Skills'. Therefore, the textbook allows pupils to orientate themselves in the textbook. Additionally, the colours help to orientate pupils in the book too as they again follow the same colourful pattern (see chapter 6.3.3, p. 43). As a result, this category is evaluated by a mark of 4.

With reference to the third category 'Topic', the textbook offers a wide range of topics that engage pupils' intellect in terms of informativeness and communicability, nevertheless certain topics portrayed in the textbook do not relate to real-life situations e.g. 'Drive into the future'. On the other hand, the textbook uses plenty of humour e.g. detective stories and jokes throughout the whole book thus, the book evokes a positive atmosphere in the classroom. A mark of 3 is given to the topic.

The textbook conveys the social and cultural values by allowing pupils to interpret the relationships and behaviour among the characters very easily in the textbook e.g. episodes of the teenage photostory or detective cartoon stories. The textbook portrays the equality between men and women in all aspects of the book e.g. sport, detective stories, occupation etc. The textbook features various nationalities and people of different ethnic origin; however the textbook displays only Caucasians as its main characters. For this reason, the category is evaluated by a mark of 3.

The fifth category 'Self-directed learning' is applied in the textbook by offering pupils tools for self-evaluation, these tools are expressed only by the progress diary at the end of each unit asking pupils to do the progress check in the workbook before completing the progress diary. However, this diary is only presented by the one same question: "How well do you think you know this unit?" which cannot be motivating for pupils. The textbook permanently promotes their cooperation, but it does not stimulate pupils to explain to each other e.g. unknown words etc. Moreover instructions used in the textbook are intelligible and quite short; therefore pupils should not have problems to understand them. Lastly, the textbook offers project work after two main units, thus it increases the autonomy of pupils. The self-directed learning is evaluated by a mark of 2

here.

The recommended retail price of the textbook is 270 CZK, the workbook is 190 CZK and the audio class CDs cost 400 CZK. The prices are reasonable compared with other course packages. The textbook and supplementary materials are readily available; additionally if the textbooks or whole sets are ordered in a greater amount, schools get discounts and other benefits. For these reasons, a mark of 4 is given to this the category.

With regards to the seventh category, the textbook certainly considers differentiation e.g. projects enabling all pupils to get a sense of achievement as they are suited to the mixed ability class because learners can work at their pace and level. What is more, projects in the textbook provide three different levels. Nonetheless, mentioned projects are only tasks respecting the differentiation. There is no another offer concerning the extra information or activities for exceptionally gifted pupils or pupils with special educational needs. Thus, it is evaluated by a mark of 1.

Regarding the eighth category 'Skills', the textbook provides the integrated skills work e.g. songs, reading texts integrated with listening; however pronunciation and speaking are treated in isolation. Each skill is analysed individually and finally skills are evaluated on the whole by an average mark gained from each sub-category.

With reference to listening, the textbook provides pre-listening activities before every listening activity e.g. eliciting opinions about the matter, using a visual support, providing minimum contextual information etc. In spite of the existence of a wide range of listening sub-skills the textbook seems to use only one which is selecting key information. The listening material is both authentic and non-authentic, the textbook uses many simplified dialogues but also authentic pop songs. Nevertheless, there is dominance of non-authentic material. Listening activities are always integrated with other skills within the meaningful context. The textbook does not promote extensive reading in its content. Lastly, listening material does not provide pupils with videotapes as they are not available for this edition. Listening activities in the textbook are supplied only with pictures. Listening is evaluated by a mark of 2.

The textbook provides the reading texts in every unit. Nevertheless, the majority of reading texts are simplified and gapped e.g. dialogues, realia information etc. Thus the texts do not convey authenticity. The textbook uses reading sub-skills e.g. following the development of an argument and the sequence of a narrative, however there is a

minimum of coverage of these sub-skills. Concerning the ways of reading, there is also focus on reading aloud and scanning. The textbook always integrates reading with listening as it asks pupils to read as they listen. The textbook uses a wide range of sources for its reading texts e.g. articles, short stories, newspapers, brochures etc. Again the textbook does not encourage pupils to read extensively. A mark of 2 is given to reading.

The textbook focuses on speaking mainly in the section 'Everyday English', additionally the book treats speaking in isolation as listening, reading and writing are integrated and developed in 'Skills' except speaking. There is not coverage of speaking activities in other sections of the textbook besides applying a few questions. The activities focus on both accuracy and fluency, however accuracy dominates. The textbook encourages pupils to make dialogues in each section of the textbook. The sections 'Project' stimulate pupils to perform oral presentations of their works, but this performance is only promoted after two main units. Any guidelines to cope with unpredictability when speaking are not supported here. Regarding the variety of speaking activities, the textbook promotes only already mentioned dialogues, a few oral presentations and role-plays. The textbook emphasises mainly individual and pair work, but also encourages group work too. Despite portraying mainly an English culture, the textbook does not raise the issue of contacting native speakers by the help of technologies. For the reasons mentioned above, speaking is evaluated by a mark of 1.

The textbook offers a wide range of activities with correspondence to writing e.g. writing reports, stories, filling in questionnaires, writing whodunits, reviews, notes etc. The textbook certainly views writing as an interaction with a reader for a purpose and also encourages pupils to present their works e.g. writing a guided tour, nevertheless not all of the writing activities used in the book allow a reader to interact with the text. Writing practises sub-skills e.g. producing grammatically accurate sentences, connecting sentences, selecting an appropriate style etc. The textbook does not encourage pupils to review or edit their written works. The textbook provides the material for controlled writing e.g. putting phrases into the text, the material for free-writing e.g. writing paragraphs about the future and also the material for guided writing e.g. writing a whodunit using the guidelines. As a result, writing is evaluated by the mark 3. Therefore skills are evaluated by a mark of 2.

The ninth category 'Sub-skills' is evaluated in the same way as 'Skills', in other words, sub-skills are analysed individually and one mark is given to the whole category again.

Grammar is the main focus of the textbook as it adapts the grammar syllabus (see chapter 3.3, pp. 8-9). There are two grammar sections presenting and practising new and revised material. New grammar items presented in the book are always related to already practised items e.g. past simple tense and past simple questions, furthermore the textbook contrasts items e.g. present simple versus present continuous. The textbook applies an inductive approach for grammar explanation e.g. the cartoon episodes using new grammar items and consequently the activity 'What's the rule?' follows where pupils are directed to analyse grammar form and meaning in the context. The textbook does not adapt a deductive approach at all. Because of this textbook being written by a native speaker, all grammar and the textbook's content are presented in English. Grammar is evaluated by a mark of 3.

The textbook presents pronunciation at the end of the book and provides exercises for each unit. The textbook shows stress patterns on individual words, nevertheless the textbook fails at teaching intonation. The book features the difference between long and short vowels; however this section should be incorporated in units and not at the end of the book. On the other hand, there are three songs, yet only one of them concentrates on pronunciation, the other two focus on grammar e.g. spotting regular and irregular verbs in the song. There are also too few drills and only four tongue twisters. The textbook considers varieties of British English e.g. Scottish and Irish English etc. Totally, pronunciation is evaluated by a mark of 2.

Concerning spelling, the textbook does not offer any guidance or exercises consolidating pupils' spelling. Pupils can practise spelling only within the controlled writing material. The textbook only provides pupils with the list of irregular verbs at the end of the textbook to check spelling. Thus, 1 is given to this sub-category.

