University of Pardubice
Faculty of Arts and Philosophy

Developing Speaking Skills in Lower-secondary Students: Focus on Interaction

Bachelor Thesis

2020 Simona Vosáhlová

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2018/2019

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení:	**Simona Vosáhlová**
Osobní číslo:	**H17145**
Studijní program:	**B7507 Specializace v pedagogice**
Studijní obor:	**Anglický jazyk – specializace v pedagogice**
Téma práce:	**Rozvoj komunikačních dovedností u žáků 2. stupně základní školy: Zaměření na interakci.**
Zadávající katedra:	**Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Studentka se ve své bakalářské práci bude zabývat rozvojem řečové dovednosti mluvení s akcentem na interpersonální interakci v kontextu výuky angličtiny na 2. stupni základní školy. V úvodu teoretické části práce nejprve představí obecně přijímaný cíl cizojazyčné výuky, komunikační kompetenci, který dále za využití relevantních dokumentů konkretizuje pro daný stupeň vzdělávání a vybranou dovednost. Následně studentka definuje mluvení jako řečovou dovednost a zaměří se na interakci ve výuce angličtiny, vymezí základní pojmy a představí současný pohled na rozvoj mluvení (zejména techniky a typy aktivit) s důrazem na interakci mezi žáky. Teoretickou část uzavře kapitola věnovaná hodnocení učebnic cizího jazyka. Studentka stručně vymezí roli učebnice ve výuce angličtiny a přístupy k hodnocení učebnic. Výstupem teoretické části bude soubor hodnotících kritérií. V praktické části práce studentka realizuje empirické šetření, v jehož rámci provede hodnocení vybrané učebnice angličtiny pro 2. stupeň ZŠ za využití souboru kritérií.

Seznam doporučené literatury:

Council of Europe. 2019. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 4th print. Cambridge: Cambridge University Press.
Batáková, Lucie. 2010. Discourse and Interaction in English Language Teaching. Praha: Karolinum.
Byrne, Donn. 1987. Techniques for Classroom Interaction. London New York: Longman.
Chircev, Irina-Andreea. „Developing Speaking Skills in Secondary English Language Classroom" RATE Issues, no. 01 (June 2015): issue 15.
Cunningsworth, Alan. 1995. Choosing Your Coursebook. Oxford: Heinemann.
Goh, Christine Chuen Meng, and Anne Burns. 2012. Teaching Speaking. New York: Cambridge University Press.
Hedge, Tricia. 2000. Teaching and Learning in the Classroom. Oxford: Oxford University Press.
Islam, Monjurul. „An Evaluation of English Language Textbook from Teachers? Perspectives" International Journal of English and Education, volume II (July 2013): issue 3.
Mackey, Alison. 2012. Input, Interaction, and Corrective Feedback in L2 Learning. Oxford: Oxford University Press.
Malamah-Thomas, Ann. 1988. Classroom Interaction. 2nd ed. Oxford: Oxford University Press.
Richards, Jack C., and Anne Burns. 2012. The Cambridge Guide to Pedagogy and Practice in Second Language Teaching. New York: Cambridge University Press.
Richards, Jack C. a Theodore S. Rodgers. 2001. Approaches and Methods in Language Teaching. 2nd ed. New York: Cambridge University Press.
Richards, Jack C., and Willy A. Renandya. 2002. Methodology in Language Teaching: An Anthology of Current Practice. New York: Cambridge University Press.
Sari, Irfan, Serkan Ülgü, and Süleyman Ünal. „Materials Evaluation and Development: Syllabus, Setting and Learner Needs" International Journal of Teaching and Education, Volume II (June 2014): no. 2.
Scrivener, Jim. 2011. Learning Teaching: A Guidebook for English Language Teachers. 3rd ed. Oxford: Macmillan Education.
Ur, Penny. 2012. A Course in English Language Teaching. 2nd ed. Cambridge: Cambridge University Press.
Van Lier, Leo. 1996. Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity. London New York: Longman.

Vedoucí bakalářské práce: **doc. PaedDr. Monika Černá, Ph.D.**
Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. dubna 2019**
Termín odevzdání bakalářské práce: **31. března 2020**

Univerzita Pardubice
Fakulta filozofická
2 532 10 Pardubice, Studentská 95
L.S.

doc. Mgr. Jiří Kubeš, Ph.D.
děkan

Mgr. Olga Roebuck, Ph.D.
vedoucí katedry

V Pardubicích dne 29. listopadu 2019

Prohlašuji:

Tuto práci jsem vypracovala samostatně. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Beru na vědomí, že v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů, a směrnicí Univerzity Pardubice č. 7/2019 Pravidla pro odevzdávání, zveřejňování a formální úpravu závěrečných prací, ve znění pozdějších dodatků, bude práce zveřejněna prostřednictvím Digitální knihovny Univerzity Pardubice.

V Pardubicích dne

Simona Vosáhlová

Acknowledgments

I would like to thank my supervisor Doc. PaedDr. Monika Černá, Ph.D. for her guidance and patience during the pandemic and post-pandemic times. I would also like to thank my mom, my dad, my sister, my partner, and my friends for all the emotional support – I would have never finished this paper if it was not for all of them. I also want to thank my mom and grandfather for being the inspiration for me to go to university in the first place.

Annotation

This bachelor paper deals with the topic of developing speaking skills in lower-secondary students with a focus on interaction. The theoretical part explains and defines English language teaching in a context of foreign language teaching, communicative competence, speaking skills, interaction, and the role of tasks and textbooks in ELT. It also discussed interaction patterns, activity types and functionalities, the theory of task implementation, and aims. These four categories are the basis of the analysis realized in the practical part of this paper. List of selected tasks from a textbook Project 2 is analyzed and the data gained are evaluated and diagnosed. The final outcome of the paper is the textbook evaluation in the context of the paper's thesis.

Keywords

Speaking skills, English as a foreign language, textbook evaluation, interaction

Název

Rozvíjení řečových dovedností u žáků druhého stupně základní školy: zaměření na interakci

Anotace

Tato bakalářská práce se zabývá rozvojem řečových dovedností skrze interaci u žáků druhého stupně základních škol. Teoretická část práce probírá a definuje výuku angličtiny v kontextu výuky cizího jazyka, komunikační kompetence, řečových dovedností, interakce a role cvičení a učebnic v kontextu ELT. Dále jsou probírány interakční vzorce, typy a funkcionalita aktivit, teorie začlenění aktivit do sekvence výuky a cíle cizojazyčného vzdělávání. Tyto čtyři kategorie jsou také základem pro seznam kritérií vytvořených k hodnocení učebnice v praktické části práce. Seznam vybraných cvičení z učebnice Project 2 je analyzován a získaná data jsou prozkoumána a diagnostikována. Konečný výsledkem této bakalářské práce je zhodnocení učebnice z pohledu teze práce.

Klíčová slova

Řečové dovednosti, angličtina jako druhý jazyk, hodnocení učebnic, interakce

Table of Contents

List of Pictures and Graphs

List of Abbreviations

CA – Communicative Approach

CC – Communicative Competence

CLL – Community Language Learning

CLT – Communicative Language Teaching

CEFR – Common Europian Framework of References

ELT – English Language Teaching

ESL – English Second Language

FLA – Foreign Language Acquisition

LL – Language Learning

L-L Interaction – Learner-Learner Interaction

L-Ls Interaction – Learner-Learners Interaction

Ls-Ls Interaction – Learners-Learners Interaction

SLA – Second Language Acquisition

SS – Speaking Skills

T-L Interaction – Learner-Teacher Interaction

Introduction

As the collocation "speak a language" suggests, when thinking about language, the most common thing to come to one's mind is, indeed, speaking. Learning language could, in a sense, be defined as learning to speak a certain way. Therefore, learning a language cannot omit developing the ability to speak. And as Goh and Burns (2012, 16) claim, developing speaking skills is a crucial part of language learning. They explain that interaction encourages learners "to use language that is accurate, appropriate, and potentially rich and meaningful" (2012, 16) as, during the interaction, the learners are not only producing utterance but also receiving it from the other participant.

The motivation behind this paper is a personal preference in regards to teaching a language. Considering interaction an essential part of acquiring a language competence and developing language skills, the topic of this paper is focused on it in the context of speaking. From a personal point of view, speaking a language is, in a sense, living. In the end, as many languages, you know so many times you are a human. The ability to communicate emotions, thoughts, experiences, and ideas is a significant part of man's life, and none of it would be possible to share without a language to form it.

To introduce the paper, it discusses the concept of speaking skills in the process of learning English as a foreign language with a close focus on interaction. The thesis focuses on developing speaking skills through interaction as well. Specifically, it focuses on conditions offered by a textbook selected for an evaluation realized in the practical part of the paper. However, the paper does not deal only with the conditions offered by the textbook but also their adequacy. To achieve that a list of criteria is selected to evaluate the textbook and collect data to answer the paper's thesis whether or not does the textbook selected offer an adequate variety of condition for developing speaking skills in lower-secondary students through interaction.

The theoretical part deals with English as a foreign language and language learning and acquisition, communicative competence, speaking skills interaction, and the role of textbooks in ELT. In the first half of the theoretical part, English as a foreign language and its expected outcome– communicative competence – is discussed. Then CEFR as the model of communicative competence is presented and applied to speaking skills. At the end of the theoretical part development of speaking skills is narrowed down to interaction and the role of tasks in ELT is discussed. And finally, the theoretical part closes with a list of analysis criteria categories.

The practical part starts with selecting a textbook. The textbook selected for this paper is a student's book Project 2 by Tom Hutchinson, which is a widely used textbook in the Czech Republic. The textbook targets 6th graders and is claimed to be suitable for helping learners improve their language competence from A1 language proficiency to A2.

Criteria categories selected for the analysis concern interaction patterns, types of organization, types of activities, activity functionality, stages of task implementation and appropriateness of its sequence, and aims. The collection of data is in the form of an Excel table and data are presented in numbers and percentages. The final analysis interprets the data and applies them to answer the research question. Finally, based on the data interpretation, a conclusion is made to address the paper's thesis.

THEORETICAL PART

1 Foreign Language Learning and Acquisition

Commonly, the terms *foreign language* (FL) and *second language* (SL) are incorrectly used interchangeably. The second language refers to the other mother tongue in a bilingual environment (family of mixed origins, ex. Japanese-American) or a language that is learned in order to function in everyday life more easily (ex. people living abroad learn the language of the country).

Foreign language, on the other hand, refers to a language that is not commonly used in the learner's country or environment. Therefore, foreign language learning happens in an instructional setting (CEFR 2019, 31), for example, at school.

To illustrate the difference, for Latino-American learners, Spanish is their mother tongue, English can be their second language, and Czech is a foreign language. But for American learners living in Prague, Czech becomes their second language because they are exposed to it daily, and learning it brings direct benefits to their everyday life.

However, this paper deals with Czech learners – Czech educational system. Therefore, it is more important to define FL and SL in relation to the Czech Republic. For Czech learners, Czech is their mother tongue and English is perceived as a foreign language. That is so because in the Czech Republic there is no larger natural population of English speakers. Therefore, Czech learners are not exposed to the language in their everyday life. Czech framework *Rámcový vzdělávací program* (RVP ZV), translated into English as *Framework Education Programme for Elementary Education* (FEP EE), does define language learning but not the difference between the second language and the foreign one. Therefore, in this bachelor thesis, the term FL is used as it is described in CEFR (2019, 31) – as a language, the learner needs to learn/acquire in instructional settings – outside their family environment (commonly school).

Other important terms to be defined are *language learning* (LL) and *language acquisition* (LA). These terms are, according to CEFR (2019, 139), used interchangeably by many sources. However, CEFR itself, these two terms distinguishes as different from one another. CEFR (2019,139) defines LA as an "untutored knowledge and ability to use a non-native language resulting either from direct exposure to text or from direct participation in communicative events". LL is, on the other hand, defined as being "used as the general term, or confined to the process whereby language ability is gained as the result of a planned process, especially by formal study in an institutional setting. " (CEFR 2019,139).

To support this distinction, Richards and Rodgers identify the difference between LL and LA on a similar principle, defining LL as a conscious process – a "formal study of language rule" (Richards, and Rodgers 2001, 22) and LA as "natural assimilation of language rules through using language for communication" (Richards, and Rodgers 2001, 22).

Therefore, it is possible to say that the difference between LL and LA is the *consciousness* versus the *unconsiousness* of the process itself. LL is an intended conscious process and although LA can also be intended the learner is usually unconscious or *subconscious* (Krashen and Terell 1983) of the process. Teaching methods based on LA works with the idea of teachers teaching their learners in a similar manner parents teach their children their mother tongue (Gaisch 2015, 5). They try to mimic the natural exposure of the mother tongue and apply it for the foreign language. In other words, children do not need to be explained the grammar rules to learn to speak the language. Krashen (1981, 1) claims that language acquirers do not have to "have a conscious awareness of the 'rules' they possess and may selfcorrect only on the basis of a 'feel' for grammaticality". The language and its rules become natural to them – similarly to the acquisition of their mother tongue.

To contextualize this for interaction, acquiring or learning a language "requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Krashen 1981, 1). Therefore, interaction can be identified as a crucial and essential constituent in the process of LL/LA.

The desired results of LL/LA are *general competences* and *communicative language competences*. Both of these teams come from CEFR 2019. General competences are defined as those "not specific to language, but which are called upon for actions of all kinds, including language activities" (CEFR 2019, 9), while communicative language competences as those "which empower a person to act using specifically linguistic means" (CEFR 2019, 9). Both are, however, equally important for the learner.

General competences consist of "knowledge, skills, existential competence and also their [learner's] ability to learn" (CEFR 2019, 11). Communicative language competences, on the other hand, consist of three components. Those are "linguistic, sociolinguistic and pragmatic" (CEFR 2019, 13) competences. Communicative language competences are the expected outcome of language learning and language acquisition (CEFR 2019, 9), therefore, also of all the LL/LA components, such as speaking skills.

However, the paper does not use the term communicative language competences, instead it operates with the term communicative competence. That is because, as a reaction to the linguistic competence theory of Noam Chompsky from 1956, Dell Hymes, in 1966, created the term *communicative competence*. And the definition of this term is similar to the definition of CEFR's term communicative language competences. Based on this, the idea of communicative language competences and communicative competence is understood as synonymous throughout the paper and is referred to as communicative competence (CC).

2 Communicative Competence

It is essential to define *communicative competence* (CC) because it is the expected outcome of English language teaching (ELT). However, before discussing CC, it is important to mention the *communicative approach* (CA) – a teaching approach that originated in the United States and Britain. Communicative approach "views language as a meaningful-based system for communication" (Celce-Murcia et al. 2014, 8). And communicative competence – ability to communicate correctly and appropriately – is rooted in it. Nowadays, communicative competence is an expected outcome not only of this teaching approach and ELT but of the whole language learning concept.

The paper's definition of communicative competence is based on CEFR. As mentioned in chapter 1, CEFR defines CC, calling it communicative language competences, as an ability which "empowers a person to act using specifically linguistic means" (2019, 9). It distinguishes three components; linguistic competences, sociolinguistic competences, and pragmatic competences.

Linguistic competences "include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations" (CEFR 2019, 13). In other words, linguistic competences are the most basic competences of these three categories – could also be referred to as primary competences since they deal with the very basics of language ability. They focus on individuals elements of language rather than on the outcomes of its combination. For example, knowing the literal meaning of a particular word or its phonological and syntactical properties. In a sense, they could be called technical skills, as they refer to a knowledge of individual components.

Sociolinguistic competences, on the other hand, "refer to the sociocultural conditions of language use" (CEFR 2019, 13). This means that sociolinguistic competences go beyond the basic linguistic ones – it is not about the individual meaning of a word anymore, but about its linguistic and contextual properties, such as "politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community" (CEFR 2019, 13).

And finally, *pragmatic competences* are "concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges" (CEFR 2019, 13), they may concern "mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody" (CEFR 2019, 13). Shortly, pragmatic competences could be explained as reading between the lines of communication. Pragmatic skills enable the speaker to understand hidden meanings and decode information which are transferred to them in a nondirect way.

