Západočeská univerzita v Plzni

Fakulta pedagogická
Katedra anglického jazyka

Diplomová práce
RŮZNÉ ZPŮSOBY PODPORY ROZVÍJENÍ
KOMUNIKAČNÍCH DOVEDNOSTÍ V ANGLIČTINĚ
V UČEBNICÍCH POUŽÍVANÝCH NA DRUHÉM
STUPNI ZŠ

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Plzeň 2013

University of West Bohemia

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Thesis
VARIOUS WAYS OF SUPPORTING DEVELOPING
COMMUNICATION SKILLS IN TEXTBOOKS USED IN
THE UPPER PRIMARY EDUCATION

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Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce* (k vyzvednutí u sekretářky KAN)p

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 27.května 2013   …………………………….

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ACKNOWLEDGMENTS

ABSTRACT

Köhnleinová, Iva, University of West Bohemia, Faculty of Education, June 2013, Various ways of supporting developing communication skills in textbooks used in the upper primary education . Supervisor: Mgr. Danuše Hurtová

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The thesis has to do with the topic of supporting communication skills with the help of course books used mainly in the last year of elementary schools for English as the first foreign language.The research was designed as a consequence of meeting many students of this age who are not able to communicate on the required level, despite of the fact that this part of learning language is dependent quite a lot on the teacher´s methodology and personality. Four course books were therefore analysed on presence of various types of communicative activities and their role in developing spoken interactionis discussed. In the theoretical chapter the expected outcomes of elementary education are pointed out and various communicative practices characterized. Three analysed course books, Project 4, Project 4 3[rd]edition and Way to Win 9 are used at schools frequently, while the forth one, Challenges 3, is used very rarely. The research is realized by examining the Student´s Books and Teacher´s methodologies page-by-page and putting each presented communicative activity into designed category. The collected data are summarized and illustrated in figures and charts. Based on the results, the individual textbooks are compared and the pros and contras of each book are discussed. The least frequent course book, Challenges 3, seems to support the spoken interaction development the most efficient. On the other hand, it requires a lot of additional material to supply Way to Win 9 with enough communicative exercises. Eventually the possible ways of supplying the textbooks are suggested.

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1.INTRODUCTION

There are particular outcomes in the field of productive language skills and spoken interaction in English as a second language required by curriculum in year 9 of elementary schools in the Czech Republic. These outcomes are in correspondence with the new era, when English language has become the main means of international communication and the ability to speak English is an important background for international contacts. The outcomes are stated in the Framework Education Programme for Elementary Education and they are based on Common European Framework of Reference (CEFR) designed by Council of Europe in 2001. The required level for the end of upper primary schools is A2.

My thesis targets one part of speaking skills - spoken interaction- which forms the core of use of any language. The research was designed as a consequence of meeting many students of finishing elementary schools who are not able to communicate on the required level. To learn to communicate orally needs some practice and requires some particular sequences and variety of activities. There are two fundamental questions in my work: "Do the course books used in year 9 of elementary schools sufficiently prepare learners to reach communicative skills required by curriculum at the end of the elementary school?" and "What kinds of communicative activities are involved in theses course books?" Unquestionably this part of learning language is dependent quite reasonably on the teacher´s methodology and personality and teachers can influence a lot by adding appropriate activities but the course books can provide good help both for the teachers and learners. Therefore I think it is suitable to ask these questions and find answers which textbooks help the most develop communicative abilities of the learners and give the learners some confidence for verbal communication and interaction.

In the first part of my work providing the background information about the topic of spoken interaction as a part of teaching languages I give an overview of the key documents defining the language education in the Czech Republic. I follow with main features of spoken interaction acts and I explain the most important terms commonly used in this part of research field as communicative competence, communicative ability, spoken interaction or fluency and accuracy and the way these terms are used in linguistic disciplines. I mention Communicative language teaching as an approach which helped include communicative activities into the language learning. Then I define communicative activities and characterize various forms and types of them. I also give a list of the most

common communicative activities. Using textbooks and their benefits and limitations in language teaching are discussed.

In the practical part I provide review of communicative activities in course books broadly used in the Czech lower secondary schools in year 9 and I give reasons why I chose particular course books for analysis and explain dividing of communicative activities for the purpose of this work. I give an overview of total numbers as well as of the particular types and forms of activities. I compare the analysed textbooks with each other.

Based on the results I summarize communicative activities presented in analysed textbooks and I discuss the course books´ suitability with the required output of competences as it is stated in FEP. I recommend the way how working with these textbooks to fulfil the required output of elementary education in English language in the field of spoken interaction. The result´s limitations are mentioned and possible consequent researches are suggested.

