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Z á s a d y p r o v y p r a c o v á n í :

Bakalářská práce se zabývá materiálními didaktickými prostředky ve výuce anglického jazyka, konkrétně učebnicí. V teoretické části studentka nejprve ve stručnosti popíše základní faktory vyučovacího procesu a nastíní jejich vzájemné vztahy. Dále podrobněji pojedná faktor materiálních didaktických prostředků a zaměří se na roli učebnice ve výuce anglického jazyka a na kritéria jejího výběru. Na základě zmíněných kritérií studentka zvolí adekvátní výzkumné metody pro realizaci empirického výzkumu na zvolené základní škole (zejména obsahovou analýzu zvoleného učebního materiálu a a navrhne případná opatření pro zvýšení efektivity používání učebnice v oblasti výuky anglického jazyka.

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Teaching Aids in English Language Teaching: Choosing a Textbook

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Abstract

The work deals with the evaluation of two different textbooks that are used for English language teaching in the ninth grade of Czech basic schools. The theoretical part describes the textbook as a didactic aid in the teaching-learning process. The main themes of the theoretical part are history, function, structure and communicative competence. At the end of the theoretical part curricular documents are mentioned, especially The Framework Education Programme for Basic Education (FEP). The practical part evaluates and compares both textbooks on the basis of requirements stated in the theoretical part.

Keywords: evaluation, textbook, communicative competence, curricular documents

Abstrakt

Práce se zabývá hodnocením dvou různých učebnic, které se používají k výuce angličtiny v osmých třídách českých škol. Teoretická část popisuje učebnici jako materiální didaktický prostředek v procesu vyučování. Hlavními tématy teoretické části jsou historie, funkce, struktura a komunikativní kompetence. V závěru teoretické části jsou zmíněny kurikulární dokumenty, především Rámcový vzdělávací program pro základní školy (RVP). Praktická část hodnotí a porovnává obě učebnice na základě požadavků stanovených v teoretické části.

Klíčová slova: hodnocení, učebnice, komunikativní kompetence, kurikulární dokumenty

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1 Introduction

The main topic of this thesis is the textbook. People were always studying from books and nothing has changed. Maybe the multimedia can be considered as a threat for books but still the main medium which is used at schools is the textbook. The book was and still is the symbol of knowledge or education. The difference of today and hundred years ago is simple. The range of various books as well as textbooks is wider today. Now people come to the library or book store and they can choose from many of books of the same topic, the same type, the same subject matter and more other. Then the problem arises. Which of that books is the best? For this easy question there is a difficult answer. Of course, some people are influenced by the layout, pictures, illustrations. Other ones have to choose according to the price of the book. Assuming to have a lot of money there is a possibility to choose whichever textbook. Then there's the question again. Which one? This thesis deals with this question.

The aim of this bachelor thesis is to show not only the importance of one of the didactic aids, the textbook, but also some aspects for evaluation and choosing the textbook according to the level of English which is stated in the curricular documents. Two specific textbooks are evaluated and compared in order to state which one is better. The thesis is divided into two parts – theoretical and practical one.

The theoretical part deals first of all with the questions about the teaching-learning process where the textbook is as a part of material didactic aids. Then there is a description of the textbook as such that includes the history of the textbook, functions, structure of the textbook. The next chapter is about the communicative competence, language system and skills that should be involved in the textbook to reach the communicative competence as it is the aim of the studying a language. The last part of the theoretical part contains basic information about curricular documents, mainly The Framework Educational Programme for the Basic Education (FEP).

The practical part evaluates and compares two specific textbooks according some chapters of the theoretical part. The main themes of evaluation is communicative competence with its language system and skills and FEP. The practical part wants to show which of the two textbooks is better and why.

Theoretical Part

2 Factors of the Teaching-learning Process

To explain these factors it is important to mention what the teaching-learning process is and how it works.

The teaching-learning process belongs to the specific parts of the human activity. "The principle of the teaching-learning process is that there is the subject (the teacher) who teaches and the other subject (the learner) who learns." (Průcha, 1997, 69) It is about the correlation between the teacher and learner which leads to the specific aims. To formulate this whole process needs to analyse its system of the inner relationships that are related and influenced each to other. The components of the system are the aims of the teaching-learning process, content of the education, the cooperation of the teacher and learner, methods of the teaching-learning process, organizational forms, didactic aids and the environment of the place where the teaching-learning process takes place. (Skalková, 1999, 105)

Průcha says that there are more models of the teaching-learning process. He shows much simpler one where there are only three factors – the teacher, the learner and the content. Than he's talking about Hendrich's model that is very close to the model of Skalková mentioned above. Hendrich's model takes also into account the teacher, the learner, the subject matter, organizational forms, material didactic aids, methods of the teaching-learning process and aims. (Průcha, 1997, 76-77)

For this thesis it is important to concentrate only on didactic aids because the textbook belongs to one of two parts of didactic aids, material didactic aids. Both, material and non-material didactic aids are discussed in the following chapter.

2.1 Didactic Aids

The term "didactic aid" can be interpreted in many ways. However in the relation to the aim the didactic aid it is the tool for reaching that aim. (Skalková, 1999, 232) Maňák gives the more complex explanation of what the didactic aids are. He says that the term "didactic aids" contains all material objects that provide, implicate and make more effective the teaching learning-process. These objects, in the close relation with the methods of the teaching learning-process and the organizational forms, helps to

reach the specific aims. (Maňák, 1995, 50)

Didactic aids are non-material, for example the methods of the teaching-learning process, and material. The textbook is a part of material didactic aids thus it is important to mention Maňák's taxonomy of material didactic aids that contain eight categories and one of them is called "bookish aids". There are textbooks, handbooks and other materials. The similar division can be found in ELT methodology where there is used the term "textual materials" which are divided into three groups – textbooks (for the learner), handbooks (for the teacher) and foreign language guides (for the teacher as well as for the learner). The foreign language guides may be dictionaries, magazines, grammar books and so forth. (Průcha, 2005, 276)

Except the material and non-material didactic aids there are many others such as computer programmes, CDs, various games. In comparison with the most modern audiovisual aids, textbooks can look like very simply or even old-fashioned. However the reality is different. Textbooks do not disappear from schools but there is good progress of textbooks and their application. Pedagogical experts call this process as '*the renaissance of textbook*'. (Průcha, 2005, 277)

3 The Textbook

3.1 What Is the Textbook

As we just know, the textbook is a part of material didactic aids and also a hot topic of discussion among researchers since the textbook was used. That is why there are a lot of definitions of what the textbook is. According to Průcha, Walterová and Mareš, the textbook is a kind of bookish publication for the didactic communication through content and structure. It has a lot of types from which the most widespread is the school textbook that functions first of all as a part of the curriculum, it means presentation of the part of the planned content of the education. Then as a didactic aid, it is the resource of information for learners as well as for teachers. In abroad and also in the Czech Republic there are special scientific workplaces that research textbooks. Analysis of this didactic aid is focused on the structure of the didactic text, content, comprehensiveness, difficulty, didactic facilities, selection of textbooks by teachers and schools and so forth. There are more definitions very similar to the previous one so it is not important to mention the others, that shows the textbook from the same point of view of functions of the textbook and its analysis. (Průcha, Walterová, Mareš, 2009, 323)

