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

Bakalantka se ve své práci bude zabývat problematikou hodnocení aktivit rozvíjejících psaní v učebnicích anglického jazyka pro žáky základní školy. V teoretické části práce bakalantka popíše principy, metody a techniky výuky řečové dovednosti psaní a dále bude definovat roli učebnice jako materiálního didaktického prostředku využívaného pro rozvoj psaní ve výuce anglického jazyka. V praktické části práce pak bude bakalantka na základě teoretických východisek definovaných v předchozí části analyzovat a hodnotit vybrané učebnice.

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Prohlašuji:

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

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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ANNOTATION

This bachelor thesis presents an evaluation of writing activities in selected course books aimed at developing writing skills. In the theoretical part, the Common European Framework of Reference for Languages is described along with communicative language competences, as well as the Framework Educational Programme for Elementary Education and the foreign language section thereof. Furthermore, writing as a skill is described along with various types of writing and ELT methodology concerning writing. Finally, the course book and its role is described as well as the use of the course book in terms of the teaching of writing, which is followed by a course book evaluation. The practical part consists of an analysis and evaluation of the writing activities included in the course book.

KEY WORDS

Writing, writing activities, communicative competences, course book

NÁZEV

Hodnocení aktivit rozvíjejících psaní v učebnicích

ANOTACE

Tato Bakalářská práce se zabývá hodnocením aktivit rozvíjejících psaní v učebnicích pro základní školy. Teoretická část se věnuje Společnému evropskému referenčnímu rámci a dále popisuje komunikační kompetence. Následně je zmíněn Rámcový vzdělávací program pro základní vzdělávání a sekce pro cizí jazyk. V práci je dále popsáno psaní jako dovednost, typy psaní společně s ELT metodikou psaní a role učebnice, používání učebnice k rozvoji psaní a hodnocení učebnice. Praktická část této práce se skládá z analýzy a hodnocení aktivit rozvíjejících psaní v učebnicích.

KLIČOVÁ SLOVA

Psaní, psací aktivity, komunikační kompetence, učebnice

TABLE OF CONTENTS

| | |
|---|----|
| INTRODUCTION | 10 |
| 1 THE COMMON EUROPEAN FRAMEWORK OF REFERENCE..... | 12 |
| 1.1 The Common European Framework of Reference - definition | 12 |
| 2 COMMUNICATIVE LANGUAGE COMPETENCES..... | 14 |
| 2.1 Sociolinguistic competences | 14 |
| 2.1.1 Linguistic markers of social relations | 14 |
| 2.1.2 Politeness conventions | 14 |
| 2.1.3 Expressions of folk wisdom..... | 15 |
| 2.2 Linguistic competences | 15 |
| 2.2.1 Lexical competence | 16 |
| 2.2.2 Grammatical competence | 17 |
| 2.2.3 Semantic competence | 17 |
| 2.2.4 Orthographic competence | 17 |
| 2.3 Pragmatic competences | 18 |
| 2.3.1 Discourse competence | 18 |
| 2.3.2 Functional competence | 19 |
| 3 THE FRAMEWORK EDUCATIONAL PROGRAMME FOR ELEMENTARY EDUCATION | 20 |
| 3.1 Key competencies | 20 |
| 3.1.1 Communication competency | 21 |
| 3.2 Foreign language..... | 21 |
| 3.2.1 Foreign language - stage 1 | 22 |
| 3.2.2 Foreign language - stage 2 | 22 |
| 4 WRITING..... | 23 |
| 4.1 Types of writing | 23 |
| 4.1.1 Writing for learning | 23 |
| 4.1.2 Writing for writing..... | 24 |
| 4.2 How to teach writing..... | 24 |
| 4.2.1 Pre-writing activities..... | 25 |
| 4.2.2 Controlled writing..... | 26 |
| 4.2.3 Guided writing | 26 |
| 4.2.4 Free writing..... | 27 |

| | | |
|-----|--|----|
| 5 | COURSE BOOK | 29 |
| 5.1 | Using a course book | 29 |
| 5.2 | Evaluation of course books | 30 |
| 6 | <i>PROJECT 1</i> | 33 |
| 6.1 | <i>Project 1</i> – analysis of writing exercises..... | 34 |
| 6.2 | Evaluation of <i>Project 1</i> | 38 |
| 7 | <i>PROJECT 2</i> | 41 |
| 7.1 | <i>Project 2</i> – analysis of writing exercises..... | 41 |
| 7.2 | Evaluation of <i>Project 2</i> | 44 |
| 8 | THE COMPARISON OF THE <i>PROJECT 1</i> AND <i>PROJECT 2</i> COURSE BOOKS | 46 |
| | CONCLUSION..... | 48 |
| | RESUMÉ | 50 |
| | APPENDICES | 57 |
| | Appendix A: <i>Project 1</i> syllabus | 57 |
| | Appendix B: <i>Project 2</i> syllabus | 59 |
| | Appendix C | 61 |
| | Appendix D | 63 |

INTRODUCTION

Writing makes up one of the four main language skills learners need to develop in order to communicate with others; however, sometimes this skill is perceived as the hardest skill to both learn and teach since it includes completely different mental processes than those required for the other skills. The teaching of writing may be time consuming since writing is permanent; therefore, learners need enough time and space to plan their writing.

This paper deals with an evaluation of course books Project 1 and Project 2 in terms of writing activities and their impact on the development of writing; therefore, the aim of this paper is to determine whether the writing activities featured in these course books help to develop writing as a skill.

The course books are intended for elementary school learners; specifically, *Project 1* is used for 5th grade learners and *Project 2* for 6th grade learners which, in the paper, are referred to as A1 and A1 - A2 learners.

The paper is divided into two main parts: the theoretical part which aims to set out the criteria according to which the course books are evaluated, and the practical part which presents the detailed evaluation.

The first chapter of the theoretical part describes the Common European Framework (CEFR) since it makes up a document which is used throughout Europe. The chapter defines what this document is and what it is used for, and includes a description of who A1 and A2 (elementary) level learners are and what is their global reference of knowledge. Furthermore, it describes the communicative language competencies directly related to writing and the expected outcomes of these competences for the said learners.

Since this paper is written in the context of the Czech Republic, the next chapter deals with a Czech national level document known as the Framework Educational Programme for Elementary Education; this document is required to correspond with the above-mentioned CEFR, hence it is described in detail in the second chapter. This chapter further includes a definition of the Framework Educational Programme for Elementary Education and its uses, key competencies, describes the communication key competency, the stages of foreign language learning and the expected outcomes concerning writing.

The next chapter focuses on writing and includes a definition of writing, types of writing and the ELT methodology for teaching writing, and discusses various types of text. The final chapter focuses on the course book defines what a course book is, how it is used in the teaching of writing and approaches to the evaluation of course books with particular concern to writing.

The theoretical part ends with a summary of the criteria based on the content of the chapters in this section of the paper; the criteria are then employed in order to form an evaluation of writing activities and in the course books.

The second part of the paper consists of the practical part, which contains three chapters. The first two chapters contain brief descriptions of each course book, an analysis of the writing activities and a course book evaluation. The third chapter consists of a comparison of the two books in terms of writing activities.

THEORETICAL PART

1 THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

1.1 The Common European Framework of Reference - definition

The Common European Framework (CEFR) is a language book used throughout Europe, and it describes objective criteria for language proficiency and what language learners need to achieve in order to use language effectively. It was written for people working with languages such as teachers, course designers, etc. to help standardize educational systems in Europe, in order to globalize the evaluation system and the levels of learners in language learning, i.e. to avoid differences in language teaching and learning. It is a tool for European educational institutions to unify their education with other European countries which leads to international co-operation between language institutions within Europe (Council of Europe, 2003, p.1-7).

It provides the means for teachers to co-ordinate their practice according to common criteria which are designed to ensure that the needs of learners are fully met and it defines the knowledge and skills learners need to achieve (Council of Europe, 2003, p.1-7).

This Bachelor thesis will only focus on the learners at A1 and A2 levels, which are both considered, according to this document, basic users of English and the global reference level of knowledge for these learners consists of:

(The ability to) understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (level A1, Council of Europe, 2003, p.24).

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

environment and matters in areas of immediate basic need (level A2, Council of Europe, 2003, p.24).

2 COMMUNICATIVE LANGUAGE COMPETENCES

Communicative language competence is, according to The Common European Framework, divided into three areas: *sociolinguistic, linguistic and pragmatic*. Expected outcomes are described for all three areas; however, since this paper will focus only on learners at the A1 and A2 levels, the expected outcomes for these two levels only will be described.

2.1 Sociolinguistic competences

Sociolinguistic competence focuses on the skills and knowledge which learners are required to attain in order to deal with the social use of a language and, therefore, they must have an awareness of the background of the language and its usage. Sociolinguistic competence is divided into: *linguistic markers of social relations, register differences, politeness conventions, expression of folk-wisdom, dialect and accent* (Council of Europe, 2003, p. 118).

2.1.1 Linguistic markers of social relations

Linguistic markers of social relations differ in every culture and language and are affected by factors such as the relationship between the participants, for example whether the participants have a close relationship, or the type of discourse and relative status.

The linguistic markers of social relations in English are as follows: the use and choice of greetings (hello, good morning, goodbye), the use and choice of form of address (Sir, Madam, darling) and the use and choice of expletives (My God! Dear, oh dear!); as mentioned in the previous paragraph, it is possible that these examples have no equivalents in other languages (Council of Europe, 2003, p. 119).

2.1.2 Politeness conventions

A further element consists of politeness conventions, which differ from culture to culture and often lead to misunderstandings between inter-ethnic participants. Politeness can be divided into “*positive*” politeness such as expressing admiration and gratitude, hospitality, and the sharing of concerns; “*negative*” such as expressing regret or apologizing and “*impoliteness*” such as expressing dislike and contempt, bluntness, and asserting superiority (Council of Europe, 2003, p. 119).

2.1.3 Expressions of folk wisdom

Expressions of folk wisdom consist of fixed formulae which are frequently used in a language. They reinforce common attitudes, contribute to popular culture and are often referred to, for example, in newspapers; moreover, they are assumed to be known by all, including the knowledge of idioms, proverbs and TV catch phrases (Council of Europe, 2003, p. 120).

A further competence mentioned by the Common European Framework is Dialect and Accent; however, this paper intends to focus only on those competencies related to writing. Hence these competencies will not be described further (see Council of Europe, 2003, p.120).

Register difference competencies will also not be described, even though they are another element of sociolinguistic competence and are related to writing, but the learners begin to distinguish between registers at the level B1, therefore it is not necessary to discuss them (see Council of Europe, 2003, p. 120).

The expected outcomes in terms of sociolinguistic competencies are set out for level A1 as:

“Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.”level A1, Council of Europe, 2003, p. 120).

And the expected outcome for learners at the A2 level is:

Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.(Council of Europe, 2003, p. 120).

2.2 Linguistic competences

Every language develops over time and, therefore, no user can ever truly master a language since it is constantly evolving as a response to the use of language in communication. Linguistic competence in the Common European Framework describes the way in which language should be used for communication and it describes the main components of it, such as the ability to use language. Linguistic competence is divided into the following

components: *lexical competence, phonological competence, grammatical competence, semantic competence, orthographic competence and orthoepic competence* and the expected outcome of general linguistic competence for learners at the A1 and A2 levels is: “Has a very basic range of simple expressions about personal details and needs of a concrete type.”(level A1, Council of Europe, A1 2003 p. 109).

Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. (level A2, Council of Europe, 2003, p. 109).

2.2.1 Lexical competence

Lexical competence is characterized as the knowledge and ability to use vocabulary, and is further divided into two types: *lexical* and *grammatical elements* of language, lexical elements are divided to: *fixed expressions*, which are taught as one whole unit (sentential formulae, idioms, frozen metaphors, fixed frames, phrasal verbs etc.) and *single word forms*, which are words that can have more meanings. Furthermore, *grammatical elements*, such as word classes (articles, possessives, conjunctions, etc.) (Council of Europe, 2003, p.110-111).

The expected outcomes of lexical competence for learners A1 are described only in terms of vocabulary range and the expected outcome from vocabulary range is that the learner: “Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.”(level A1, Council of Europe, 2003 p. 112).

The lexical competence of learners at level A2 with respect to vocabulary range and control should be:

Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs... Can control a narrow repertoire dealing with concrete everyday needs (level A2, Council of Europe, 2003 p. 112).

2.2.2 Grammatical competence

Grammatical competence refers to the knowledge of and ability to use the grammar of a language and the learner's ability to understand and form sentences according to the principles of the language, in other words the ability to use the language correctly. The grammar categories addressed in this paper consist of: *elements* (morphs and their roots and affixes, words.), *categories* (number, case and gender, etc.), *classes* (conjunction, declensions and open word classes), *structures* (compound and complex words, phrases, clauses, and sentences) *processes* (nominalization, affixation, gradation, etc.) and *relations* (concord, valency, etc.) (Council of Europe, 2003 p. 112).

The expected outcomes for grammatical accuracy at levels A1 and A2 are: "Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire."(level A1,Council of Europe, 2003, p. 114).

Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say (level A2, Council of Europe, 2003, p. 114).

2.2.3 Semantic competence

Semantic competence refers to the learner's awareness of the meaning and his/her ability to control it. This competence is divided into three types: *lexical semantics*, which focuses on questions concerning the meanings of words such as the relation to the general context, and *interlexical relations* (reference connotation, synonymy, antonymy, collocation etc.), *pragmatic semantics*, which focuses on logical relations, and *grammatical semantics*, which focuses on the meanings of grammatical elements and categories (Council of Europe, 2003, p.118).

2.2.4 Orthographic competence

Orthographic competence is the ability to produce and understand symbols in written texts which are based on the alphabetic principle. Learners should know and be able to produce letters, the proper spelling of words, punctuation marks and use them, recognize contracted forms and have a knowledge of those abbreviations and symbols that are commonly used, for example, *e.g.*, *@* or *etc.* (Council of Europe, 2003, p.118).

The expected outcomes of orthographic competence control at levels A1 and A2 consist of:

Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details (level A1, Council of Europe, 2003, p. 119).

Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary (Council of Europe, 2003, p.119).

Furthermore, linguistic competence also includes phonological and orthoepic competencies; however, they will not be discussed this paper since this Bachelor thesis is focused only on those competencies directly connected to writing (see Council of Europe, 2003, p. 116).

2.3 Pragmatic competences

Pragmatic competencies focuses on the learner's understanding of messages according to their points of view and these are divided into three types: *discourse competence, functional competence and design competence.*

2.3.1 Discourse competence

Discourse competence addresses the organization, structure and arrangement of a message and, therefore, refers to the ability of the learner to correctly arrange sentences so as to produce a coherent piece of language in a meaningful sequence. This involves: topic/focus, natural sequencing, the ability to structure information in a logical order, style, etc. A further element of discourse competence consists of text design, which refers to the awareness of how information should be structured at various times, for example description, joke telling and the knowledge of how sequences are written in texts such as letters and essays. All these criteria are necessary for efficient communication (Council of Europe, 2003, p.123).

The expected outcomes for level A1 are described only in terms of coherence and cohesion. For A2, the following apply in terms of thematic development and coherence and cohesion:

Coherence and cohesion:

“Can link words or groups of words with very basic linear connectors like ‘and’ or ‘then’.”(level A1, Council of Europe, 2003, p. 125)

Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words

with simple connectors like ‘and’, ‘but’ and ‘because’ (level A2, Council of Europe, 2003, p. 125).

Thematic development:

Can tell a story or describe something in a simple list of points (level A2, Council of Europe, 2003, p. 125).

2.3.2 Functional competence

Functional competence focuses on language use in spoken and written texts according to their purpose, i.e. with concern to the learner’s ability to move through the various stages between the opening exchange and the conclusion. Functional competence is divided into: *microfunctions*, *macrofunctions* and *interaction schemata* (Council of Europe, 2003, p.125).

Macrofunctions are found in both spoken and written continuous discourse and usually consist of longer sentences or sequences of sentences; macrofunctions consist of: description, narrative, explanation, commentary, demonstration, instruction, exegesis, exposition, argumentation and persuasion.

Microfunctions, *interaction schemata* and *general schema for the purchase of goods or services* are concerned with the spoken form of a language and can be measured in terms of two factors, i.e. *propositional precision* (the ability to communicate in a clear and understandable way) and *fluency* (the ability to continue even if the conversation “lands in a dead end”); however, since the expected outcomes are described only for spoken interaction, the author does not intend to discuss them in this paper (see Council of Europe, 2003, p. 128).

3 THE FRAMEWORK EDUCATIONAL PROGRAMME FOR ELEMENTARY EDUCATION

The latest version of the 2016 Framework Educational Programme for Elementary Education is only available in Czech, so I decided to translate it myself with reference to the previous English version of this document from 2007 (MŠMT, 2007).

The Framework Educational Programme for Elementary Education is a national document which is used as a tool for teaching in elementary schools in the Czech Republic: however, this document is required to correspond with The Common European Framework which sets out criteria for Europe. This document defines expected outcomes with respect to teaching/learning areas, norms and phases of learning. School Educational Programmes are compiled individually by each school; however, they are required to correspond with the Framework Educational Programme for Elementary Education (MŠMT, 2016, p. 5-6).

The Framework Educational Programme for Elementary Education emphasizes key competences, describes the expected level of education and its outcomes and supports the independence of both schools and teachers, who are responsible for the results of the educational process (MŠMT, 2016, p.10).

3.1 Key competencies

The aim of education is to equip learners with those competencies which are attainable for them and to prepare them for future education. Key competencies, as the term implies, consist of a series of competencies which are considered important for the development of individuals and their participation in society. According to the Framework Educational Programme for Elementary Education, key competencies comprise knowledge, skills, abilities, attitudes and values. These competencies are based on and selected according to generally accepted values and ideas which apply in wider society and which aim to assist individuals in terms of leading successful lives; however, the level of competency acquired as a result of the elementary education process cannot be considered final.

Key competencies at the elementary educational level consist of: *learning competency, communication competency, problem-solving competency, social and personal competency, civil competency and professional competency* (MŠMT, 2016, p. 10).

In the practical part I will evaluate the writing activities in the *Project 1* and *Project 2* course books; therefore, I am unable to determine whether learners for example help to create a positive atmosphere in the classroom, recognize the purpose of learning, are able to assess the results of his/her learning,; therefore, of the key competences, I intend to discuss the communication competence only (see MŠMT, 2016, Key Competencies, p.10-13).

3.1.1 Communication competency

According to the Framework Educational Programme for Elementary Education, once learners complete their elementary education they should be able to formulate opinions, express their ideas in both the written and oral forms, understand what people say to them and respond, discuss and share opinions, understand commonly used gestures and react to them, use technology to communicate with the world and build relationships using his/her communication skills (MŠMT, 2016, p. 11).

3.2 Foreign language

According to the Framework Educational Programme for Elementary Education, the learning of a foreign language helps learners to understand and explore other cultures. A foreign language provides learners with the means to communicate and overcome language barriers between different countries; therefore, it helps learners to find future employment and supports tolerance and understanding. Since the academic year 2013/2014 foreign language teaching/learning has formed a part of the educational process, therefore schools must include foreign language teaching in their curricula (MŠMT, 2016, p.16-17).

The requirements set out in the Framework Educational Programme for Elementary Education for learning foreign languages are based on the Common European Framework and were, therefore, addressed in the previous chapter. The required level of competence for elementary school learners is level A2 by the time he/she completes his/her elementary school education. Level A2 learners should be able to create, use and understand frequently-used sentences and have knowledge of topics such as the family, shopping and jobs and should be able to understand the language and its cultural background, use it for providing and receiving information and have a certain level of self-confidence while speaking. Foreign language learning is, according to the Framework Educational Programme for Elementary Education, divided into two stages (MŠMT, 2016, p. 16- 17).

3.2.1 Foreign language - stage 1

Stage 1 of the Framework Educational Programme for Elementary Education applies to classes from the 1st to the 5th grades, which are further divided into two cycles each of which includes a description of the expected outcomes.

The 1st cycle of stage one consists of *speaking skills* only; therefore, I do not intend to discuss this cycle further (see MŠMT, 2016, p.25).

The 2nd cycle of stage one consists of all four skills – *writing, listening with understanding, reading with understanding and speaking* and each skill is accompanied by a description of the expected outcomes.

It was previously mentioned that this paper would focus only on writing therefore, *listening with understanding, reading with understanding, speaking and* will not be described in stages 1 and 2 of foreign language (see MŠMT, 2016, p.25-27).

The expected outcomes of the *writing* skill in this cycle, consists of writing a short text, understanding simple sentences about his/her family and the ability to use simple sentences. In this stage, the learner is expected to become familiar with the written form of the language.

3.2.2 Foreign language - stage 2

As previously mentioned, the Framework Educational Programme for Elementary Education divides foreign language learning into 2 stages. The 2nd stage concerns classes in the 6th – 9th grades of elementary school. Unlike stage one, stage two is not divided into cycles, but is divided into the same skills as set out in the 2nd cycle of stage one, i.e. *listening with understanding, reading with understanding, speaking and writing*, and each of them is accompanied by a description of the expected outcomes (MŠMT, 2016, p.25).

Writing; learners should be able to provide basic information on themselves, reply to messages and write short text on topics such as the family, school, hobbies, etc. (MŠMT, 2016, p. 26- 27).

4 WRITING

According to Hyland, the teaching of writing has been used in the past only as a tool for teaching grammar and vocabulary. Today, however, second language writing and the teaching of writing occupy a much more central position than they did thirty years ago. The reason for this change in the approach to language teaching is the need for good writing skills in order to provide learners with the ability to communicate their ideas and information (Hyland, 2003, p. xiii).

Hyland's opinion supports that of Raimes, and adds the fact that it is essential to learn how to communicate with other people when they are not face-to-face, especially with respect to modern technology thanks to which people can communicate easily across borders in the written form. Learners need to communicate effectively in the written form since they are unable to read the gestures and facial expressions of the contact person (Raimes, 1983, p.3-4).

However, writing is not just a skill used for communicating; it can be used, for example for the purpose of reinforcement. Some learners acquire language orally; however, most learners benefit from the visual demonstration of the language, i.e. by seeing the language written down (Harmer, 2004, p.31). This is invaluable for understanding and for committing the language to memory, therefore, we can distinguish between types of writing based on their purpose and these types will be further discussed in following chapters.

Harmer in his book also points out that many examinations are conducted in the written form and, therefore, students are evaluated according to their written performance (Harmer, 2004, p.79).