2. THEORETICAL BACKGROUND

As mentioned in the previous chapter, the ability to communicate is the core of use of any language. Although many School Education Programmes, based on the Framework Education Programme for Elementary Education, emphasize the concentration on the communicative use of English language, the reality is often different and many students, even very good at reading or writing, have problems when they start to communicate. The objective of elementary education in educational area the first foreign language is to reach the A2 level of Common European Framework of Reference for languages in all four basic language skills.

In this chapter, firstly, I provide with overview of key documents significant for language teaching and learning in the Czech Republic and point out required outcomes in the field of spoken interaction at the end of the elementary education. Secondly, I deal with the topics of communication and spoken interaction, their features and their role in the language teaching and learning. I define basic terms used when talking about these topics. Thirdly, I give basic characteristics and dividing of communicative activities. In the end I mention the role of teachers when introducing communicative activities and I discuss using of textbooks, their benefits and limitations.

English Language

Nowadays English language is commonly used for international communication and when having international contacts it is necessary to be able to communicate in English, both written and spoken. Recently, also with help of development of information technologies, the importance of English communication in the international field has increased. Harmer (2007) claimed, that "native speakers are increasingly out-numbered by people who have English as a second or third language" (p.13). The term English as a lingua franca (ELF) is frequently named as a term for a language used "for communication between people who do not share the same first (or even second) language" (Harmer, 2007, p.13). There are some features of ELF which differ from native speaker´s English.

According to these facts, there is recently led the discussion what to teach in English classes. Some linguistics think that international comprehension and intelligibility are the most important factors when teaching English, while others stick to their conviction of standard English or native speaker´s English as the real objective of teaching. In order to

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unify the syllabuses for teaching English and other languages in Europe the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was designed in 2001.

Key Documents for Teaching and Learning Languages in the Czech Republic

The Common European Framework of Reference for Languages (CEFR)

Council of Europe gives reasons for designing The Common European Framework of Reference for Languages (CEFR). According to Council of Europe, the CEFR "was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials and the assessment of foreign language proficiency" (Council of Europe, 2012). Nowadays, CEFR is used not only in Europe, but also in non-European countries for English as well as for many other languages. CEFR divides the foreign language proficiency into three levels: A, B and C, where the A-level means basic user, B-level stands for an independent user and C- level for a proficient user. Each level is further divided into two parts, where number one represents lower and number two higher mastering of the language on the particular level.

The reason why CEFR is broadly used in designing of English curricula comes from the complexity of CEFR. The Council of Europe (2012) adds that "The CEFR's scales of foreign language proficiency are accompanied by a detailed analysis of communicative contexts, themes, tasks and purposes as well as scaled descriptions of the competences on which we draw when we communicate." The English curriculum described in the Framework Educational Programme for Czech schools is also based on CEFR and its designed skills.

Framework Education Programme (FEP)

Learning and teaching English (and other foreign languages) in the Czech Republic is anchored in Framework Education Programme (FEP). There are programs for preschool, elementary and secondary education as well as for higher vocational and other education. They were designed in 2007. Some changes of FEP will be valid from 1th of September 2013. The FEPs serve as a base for School Educational Programmes (SEPs), which are created by each school "according to the principles of FEPS" (Jeřábek, J., Tupý J. et al,

2007, p.5). The FEPs state the minimum required level of educational outcomes in all relevant skills connected with learning languages. All these educational documents are available to the public.

FEP for Foreign Languages in Elementary Education

The required requirements of FEP for the first (as well as for the second) foreign language are based on CEFR. They are described in the educational area called Language and language communications. Education "is aimed at attaining the level A2" of CEFR at the end of the elementary school (Jeřábek, J., Tupý J. et al, 2007, p.18). In the Czech elementary education English is usually, but not obligatory, the first foreign language. The children start learning the first foreign language in year 3 of the primary schools, the second foreign language in year 6 or 8 of elementary schools. The second foreign language (which is only optional) is taught in ninety per cents of Czech elementary schools (Ministry of Education, 2013).

In the FEP, there are set expected outcomes in the field both reproductive and productive language skills required by the syllabus. Nevertheless they are specified much more detailed in the CEFR under the A2 level than in the FEP. The FEP itself references the CEFR and its A2 level. The detailed subject matter in the FEP is also included and involves the required communication forms and thematic areas.

Productive Language Skills Expected in Year 9 of Elementary Schools (A2 level) FEP

This thesis targets the topic of spoken interaction as a part of productive language skills and therefore I concentrate on the objectives in field of productive language skills at the end of elementary education, which are set in FEP. According to this document pupils should be able to

> create a simple expression concerned with a situation related to family and school life and other thematic areas being studied, create simple sentences andshort texts and ; utterance as well as conversation of suitable difficult and request simple information. (Jeřábek, J., Tupý J. et al, 2007, p.24)

In the field of interactive language skills should pupils be able to understand and to be understandablein common everyday situations (Jeřábek, J., Tupý J. et al, 2007).