3.2 The History of the Textbook

The textbook was used already thousands years before Christ. It shows J. Průcha in his *Moderní pedagogika*. The textbook belongs to the oldest products of the human culture. Some kinds of the textbook were found by the archaeologists from the period of ancient Assyria, Babylon, Egypt or China. It looked like small boards made up from clay with graven cuneiform or greaseproof scrolls or papyrus and the content of these textbooks was mostly about instructions for some religion rituals or about some astrological measurements, and offered guidance about arising scientific fields - arithmetic, geometry and medicine. In ancient Greece and Rome textbooks were evidently used usually in schools of that time and at least one of them was so perfect, that its content is updated. It is the textbook, consisting of twelve parts, *Institutiones oratoriae libri XII* (in Czech *Základy rétoriky*) by Marcus Fabius Quantilianus. In this book there are among other things evidences, that in the time of ancient Greece and

Rome there were specialised publishers of books including textbooks. (Průcha, 2005, 270)

The mass progression of school textbooks occurred gradually after the Gutenberg's invention of the letterpress in the 15th century. The Czechs should be proud of the fact that Jan Amos Komenský was one of founders of theory and formation of modern school textbooks. The most important textbooks by Komenský are those focusing on languages. There are for example: *Janua linguarum reserata*, 1631 (in Czech *Dveře jazyků otevřené*) and *Orbis sensualium pictus*, 1658 (in Czech *Svět v obrazech*). *Orbis sensualium pictus* is considered to be the innovative didactic aid because it combines verbal components (texts) with non-verbal components (in this case pictures) as it is normal in contemporary textbooks. Komenský was not only the author of the textbook but also theoretician of this didactic aid. Especially in his *Didactica magna*, 1657 (in Czech *Velká didaktika*) he formulated requirements for features of the text in the textbook, that are up to date all the time (comprehensibility, approachability, the form of dialogue). It is admirable that Komenský expressed the requirements for the communicative feature, that enables functioning of the textbook as a didactic medium, before more than 300 years ago. (Průcha, 2005, 270)

3.3 Functions of the Textbook

The function of the textbook is that this didactic aid should fulfil in the educational processes. But most of these didactic aids do not fulfil this function because of the problem of the unsuitable processing and so on. In the theory of the textbook there are two different points of view in relation to subjects, that use the textbook. From this point of view we can divide two functions: for the student and for the teacher. The textbook for students is a source from which students acquire some knowledge or other aspects of education like skills, social values, norms and attitudes. On the other hand, the textbook for teachers is a source with which teachers plan content of the subject, presentation of this content or evaluation of gained knowledge of students. (Průcha, 1998, 19)

Sometimes teachers use the textbook as the aim of ELT. They wrote in their plan for example that their aim is to teach some unit, do the second chapter or reach the

specific page. Textbook should not determine the aims but should be at an service of teachers and learners and not to be their master. (Cunningsworth, 1995, 7)

When we use the textbook we can vary the activities, if we wish. We can use them in different order or omit some of them. Similarly, we can do everything what the textbook suggests. This approach is very useful when you are in your early days of teaching. This approach can be good way of learning how to teach. (Scrivener, 1994, 38)

Contemporary textbooks offer a lot of materials that are in some order according to the syllabus so the teacher doesn't have to prepare his or her own plan because the textbook does it. There are a lot of pictures, exercises focused on grammar, pronunciation, coherence of the text, listening, writing and so on. In short these exercises should contain all aspects of the communicative competence, that is the aim of ELT. Then it can be easily exchanged with the textbook and that may be the reason why teachers teach only according to the textbook. The question is whether it is possible to teach in this way, whether there are really enough exercises and activities to reach the communicative competence and whether these exercises really enable to reach the communicative competence.

Further we can divide functions of the textbook in three groups: the textbook as a part of the curriculum, the textbook as a resource of the content for students and the textbook as a didactic aid for the teacher. (Průcha, 1998, 19-20)

First of all there is the function as a part of the curriculum. In the basic approach we have to take into account that the textbook is one of the educational constructs. It means that it is a kind of a model with whose help the society in a way regulates the educational processes in the school environment. The way of this regulation is connected with the first function of the school textbook: the school textbook is the project of the curriculum and defines, according to ideas of educating policy of that country and according to creators of the curriculum, contents of the education that should be presented to subjects of the education. From this point of view textbooks are very close to ideological and politic principles of particular countries. According to some authors from abroad, textbooks are the national propaganda tools. (Průcha, 2005, 272-273)

The textbook is also the resource of the content for students and teachers. The textbook provides a kind of framework: teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress. In many places the textbook serves as a syllabus. It means that if it is followed, there will be covered a carefully planned and balanced selection of the language content. A textbook is also the cheapest way of providing learning materials and for inexperienced teacher it is a guidance. And the last but not least there is an important thing concerning the autonomy. The learner can use the textbook to learn new material, review and monitor the progress with some degree of autonomy. (Ur, 1996, 80)

To sum up the textbook have multiple roles that can serve as a resource for presentation material, a source of activities, a reference source for students on grammar, vocabulary and so forth, a source of ideas, a syllabus, a resource for self-directed learning or as a support for less experienced teachers. (Cunningsworth, 1995, 7)

There were a lot of specialists who dealt with classification of roles of the textbook. One of them was Russian expert D. D. Zujev who divided roles of the textbook into eight groups: The first one is the informative role and it means that the textbook defines the boundaries of the subject content and sum of knowledge dedicated for acquisition by students. The next one is the transformative role that is determined by the fact that the textbook offers scientific information that are transformed into easier and understandable form. The systemic role divides the subject matter according to some complex system into grades in the school and defines the consequences of the particular subject matter. The supervisory and evaluative role means that the textbook allow students to acquire some knowledge, practice them and evaluate gained knowledge. The self-educational role leads students to self-sustaining work with the textbook and creates some kind of motivation and needs that are important for the cognition. The integrational role is the fact that the textbook offers the basis for comprehension and integration knowledge that students gain from other sources. The coordination role of the textbook provides coordination when using other didactic aids that are in connection with the textbook and relates to the textbook. And the last role of the textbook is the formative-educational role that contributes to development of individuality of students. (Průcha, 1998, 19-20)

Except these roles of the textbook there is one new role and it is inspiration and creativity. We can also see the textbook as an „ideas bank“. (Cunningsworth, 1995, 139) The textbook is a source of ideas for the teacher. The teacher has to use other materials, of course, but the textbook can help the teacher to work in more creative way with originality and confidence.