The textbook focuses on vocabulary in the sections 'Everyday English' and activities 'Working with words'. The textbook respects frequency, learnability and usefulness to a certain extent in terms of presenting vocabulary e.g. simple words are followed by phrases; new words are always presented in a meaningful context to show their usefulness in real-life situations e.g. the photo stories. However, the textbook uses

infrequent and useless vocabulary e.g. a sky car, space rocket, finger prints etc. The textbook presents the structure of the lexicon of English and shows various relationships e.g. situational including for example sport, transport, school; and collocations. Nonetheless, semantic relations and relationships of form are omitted here. Dealing with unfamiliar words is supported in the section 'Working with words' where pupils are encouraged to guess meaning from the context; additionally the textbook explains working with a dictionary in the introductory part of the book. Consequently, vocabulary is given a mark of 3. Thus the category 'Sub-skills' is given the overall a mark of 2.

On the whole, the average mark 2 is given to this textbook which implies that this book is not considered as suitable for the teaching and learning process; additionally the reasons are mentioned in each category. Nevertheless, its usage and presentation depends on a specific situation as the textbook fulfils a great amount of functions (see chapter 6.3.2, pp.38-41).

6.4 Evaluation of the Czech-English Textbook Way to Win 7

6.4.1 A general description

The second most frequently used textbook in Czech schools according to the questionnaire is Way to Win. The textbook was published in 2006 by the Czech publisher Fraus. The textbook was written by two Czech authors Lucie Betáková and Kateřina Dvořáková. Similar to the Project 3, Way to Win is a series of multi-level course. Each level of the textbook Way to Win includes a student's book, workbook, class cassettes or CDs and a teacher's book.

According to the authors, the main aim of this textbook is the development of skills and all of the key competencies, furthermore it presents the principles of multicultural education and self-directed learning (Way to Win 7: Teacher's Book, 2006, p.4). The textbook is divided into 10 topic units, beginning with a table of contents. The textbook does not start with an introduction, but instead it begins with a revision unit titled 'Welcome back', as the authors expect that schools use their

complete series. Nonetheless, each unit begins with an introductory page of the topic. Each unit consists of the sections: 'Looking at language' using an inductive approach for grammar explanation; 'Practise' focusing on revision and practising new vocabulary and grammar items; 'Sounds' drilling pronunciation and 'Word watch' further practising vocabulary. The textbook emphasises using various organisational forms e.g. 'Now you', 'Now you and a partner' or 'Now you and a group'. The last two pages of each unit make use of a bilingual dictionary, a survey of gained skills called 'My Portfolio' , in other words what pupils have learnt in each unit and grammar summary. The textbook also encourages pupils to create their own language portfolio to gather their works, moreover the activities marked by 'P' focus on producing the students'own work by populating the pupils' portfolios with the subject matter they have learnt. At the end of the book there is a dictionary and a section 'Extra reading' including six texts aimed at developing reading sub-skills. The textbook uses Czech language to cover cross-curricular subjects in the margins of each page e.g. multicultural education, democratic citizenship etc. (see the FEP BE, 2007), moreover Czech is used at the beginning of each unit detailing what pupils will learn in the unit and the last two pages of each unit include the sections 'My portfolio', 'Vocabulary' and 'Grammar summary'.

6.4.2 Textbook functions

Analysis of the textbook functions concentrates on Cunningsworth's distinction, subsequently Zujev's taxonomy is evaluated and finally individual functions are taken into account (see the chapter 3.2, pp.5-8).

With regards to Cunningsworth's distinction (1995, p.7), the textbook acts as a resource for presentation material, additionally it is a worthy source of activities, in fact the textbook provides an exhaustive amount of activities in each unit. The function of a reference source for pupils on the sub-skills is fulfilled in the individual sections e.g.'Sounds' practising pronunciation; 'Word watch' focusing on vocabulary etc. The book definitely serves as a sound source of ideas, stimulation and suggestions for classroom language activities as they contain motivating infrastructure e.g. introductory pages of each unit, furthermore illustrated additional ideas and suggestions e.g. drawing flags when introducing holidays etc. The textbook can determine the content of the course as it offers a well- arranged structured content; nevertheless the textbook should

not direct the process (see chapter 4.1, pp.14-16). A resource for self-directed learning and self-evaluation is applied by providing a wide range of activities e.g. project work, using portfolio, usage of icons indicating various activities etc. The last role of a support for less experienced teachers is carried with recommendations and formulating tasks; however it is the aim of the teacher's book.

With reference to Zujev's taxonomy, the textbook conveys the informational function by providing a wide range of information and sequencing in its content. The transformational function is realised by the help of presenting information recognising pupils' age and needs from a variety of subjects e.g. environmental education, Geography. The textbook fulfils the systematic function by structuring the content according to the topics, difficulty level which determine the subsequent of units. Concerning the stabilising and checking function, each unit contains a section 'My Portflio' summarising what pupils have learnt; nevertheless the textbook does not include revision sections nor an answer key. On the other hand, the workbook is a support of this function and also offers 'Portfolio' that enables pupils to self-assess the skills they have gained after the fifth and tenth topic units. The textbook stimulates pupils to use English outside the classroom environment in each unit; it also contains motivating material, thus the book carries the self-educating function. The coverage of the integrating function is applied by providing the incorporation of information from various sources. Furthermore, the textbook covers the coordinating function; the book stimulates pupils to work with other supplementary material e.g. CDs and a workbook. It is obvious from the reasons mentioned above that the textbook fulfils the developmentally-educational function and thus contributes to the development of a pupils' personality.

The textbook contains six extra reading texts at the end of the book to further develop reading sub-skills, therefore it stimulates the learner to establish reading habits, additionally they read to learn, which is considered as the most important function regarding the lifelong education according to Hummel (1988, p.15).

The cultural function is developed by depicting various culture differences e.g. American, British, Czech etc.

The last analysed function is differentiating. The textbook Way to Win serves this function by providing activities or tasks indicated by an icon '+' that appears at each

unit of the book. However, the Way to Win series does not provide textbooks of various levels, there is only one level for each grade.

The coverage of all of the functions shows the quality of this textbook. Despite the fact that the individual functions are fulfilled in a diverse intensity, the functions are taken as a complex, thus this book proves its worth and usefulness.

6.4.3 Textbook characteristics

In every textbook, three basic types of characteristics are presented. Specifically, they are communicative, contextual and ergonomic parameters (see chapter 3.4, pp.9-12). Each characteristic will be described here and the description will be used for later comparison of both textbooks.

A, Communicative parameters

The textbook Way to Win 7 offers activities for forming simple messages related to a situation from various theme areas respecting pupils 'age and needs e.g. the topics – 'Something to eat', 'A day with friends' etc. The textbook develops all skills and sub-skills needed for communication with other people, the expression of pupils' needs, understanding simple and clear conversations, respecting the rules of pronunciation, creating grammatically correct simple sentences, allowing them to be making themselves understood in common situations etc. The language activities are aimed at meaningful real-life situations except there is little text occurring in the topic unit 'Tomorrow's world'. The language is evaluated by a mark of 4.

Concerning the style, the textbook provides a wide range of situations focusing on different styles e.g. chats on the phone using colloquial expressions, writing reports etc. Additionally, these activities use various organisational forms. Therefore, the style is evaluated by a mark of 4.

The pictures represented in the book are all colourful and depict real-life situations helping to consolidate pupils' learning and meeting needs of visual learners. Each page contains pictures or photographs. A mark of 4 is give to the pictures.