Subject matter for this stage of elementary education includes ability to create simple messages with function of addressing someone and reacting to being addressed, welcoming, greetings, introductions, apologies and reacting to them. Learners should be able to express thanks and react to being thanked; they should formulate simple requests, wishes and congratulations. They are also required to ask for information, to agree/disagree, they should be able to participate at meetings and have knowledge how to react is some common social situations (Jeřábek, J., Tupý J. et al, 2007). The vocabulary and thematic fields include home, family, school, leisure time and hobbies, personal information, sport, eating, clothing, shopping, nature, travelling and weather. Further description of the required outcomes is set in CEFR. The Educational Content for the foreign language at stage 2 (year 9) is shown in appendix I.

CEFR

CEFR as a base for FEP describes the required level A2 much more detailed. According to this document A2 user of language is characterized as a person who can use English language in majority of social functions like

> use simple everyday polite forms of greeting and address; greet people, ask how they are and react to the news; handle very short social exchange; ask and answer question about what they do at work and free time; make and respond invitations; discuss what to do, where to go and make arrangements to meet; make and accepts offers. (Council of Europe, 2009, p.135)

Moreover, the A2-level users are able to "make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains and taxis, ask for basic information, ask and give directions and buy tickets; ask for and provide everyday goods and services" (Council of Europe, 2009, p.135).

In the field of spoken interaction, CEFR describes the A2 level as the user "can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord" (Council of Europe, 2009, p.147). Global scale of CEFR and illustrative scales for spoken interaction are shown in appendices 2 and 3.

Spoken Interaction

Speaking vs. Spoken Interaction

In the range of language skills, speaking belongs, together with writing, into productive language skills. Harmer (2007) divided acts of speaking into interactive and non-interactive actions. The terms spoken production and spoken interaction are also used for the same dividing. Spoken production includes all activities based on speaking as rhymes, speeches or dialogues and spoken interaction involves only interactive speaking acts or, with other words, communication. My work deals with the spoken interaction only. Recently, there have been made many researches in the field of spoken language and spoken interaction as well, due to the computer accessible spoken corpora of many languages and their varieties (Aijmer and Stönström, 2005).

Features of Spoken Interaction

Although writing and speaking create together the productive part of using language there are several difference between spoken and written utterances. Spoken interaction includes mainly spontaneous communication with its main aim to exchange information, not the prepared speech, loud reading, rhymes, song etc. There are, according to Harmer (2007), some typical features of spoken communication as small units of conversation, not neat and tidy turns, not finished sentences or hesitations. The utterances are co-constructed and unplanned. Varela et al (n.d.) added that spoken language also contains discourse markers, repetitions and rephrasing. To summarize this topic, there is some typical discourse of spoken communication, which differ from others form of communication.

In the past, pronunciation and intonation dominated the teaching of spoken interaction (Brown and Yule, 1983, preface). Nowadays the topic of teaching spoken interaction targets "the communicative use of language by speakers with a reason for speaking" (Brown and Yule, 1983, preface, p.ix). There fore the term communicative activities has been incorporated into the language teaching and learning. Furthermore the terms communicative ability and communicative competence have been often mentioned recently.

Communicative Competence

Some authors do not distinguish between communicative competence and communicative ability and use both terms for describing one thing - the ability to

communicate. A famous American linguist Noam Chomsky described competence as "a speaker´s intuitive knowledge of the rules of his native language" (Revell, 1979, p. 4) and performance based on "applying these rules "(Revell, 1979, p. 4). There are also many authors, who reproached Chomsky that he "took no account whatever of any socio-cultural features" (Revell, 1979, p. 4). They also distinguish communicative and linguistic competence, where communicative competence means ability to use our linguistic competence (Revell, 1979, p. 4). Richards (2006) described communicative competence as knowledge we need to have "in order to use language communicatively" (p.9).

To teach with an objective to help learners to gain the communicative competences means to create an environment in the classroom which is as close as possible to the real communicative situation, because the classroom itself is rather restricted environment. Nevertheless, it is necessary to start with such activities, which provide learners with linguistic competence they can later use when communicating. Richards (2006) gives various examples how to develop the learner´s communicative competence, which include settings motivating to use the target language, communicative events, defined roles within the activities or increasing of grammatical and lexical content The communicative competence is one of the key competences set in the Framework Educational Program in the Czech Republic and does not involve only communication in foreign languages, but communication in general.

Communicative Ability

Communicative ability is the real goal of all foreign language teaching and learning (Littlewood, 1981). It is essential when exchanging knowledge, information or opinion among people. Learners, according to Harmer (2007, p. 343), "have to be able to speak in a range of different genres and situations". Nevertheless, communication is not only about facts, it is also about "what we feel about these facts" (Revell, 1979, p. 2). All the teaching of the language aims to the ability to communicate. There is one approach in language teaching called communicative language teaching, which focuses on communicative abilities with own techniques and methods. Communicative language teaching combines both structural and functional views of language and communicative ability involves knowledge of both of them.