3.4 Structural Components of the Textbook

To fulfil the functions mentioned above, the textbook has to contain such components that are able to realize specific functions. This leads us to the next important thing connected with the textbook, the structural components of the textbook. (Průcha, 1998, 20)

According to D. D. Zujev, the textbook is the hierarchically structured system, whose particular parts (components) fulfil, in their connection and with use of specific expressive means, functions of the textbook. It is possible to analyse these components and thus evaluate the textbook. (Zujev, 1986, 95 in Průcha, 1998, 21)

So the structural component is a specific part of members, that is in close connection with other structural components. (Průcha, 1998, 21)

The textbook can be divided into two parts according the structural components. Firstly it is the text, then non-text (pictures and so on). Both of them are structured into specific components. This approach in analysis of the textbooks is labelled as functionally structural analysis of textbooks. (Průcha, 1998, 21)

In 1970s the Czech researchers J. Doleček, M. Řešátko, Z. Skoupil created the classification of structural components of the text part of the textbook. This classification was defined in terms of their functions. They have divided 7 text components: motivational text that is used for the introduction of the curriculum, making it interesting for students and for connection with known information and more other. Interpretative text is much more about facts, theories, attitudes and values. Regulative text is important for the activation of the students during reading the text. It gives guidelines for the exercises and so on. Examples don't have any function specified by the author. Exercises leads students to revision and thus requiring specific skills. Questions has the same function as exercises. And lastly, means of feedback with their

function of gaining information about the progress of the student's learning. These means are for example keys of exercises. (Průcha, 1998, 22)

3.4.1 Text Difficulty

One of the most important problems in the didactic theory is the difficulty of the curriculum, that is examined from the view of accessibility and comprehensibility. This is closely connected with the difficulty of the text in textbooks, that is complex of characteristics of the text, that exist in whatever text and have big influence to perception, comprehension and processing of the information from the text. (Průcha, 1998, 56)

The main problem is: What makes the text difficulty? Which characteristics of the text make it difficult? How to measure these characteristics to state the difficulty of the text? There were a lot of exploratory analyses and they proved that factors of the text difficulty are involved in the characteristics of the content, linguistics and so on. These characteristics are researched of the special scientific department called the quantitative linguistics. (Průcha, 1998, 56)

There are a lot of methods and techniques for recognition of the text difficulty. Briefly we can say that these existing approaches are divided according to investigative procedures into two big groups: linguistic-quantitative methods and subjective methods of evaluation. The base of the linguistic-quantitative method is setting difficulty of the textbook in terms of occurrence, proportions, layout of the measurable units of the verbal text (e.g. professional terms, sentence structures, topic sequences and so on). On the other hand subjective methods of evaluation determine the difficulty of the texts by questionnaires for the teachers and learners. (Průcha, 1998, 57)

To evaluate the textbook everyone should know something about the text difficulty and what everyone should be familiar with what is the level of the language in the textbook and the level of our students. Teachers can not research the textbook as the researchers do but we can read a part of a text in the textbook and then decide whether it is appropriate or not. For this everybody also needs to know the students very well to consider the difficulty of the textbook.

3.5 Methodology and Syllabus of the Textbook

The next aspect that should be evaluated is the way how the textbook presents the language. This is called the methodology of the textbook.

The language should be learned as effectively and quickly as possible so the authors of textbooks have a view on how language is learned and how it is best taught. Maybe it seems that in some textbook there is no methodology but the way how the materials are organized have an influence on what happens in the classroom and how the learners are taught. Simply the methodology is about the organization of the textbook and also about learners' roles and needs. These needs are for example: the need to communicate effectively, the need to be familiar with the language systems, the need for cultural awareness and so on. (Cunningsworth, 1995, 97)

The methodology, as mentioned above, contains procedures for learning and teaching. When the teacher wants the students to learn something new, it is important to connect it with something that is already known and familiar and the students can relate it.

The learning process is essentially bound up with extending knowledge, understanding and skills from the familiar to the unfamiliar. In the foreign language learning situation, such a relationship could be established with the learners' native language (L1) or with what is already known of the target language (L2) or it could be established with something non-linguistic such as a picture, an action, an object or a sound. (Cunningsworth, 1995, 102)

Focusing on the way how the textbook is organized, there should be found the syllabus of the textbook that is a table of the content of the textbook.

As coursebooks are themselves products and their writers of necessity have to decide in advance what they are going to contain, there is a marked predominance in published materials of the content-based syllabus. (Cunningsworth, 1995, 54)

There are a lot of types of syllabi – a grammatical syllabus, which contains a list of grammatical structures, a lexical syllabus with a list of lexical items, then there can be found the combination of both of them, it means a grammatical-lexical syllabus. The

next type is situational syllabus. There are sections headed by names of situations or locations (Eating, In the Street). A notional syllabus includes notions (numbers, time). A topic-based syllabus involves headings that are simply topic based (Food, Family). A functional-notional syllabus contains functions that are things students can do with language (promising, identifying). A mixed or multi-strand syllabus combines different aspects in order to be comprehensive and helpful to teachers and learners. In this type of syllabus there can be found specification of topics, functions, notions, grammar, vocabulary and so on. This type of syllabus may be also called multifunctional. (Ur, 1999, 76-77)

There are more types of syllabi but for this thesis there are important only two of them because *Project 3* contains a multifunctional syllabus and *Angličtina pro 9. ročník základní školy* contains mainly a notional syllabus. Maybe two chapters could be involved in a functional-notional type of syllabus.

Syllabus mainly looks like a chart with the structure of the textbook according to units. Every unit is further divided into more groups. For example the textbook *Project 3* has the syllabus divided into five parts concerning a topic, grammar, vocabulary, functions and skills development and study skills and pronunciation. Functions and skills development develops students' skills and functional using of the language (greetings, making suggestions,...)

Syllabus is connected with pedagogical efficiency which means economy in the management of the teaching-learning process. This allows the teacher to follow the way of the syllabus in the textbook and spare a lot of time. (Yalden, 1987, 86)

4 Communicative Competence

The concept of communicative language ability means to communicate effectively and this is now a well-established goal in ELT. (Hedge, 2000, 44)

There is the relationship between theory and practice that was established as an important conceptual scheme by Michael Canale and Merrill Swain. They divided the concept of linguistic communication into three factors and one of them subdivided into four areas of knowledge and skill. (Yalden, 1987, 20)

These four areas are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. The grammatical competence is about mastery of the language code. The sociolinguistic competence deals with appropriateness of utterances with respect meaning and form. The discourse competence is a mastery of how to combine grammatical forms and meanings to achieve unity of spoken or written text. And the last of them, the strategic competence is a mastery of verbal and non-verbal communication strategies to make communication more effective. (Canale, 1983, 9-10 in Yalden, 1987, 20)

Sometimes there can be found the fifth part of the model of communicative competence which is fluency.