The reason why CEFR's definition of communicative competence is used in this paper is that CEFR is used as a base reference for the Czech education framework RVP ZV (FEP EE).

FEP EE states that "elementary education should help pupils form and gradually develop their key competencies and provide them with the firm foundations of general education" (FEP EE 2007, 9). Term *elementary education* is a Czech equivalent of elementary (1-5th grade) and lower-secondary (6-9th grade) pupils and, therefore, when speaking about elementary education in FEP EE it refers to all 1-9th graders.

Going back to the quote itself, the objectives of elementary education in FEP EE are so-called *key competences*. FEP EE (2007, 10-14) defines six key competences, and those are learning competency, problem-solving competency, communication competency, social and personal competency, civil competency, and professional competency.

In FEP EE (2007, 16), communication competency is defined as below (see Figure 1).

Communication Competency

An elementary-school graduate:

- formulates and expresses his/her ideas and opinions in a logical sequence; expresses himself/herself pertinently, coherently and in a cultivated manner in both oral expression and writing;
- listens to other people's utterances, understands them and responds to them adequately; participates effectively in discussions; defends his/her opinion and argues appropriately;
- understands various types of texts and records, graphic materials, commonly used gestures, sounds and other information and communication means, reflects on them, reacts to them and uses them creatively for his/her development and active engagement in social events;
- uses information and communication means and technologies for quality, effective communication with the surrounding world;
- uses his/her acquired communication skills to form relations necessary for full-fledged coexistence and quality cooperation with others.

Figure 1. *Communication Competency (FEP EE 2007, 12)*

Communication competency is based and rooted in CEFR communicative language competences, therefore, communicative competence (CC). As stated in the document itself, "the requirements for foreign-language education specified in the FEP EE are based on the Common European Framework of Reference for Languages" (FEP EE 2007, 18). For these reasons, CEFR is selected as a base reference for the paper's analysis concerning aims.

3 Common European Framework of References

To define the *Common European Framework of References* (CEFR) the definition from the document itself is used. CEFR defines itself as a "common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" that "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (CEFR 2019, 1). The description of that is in the form of "an outline framework of six broad levels" that "gives adequate coverage of the learning space relevant to European language learners for these purposes" (CEFR 2019, 23).

The six broad levels are represented by letters. The "A" stands for the basic user, and it furtherly divides into A1, and A2. The "B" stands for the independent user, and it divides into B1 and B2. And the "C" stands for the proficient user and consists of C1 and C2 (see Figure 2).

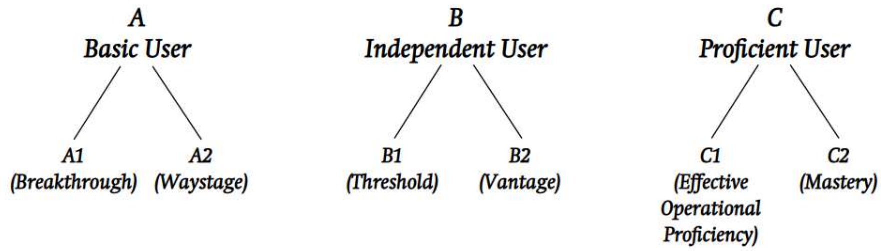


Figure 2. Level of language proficiency (CEFR 2019, 23, figure 1)

According to the Czech framework RVP ZV (FEP EE), the requirements for foreign-language education are based on the Common European Framework of Reference for Languages (FEP EE 2007, 18). The expected outcomes of "education in the field of Foreign Language is aimed at attaining the Level A2" (FEP EE 2007, 18). Precisely, the A1 level corresponds with the level of English requirements the elementary school learners (5th graders) must meet. And the A2 level of English describes the requirements the lower-secondary learners (9th graders) must meet (NUV 2020).

There are, however, some issues to be addressed. Firstly, in FEP EE, the A2 level of English language proficiency refers to 9th graders, but the textbook analyzed targets 6th graders. This issue is treated as a variable during the analysis. Aside from that, there are also description issues in CEFR's common references as well. CEFR's descriptions are not bounded with elementary and lower-secondary learners only. They can be applied to learners of any age. This is important to take into account when referring to CEFR's references as another variable.

For the global scale, the common reference level for the basic user (A2) in CEFR stays that the learner "can understand sentences and frequently use expressions related to areas of most immediate relevance" and also can "communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, […] describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need" (CEFR 2019, 24). That is the general understanding of the A2 level of English language proficiency in CEFR and it is also the general standpoint for the individual aspects of language use and speaking skills requirement references. Those are dealt with in detail in chapters 5.1 and 5.2.

4 Speaking Skills

As the paper deals with developing speaking skills in lower-secondary students, defining speaking skills in the context of language is crucial. Speaking belongs to a group of four sets of skills called *language skills*. Those sets are speaking, reading, listening, and writing skills and they are also referred to as elements of language (Mustafa et al. 2016). By some authors, language skills are also divided into two types: “productive” (speaking and writing) skills and “receptive” (reading and listening) skills (Scrivener 1994, 20, and Bygate 1987, 11).

Language skills are crucial elements of ELT – therefore, developed speaking skills are one of the excepted outcomes of language learning/acquisition. Goh and Burns (2012) in *Teaching Speaking* explain that nowadays speaking skills are also a priority for many learners – and therefore, for teachers as well. Consequently, it is addressed much more frequently these days.

One of teaching speaking approaches is the *holistic approach*, suggested by Goh and Burns (2012, 4) because it “addresses the learner’s cognitive, affective (or emotional), and social needs, as they work towards acquiring good speaking competence” (Goh, and Burns 2012, 4).

The holistic approach is “grounded in a socio-cognitive perspective on language learning” (Goh, and Burns 2012, 4). Therefore, language learning is not being understood as an only cognitive process anymore, but the social aspect of it also gains importance as well. In other words, the focus is not only on the cognitive aspect of language learning but on both cognitive and social, and their intersection. Discussing Goh and Burns’ point of view on language learning is important for this paper because, in their book, they connect developing speaking skills and interaction with developing a language competence very closely.

Developing speaking skills is a key element of language learning as learner’s “development in target language can be helped considerably by encouraging them to speak” (Goh and Burns 2012, 16). Therefore, Goh and Burns claim that there is a direct relation between developing speaking skills and developing language competence.

To narrow speaking skills down to interaction and its importance Goh and Burns (2012, 16) also explain that it is indeed interaction that is a key element of developing speaking skills. They state that daily interaction ensures “learner’s success in learning to use the language effectively” (2012, 16). And although Goh and Burns focus on the interaction between adults and children, it can be applied to the interaction between learners as well. It might not be as proficient since learners can absorb and repeat their classmate’s mistakes and errors which happens significantly less when communicating with adults – as adults (if in the role of “knowers”) have much higher language level proficiency. However, despite the possibility of acquiring mistakes from other learners, interaction still helps learners to “acquire the structure and use of the language" (Goh and Burns 2012, 16) and experience the "language form and its connection with language functions" (Halliday 1975 in Goh and Burns 2012, 16).

Speaking, as a set of skills, is considered a very complex skill to learn. Speaking skills divide into so-called *speaking subskills* (Bygate 2003, 3) which represent different components of the ability to speak. There are numerous subskill classifications, for example, Bygate's from 1987. Bygate divides speaking subskills into pronunciation (which includes stress, rhythm, and intonation), fluency, transactional and interpersonal skills, ability to maintain a natural conversation, interaction management, ability to negotiate, and ability to understand the spoken word (Nunan 1989, 32). There are, however, other classifications of speaking subskill – for example, Harris' classification which covers most of the Bygate's subskills under five umbrella terms. According to Harris' (2003, 3) division, speaking subskills are; grammar, vocabulary, pronunciation, comprehension, and fluency. A very similar classification to Harris' is called *language systems* classification (Saussure 1989, 50) which includes grammar, vocabulary, phonology, and discourse.

However, there are language skills Bygate distinguishes that Harris' classification lacks. Therefore a selection from both classifications is used and discussed for this bachelor paper purposes. Defining and dealing with these subskills is essential as it is impossible to analyze the development of speaking skills throughout interaction without dividing and explaining its components.

Grammar is a speaking subskill that covers the mastery of grammar rules. Grammar rules concern many aspects of the English language, some of them are, for example, tenses, word order, punctuation, or sentence structure. "Grammar is the study of how words combine to form sentences." (Nelson 2001, 1). In other words, grammar is an essential speaking subskill because with poor grammar the speaker is not able to form meaningful sentences, therefore, communicate effectively.

Vocabulary is a speaking subskill that covers the knowledge of words but also a possible word meaning/s. Richard and Schmidt's (2002, 629) defines vocabulary as "a set of lexemes, including single words, compound words and idioms", therefore, it suggests that vocabulary skills are not only about the word and its meaning but also about the way it functions in a sentence or other contexts (ex. collocations).

Pronunciation, in some literature referred to as *accent* (Tsang and Wong 2002, 222), is a speaking subskill that covers the skill of producing sounds correctly. It is a very important speaking subskills as proper pronunciation is crucial for a clear utterance (Kline 2001, 69). Rhythm, intonation, connected-speech, and stress are all part of pronunciation.

Comprehension is a speaking subskill that could be generally explained as the ability to understand the other speaker. As speaking happens mostly during an interaction with another person, to produce a meaningful and contextual utterance the speaker needs to be aware of the situation and topic he is a part of. It also concerns the speaker's ability to react to certain changes in the conversation and adapt to them, to understand hidden meanings (reading between the lines), or connecting utterance with the other speaker's body language. From Bygate's classification, the *ability to understand the spoken word* would belong under this category.

Fluency is a speaking subskill that covers the ability to communicate in a „natural and normal," (Richard and Schmidt 2002, 222) manner "including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (Richard and Schmidt 2002, 222). Therefore, fluency is a speaking subskill that combines several other subskills or subskill components in order to produce fluent utterance.

Transactional and interpersonal skills are speaking subskills that refer to learner's ability to communicate either for practical purposes or in order to socialize (Hartley1993, 20). In other words, transactional skills refer to obtaining goods and services (a practical reason is behind the communication). In contrast, interpersonal skills refer to, for example, small talk or other social interaction which purpose is purely to interact with the other person. From Bygate's classification, the *ability to negotiate* would also belong under this category.

Discourse, from language systems classification point of view, is defined as interaction – exchange of utterance – between two participants (for example, teacher/learner, learner/learner). Classroom discourse is, therefore, an "oral interaction between teachers and their students and between students themselves that takes place in the classroom context" (Thoms 2012, 8). However, it is not only an exchange but also the ability to maintain, initiate, lead, and close a conversation. The *ability to maintain a natural conversation* and *interaction management*, from Bygate's classification of speaking subskill, belong under this category.

It is essential to mention that all of the subskills discussed above are dependent on one another. To illustrate, Richard and Schmidt (2002) perceive intonation and stress, which belong under the pronunciation subskill, as also a part of another subskill – fluency. That demonstrates how closely bounded these subskills are with one another (ex. English speaker with a high level of vocabulary knowledge is still unable to speak fluently if she/he lacks in pronunciation).

Speaking subskills cannot be separated in the context of language learning of acquiring communicative competence.

5 CEFR's Common Reference Levels in Detail

As mention in the previous chapter, CEFR is an outline framework of levels of foreign language proficiency (CEFR 2019, 23) using a six-point scale which "appears in practice to be a wide, though by no means universal, consensus on the number and nature of levels appropriate to the organisation of language learning and the public recognition of achievement" (CEFR 2019, 23). These common language proficiency level references are the basis of the paper's analysis in a category of aims.

In the following sub-chapters, the common reference levels of qualitative aspects of spoken language use of A2 level and speaking skills requirements are presented in detail.

5.1 Aspects of Spoken Language Use

The first half of the aim analysis focuses on aspects of spoken language use. CEFR defines them as follows (see Figure 3):

Table 3. *Common Reference Levels: qualitative aspects of spoken language use*

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

Figure 3. Aspects of Spoken Language Use (CEFR 2019, 29, figure 3)

Looking at these aspects individually;

As stated in Figure 3, the *range* aspect of the A2 level of English requires sentences that contain few words to communicate particular simple information in a simple situation. It also involves the usage of memorized phrases and sentence patterns (CEFR 2019, 29). Applied to the 6th-grade learners, usage of basic sentence patterns and few memorized phrases in sentences that communicate simple everyday information is crucial.

The *accuracy* in CEFR is dealt with from the grammatical point of view. As the table states the learner "uses some simple structures correctly, but still systematically makes basic mistakes" (CEFR 2019, 29) and although the learner "tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say" (CEFR 2019, 114). This aspect also deals with the writing accuracy and spelling, however, for this bachelor thesis, speaking-related descriptions of the A2 level of English are the most prominent, therefore, the writing and spelling part is omitted.

According to CEFR, *fluency* is "the ability to articulate, to keep going, and to cope when one lands in a dead end" (CEFR 2019, 128). There, the A2 level of fluency is defined for the learner as he/she can "make him/herself understood in short contributions, even though pauses, false starts, and reformulation are very evident" (CEFR 2019, 129). The learner also needs to be able to "construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts" (CEFR 2019, 129). Fluency enables speakers to communicate efficiently and increases their chances of successfully communicating an information.

The aspect of *interaction* is the most important one as this bachelor thesis deals with it as a key aspect of developing speaking skills. CEFR (2019, 14) defines interaction as a process where "at least two individuals participate in an oral […] exchange in which production and reception alternate and may overlap in oral communication". Interaction is dealt with in detail in chapter 6.

Regarding *coherence* the learner is expected to be able to "use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges" (CEFR 2019, 33) but also "ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers" (CEFR 2019, 33) and "make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis" (CEFR 2019, 34). The last point in CEFR is the ability to "ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services" (CEFR 2019, 34).

The following chapter deals with the description of the A2 requirements in detail. These references are the basis of the initial part of the paper concerning the student's book analysis dealing with aims (chapter 7.3).

5.2 Speaking Skills Requirements

This chapter deals with the CEFR A2 level of English requirements concerning speaking skills. The main points discussed are; spoken interaction, spoken production, and conversation.

Regarding *spoken interaction,* CEFR references are listed below (see Figure 4). These references are used for aim analysis in the paper, together with aspects of spoken language use discussed in the analysis part of the paper.

Spoken interaction is in this paper understood as the basic utterance – the ability to produce spoken utterance in order to participate in an interaction with another person. It does not refer to social skills that are necessary for maintaining a conversation.

A2	*Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.*
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

Figure 4. Overall Spoken Interaction (CEFR 2019, 74)

Spoken interaction is closely related to *spoken production* and it is impossible to perform a spoken interaction without spoken production. In other words, spoken interaction is dependent on the learner's spoken production skills. This, however, does not work the other way around every time. It is possible to produce spoken word without having to interact, however, according to the focus of this paper, only spoken production happening within an interaction is dealt with.

Regarding spoken production, the requirements for the learner are as illustrated below (see Figure 5)

A2	*Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.*

Figure 5. Overall Oral Production (CEFR 2019, 58)

The conversation is understood as partially connected to spoken interaction and spoken production, especially spoken production. However, in this paper, it is used as a skill that goes beyond the spoken interaction itself. It operates with the social skills of maintaining conversation and social contact.

Regarding conversation, the requirements for the learner are as illustrated below (see Figure 6).

A2	*Can establish social contact: greetings and farewells; introductions; giving thanks.* *Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.* *Can participate in short conversations in routine contexts on topics of interest.* *Can express how he/she feels in simple terms, and express thanks.*
	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. *Can use simple everyday polite forms of greeting and address.* *Can make and respond to invitations, suggestions and apologies.* *Can say what he/she likes and dislikes.*

Figure 6. Conversation (CEFR 2019, 76)

However, CEFR defines many more references, for example, the ability to understand native speakers, information exchange, informal conversation with friends, or formal discussion. All of these references are included in the umbrella points discussed above.