Communicative Language Teaching

This term is used being used for approach based on "belief, that if students are involved in meaning-focused communicative tasks, their language learning will take care of itself" (Harmer, 2007, p. 69). That is the reason, why these approach provides students with activities based on "real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use" (Harmer, 2007, p. 69). Communicative language teaching (CLT), which appeared in 1970s, has one clear objective of teaching, which means communicative competence (Richards, 2006). Harmer summarized this term as the one which "has become a generalized ´umbrella´ term to describe learning sequences with aim to improve students´ ability to communicate". (Harmer, 2007, p.70). As all other approaches, there are discussed advantages and disadvantages of this approach. Harmer also discussed its methodology "which is based on group- and pair work and teacher´s intervention kept to minimum". Since this approach has appeared and has been discussed the communicative activities are natural part of language learning process. In connections with CLT there is also a discussion among linguistics, what is the role of fluency and accuracy in language learning and teaching.

Fluency and Accuracy

There is need to find the right balance between fluency and accuracy. Thornbury (2005) mentioned that the deciding point between these two factors is their order and how they are emphasized when teaching. According to him, there was long time when accuracy preceded fluency, which caused frustration of many students, who new the grammar but they were not able to interact when speaking. As Scrivener (2005, p.145) added, learners were "able to conjugate a verb, but unable to respond to a simple question," The communicative approach changed this order and put the fluency as a base of communication. To resume these facts, reaching of the right balance between fluency and accuracy is one of the challenges of language teachers nowadays.

Spoken Interaction in the Classroom

The first real communicative situation which can happen to the learners of a foreign language is the interaction in the classroom. In this case the target language is used as a means of communication and causes getting things done in the classroom (Klippel, 1984).

These situations appear in order to say some message and there fore they are called message-oriented communication (Klippel, 1984). Compared with this type of communication, in the classroom there is also presented language-oriented communication (Klippel, 1984)., which aims to reach some language knowledge. This kind of communication happens through communicative activities.

Communicative Activities

This part of theses addresses communicative activities and their general characteristic. Pre-communicative and communicative activities are distinguished. Purpose of communicative activities and the role of a teacher are mentioned. The activities are named and divided into groups according to level of restriction of the languages needed for fulfilling specific tasks and types of communicative activities are listed. Each group is briefly characterized.

Characteristics of Communicative Activities

Communicative activities practice skills used in natural communication in the target language. They provide learners with knowledge and self-confident which they need in the real communicative situation. Scrivener (2005) used this term only for activities involving "a real exchange of information" (p.62). This means that not overall oral practices, as for example repetition, drill, acting out or speech are communicative activities. This terminology comes out of the fact that communication serves to exchange of information. The communicative activities are "designed to get learners to speak and listen to one another" (Scrivener, 2005, p.154). Nevertheless, as Scrivener (2005) added, many oral but not communicative activities are possible to change into communicative activity. As an example he mentions describing of picture transformed to inform the classmate who does not see the picture about its items.

The design of these activities is based on their purpose for communication which these activities create. As Harmer (2007) added, "they should be focused on the content ...rather than on particular language forms" (p.71). According to Bilash (2009) following criteria characterize communicative activities: activity takes place in or replicates a real life context, activity involves use of both personal knowledge and skills as well as language knowledge and skills, by doing the activity participants learn and use content knowledge,

talking is necessary in order to complete the task, interaction is necessary in order to complete the task, participants must problem solve or use advanced thinking skills (strategic knowledge) in order to complete the task, activity must be fun/interesting for participants. Harmer (2007) listed common features of communicative activities, which include a desire to communicate, a communicative purpose, content is important and not form, variety of language is possible and even required to use, no massive teacher´s intervention is necessary, no materials control is necessary. Klippel (1984) pointed out two devices causing the activity to be communicative: information gap and opinion gap. While the fist ones are based on the exchange of information, the second ones invite learners to express their opinion and compare it with other participants.

Purpose of Communicative Activities

The most obvious purpose of communicative activities in the classroom is to skill the learners for using the language in some real situation. They can also play role of a motivation, because they show learners the real purpose of their effort: being able to communicate. They get learners "to interact in realistic and meaningful way" (Scrivener, 2005, p.152). Naturally they play an important role in the "social life" of the classroom. Communicative activities can bring a lot of fun into classroom and help to relax atmosphere of learning. It is quite likely that they also improve the relationship among the learners themselves. Littlewood (1981, p. 17-18) mentioned four partial purposes. According to him, these activities provide whole-task practice, improve motivation, allow natural learning and can create a context which supports learning. Bilash (2009) saw benefits in the fact that these activities exposure students with the target language. Thornbury (2005, p. 79) added that communicative activities "discourage learners from dwelling on the facts of the language, and compel them, instead, to draw on automated routines."This way, he continued, these activities "encourage the automizaiton of language knowledge"

Form of Communicative Activities

According to the fact if the communicative activities "are basically concerned with skill getting and skill using" (Nunan, 1989, p. 60), they are traditionally divided into controlled practice activities, "in which learners manipulate phonological and grammatical forms" (Nunan, 1989, p. 60) and creative or free activities where learners apply their language skills in communicative situations. In between there are semi-controlled activities

then. This rough dividing mirrors the process of developing a full communicative competence, when learners start with some introductory activities which provide the learners with some specific language knowledge and they move towards activities which are not based on any particular language structure (Varela et al, n.d.).