The term 'fluency' relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. (Hedge, 2000, 54)

All activities, also in the textbook, should be considered from the point of view of the communicative competence.

5 Curricular Documents

Curricular documents are educational documents defining the legislative framework and content necessary for creating the school educational programme. They are created and implemented at two levels - the state level is formed by the *National Education Programme* and *Framework Educational Programmes*, the school level is formed by the school educational programmes. (FEP, 2007, 5)

To evaluate particular textbook it is important to know what grade the students are and what the curricular documents state about the content of that grade. For this thesis the textbook must correspond the *Framework Education Programme for Basic Education* in the ninth grade. This framework is a part of *National Educational Programme* (NEP) together with the *Framework Education Programme for Pre-School Education*, *Education Framework for Secondary General Education*, *Framework Educational Programmes for Secondary Technical and Vocational Education* and more others. (FEP, 2007, 5)

The FEP for basic education deals with the concept and objectives of the education, key competences as well as educational areas. To know how to evaluate the textbook it is also important to follow what the FEP says about each stage (grade). It states the aims, of course, skills, subject matter etc.

5.1 The Framework Education Programme for Basic Education

The Framework Education Programme for Basic Education states the outcomes for the areas of receptive language skills, productive language skills, interactive language skills and subject matter. Receptive skills are connected to simply to understanding, mainly in relation with listening and reading. Productive language skills are focused on providing the information, mainly in relation with writing and speaking. And interactive language skills are about the interaction during the communication. The subject matter states the topics that students are supposed to know including the communication, grammar, vocabulary and so on.

6 Aspects of the Evaluation

There are two ways how to evaluate a textbook. The first one is called impressionistic overview and the next is called in-depth evaluation. Impressionistic overview gives us a general introduction to the textbook – this means features like attractive and clear layout, interesting visuals, what the textbook package is made up and so forth. But this kind of evaluation does not give us more information about language content and other important parts of the textbook. For reaching these pieces of information there is the in-depth evaluation which examine how specific items are dealt with (syllabus requirements, aspects of language, etc.). (Cunningsworth, 1995, 1-2)

The in-depth evaluation is used for evaluating two different textbooks in this thesis. The specific criteria for evaluating textbooks were adapted from *Choosing Your Coursebook* by Alan Cunningsworth and they are a part of Appendix at the end of this thesis. (See table 1 in Appendix)

There are five aspect to be evaluated - textbook package, language content, skills, topic and subject content, social and cultural values. For every aspect there is theory and some of the questions that are contained in *Choosing Your Coursebook* which can be found in Appendix. It was not possible to use all the questions for this thesis because some of them relate to different aspects such as cassettes, records, course syllabus, additional materials and so on. The questions, used for evaluation, are answered in the practical part of the thesis.

6.1 Language Content

Cunningsworth says that the language content means what is being taught, the actual items of language taught – grammar, vocabulary and phonology, which form the foundation of everything else that contributes to the process of language teaching. (Cunningsworth, 1995, 31)

The thesis contains grammar, vocabulary and phonology together with discourse, that is also important item of language teaching. These areas correspond organizational competence in which aspects of grammar, vocabulary and phonology are a part of grammatical competence and discourse is a part of textual competence.

6.1.1 Grammar

There are more ways how to teach grammar but the textbook has to present new pieces of grammar, has to enable learners to practice it and then produce it. This is sometimes called 'PPP' (presentation, practice, production). (Scrivener, 1994, 114)

The exercises for grammar should be different. Learners need controlled drills where they follow some patterns, guided practice allows them to form their own sentences according to a set pattern, (structure based) sentence composition gives them the opportunity to use known grammar and vocabulary on their own. (Ur, 1996, 34-35)

Grammar should be taught together with its use or meaning, however it is possible to teach new grammar items without their meaning, when it is focused only on the form (e.g. the forms of indefinite article a/an). (Cunningsworth, 1995, 32)

Some of the questions for evaluation of grammar are:

Is there an emphasis on language form?

Is there an emphasis on language use (meaning)?

When one grammatical form has more than one meaning (e.g. present continuous) are all relevant meanings taught? (Cunningsworth, 1995, 34)

6.1.2 Vocabulary

Scrivener says that vocabulary is a powerful carrier of meaning. Even a good knowledge of grammar is not so powerful. Beginners namely often manage to communicate in English by using individual words. (Scrivener, 1994, 73)

It shows that vocabulary is very important and it there should be given attention to vocabulary in the textbook. The textbook has to focus on the meaning of words, the form which is about pronunciation (phonology) and spelling, collocation and word formation. Harmer also gives attention to grammar of the words considering word classes, countability and so on. (Harmer 2001, 21)

Presenting new vocabulary has also many different ways like concise definitions (for example *a cat is an animal which...*), detailed descriptions, examples (hyponyms), illustrations, demonstrations, context, synonyms, opposites, translation, collocation or associated ideas. (Ur, 1996, 23-24)

There are so many possibilities how to present new vocabulary. Unfortunately

most textbooks deals only with translation into Czech without any context and what is more, there is almost no focus on collocation and word formation. A list of all vocabulary is not presentation in a structured and purposeful way. But it is a matter of the practical part of this thesis and there it will be shown if the two textbooks deal with it in different ways.

Questions for evaluation of vocabulary are:

How much vocabulary is taught?

Is vocabulary presented in a structured, purposeful way?

Are learners sensitized to the structure of the lexicon through vocabulary-learning exercised based on: semantic relationships, formal relationships, collocations, situation-based word groups? (Cunningsworth, 1995, 41)

6.1.3 Phonology

Emphasis should be at least as much on weak forms, stress and rhythm as on producing individual sounds and intonation. Students should learn specialized terminology. The textbook package should contain cassettes for practising pronunciation. (Cunningsworth, 1995, 41-43)

Questions for evaluation of phonology are:

How thoroughly and systematically are each of the following aspects of the phonological system covered: articulation of individual sounds, words in contact (assimilation), word stress, weak forms, sentence stress, intonation?

Is the phonemic alphabet used?

Are there exercises for pronunciation practice? (Cunningsworth, 1995, 43)

6.1.4 Discourse

Discourse refers to written and spoken communication thus the textbook should contain introducing general features of discourse in written and spoken form such as paragraphing, coherence, cohesion and so on.

Questions for evaluation of discourse are:

Does the textbook deal with any aspect of discourse?

If so, which aspects are covered – conjunctives, other features of cohesion (reference

pronouns, substitution, etc.), paragraphing, and organizing of written discourse, structure of spoken discourse? (Cunningsworth, 1995, 50)

6.2 Skills

Skills complement the dimension of grammatical, lexical and phonological knowledge and they focus on the ability of learners to operate in the language. (Cunningsworth, 1995, 64)

The evaluated skills are listening, speaking, reading and writing. All of them should be balanced and all of them are evaluated separately.