With reference to photographs, they are colourful and of a high quality. The

photographs are used to illustrate photo story, again real-life situations and for consolidating vocabulary e.g. the topic 'Something to eat?' Hence they are evaluated by a mark of 4.

B, Contextual parameters

Regarding the didactic transformation, it can be said that the textbook respects pupils' age and needs, furthermore it views the meaning of the subject matter for pupils' present and future e.g. preparing a campaign about safety on the road, environment issues etc. The textbook provides knowledge in a meaningful context and does not exhaust pupils with information of the encyclopaedic character. The textbook also respects current educational trends promoted in the FEP BE (2007, p.7) such as creating an emotional and working atmosphere, cooperation etc. On that account, it is evaluated by a mark of 4.

With reference to the value orientations, the elements promoting European and global values, the textbook covers these issues by depicting a variety of countries, the life of children in different countries, their traditions etc. Moreover, there is no expression of nationalism or xenophobia. As a result, they are given a mark of 4.

The persuasive aspects of the textbook are presented by using a sense of humour in its content, using motivating potential in the introductory pages of the topic to hold a pupils' interest, usage of personification etc. Nevertheless, pupils are not addressed at the beginning of the book; however there is a topic unit 'Welcome back' thus this way of referring to pupils can be replaced in the form of an introductory letter. As a result, the persuasive aspects are evaluated by a mark of 4.

C, Ergonomic parameters

The textbook applies a variety of font and size of letters in the textbook e.g. italics, capital letters, handwriting etc. The most used size is 12; furthermore the textbook conveys the importance of the message by a letter size. Nonetheless the textbook uses fonts that are far too small in some cases e.g. the sections 'Looking at language'. For this reason, it is evaluated by a mark of 2.

There is a high usage of colours assisting pupils to orientate themselves in the textbook; for example, the tasks ale always of a blue colour etc. Hence, they are

evaluated by a mark of 4.

The symbols are used a lot in the textbook. With the help of icons, the textbook indicates extra and more demanding activities with '+', moreover the icon'P' marks tasks that pupils work out and file their products into their portfolios. Totally, the textbook uses eleven icons leading to a better orientation. For this reason, it is evaluated by a mark of 4.

On average, the communicative parameters are evaluated by a mark of 4; the contextual parameters are given a mark of 4 and 3 for ergonomic parameters. With reference to the used scale, the textbook is a suitable textbook for the teaching and learning process.

6.3.4 Evaluation of the textbook Way to Win 7

The textbook Way to Win 7 is evaluated in the same way as the textbook Project 3 by using the criteria in the checklist. Thus the evaluation begins with the key competencies. Regarding learning competencies, the textbook uses real-life situations as topics within the units e.g. the topic 'Accident!'. What is more, the textbook promotes applying language learning strategies with the help of tasks listed in the margins of its pages. The textbook provides activities using various organisational forms; however it does not let pupils choose an organisational form themselves. On the other hand, the textbook provides a large field of these tasks on each page; therefore teachers can let pupils choose a form on their own. Way to Win processes the knowledge from various areas within the context. It also encourages a positive attitude towards learning; pupils are stimulated to use English with flare outside the school environment. Therefore, a mark of 4 is given.

Problem-solving competencies are explored by project work and tasks in the margins of the textbook. Thus, there is a wide spectrum of these activities. Testing the outcomes of problems practically and seeking the most suitable solution are not highlighted, nonetheless they are included e.g. projects and using references. Hence, these competencies are evaluated by a mark of 4.

Communication competencies are realised by focusing on skills through a wide spectrum of activities, also promoting debates by which pupils learn to express themselves and listen to others. Moreover pupils are encouraged to use technologies for

example the internet for searching for the information, nonetheless there is no promotion of using the technologies for communication with the outside the world. Consequently, they are evaluated by a mark of 3.

With reference to social and personal competencies, the textbook provides many activities that encourage cooperation and group work. By illustrations and choice of topics, the textbook supports a friendly atmosphere. Although Way to Win 7 does not accentuate respecting different opinions within its text, it refers to this aspect by applying body language in illustrations. A mark of 4 is given.

Concerning civil competencies, the textbook motivates pupils to search actively for children's rights, also it portrays obligations in school and out of school e.g. a topic 'A day with friends'. Furthermore the textbook promotes making responsible decisions e.g. environmental issues; lastly the textbook also brings an issue of physical and psychological violence with the help of activities within the margins of the textbook. As a result, a mark of 4 is given.

Working competencies are developed in the textbook, by taking into account the protection of the students' own health and the health of others e.g. a topic 'Accident!.' Usage of a portfolio and frequent reference to it underlines the importance of the pupils' own development and preparation for future life. The textbook also covers protection of the environment in the topic 'Think green!'. Therefore, these competencies are evaluated by a mark of 4.

On average, the key competencies are evaluated by a mark of 4. Therefore the textbook satisfies the key competencies excellently according to the scale used. The textbook offers a high potential to develop communication competencies despite obtaining a mark of 3.

With reference to the textbook organisation, the textbook provides a clear layout with the help of symbols, nonetheless Way to Win does not follow the same pattern in terms of sequencing language activities, thus it is difficult for a pupil to orientate themselves in it. As a result, it is evaluated by a mark of 2.

The textbook provides pupils with many topics that capture a pupil's intellect and also promotes a sense of humour; additionally Way to Win depicts topics related to real-life situations. Thus, a mark of 4 is given.

Social and cultural values are established by the portrayal of the lives of the

pupils' peer group in different countries, giving an opportunity to interpret the relationships and behaviours of characters in the book, showing the equality between men and women in all situations and lastly representing different nationalities. The textbook portrays only Caucasians as its main characters; by contrast, illustrations utilise different nationalities. A mark 4 is given.

Concerning the self-directed learning, the textbook promotes working with language portfolios and conducting project work. There are also self-evaluation checklists, although these checklists are only in the workbook. The textbook uses clear instructions on how to approach the tasks. On the other hand, there is no focus on mutual explanation. As a result, a mark of 3 is given.

With reference to price and availability, the recommended retail price is 180 CZK, the workbook is 120 CZK and CDs are 100CZK and 380 CZK. A cheaper option is for pupils. There is no problem in availability, moreover when ordering more sets; customers get benefits such as a discount. Thus, it is evaluated by a mark of 4.

Differentiation of tasks and information is applied in the textbook by offering extra more demanding activities indicated by a symbol '+' , additionally the textbook offers extra reading related to the topics at the end of the textbook. Nonetheless the textbook does not consider pupils with special educational needs in terms of task differentiation etc. Therefore, it is evaluated by a mark of 3.

The textbook Way to Win applies the integrated skills work. The thesis evaluates skills separately. Concerning listening, the textbook provides pre-listening activities e.g. discussions and providing contextual information. Additionally they are supplied with tasks in Czech in the margins of the textbook. The textbook practises sub-skills of listening for example selecting key information, using clues in the text and context clues to predict what is coming etc. There is a dominance of authentic material that is set in a meaningful context. The textbook encourages extensive listening e.g. songs. Lastly, listening material is further supported by visual/video aids. A mark of 4 is given.

Reading texts occur in each unit, moreover there is also the section 'Extra reading'. The majority of the reading material is authentic. The textbook employs varying apparatus for sub-skills of reading e.g. understanding words and identifying their grammatical function, understanding the gist, identifying text purpose etc. Regarding ways of reading, the textbook practises reading aloud, scanning etc.