6 Interaction

Interaction is defined as a "two-way process" (Malamah-Thomas 1987, 8) in which "addressed and addressee are constantly changing roles" (Malamah-Thomas 1987, 37).

Particular conditions must be set for the interaction to happen. What is most important, both processes, production, and reception, must be happening actively during the interaction. In other words, both participants have to understand the received production of the other to be able to react (Malamah-Thomas 1987). With this in mind, *action* and *reaction* are elements of production, and everything happening in between them are elements of reception (CEFR 2019).

According to CEFR, "high importance is generally attributed to interaction in language use and learning in view of its central role in communication " (CEFR 2019, 14). That is mainly due to the fact that interaction is very natural and stimulates all the learning styles (visual, auditory, kinesthetic). Most skills and knowledge is learned/passed by interaction – children learn basic human skills by interacting with other children or adults. They adapt, listen, and mimic other people trying to perform similar tasks or copy other people's behavior or behavioral habits. And this applies to language as well (ex. pronunciation → accent).

Therefore, for the purposes of this paper, interaction is defined as a two-way process happening in between at least two participants, during which both sides must take turns and exchange utterance connected in meaning. Being connected in the sense of meaning refers to the fact that the utterance exchange between interaction participants must be dependent on each other – a shared meaning must connect the ideas behind the communication. In other words, a simple exchanged of unrelated sentences is not considered an interaction in this paper, as to classify as the interaction the exchange of utterance requires at least minimal connection in meaning.

6.1 Interaction Patterns

There are many interaction patterns in the teaching-learning process. "CLL interactions are of two distinct and fundamental kinds: interaction between learners and interactions between learners and knowers." (Richards and Rodgers 2001, 90). This can be understood in a sense that interaction divides into two main types of patterns – L-L and T-L. This chapter discusses the interaction patter classification but focuses on interaction patterns happening between learners only as the paper does not deal with the interaction between the teacher and the learners.

There are several types of interaction classification, but for this paper, the modified theory of differences in interaction kinds by Byrne (1991) is used. Byrne (1991, 16) distinguishes several interaction kinds, such as T:S (interaction between the teacher and the student), S:S (interaction between the student and another student), chorus work (interaction between the teacher and all students), and teams (interaction between learners, but with competition included). He also explains that interaction has many variations because it is directly dependent on the organization types of activities and partly dependent on the kind of activity during which the interaction is performed. (Byrne 1991, 3-4). The acronymic shortcuts he uses (ex. T:S) are used in this paper as well. However, to apply the theory to lower-secondary learners, the word "student" is replaced with the word "learner". Therefore, using L-L instead of S:S interaction, it stands for "learner-learner interaction" and refers to the interaction happening between only two learners (who are within one class/course/lesson). Based on this theory, L-Ls term is added to distinguish between the interaction happening between learners working in groups or as a whole class from learners working in pairs.

This paper operates with the terms as defined below:

L-L interaction is an interaction happening between two learners. It is a direct exchange of utterance. Both participants must be able to speak and react to the other one for interaction to happen. That is due to the fact that performing speaking without getting a response is considered a monologue, therefore, not an interaction.

Secondly, *L-Ls interaction* is an interaction happening between more than two learners at a time. In other words, this type of interaction happens within a group or a whole class activity which does not include the teacher's active vocal participation.

In some literature, interaction patterns are also referred to as organization types. As mentioned above, Byrne explains (1991, 3) that interaction is directly linked to the kind of activity (ex. drill, games, dialogue practice, (Byrne 1991, 3), discussions, self-assessment exercises, etc.) and activity organization (ex. discussion in pairs, a game in groups of four, etc.) during which it is happening. That is a logical correlation as pairwork is directly linked to L-L interaction, and group work/work as a whole class, excluding teacher, to L-Ls interaction. They are connected to an extension of being used interchangeably in some contexts.

Based on this, pairwork and L-L interaction attern and group work/work as a whole class and L-Ls interaction are treated as synonyms in this paper. However, analysis operates with the L-L and L-Ls classification when marking the occurrence of individual interaction patterns rather than pairwork/group work/work as a whole class classification.

7 Tasks in ELT

As this paper analysis focuses on the textbook evaluation, it is essential to define the task in the learning-teaching process first. There are several approaches to task perception. However, only the communicative approach will be discussed in this chapter. CA focuses on communication. Therefore, task objectives concerning developing communicative competence must be the primary focus of teaching materials and classroom activities (Richards 2008, 93).

Definition of a task, according to CEFR, is that task is features of "everyday life in the personal, public, educational or occupational domains" (2019, 157). Tasks are "activities which learners carry out using their available language resources and leading to a real outcome" (Richards 2008, 94). Therefore, tasks can also be understood as "units of presentation and practice" (Richards 2008, 94) constructed to help learners develop their language skills. They are used to support the learner and activate specific competencies in order to develop them and "to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome" (CEFR 2019, 157).

Both CEFR and Richards agree on the fact that tasks require an outcome of a sort. This outcome can be a grammar point or a vocabulary practice, but eventually, all tasks aim to a shared expected outcome, which is acquiring a language competence.

As Cunningsworth suggests, teaching must focus primarily on teaching a language competence and tasks are one of the teacher's tools. Tasks can motivate learners, guide them, and help them practice their skills and abilities. A particular balance needs to be established to enable learners to perform a task successfully. *Meaning, form, fluency,* and *accuracy* (CEFR 2019, 158) must be developed and balanced "so that both task performance and language learning progress can be facilitated and appropriately acknowledged" (CEFR 2019, 158). This balance must be implemented not only in the task itself but also in the sequence of tasks presented to learners by a textbook or the teacher. This is also closely related to the theory of the correct sequence of tasks called the stages of task implementation (chapter 7.2).

Another important element of successful task accomplishment is their difficulty. There are several levels of task difficulty. Some tasks involve more complex instruction or a higher number of steps. But generally, tasks divide to easy tasks, tasks of appropriate difficulty, challenging tasks, and hard tasks. As Gan (2011, 921-927) tries to explain in his article, tasks of appropriate difficulty are appropriate and effective for everyday practice or drilling, while tasks of challenging difficulty are good for increasing the learner's knowledge and developing his/her language competence.

On the other hand, easy and hard tasks are generally not beneficial to learners. Easy tasks do not stimulate the brain and do no active all the competencies needed because the content and the form of the tasks is well-known to the user. Hard tasks are, on the other hand, beyond learner's competence in too many ways, which makes the task impossible to accomplish. Tasks such as these cause a decrease in learner's motivation.

However, selecting the right task of a corresponding difficulty has its issues. CEFR (2019, 159-160) discusses this problem from the point of view of the variables influencing the objectiveness of task selection in regards to its difficulty. To explain, learners are individuals with individual needs and there is commonly a wide spectrum of mastery of language skills and language proficiency. In other words, some students do better/worse than average – one learner might find the same task others struggle with very easy and vice versa.

There are types of tasks that are generally considered more difficult than others. According to Littlewood (1998, 50) activity classification – called *activity functionality*, tasks such as improvised dialogue are much more complicated than, for example, cued dialogues. That is a logical conclusion if we take into account that in order to perform improvised dialogue, the learner needs to activate more skills than if performing cued dialogue. Improvisation requires activation of all competences without any supportive materials, on the other hand, cued dialogues which provide the learned with a supportive material (for example in the form of a prompt or a picture) to activate their competences.

To conclude, tasks vary in their form, content, the sequence of their implementation, difficulty, and aims as well. However, despite their aim differences, the general objective of tasks is (or at least should be) always the same and that is developing language skills. Aside from these differences, there are also different types and functionalities of tasks which are discussed in the following chapter.

7.1 Activity Types and Functionality

Littlewood (1998) divides activities into two types; pre-communicative and communicative (Trejo 2008, 2-3). Littlewood himself defines pre-communicative language practice as "practicing language with some attention to meaning but not communicating new messages to others e.g. question-and-answer practice" (2004, 322). In comparison, communicative language practice is defined as "practicing pre-taught language in a context where it communicates new information e.g. information-gap activities or 'personalized' questions" (Littlewood 2004, 322).

Based on that, pre-communicative speaking activities with a focus on interaction are those which practice spoken production and interaction in restricted settings – the information is given and the activity itself is more of a practice of *structural skills* rather than *social* or *authentic* (Littlewood 2004, 322). On the other hand, communicative speaking activities with a focus on interaction are those during which learners communicate new information or practice their social skills in a semi-authentical setting.

Pre-communicative activities furtherly divide into *structural* and *quasi-communicative* activities. Trejo (2008, 2) states that "structural activities focus on the grammar and lexicon (vocabulary) of English, while quasi-communicative activities focus on how the language is used to communicate meaning". He also adds that "quasi-communicative activities are often in the form of dialogues or relatively simple activities in which students interact under highly controlled conditions" (Trejo 2008, 2). This can be understood as a certain tendency of quasi-communicative activities to blend into the communicative activities definition. Structural activities are strictly focused on the form, while quasi-communicative activities already include the importance of content.

Communicative activities are already focused on communicating meaning in a social situation. According to Trejo (2008, 4), they "allow students to make use of this knowledge". Littlewood's (2004, 322) explanation of communicative activities is that they are task "in which learners still work with a predictable range of language but use it to convey information". To conclude, communicative activities require activation of a wider spectrum of learner's skills and also practice their social skills and content of the language, unlike pre-communicative skills which focus on language structure rather than on the social aspect of communication.

After dividing tasks by their type (pre-communicative and communicative), tasks can also be classified based on their functionality. *Activity functionality* is a theory by William Littlewood (1998) that divides activities according to their functionality to performed dialogues, cued dialogues, roleplaying, and improvisation (Littlewood 1981, 50). In this paper, this activity functionality classification is used to classify individual tasks in the student's book Project 2.

However, the paper operates with only three of the four activity functionalities distinguished by Littlewood. Roleplaying has been removed from the list and replaced by a free dialogue. Free dialogue is an adaptation from a *free conversation* (Richard and Rodgers 2001, 94), which is one of the *communicative language learning* (CLL) innovative tasks (2001, 93). It includes discussions, feedback, after-class discussion about feelings and things learners learned (2001, 94), but also semi-off-task interaction happening between learners – referred to as a free dialogue(2001, 94). Semi-off-task interaction is, for example, an interaction happening during planning a project/presentation or working on a task not entirely focused on practicing speaking. It refers to the interaction occurring between learning while working on a task. Therefore, it is a semi-off-task interaction because the interaction is not entirely connected to the task but neither completely off-task.

To conclude, the paper operates with three activity functionalities:

Performed dialogues – those are dialogues that are strictly given to the learner and do not allow any modification or addition from the learner's side.

Cued dialogues – those are dialogues which give a list of questions, prompts, or dialogue pattern to the learner to help them achieve the aim of the task, but learners have space for own interpretation, modification, and addition.

Improvisation – those are dialogues that allow a lot of improvisation and offer minimal support to the learner, but they still have a very specific aim of the interaction which is given to the learner.

And lastly, *free dialogue* – those are dialogues which happen between learners during a task which do not explicitly instruct learners to communicate, in other words, such dialogues can be perceived as an off-task interaction because they are not officially part of the task. Still, they happen in order to successfully accomplish the task.

7.2 Three Stages in Task Implementation

As discussed previously, task implementation is one of the factors of successful task accomplishment. When exposing learners to tasks, they must be implemented in a particular sequence to maximalize their effectivity and minimalize harmful side-effects or unintended consequences it can have on learners. This sequence must correspond with the given situation and the learners' needs. Learners' needs change according to the stage of learning they are currently at. It is important to present tasks in the right sequence to correspond with the learners' learning stages. As Skehan (2006, 17) claims in his article, the "aim of effective sequencing is to ensure that the demands on the language are of the right level". Therefore, there are set stages of task implementation that need to be followed when approaching learners with tasks.

There are three stages of task implementation and according to them, tasks divide into pre-tasks, during-tasks, and post-tasks. See Figure 7 for a general explanation of these tasks.

Table 1: Stages in task implementation

	Purpose of phase	*Examples*
Pre-task	Cognitive: ease subsequent processing load	*foregrounding, eg introduction to topic or task* *observing similar tasks* *doing similar tasks* *planning*
	Linguistic: introduce new forms into attention	*explicit teaching* *implicit teaching* *consciousness-raising*
During task	Manipulate pressure: influence processing balance	*speed, deadlines* *stakes* *number of participants*
	Calibrate: influence processing balance	*provide visual support* *introduce surprise elements*
Post-task	Retrospect: remind learners of importance of form	*public performance* *analyse* *consciousness-raise*

Figure 7. Stages of Task Implementation (Skehan 2006, 18, figure 1)

These stages correspond with the learners' stages of learning as they establish the conditions for each stage and passing each stage. Pre-tasks activate the learner and he/she goes into the first learning stage; during tasks stimulate the learner and are the knowledge and hard skill gaining stage of learning; and post-tasks conclude the content of learning (Skehan 2006, 18).

Tasks can be analyzed from the point of view of their content to determine which one of these categories they belong to. However, that is not the most important thing as it is not only about the type itself but the *appropriateness* of the sequence the tasks follow. Pre-tasks must predate during-tasks and post-task must follow them. It is not uncommonly to have multiple of each type of a task in one sequence but they must always follow the basic pattern;

pre → during → post

In other words, sequences such as pre1 → pre2 → during1 → during2 → during3 → post4 are appropriate and correspond with the current learners' stage of learning, while pre1 → post1 → pre2 → during1 → post2 → during2 does not and is therefore inappropriate.

The appropriateness of a task can be evaluated based on its place and type according to the sequence. If a during-task is placed at the beginning of a lesson, it is not an appropriate ask as it does not correspond with the current learning stage of the learners. On the other hand, if during-task is placed appropriately to the sequence (follow a pre-task), the learner "does not have to devote so much energy to the retrieval of information from long-term memory 'on-line' during task completion" (Skehan 2006, 18). Therefore, the task is not only responsive but also becomes more effective and accomplishment o fit is easier for the learner.

On the subject of difficulty and its appropriateness in specific context/s, "the central goal is to have some idea of task difficulty so that the particular task which is chosen is appropriate for a given group of learners and pitched correctly at their level of competence" (Skehan 2006, 13). In other words, the difficulty of the task must reflect the abilities (the competence) of the learner; otherwise, the tasks are ineffective and demotivating. However, to "simply analyse and select tasks does not automatically determine task difficulty" (Skehan 2006, 17).

To conclude the aim of this principle, "successful task accomplishment may be facilitated by the prior activation of the learner's competences" (CEFR 2019, XX). The way tasks are sequenced must be organized and, in this sense, correct in order to be effective for the language learning process. It is essential to use an appropriate type of task at the right stage to maximalize the effect for the learner. On the other hand, an inappropriate task that does not correspond to the principle of the sequence is, to an extend, harm to the learner as it can decrease learner's chances of successful accomplishment of it and it can also cause several other side effects, such as demotivation or false self-assessment.

The analysis of this paper concerning stages of task implementation divides individual tasks by their type (pre/during/post) and then marks them as *appropriate, questionable,* or *inappropriate* according to the sequence they take a part of. This is furtherly discussed in chapter 11 and the following sub-chapters.

7.3 Aims

As already discussed, aims are an essential part of tasks and the whole language acquisition process. However, it is important to define the curriculum first as curriculum places aims into the context of language competence expected outcomes.

Lier (1996, 3) defines curriculum as “a systematic collection of accumulated knowledge and experience, from multitude of sources, that guides classroom practice”. In other words, it can be understood as the norm. This norm is used by teachers to navigate the lesson and to place individual elements appropriately into the learning-teaching process happening in the classroom.

The curriculum gives the longterm objectives of the teaching-learning process. However, the process – individual lessons – must have their own aims. Aims usually apply to only one lesson, task, or, in a Czech education environment, only one grammatical feature dealt with during a particular time period (ex. unit, series of tasks, etc.). For example, in the student’s book Project 2 analysis in this paper, the aims of the units are highly focused on the grammatical features of the units, and based on that, aims of the tasks of individual units are linked to those grammatical features as well.