Questions for evaluation of skills are:

Is practice in all four skills included?

If so, is it balanced? (Cunningsworth, 1995, 67)

6.2.1 Listening

In the textbook there should be before every listening some pre-listening activity. It has similar form as for reading. It should contain the discussion about the topic of listening, answering questions and so on.

It prepares students for the listening. Listening itself should take not more than two minutes and can be divided into extensive and intensive listening. Extensive listening means that students are gaining an overall understanding of what it is about. On the other hand, intensive listening can be called '*listening for detail*' where students have to concentrate on a small portion of the record. During the listening students make the particular exercise which has to be set clearly. (Scrivener, 1994, 149-151)

Questions for evaluation of listening are:

Is the listening material set in meaningful context?

Are there pre-listening tasks? (Cunningsworth, 1995, 68)

6.2.2 Speaking

To speak fluently is much more about speaking on the spot than knowledge of all the rules of grammar but the textbook has to involve speaking activities that contain previous grammar and vocabulary because without them learners can not produce

sentences when they do not know how to say it. Sometimes there are also topics that are difficult for the learners thus the topic must correspond the level and age of the students.

The speaker has to put his speech into coherent order, he has to interact and response. It is not easy to put all these things together. (Harmer, 2001, 271)

Textbook should contain communicative activities that enable students to evolve their speaking with regard to all these things. An example of the communication activity are communicative games (drawing picture), discussion, simulation, role-plays and so forth. But what is important is that there must be an information gap. Without this gap there would be no communication. Without the gap it would be the oral practice (repetition, drills, speeches) that is also useful but this does not provide communication. (Scrivener, 1994, 62)

The pre-speaking activities can introduce the topic, provide the students preparation and guideline for their speech.

Questions for evaluation of speaking are:

How much emphasis is there on spoken English in the textbook?

What kind of material for speaking is contained in the textbook? This may include oral presentation, dialogue, roleplay. (Cunningsworth, 1995, 70)

6.2.3 Reading

Reading is like listening, a receptive skill. There should be some pre-reading tasks which can be in the form of questions, brainstorming, explaining the unknown vocabulary and so on.

As well as listening, reading is divided into two groups of reading strategies – extensive and intensive reading. Extensive reading (skimming) is used to quickly identify the main ideas of a text. The main aim is to gain an overall understanding. On the contrary, intensive reading (scanning) uses shorter sections than extensive reading and students search for key words or ideas. (Scrivener, 1994, 152-153)

The textbook should contain exercises for both types of reading.

Questions for evaluation of reading are:

Is there reading text used for introducing a new language items?

Is there a focus on the development of reading strategies?

How many reading texts are there, and how frequently do they occur?

How long are the texts? Do they encourage intensive/extensive reading?
(Cunningsworth, 1995, 80)

6.2.4 Writing

Writing involves a different kind of thinking than speaking because there is more time to think, to prepare, to find alternatives or better solutions for mistakes and so on. On the other hand, it involves using the punctuation, knowledge of spelling and, as well as speaking, knowledge of coherence.

Before writing activities there should be pre-writing activities which prepares the students for the process of writing as such. The forms of these pre-writing activities are different. It depends on the type of writing exercise and the genre.

Writing activities, as well as activities for speaking, are divided according to accuracy and fluency. As for accuracy there are exercises like copying or doing some exercises. Fluency involves guided writing and free writing. (Scrivener, 1994, 156-157)

All of these exercises are important for students and the textbook should offer all of them. Some examples of writing activities are writing a report or review, writing an instruction, writing a narrative, describing something, writing a letter and more other. (Ur, 1996, 71)

On the example there are a lot of genres and it is important to introduce them. There should be explained the function, features and given at least one model of every genre.

Questions for evaluation of writing are:

How does the material handle – controlled writing, guided writing, free or semi-free writing?

Are the conventions of different sorts of writing taught?

Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc.? (Cunningsworth, 1995, 84)

6.3 Topic and Subject Content

Textbooks do not deal only with language content and skills but also with non-

linguistic aspects that are for instance cultural settings, attitudes or social and cultural values. This belongs to pragmatic competence.

Language learning process isn't very interesting and that's why textbooks include subject matter that is also informative, challenging, amusing or exciting. For example, a short article about some cities will be interesting for many students who may have visited one of the cities or hope to visit some in the future. (Cunningsworth, 1995, 90)

As regards to social and cultural values or presentation other countries, nations or cultures researches prove that textbooks are dependent upon ideological and political orientations of the state. (Průcha, 1998, 85)

In textbooks we can find areas of possible discrimination or unflattering portrayal. There are for example the presentation of men and women, ethnic origin, occupation, age, social class or disability. (Cunningsworth, 1995, 91)

It is important to deal with such topics really carefully.

Questions for evaluation of topic and subject content are:

Are they suitable for the age group?

Does it relate and engage the learners' knowledge system? (Cunningsworth, 1995, 90)

6.4 Social and Cultural Values

Textbooks should be set in social and cultural contexts to teach the students to use the language in this context. It should deal with age group, occupation, ethnic origin, social class and so forth.

Questions for evaluation of social and cultural values are:

Do the textbook characters exist in some kind of social setting, within a social network?

Can learners interpret the relationships, behaviour, intentions of the characters portrayed in the textbook? (Cunningsworth, 1995, 92)

Practical Part

7. Introduction of the Practical Part

This part of the thesis is focused on the evaluation of two specific textbooks according to the questions stated in the theoretical part of the thesis. The evaluated aspects are the textbook package, within the textbook there are grammar, vocabulary, phonology, discourse, skills – listening, speaking, reading, writing; topics and subject content, social and cultural values.

To every question there are two answers. One of them relates to the first evaluated textbook, the other one relates to the second evaluated textbook.

The textbooks that are evaluated are *Project 3* and *Angličtina pro 9. ročník základní školy*. These both textbooks are used in the ninth grade at basic schools. Specifically, *Project 3* is used in the ninth grade of ZŠ kpt. Jaroše in Trutnov and *Angličtina pro 9. ročník základní školy* is used in the ninth grade of ZŠ Trutnov – Poříčí.

These textbooks were chosen because they both seem to be a good choice for teachers. The aim of the practical part of this thesis is to consider which one is more suitable according to answers of questions for textbook evaluation.

8 The Evaluation of the Textbooks

8.1 A Brief Description of the Textbook Packages

As for the whole textbook package, *Project 3* consists of a student's book, workbook, cassettes or CDs (for a teacher) and teacher's book. A dictionary is a part of the workbook. *Angličtina pro 9. ročník základní školy* contains a student's book, workbook with a small dictionary and cassettes (for a teacher).