Nonetheless, the textbook does not utilise various sources; it primarily concentrates on gapped stories and short reports. The textbook promotes extensive reading by Czech tasks in the margins. Reading is evaluated by a mark of 3.

Speaking is developed in the textbook by the entrenched use of dialogues and group conversations. The textbook concentrates on fluency, however accuracy is taken into account too. The textbook promotes oral presentations through the extensive use of interviews, role-plays and other activities. Due to offering a great amount of dialogues, the textbook enables pupils to gain confidence and cope with unpredictability. Using various organisational forms is also covered here. The textbook does not provide motivation for the pupil to make contact or initiate conversation with native speakers outside the classroom, despite referring to foreign cultures in its content. Still, a mark of 4 is given.

There is not a large variety of writing tasks; however the textbook considers them as an interaction with a reader for a particular purpose e.g. a party invitation, a poster for car driver. The textbook covers practising sub-skills of writing for example producing grammatically accurate sentences, selecting and maintaining an appropriate style. The textbook doesn't raise the issue of re-editing pupils' writing. Lastly, the textbook offers material for controlled, guided writing and also for free-writing. Hence a mark of 3 is given. Therefore, the category 'Skills' is evaluated by an average mark of 4.

New grammar items introduced in the textbook relate to already familiar aspects of grammar. The textbook applies an inductive approach, on the other hand at the end of each unit there is a grammar summary applying a deductive approach, thus it can be said that the textbook uses both approaches and consequently grammar is explained in Czech and English. It is evaluated by a mark of 4.

Pronunciation practice is covered in the textbook only in some units; nonetheless the textbook also focuses on this sub-skill through listening. Stress and intonation are focused in the section 'Sounds' and further listening activities. Pronunciation is further supported in the textbook by songs and rhymes. However, there is only British English emphasised in the book. In spite of this, pronunciation is still evaluated by a mark of 3.

The textbook does not provide any guidance or activities to consolidate the pupils' spelling except for only a few exercises. Therefore, a mark of 1 is given.

The textbook focuses specifically on vocabulary in the sections entitled 'Word watch'. The textbook pays attention to frequency, usefulness and learnability when presenting vocabulary in the meaningful context. Furthermore Way to Win presents various relationships existing within the structure of English e.g. situational, collocations. The textbook encourages pupils to guess meanings of words from the context; additionally it motivates pupils to use dictionaries. The textbook provides a bilingual dictionary at the end of the unit, thus it may lead to passivity in terms of using dictionaries and contextualising words. Vocabulary is evaluated by a mark of 3. The category 'Sub-skills' is given a mark of 3.

On the whole, the textbook is evaluated by a mark of 3 indicating that it satisfies the criteria referring to the nine categories. However, its quality is determined by the way teachers present the content to the specific class they teach and other factors.

6.5 Comparison of the textbooks

6.5.1 Comparison of textbook characteristics of Project 3 and Way to Win 7

A, Communicative parameters

Regarding language, the textbook Project 3 was given a mark of 3; on the other hand the textbook Way to Win 7 was evaluated by a mark of 4. Project 3 uses detective cartoons to illustrate grammar examples applying the inductive approach, yet this does not create a meaningful context that relates to pupils. With reference to the style, both textbooks were evaluated by a mark of 4 as the textbooks offer stylistically variable material.

The pictures and photographs were also evaluated by a mark of 4 as both textbooks use plethora of colourful illustrations and photographs. Nonetheless, in the textbook Way to Win there is a dominance of illustrations when compared with Project 3. Moreover the textbook Project depicts more photo stories than Way to Win. The textbook Way to Win seems to portray only individual situations instead episodes. On average, both textbooks were evaluated by a mark of 4 with regards to communicative parameters, in spite of moderate differences between the books.

B, Contextual parameters

Regarding the transformation, both textbooks gained a mark of 4 as they process the knowledge from various areas and at the same time respecting pupils' age and needs. Both textbooks contain the same topic unit called 'Tomorrow's world'. Project places this topic at the beginning of its contents focusing on future development of technology and pupils' future lives using a questionnaire; whereas the textbook Way to Win places this topic at the end of its table of contents featuring future life style and again the pupils' future. With reference to the topic units, the textbook Project consists of eight main units plus four extensions and revisions, whilst the textbook Way to Win includes ten main units with extra reading at the end of the book.

Concerning the value orientations and elements promoting European and global values towards the world, the textbook Project was evaluated by a mark of 3 and Way to Win gained a mark of 4. Neither of the textbooks show any depiction of nationalism, xenophobia or ethnocentrism. Both textbooks portray a variety of nationalities and the life-styles of pupils from different countries. Nonetheless, the textbook Project 3 develops these aspects predominantly in the extensions of the textbook.

There is also difference in applying the persuasive aspects. Project was evaluated by a mark of 3, whereas the textbook Way to Win gained a mark of 4. Both textbooks use a sense of humour throughout their content. Nevertheless the way how pupils are referred and stimulated, the textbook Way to Win seems to use better techniques e.g. motivating pupils to create portfolios and its subsequent permanent usage encouraged by various activities etc. On average, the textbook Project was given a mark of 3, while the textbook Way to Win was evaluated by a mark of 4.

C, Ergonomic parameters

In this aspect viewing font and size of letters there is a large difference as the textbook Project gained a mark of 4, whereas the textbook Way to Win was given a mark of 2. Despite the textbook using a wide range of font and size of letters, the textbook Way to Win uses fonts that are far too small in some cases, which must be difficult for pupils with special educational needs.

With reference to colours, both textbooks use colours to a great extent, in both cases the colours assist pupils to orientate themselves in the content. As a result, these

textbooks were evaluated by a mark of 4.

Graphic symbols are used by both textbooks, however they vary in frequency. The textbook Project uses only a few symbols indicating language activities, on the other hand the textbook Way to Win uses eleven icons totally for better orientation and indicating the tasks. Thus, Way to Win gained a mark of 4, whilst the textbook Project was evaluated by a mark of 2. On average, both textbooks were given a mark of 3.

On the whole, the textbook Project was given a mark of 3, whilst the textbook Way to Win gained a mark of 4. Therefore, Way to Win satisfies the textbook characteristics to more suitable extent.

6.5.2 Comparison of textbooks' evaluations

The evaluations of both textbooks were applied with the help of the same checklist. Each textbook was analysed, thus this chapter compares the outcomes.

Regarding the key competencies, Way to Win 7 was evaluated by a total mark of 4, on the other hand, an average mark of 2 was given to Project 3. Both textbooks have a potential to develop communication competencies. However the textbook Way to Win applies the key competencies to a greater extent than Project 3.

The clearer organisation of the textbook is conducted in Project, hence Project was evaluated by a mark of 4, on the contrary a mark of 2 was given to Way to Win.

With reference to the topic, both textbooks offer a wide spectrum of topics, nonetheless Project obtained a mark of 3, and Way to Win a mark of 4.

Social and cultural values were evaluated by a mark of 3 in Project and a mark of 4 in Way to Win. It is of note that both textbooks depict only Caucasians in the main stories.

Self-directed learning was evaluated by a mark of 2 in Project; and by a mark of 3 in Way to Win, furthermore Way to Win focuses on learning styles and encourages pupils to work with language portfolios, which is an excellent aid for their self-evaluation and motivation.

The price of Project is about 100 CZK more. Moreover the textbook Way to Win is confirmed by the approval clause (see chapter 5.3, pp.24-26). Therefore the subsidy makes Way To Win more attractive to the customer when deciding which text will be

purchased. However, both textbooks are evaluated by a mark of 4.