Key aim references for this paper’s analysis dealing with aims are discussed in chapter 5.1 and 5.2. The paper is dealing with CEFR’s common language references in regards to aspects of spoken language use and speaking skills requirements.

8 Textbooks

The role of textbooks in EFL is rather difficult to define. That is so due to the different understanding of the concept. Generally, textbooks are “best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs” (Cunningsworth 1995, 7).

In regards to the purpose of textbooks, Cunningsworth states that they serve numerous purposes. Regarding speaking, he says that textbook can serve, for example, as “a source of activities for learners practice and communicative interaction”, “a reference source for learners on grammar, vocabulary, pronunciation, etc. ”, or “a source of stimulation and ideas for classroom language activities” (1995, 7).

But Cunningsworth (1995, 7) also says that textbooks “should not determine the aims themselves or become the aims”. And according to Jane Crawford (2002, 81), there are many severely negative perceptions of textbooks. Some teachers perceive textbooks as harmful because they offer so-called *false comfort* (Crawford 2002, 81). This refers to the different understandings of textbooks – which is the idea of a textbook as a rulebook.

Many authors address this understanding of a textbook as a profoundly inappropriate approach to textbook usage. As Cunningsworth suggests (1995, 7), the textbook is "to be at the service of teachers and learners but no to be their master" and it should only serve "as a useful map or plan of what is intended or expected" (Crawford 2002, 83). In other words, textbooks shall never be understood or used as an unquestionable rulebook of instruction on how to teach, organize, divide lessons, or "drive the teacher's process" in Crawford's words (2002, 83). But it can "provide the structure and predictability that are necessary to make the event socially tolerable to the participants" (Crawford 2002, 83). Yet, still, the teacher must always remain critical and apply the content and the form of the textbook to his/her learners.

There are also doubts regarding the content of a textbook. Crawford (2002, 81) mentions that many teachers and researchers are concerned the content does not correspond with the learners' needs – that materials fail to present appropriate and realistic language models or contextualize language activities (Porter and Roberts 1981, Nunan 1989, Walz 1987 in Crowford 2002, 81).

Therefore, in general, textbooks are not considered to be enough to substitute the content of learning a foreign language. Which, unfortunately, is in a lot of cases a problem – teacher use textbooks as the curriculum standard of the content and form of their lessons. However, according to Afshin Soori and her colleagues, textbook "without any supplemental material is not the most satisfactory method for meeting students' needs" (2011, 481). And as Garinger (2002, 116) claims, "every instructor should supplement the textbook with self-created materials or materials from other sources that reflect the unique needs of the class". Supporting Soori's and Garinger's point, Crawford claims that textbooks should be perceived as "clear practical guidance on how to implement it [content] in the classroom" (2002, 83). The content of a textbook does no reflect on the individual needs of individual learners and, therefore, can never satisfy them. They must be interpreted and complemented by the teacher; for that reason, textbooks can only serve as a base or supportive material.

However, although textbooks cannot fully satisfy learners' needs, they are regulated and they must meet the general standards of a textbook as a teaching guideline. Regulation of textbooks and its content and form is necessary because they "greatly influence the learning/teaching process" (CEFR 2019, 141).

To meet these standards, there is a series of rules textbook authors must follow. According to CEFR, textbook authors are not obligated to state aims and objectives of the task, but they are responsible for making "concrete, detailed decisions on the selection and ordering of texts, activities, vocabulary, and grammar to be presented to the learner" (2019, 141). Textbooks must contain clear instructions for the learners and tasks within must correspond with the materials. In other words, textbook writers are obligated to link the content of the materials with the content of the tasks. For example, in a chapter dealing with a grammar point – present simple the tasks must contain activities that deal with the present simple and focus on developing the language subskill of grammar.

Evaluating the effectiveness of a textbook is tricky, Crawford (2002, 88) concludes that an effective textbook is the one that provides "cultural and linguistic input and a rich selection of integrated activities" but it must always be claimed with particular caution as different cultural backgrounds have different perceptions on providing these inputs. In other words, a textbook that is effective for Czech learners does not have to be as effective for learners of a different country. In other words, it is very important to state the requirements the textbook is evaluated on. Requirements are different from criteria, as criteria should concern the form and the content of the textbook in relation to aims and curriculum but requirements apply to the usage and appropriateness of the textbook in a given cultural or social environment. The following chapter deals with textbook evaluation in greater detail.

In regards to all the points discusses this paper defines textbook as a supportive material that must meet the general standards of a textbook and is used in the instructional learning process, which offers support to the teacher and the learners in regards to the content and activities it contains but is not an appropriate substitute to a structured long-term teaching plan.

8.1 Textbook Evaluation

As Cunningsworth claims, to get an impression of a textbook doesn't take long – as simply by looking through the textbook we can get a general idea of its possibilities (1995, 1). However, for an actual evaluation, more than that is needed. In this chapter, the process of evaluating a textbook used in this paper is discussed.

Cunningsworth (1995, 1-2) divides the analysis of a textbook into two main processes – *impressionistic overview* and *in-depth evaluation*. The impressionistic overview is, as stated above, the initial impression of a textbook. It is the phase during which, by observing the textbook and going through, it is possible to partially examine the strong and weak points of it.

However, that can sometimes be misleading as some strengths or weaknesses of the textbook can be impossible to identify during this phase. Therefore, in the second phase, the in-depth evaluation is the key phase of the evaluation process.

The impressionistic overview is used for primary textbook selection. It is usually used mainly for the selection itself – the evaluator looks for particular features of the textbook and, in this phase, he/she can decide whether the textbook is worth the actual evaluation. For example, if looking for a textbook to use for evaluation of its speaking skills development variety of conditions, it is important to select a textbook that includes them – and that is done by impressionistic overview.

An in-depth evaluation is then the process during which the actual evaluation is realized. There are numerous ways to evaluate a textbook. However, the most common one is the evaluation checklist (Cunningsworh 1995, 3). During the in-depth evaluation, the evaluator focuses on particular elements of the textbook and analyses them from the point of view of several pre-selected criteria. These criteria are commonly listed in a so-called *evaluation checklist*. Evaluation checklist consists of a number of criteria which are, in this sense, understood as a series of questions the evaluation tries to find answers for.

"How the book deals with these items [criteria] will give us a good indication of how suitable it [textbook] will be" (Cunningsworth 1995, 2). In other words, the evaluation of the textbook does answer the question of whether the textbook is appropriate or not – but it can always only be applied to the areas evaluated. Therefore, the results must be compared with the classroom needs before the conclusion is made.

When evaluating a textbook, the first phase is the selection of the most appropriate one. As mentioned above, the impressionistic overview serves this purpose. There should be a list of criteria the evaluator uses for the selection. For example, in this paper, the generally approved usage of Project 2 in the Czech Republic has been the main reason for selecting the textbook. However, there are other reasons for the selection of a textbook for the evaluation as well, such as content, form, level, etc.

After the textbook is selected, the process of creating the criteria for evaluation takes place. The criteria should be selected based on the aim of the evaluation. The next stage is *analysis* (Cunningsworth 1995, 9) which involves the objective collection of data. As hinted, the objective collection is general and neutral. It "provides data for the second stage of the process" (Cunningworths 1995, 9) which is *data interpretation* (Cunningworth 1995, 9). During this phase, the data is interpreted in relation to the criteria and the aim of the evaluation – specifically its applicability, importance, and relevance. The last phase of textbook evaluation is then the *evaluation* (Cunningsworth 1995, 9) itself. It is the final product – the conclusion of the textbook analysis. It concludes the analysis and it "necessarily involves value judgment of the part of those involved" (Cunningsworth 1995, 9). The final judgment is "inevitably subjective to some extent and will reflect the views and priorities of those making them [evaluator]" (Cunningsworth 1995, 9).

Cunningswroth mentioned one more phase, *selection*, which refers to matching the results of the analysis with the original "requirements of a particular learning/teaching situation" (1995, 9). However, this phase is not important for the paper as it does not deal with a situation requiring this phase.

The paper works with only four of the phases described by Cunningsworth (1995, 5-9) and those the selection of the textbook, analysis of the textbook (data collection), interpretation of the data collected, and evaluation of them. Criteria selected for the paper analysis are in the form of semi-checklist and are furtherly discussed in chapter 8.3.

8.2 Textbook Evaluation Checklists

Checklists are commonly used for textbook evaluation. It consists of a series of criteria – some having only a few, while some can be composed of hundreds of criteria. As Cunningsworth (1995, 2-3) states, it is important to select relevant criteria when evaluating a textbook as those criteria must lead to the aim of the evaluation. In other words, depending on the aim, some criteria are useful and some are not and it is up to the evaluator's consideration to select the most beneficial for those particular purposes.

The list of criteria discussed further in this chapter is inspired by the *Textbook Evaluation Checklist* (see figure 8) created by Joshua Miekley (2005), who used numerous sources for his checklist – some of them being Byrd, Skierso, Daoud & Celce-Murcia, and Moran, and by Cunningswroth's *Quick-reference Checklist for evaluation selection* (1995, 3-4).

Textbook Evaluation Checklist	Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook								
A. Content								
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)[3]	4	3	2	1	0	M	O	N
ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)	4	3	2	1	0	M	O	N
iii. Are the reading selections authentic pieces of language? (5,10)	4	3	2	1	0	M	O	N
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	4	3	2	1	0	M	O	N
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	3	2	1	0	M	O	N
B. Vocabulary and Grammar								
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	3	2	1	0	M	O	N
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	3	2	1	0	M	O	N
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	4	3	2	1	0	M	O	N
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3.)	4	3	2	1	0	M	O	N
v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	N
C. Exercises and Activities								
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	N
ii. Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	N
iii. Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	N
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	N
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	N
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	N
vii. Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up								
i. Is the cover of the book appealing? (1,2,3)	4	3	2	1	0	M	O	N
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)	4	3	2	1	0	M	O	N
iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	4	3	2	1	0	M	O	N
iv. Is the text interesting enough that students will enjoy reading it? (15)	4	3	2	1	0	M	O	N
II Teacher's Manual								
A. General Features								
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)	4	3	2	1	0	M	O	N
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	4	3	2	1	0	M	O	N
B. Background Information								
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)	4	3	2	1	0	M	O	N
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
C. Methodological Guidance								
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)	4	3	2	1	0	M	O	N
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)	4	3	2	1	0	M	O	N
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)	4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials								
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	4	3	2	1	0	M	O	N
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	4	3	2	1	0	M	O	N
III. Context								
A. Is the textbook appropriate for the curriculum? (1,2,19,20)	4	3	2	1	0	M	O	N
i. Does the text coincide with the course goals? (1,2,3,19,20)	4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)	4	3	2	1	0	M	O	N
i. Is the text free of material that might be offensive? (1,6,16)	4	3	2	1	0	M	O	N
ii. Are the examples and explanations understandable? (1)	4	3	2	1	0	M	O	N
iii. Will students enjoy reading the text selections? (1,2,3,15)	4	3	2	1	0	M	O	N
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)	4	3	2	1	0	M	O	N
i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

Figure 8. Textbook Evaluation Checklist (Miekley 2005, 4-5)

Referencing these checklists, a list of five criteria categories is selected – interaction patterns, activity types and functionalities, stages of task implementation, and aims. These criteria are discussed in detail in the following chapter.

8.3 Initial Textbook Evaluation Criteria

The criteria for the textbook evaluation have been selected to reflect the aim of the paper. Therefore, since the paper deals with the development of speaking skills, criteria listed below have been chosen to gain data relevant to the process.

Inspired by Cunningsworth's *Quick-reference checklist for evaluation and selection* (1995, 3) and Miekley's *Textbook Evaluation Checklist* (2005, 4-6), the following list of criteria for student's book Project 2 analysis has been constructed.

The criteria for the textbook evaluation divide into four categories (labeled as A, B, C, and D) and individual categories divide furtherly into specific criteria (labeled with numbers). However, data collection and analysis do not deal with the whole textbook. For a task to qualify for the analysis, it must follow two rules:

a) The task must concern speaking skills or speaking subskills.
b) The task must concern, suggest, imply, or initiate interaction between at least two students.

All tasks that qualified are included in the analysis. The reason for these rules is to filter the tasks that do not concern speaking skills or interaction as those are not relevant for the aim of the paper.

Based on these criteria categories, the part of the thesis of whether or not the textbook offers an adequate variety of conditions for developing speaking skills in lower-secondary students in regards to the criteria categories of interaction patterns, activity types and functionalities, task implementation, and aims is answered.

The first category of the analysis criteria is *interaction patterns*. This category focuses on analyzing the selected list of tasks from the point of view of interaction patterns suggested or instructed by the task instructions.

A. Interaction patterns

The aim of this category is to find out what interaction patterns are used in the selected amount of 61 tasks and what are their ratios. Analysis criterion of this category is:

1. What interaction patterns is the task analyzed?

The analysis focuses on the total numbers and compassion of the quantitative data. It also furtherly answers the questions listed below.

a. How many tasks with L-L interaction are there in total?
b. How many tasks with L-Ls interaction are there in total?

Data are sorted as either L-L interaction pattern or L-Ls interaction pattern. The numbers of each type and the sequence – arrangement in the textbook – of the interaction patterns are being marked.

The second category is *activity types and functionality*. Based on Littlewood's division of activities (*pre-communicative* and *communicative*) and activity functionally (*performed dialogue*, *cued dialogue*, roleplay, and *improvisation*) the tasks are sorted out and marked accordingly. However, for this paper, the roleplay functionality option is not used. Instead, a *free dialogue* option (inspired by a *free conversation* discussed in Richard and Rodgers 2001, 94) is used as the fourth option of categorization.

B. Activity types and functionality

The aim of this category is to find out what activity types and functionalities are used in the selected amount of 61 tasks and what are their ratios. Analysis criteria of this category are:

1. What types of activity (pre-communicative or communicative) is the task?
2. What functionality (performer dialogue, cued dialogue, improvisation, free dialogue) does the task have?

The analysis focuses on the total numbers and compassion of the quantitative data. It also furtherly answers the questions listed below.

a. How many of pre-communicative/communicative tasks are there in total?
b. How many performer dialogues/cued dialogues/improvisation/free dialogues are there in total?
c. What type of activity is present the most/least?
d. What activity functionality is present the most/least?

The third category is dealing with the *stages of task implementation*. This part of the analysis deals with categorizing the task according to the pre/during/post task division based on the stages of implementation theory in *Second Language Acquisition Research and Task-based Instruction* by Skehan (2006, 18). However, not only the classification of the stage itself is analyzed, but also its appropriateness. Tasks are identified as elements of a particular sequence they are a part of and their appropriateness is evaluated based on comparison with the correct sequence of task implementation – pre-tasks predate during-tasks which are followed by post-tasks (furtherly discussed in chapter 7.2). In regards to that, tasks are marked as either appropriate (task corresponds with the correct sequence of task implementation), questionable (task mostly/partly corresponds), or inappropriate (task does not correspond).

C. Stages of task implementation

The aim of this category is to find out what types of tasks(pre/during/post) are used in the selected amount of 61 tasks, what their ratios are, and whether or not are the tasks following the correct sequence of task implementation. Analysis criteria of this category are:

1. Does the task classify as pre-task, during-task, or post-task?
2. Does the task classification correspond with the correct sequence of stages of task implementation?

The analysis focuses on the total numbers and compassion of the quantitative data. It also furtherly answers the questions listed below.

a. How many pre-tasks are in the textbook?
b. How many during-tasks are in the textbook?
c. How many post-tasks are in the textbook?

The fourth category concerns aims. In the Czech Republic, the level of English language competence requirements are set to be A1 for the 5th graders and A2 for the 9th graders. Therefore, the paper analyses regarding aims is based on CEFR‘s A2 level of English descriptions.

This category focuses on comparing the aims of individual tasks with the aspects and requirements given by CEFR in an analytic manner. During this part of the analysis, the occurrence of individual aspects of spoken language use (range, accuracy, fluency, interaction, and coherence) and speaking skills requirements (spoken interaction, spoken production, and conversation) is marked. It uses the “yes/no/maybe” scale to classify whether the task aims address, imply, or do not address these aspects and requirements. The task that addresses the particular aspect/requirement is marked as “yes”, while task which only implements it is marked as “maybe”, and task which does not address it is marked as “no”. The analysis also deals with the amount of each aspect/requirement presence or their absence.