The only question for the textbook package is:

What are the components which make up the total course package? - student's book, teacher's book, workbook, tests, additional reading material, additional listening material, cassettes for listening, cassettes for pronunciation, video, other components. (Cunningsworth, 1995, 28)

Project 3 does not contain additional materials for both – reading and listening and video. Records for pronunciation are on the same cassette as for listening.

Angličtina pro 9. ročník základní školy does not contain additional materials, cassette (records) for pronunciation and video.

Both textbooks have the same components except records for pronunciation, that is contained only in *Project 3*, and both textbooks do not contain additional materials and video.

8.2 Language Content

Project 3 consists of eight units where there is the extension and revision after every two units. The extension contains text and exercises connected with the topic of culture, project that the students are supposed to do and a song. In the table of the content, every unit contains grammar, vocabulary, functions and skills development, study skills and pronunciation. It is quite confusing because the units are divided into parts A, B, C and D. Part A is called *Grammar*, part B *Everyday English*, part C *Grammar* and part D *Skills*. At the end of the textbook there are two pages of pronunciation and every unit has one exercise there.

Angličtina pro 9. ročník základní školy consists of thirty units. They contain sometimes grammar, vocabulary and sometimes practising of the skills. The table of the

content does not show in which unit there is for example grammar, speaking and so on. The table of the content shows the aim of the unit. Every unit covers only two pages of the textbook. After several units there is a test unit. At the end of the textbook there is a grammar box and a word-list.

As for both tables of the content, *Project 3* provides us with more information about what will be practised, especially skills. In *Angličtina pro 9. ročník základní školy* there are not such pieces of information. (See pictures 1 and 2 in Appendix)

8.2.1 Grammar

Regarding form, *Project 3* contains a small chapter after every explanation of grammar which is called *What's the rule*. In this small chapter students are taught specific language forms. *Angličtina pro 9. ročník základní školy* contains only example sentence(s) without the explanation for specific language forms.

Both textbooks show students specific language forms but in *Project 3* there is more information about it and some exercises for practising language forms.

As for meaning, in *Project 3* students are provided with information about when the specific piece of grammar is used and it compares various pieces of grammar to see the difference between them (e.g. there is comparison of present simple and present continuous). In *Angličtina pro 9. ročník základní školy* the emphasis on language use or meaning can not be found there. There is no exercise practising this aspect.

Project 3 provides students with all relevant meanings but it is not taught together within one unit except present continuous, where there is information about present tense and future time together. *Angličtina pro 9. ročník základní školy* does not provide students with relevant meanings.

As for grammar as whole, in *Project 3* there are at least two pieces of grammar explained in every unit and in *Angličtina pro 9. ročník základní školy* there is a grammar explanation in twelve units out of thirty.

8.2.2 Vocabulary

In *Project 3* every unit contains small chapters called *Working with words*, where students learn new words and (or) practice them. At the end of the workbook there is a

list of vocabulary which is divided according to units. In *Angličtina pro 9. ročník základní školy* there are together five exercises for learning or practising vocabulary. At the end of the workbook there is a list of vocabulary divided according to units.

Project 3 gives more attention to learning and practising new vocabulary than *Angličtina pro 9. ročník základní školy*.

Vocabulary in *Project 3* is presented and used in correspondence with the topic and (or) grammar. There are additional exercises where students learn vocabulary (e.g. making a family tree diagram). In *Angličtina pro 9. ročník základní školy* there is almost no presentation of vocabulary except grammatical words like prepositions or conjunctions.

Project 3 deals with collocations, phrasal verbs, various expressions (for time, weather,...), various phrases, grammar of words (adjectives, adverbs,...) and words that are related to various topics. *Angličtina pro 9. ročník základní školy* deals with various phrases, collocations and grammar of words.

Both textbooks deal with different structures, but *Project 3* deals with more of them.

8.2.3 Phonology

Project 3 contains International Phonetic Alphabet (IPA), pronouncing of vowels and consonants, silent letters, weak forms, pronouncing of 'the' and tongue twisters.

Angličtina pro 9. ročník základní školy contains nothing like this.

Regarding the phonemic alphabet, in *Project 3* it is used, in *Angličtina pro 9. ročník základní školy* it is not used.

8.2.4 Discourse

Project 3 deals with any aspect of discourse but *Angličtina pro 9. ročník základní školy* does not deal with.

In *Project 3* there can be found reference pronouns, joining sentences, paragraphing and structure of conversation with responses.

8.3 Skills

In *Project 3* there are all four skills included. In *Angličtina pro 9. ročník základní školy* there are also all four skills included.

In *Project 3* there are in every unit all four skills included, so it is balanced. In *Angličtina pro 9. ročník základní školy* it is not so. Some units does not include listening and (or) writing and some of skills are there practised more than the others.

8.3.1 Listening

As for context, in *Project 3* listening material is always connected with the topic, except songs. In *Angličtina pro 9. ročník základní školy* there are listening exercises only together with reading or for repeating some phrases. It means that the record is mainly the text used for reading. The text and the record are connected with the topic.

In *Project 3*, there are not any pre-listening tasks. In *Angličtina pro 9. ročník základní školy*, there are also none of them.

8.3.2 Speaking

Project 3 involves several tasks for speaking in every unit. *Angličtina pro 9. ročník základní školy* involves learning some phrases by heart and repeating them or discussing various issues. Speaking is not a part of every unit.

In *Project 3* there can be found dialogues, conversation in bigger groups, describing pictures, making projects (may be oral). In *Angličtina pro 9. ročník základní školy* there is one exercise for describing student's holidays, dialogues learnt by heart and discussions.

8.3.3 Reading

In *Project 3* the main texts are there for introducing new language items. In *Angličtina pro 9. ročník základní školy* some of the main texts are also used for introducing new language items.

Regarding reading strategies, *Project 3* contains a table called 'Tips for reading' where there is information only about reading for specific information, but in the whole textbook there are exercises practising both intensive and extensive reading. In

Angličtina pro 9. ročník základní školy there is not such focus on reading strategies.

In *Project 3* there are at least four texts in every unit. Some of them are for introducing new grammar, topic, vocabulary or for practising reading as such. In *Angličtina pro 9. ročník základní školy* there is a text in every second or third unit and at the end of the textbook there are about six units filled only with texts.

As for length of the texts, in *Project 3* texts are not so long (not a page) and there are specific questions for intensive reading or a task where students are supposed to talk what the text is about, which is for extensive reading. In *Angličtina pro 9. ročník základní školy* texts are not longer than one page and there are no exercises for extensive or intensive reading.

8.3.4 Writing

In *Project 3* there is controlled writing where students are supposed to change sentences or replace some words and free writing where there is a topic and students are supposed to write their own ideas or a story. In *Angličtina pro 9. ročník základní školy* there is only one writing exercise – writing a letter to a friend.

In *Project 3* students are supposed to write a film review, stories and a personal experience. There are examples of texts and it is explained how to write it.