4.1 Types of writing

Writing has always formed part of the syllabus for the teaching of English (either as one of the four skills along with listening, speaking and reading, or as a tool). However, as mentioned in previous chapter the purpose of writing may differ, i.e. writing as a creative activity as opposed to writing as a tool for further teaching, for example spelling and grammar (Harmer, 2004, p. 31-33).

4.1.1 Writing for learning

Writing for learning involves using writing as a reinforcement tool for teaching other aspects of English, i.e. grammar, spelling and vocabulary. Writing for learning encourages learners to

focus on accuracy instead of fluency and the aim is to help learn the language better, therefore this type of writing does not promote writing as a skill (Harmer, 2004, p.31)

The practical part of this paper will only focus on “writing” activities that develop writing as a skill and, therefore, “writing for learning” or writing as a tool will not be further discussed (see Harmer, 2004, p. 31-33).

4.1.2 Writing for writing

Writing for writing is a type of writing wherein learners write in order to create a coherent text in terms of type and content, even if it is in the form of a guided activity. This type of writing is aimed at helping students to become better writers and requires a great deal of effort in terms of planning and the teacher needs to take into account the fact that the learner will need time to think about their ideas. The most effective learning for writing skills are most likely to be learned when learners write a real message for a real audience. Before the teacher chooses a writing activity, he/she should always inform learners of which text genres he/she wants them to write as well as inform them of the requirements of assessment and register. It goes without saying that teachers should give students exercises that they have the knowledge to successfully complete (Harmer, 2004, p. 34-37).

According to CEFR, the learner at levels A1 and A2 should be able to write:

“Simple phrases and sentences about themselves and imaginary people where they live and what they do”(level A1, Council of Europe, 2003, p.62).

Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people (level A2, Council of Europe, 2003, p.62).

4.2 How to teach writing

As previously mentioned writing is a skill used in a variety of situations in everyday life and, therefore, is a skill that second language learners need to develop. In second language learning, learning how to write makes up the most challenging aspect. The ability to write effectively, even for those who speak English as their first language, requires extensive and specialized instruction (Harmer, 2004, p 3).

Writing is a productive skill and needs a great deal of practice. When teaching writing it is necessary for the teacher to choose suitable exercises or activities for learners based on their abilities and writing experiences, i.e. the teacher cannot expect a learner who does not have experience with writing to write a long essay. It is necessary for the teacher to know that learning to write is a continual process and should go through particular stages in order for the learner to become a good writer; therefore, when teaching writing the teacher should make sure that the learner goes through several stages of writing in order to ensure the gradual progress of writing skills from the very beginning, at which time learners start with controlled writing, then move on to guided writing and continue to free writing tasks and activities (Scrivener, 1994, p. 157); however, Scott and Ytreberg point out that learners should be given the opportunity to try the language freely no matter what level they have reached (Scott and Ytreberg, 1990, p.76).

The choice of text types according to which learners learn how to write should not only be appropriate to their level, but should be beneficial in terms of the way learners function in society, i.e. the teacher should not require learners to write essays only in order to further their fluency in writing, but should also choose “meaningful writing” such as the writing of letters, e-mails, instructions etc. since learners are more than likely to encounter such types of text types in their lives and, therefore, should be made familiar with writing them (Scott and Ytreberg, 1990, p.73).

The text types that learners should be able to create at levels A1 according to the Common European Framework are: postcards, filled out forms and questionnaires with personal details, ask for personal details in written form, write numbers, dates, nationality, age, etc., write a piece of fiction and write about imaginary people and what they do (level A1, Council of Europe, 2000, pp. 26; 62; 83-84; 95).

Learners at level A2 should be able to create text types such as personal messages and letters, notes about areas of immediate need or areas related to them, descriptions, story, biographies, write letters expressing apology and write simple poems (Council of Europe, 2000, pp. 26; 62; 83-84; 95).

4.2.1 Pre-writing activities

Pre-activities are types of activities that prepare learners for writing tasks; some authors, for example Scott and Ytreberg, list pre-writing activities in connection solely with free writing (Scott and Ytreberg, 1990, p.75), however, authors such as Raimes and Harmer disagree with

their theory saying that all writing should have a pre-writing activity in order to prepare learners to succeed. These types of activities can help learners to revise the vocabulary and grammar they intend to use in the guided exercise and to consider and further organize their ideas concerning free writing.

Pre-writing activities, as previously mentioned and as the term suggests, are activities that precede the writing itself; they can be as simple as talking about the subject (which may be enough for learners to think up ideas), brainstorming or a speaking exercise with classmates on a given topic, the revision of the vocabulary and grammar of the topic, reading on the topic they intend to write about, a listening exercise on the topic or the use of pictures and a discussion on what they show which, again, helps learners to revise the appropriate vocabulary and provides them with visual support for their writing (Scott and Ytreberg, 1990, pp. 75-83).

4.2.2 Controlled writing

As the name suggests, this writing is tightly controlled and is intended for beginners in order to practice the language and mechanics of handwriting. Controlled writing may consist of *copying lines, dictation, thoughtful copying* etc. (Ur, 2014, p.156-157); however, since this paper focuses on evaluating the writing activities in course books *Project 1* and *Project 2*, which are intended for learners in the 5th grade and above therefore, learners are relatively familiar with the mechanics of writing, controlled writing will not be further discussed in this paper.

4.2.3 Guided writing

Guided writing consists of learners being given a clear outline or set of pictures to help them write; it provides an ideal tool for helping students become better writers and gaining confidence in their own writing skills. In these exercises learners write whole sentences and a picture or outline provides them with guidance with, for example, the sequence of events when writing a *story*, or when writing a *description* concerning a person's appearance, a house etc. (Scott and Ytreberg, 1990, p.72-73).

Fill-in exercises represent types of guided exercises in which learners insert specific information only, since most of the language is given; therefore, they do not require much active production from learners. However, they can be used when practicing specific language items such as vocabulary or practicing questions; even though learners do not write the entire exercise by hand, it gives them the opportunity to create larger pieces of text on their own.

Fill-in exercises can be in the form of, for example, *letters, postcards, e-mails, an introduction, instructions, dialogues, etc.* (Scott and Ytreberg, 1990, p.72-73).

4.2.4 Free writing

Free writing consists of activities which present learners with the opportunity to construct language independently and to be creative with the language they have learned no matter which level of English they have reached. The aim of such activities is the production of a text rather than focusing on the mistakes and correcting them (Scott and Ytreberg, 1990, p.74-75).

Writing *dialogues* engages the imagination of learners and can be a lot of fun at the same time. Dialogue provides a good technique for use with beginner writers since they are already familiar with this approach in the spoken form; using dialogue, learners can create their own comic book with pictures, which is both inspiring and enjoyable (Scott and Ytreberg, 1990, p. 78-79),

Writing *letters, postcards and e-mails*: real letter, postcard or an email is, of course, addressed to somebody; therefore, when using this activity, it can be inspiring for learners to write to a friend or exchange letters with their classmates, thus making the activity enjoyable and helping to create relationships in the classroom (Scott and Ytreberg, 1990, p.81-82). Writing of letters and e-mails is also beneficial for the learners, because these types of texts will presumably be used by them at some point in their lives.

Writing stories can be quite challenging for learners and it requires a great deal of planning from both learners and teachers. The teacher should set a lot of pre-writing activities in order to prepare learners for the task and to provide them with the time and space to think through their ideas. The teacher should also support learners and give them as much help as possible or provide those learners who are not as imaginative as the others with suggestions (Scott and Ytreberg, 1990, p.81-82).

Further types of activities which aim to enhance writing skills can be writing of *jokes, descriptions, poems* etc, which can be displayed in the classroom in order for learners to both feel proud of their own work and encourage a positive attitude towards writing (Scott and Ytreberg, 1990, pp. 80- 83).

With respect to free writing activities, the teacher should encourage re-writing, which takes place following the writing activity and gives learners the opportunity to correct their own

mistakes, or reformulate their ideas if necessary; however, while re-writing should be encouraged, it should not be insisted upon (Scott and Ytreberg, 1990, p. 82).

5 COURSE BOOK

The course book, according to Průcha, is a book with methodically organized topics which allows learning and teaching (Průcha, 1998, p.13), therefore the course book should be a part of most, if not all, English lessons and should correspond to the school syllabus.

However, in recent years a wide range of course books have been published which differ in terms of the topics presented, may focus either on grammar or vocabulary, concentrate on the development of particular skills etc., all of which provide teachers with a considerable degree of freedom with respect to the choice of course book, but also increase the level of responsibility due to the fact that they are required to choose a course book which both suits them and their learners. When choosing a course book, teachers must consider not only metrological validity, but also organizational aspects, social and cultural values, topic content, the level of English of the learners, the design and the price (Cunningsworth, 1995, p.1- 5).

In addition, the teacher should not only consider the course book itself, but also the course book “set”, i.e. the teacher’s book, workbook, audio recordings and other materials that provide support for the study and teaching of the language (Cunningsworth, 1995, p. 25).

5.1 Using a course book

As previously mentioned, course books play an important part in English lessons; however, they should not be seen as the determiners of the aims of the lesson, but rather as an important resource in helping to achieve them. Thus, they serve for a number of purposes and have a variety of roles in the classroom; moreover, the teacher is able to adapt the content of the course book to suit his/her individual aims (Cunningsworth, 1995, p. 7).

This opinion is supported by Harmer who adds that for most teachers the course book is perceived merely as a collection of well-structured materials which is used for their own end goals rather than as a control element in their teaching, which may be advantageous through the provision of a syllabus structure, vocabulary etc. Harmer also adds that students may feel better having a course book since it allows them to prepare for lessons (Harmer, 1998, p 111-112).

The goal of the activity with respect to teaching writing can be changed by the approach of the teacher toward writing; therefore, the course book can provide instructions for example, “describe a person”, but the teacher decides what approach is used, i.e. the teacher uses the instructions to attain his/her goals. Approaches to the teaching of writing may focus on

accuracy, regarding which learners need to focus more on grammar, spelling, choice of vocabulary, etc. and not so much on the content, or the approach may involve the teacher focusing on fluency, regarding which the content of the text is more important than spelling or grammatical mistakes (Raimes, 1982, p.5-11).

In the practical part of my Bachelor thesis, I will analyse the writing activities in the course book; therefore, it is not possible for me to comment further on the approaches of teachers using the course book.

5.2 Evaluation of course books

In the previous chapter of this thesis, it was established that teachers have a wide range of options when choosing a course book and that it remains primarily a tool only; however, it is still essential to choose “the right one” which requires that teachers compile the criteria according to which they evaluate course books according to their individual priorities.

One of the approaches that the teacher might take in terms of evaluating the course book takes the form of an *impressionistic overview* which provides simply a general introduction to the material; however, this does not provide enough details on the possible weaknesses of the course book – therefore, a more *in-depth evaluation* is needed. The in-depth evaluation provides the teacher with information on the material and how the material is dealt with, for example the balance of activities and skills or the amount of new language (Cunningsworth, 1995, p. 1-2).

In his book, Cunningsworth suggests a “Quick-reference checklist for evaluation and selection” (Choosing your Course book, p. 3-4) and I will use his general criteria and modify them to form my own criteria according to which I will do in-depth analysis and evaluate writing activities in course books *Project 1* and *Project 2* in the practical part of my Bachelor thesis.

- Which competencies do the writing activities involve?
- Which types of activities are in the book (guided or free)?
- Are the writing activities appropriate for level A1 - A2 learners?
- What text types are the writing activities and are they appropriate for A1 and A2 learners?
- Are pre-writing activities included in the course book?
- Does the frequency of the types of activities change between the two course books?