Controlled, Semi-controlled and Creative or Free Activities

All communicative activities vary on the scale from controlled, through semi-controlled to creative or free activities. There is often no clear border between them and it is sometimes possible to use one activity on the whole scale from controlled toward creative practise. It depends on level of restriction of the language which is required for the task. Earlier or later all learners need to use the language they acquired as free as possible. It is usual that the more skilled the learners are, the more often they practice their communicative abilities by creative activities. However, as we see later, this is not a firm rule. The progress of the lesson should usually go from controlled or semi-controlled activities towards free ones. Cotter (2013) stated, that "this allows increased challenge and the opportunity for experimentation". Cotter also pointed out the fact, that "As the class progresses through the content, each type of activity allows increased amounts of creativity, personal relevance, and experimentation with the language" (Cotter, 2013). Brief characteristic and basic features of the mentioned forms follow in the next paragraphs.

Controlled Activities

Controlled activities can be understood as a communicative form of controlled language practice. They involve the simplest patterns of interaction (Littlewood, 1981, p. 22).They provide learners with some specific type of language and help them with appropriate cues. There is often limited amount of correct answers. The learners often interact "according to strict rules" (Littlewood, 1981, p. 23). These activities often include questions of specific type "which are capable to elicit the information gradually but not in one swoop" (Littlewood, 1981, p. 23). Cotter (2013) also mentions the benefits of controlled activities, which "….allow students to solely focus on the new language structure. A variety of possible answers don't get in the way. What's more, with each response, the target language becomes increasingly familiar and confident."

Semi-Controlled Activities

These activities represent "an initial step towards enabling richer patterns of communication" (Littlewood, 1981, p. 29). They are suitable as confidence and familiarity increases (Cotter, 2013). They reduce restrictions which are fully involved in controlled activities and the control of the teacher is reduced in favour of more creative interaction

and the cues are reduced as well. On the other hand, they usually involve some linguistic pattern set up by the teachers. More realistic situation can be created and "students have the chance to somewhat personalize the language" (Cotter, 2013). There is still limited number of possibilities for answers. (Cotter, 2013).

Creative or Free Activities

These activities usually allow learners except sharing information also to discuss or analyze various topics or evaluate various opinions or situations. Learners can use whatever language structures they are able to in order to complete a task. Variety of tasks is possible and many simulations of everyday situations can be involved. Littlewood (1981, p.38) summed up that "in these activities learners must not only analyse information, but also argue, justify and persuade." Because no answer is predictable, learners can express their personality and there fore they are often attracted by these activities. Moreover, "Students have the greatest opportunity to personalize the language, experiment, and incorporate previously learned vocabulary, grammar, and other points. This naturally leads to high rates of retention (Cotter, 2013). These activities take usually place at the end of the lesson.

Types of Communicative Activities

There are various ways how to divide communicative activities depended on the way they are designed and on purposes they shall fulfil. Littlewood (1981), for example, proposed two main categories, according to some general features of activities. These two groups are called functional and social interaction communicative activities (p. 20).

Functional communication activities want learners "use the language they know in order to get meaning across as effectively as possible" (Littlewood, 1981, p. 20). When completing a functional task, learners are required to overcome an information gap or they are to solve a problem (Littlewood, 1981). In order to learn toward the real communication, Littlewood further divided these activities into four groups, with decreasing proportion of restricted cooperation and control and increasing creativity, or with other words, from controlled to creative activities. Activities based on sharing and processing information are involved in this category. The limitation of these activities comes from their "lack of similarity with real-life situations" (Littlewood, 1981, p.39).

Social interaction activities require using of language "which is not only functionally effective, but is also appropriate to the social situation he is in."(Littlewood, 1981, p. 20). Social interaction activities give to the functional activities a social context

and students learn to choose language which is both functionally effective and appropriate to the particular social situation. (Littlewood,1981, p. 43). As Littlewood (p.43) stated, "the activities approximate more closely to the kind of communicative situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behaviour. The learner is then expected to consider social as well as functional affect of his choice of some specific language items (Littlewood, 1981, p.43). It is not always possible to clear a strict division between these types of activities; they are usually focused on one of targets mentioned above.