D. Aims – aspects of spoken language use and speaking skills requirements

The aim of this category is to find out what aspects of spoken language use and speaking skills requirements are addressed in the selected amount of 61 tasks and what are their ratios. Analysis criteria of this category are:

1. Does the task address range/accuracy/fluency/interaction/coherence aspect of spoken language use?
2. Does the task address speaking skills requirements in regard to spoken interaction/spoken production/conversation?

The analysis focuses on the total numbers and compassion of the quantitative data. It also furtherly answers the questions listed below.

a. How many tasks address CEFR’s requirements of the range aspect of spoken language use?
b. How many tasks address CEFR’s requirements of the accuracy aspect of spoken language use?

c. How many tasks address CEFR's requirements of the fluency aspect of spoken language use?
d. How many tasks address CEFR's requirements of the interaction aspect of spoken language use?
e. How many tasks address CEFR's requirements of the coherence aspect of spoken language use?
f. How many tasks address CEFR's speaking skills requirements of spoken interaction?
g. How many tasks address CEFR's speaking skills requirements of spoken production?
h. How many tasks address CEFR's speaking skills requirements of conversation?

The analysis focuses on the total numbers and compassion of the quantitative data. It also furtherly answers the questions listed below.

i. What aspect of spoken language use is addressed the most?
j. What aspect of spoken language use is addressed the least?
k. Are there any aspects of spoken language that are not addressed at all?
l. What speaking skills requirement is addressed the most?
m. What speaking skills requirement is addressed the least?
n. Are there any speaking skills requirements that are not addressed at all?

9 Adequate Variety of Conditions

Before the initial analysis and textbook evaluation, it is important to define what are "adequate conditions" perceived as in the context of this paper. As discussed, the aim of this paper is to find out whether or not the textbook Project 2 by Tom Hutchinson offers adequate variety conditions for developing speaking skills through interaction with docus on four pre-selected criteria. However, to be able to do that, the paper must define what exactly is considered an adequate variety of conditions.

Firstly, defining the usage of the word adequate in this paper is essential. In the context of this analysis, the word adequate/inadequate is used as a synonym to the word even/uneven, and it refers to the ratio of individual elements of the criteria category analysis. In other words, if a ratio is considered inadequate, it relates to the fact that the percentual rates are uneven – do not offer balance.

Adequacy of conditions differs from the point of view of every teaching approach, teacher, and event the aim of the textbook/task. Despite that, this paper establishes its own definition of what is from an analytical point of view considered adequate and what is not. Therefore, for textbooks to offer an adequate variety of conditions, it must offer an equal or close to an equal percentage of criteria category option. For example, an evaluation criteria category with only two options must be close to 50/50% ratio of occurrence. On the other hands, an evaluation criteria category with five and or more options must operate with an equal division of the occurrence numbers (ex. 20/20/20/20/20%).

Therefore, to contextualize on individual criteria:

The evaluation criteria category concerning interaction patterns operates with only two options (L-L and L-Ls), which means that their final ratio must be close to 50/50. If the ratio gap exceeds to a difference of more than 25% (ex. 30/70), the textbook is evaluated as not offering an adequate variety of conditions for developing speaking skills in lower-secondary students from the point of view of interaction patterns because it benefic sone of the L-L interaction types over the other and therefore the conditions of development of speaking skills are considered uneven.

Another evaluation criteria category concerns activity types and functionality. The activity types criterion operates with only two options. Therefore the adequacy ratio of 50/50 discussed above applies to it as well. On the other hand, activity functionality has four options. Therefore, the expected adequate ration is 25/25/25/25. The percentual difference is much lower here – if one of the options differs from the other ones more than 12.5% it is considered the textbook is evaluated as not offering an adequate variety of conditions for developing that aspect of speaking skills. Therefore, the conditions for development are uneven.

The third evaluation criteria category is the stages of task implementation. There are three stages of task implementation, and therefore, 33/33/33 ratio applies here. The difference tolerance in the ratio is set to 15% However, only tasks which are places in the correct sequence are evaluated according to this ratio, as the questionable and inappropriate task are a variable which may or may not be considered harmful to the final results in terms of bias.

And finally, the evaluation criteria category of aims. There are five options for aspects of spoken language use occurrence marking. Therefore, the 20/20/20/20/20 ratio adequacy and 10% ratio difference tolerance apply here. And there are three speaking skills requirements options. Therefore 33/33/33 ratio and 15% ratio difference tolerance applies.

As there are four categories, some of them divided into more than one criterion, the final evaluation does not claim the textbook to undoubtedly offer an adequate or inadequate variety of conditions for developing skills. It only presents the results and comments on them in the context of speaking skills development of lower-secondary students through interaction. The results are based on the qualitative analysis focusing on particular criteria of evaluation which does not have to be relevant for every teacher or may be perceived differently from the point of view of different teaching approaches. Quantitative data and interpretation of quantitative data is not biased by the evaluator. However, the criteria of data collection and evaluation are selected by the evaluator and are original in the evaluator's subjective preferences or intentions. Therefore, the results of the analysis cannot be generalized and claimed to be undoubtedly applied to a different set of criteria of evaluation or done on a different selection of tasks.

PRACTICAL PART

10 Analysis

The practical part of this paper consists of textbook selection, data collection, data interpretation (analysis of the data), final evaluation, and evaluation results. Data are analyzed and interpreted from a quantitative point of view. The analysis operates with the date analytically and objectively, comparing numbers, percentual qualities, and scores. Final evaluation then contextualizes all the data collected and analyzed and comes to a conclusion in order to answer the paper's thesis whether the textbook Project 2 offers an adequate variety of conditions for developing speaking skills in lower-secondary students from the Czech Republic in regards to four selected categories of evaluation criteria.

The textbook evaluation follows the steps described in chapter number 8.1 – starts with the textbook selection. And as the objective of the practical part is to find out what are the percentual occurrences and ration of individual criteria category options and apply them to find the answer for the paper's thesis, it was the best option for this paper analysis to select the student's book Project 2 because of its wide use in the Czech Republic.

Student's book Project 2, written by Tom Hutchinson, is a widely used textbook in the Czech Republic. It offers six units titled; My life, Animals, Holidays, Food, The world, and Entertainment. The grammar points discussed are be, can, and have got verbs, simple present, present continuous, and simple past tense, questions (yes/no, wh-, open), regular and irregular verb forms, countable and uncountable nouns, adverbs of frequency and more. In unit 4 there is also a section dealing with articles and determinants.

Project 2 is a part of a series of English student's books focusing on lower-secondary students (6th to 9th grade). The textbook selected is suggested for 6th graded and approved by the MŠMT of the Czech Republic since 2013. It also claims to be a suitable textbook for learners increasing their English language proficiency from A1 level to A2. That is another important reason why this textbook is selected for the analysis part of the paper. As the aims of the textbook are compared with the CEFR's common references of A2 level of language proficiency, it is convenient that the textbook itself operates with this six-point level of language proficiency classification.

After the task selection, it was essential to select the tasks for the evaluation as well. As mentioned in the chapter 8.3, the criteria for the task selection are:

a) The task must concern speaking skills or speaking subskills.
b) The task must concern, suggest, imply, or initiate interaction between at least two students.

All the tasks which classified for the selection are included in the analysis – it is 61 tasks in total. These two criteria were created to filter the tasks which do not concern interaction as the paper's thesis focuses on developing speaking skills through interaction task that does not concern interaction are irrelevant to the analysis and undesirable variable for the evaluation results.

But before the data can be collected, the textbook must be skimmed and prepared. The list of selected tasks from the textbook is coded. The coding of the tasks is important as it makes initial searching easier and faster. For coding, a simple key has been used. The tasks are coded using the pattern *unit/page/task* (ex. 03/39/4B refers to a task 4B on page 39, which is a part of unit number 3) and can be found in chronological order in the appendix A. This pattern is used because it offers not only the page and task specification but also the unit the task is a part of.

11 Data Collection

The adequacy of conditions being defined, textbook selected, and tasks filtered the data collection takes place. The data collection begins with creating an Excel table that includes all the criteria of the analysis in shortcuts and a list of coded references to individual tasks (discussed above). You can see what the table looks like in figure 9.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Pattern	Organization	Type of activity	Activity functuality	Stages of Task Implementation	STI result	Range	Accuracy	Fluency	Interaction	Coherence	Spoken interaction	Spoken production	Conversation
2	00/04/1B														
3	00/05/3B														
4	00/05/6B														
5	00/06/3														
6	00/07/2														
7	00/07/3														
8	01/08/2B														

Figure 9. Excel Table Example

The table consists of 61 task entries and 14 criteria entries (in text divided into four criteria categories). The only tasks in question are tasks that correspond with the criteria selected (include interaction and concern speaking skills) discussed in detail above.

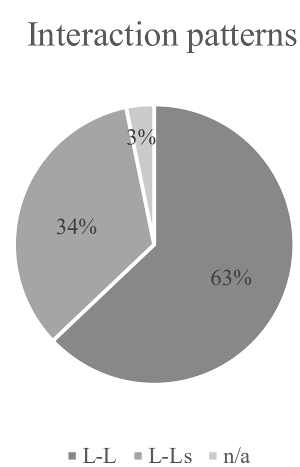
The following chapters discuss criteria categories individually and all data collected are interpreted and evaluated in chapter 12. For the data collection shortcuts (ex. post-task) or a capital letter standing for the initial word – in the sense of acronyms (ex. "A" stands for the word “appropriate”) are used, however, in final graphs presenting the percentual occurrence the criteria options are referred to in the same manner they are discussed in the theoretical part (ex. task in an appropriate sequence is marked as “appropriate”).

11.1 Interaction Patterns

Tasks are divided into two interaction pattern option of occurrence. Data are marked as either L-L or L-Ls based on whether they use L-L interaction pattern or L-Ls interaction pattern. Explanation of these keywords and interaction patterns, in general, are dealt with in detail in chapter 6.1.

Interaction pattern classification of tasks is done based on the instructions provided in the textbook (ex. instruction including “work with a partner” classifies as an L-L interaction pattern). In a case, more than one type of interaction occurs each occurrence of each pattern is marked nonetheless, in other words, as for a task *04/66/Class Project* where both L-L and L-Ls interaction patterns occur the occurrences are marked as two individual data – one datum is L-L and one is L-Ls. This can cause an increase in the total number of entries (ex. the total number of occurrences is not 61 but 62). However, it does not affect the analysis or the data interpretation as a whole in any way because the final analysis and data interpretation operate with percentage rather than numbers. Therefore, the increase in the total number of entries is not an issue.

Out of the 61 task entires, there are 39 of L-L and 21 of L-Ls interaction pattern occurrences. In graph 1, the total percentage numbers of the data collection regarding interaction patterns are visualized.



Graph 1. Interaction Patterns

A task which does not require interaction is marked as "n/a". There are only two tasks in the selection of 61 entries marked as n/a. These two tasks are 01/09/8A and 01/11/7B. Task 01/09/8A is preparation for following task 01/09/8B and there is no certainty (no clear instructions for) interaction will happen. However, there is a possibility the task initiates some. And task 01/11/7B suggests that there might be an interaction happening during the task, but the task instruction does not request it. For these reasons, both of these tasks are marked as n/a rather than L-L or L-Ls.

There is also one task (04/66/Class project) which is marked for occurrence of both L-L and L-Ls interaction because the instructions of the task allow work in pairs or groups.

To conclude, at this point in the data collection, is it clear that the L-L interaction pattern takes up the majority of the total occurrence of interaction patterns. Leaving out the task marked with n/a occurrence L-L interaction pattern takes 65% of the total number of entries, while L-Ls only 35%, which is a 30% difference in occurrence, which is higher than the set tolerance for the adequacy of 25%.

11.2 Type of tasks and Activity Functionality

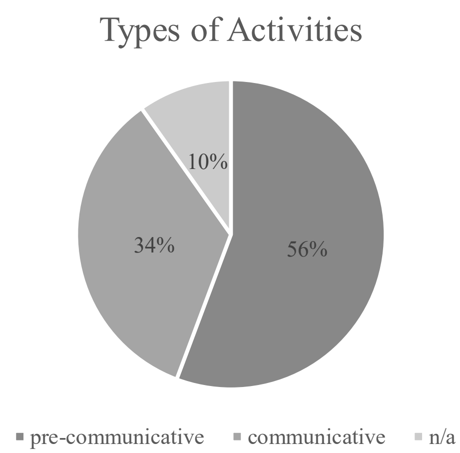
The data of whether the tasks classify as pre-communicative or communicative and what is their functionality is marked down. The theory of activity types and functionality (Littlewood 1998) is discussed in detail in chapter 7.1.

The part of the data collection concerning activity type, tasks are marked as either pre-communicative or communicative. And in regards to the activity functionality, the tasks are divided into performer dialogues, cued dialogues, improvisation, and free dialogue. The definition of these types can be found in chapter 7.1, but examples are given below:

- performed dialogues – 02/23/2B Work in groups of three, act the story. (Hutchinson 2014, 23)
- cued dialogues – 00/07/2 Test a partner. Student B closes his/her book. Student A asks questions. (Hutchinson 2014, 7)
- improvisation – 03/39/6C Ask your partner about his/her last holiday. (Hutchinson 2014, 39)
- free dialogue – 06/77/4 Work in a group, plan your own film. (Hutchinson 2014, 77)

There are also tasks marked as "n/a", those are tasks which do not fit into either of the categories for various reasons (ex. it is impossible to define what type of dialogue could take place due to incomplete or unclear instruction, etc.). These tasks are, however, still included in the evaluation. They are treated as neutral and are left out for the ratio comparison. Aside from n/a option for tasks of unclear classification, there are no tasks marked as both that is due to the fact that these types of activity exude one another.

Firstly, starting with types of activities, there are 34 tasks of pre-communicative type, 21 tasks of communicative type, and 6 tasks marked as n/a. In graph 2, the total percentage numbers of the data collection regarding types of activities are visualized.

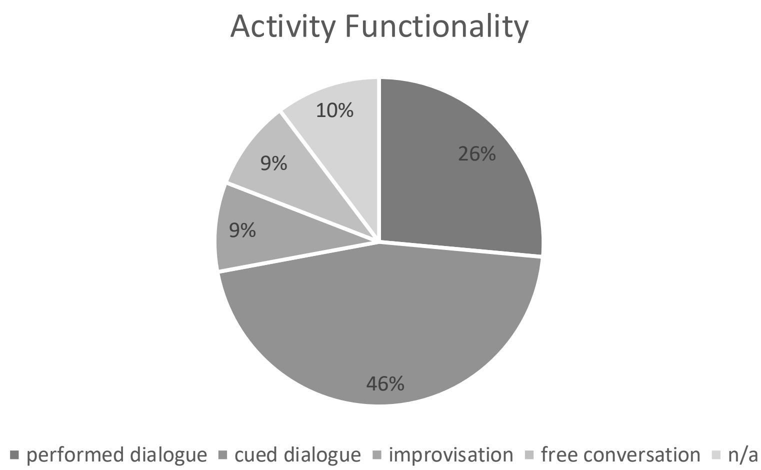


Graph 2. Types of Activities

It is evident that pre-communicative activities are a majority of all the tasks evaluated. They také up over half of the total number, while communicative activities only about one third. Leaving out tasks marked as n/a for, it is 61% of pre-communicative activities and 39% of communicative activities. That is a difference of 22% that is less than the set limit of adequacy at 25% ratio difference tolerance.

Secondly, regarding activity functionality, there is 18 occurrence of performer dialogues, 31 of cued dialogue, 6 of free dialogues, and 6 of improvisation. There are also 7 occurrences of "n/a" – task marked as such are tasks that are impossible to be categorized due to incomplete or unclear instruction. Some of the tasks are classified as more than one because they either offer two variation of the task or the task is somewhere in between the definitions of the two functionalities.