Differentiation of the task and the information is more developed in Way to Win , thus this textbook was given a mark of 3 and Project a mark of 1.

Despite the fact that both textbooks offer the integrated skills work, there is an obvious difference in presenting and practising these skills. Overall, Project seems to practise these skills with no particular reason or focus on communication. On the other hand, Way to Win views practising skills as a need to communicate. An average mark of 2 was given to Project and 4 to Way to Win.

With reference to sub-skills, for the same reason the textbook Project obtained an average mark of 2 and Way to Win gained a mark of 3.

On the whole the textbook Way to Win obtained a better mark than Project, thus Way to Win respects the objectives of the Framework Educational Programme for Basic Education better than Project and is considered as more suitable for the teaching learning process. For the checklist with results see appendix 4. On the other hand, this edition of Project published in 2000 does not address the policy of the curricular reform in its content as much, additionally this textbook was written outside the Czech Republic. Therefore, the date and place of publishing of this textbook should be considered, as the school reform was endorsed after the publishing date and in the Czech Republic. Nonetheless, respecting the objectives of the FEB BE binding educational norms is not the only factor taken into account. Furthermore, school educational programmes determine usage of a textbook as they form the basis of education. Individual schools develop school educational programmes themselves (the FEP BE, 2007, p.6). Therefore, the style of using the same textbook differs in individual schools. Hence, the evaluated textbooks may vary in satisfying the set objectives; additionally the textbooks are followed with recommendations by teachers and are usually supplied with extra material, which may result in modifying the textbook's philosophy (see chapter 4.2.2, pp.17-19).

7. Conclusion

The textbook is the main platform and source of educational content for pupils and a critical didactic aid for teachers within the educational process of language teaching. It provides the main form of communication within the school environment, reflecting the current educational policy within the complex process of current language education. This thesis incorporates the school reform and the FEB BE, the textbook's theory, its usage, its evaluation, and additionally the evaluation and comparison of two textbooks are addressed in the practical part. Textbook functions, characteristics and criteria for the assessment of the textbook in the theoretical part serve as a base for the research.

The aim of the research was to investigate whether an agreement between the selected textbooks and the objectives of the FEP BE exists and to what extent these textbooks are in concord with them. The research selected two of the most frequently used textbooks at lower secondary schools with the help of the questionnaire given to lower secondary teachers of English. Thus, the research analysed the textbooks Project 3 and Way to Win 7 in terms of a general description, textbook functions and characteristics, lastly evaluation of the textbook according to the checklist was conducted. Afterwards the research compared the textbook characteristics and evaluation with reference to the checklist. A scale from one (poor) to four (excellent) was used to evaluate the assessed textbooks. Regarding the textbook characteristics, Way to Win 7 gained a better mark as the parameters in the textbook are presented to a more sufficient extent. The created checklist consists of nine categories including sub-categories validating the credibility of the research. The research results show that both textbooks follow the principles of the curricular reform; however they vary in the way they follow them. The philosophy of the textbook Way to Win 7 better demonstrates the concord with the objectives of the FEP BE than Project 3. All in all, the textbook Way to Win 7 obtained better marks in the majority of categories, as Way to Win 7 presents more communicative and meaningful tasks in comparison to the textbook Project 3 applying the grammar-based approach. Nonetheless, the use of the textbook depends on many aspects for example the objectives of the school educational programme stated by individual schools, teachers' styles of textbook usage and their potential modifications

of the textbook, and the specific needs of pupils in different classes. Hence the selected textbooks may vary in accordance with the set objectives of different individual schools.

To sum up, the thesis concentrated on the textbook evaluation and comparison based on the theoretical and practical parts. Each language textbook can be suitable to a certain extent for the teaching learning process; however textbooks have to be applied pro-actively; moreover it is good to remind Cunningsworth' words quoted before that textbooks are 'good servants but poor masters'. The designed checklist is beneficial for teachers of English, although it is important for them to create their own checklist, this work can contribute to the textbook evaluation field.

8. Resumé

Diplomová práce se zabývá tématem hodnocení učebnic pro výuku anglického jazyka používaných na druhém stupni základní školy. Práce se zaměřuje na teorii učebnic a zejména na hodnocení a následné porovnání dvou nejčastěji používaných učebnic. Práce je koncipována do dvou základních částí, teoretické a praktické, přičemž obě spolu úzce korelují – o teoretický základ se následně opírá praktický výzkum. Po úvodním seznámení s problematikou, v němž je charakterizována kurikulární reforma, reagující na změny ve společnosti a v obsahu a cílech vzdělávání, dále jsou popsány tendence ve vzdělávání podporujícím Rámcovým vzdělávacím programem pro základní vzdělávání, které se projevují i při vytváření seznamu kritérií pro hodnocení učebnic a následné komparativní studii. Nakonec je v práci definován komunikativní a eklektický přístup s ohledem na výuku anglického jazyka.

Třetí kapitola rozpracovává teorii učebnic s důrazem na současné trendy ve vyučování anglického jazyka a kurikulární reformu. Nejprve je charakterizována učebnice jako jedna z didaktických prostředků, dále je tato oblast doplněna o přehledné znázornění používaných pomůcek a v závěru je podtržena důležitost učebnice ve vzdělávacím procesu. Další oblast se zabývá funkcemi učebnic, a to a s důrazem na přínos kurikulární reformy, a jsou zde představeny dvě kategorizace funkcí učebnic. Nejprve je předloženo schéma Cunningswortha, který se soustřeďuje na jazykové učebnice, druhá taxonomie funkcí je pak podle Zujeva, která se zaměřuje na učebnice všeobecně. Dále jsou rozpracovány individuální funkce učebnic s důrazem na školskou reformu. Funkce učebnic jsou chápany jako komplex, protože se vyskytují v různé intenzitě. Na závěr je zdůrazněno, že jejich seznam nebude nikdy kompletní, neboť se objevují neustále funkce nové. V další oblasti jsou individuálně charakterizovány čtyři typy sylabu sloužící k návrhu obsahu učebnic. Popsány jsou zde strukturní, funkcionální, tematické a situační typy sylabu. Nicméně je důležité si uvědomit, že by autoři učebnic měli při jejich tvorbě aplikovat všechny čtyři typy při tvorbě učebnic. V oblasti vlastnosti učebnic je věnována pozornost třem druhům vlastností, které zahrnují komunikační, obsahové a ergonomické parametry. Komunikační parametry skládající se z verbálních a neverbálních prostředků se vyznačují stupněm sdělitelnosti obsahu učebnice pro uživatele. Obsahové vlastnosti se zabývají strukturou vzdělávacích

obsahů včleněné do učebnic. V závěru této části jsou charakterizovány ergonomické parametry analyzující druh a velikost písma, využití barev nebo grafických symbolů. Všechny tři vlastnosti jsou podrobně rozebrány a následně porovnány v praktické části. V poslední části jsou definovány strukturní komponenty učebnice a dále je pozornost zaměřena na okruhy komponentů vyskytující se ve výstavbě lekcí, které jsou dále rozčleněny do dvou okruhů. První okruh obsahuje obsahově a motivačně hodnotný textový materiál, pomocí kterého se rozvíjejí receptivní a produktivní řečové dovednosti spolu s jazykovými prostředky. Druhý okruh zahrnuje zásobu cvičení a úloh spjatých s texty a prezentací jazykového učiva, zaměřených na jeho fixaci a také na postupné rozvíjení řečových dovedností. Výstavba učebnicových lekcí se poté promítá i do hodnocení učebnic v praktické části.