Unlike Littlewood, Richards (2006) divided communicative activities according to their main focus to accuracy and fluency activities. According to him, activities focusing on fluency reflect natural use of language, focus on communication itself, require the use of communicative strategies and produce language that may not be predictable. With other words, they target towards free activities. On the contrary, activities focusing on accuracy reflect classroom use of language, practice small samples of language out of context and focus on production of correct chunks of language.

Pre-communicative Activities

We can distinguish pre-communicative and communicative activities. The first ones have the purpose to provide learners with some skills (linguistic forms) needed for communicative activity itself without real communication and without needing to communicate with a partner. The second ones, on the other hand, try to stimulate the real life and real communicative situations. However, there is not a clear cut between these two types of activities and the teacher can, with various arrangement of practice, decide whether it is pre- or communicative activity.

List of Common Communicative Activities

There are many ways from different authors how to divide particular communicative tasks. In this part I give the list of the most common communicative tasks used in the classroom and their brief description. As an example, Harmer (2007), mentioned acting from a script, communication games (information gap games), TV and radio games, discussions, questionnaires and simulations and role play (p. 348-353). Pattison (1987) listed questions and answers, dialogues and role-play, matching activities (Bingo, split sentences etc.), communication strategies (paraphrasing, borrowing, gestures, asking for

feedback), picture and picture stories (spot the difference, memory test), puzzles and problems (making a guess) and discussions and decisions.Scrivener (2005 p.153-154) involved as the most common communicative activities picture differences tasks, group planning tasks, list sequencing tasks, pyramid discussions, board games or puzzles and problems. Varela et al (n.d) divided these activities into macro-categories, which involve for example drama-based activities, information gap activities or activities based on exchange of opinions. These macro-categories are further divided into micro-categories; drama-based activities involve role-play and act the story activities then. Most of the named activities can be used in the whole scale from controlled to free activities. The list and characterization of particular types follows.

Information Gap Games and Activities

Many communicative activities have a form of a game, in order to increase motivation and stimulate a real situation, where there is important to get some missing information. The information gap games are based on "a transfer of given information from one person to another" (Nunan, 1989, p.66) and can involve all scale of activities from controlled to creative ones. The participants have different kind or amount of information and exchange of missing information is the proper objective. These activities are used very common in the classroom and in their simpler form they are also suitable for beginners. The simplest language structures can be used and they are relatively easy to arrange. The tasks involving an information gap do not need to be only games, but they offer a wide range of activities.

The Television and Radio Games

The television and radio games are usually more creative and do not involve much restriction and they "often provide good fluency activities" (Harmer, 2007, p.349). They are suitable for beginners only in their very simple form and it needs a sensitive control of teachers to keep such activities effective and lively. They often imitate well known TV shows and therefore especially teenagers like them.

Ask and Answer Activities

As their name says, these activities are based on asking and answering. They have very often forms of a controlled practice and serve for practicing of one language structure. They are often used with beginners to help them to get some basic linguistic knowledge

and sometimes they can fulfil the purpose of a pre-communicative activity. They can be followed by dialogues with more free use of language and involving some language chunks drilled in ask and answer activities.

Dialogues

Usually with two participants, these activities are really frequent in course books. They are relatively easy to design and setting such an activity in the classroom is not complicated. Unlike ask and answer activities, dialogues usually offer a wider range of question, answers and reactions. They can appear in all forms of language practice.

Interviews, Surveys and Questionnaires

Similar to dialogues, these activities are based on questioning and answering. Unlike dialogues, interviews, surveys and questionnaires have usually clearly divided roles into interviewer and respondent. The interviewer practices preparing and/or asking questions and the respondent practices fast reaction. Questionnaires are mostly written versions of an interview, but in the classroom students usually speak when they need to get answers for their questionnaires. Moreover, the number of respondents is usually bigger than when interviewing someone and the scale of communicative situations is larger through it.

Discussions

Discussions are based on an opinion gap. In order to be efficient, discussions are sometimes demanding for teachers, especially in two main points. Firstly, teachers have to learn how to organize talking that all the learners have opportunity to participate in similar way on the discussion. Secondly, they have to help the learners to keep the discussion interestingenough to motivate students to carry on. Scrivener (2005) suggested to choose some specific topic, not general one or to provide students with a role card. On the other hand, when teacher can lead an efficient discussion, the effect on student´s fluency and students´ ability to react spontaneously is very big.

Role-play

These tasks are based on taking some specific role and on imagination to be another persons then learners themselves. Role-play "provide a useful springboard for real-life language use" (Thornburry, 2005, p. 96) thanks their variability they offer a large choice of

characters and consequently a large choice of communicative situations. They usually occur as semi-controlled of free tasks.

Simulation

Unlike the role-play, simulations require that "students play themselves in a simulated situation" (Thornburry, 2005, p. 96) This act also enables learners to think about themselves in general and helps them to develop their personality. This way learners can join the world of classroom with real life feelings.