In *Angličtina pro 9. ročník základní školy* students are supposed to write only one letter. There is no explanation how to write it.

In *Project 3* sometimes there is attention given to the language resources specific to the written form. Students can see the layout of the text. In *Angličtina pro 9. ročník základní školy* there is nothing like this.

8.4 Topic and Subject Content

As for the age group, in *Project 3* there are a lot of topics that could be interesting for teenagers. For example there are topics about sport, future and technology, students' problems and more other.

In *Angličtina pro 9. ročník základní školy* there are also topics as in *Project 3* for teenagers, so it should be suitable.

Regarding the learners' knowledge system, in *Project 3* there are topics related to history, geography with which students should be familiar with. In *Angličtina pro 9. ročník základní školy* it is the same. The topics should relate to students' knowledge.

8.5 Social and Cultural Values

The question is whether the coursebook characters exist in some kind of social setting, within a social network. *Project 3* has a group of friends as main characters who show students situations at schools, at home, in a hospital and so on. The characters show students the city and the country. In *Angličtina pro 9. ročník základní školy* there are no main characters but there are some texts about being on holiday, at the airport and so on.

As for interpreting the relationships, behaviour, intentions of the characters portrayed in the book, in *Project 3* students can do it, because there are texts or listening exercises about characters' behaviour, relationships, e.g. when they are falling in love with someone. In *Angličtina pro 9. ročník základní školy* this is not possible. Students can not interpret from the texts or other activities relationships or feelings of the characters.

9 The Overall Evaluation

The evaluated textbooks did not seem to be so different at the beginning but the evaluation showed their differences. Somewhere they are not so big but somewhere there are quite important.

As for the first textbook, *Project 3*, the overall evaluation is quite positive. Regarding language content, all questions for the evaluation were answered and the answers proved that this textbook is very useful in this way. As for skills, it is the same. Topics, subject content, social and cultural values are processed very well. So *Project 3* is suitable for students in the ninth grade at basic schools.

Angličtina pro 9. ročník základní školy was not as successful as the previous textbook. The language content was evaluated in quite negative way. The textbook does not deal with phonology, discourse and the explanation, practising of grammar is not very good. Regarding skills, some skills have almost no practice (writing) and the others have aspects which were evaluated positively and aspects which were evaluated negatively. Topics, subject content, social and cultural values are processed quite well.

The result is that *Project 3* contains more suitable aspects than *Angličtina pro 9. ročník základní školy*. However this does not mean that *Angličtina pro 9. ročník základní školy* is a bad textbook. There are still some of aspects which correspond the requirements.

10 Conclusion

The thesis, in its theoretical part, studies the textbook as a didactic aid, especially a material didactic aid. It stresses the history of the textbook, its functions, methodology of the textbook, communicative competence and curricular documents.

The thesis also shows that textbooks were used already thousands years before Christ. They had various types like small boards made up from clay with graven cuneiform or greaseproof scrolls or papyrus but the function was the same as it is today. One of the Czech founders of theory of school textbooks was Jan Amos Komenský with his *Didactica magna*, 1657 (in Czech *Velká didaktika*), *Janua linguarum reserata*, 1631 (in Czech *Dveře jazyků otevřené*) and *Orbis sensualium pictus*, 1658 (in Czech *Svět v obrazech*).

As for function of the textbook, there are more possible ways how to state the function. The first one is connected to the teacher and learner. The other one determines the textbook as a part of the curriculum, the textbook as a resource of the content for students and the textbook as a didactic aid for the teacher. There is a very important fact that a textbook should not be the only tool for planning lessons. The textbook should help the teacher to organize the process of teaching and learning and should be useful for students.

The next chapter is about structural components of the textbook which means that there should be not only texts but also pictures, tables and the articles should have a different form (motivational text, text with an explanation, questions and more other).

With the text there is the next important thing connected to and it is the text difficulty. It states the length of the text, usage of new or difficult words and their frequency, sentence structures and so forth.

Then the way how the textbook presents the language is very important. This is called the methodology of the textbook. The methodology is also about the way how the textbook is organized. This organization should be found in the textbook and it is called the syllabus of the textbook that is a table of the content. This table is mainly at the beginning of the textbook.

The next bigger chapter focuses on the communicative competence. It states main ideas of Michael Canale and Merrill Swain what the communicative competence

is about. There can be found in this chapter their division of the communicative competence into four areas which are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Every type of the communicative competence is described there.

Then there can be found a description of vocabulary, grammar, listening, speaking, reading and writing and topics that are included in the textbook.

In the practical part of the thesis there are two specific textbooks (*Project 3* and *Angličtina pro 9. ročník základní školy*) that are evaluated according to the theoretical part of the thesis and compared. The evaluation focuses on the textbook package, language content, all four skills (reading, speaking, listening and writing), topics and social and cultural values.

The aim of this thesis was to explain the importance of the textbook and compare and evaluate two of them that are used at schools at the same level.

According to the evaluation one of the two textbooks seems to be better and that is *Project 3*.

The question of which textbook is the best has now the answer and the answer is - none. During the evaluation of the textbooks it was obvious that every textbook is different and it means that it has different layout, different presentation, different exercises and so forth. Every textbook is better than the other one in different points of view. Some textbook may have very good presentation of grammar but insufficient exercises.

The thesis states that there is no best textbook. In order to the comparison of *Project 3* and *Angličtina pro 9. ročník základní školy*, the result is that *Project 3* seems to be better in many points of view but it does not say that *Angličtina pro 9. ročník základní školy* is not a good textbook.

11 Resume

Tato bakalářská práce má za cíl popsat učebnici jako didaktický prostředek ve výuce anglického jazyka a zároveň dvě konkrétní učebnice zhodnotit podle daných kritérií a porovnat. Téma této práce vzniklo na základě otázky – Která učebnice angličtiny je nejlepší? Na trhu je nepřehledné množství učebnic anglického jazyka a největší problém nastává v okamžiku, kdy se má nějaká z nich vybrat. Proto se tato práce zabývá kritérii, podle kterých se dá alespoň zhodnotit učebnice a porovnat mezi sebou.

Celá práce je rozdělena do dvou částí – teoretické a praktické. Teoretická část se zabývá nejprve faktory vyučovacího procesu a jejich vzájemnými vztahy. Nadále se vyčleňuje kapitola, která zkoumá už jen konkrétní prvek vyučovacího procesu a tím jsou didaktické prostředky v hodinách výuky. Samotné didaktické prostředky se rozdělují na materiální a nemateriální, přičemž učebnici zařazujeme do těch materiálních.

Další kapitola teoretické části je věnována samotné učebnici, její historii, funkcím, jejím strukturním komponentům s nimiž je spojená i obtížnost textů a nakonec metodologii a sylabu.

Samotná učebnice je popisována jako knižní publikace obsahující určitou strukturu a obsah.