Kapitola čtvrtá si klade za cíl zodpovědět otázku, zda užívání učebnic přináší výhody nebo nevýhody ve vzdělávání, a jestli učebnice mohou být v budoucnosti nahrazeny jinou pomůckou. První oblast zabývající výhodami a nevýhodami učebnic popisuje přístup učitelů, kteří si vytvářejí materiály pro výuku sami a nepoužívají vůbec učebnice při výuce. Tento přístup je odmítán, neboť z několika zjištění vzešel závěr, že nejsou-li učebnice využívané vůbec, žáci dostávají méně domácích úkolu a navíc učitelé nejsou odborně připraveni k vytváření vlastních materiálů. Dále jsou v kapitole vypsány přednosti využívání učebnic, a také omezení vyučovacího procesu při využívání učebnic. Nicméně je zdůrazněno, že využívání učebnic zaleží na více faktorech. Jsou zde navíc uvedeny důvody žáků a učitelů pro využívání učebnic. Oblast týkající se žáků, podává výčet činností při práci s učebnicemi a jaké postoje k nim žáci zaujímají. Dále je tato oblast doplněna o šetření provedené E. Hájkovou, která přispěla k varietě účelů využívaných při práci s učebnicí z perspektivy žáků. Oblast charakterizující důvody učitelů vychází ze studie Tyson, která dospěla k názoru, že závislost učitele na učebnici určuje délka jeho praxe a stupeň odbornosti. Dále je tu představeno šetření autorek Laws a Horsley, které na základě pozorování vyučovacích hodin identifikovaly tři odlišné styly práce učitelů s učebnicí, tyto styly jsou dále vysvětleny. V této části není zkoumána jen závislost učitele na učebnici ale i jeho modifikace učebnicového učiva. Učitelé zprostředkovávají svým žákům učivo v přizpůsobené podobě, proto musí docházet k jeho různým modifikacím. Práce popisuje osm základních způsobů modifikace rozlišených Průchou. Poslední oblast této kapitoly se zabývá budoucností

učebnic. Stále častěji se objevují učebnice na elektronických nosičích, zavádí se počítačové učebny, kde se mohou uplatnit multimediální pomůcky. Ve výuce jazyků se začíná ve velké šíři užívat interaktivní tabule, proto místo učebnice ve vzdělávacím procesu může být ohroženo. Nicméně toto tvrzení je vyvráceno, neboť učebnice má své místo tak pevné, že nemůže být nahrazena, ba naopak bude ještě víc zdokonalena díky nárokům společnosti.

Poslední, pátá kapitola teoretické části diplomové práce představuje hodnocení učebnic. Nejprve se kapitola zabývá důvody pro nezbytné hodnocení učebnic, jelikož existuje několik nevhodných přístupů k výběru učebnic. Do skupiny nevhodných a zavádějících metod při výběru učebnic patří finanční faktor, zprostředkované informace o kvalitě učebnic nebo selekce učebnic vlastnící doložku. Proto by před výběrem učebnic měl předcházet vlastní náhled na učebnici. Následující oblast se zabývá dvěma přístupy k hodnocení učebnic, povrchním a detailním. Diplomová práce v praktické části využívá hloubkový přístup při hodnocení učebnic, neboť se vyznačuje vlastní agendou. Naproti tomu povrchový přístup je používán jen k získání k rychlému přehledu o učebnicích, nicméně tento přístup je aplikován častěji. Další oblast prezentuje metody hodnocení, sloužící k evaluaci učebnic. V této části jsou popsány kategorizace metod a způsobů. Metod je přemíra, proto je důležité, aby si učitelé určili metodu nebo způsob evaluace a dále si jej modifikovali podle specifických potřeb. Poslední částí této kapitoly jsou hodnotící kritéria pro učebnice, které jsou výstupem pro praktickou část. Neexistuje obecně ucelený názor, která kritéria jsou důležitější a která méně. Navíc je důležité, aby si evaluátoři vytvořili své vlastní seznamy a co se týče důležitosti jednotlivých kriterií, nepřejímaly takto názory jiných. Proto byl navržen pro tuto práci vlastní seznam hodnotících kritérií obsahující devět kategorií, které se dále člení na další sub kategorie. Při jejich sestavování byl brán ohled na kurikulární reformu a současné trendy ve výuce jazyků.

Praktická část diplomové práce navazuje přímo na výše popsanou část teoretickou, která vytvořila teoretický základ pro výzkum. Ve výzkumné metodologii je formulován cíl výzkumu a využívané metody. Cílem výzkumné části je zjistit, zda se dvě zvolené učebnice a cíle Rámcového vzdělávacího programu pro základní vzdělávání shodují a do jaké míry. Výzkum využívá dotazník k selekci učebnic, analytickou metodu a následně provádí komparativní analýzu obou učebnic. Dále

následuje selekce učebnic, kde jsou vybrány dvě nejčastěji užívané učebnice na druhém stupni základní škol. Toto zjištění bylo realizováno pomocí dotazníků zadaných padesáti pěti učitelům anglického jazyka na druhém stupni základních škol. Nejčastěji používané učebnice jsou Project 3 a Way to Win 7, které se využívají v sedmém ročníku. Tyto dvě učebnice jsou analyzovány samostatně a posléze porovnány. Výše zmíněná selekce učebnic je doplněna o graf znázorňující nejvíce používané učebnice na základních školách.

Obě evaluace učebnic začínají jejich představením, tj. jsou o učebnicích uvedeny základní informace, dále jsou všeobecné charakteristiky následovány analýzou funkcí učebnic. Funkce učebnic jsou hodnoceny pomocí dvou kategorizací podle Cunningswortha, který se zaměřuje na jazykové učebnice, a podle Zujeva, který se soustředí na učebnice všeobecně, a dále jsou analyzovány samostatné funkce respektující současné trendy ve výuce. Po funkcích učebnic jsou hodnoceny vlastnosti učebnic obsahující komunikační, obsahové a ergonomické parametry. Dále jsou již realizované evaluace učebnic podle seznamu kriterií. Seznam pojímá devět kategorií obsahující sub kategorie ke zvýšení validity evaluace a komparace. Komparativní studie učebnic se soustřeďuje na vlastnosti učebnic a hodnocení podle seznamu kritérií.

Získaná data z komparativní studie učebnic ukázala, že učebnice Way to Win 7 svým obsahem více respektuje cíle Rámcového vzdělávacího programu pro základní vzdělávání než Project 3. Project 3 je starší edice a navíc je napsána anglickým autorem, proto tyto dvě skutečnosti se musí respektovat. Učebnice Project 3 nabízí potenciál k rozvoji klíčových kompetencí, nicméně hlavním úkolem této učebnice je procvičování jazykových prostředků, naproti tomu Way to Win 7 je zaměřena na stimulaci žáka do aktivní činnosti pomocí portfolia a aktivity používané v učebnici jsou smysluplné a zobrazují skutečné životní situace. Proto učebnice Way to Win 7 byla vyhodnocena jako více vyhovující pro výuku anglického jazyka. Nicméně využívání učebnic je ovlivňováno několika faktory, proto intenzita účelnosti této učebnice se může ve výuce lišit.