To conclude, the theoretical part of this Bachelor thesis consists of requirements set by CEFR and the Framework for Elementary Education concerning the writing of learners at levels A1 and A2, i.e. elementary school learners, and further describes ELT methodology concerning the teaching of writing and particular text types followed by chapters which focus on course books and their evaluation with concern to writing. The outcome of the theoretical part consists of a list of criteria, according to which the in-depth analysis and evaluation is conducted in the practical part.

PRACTICAL PART

INTRODUCTION

The practical part consists of the evaluation of two course books - *Project 1* and *Project 2* - in terms of writing activities and their impact on the development of writing. Both these course books are intended for elementary school learners and the writing activities are evaluated based on criteria determined in the theoretical part of the Bachelor thesis (see Chapter 5.2); thereby resulting in an in-depth evaluation of the two course books.

Tom Hutchinson's *Project 1* course books are used at the Nádražní elementary school in Česká Třebová in the fifth grade and *Project 2* is used for learners in the sixth grade. I chose these course books because I have personal experience with them.

I created charts of criteria, based on the theoretical part, in which all the exercises which focus on writing are listed; these charts can be found in appendices C and D. Furthermore, the practical part includes an analysis of activities, which illustrates how the research was conducted, and an evaluation of each textbook separately. In the last chapter, the two textbooks are analysed according to the criteria.

The aim of the practical part is to evaluate the writing activities in the course books, i.e. to determine whether the two course books help with the development of writing as a skill and which competencies the activities involve, and whether the difficulty and occurrence of tasks changes as the learner's writing progresses through the two course books.

6 PROJECT 1

Project 1 is the first of five project course books created by Tom Hutchinson and it is intended for A1 elementary school learners. The course book is divided into 6 units, which are further divided into four parts (A, B, C and D). In every unit, the four parts consist of *grammar, vocabulary and pronunciation, communication and skills and culture, across the curriculum and project*; these areas are also distinguished by colours in the table of contents and a description is provided of what each of the units intends to focus on. Each one of these areas focuses on a different topic, which forms part of the relevant unit, for example the unit Tree-My World includes parts such as “Have you got a pet?” or “My school” etc. Part C - communication skills - is also further divided into: *reading, speaking, listening and writing*, which I find very helpful since if the teacher has a lesson focusing on one or more of these skills, he/she knows exactly the pages of these exercises and does not have to look through the whole course book to find them. At the end of each unit there is part D, which contains pages on the cultural background and which provides basic information about England along with revision of the unit, and the “your project” page, which learners follow independently according to given instructions, e.g. creating scrapbooks about their lives or drawing a map of their home town. Each page of the course book is numbered along with information concerning which part it belongs to, e.g. section B is a grammar unit. The grammar sections on each page are located in a green window and the course book has a lot of pictures, which I see as an advantage since it is intended for elementary school learners.

This course book contains a helpful guide in the form of a dog called Mut, who learners meet in the first unit and who introduces new grammar in each unit and provides examples for learners throughout the course book. The instructions in this book are all provided in English.

According to the table of contents, there are a total of fourteen writing activities and, in each unit, there are three writing activities, except unit three in which there are only two writing activities and unit one in which there are no writing activities.

In the revision part, there are activities in which the learners write; however, since these are, based on my theoretical part, considered writing for learning activities, I do not intend to analyse them, i.e. the aim of these activities is not writing, but only the revision of the grammar and vocabulary.

6.1 *Project 1* – analysis of writing exercises

Unit two: family and friends

Ex.1)

- a) **Introducing people**- In this exercise the learner is required to complete sentences in which he/she introduces himself/herself; this exercise is a fill-in exercise, therefore a guided type of writing activity by means of which the learner provides information on himself/herself such as his/her name, age and city and country of residence. Before starting this exercise there is a pre-writing activity in the form of a speaking exercise in which learners talk about themselves; it involves the lexical competence since learners are required to work with acquired vocabulary - furthermore, it involves the grammatical and communicative competencies.

- b) **Introducing people (famous person)**- This is a guided fill-in exercise in which the learner is required to introduce a famous person and fill in information on him/her such as the age of the person, the city he/she is from etc. The pre-writing activity takes the form of a speaking exercise and a fill-in exercise in which the learner introduces famous person. The learner uses previously acquired vocabulary; therefore, this activity involves the lexical, grammatical competencies and forming key competencies with respect to the communication competence.

Ex.2) New student – Learners are required to introduce people shown in a picture and write sentences about them. The learners can write whatever they want about the students such as, from what country they are from, or how old are they and etc., the introduction takes the form of a free writing activity with a pre-writing listening exercise. In order for learners to write these sentences, they must use the present simple tense; therefore, this activity involves the grammatical, lexical and orthographic competencies since learners will use previously acquired vocabulary, punctuation marks and contracted forms; of the key competencies, this exercise involves the communication competence.

Ex. 3)

- a) **The radio callers** –complete DJ's text - takes the form of a fill-in introduction (therefore it is a guided writing activity) and the learner's task is to fill in information

on Sam Wilson who they know from previous exercises, and complete the text. In this exercise, learners are required to use the present simple tense and possessive pronouns. Hence, this activity involves the grammatical, lexical and orthographic competencies and, again, the key competence involved here is communication competence. The pre-writing activity takes form of listening.

- b) **The radio callers** – the next exercise is also a guided exercise in which learners are required to introduce and write sentences about Julie, Peter and themselves based on a pre-writing activity in the form of listening and the writing activity they performed for Sam Wilson. Learners use the present simple tense and possessive pronouns; thus, the activity involves the orthographic, lexical, grammatical competencies and the key communication competence.

Unit three - my world

Ex. 4) Comparing pictures - this exercise is a guided writing exercise in the form of a description in which learners are required to look at two pictures and write about the differences in a things they are given such as, *a cup, a T-shirt, etc.*; the pre-writing activity here takes the form of speaking during which learners discuss the differences between the pictures in pairs and use the has/have got affirmative and negative and sentences with previously learned adjectives (*blue, orange, etc.*) which they have to place correctly, along with punctuation with the conjunction *but*. Thus, this activity involves the grammatical, lexical and orthographic competencies, and the key communication competence.

Ex.5) Your timetable – in this exercise learners are required to compile a timetable in English; it is a free writing exercise in the form of a description. The pre-writing activity here consists of speaking where learners talk about their school subjects using newly-acquired vocabulary connected with this topic (PE, English, Biology, etc.). Furthermore, learners need to use have/has got when describing the timetable; this activity involves the grammatical, orthographic, lexical, discourse, functional (macrofunctions) and communication competencies.

Unit four: time

Ex. 6) Write about the time of activities – in this exercise learners are required to write about Mark's week; they are familiar with Mark and his timetable from the previous exercise

from which learners know the specific times of the various activities in his week. This exercise is a guided description exercise since learners have his timetable and are required to write according to the pictures with specific times next to them. This activity involves the grammatical, lexical and orthographic competencies with learners being required to use prepositions of time such as, *quarter to six, or half past four* and, again, of the key competences, this exercise involves the communication competence. The pre-writing activity here takes the form of a speaking activity with a partner in which learners talk about Marks's schedule.

Ex. 7) Describe your typical day– here learners are required to write sentences about their day for example when they get up; it is a free description writing activity with pre-writing activities in the form of a listening exercise in which the learners hear about the days of Oscar and Pilar, and a speaking exercise in which learners discuss their typical days in pairs. This activity involves the grammatical and lexical competences since learners are required to describe their timetable using prepositions of time, as well as the discourse and functional (macrofunctions) competences since learners need to write about their day in a logical order from when they get up to the end of their day and orthographic competence. Of the key competencies, this uses the communication competence.

Ex.8)

a) **What Pavel and Chinda do**– learners in this exercise are required to write sentences, based on the previous exercise (8a), on what these two people can and cannot do; thus, it is a guided description since learners are given the answers before they start to write the sentences. The pre-writing activity for this writing exercise takes the form of a listening activity in which learners learn about what these people can and cannot do. Learners use the present simple affirmative and negative and, therefore, this activity involves the grammatical, lexical, orthographic and the key communication competencies.

b) **What do you do in your free time?** - this exercise follows the previous exercise (about Pavel and Chinda); however, learners are required to write about themselves and what they *like* and *don't like* in the form of a free description writing activity. The pre-writing activities consist of the previous guided writing exercise and the listening exercise before that; the exercise concerns the orthographic, lexical and grammatical

competencies since learners are required to use the present simple affirmative and negative while writing about their likes and dislikes. Of the key competencies, this exercise involves the communication competence.

Unit five: places

Ex. 9) Where things are - in this exercise learners are required to look at a picture of a room and write sentences using prepositions of place (*in front of, under, next to, between,* etc.) describing the picture; therefore, it is a guided description activity, because learners have to write sentences only about given things (*book, umbrella, pen, etc.*) This exercise involves grammatical, lexical and orthographic competencies and the key communication competence. The pre-writing activity here takes the form of a listening and matching exercise in which learners first have to determine the position of things based on a tape recording.

Ex. 10) Describe a room in your house - in this exercise learners are required to write about any room in their house and describe it; therefore, it takes the form of a free writing activity involving grammatical competence, since learners need to use *there is/there are*, and lexical and orthographic competencies since they use new vocabulary from the previous exercise such as, *a table, a sofa, a fridge, a sink, a light, etc.* The pre-writing activity here takes the form of the reading of a description of a flat and is involves the key communication competence.

Ex.11) What your partner can do – learners are required to write sentences about their partner based on pictures; therefore, it is a guided writing activity since learners are presented with specific items in the pictures (*playing golf, swimming, skiing, etc.*) about which they are expected to ask their partner and then write sentences using “He/She can’t...”. Hence, the activity is a description and involves the grammatical, orthographic, lexical and communication competencies. The pre-writing activity here takes the form of a speaking exercise in which learners ask each other questions such as, “Can you draw a dinosaur?” and provide answers, based on which they write the required sentences.

Unit six: people

Ex. 12) Describing a person – the pre-writing activity is here takes the form of listening and drawing pictures of a “strange” family from the course book; this is a free writing exercise in the form of a description in which learners are required to make up their own “strange” family and describe the members using *Have got/Has got*, previously acquired vocabulary,

punctuation marks and, therefore, involves the grammatical, lexical, orthographic and communication competencies.

Ex.13) Write about your life - in this exercise learners are required to complete sentences about themselves using the present simple and present continuous tenses; therefore, it is a guided writing activity in the form of a description of the learner's life and habits. The pre-writing activity takes the form of another fill-in exercise and the exercise involves the grammatical, lexical, orthographic and communication competencies.

Ex.14) Write sentences about your partner's life – this activity has a pre-writing activity in the form of a fill-in exercise about the learner's life and a speaking exercise in which learners talk about each other's lives. It is a free writing activity in the form of a description in which learners again use the present simple and present continuous tenses: therefore, this activity involves the grammatical, lexical, orthographic and communication competencies.

6.2 Evaluation of *Project 1*

The detailed analysis of the writing activities in the *Project 1* course book discovered that the course book only contains fourteen of the writing activities in the syllabus (see Appendix A); however, there are a total of seventeen writing activities. Exercises number 1, 2 and 8 are listed as one exercise, but the activities are separated into parts (a and b) and, in some cases, differ in terms of the types of writing activity; therefore, they were analysed separately, thus making up seventeen writing activities in total.