Acting a Script/Story

This means to re-play some story, usually from a course book. Although there is a given script and the learners know what to tell and they do not use the language free and spontaneously, it can be sometimes very useful communicative activity, because the characters of the story interact. Thus the learners can get feeling for interacting in various real life situations. Nevertheless, it can also have form of free practice, in case learners are required to discuss and write their own script

Puzzles and Problems

These activities are linked with human´s desire to find out the solution. They are based on some real hidden fact and can bring a lot of motivation for the moment. If the students are engaged, they will naturally use a wide range of their language to find the truth. Puzzles and problems are not so easy to design to be effective, but on the other hand, they can bring a lot of enthusiasms into the classroom. They enable, similar to real life when searching for a truth, a large scale of language structures and communicative strategies, like guessing or persuading.

Teachers´ Role in Communicative Activities

Based on the design of communicative activities, which are made for students to communicate, the role of a teacher is "less dominant than before but no less important" (Littlewood, 1981, p.19). Teachers should deny all unnecessary interventions, because this can slow the learners in fluency. Nevertheless, teachers should provide the learners with language items necessary to fulfil the task and they should offer advice, guidance or help if the learners do not cope with the task.

When the task is in progress "teachers can monitor their strengths and weaknesses" (Littlewood, 1981, p.19) and they can later prepare more controlled practices to improve the weak points of learners´ spoken interaction. Sometimes teachers can decide to correct some mistakes immediately in order not to become fixed (Littlewood, 1981, p.19). Overall, teachers have to create supportive atmosphere where there is no fear to communicate and express own personality at all. First of all this is important in cases, when the learners were accustomed to teacher-centred learning (Bilash, 2009)

Textbooks

Together with teachers, also other educational materials influence teaching and learning languages. This thesis addresses the course books therefore some brief characteristics is designed. Regarding this work´s topic, Grant (1990) distinguished traditional and communicative textbooks. While the first ones try to introduce language as a system, the communicative ones create opportunities to use language in the classroom in its communicative form. Grant explained then that the traditional course books do not need to be of old publication, but they focus on grammar, reading and writing activities. On the other hand, the communicative textbooks focus on the balance among the four language skills. A lot of pair- or group work is involved.

There have always been discussions about the usefulness of course books in the field of language teaching. Nevertheless, the vast majority of teachers use course books, but usually these books, which are required by the institution the teacher works for. The fact is that only smaller part of the teachers can choose their course books free. It is really worth to think what the teachers want to achieve in the course and get an idea for effective course book than to adjust their teaching to the course book which is available at the moment.

Harmer (2007, p.181) summarized both benefits and restrictions of course books. As benefits he mentions first of all that the course books "are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts and other accessories." From the student´s point of view the course books are motivating because "they (students) foster the perception of progress as units and then books are completed" (Harmer, 2007, p. 181). Many teachers use the course books as a base for their lessons, but they add, omit or change some activities to adjust the course to the particular learners. As one of the main restrictions when using course books Harmer sees the process when teachers rely on presentations, practices and procedures given in the course books and the classes turn into

demotivation or boredom due to the monotonousness. On the other hand, especially with teachers just at the beginning of their career, there is a danger of losing coherence and continuity in the course. When not using a course book, teachers have to plan very carefully and long term to ensure the continuity.

As a result, teaching with or without course book both can be effective or ineffective. The effectiveness depends a lot on used methods, chosen materials, a teacher´s personality and the way teacher works with it. But seems to be a fact, that using an appropriate course book and keep its progress and its recommended methodology make the teachers´ work easier, requires less time for preparing the lessons and planning a sequence of lessons.

3. RESEARCH METHODOLOGY

This chapter describes the research methodology which I used to achieve the results which can answer my basic questions: "Do the course books used in year 9 of lower secondary sufficiently prepare learners to reach communicative skills required by curriculum at the end of lower secondary school?" and "What kind of communicative activities are involved in theses course books?" First I explain the choice of analysed textbooks and I briefly describe their main features.Secondly I explain the reasons which led me to use particular categories of collected data. Data analysis is given in the following chapter.

Choice of Analysed Textbooks

For my analysis, I chose the course books, which are mainly used for teaching English at year 9 of elementary schools. It is obvious that communicative competence in not created in the last year of elementary education. On the other hand, in this year pupils should be able to join all language knowledge of elementary school and be prepared to communicate in the frame of expected output.

I asked teachers, school management or students of 94 schools the question "What course books do you use in year 9 of your school?" during April and May 2013. The schools are situated mainly in West Bohemia, particular in Klatovy and Domažlice districts, but there are also schools from other regions involved (Prague, Karlovy Vary). Some schools have information about their course books on the internet page. I also took in account two analyses made in last 3 years by Černá (2010) and Štefanová (2011), which addressed frequency of the textbooks. According to the survey and with help of two mentioned researches I chose the textbooks for my analysis.I chose three most frequent textbooks, and, on the contrary, one textbook which is not very common, and its authors emphasize balance between grammar and communicative language use. The chosen textbooks and their communicative objectives are analysed bellow.