In graph 3, the total percentage numbers of the data collection regarding activity functionality are visualized.



Graph 3. Activity Functionality

Cued dialogues take up about half of the total number and cued dialogues take up about one third while free dialogues and improvisation are represented in only minimal numbers.

The percentual differences between individual activity functionalities are significant. Especially considering that only 6 tasks classified as improvisation in comparison to 31 occurrences of cued dialogue. It is clear that performer and cued dialogues are preferred types of activity functionalities in the textbook, while free conversation and improvisation are probably considered of lower importance and occur significantly less.

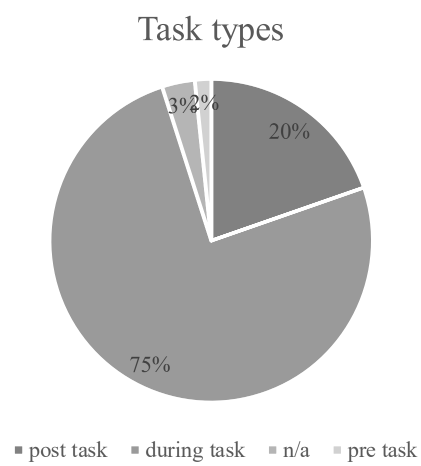
11.3 Stages of Task Implementation

Regarding stages of task implementation, the data collection is rather complicated, as it is crucial to look for the sequence the tasks are a part of as well as their type. In other words, the whole sequence of tasks is necessary for correct data collection regarding task implementation. The theory of stages of task implementation and correct implementation sequence(s) are discussed in detail in chapter number 7.2.

During this data collection, tasks are marked as either pre-tasks, during-tasks, or post-tasks. However, according to their classification and their position in the sequence of implementation, they are also categorized as appropriate, questionable, and inappropriate. For example, task 03/39/6C – "Ask your partner about his/her last holiday." (Hutchinson 2014, 39) is marked as a during-task, it follows another during task 03/39/6B, and the whole sequence starts with a pre-task 03/39/6A. 03/39/6C is at the ends of its part in the unit and there is no post-task directly following it. However, although this sequence is missing a post-task, the rest of it is in a correct sequence which corresponds with the theory of task implementation stages. Therefore, this task is marked as "questionable" rather than "inappropriate".

On the other hand, there is a task 02/25/7 – "Work with a partner. Tell him/her about your favorite animal" (Hutchinson 2014, 25) which is marked as a during-task but there are no pre-tasks activating the learners whatsoever. There are also no post-tasks to conclude this sequence. The only thing connecting the task with the unit is its topic, as the unit focuses on animals, and the task concerns a dialogue about the learner's favorite animal(s). Therefore, this task is marked as "inappropriate".

Firstly, starting with task types in relation to their implementation, in total, there are 12 post-tasks, 46 during-tasks, and only 1 pre-task. There are also 2 tasks (04/66/Class project and 06/79/Your project) marked as "n/a" as they are impossible to categorize. That is due to the fact that both are class project tasks. Therefore, they most probably do not take place within any task sequence.

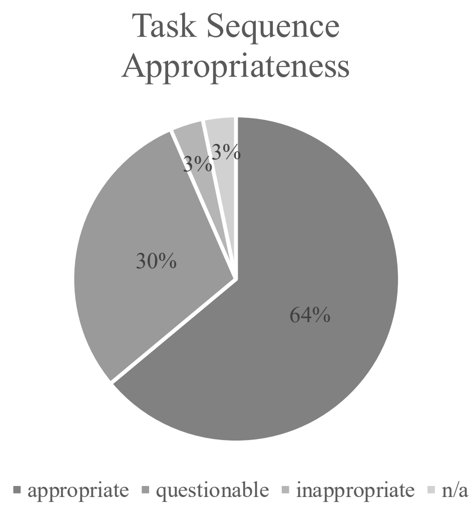


Graph 4. Types of Tasks

As presented in the graph 4, pre-tasks (specifically, only one pre-task) are present in such low numbers, unlike post and during tasks. On the other hand, during-task take unbelievable two-thirds of the total number. It is quite apparent that neither of the ratio differences are within the set norm of 33% to classify as an adequate variety of conditions for speaking skills development from the point of view of the task types. However, these data are not as important for the analysis as those gained in the second half of this category data collection.

More important for the paper's analysis and final evaluation is the level of correspondence with the correct sequence of task implementation. As discussed above, the tasks of the selection of

61 tasks are not possible to classify as it is not undoubtedly they are designed to take place in any sequence of the lessen and are free to teacher's interpretation. However, the rest of the tasks are all part of the sequence appropriateness half of the data collection. In total numbers, there are 39 appropriately placed tasks, 18 questionable placed tasks, and 2 inappropriately placed tasks in relation to the sequence of task implementation.



Graph 5. Task Sequence Appropriateness

As demonstrated in Graph 5, the majority of tasks evaluated are in an appropriate sequence with 64% of positive results in comparison to 3% negative. On the other hand, there is still quite a significant percentage of questionable sequencing.

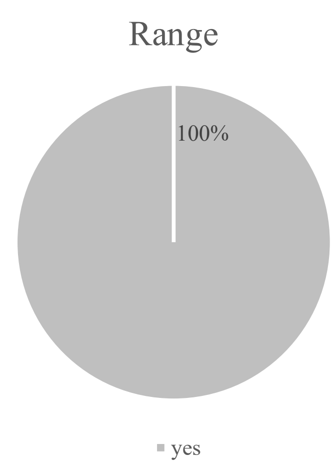
11.4 Aims

Data collection regarding aims is focused on comparing the aims of tasks with the objective references from CEFR (furtherly discussed in chapter 5.1 and 5.2). The criteria for the data collection are range, accuracy, fluency, interaction, and coherence in regards to qualitative aspects of spoken language use and spoken interaction, spoken production, and conversation in regards to speaking skills requirements described by CEFR (2019).

Before the data collection, it is necessary to identify the aims of individual tasks in the student's book Project 2. Most of the aims are rather simple. For example, the aim of the task 01/11/6 – Ask people in your class: "When is your birthday? How many people have got a birthday in the same month as you?" is identified as "After the task accomplishment the learners have recalled and practiced the phase 'When is your birthday?' and answering it. The also recalled months (pronunciation), ordinal numbers, and dates.". The general objectives of the unit are always stated at the top of each page in the textbook, for example, the top of the page this task is on says “ordinal numbers”.

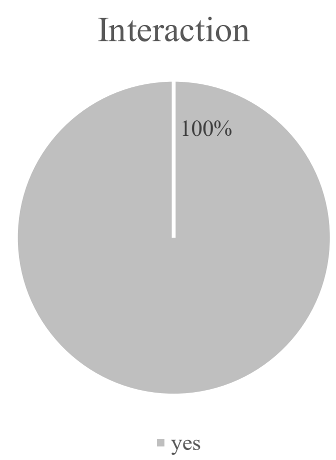
After aims are identified, the initial data collection takes place. The way quantitative data is collected is that task aims that address the CEFR A2 level reference are marked as “yes” (did occur in the aim), while those who do not address the particular aspect at all are marked as “no” (did not occur in the aim). Based on that, the ones that imply the possibility of targeting the particular aspect of speaking skills but do not undoubtedly indicate it are marked as “maybe”(possibly occur in the aim).

Firstly, aspects of spoken language use data are presented. Starting with range, as described in chapter 5.1, it refers to the ability to use simple sentence structures and memorized phrases. Range, together with interaction, are both present in 100% of the total number of tasks. There are tasks in which either of these aspects is present strongly than in others – however, all tasks classified as “yes” nonetheless (see graph 6 and graph 7).



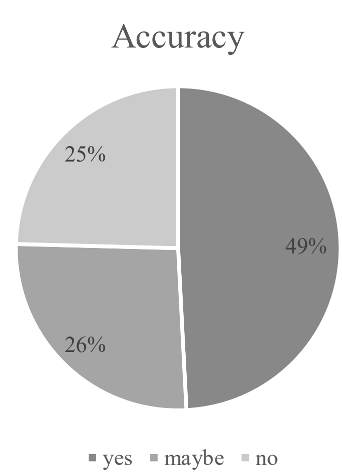
Graph 6. Range

And, as already mentioned, interaction data collection brings the same results of 100% occurrence.



Graph 7. Interaction

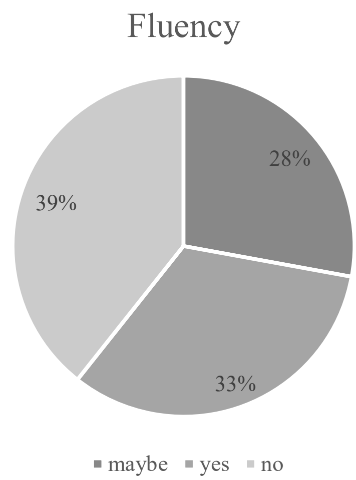
For accuracy, identification of whether the aspect is present or not is much more difficult as there is no certainty that the learners are being corrected by the other participant (another learner), by the teacher, or self-correct themselves. Therefore, only tasks that explicitly give learners the correct sentence answers, or instruct the other learner do the correction are marked as “yes”. Tasks that do not appeal on accuracy are marked as “no” and tasks impossible to marked as either due to unclear or incomplete instructions are marked as “maybe”. That is due to the fact that during those tasks, the accuracy aspect of spoken language use might be part of the aim but also does not necessarily have to. The final decision is passed on the teacher, therefore, it is impossible to assume.



Graph 8. Accuracy

As graph 8 suggests, about half of the total number of task entries includes the accuracy aspect of spoken language use. However, there is also a significant amount of tasks that do not address this aspect as well as tasks impossible to classify either way. On the other hand, the tasks are in the norm of a 33% difference tolerance set for the purposes of the paper's analysis.

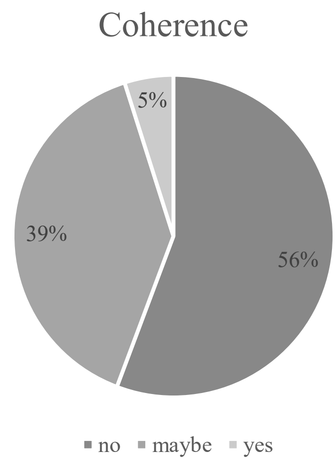
Regarding fluency, tasks are marked as "yes" in case they actively instruct/suggest learners practice fluency (ex. task 02/25/7 "Work with a partner. Tell him/her about your favorite animals."). Generally speaking, there is a significant lack of fluency aspect in the Project 2 task aims as the majority of the total percentage is marked as "no".



Graph 9. Fluency

As can be seen in graph 9, only 20 tasks of the total number of entries classified as "yes", while 24 as "no" and 17 as "maybe". In comparison to accuracy in regards to "yes" occurrence of the aspect, it is a 10% drop, and in comparison to range and interaction, it is an unbelievable drop of 66%. On the other hand, all of the aspects fit into the set norm of 33% ratio difference tolerance.

However, the stats of fluency are negligible in comparison to coherence. Coherence is, out of all aspects of spoken language use, the least present in task aims throughout the whole textbook (see graph 10). Only 3 tasks classified as "yes", while 34 tasks classified as "no". That equals a difference of 51%, "yes" standing for only 5% of the total number of task entries.



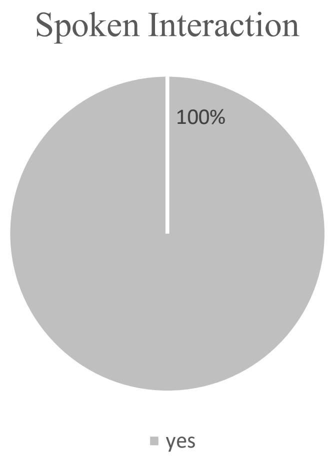
Graph 10. Coherence

There are also 24 tasks that classify as "maybe". That makes "no" and "maybe" occurrence take more than 90% of the total number and that is definitively a very significant drop in comparison to all the other aspects of spoken language use. The set tolerance of 33% of ratio difference is logically out of the question when speaking about the coherence aspect of the aim evaluation.

The second part of the CEFR language proficiency references concerning aims are speaking skills requirements (discussed in chapter 5.2). The data collection starts with spoken interaction, then spoken production, and ends with a conversation.

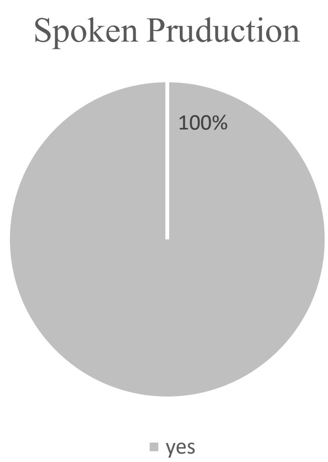
Since the paper is focused on speaking skills with a focus on interaction, and so tasks were accordingly selected for this evaluation, it is logical that spoken interaction occurs in all tasks. Some tasks do not implement spoken interaction as strongly as other (ex. task 02/21/8 – "Work with a partner. Mime an animal. Your partner must guess what animal you are and what are you doing. Take turns." (Hutchinson 2014, 21)), however, all tasks classified as "yes" nonetheless.

Spoken production must reflect this as logically, in tasks that focus on interaction with a 100% occurrence of the spoken interaction, they must also have a 100% occurrence of spoken production. The results reflect this as such.



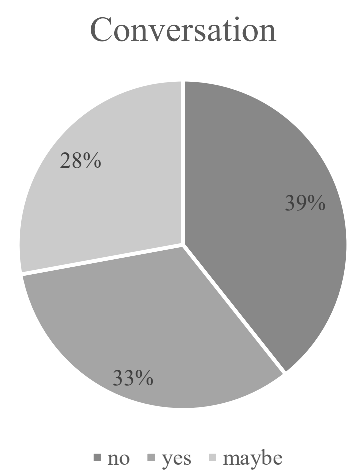
Graph 11. Spoken Interaction

As demonstrated in graph 11 and graph 12, spoken interaction occurs in 100% of cases in regards to the list of 61 selected tasks. Spoken production, mirroring the spoken interaction requirements, also occurs in 100% of tasks evaluated.



Graph 12. Spoken Production

These results, however, are very different from the data collected regarding the occurrence of conversation. In total, 24 of the total number of tasks classified as „no“, 17 as “maybe”, and 20 tasks classified for the “yes” occurrence mark.



Graph 13. Conversation

On the other hand, the percentual difference in the ratio of individual marks does fit into 33% of difference tolerance.

It is important to mention, that although it might seem incorrect that 100% of the tasks include spoken interaction, only 33% of them include conversation, however, conversation requirements given by CEFR differ from spoken interaction significantly. And although spoken interaction description in CEFR says that learner on A2 level of English "can interact with reasonable ease in structured situations and short conversations" (CEFR 2019, 74) it refers to the utterance itself rather than the social skills, which are a significant part of the conversation aspect that refers to the learner's ability to "establish social contact" and "handle very short social exchanges" (CEFR 2019, 76). That is the reason why data collected with the conversation criteria do not mirror the data collected with the criteria of spoken interaction and production.

12 Quantitative Analysis

In this chapter, the data collected in the previous chapter are summarized, analyzed, and compared. Therefore, this part of the paper discussed the outcomes resulting from the numbers, percentage, and ratio data of individual criteria categories.

Based purely on the quantitative data, the majority of data results in an assumption that the most common task in the textbook is a post-task (75%) in an appropriate sequence (64%) that instructs for L-L interaction pattern (63%) and it is a pre-communicative (56%) performed dialogue (49%) that addresses the range (100%), accuracy (56%), interaction (100%), spoken interaction (100%), and spoken production (100%).

Statistically, this equals 66% of the tasks falling under this category. That is more than half – two-third exactly – of the total number of task entries. For demonstration, that equals exactly 44 and 1 fifth of a task out of the total number of 61 tasks which were the subject of this evaluation. However, all of these stats are only statistical and does not reflect the actual truth.

To get a realistic picture of the data and outcomes resulting from them, it is necessary to put the numbers and percentages in a table (see Appendix B).