Types of writing exercises involving guided writing and free writing were both present as and the difference in terms of number between these two types was merely that guided writing had three more exercises.

Scrivener's opinion on the gradual development of writing (see Chapter 4.2) is supported in the course book, i.e. the course book starts with two guided writing activities, followed by one free writing activity, continues with three guided writing activities followed by a pattern of one free writing activity and one guided activity; thus, there is a gradual evolution in terms of writing skills with guided activities which prepares the learner for the free writing activities. Therefore, the approach corresponds with the ELT methodology for teaching writing

This also supports the opinions of Scott and Ytreberg, who claim that it is beneficial to provide learners, no matter at what level of English they are with space to try new language freely and, therefore, with space for free writing activities (see Chapter 4.2).

According to CEFR and the Framework Educational Programme for Elementary Education the activities in the course book are appropriate, because the expected outcomes for A1 and foreign language stage 1 learner in terms of writing concern learners to be able to write about themselves, imaginary people and sentences about their abilities and their families (see Chapters 3.2.1; 4.1.2).

The text types that the learner is required to create begin with the introduction of the learner which continues to the introduction of other people (friends, a famous person, students etc.). Further text types featured in the course book consist of guided descriptions, which are supported in most cases by pictures, and free descriptions, which follow the pattern of one guided description and one free writing description. These text types correspond with the requirements set out in the Common European Framework and The Framework Educational Programme for Elementary Education in terms of the writing of A1 learners and Foreign Language stage 1 learners, which require learners to be able to create text types in which they can provide or ask for personal information on themselves including numbers, nationality and age and create a short text using simple sentences about themselves, things and other people, providing information on what they do and where they live(see Chapter 4.2). However, text types such as poems, which are required by CEFR, are not featured in the course book.

The activities featured in the textbook involve both the linguistic and pragmatic competencies described in CEFR, i.e. more specifically, the grammatical, lexical, orthographic, functional(macrofunctions) and discourse competencies and, of the key competencies from which the outcomes are that the learner can control simple grammatical structure, has basic vocabulary repertoire related to concrete situations, can name everyday objects, can spell his/her address and can link words with connectors “and” or “then” (see Chapters 2.2.1; 2.2.2; 2.2.4; 2.3). There are no activities aiming at the sociolinguistic competence in course book *Project 1*.

All seventeen activities involve the communication competence, since learners are required to express themselves in the written form.

Pre-writing activities are present with regard to free writing activities as well as guided writing activities in the form of listening, speaking and reading, thus supporting the theory of Raimes and Harmer concerning pre-writing activities (see Chapter 4.2.1); however, the course book does not include any type of follow-up activities regarding free writing. This, however,

is acceptable since, according to Scott and Ytreberg, re-writing should be encouraged, but not insisted upon (see Chapter 4.2.4).

To summarise, the writing activities in *Project 1* correspond with the Common European Framework and the Framework Educational Programme for Elementary Education in terms of text type requirements and difficulty for A1 and stage 1 learners concerning writing, and is also in agreement with ELT writing methodology in that it provides both guided and free writing exercises and includes pre-writing activities. The course book also should help to develop writing in terms of text type difficulties, i.e. it starts with a guided introduction, moves on to a free introduction and continues to guided and free descriptions; thus, it is structured to promote the development of writing skills and is suitable for fifth grade learners (level A1, foreign language - stage 1).

7 PROJECT 2

Project 2 follows project 1, i.e. it is the second course book created by Tom Hutchinson. The book is intended for elementary school learners and continues from level A1 to level A2. As with the previous course book, this book is divided into units and sections A, B, C, D which contain: *grammar, vocabulary and pronunciation, communication skills and culture, across the curriculum, project*, and, again, each part focuses on a different topic. Project 2 is divided into 6 units, but unlike the previous project it also contains an introduction. The book has the same format as the previous book; therefore, it also contains “cultural” pages, providing information about Britain. Revision is included after each unit, except for the introduction and the “Your Project” page, which learners do on their own.

This course book has the same guide as *Project 1* (the dog Mut), who learners meet in the first unit of Project 1 and he, again, introduces learners to new grammar in each unit and gives examples for learners throughout the course book and the instructions in the book are provided in English.

According to the table of contents, there are in total nine writing activities and in each unit there are one or two writing activities.

The writing activities in the revision part involve, once again, writing as a tool; therefore, they will not be analysed here

7.1 Project 2 – analysis of writing exercises

Unit one: my life

Ex.1) Write about how people celebrate birthdays in your country - the pre-writing activities for this exercise consist of reading about celebrating birthdays in Britain and a speaking exercise with questions connected to the text; it is a free writing description in which learners write about celebrating birthdays in their country. Thus, this exercise involves the sociolinguistic competence since learners must be familiar with the traditions of the Czech Republic, specifically concerning the celebration of birthdays. Furthermore, learners use newly-acquired vocabulary such as, *birthday cake, candles, birthday presents*, etc., which means this exercise also involves the lexical, orthographic and grammatical competences since learners use the present simple tense (affirmative and negative); of the key competencies, this focuses at the communication competence.

Unit two: animals

Ex.2) Write the ending for the story of Chicken Licken – the pre-writing activity for this exercise takes the form of a reading activity in which learners read a text about Chicken Licken; the writing activity consists of learners writing an ending to the story. It is a free writing activity in the form of a story in which learners are required to use the present simple and continuous tenses and object pronouns; therefore, it involves grammatical and lexical competences. Furthermore, this exercise also involves the discourse, functional (macrofunctions) and orthographic competencies since learners need to logically put events in order and develop the story of chicken Licken; of the key competences, this exercise uses communication competence.

Unit three: holidays

Ex.3) Mr.X - the learner is required to write about the identity of Mr. X, who died the day before, based on the things he had in his pockets. The pre-writing activity consists of speaking about the things learners see in the pictures and matching them to listed words. This is followed by the writing of sentences about Mr. X with learners being provided with words and pictures; it is a guided writing activity in the form of a description and, in order to perform this writing activity, learners must use the listed regular verbs in the past simple. Thus, this activity involves the grammatical, lexical, orthographic and key communication competences.

Ex.4) A holiday post card - this exercise is free writing exercise in the form of postcard. Learners are required to write a holiday postcard to a friend; thus, this activity involves the grammatical, communication, orthographic, discourse, functional (macrofunctions) and linguistic markers of social relations competencies, since learners need to choose a greeting and past forms of regular and irregular verbs. There is a pre-writing activity in a form of reading exercise.

Unit four: food

Ex.5) Write about what you eat – the pre-writing activity here consists of a speaking exercise in which learners are required to talk in pairs about what they eat in one week and then write sentences about their partner. Learners are provided with specific items about which they are required to ask and write; thus, it is a guided type of writing activity in the form of a description, and learners are required to write sentences using countable and

uncountable nouns and indefinite articles – *a, - an*; therefore, this exercise involves the communication key competence, grammatical, lexical and orthographic competencies..

Ex.6) Writing a recipe - in this exercise learners are required to write down a recipe with given cues such as, *grade, add, then mix*, etc. The pre-writing activity takes the form of a listening exercise in which learners tick what ingredients they hear and listen to the recipe instructions. It is a guided activity and the text type is instruction; it involves the orthographic, lexical and grammatical competence since learners need to use countable and uncountable nouns with *a few, a little, some and any* and indefinite and definite articles; the exercise also involves the discourse and functional (macrofunctions) competences (since the instructions need to be logically ordered) and the communication key competency.

Ex.7) Comparing seasons, food, etc. - from areas such as *two kinds of seasons, or two kinds of food etc.*, learners are required to choose two and compare them with each other using sentences with comparative adjectives (*cooler, nicer, more beautiful, etc.*) for example “*Summer is hotter than winter.*”; it is a free writing activity in the form of a description and involves the grammatical, orthographic, lexical competencies and the communication key competence. The pre-writing activities for this exercise consist of the previous two speaking activities in which learners compare adjectives and two parts of their country.

Ex.8) Comparing your life - in this exercise learners are given pieces of sentences for example, *young/person/in class* and they are required to write true sentences using superlative adjectives (*youngest, oldest, etc.*); therefore, it is a guided writing activity in the form of a description involves the grammatical, lexical, orthographic and communication key competencies. This exercise does not have a pre-writing activity; however, it has a follow up activity in which learners are required to compare their answers with their partner’s answers.

Ex. 9) The beginning of a story – learners are given the last part of a story about Doctor X and they are required to write about what happened before. The pre-writing activity here takes the form of a speaking exercise in which learners discuss what could have happened to the character in the story. It is a free writing activity in the form of a story using the past simple tense, adjectives and adverbs. Thus, this activity involves the grammatical, lexical and orthographic competencies, the communication key competence and the discourse and functional (macrofunctions) competencies since learners write about the development of a story and need to logically order events in their writing.

7.2 Evaluation of *Project 2*

The analysis of the writing activities in course book *Project 2* confirmed that there are 9 writing activities in the course book, as indicated in the syllabus (see Appendix B).

Both guided and free writing activities are present. There is a difference in the number of the two types of activities: four guided writing activities and five free writing activities, which again supports Scrivener's opinion about gradual development of writing (see Chapter 4.2) and also supports the opinions of authors Scott and Ytreberg about providing learners with space for trying language freely (see Chapter 4.2).

According to CEFR and the Framework Educational Programme for Elementary Education, the activities in the course book are appropriate since the expected outcomes for A1 - A2 and foreign language stage 2 learners in term of writing concern learners being able to write about themselves, imaginary people and everyday aspects of their lives such as jobs and places, and describe events, activities, family etc. (see Chapters 4.1.2, 3.2.2)

The text types that learners are required to create in course book *Project 2* consist of descriptions, the beginning and end of a story and postcards, which is consistent with the requirements set out in CEFR for A1 - A2 learners in terms of writing text types in which they should be able to ask for and provide personal details about themselves in the written form, write numbers, dates and age etc., create letters expressing apology, write simple poems and describe events and write short texts on everyday aspects of their environment (see Chapter 4.2). Moreover, it is also consistent with writing in a foreign language (stage 2) in terms of expected text types, i.e. writing texts on familiar topics and writing and replying to messages.

However, there is one particular text type – instructions (ex. 6) – which is not mentioned as a required text by either of these documents and the poem text type is not covered in the course book at all.

All nine activities featured in the course book involve linguistic competencies, specifically the grammatical, lexical and orthographic competencies from which the expected outcomes are that the learners can use simple structures, in which the learner has a sufficient vocabulary involving familiar situation and topics and has basic vocabulary for expression of everyday needs and can write words that are in his/her vocabulary and everyday subjects (see Chapters 2.2.1; 2. 2.2; 2.2.4).

All nine activities focus at the development of communication competence made by the Framework Educational Programme for Elementary Education.

Furthermore, four of the nine activities involve the pragmatic competence (CEFR), more specifically the discourse and functional (macrofunctions) competences from which the expected outcomes for A1 - A2 learners consist of their being able to link group of words with connectors (and, then, but) and use frequently-occurring connectors in order to tell a story or describe something (see Chapters 2.3.1, 2.3.2).

Two of the nine activities involve the sociolinguistic competence from which the expected outcome is that learners can perform the basic exchange of information and can make responses to invitations, apologies etc. (see Chapter 2.1.).