Kapitola o historii učebnice je velice zajímavá, protože málokoho napadne jak stará vlastně učebnice je. První učebnice byly používány tisíce let před Kristem ve staré Mezopotámii, Sýrii, Egyptě nebo Číně. Podoba se poněkud lišila od dnešních učebnic, avšak funkci plnily učebnice stejnou jako dnes. Velký průlom ve vzdělávání i v teorii učebnic přinesl v sedmáctém století Jan Amos Komenský. Jeho známá učebnice jazyků je například *Dveře jazyků otevřené*. Kombinování strukturních komponentů učebnice (textové a obrazové) je patrné v jeho další učebnici *Svět v obrazech*. Komenský nebyl pouze učitelem a autorem, ale také teoretikem didaktických prostředků. Ve své knize *Velká didaktika*, formuluje požadavky na vlastnosti učebnic, které jsou aktuální i dnes.

Další kapitola se zabývá funkcemi učebnice. Zde je velmi složité rozdělování všech různých funkcí učebnic. Jedno z nich dělí funkce učebnice podle žáka a podle učitele. Žák potřebuje učebnici, která mu bude souhrnem informací a umožní mu procvičovat danou látku, případně se i sám hodnotit a vidět vlastní pokrok. Pro učitele v tomto smyslu učebnice slouží jako plán učiva, zdroj inspirace pro různá cvičení či

aktivity. Cunningsworth však zde upozorňuje na důležitý moment, ke kterému by nemělo docházet. Učebnice by nikdy neměla sloužit jako platný, neměnný plán učiva. Učitel by se nikdy ve svém výkladu neměl učebnici podřizovat, ale měl by ji využívat jako oporu a doplňovat ji různými jinými didaktickými prostředky či materiály. (Cunningsworth, 1995, 7)

O strukturních komponentech učebnice byla již zmínka u J. A. Komenského. On sám zavedl do učebnic obrazový materiál. Strukturní komponenty můžeme tedy rozdělit do dvou hlavních skupin – textový materiál a obrazový materiál. Obě skupiny se dále rozdělují do dalších podkategorií. S textovým materiálem je spojována i obtížnost textu. Zde se jedná o délku textů, frekvenci nových či obtížných slov nebo frází, složitost větných struktur atd. To vše by mělo být přiměřené věku studentů a jejich jazykové úrovni.

Poslední kapitola týkající se samotné učebnice obsahuje základní informace o metodologii učebnice a sylabu. Metodologie je jakýmsi uspořádáním učiva v učebnici a v sylabu je toto uspořádání viditelné ve formě tabulky obsahu učiva. Tato tabulka bývá ze začátku učebnice. Existují různé druhy sylabů, které nám podávají různé informace. Z některých se dozvídáme pouze jakou která lekce plní jazykovou funkci, jiné nám podávají informace o tématech dané lekce, jiné kombinují více aspektů dohromady.

Další větší kapitolou je komunikativní kompetence. Zde jsou uvedeny hlavní myšlenky komunikativní kompetence a její rozdělování. Hlavní rozdělení je na jazykové prostředky a řečové dovednosti.

Poslední kapitolou teoretické části jsou kurikulární dokumenty. Pro tuto práci je nevýznamnější dokument nazvaný *Rámcový vzdělávací program pro základní vzdělávání*. Tento dokument stanovuje základní obsah základního vzdělávání a kompetence, které si žák v průběhu studia má osvojit a také učební plány.

Následující kapitola shrnuje informace získané v teoretické části, které budou brány jako základ k hodnocení učebnic v praktické části.

Praktická část se zabývá hodnocením a porovnáváním dvou učebnic, které jsou používány v českých školách při výuce anglického jazyka. Tyto učebnice jsou na úrovni deváté třídy základní školy. Jedná se o učebnice *Project 3* a *Angličtina pro 9. ročník základní školy*.

Každá učebnice obsahuje pracovní sešit, kazetu či CD se zvukovými stopami pro poslechová cvičení a příručku pro učitele. Slovníček obsahuje slovíčka rozdělená podle lekcí i s výslovností. *Project 3* má slovníček na konci pracovního sešitu, *Angličtina pro 9. ročník základní školy* obsahuje slovníček na konci učebnice.

Samotné hodnocení učebnic probíhalo na základě informací z teoretické části a to o komunikativní kompetenci a rámcovém vzdělávacím programu.

U učebnic se hodnotila gramatika, slovíčka, výslovnost, psaný projev, mluvený projev, čtení, poslech a probíraná témata.

Učebnice *Project 3* je zajímavá už na pohled svým zpracováním. Celou učebnicí žáky provází skupinka dětí zhruba ve stejném věku jako jsou žáci. V přehledu učiva (syllabu) se dají najít informace o jazykových dovednostech, tématu dané lekce. Zhruba po každých dvou lekcích je kapitola obsahující opakování předešlého učiva a kapitola, která umožňuje žákům dělat různé projekty a různá témata, poskytuje informace o kulturách anglicky mluvících zemí a také obsahuje jednu píseň. V samotných lekcích jsou zábavná cvičení, hry, vtipy, atd.

V hodnocení jazykových dovedností si tato učebnice vedla vcelku dobře. A stejné hodnocení vycházelo i u hodnocení podle rámcového vzdělávacího programu.

Učebnice *Angličtina pro 9. ročník základní školy* není tak zajímavá jako *Project 3*. V obsahu učiva se dozvídáme pouze cíl dané lekce, přičemž jedna lekce osahuje dvě strany formátu A4. Celkem je v této učebnici 30 lekcí. Posledních zhruba pět lekcí obsahuje pouze texty s fakty na historická či kulturní témata. Učebnice nenabízí žádné projekty či písně jako *Project 3*. Ničím látku neoživuje.

V hodnocení jazykových dovedností byla tato učebnice o trochu horší ve srovnání s *Project 3* a stejně tak i u hodnocení podle rámcového vzdělávacího programu. Této učebnici se musí vytknout prezentování učiva v českém jazyce.

Ze srovnání obou učebnic vyplývá, že učebnice *Project 3* se zdá být lepší než *Angličtina pro 9. ročník základní školy*. Nicméně se nedá tvrdit, že učebnice *Angličtina pro 9. ročník základní školy* má špatné zpracování nebo špatnou prezentaci učiva. Nakonec záleží na každém učiteli, která učebnice mu bude vyhovovat.

Otázka *Která učebnice je nejlepší?* Má nyní jasnou odpověď. Žádná učebnice nemůže nejlépe vyhovovat naprosto všem kritériím. Každá učebnice má něco lepšího

než jiná, proto záleží na každém z nás, čemu dáme přednost.

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13 Appendix

Picture 2: A part of the table of content of Angličtina pro 9. ročník základní školy

Table 1: Adapted questions from Choosing Your Coursebook by Alan Cunningsworth used for the evaluation