Firstly, the numbers and percentage of the data collected are ordered chronologically, therefore, the option of the criterion presented the most is on the top of the list, while the option presented the least is at the bottom. For example, for the coherence aspect of spoken language use it is "no" option which is presented the most and "yes" option which is presented the least. At the same time, there is not any criterion equal zero – all criteria options are present in the textbook at least once.

To explain the task functionality ratio difference, the final outcome stays that it is mostly in the limit, that is due to the fact that the ratio difference between cued and performer dialogues is in the limit of the set tolerance, so are performer dialogues, improvisation, and free dialogues, but cued dialogues and improvisation with free dialogues are over the limit. Based on that, it is clear that cued dialogues are slightly overused in the textbook and there is a certain place for improvements in regards to the implementation of improvisation and free dialogues.

The appropriateness of task implementation does not have a difference ratio as no questionably or inappropriately placed tasks are perceived else than as a failure of the textbook to place the tasks appropriately to correspond with the learners' stages of learning.

There are also three criteria in which ratio difference tolerance is over the limit. Those are interaction patterns, types of tasks in regards to task implementation, and addressing coherence as an aspect of spoken language in regards to the aims of the tasks evaluated. However, in the case of interaction patterns, the percentual difference was very close to the set limit of percentual difference tolerance. That can be supported by the fact that only by looking at the data, it is clear that neither of the options in interaction patterns is neglected in a significant manner. On the other hand, the textbook very significantly lacks in pre-tasks and strongly benefits during-tasks. The ratio differences for this criterion were the largest.

On the other hand, the rest of the criteria is in the set limit of percentual difference tolerance, which can be perceived as an adequate variety in conditions offered to learners in terms of developing speaking skills.

13 Summary of the Results

To sum up the results, the textbook offers quite a variety when it comes to different types of activities, activity functionalities, and other criteria categories selected for the analysis and textbook evaluation.

Based on the results of the data interpretation – results of the analysis – the outcomes are quite positive. The textbook offers an adequate variety of conditions for developing speaking skills in regards to the criteria categories selected.

The preferred interaction pattern in the textbook is L-L, and although the final results were qualified to be over the set limit of ratio difference tolerance L-Ls is presented in high numbers as well and the ratio of their usage is quite balanced. The textbook would benefit from adding more tasks focusing on L-Ls activity, but at this moment, it still offers a quite balanced ratio.

In regards to types of activities and activity functionality, the textbook offers quite a balanced ratio of pre-communicative and communicative activities. It is apparent that pre-communicative tasks are preferred as they are present in higher numbers. However, the textbook still offers quite a lot of communicative tasks as well. On the other hand, the functionality of the tasks is not as balanced. Performed and cued dialogues are benefited in the textbook quite significantly and the textbook, in general, lacks improvisation and free dialogues. Speaking tasks are in 75% of the cases controlling, heavily guided, or restrictive towards what are learner's supposed to say. The textbook would definitively benefit from including more improvisation tasks and tasks focusing on free dialogue(s). Despite that, the textbook offers quite a variety in regards to performed and cued dialogues and can offer a good amount of tasks in those areas.

Another criteria category is the task implementation. As already mentioned, there is a significant lack of pre-task and during-tasks are a rather overused option in the textbook. The textbook would definitively benefit from adding more pre-tasks and post-task. However, despite that, most of the tasks are placed correctly in the sequence of task implementation. There are some questionable placements of the tasks which could be placed in a more appropriate manner, but the number of inappropriately placed tasks is considerably low. Overall, the textbook does not offer much variety, but it does place the tasks appropriately in most cases and therefore, the tasks are considered as beneficial to the learner's competence development.

The last criteria category discussed in this paper are the aims. Before doing into details, it is important to say that the textbook eventually addresses all of the aim requirements CEFR (2019) describes. Some of them are addressed in every task (range, interaction, spoken interaction, spoken production), some of them are addressed in most of the task (accuracy), and some of them are addressed in only a half or less of the task (fluency, coherence, conversation). However, despite that, there is no aspect of the spoken language use or speaking skills requirement which is not addressed, and although some of them are addressed in a very low number of activities, for example, coherence. Overall the tasks include these expected aim outcomes in their aims. The textbook would definitively benefit from adding more tasks focusing on developing coherence and fluency aspect of spoken language use, as well as adding more tasks involving conversation. On the other hand, the textbook is targeting 6th graders and the A2 level of language proficiency targets 9th graders. Therefore, the lacking of meeting particular requirements given by CEFR is expected.

To conclude, the textbook does offer an adequate variety of conditions for developing speaking skills in lower-secondary students through interaction based on the results of the quantitative analysis concerning the pre-selected list of criteria categories done in this paper. Specifically, the textbook offers adequate conditions for developing speaking skills from the point of view of interaction patterns, activity types and functionalities, and task implementation. The textbook aims also address the CEFR's aim descriptions of A2 level of language proficiency requirements concerning speaking.

Based on this analysis, the textbook classified as adequate for developing speaking skills in lower-secondary students though interaction in relation to listed criteria categories. However, it is important to state that although quantitative data and interpretation of quantitative data is not biased by the evaluator, the criteria of data collection and evaluation and tasks the criteria ale applied to are selected by the evaluator and are, therefore, biased by the evaluator's subjective preferences and intends. Because of that, the results of the analysis cannot be generalized and claimed to be undisputable if applied to a different set of criteria of evaluation or done on a different selection of tasks.

Conclusion

The bachelor paper deals with the issue of developing speaking skills in lower-secondary learners with a focus on interaction. In the beginning, in the theoretical part of the paper, it defines the keywords, such as speaking skills, foreign language learning and acquisition, communicative competence, and interaction. The practical part analyses the textbook selected – Project 2 student's book – according to the selected list of criteria categories. The criteria categories are interaction patterns, activity types and functionality, task implementation, and aim. The part of the analysis dealing with aims focuses on comparing the task aims with CEFR's requirements for language learning objectives, such as speaking subskills, aspects of spoken language use, speaking skills requirements, and communicative competence key points. It applies CEFR's requirements on data collected from the textbook speaking tasks focusing on interaction. The analysis results answer the paper's thesis on whether or not the textbook offers an adequate variety of conditions for developing speaking skills in lower-secondary students through interaction.

The practical part begins with task selection. Tasks are selected based on two criteria; must be speaking tasks and must initiate or explicitly instruct for interaction between learners. In total, 61 tasks from student's book Project 2 classify for the selection. Tasks are analyzed and the data collected are analyses further to conclude the analysis.

The results of the textbook evaluation are quite positive. According to the analysis, the textbook offers an adequate variety of conditions for developing speaking skills through interaction, and the only area it lacks in is coherence. On the other hand, it offers a one-hundred occurrence of implementation of range, interaction, spoken interaction, and spoken production. From the point of view of individual criteria options, it also offers a quite various pallet of task classification. The only criteria category which is lacking variety is task implementation, specifically, types of tasks according to the theory of three stages of task implementation. During- tasks are overused, while pre-tasks are almost absent. To sum up the results of the analysis and textbook evaluation of the textbook, the tasks selected qualified as an adequate and various selection of conditions.

However, it is important to mention that qualitative analysis can not be completely objective, and quantitative analysis commonly does not reflect the reality of such complicated issues due to variables biasing the data collected. There are too many variables in evaluating a textbook that it is impossible to generalize the outcomes of the practical part of the paper. The validity of the research is doubtable due to these reasons, and therefore, it is impossible to claim the outcomes as facts.

Student's book Project 2 is being used in various settings by a variety of different teachers for a wide variety of reasons and it is impossible to claim that the textbook is or is not suitable for developing speaking skills in lower-secondary students though interaction tasks it offers.

Resumé

Řečové dovednosti nabývají na stále větší důležitosti. Interakce mezi žáky se stává velmi důležitou součástí výuky cizího jazyka a stále více autorů se snaží upozornit na důležitost mluvení při výuce angličtiny jako cizího jazyka. Rozvoj řečových dovedností a jeho složky jsou aktuálním tématem českých, ale i celosvětových pedagogických kruhů.

Tato bakalářská práce se zaměřuje na teoretický rozbor výuky angličtiny jako cizího jazyka se zaměřením na rozvoj nářečových dovedností skrze interakci. Cílem této práce je analýza předem vybrané učebnice (Project 2), jejíž použití je široce rozšířené po celé České Republice. Teze se zabývá tím, zda tato učebnice nabízí adekvátní rozmanitost podmínek pro vývoj řečových dovedností skrze interakci mezi žáky druhého stupně základních škol. Za účelem odpovědi na tuto otázku jsou vypracovány kategorie kritétií, z jejíchž pohledu je daná učebnice analyzována a hodnocena.

V úvodu teoretické části se rozebírá rozdíl mezi druhým a cizím jazykem. Tento rozdíl je definován na základě kontextu jejich výuky. Práce rozebírá a definuje nejen komunikační kompetenci v kontextu klíčových cílů výuky cizího jazyka, ale také požadavky v oblasti rozvoje a cílů výuky jazyků dané centrálním evropským referenčním rámcem (CEFR). V další části jsou představeny jednotlivé aspekty řečových dovedností probíraných v CEFRu, které jsou základem pro jednu z kategorií hodnocení.

Ke konci teoretické části se práce zabývá vysvětlením a definicí pojmů interakce, jazyková cvičení v kontextu výuka angličtiny a učebnicemi. Kapitola zabývající se jazykovými cvičeními také rozebírá jednotlivé kategorie hodnocení použité při analýze a hodnocení učebnice v praktické části práce. Teoretická část je zakončena seznamem hodnoticích kritérií a dílčích výzkumných otázek pod čtyřmi kategoriemi. Tyto kategorie se týkají interakčních vzorců, typů a funkcionality aktivit, fází začlenění jazykových cvičení do výuky a cílů výuky cizího jazyka v kontextu normy dané CEFRem.

Práce rozebírá, jakým způsobem je definována tzv. adekvátní rozmanitost podmínek pro rozvoj řečových dovedností, a nastavuje také hranici tolerance výkyvů v podílu jednotlivých zkoumaných složek kritérií. Tato hranice je nastavena na základě počtu složek a je udávána v procentech za účelem jednodušší aplikace při konečném porovnání výsledků a hodnocení učebnice.

Praktická část práce začíná výběrem učebnice a vysvětlením důvodů, proč byla právě tato učebnice vybrána pro následnou analýzu a hodnocení. Vybraná učebnice je také stručně

představena v kontextu autora, obsahu a pohledu MŠMT na její zařazení do seznamu učebnic pro základní vzdělávání.

Po výběru učebnice se praktická část zabývá selekcí cvičení za pomocí norem, kterými se cvičení filtrují na ta pro analýzu relevantní a irrelevantní. Tyto normy zaručují, že pouze cvičení týkající se řečových dovedností a interakce se dostanou do konečného výběru a stanou se předmětem hodnocení. Konečný počet vybraných cvičení je 61 a tato cvičení jsou v následující kapitole rozebrána a hodnocena na základě hodnoticích kritérií zmíněných výše v textu.

Tato část práce sbíra data, která jsou stěžejní pro samotnou analýzu. Sbíraná data se týkají kategorií rozebíraných v teoretické části a samotný sběr je založen na principu kvantitativního výzkumu. Výskyt jednotlivých možností kritérií je zaznamenán a v práci je prezentován ve formě výsečových grafů.

Kategorie interakčních vzorců sbíra data na základě výskuty jednoho (či obou) interakčních vzorců v jednotlivých cvičeních. Nasbíraná data dokazují, že interakční vzorec L-L (interakce mezi pouze dvěma žáky) se v učebnici vyskytuje častěji než-li interakční vzotec L-Ls (interakce mezi třemi a více žáky). Avšak výsledky podílů těchto možností byly velmi blízko určené toleranci adekvátní rozmanitosti, a proto se tato kategorie neklasifikovala jako vhodná. Avšak v případě této kategorie byl tento výsledek přehlédnut a to na základě skutečnosti, že přesto, že většina cvičení se zaměřovala na L-L interakci, L-Ls interakce byla stále zastoupena v poměrně vysokém počtu cvičení.

Kategorie typů a funkcionality aktivity sbírá data stejným způsobem. Tato část sběru dat zjistila, že pre-komunikační typ aktivit se vyskytuje v učebnici výrazně častěji než-li komunikační. Podobné výsledky prokázala i druhá polovina sběru dat v této kategorii. Dialogy se striktně daným obsahem a formou společně s dialogy omezenými obsahem, či tématem významně převyšují výskyt improvizace a volných dialogů. V případě typů se tato kategorie klasifikovala jako vhodná, což znamená, že i přesto, že většina cvičení byla pre-komunikačních, učebnice stále nabízela i dostatečné množství cvičení komunikačních. Na druhou stranu, v případě funkcionality aktivit se část výsledků neklasifikovala, a proto bylo konečné rozhodnutí o splnění této normy tolerance uvedeno pouze jako "většinou odpovídá".

Kategorie začlenení cvičení do sekvence výuky se zaměřuje na sběr dat s ohledem na typ cvičení a jeho umístění do sekvence fází, které určují, v jakém pořadí jsou cvičení žákům prezentována. Přesto, že většina cvičení se klasifikovala jako during-task (cvičení v tzv. průběhové fázy, neboli cvičení, které vyžaduje žákovu pozornost, aktivitu, a účast nejvíce) a pouze jedno cvičení se klasifikovalo jako pre-task (cvičení v tzv. aktivační fázy, neboli cvičení, které má žáka aktivovat a vzbudit jeho pozornost), většina cvičení podrobených analýze se klasifikovala jako vhodně umístěná do sekvence začlenení aktivit. A přesto, že se podíl možností typů cvičení neklasifikoval jako vhodný, samotná vhodnost umístění aktivit byla ohodnocena jaho vhodná a dostačující.

Poslední kategorií jsou cíle. V této kategorii byla data sbírána na základě porovnání referencí aspektů a podmínek daných CEFRem s cíly jednotlivých cvičení. To, zda cvičení cílí na rozvoj daného aspektu řečových dovedností, či nikoli, je zaznačeno. Konečný podíl výskytu, možného výskytu a opomnění je prezentován v grafu a konečné výsledky jsou překvapivě pozitivní. Kromě jednoho se všechny CEFRem dané cíle řečových dovedností vybrané pro tuto analýzu vyskytují v dostatečném počtu, aby se klasifikovaly jako vhodné. Jediné kritérium, které se neklasifikovalo, je koherence, která je v učebnici poměrně opomíjená a vyskytuje se spíše ojediněle.

Další částí je analýza. Ta je založena na kvantitativním přístupu k hodnocení dat a probíhá na základě porovnávání čísel a procent zastoupení jednotlivých možností kritérií. Praktická část prezentuje, které možnosti kritérií se vyskytovaly nejméně, které nejvíce a jaký byl celkový podíl jednotlivých složek. Porovnání podílů s předem stanovenými hranicemi adekvátnosti rozmanitosti je základem pro konečné zhodnocení v souhrnu výsledků.

Tyto výsledky jsou rozebrány a formulovány do podoby, která odpovídá původním dílčím výzkumným otázkám a samotné tezi celé práce. Výsledky práce dokazují, že učebnice vybraná pro hodnocení na základě poskytnutí adekvátní rozmanitosti podmínek pro rozvoj řečových dovedností skrze interakci se prokázala jako vhodná. Přestože analýza objevila jisté nedostatky a rozebrala oblasti, kterým je v učebnici věnováno méně pozornosti na úkor žáků, pro které je učebnice určena, se Project 2 prokázal jako vhodný pro účely, na něž se práce zaměřuje.

Bibliography

Celce-Murcia, Marianne., Dinna M. Brinton, and Marguerite Ann Snow. 2014. *Teaching English as a Second or Foreign Language*. Boston: National Geographic Learning.

Chomsky, Noam. 1956. “Three Models for the Description of Language.” *IRE Transactions on Information Theory* 2 (3): 113–124.

Crawford, Jane. 2002. “The Role of Materials in the Language Classroom: Finding the Balance.” In *Methodology In Language Teaching: An Anthology Of Current Practice*, edited by Richards, Jack C., and Willy A. Renandya, 80–92. New York: Cambridge University Press.

Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford: Heinemann.

Bygate, Martin. 1987. *Speaking*. Oxford: Oxford University Press.

Bygate, Martin. 2003. *Language Teaching. A Scheme for Teaching Education: Speaking*. UK: Oxford University Press.

Gaisch, Martina. 2014. “Affordances for Teaching in an International Classroom: A Constructivist Grounded Theory.” Unpublished PhD diss., Vienna.

Gan, Zhengdong. 2011. “Second Language Task Difficulty: Reflections on the Current Psycholinguistic Models.” *Theory and Practice in Language Studies* 1 (8): 921–927.

Garinger, Dawn. 2002. *Textbook Selection for the ESL Classroom*. Washington DC: Eric ClearingHouse On Languages and Linguistics. Accessed June 12, 2020. https://www.semanticscholar.org/paper/Textbook-Selection-for-the-ESL-Classroom-Garinger/5130f2bf07d555418154957847dfddc7b5fb9993.

Goh, Christine C. M., and Anne Burns. 2012. *Teaching Speaking*. Cambridge: Cambridge University Press.

Halliday, Michael Alexander Kirkwood. 1975. *Learning How to Mean: Explorations in the Development of Language*. London: Edward Arnold.

Hartley, Peter. 1993. *Interpersonal Communication.* New York: Routledge.

Harris, David. 1969. *Testing English As a Second Language*. New York: McGraw-Hill.

Hymes, Dell. 1966. “On ‘Anthropological Linguistics’ and Congeners.” *American Anthropological Association* 68: 143–153.

Krashen, Stephen D., Tracy D Terrell. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon.

Krashen, Stephen D. 1981. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.

Kline, John A. 2001. *Speaking Effectively: A Guide for Air Force Speakers*. USA: Air University Press.

Lier, Leo. 1996. *Interaction in the Language Curriculum; Awareness, Autonomy, and Authenticity*. New York: Longmann.

Littlewood, William. 1981. *Communicative language teachin*g. *An Introduction*. Cambridge: Cambridge University Press.

Littlewood, William. 1998. *Communicative Activities*. Cambridge: Cambridge University Press.

Littlewood, William. 2004. “The task-based approach: Some questions and suggestions. ” *ELT Journal* 58 (4): 319–326.

Malamah-Thomas, Ann. 1987. *Classroom Interaction*. 2nd edition. Oxford: Oxford University.

Miekley, Joshua. 2005. “‘ESL Textbook Evaluation Checklist’ and Congeners.” The Reading Matrix 5 (2).

Mustafa, Karwan, Mahta Khaksari, Lin Siew Eng, and Ahmad Mahreez Abdul Ghani. 2016. “The Role of Learner-learner Interaction in the Development of Speaking Skills.” *Theory and Practice in Language Studies* 6 (2): 235–241.

Nelson, Ronald A. 2001. *Geologic Analysis of Naturally Fractured Reservoirs.* 2nd ed. Gulf Professional Publishing.

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge Cambridge University Press.

NUV – Národní ústav pro vzdělávání. „Rámcové vzdělávací programy“ Accessed June 4, 2020. http://www.nuv.cz/t/rvp.

Research Institute of Education. 2007. *Framework Education Programme for Elementary Education*. Prague: VÚP.

Richards, Jack C. 2008. *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge University Press.

Richard, Jack C., and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. 4th edition. UK: Pearson Education Limited.

Richards, Jack C., and Theodore Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Saussure, Ferdinand. 1916. *Course in General Linguistics*. Paris: Payot.

Scrivener, Jim. 2011. *Learning Teaching.* 4th ed. Oxford: Macmillan Publishers Limited.

Soori, Afshin, Reza Kafipour, and Mohammad Soury. 2011. „EFL Textbook Evaluation and Graphic Representation“ *European Journal of Social Sciences* 26 (3): 481–493.

Thoms, Joshua J. 2012. "Classroom Discourse in Foreign Language Classrooms: A Review of the Literature." *Foreign Language Annals* 45 (1): 8–27.

Trejo, Narváez Oscar M. 2016. "Classroom Dynamics Anthology." Accessed July 10, 2020. https://www.uv.mx/personal/onarvaez/files/2010/08/Classroom-Dynamics-Anthology.pdf.

Tsang, W. K., and M. Wong. 2002. *Controversial English an Interaction Collaborative and Reflective Approach*. Hong Kong: P3 Publishing.

Willis, J., and Willis, D. 2006. "Challenge and Change in Language." In *Teaching Second Language Acquisition Research and Task-based Instruction*, edited by Skehan, Peter, 17–30. US: Heinemann.

Primary sources

Council of Europe. 2019. *Common Europian Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

Tom Hutchinson. 2019. *Project 2: Student's Book*. Ed. 4th. United Kingdom: Oxford University Press.

Appendices

Appendix A – List of selected tasks

Legend: unit number / page number / exercise number

Introduction (grammar: be; can; questions; have got)

00/04/1B

Work with a partner. Ask and answer about the people. (Ex. Who's Susan?; She's Emma and Jake's mom.)

00/05/3B

Work with a partner. Student A is Emma. Student B is the receptionist. Practice their dialogue.

00/05/6B

Work with a partner. Ask and answer. (Ex. Can you play the guitar?; Yes, I can. / No, I can't.)

1. Can you play the guitar?
2. Can you speak French?
3. Can you swim?
4. Can you play ice hockey?
5. Can you write with both hands?
6. Can you throw a ball 50 meters?
7. Can you spell your name in English?
8. Can you divide ninety-eight by seven?
9. Can you count from ten down to one?
10. Can you ride a bike?

00/06/3

Work with a partner. Ask more questions about the picture. Use the phrases.

Questions	**Answers**
1. What is this?	It's a / an …
2.What color is / are … ?	It's / They're …
3. What is / are … doing?	He's / She's / They're … ing.
4. How many … are there?	There are …
5. Where is / are the … ?	It's / They're (in / on / under) the …
6. What is … wearing?	He's / She's wearing a …

00/07/2

Test a partner. Student B closes his / her book. Student A asks questions. (Ex. Has Jake got an apple on his desk?; Yes, he has. / No, he hasn't.; How many pens has Jake got on his desk?; He's got …)

00/07/3

What have you got in your bag? Work in a group. Play a game. (Ex. In my bag I've got three photographs, but I haven't got a ball.; In my bag I've got three photographs and a ball, but I haven't got a drink.; In my bag I've got three photographs, a ball and a drink, but I haven't got two …)

Unit 1 - My Life (grammar; present simple, ordinal numbers; yes/no and wh- questions, adverbs of frequency)

01/08/2B

Work with a partner. Student A closes his / her eyes. Student B asks questions. (Ex. Where does Henry live?; He lives on the third floor.)

01/09/8A and B

Write six true sentences about your partner. Use the cues. (Ex. like Math; He / She likes Math.; He / She doesn't like math.)
get up half past six
take the bus to school
ply table tennis
live on the third floor
go swimming at the weekend

Read your sentences to the class. Your partner says if it's right or wrong. (Ex. She likes Math.; Yes, that's right. / No, that's wrong. I don't like math.)

01/11/6

Ask people in your class: *When is your birthday?*. How many people have got a birthday in the same month as you?

01/11/7B

Talk about six important dates in your life. (Ex. The first date on my list is the fifth of January.; What is it?; It's my birthday. What's your first date?)

01/12/2

Work in small groups. Act the story.

01/13/5B

Work with a partner. Ask and answer about Monica. (Ex. Where does she live?; She lives in …; When …?)

01/13/5C

Interview your partner. Use the questions from the chart.

01/13/6A

Work in a group. Write four more questions for Mickey and Millie's quiz.

01/13/6B

Read your questions to another group. How many do they get right?

Unit 1 – Culture

01/17/5B

Compare your answers with the members of your class.

Unit 1 – Revision

01/18/1C

Work with a partner. Ask and answer about Josie. Use the cues.
1. What time / she / get up
Ex. What time does she get up?
She gets up at half-past seven.
2. she / go to school / with her brother
3. Josie and Paula / walk to school
4. they / go home / at three o'clock
5. What / Josie / do / on Thursdays
6. she / do / her homework in the evening
7. What time / she / go to bed
8. What / Josie and Paula / do / on Saturday

Unit 2 – Animals (grammar: present continuous v. present simple; must; subject and object pronouns)

02/21/8

Work with a partner. Mine an animal. Your partner must guess what animal you are and what you are doing. Také turns.

02/23/2B

Work in groups of three. Act the story.

02/23/4B

Work with a partner. Practice the dialogues.

02/23/5C

Work with a partner. Practice the dialogues.

02/24/2

What other wild animals do you know? Work in a proud. Make a list.

02/25/7

Work with a partner. Tell him / her about your favorite animal.

02/27/5

Work in groups of five. Act the story of Chicken Linken.

Unit 2 – Culture

Unit 2 – Revision

Unit 3 – Holidays (grammar: past simple; regular and irregular verbs)

03/33/6B

Work with a partner. Practice the dialogues.

03/37/6B

Work in a group. Write all the verbs in exercise 2 (leave; forget; break; steal; fall over; bite; lose; feel; take; get) on separate pieces of paper. Take it in turns to pick up a piece of paper and make a sentence. (Ex. I fell over.; I didn't fall over, but a dog bit me.; I didn't fall over and a dog didn't bite me, but I lost my passport.)

03/38/1B

Work in groups of four. Act the story.

03/39/4B

Work with a partner. Practice the dialogues.

03/39/5B

Work with a partner. Practice the dialogues.

03/39/6B

Work with a partner. Make dialogues. Use the chart.

03/39/6C

Ask your partner about his / her last holiday.

Unit 3 – Culture

Unit 3 – Revision

03/42/2B

Read the conversation with a partner.

Unit 4 – Food (grammar: countable and uncountable nouns; articles; some and any; How much / How many?)

04/45/5B

Ask and answer with a partner. (Ex. Do you like coffee?; Yes, I do. / No, I don't. I never drink it.; Do you like grapes?)

04/45/7C

Work with a partner. Practice the dialogue.

04/47/4B

Ask and answer with a partner. Find out what's in your partner's cupboard. (Ex. Have you got any water?; No, I haven't got any water. Have you got any water?; Yes, I've got some water. Have you got …?)

04/47/6

Work with a partner. Find out what he / she eats and drinks in a normal week. Ask about these things. (Ex. Do you eat any chocolate?; Yes, I do. I eat a lot of chocolate.; Do you drink any milk?; Yes, I do. I usually have some milk for breakfast.)

chocolate	eggs	coffee
milk	lemonade	fish
crisps	bread	yogurt
fruit	sweets	vegetables

04/47/6B

Complete the chart ad write about you and your partner. Have you got a healthy diet?

FOOD	ME	PARTNER
chocolate	✗	✓
…		

In a weak partner eats a lot of chocolate. I don't eat chocolate.
He / She drinks …

04/47/7

Read the story *Stone Soup* again. Work with a partner. Act the story.

Unit 4 – Culture

04/52/04

Work with a partner. Ask and answer about the meals you eat.
1. When do you have them?
2. What do you eat?
3. What do you like to eat for dinner?

Unit 4 – Revision

04/54/6B

Work with a partner. Ask and answer about the shopping list. (Ex. How much milk did they get?; A small carton.; How many …)

04/55/ Class project

Make a project about food in your country. There are lots of things to write about, so we did our project as a whole class. Here are some of the things that people did.

Unit 5 – The world (grammar: how questions; comparative and superlative adjectives; as … as)

05/56/4

Work with a partner. Use the table. Make four questions and answer dialogues.

05/60/1B

Compare your answers with other people in your class.

05/61/4

Work in a group of three. Take turns to start with a new adjective.
1. My dog's big.
2. My dog's bigger than your dog.
3. My dog's the biggest dog in the world.
4. My dog's famous.
5. My dog's more …

05/61/5B

Compare your answers with your partner. (Ex. Who is the youngest person in our class?; … is the youngest person in our class.)

05/62/1B

Work with a partner. Make an ending for the story. Act the whole story.

Unit 5 – Culture

Unit 5 – Revision

Unit 6 – Entertainment (grammar: going to; adjectives and adverbs; have to; making suggestions)

06/69/5B

Plan the perfect evening's TV. Write down six programs that you are going to watch.

06/69/5C

Work with another group. Ask and answer. Are you going to watch the same programs? (Ex. Are you going to watch „Hollyoaks"?; Yes, we are. /No, we aren't.)

06/69/6B

Work with a partner. Ask about the people. (Ex. What's Marco going to do?; He's going to …)

06/69/6C

Ask and answer with a partner about the activities. (Ex. Are you going to play football?; Yes, I am. / No, I am not.)

06/69/7

Ask your partner: What are you going to do at these times?
this evening
at the New Year
after school
on Saturday morning
on Sunday afternoon
on your next birthday

06/71/3B

Work with a partner. Act out an interview. One person is the reporter and one is Justin.
Reporter: Why did Dr. X want the computer?
Justin: With the computer, she could …
Reporter: How did you escape from the room?
Justin: I should: …, and the guard …

06/71/7

Work with a partner. Give him / her some instructions. Use adverbs to say how he / she must do it. You can use real instructions. (Ex. Say your name quietly.; Ride a horse happily.)

06/71/8B

Work with three friends. Write the first part of the story.

06/71/8C

Act the story.

06/73/8C

Work with a partner. Practice the dialogues in exercise 8A.

06/74/2

Work in groups of three. Act the story.

06/75/4B

Work with a partner. Take turns to suggest things and give answers. (Ex. What shall we do this afternoon?; Let's play a computer game.; That's a good idea.)

06/75/6

Work with a partner. Make new dialogues with the cues. Use the dialogues in exercise 5B to help you.

1.	go to cinema	2.	play table tennis
	this afternoon		this evening
	at the bus stop		at the sports centre
	half past three		quarter past eight

Unit 6 – Culture

06/77/4

Work in a group. Play your own film.

Unit 6 – Revision

06/78/4

Work with a partner. Make dialogues to make this arrangement.
go to see a film / this afternoon
meet in the town square
meet at 2.30

06/79/ Your project

Make a project about entertainment. You can do lots of different things for this, so first you have to choose a topic.

Appendix B – Table of the final results

Criterion	Tasks in numbers	Tasks in percentage	Ratio differences
Interaction patterns	39 of L-L 21 of L-Ls 2 of n/a	63% L-L 34% L-Ls 3% n/a	over the limit
Types of tasks	34 of pre-communicative 21 of communicative 6 of n/a	56% pre-communicative 34% communicative 10% n/a	in limit
Functionalities of tasks	31 of cued dialogues 18 of performer dialogues 7 of n/a 6 of improvisations 6 of free dialogues	46 % cued dialogue 26% performer dialogue 10% n/a 9% improvisation 9% free dialogue	mostly in limit
Type of tasks	46 of during-tasks 12 of post-tasks 2 of n/a 1 of pre-tasks	75% during-tasks 20% post-tasks 3% n/a 2% pre-tasks	over the limit
Implementation	39 of appropriately placed 18 of questionable places 2 of inappropriately placed 2 of n/a	64% appropriately placed 30% questionably places 3% inappropriately placed 3% n/a	n/a
Range	61 of yes mark	100% yes mark	in limit
Accuracy	30 of yes mark 16 of maybe mark 15 of no mark	49% yes mark 26% maybe mark 25% no mark	in limit
Fluency	24 of no mark 20 of yes mark 17 of maybe mark	39% no mark 33% yes mark 28% maybe mark	in limit
Interaction	61 of yes mark	100% yes mark	in limit
Coherence	34 of no mark 24 of maybe mark 3 of yes mark	56% no mark 39% maybe mark 5% yes mark	over the limit
Spoken interaction	61 of yes mark	100% yes mark	in limit
Spoken production	61 of yes mark	100% yes mark	in limit
Conversation	24 of no mark 20 of yes mark 17 of maybe mark	39% no mark 33% yes mark 28% maybe mark	in limit