Pre-writing activities are present with respect to all the free writing activities, which corresponds to the ELT methodology of the teaching of writing; however, one of the guided writing activities does not feature any type of pre-writing activity which, according to Scott and Ytreberg, is in agreement with ELT methodology (see Chapter 4.2.1). However, if the teacher agrees with the approach of Raimes and Harmer, this means that even guided activities should have pre-writing activities; thereby not conforming with the ELT methodology of the teaching of writing.

Follow up activities are not present in the book for any free writing exercises, therefore supports the opinion of Scott and Ytreberg, about not insisting on re-writing (see Chapter 4.2).

To summarise, the writing activities in *Project 2* correspond with the Common European Framework Educational Programme for Elementary Schools in terms of requirements and difficulty for A1 - A2 and foreign language stage 2 with respect to writing, and is in agreement with ELT writing methodology in that it covers guided and free writing activities. With concern to pre-writing activities, it depends on the opinion of the teacher as to whether the course book is in agreement with ELT writing methodology. The book covers a variety of text types required from learners and one that is not specifically required. Overall, the course book *Project 2* should promote the development of writing skills and is suitable for A1 - A2 foreign language stage 2 learners.

8 THE COMPARISON OF THE *PROJECT 1* AND *PROJECT 2* COURSE BOOKS

The *Project 1* and *Project 2* course books form part of the same set of course books (5 in total) created by Tom Hutchinson; as the names of the course books imply, *Project 2* follows *Project 1*.

The most apparent difference between these course books consists of the total number of writing activities - *Project 1* has at least two writing activities in each unit and 17 writing activities in total; however, *Project 2* has only nine writing activities in the whole book with either one or two activities in each unit. Both course books include guided and free writing activities: in *Project 1*, the number of guided writing exercises is higher by three activities, and in *Project 2*, the number of free writing exercises is higher by one activity.

As each course book continues, there is a shift in the difficulty of the writing exercises, i.e. *Project 1* starts with a guided introduction and a free introduction and continues to guided and free descriptions; thus, the exercises become harder as the book progresses. *Project 2* continues from *Project 1* and starts with a free description. It then moves on to more difficult text types, such as stories, postcards and instructions; thus, in this book too there a clear progression in terms of the level of difficulty of the writing activities. Moreover, a difference is also apparent concerning the variety of the text types in the two course books.

There is also a change in the focus of the writing activities; in *Project 1*, learners write about themselves, their partners, describe rooms in their house, create their own timetable and write about people they know. However, in *Project 2* a slight change is apparent, with greater emphasis being placed on the learner's imagination, i.e. writing the beginning or end to a story, or writing using knowledge of the world, e.g. writing about how birthdays are celebrated.

Furthermore, *Project 1* contains pre-writing activities for both guided and free writing activities; however, *Project 2* does not include pre-writing activities for one of the five guided writing activities. A shift between the two course books is also apparent with respect to pre-writing activities – the pre-writing activities in *Project 1* mostly take the form of listening and speaking, however the pre-writing activities in *Project 2* mostly consist of reading and speaking; therefore, both course books include speaking as a pre-writing exercise, but there is a change concerning the occurrence of listening and reading as pre-writing activities.

In *Project 1*, the activities involve the linguistic and pragmatic competencies and there is no activity aimed at the sociolinguistic competencies; however, *Project 2* includes two activities which aim at sociolinguistic competence. Thus, there is also a slight change in terms of the knowledge of learners.

To conclude, in the previous chapters in which the course books were evaluated separately (see Chapters 6.2 and 7.2), it was established that both of these textbooks conform with the requirements of the Common European Framework and the Framework Educational Programme for Elementary Education in terms of A1 - A2 and stage 1 - 2 learners; furthermore, the writing activities in both books are well structured in terms of guided and free writing and there is a shift in difficulty, topics, text types and requirements concerning the knowledge of learners between the two course books - thus, should gradually help learners with the development of their writing skills.

CONCLUSION

Writing is undoubtedly one of the most important language skills, it serves many purposes and is present in our everyday lives; therefore, writing should be included in the learning and teaching of foreign languages. The course book plays an important part in language teaching and provides the teacher with valuable support in the English teaching process.

This Bachelor paper analyses and evaluates two English course books, which are used at Česká Třebová Nádražní elementary schools in 5th and 6th grade. These course books are Project 1 and Project 2, both created by Tom Hutchinson. The analysis reveals that the course books are colourful, well-structured and, importantly, contain organised sections which practice various language skills separately.

Writing activities are featured in both course books, and both cover different types of writing activities, i.e. guided writing and free writing. In addition to a clear difference in terms of the degree of difficulty between the two books, it was apparent that as each book progresses, there is a gradual and logical change in terms of the difficulty of the various tasks.

Project 1 contains more guided writing activities than free activities, whereas with respect to *Project 2* the situation is reversed; thus, there is a clear expectation that progress has been made in terms of the writing of learners. Furthermore, the level of difficulty of the text types increases markedly in both course books. *Project 1* starts with introductions and continues to descriptions, whereas *Project 2* includes text types such as descriptions and postcards and continues to stories; therefore, not only is there progress within in each book, but progress is accompanied by a higher degree of text variety in *Project 2*.

A focus on the development of writing skills was apparent not only from the types of writing and the text types, but also from the change in the focus of the writing activities. Project 1 is concerned with the learner and the people in his/her immediate surroundings, however, *Project 2* also involves using the learner's own imagination and providing information on the country in which the learner lives.

Furthermore, a change is also evident in terms of the involvement of the communicative language competence; the first book comprises the linguistic and pragmatics competencies only while the second book involves both of these competencies in addition to the sociolinguistic competence.

Both course books feature pre-writing activities for all the free writing tasks and *Project 1* also includes pre-writing activities for all the guided activities; however, in *Project 2* there is one exercise in which pre-writing activities are not included which is or is not in agreement with the ELT methodology for writing, according to the opinion of individual teachers. No follow-up activities are included in the book which, again, in terms of corresponding to ELT methodology, depends on the opinion of the teacher.

The text types featured in both course books conform to the requirements of the Common European Framework and the Framework Educational Programme for Elementary Education in terms of difficulty and text type; however, one of the text types required by these documents is not covered in the course book, i.e. a poem, and one of the text types featured is not required by either of these documents.

No perfect course book exists. Teachers must choose their course book carefully; however, in terms of the development of writing as a skill, the writing activities contained in course books *Project 1* and *Project 2* are aimed at helping learners and should help develop their writing skills.

RESUMÉ

První kapitola bakalářské práce se zabývá Společným evropským referenčním rámcem pro jazyky, který slouží jako nástroj pro vyučování jazyků v Evropě. Tento referenční rámec propojuje školní systémy v Evropských zemích a snaží se o ucelení výuky jazyků v celé Evropě tak, aby jednotlivé vzdělávací systémy měli stejné označení pro úrovně jazyka žáků a stejné požadavky na tyto úrovně. Dále je v první kapitole uvedeno, kdo je podle tohoto dokumentu žák základní školy a jakých znalostí by tento žák měl dosahovat na dané úrovni v jazyce jako celku. V tomto referenčním rámci nalezneme také komunikativní jazykové kompetence.

Druhá kapitola se věnuje přímo komunikativní jazykové kompetenci. V ní jsou rozepsány kompetence, které se pojí s psaním a jejich očekávané výstupy u žáku A1 a A2. V této kapitole jsou tedy popsány lingvistické, sociolingvistické a pragmatické kompetence a dále kompetence do nich spadající.

Lingvistické kompetence můžeme dále klasifikovat na lexikální, která se týká slovní zásoby jazyka a schopnosti ji využít. Gramatickou, která je znalostí jazykových prostředků a její schopnost využívat. Schematickou, do které patří ovládání a uspořádání významu. Ortografickou kompetenci, která zahrnuje znalost a produkci symbolů, z nichž se skládá písemný text. Další kompetence jako jsou fonologická a ortoepická nejsou v práci zmíněny, protože nesouvisí s psaním.

Sociolingvistické kompetence se zabývá znalostmi, které jsou zapotřebí ke zvládnutí užívání jazyka v rámci společenských dimenzí. Tyto kompetence se dále zahrnují lingvistické markery sociálních vztahů, tedy například výběr pozdravů nebo způsobu oslovení. Řečové zdvořilostní normy důležité k tomu, aby se zamezilo přímočaré aplikaci, jedná se tedy o pozitivní zdvořilost nebo negativní zdvořilost. Dále do těchto kompetencí patří také výrazy lidové moudrosti, což jsou ustálená slovní spojení vyjadřující například obecně sdílené postoje. Kompetence rozdílů ve funkčních stylech, dialekt a přízvuk. Poslední dvě jmenované kompetence nejsou v této práci rozepsány, jelikož jsou neúměrné k úrovni psaní žáku A1-A2 nebo se nepojí s psaním.

Pragmatické kompetence se zabývají znalostí žáků s principy sdělení, patří do nich diskursní kompetence, která je schopností uživatele uspořádat věty tak, aby vytvořil koherentní celek. Funkční kompetence se zabývá mluveným a psaným projevem k určitým funkčním účelům.

Třetí kapitola se věnuje Rámcovému vzdělávacímu programu pro základní školy. Ten má účinnost na státní úrovni, je to dokument vztahující se k výuce na základních školách v České republice. Na základě tohoto vzdělávacího programu si poté každá škola vytváří individuální Školní vzdělávací programy, podle kterých se na dané škole vyučuje. Základní vzdělávací program zmiňuje klíčové kompetence, které by se měli rozvíjet v průběhu celého vzdělávacího procesu až po dospělost. Z těchto kompetencí je v této práci popsána pouze komunikativní kompetence, která v Rámcovém vzdělávacím programu poskytuje informace o tom, co by měl být žák schopen umět po dokončení povinné základní školní docházky. Jedna z dovedností, které by žák měl být schopen a která je zde obsáhlá, je vyjádřit svůj názor v psané formě. Rámcový vzdělávací program také definuje výuku cizího jazyka na základních školách, při čemž vychází ze Společného evropského referenčního programu pro jazyky. Upřesňuje očekávané výstupy znalostí v cizím jazyce rozděleného do dvou stupňů. První stupeň se týká žáků od první do páté třídy a druhý stupeň popisuje očekávané výstupy žáků šestých až devátých tříd. V obou těchto stupních jsou popisovány očekávané výstupy řečových dovedností, poslechu s porozuměním, čtení s porozuměním, mluvení a psaní. V této kapitole jsou popsány pouze očekávané výstupy týkající se psaní, protože na psaní je práce zaměřena.

Čtvrtá kapitola se zabývá samotným psaním a výuky psaní. Nejdříve je v této kapitole popsáno co je to psaní, jak se jeho pozice v posledních letech změnila ve vztahu k jeho učení a proč je psaní důležitou součástí výuky jazyka. Tato kapitola se dále věnuje rozdělení typů psaní podle jejich účelů.

Psaní pro účely učení anglického jazyka, ve kterém je hlavním cílem jeho používání. Například psaní gramatiky nebo slovíček kde je především kladen důraz na přesnost. Dále potom psaní jako dovednost, ve kterém je hlavním cílem zlepšování této dovednosti a současně vytváření souvislého textu, při němž je kladen důraz na jeho celkový smysl. V tomto případě není cílem gramatická přesnost, ale smysluplnost.

Kapitola dále rozvádí, jaké jsou očekávané výstupy týkající se psaní podle Společného evropského referenčního rámce pro jazyky u žáků A1 a A2. Jsou zde také popsány metody výuky psaní. Používání aktivit před samotným psaním, sloužící k přípravě žáka na toto psaní, žáci by měli mít čas si ujasnit vlastní myšlenky, nápady pro daný text, zopakování gramatických jevů a slovíček, které by mohli při psaní použít. Tyto aktivity mohou mít následující formy: čtení, poslechů, diskuzí ve skupinách či dvojicích.