Na trhu neexistuje perfektní učebnice, aniž by se nemusela nějakým způsobem modifikovat nebo přizpůsobovat specifické situaci. Je důležité, aby učitelé přistupovali k učebnicím aktivně, aby formulovali vlastní cíle, a ne aby učebnice určovala cíle výuky za ně a učitelé se stali jejími sluhy. Dále je využívání učebnic ovlivňováno školními

vzdělávacími programy vytvářenými školami samostatně a v neposlední řadě také specifickými potřebami žáků a učitelovým stylem prezentace učebnic. Je důležité, aby učitelé prováděli kritickou evaluaci učebnic ještě před vlastní selekcí, proto stanovená hodnotící kritéria v teoretické části slouží jako námět pro vytvoření svých evaluačních kritérií. Diplomová práce je zakončena formulací závěru, který se týká teoretické i praktické části.

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10. Appendix

List of appendices:

       1. The checklist

       2. Project 3

       3. Way to Win 7

       4. The checklist with results

APPENDIX 1: THE CHECKLIST

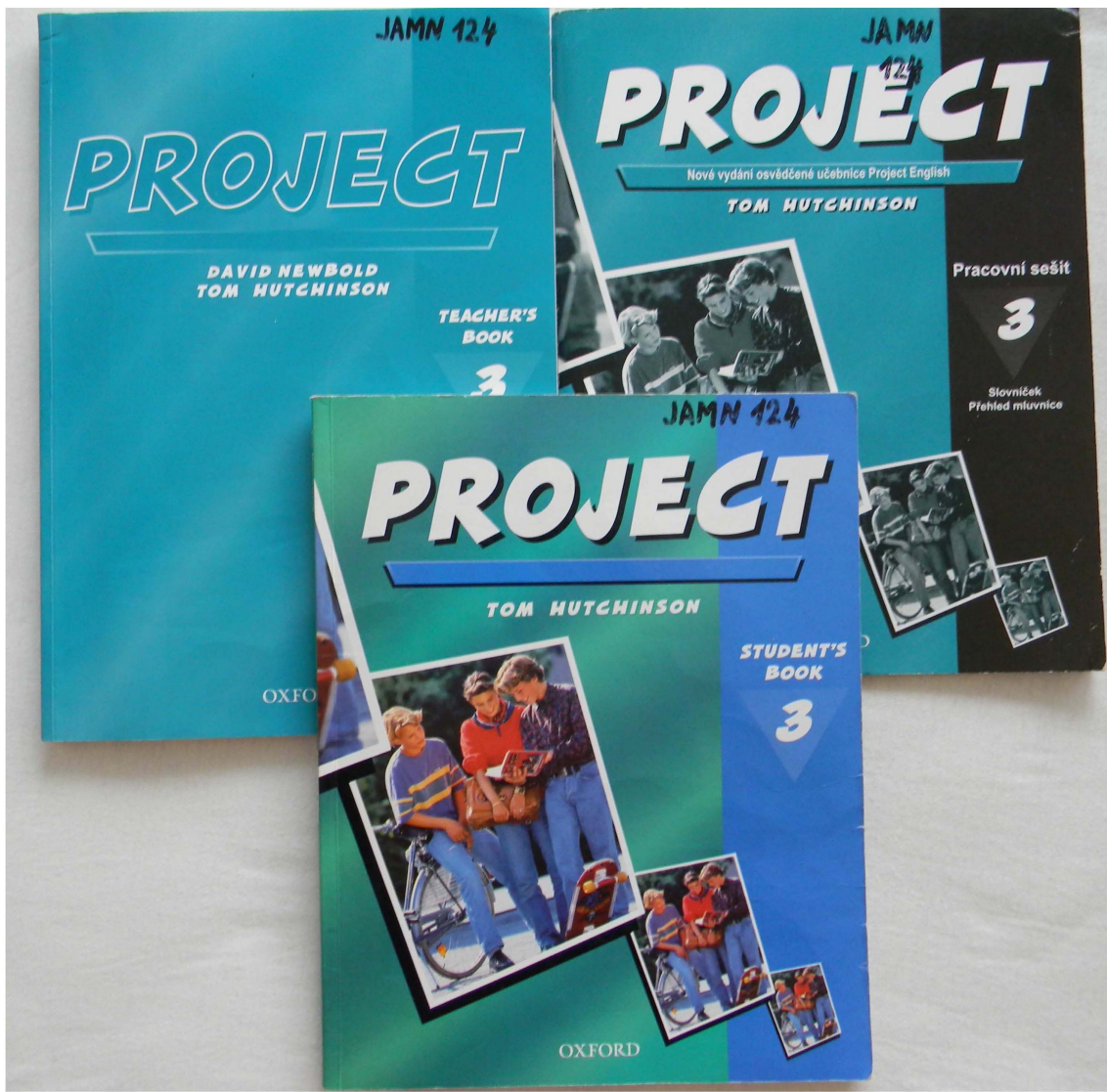| THE CHECKLIST	
1 Key competencies	
Does the textbook develop key competencies?	
Learning competencies	
Does the textbook link the information with the real-life context?	
Does the textbook allow pupils to choose themselves an organisational form to work on the tasks?	
Does the textbook use the knowledge from different educational areas within the context?	
Does the textbook promote a positive attitude towards learning?	
Problem-solving competencies	
Does the textbook supply its users with problem-solving activities?	
Does the textbook promote seeking for the most suitable solution the problem?	
Does the textbook encourage testing the outcomes of the solutions practically?	
Communication competencies	
Does the textbook stress formulating and expressing ideas and opinions in a logical sequence in both written and oral expressions?	
Does the textbook stimulate learners to use the information and technologies for efficient communication with the outside world?	
Does the textbook promote an active participation in debates?	
Social and personal competencies	
Does the textbook promote cooperation?	
Does the textbook support the creation of a friendly atmosphere in a team?	
Does the textbook encourage the respect of different opinions?	
Civil competencies	
Does the textbook formulate pupils' rights and obligations in school and out of school?	
Does the textbook emphasise refusing physical and psychological violence?	
Does the textbook encourage pupils to make responsible decisions based on the actual situations?	
Working competencies	
Does the textbook take the aspects of protection of pupils' own health and the health of others into account?	

Does the textbook underline the importance of the pupils' own development and preparation for the future?	
Does the textbook encourage pupils to protect the environment?	

2 Textbook organization	
Is the layout clear?	
Do the textbook units enable pupils to orientate themselves in the units?	
3 Topic	
Is there a variety of topics?	
Are the topics sophisticated in their content?	
Are the topics related to real life situations in the textbook?	
4 Social and cultural values	
Does the textbook enable the interpretation of relationships and behaviour among characters?	
Are women given an equal prominence to men in all aspects of the textbook?	
Does the textbook portray different nationalities, religions and ethnic minorities with respect?	
5 Self-directed learning	
Does the textbook offer any tools for the self-assessment?	
Does the textbook promote mutual explanation among pupils?	
Does the textbook use short and intelligible instructions?	
Does the textbook offer project work?	
6 Availability and price of the textbook	
Is the price reasonable in comparison with other textbooks?	
Is the price of the supplementary materials e.g. CDs reasonable?	
Are there any problems when ordering more sets of the CDs in the availability?	
7 Differentiation of the task and the information	
Does the textbook contain additional tasks and information for exceptionally gifted pupils?	
Does the textbook contain varying tasks in terms of the difficulty?	
Does the textbook consider pupils with special educational needs?	
8 Skills	
Does the textbook offer the integrated skills work?	
Listening	
Does the textbook provide pupils with pre-listening activities?	
Does the textbook consider sub-skills of listening?	
Is the listening material authentic?	

Is the listening material set in a meaningful context?	
Does the textbook encourage extensive listening?	
Are the audio recordings supported by video or any other visual aids?	
Reading	
Do the reading texts occur in every unit of the textbook?	
Are the reading texts authentic?	
Does the textbook consider sub-skills of reading?	
Is there a focus on the development of different ways of reading e.g. skimming?	
Does the textbook use various sources for reading?	
Does the textbook offer complete texts in the units?	
Does the textbook encourage extensive reading?	
Speaking	
Do the textbook activities focus on both accuracy and fluency?	
Does the textbook promote dialogues?	
Does the textbook encourage pupils to perform oral presentations?	
Are there any guidelines for learners in terms of coping with unpredictability?	
Does the textbook offer a variety of materials for speaking?	
Does the textbook support pupils using various organizational forms?	
Does the textbook promote conversation with native speakers?	
Writing	
Is there a variety of writing tasks?	
Does the textbook view writing as an interaction with a reader for a particular purpose?	
Does the textbook consider sub-skills of writing?	
Are learners encouraged to edit their written work?	
Does the textbook provide the material for controlled writing?	
Does the textbook provide the material for free-writing?	
Does the textbook provide the material for guided writing?	
9 Sub- skills	
Grammar	
Does the textbook introduce new grammar items that are related and contrasted with already familiar items?	
Does the textbook present the deductive approach?	
Does the textbook present the inductive approach?	
Is grammar explained in the target language in the textbook ?	
Pronunciation	
Does the textbook offer material for learning stress and intonation?	

Does the textbook provide songs, rhymes and imitation drills in the textbook?	
Does the textbook present material for different varieties of English?	
Spelling	
Does the textbook contain guidance to the relative probability and likely environment for different spelling?	
Does the textbook offer any exercises to consolidate learners' spelling?	
Vocabulary	
Is the vocabulary selected with respect to frequency, usefulness and learnability?	
Is the presented vocabulary based on the relationship within the lexicon of English?	
Does the textbook encourage pupils to deal with unfamiliar words?	

APPENDIX 2: PROJECT 3

APPENDIX 3: WAY TO WIN 7

APPENDIX 4: THE CHECKLIST WITH RESULTS

THE CHECKLIST	Project 3	Way to Win 7
1 Key competencies	**2**	**4**
Does the textbook develop key competencies?		
Learning competencies	3	4
Does the textbook link the information with the real-life context?		
Does the textbook allow pupils to choose themselves an organisational form to work on the tasks?		
Does the textbook use the knowledge from different educational areas within the context?		
Does the textbook promote a positive attitude towards learning?		
Problem-solving competencies	1	4
Does the textbook supply its users with problem-solving activities?		
Does the textbook promote seeking for the most suitable solution the problem?		
Does the textbook encourage testing the outcomes of the solutions practically?		
Communication competencies	3	3
Does the textbook stress formulating and expressing ideas and opinions in a logical sequence in both written and oral expressions?		
Does the textbook stimulate learners to use the information and technologies for efficient communication with the outside world?		
Does the textbook promote an active participation in debates?		
Social and personal competencies	3	4
Does the textbook promote cooperation?		
Does the textbook support the creation of a friendly atmosphere in a team?		
Does the textbook encourage the respect of different opinions?		
Civil competencies	2	4
Does the textbook formulate pupils' rights and obligations in school and out of school?		
Does the textbook emphasise refusing physical and		

psychological violence?		
Does the textbook encourage pupils to make responsible decisions based on the actual situations?		
Working competencies	**1**	**4**
Does the textbook take the aspects of protection of pupils' own health and the health of others into account?		
Does the textbook underline the importance of the pupils' own development and preparation for the future?		
Does the textbook encourage pupils to protect the environment?		

2 Textbook organization	**4**	**2**
Is the layout clear?		
Do the textbook units enable pupils to orientate themselves in the units?		
3 Topic	**3**	**4**
Is there a variety of topics?		
Are the topics sophisticated in their content?		
Are the topics related to real life situations in the textbook?		
4 Social and cultural values	**3**	**4**
Does the textbook enable the interpretation of relationships and behaviour among characters?		
Are women given an equal prominence to men in all aspects of the textbook?		
Does the textbook portray different nationalities, religions and ethnic minorities with respect?		
5 Self-directed learning	**2**	**3**
Does the textbook offer any tools for the self-assessment?		
Does the textbook promote mutual explanation among pupils?		
Does the textbook use short and intelligible instructions?		
Does the textbook offer project work?		
6 Availability and price of the textbook	**4**	**4**
Is the price reasonable in comparison with other textbooks?		
Is the price of the supplementary materials e.g. CDs reasonable?		
Are there any problems when ordering more sets of the CDs in the availability?		
7 Differentiation of the task and the information	**1**	**4**

Does the textbook contain additional tasks and information for exceptionally gifted pupils?		
Does the textbook contain varying tasks in terms of the difficulty?		
Does the textbook consider pupils with special educational needs?		
8 Skills	**2**	**4**
Does the textbook offer the integrated skills work?		
Listening	**2**	**4**
Does the textbook provide pupils with pre-listening activities?		
Does the textbook consider sub-skills of listening?		
Is the listening material authentic?		
Is the listening material set in a meaningful context?		
Does the textbook encourage extensive listening?		
Are the audio recordings supported by video or any other visual aids?		
Reading	**2**	**3**
Do the reading texts occur in every unit of the textbook?		
Are the reading texts authentic?		
Does the textbook consider sub-skills of reading?		
Is there a focus on the development of different ways of reading e.g. skimming?		
Does the textbook use various sources for reading?		
Does the textbook offer complete texts in the units?		
Does the textbook encourage extensive reading?		
Speaking	**1**	**4**
Do the textbook activities focus on both accuracy and fluency?		
Does the textbook promote dialogues?		
Does the textbook encourage pupils to perform oral presentations?		
Are there any guidelines for learners in terms of coping with unpredictability?		
Does the textbook offer a variety of materials for speaking?		
Does the textbook support pupils using various organizational forms?		

Does the textbook promote conversation with native speakers?		
Writing	**3**	**3**
Is there a variety of writing tasks?		
Does the textbook view writing as an interaction with a reader for a particular purpose?		
Does the textbook consider sub-skills of writing?		
Are learners encouraged to edit their written work?		
Does the textbook provide the material for controlled writing?		
Does the textbook provide the material for free-writing?		
Does the textbook provide the material for guided writing?		
9 Sub- skills	**2**	**3**
Grammar	**3**	**4**
Does the textbook introduce new grammar items that are related and contrasted with already familiar items?		
Does the textbook present the deductive approach?		
Does the textbook present the inductive approach?		
Is grammar explained in the target language in the textbook?		
Pronunciation	**2**	**3**
Does the textbook offer material for learning stress and intonation?		
Does the textbook provide songs, rhymes and imitation drills in the textbook?		
Does the textbook present material for different varieties of English?		
Spelling	**1**	**1**
Does the textbook contain guidance to the relative probability and likely environment for different spelling?		
Does the textbook offer any exercises to consolidate learners' spelling?		
Vocabulary	**3**	**3**
Is the vocabulary selected with respect to frequency, usefulness and learnability?		
Is the presented vocabulary based on the relationship within the lexicon of English?		
Does the textbook encourage pupils to deal with unfamiliar words?		