Typy výuky psaní se dále dají dělit na kontrolované, vedené a volné. Kontrolované psaní se používá u žáků začátečnicků a slouží ke cvičení mechaniky ručního psaní. Toto psaní není dále rozebíráno, protože učebnice *Project 1* a *Project 2* jsou určeny pro žáky od pátých tříd a tedy mají s mechanikou psaní relativní zkušenost. Vedené psaní slouží k rozvoji psaní, ale je při něm poskytována opora ve formě doplňování textu, popisování obrázku a psaní dle osnovy. Jsou to například cvičení na doplňování do předem připraveného textu, což je připravuje k jeho správnému vytváření. Dalším cvičením může být popisování věcí a dějů podle obrázků, což jim dává oporu, o čem budou psát, ale žáci již píšou sami. V této výuce vedeného psaní mohou být využity různé typy textu, které jsou zmíněny v kapitole o vedeném psaní.

Volné psací aktivity slouží k samostatnému používání jazyka, ve kterém mají žáci možnost vyzkoušet si naučený jazyk. Cvičení týkající se volného psaní mohou být ve formě e-mailů, pohlednic, dopisů, vtipů, popisů, básní, nebo dialogů, se kterými jsou žáci seznámeni v mluvené podobě a tedy na základě této znalosti je vytvářejí v psaní podobě. Na konci této kapitoly jsou zmíněny očekávané a zvládnutelné typy textů požadované ve Společném evropském referenčním rámci pro jazyky pro žáky na úrovni A1 a A2.

Pátá kapitola a poslední kapitola teoretické části se zabývá učebnicemi a jejich hodnocením. Na začátku této kapitoly je popsáno co je to učebnice a jaké mohou být její pozitiva týkající se výuky anglického jazyka, role učitele při výběru učebnice, současný market učebnic a jejich zaměření. Například zaměření na gramatiku, slovíčka nebo témata. Učitel musí při výběru učebnice vzít v potaz organizaci knihy, sociální a kulturní hodnoty, úroveň jazyka žáků, cenu a dále také příslušenství k dané učebnici. Musí vědět, zda obsahuje pracovní sešit pro žáky, nahrávky, popřípadě metodickou příručku pro učitele.

Dále je v páté kapitole obsaženo, jak se může učebnice v hodinách anglického jazyka využívat a je zde zdůrazněno, že učebnice neurčuje cíle hodiny, ale je podpůrným prostředkem, který se dá dále upravovat, k dosažení cílu učitele. Učitel může upravovat psací aktivity v učebnici změnou významu zadání úkolu podle toho, jaké tím učitel sleduje výukové cíle. Například, jestli učitel v dané aktivitě klade důraz na gramatickou přesnost nebo na obsah textu jako takového. Hodnocení učebnic záleží na kritériích učitele, na co se chce soustředit a co je pro něj důležité při výuce anglického jazyka. Učitel může hodnotit učebnice dvěma způsoby, impresionistickým způsobem a podrobným způsobem. Impresionistický způsob poskytuje pouze obecné seznámení s obsahem v učebnici. Podrobné hodnocení

učebnice, které poskytuje informace o zpracování materiálu a dá se v něm zjišťovat například rovnováha rozdělení aktivit obsažených v učebnici.

Na základě celé teoretické části jsou vytvořena kritéria pro hodnocení psacích aktivit v učebnicích *Project 1* a *Project 2*, což je cílem teoretické části. Tyto kritéria jsou klíčová pro praktickou část této Bakalářské práce.

Praktická část Bakalářské práce se zaměřuje přímo na analýzu a hodnocení psacích aktivit ve vybraných učebnicích. Cílem praktické části je zjistit, zda učebnice *Project 1* a *Project 2* napomáhají k rozvoji psací dovednosti.

Praktická část této práce měla za cíl zjistit, zda aktivity v učebnicích pomáhají rozvíjet psaní. Kapitola šestá, první kapitola praktické části, se věnuje popisu učebnice *Project 1*, jeho provedení, organizaci, vzhledu a počtu psacích aktivit uvedených v obsahu.

Následuje analýza psacích aktivit v učebnici a jejich zařazením dle typu (volné nebo vedené), určením typu textu, kompetencemi používaných v této aktivitě a typem aktivit předcházejících psaní a jejich formu. Každá z aktivit je zde popsána samostatně.

Po analýze přichází samotné hodnocení učebnice zohledňující všechny aktivity společně. Jsou zde rozebírány dle kritérií, vzniklých z teoretické části práce. Jsou okomentovány typy aktivit a jejich počet, který je ve skutečnosti o tři aktivity vyšší než učebnice uvádí v obsahu. Z učebnice dle analýzy vyplývá, že zde převládají vedené psací aktivity, což je v souladu s metodikou učení psaní. Dále jsou zde rozebírány typy textů nacházejících se v učebnici a jejich popis. Je zde zkoumáno, zda by mělo docházet ke zlepšení psaní a zda jsou aktivity vhodné pro žáky na dané úrovni A1. Také je zde uvedeno, jaké komunikační jazykové kompetence jsou zapojeny do aktivity. Z analýzy vyplývá, že v *Project 1* jsou zastoupeny kompetence lingvistické, pragmatické. Z klíčových kompetencí je zastoupena kompetence komunikativní. Jsou zde rozebrány aktivity předcházející psaní, z nichž vyplývá, že nejčastější formy jsou mluvení a poslech.

Sedmá kapitola, se věnuje učebnici *Project 2*, navazující na předcházející *Project 1a* je určen pro žáky A1 až A2. Tato kapitola začíná popisem knihy, jejím řešením organizace, vzhledem, a určením počtu psacích aktivit a srovnáním skutečného stavu počtu aktivit v učebnici s aktivitami uvedenými v obsahu. Další podkapitola se posouvá k analýze jednotlivých aktivit. Určení typu textu, typu psací aktivity (vedené a volné), určení kompetencí v daných

aktivitách (lingvistické, sociolingvistické, pragmatické) a také klíčovou komunikativní kompetenci. Jsou zde určovány a popisovány formy aktivit předcházejících psaní.

Tato kapitola pokračuje hodnocením učebnice. Zohledňuje všechny aktivity jako celek. Je zde zmíněno, kolik psacích aktivit je v dané učebnici, v jakém jsou poměru, zda převládají vedené, či volné psací aktivity. Zde vidíme, že v psaní začínají převládat volné aktivity. Jsou zde popsány složitější typy textů, což odpovídá vyšším nárokům na psaní žáka. Z typů aktivit předcházející psaní je v této učebnici preferováno více mluvení a čtení. Dále jsou zde popsány jazykové komunikační kompetence (lingvistická, sociolingvistická, pragmatická) používané v aktivitách a klíčová komunikativní kompetence, tyto kompetence jsou porovnávány s očekávanými výstupy z daných kompetencí a očekávanými s výstupy týkajícími se psaní dle Společného evropského referenčního rámce pro jazyky a Rámcového vzdělávacího programu pro základní školy. Z tohoto porovnání vyplývá, že učebnice má aktivity strukturované tak, aby odpovídali požadavkům těchto dokumentů týkající se typů textů a obtížnosti a dále, že by měly pomáhat v rozvoji psací dovednosti.

Osmá a poslední kapitola se věnuje porovnání obou knih a snaží se odpovědět na otázku ze stanovených kritérií. Zda dochází k rozvoji psaní pomocí těchto dvou učebnic. Zde je zohledněno kolik psacích aktivit se nachází v každé učebnici a jejich porovnání. Mohu konstatovat, že učebnice *Project 1* obsahuje více psacích aktivit a převládají zde vedené psací aktivity, zatímco *Project 2* obsahuje více volných aktivit. Při porovnání typu textu je zřejmé, že *Project 2* zahrnuje více typů textů psacích aktivit jako příběh, pohlednice atd., na rozdíl od první učebnice, ve které jsou zastoupené pouze dva typy textu, což jsou představování a popis. Z rozdílu mezi aktivitami předcházejícími psaní je patrné, že mluvení je zastoupeno v obou učebnicích, ale v učebnici *Project 1* převládají aktivity poslechové, zatímco v druhé učebnici jsou spíše ve formě čtení. Porovnání týkající se zahrnutých kompetencí vyplývá, že *Project 2* zahrnuje stejné kompetence, jako *Project 1*, ale navíc ještě využívá sociolingvistickou kompetenci žáků. Z výsledků vyplývá, že učebnice jsou strukturovány tak, aby napomáhaly rozvoji psaní jako dovednosti žáků.

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APPENDICES

Appendix A: Project 1 syllabus

| Contents | | | | |
|---|--|--|---|--|
| Unit topic | Grammar | Vocabulary and pronunciation | Communication and skills | Culture, Across the curriculum, Project |
| 1 Introduction p4 Workbook p2 | a / an Imperatives Plurals There is... There are... | Numbers 1–100 p8 The alphabet p10 Pronunciation: Short vowels /i/ /e/ /æ/ /ɒ/ /ʌ/ /ɔ/ /o/ p5 Long vowels: /i:/ /e:/ /ɜ:/ /u:/ /ɔ:/ /a:/ p7 the alphabet p10 | Speaking: Greeting people p4 What's this? p6 Giving instructions p7 What's your phone number? p8 What's ... in English? p10 Describing a picture p11 Listening: Phone numbers p8 Fizz Buzz p9 | Culture: Names and titles p12 Across the curriculum: Maths: sums p13 Project: About me p15 Song There were ten in the bed p15 |
| 2 Friends and family p16 Workbook p12 | be: long and short forms, affirmative, negative and questions Possessive adjectives: my, your, he, she, it, our, their Possessive 's Yes / No and Wh- questions | Countries p16 Family p18 Days of the week p22 Pronunciation: word stress 19 /i/ and /i:/ p21 Sentence stress p23 | Speaking: I'm not from China. p17 Whose is this? p19 Who are you? p21 Listening: Who are the new students? p21 Birthday requests p23 Writing: Introducing people p17 New students p21 The radio callers p23 | Culture: What's your address? p24 Across the curriculum: Geography: the world p25 Project: My family p27 Song My Bonnie p27 |
| 3 My world p28 Workbook p22 | have got: affirmative, negative, questions Position of adjectives | Technical equipment: computer, television, radio, etc p28 Pets p30 Adjectives p33 School subjects p34 Pronunciation: Sentences p29 Yes / No questions p31 /r/ and /r/ p33 /tʃ/ and /dʒ/ p35 | Reading: Erica's school p34 Speaking: Game: I've got ... p29 Have you got a ...? p31 Describing a picture p33 Comparing school timetables p35 Listening: What has Pradeep got? p29 Erica's timetable p35 Writing: Comparing pictures p33; Your timetable p35 | Culture: Schools in England and Wales p36 Across the curriculum: Science: we are animals too p37 Project: My school p39 Song My favourite day p39 |

| Unit topic | Grammar | Vocabulary and pronunciation | Communication and skills | Culture, Across the curriculum, Project |
|-------------------------------------|---|--|---|--|
| 4 Time p40 Workbook p32 | Telling the time Prepositions of time Present simple: affirmative, negative and questions | Time p40 Daily routines p42 Pronunciation: rhythm and stress p41 /ə/ p43 /b/ and /əʊ/ p45 Wh- questions p47 | Reading: Pradeep's day Free time activities p44 Speaking: <i>What time is it, please?</i> p41 <i>When is Mark's hockey lesson?</i> p41 Asking and answering about the things you do p47 Listening <i>What time do you hear?</i> p41 Oscar and Pilar's day p43 <i>What do Pavel and Chinda do?</i> p45 Writing: Write about the time of activities p41 Describe your typical day p43 What Pavel and Chinda do p45 | Culture: Sport p48 Across the curriculum: Music: musical instruments p49 Project: Sports p51 Song: <i>If you're happy and you know it</i> p51 |
| 5 Places p52 Workbook p42 | Prepositions of place <i>There is / are ...</i> <i>Can / can't</i> | Furniture p52, p55 Parts of a house p 54 Places in a town p56 Pronunciation: Word stress p53 /v/ and /s:/ p55 /j/ and /s/ p57 <i>can / can't</i> p59 | Reading Amy's house p54 Label the flat p55 Speaking: Asking and answering about where things are in a town p57 <i>What can you do?</i> p59 Listening: Where are the things (in a room)? p53 Where things are in a town p57 Writing: Where things are p53 Describing a room in your house p55 What your partner can do p59 | Culture: British houses p60 Across the curriculum: History: place names p61 Project: Your town p63 Song: <i>Our town</i> p63 |
| 6 People p64 Workbook p52 | <i>Have got</i> and <i>be</i> for describing people Present continuous affirmative negative and questions <i>How much is ...?</i> | Describing people p64 Clothes p70 Pronunciation: Vowel sounds p65 Phonetic alphabet revision p67 The letter 'r' p69 Syllables p70 | Reading: Saturday morning p66 The king's clothes p71 Speaking: Comparing a picture and a friend p65 In a shop p67 Talk about your life p69 Act the King's clothes p71 Game p78 Listening: Drawing a picture p65 Shopping p67 Writing: Describing a person p65 Write about your life p69 Write about your partner's life p69 | Culture: People p72 Across the curriculum: Art: describing people p73 Project: People p75 Song <i>Head, shoulders, knees and toes</i> p75 |
| Revision pages: | pp14, 26, 38, 50, 62, 74 | | Grammar summary: | Workbook p65 |
| Wordlist | Workbook p74 | | | |

Appendix B: Project 2 syllabus

Contents

| Unit topic | Grammar | Vocabulary and pronunciation | Communication and skills | Culture, Across the curriculum, Project |
|--|--|--|--|--|
| Introduction p4 Workbook p2 | <i>be</i> <i>can</i> <i>have got</i> questions | Greetings p4 What's your name? p4 Rooms and possessions p6 Pronunciation: Spelling and sound p7 | Speaking: Greetings p4 Asking for sports centre membership p5 What's in your bag? p7 | Song <i>Hokey Cokey</i> p7 |
| 1 My life p8 Workbook p4 | Present simple: Affirmative, negative and questions p9 <i>Yes / no</i> and <i>wh-</i> questions p13 Adverbs of frequency p15 Ordinal numbers p10 | Months of the year p10 Dates p10 Housework p14 Pronunciation: Phonetic alphabet p9 <i>th /θ/</i> and <i>/ð/</i> p11 Intonation: <i>yes / no</i> questions p13 | Reading: Birthdays p11 Speaking: Important dates p11 What do you usually do? p15 Listening: Dates p11 What does Jessica do? p15 Writing: Birthdays p11 | Culture: A typical year in Britain / festivals p16 Across the curriculum: Science / Maths: measuring time p17 Project: A year in my life p19 Song <i>Friday, I'm in love</i> by <i>The Cure</i> p19 |
| 2 Animals p20 Workbook p14 | Present continuous p20 questions and short answers p23 Present continuous v. present simple p25 Object pronouns p27 | Animals pp21, 24 Pronunciation: Syllables p21 Stress and rhythm p23 Syllable stress p24 | Reading: Meerkats p25 Chicken Licken p26 Speaking: Game: What am I? p21 Listening: What are the animals? p21 Talk about favourite animals p25 Writing: The ending of a story p27 | Culture: Animals p28 Across the curriculum: Biology: animal classification p29 Project: Animals p31 Song <i>Kookabura sits in the old gum tree</i> p31 |
| 3 Holidays p32 Workbook p24 | Past simple – <i>be</i> p33 Regular verbs p34 Irregular verbs p36 | Holiday transport p34 Holiday problems p36 Pronunciation: Weak and strong forms p33 <i>-ed</i> endings p35 Negative auxiliaries p37 | Reading: Dominic's holiday p33 Helena's holiday p34 Speaking: Where were you...? p33 Who was the man? p35 Talking about a holiday p39 Listening: To a sports instructor p33 A holiday p39 Writing: Mr X p35 A holiday postcard p37 | Culture: British holidays p40 Across the curriculum: History: transport p41 Project: Holidays p43 Song <i>Runaway train</i> p43 |

| Unit topic | Grammar | Vocabulary and pronunciation | Communication and skills | Culture, Across the curriculum, Project |
|--|---|---|--|--|
| 4 Food p44 Workbook p34 | Countable and uncountable nouns p44 <i>a / an</i> p45 <i>Some / any</i> p47 <i>How much ? / How many ?</i> p49 Articles: <i>a / an, some, the</i> p51 <i>A little, a few</i> p51 | Food pp44, 46 Pronunciation: Phrasal stress p45 <i>/tʃ/</i> and <i>/dʒ/</i> p47 <i>/ʌ/</i> p49 Words with the same sound p51 | Reading: Stone soup p46 Speaking: Asking for things in a café p45 Acting out the story p47 <i>How many ... do you eat?</i> p49 Listening: What do people have for lunch? p45 A shopping list p47 Alice's recipe p51 Writing: What you eat p49 Writing a recipe p51 | Culture: Meal times p52 Across the curriculum: Geography: food from around the world p53 Project: Food p55 Song <i>Sausages and ice-cream</i> p55 |
| 5 The world p56 Workbook p44 | <i>How</i> questions p56 Comparative adjectives p59 Superlative adjectives p61 <i>As ... as</i> p63 | Geographical names p56 The weather p58 Adjectives p59 Pronunciation: Stress and rhythm p57 <i>/s:/</i> p59 Syllable stress p61 Vowel sounds p63 | Reading The UK p57 Puzzle p61 Speaking: Comparing seasons, food, etc p59, Comparing your life p61 Listening: The UK p57 <i>As ... as</i> p63 Writing: Comparing seasons, food, etc p59, Comparing your life p61 | Culture: The USA p64 Across the curriculum: Geography: east and west p65 Project: My country p67 Song <i>This land is your land</i> p67 |
| 6 Entertainment p68 Workbook p54 | <i>Going to</i> p69 Adjectives and adverbs p71 | Types of TV programmes p68 Types of films p72 Pronunciation: Sentence stress p69 The letter <i>/r/</i> p71 The letter <i>'a'</i> p73 Rhythm p75 | Reading: Doctor X p70 Speaking: <i>What are you going to do?</i> p69 Acting a story p71 Arranging a meeting p75 Listening: What are the people going to do? p69 <i>Why can't Liz...?</i> p73 What are people going to do? p75 Writing: The beginning of a story p71 | Culture: The British cinema p76 Across the curriculum: History / Art: the Greek theatre p77 Project: Favourite forms of entertainment p79 Song <i>Act naturally</i> p79 |
| Revision pages: | pp18, 30, 42, 54, 66, 78 | | Grammar summary: | Workbook p66 |
| Wordlist: | Workbook p74 | | | |

Appendix C

| PROJECT 1 | Ex.1a | Ex.1b | Ex. 2 | Ex. 3a | Ex.3b | Ex. 4 | Ex. 5 | Ex. 6 | Ex. 7 |
|--|-------|-------|-------|--------|-------|-------|-------|-------|-------|
| | p. 17 | p. 17 | p. 21 | p. 23 | p. 23 | p. 33 | p. 35 | p. 41 | p. 43 |
| COMMUNICATIVE LANGUAGE COMPETENCE | | | | | | | | | |
| Sociolinguistic competence | | | | | | | | | |
| Linguistic competence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pragmatic competence | | | | | | | ✓ | | ✓ |
| KEY COMPETENCIES | | | | | | | | | |
| Communication competency | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ELT METHODOLOGY | | | | | | | | | |
| Pre-writing activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Guided writing | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| Free writing | | | ✓ | | | | ✓ | | ✓ |
| TYPE | | | | | | | | | |
| Introduction | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| Description | | | | | | ✓ | ✓ | ✓ | ✓ |
| Story | | | | | | | | | |
| Letter | | | | | | | | | |
| Postcard | | | | | | | | | |
| Dialogue | | | | | | | | | |
| e-mail | | | | | | | | | |
| joke | | | | | | | | | |
| poem | | | | | | | | | |

| PROJECT 1 | Ex. 8a p. 45 | Ex.8b p. 45 | Ex. 9 p. 53 | Ex. 10 p. 55 | Ex. 11 p. 59 | Ex. 12 p. 65 | Ex. 13 p. 69 | Ex. 14 p. 69 | |
|--|-----------------|----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| COMMUNICATIVE LANGUAGE COMPETENCE | | | | | | | | | |
| Sociolinguistic competence | | | | | | | | | |
| Linguistic competence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Pragmatic competence | | | | | | | | | |
| KEY COMPETENCIES | | | | | | | | | |
| Communication competency | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| ELT METHODOLOGY | | | | | | | | | |
| Pre-writing activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Guided writing | ✓ | | ✓ | | ✓ | | ✓ | | |
| Free writing | | ✓ | | ✓ | | ✓ | | ✓ | |
| TYPE | | | | | | | | | |
| Introduction | | | | | | | | | |
| Description | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Story | | | | | | | | | |
| Letter | | | | | | | | | |
| Postcard | | | | | | | | | |
| Dialogue | | | | | | | | | |
| e-mail | | | | | | | | | |
| joke | | | | | | | | | |
| poem | | | | | | | | | |

Appendix D

| PROJECT 2 | Ex. 1 p. 11 | Ex. 2 p. 27 | Ex. 3 p. 35 | Ex. 4 p. 37 | Ex. 5 p. 49 | Ex. 6 p. 51 | Ex. 7 p. 59 | Ex. 8 p. 61 | Ex. 9 p. 71 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| COMMUNICATIVE LANGUAGE COMPETENCE | | | | | | | | | |
| Sociolinguistic competence | ✓ | | | ✓ | | | | | |
| Linguistic competence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pragmatic competence | | ✓ | | ✓ | | ✓ | | | ✓ |
| KEY COMPETENCIES | | | | | | | | | |
| Communication competency | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ELT METHODOLOGY | | | | | | | | | |
| Pre-writing activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Guided writing | | | ✓ | | ✓ | ✓ | | ✓ | |
| Free writing | ✓ | ✓ | | ✓ | | | ✓ | | ✓ |
| TYPE | | | | | | | | | |
| Introduction | | | | | | | | | |
| Description | ✓ | | ✓ | | ✓ | | ✓ | ✓ | |
| Instruction | | | | | | ✓ | | | |
| Story | | ✓ | | | | | | | ✓ |
| Letter | | | | | | | | | |
| Postcard | | | | ✓ | | | | | |
| Dialogue | | | | | | | | | |
| e-mail | | | | | | | | | |
| joke | | | | | | | | | |
| poem | | | | | | | | | |