Textbooks´Charakteristic

Project 4 is the fourth volume of this five-level English course by Tom Hutchinson, published by Oxford University Press. The course was published between 1998 and 2001. 2001 is also the year when CEFR was designed. This is probably the reason, why no CEFR

level is mentioned here. According to the Teacher´s Book authors, Newbold and Hutchinson (2001), who describe the course´s objectives, "the course aims particularly at presenting language in realistic and motivating context" (p.4); they also hope to get students to use language outside the classroom. The Student´s Book´s cover informs about key features of the course and as the first one it mentions "a grammar-based, analytical approach which encourages students to think for themselves within a supportive framework" (Hutchinson, 2001, book cover). The course also promises to encourage learners´autonomy

The course consists of a Student´s Book, a Workbook, Class Cassettes/CDs and a Teacher´s Book. The textbook is divided into an introductory unit and 8 main units, four revision parts and four extension units containing a culture section, a project and a song.After extension, there is revision part presented, which sums up the last two units. The Workbook serves mainly to individual work of students with a lot of grammar, reading and writing exercises and is completed by Vocabulary with Czech translation. The Teacher´s book contains complete lesson notes, key for all in Student´s book presented activities, tape scripts for the listening activities and optional extra activities for all units (Newbold and Hutchinson, 2001). There are also tests and their answer key.

Project 4 – the 3rd edition is the 4th volume of a new edition (published in 2007) of the previous course. There are 5 volumes of this course, too. The cover of the books states, that this edition is re-written according to the objectives of contemporary education (Hutchinson, 2007, book cover) and based on a wide research made in the Czech Republic, where the Project´s users took part. According to the Hutchinson and Gault (2009, p. 4), this edition "combines the best of contemporary and traditional approaches" and is "also shaped by the experience of teachers and students who have used Project successfully for many years."It aims the A2 level of CEFR. Furthermore, the authors emphasize the hope that learners will use their English with creativity and imagination.

The course contains a new Workbook with an interactive CD-ROM, CD, Teacher´s book, DVD-culture and Project iTools materials for interactive Whiteboards. The Student´s book contains an Introduction unit and six main units. After each unit there are Culture and English across the curriculum pages, Revision page, Your project page and a song. Alike the older edition, the Workbook is target mainly for grammar exercises and writing activities, but also with some reading activities. On contrast with previous editions, the

new Teacher´s book contains photocopiable communicative activities and worksheets which accompany the DVD.

Way to Win 9 is the last part of a four volume English course published by Fraus publishing Plzeň in 2008. It was written by Lucie Betáková and Kateřina Dvořáková. According to the authors, all to course targets leading pupils from A1 to A2 level of CEFR. The authors also informs that the concept of this course reflexes requirements of Frame Educational Programme for elementary schools, reflects contemporary educational trends and supports cross-curricular relations (2008, p.4).On the contrary to Project editions, the instructions and notes in Czech are presented here.

The course contains a Student´s Book, a Workbook, a Teacher´s Book, audio CD both for teachers and pupils and all the materials are completed by iTools. Student´s Book contains seven mainunits, each with own project page, and an Extra reading part completing each unit´s materials. Vocabulary with Czech translation is at the end of the book. Workbook, not alike other English courses, is primarily designed for vocabulary and writing activities.Teacher´s Book guides teachers step-by-step through all activities. Some extra activities are presented at the end of the book.

Challenges 3 is the third part of a four volume English course published by Longman Pearson in 2006. According to the authors, David Mower and Michael Harris (2006), the course includes engaging topics for the teenagers and characters use real spoken language (p.5). The course book aims between A2 and B1 level of CEFR, similar to Project 4 – 3rd edition.

The course involves audio CD, Wordbook with CD-ROM, Teacher´s Handbook, Total Teacher´s Pack + Test Master CD Rom, Test Book, DVD+ DVD Workbook and interactive software „Active Teach". The Czech edition contains the School Educational Programme for this course. The Student´s Book contains 10 Modules, each including 10 2-pages units, Across Cultures part and Study Corner. Challenges 3, unlike other series, offer additional photocopiable material in Total Teacher´s Pack (TTP). The English – Czech Wordlist is also available.

Procedure of Collecting Data

The year 9 course books are usually second last (Project 4, Challenges 3) or last (Project Plus, Project 5, Way to Win 9) volumes of English courses designed for elementary schools. For my analysis I chose only Student´s Books and Teacher´s Books of the given courses, because of lack of communicative exercises in Workbooks. I did not analysed DVDs or iTools, because they are not included in all analysed courses and they are not the subject matter of the theses. With Challenges 3 I also examined Total Teacher´s Pack with photocopiable materials.

In order to find out, what amount and what types of communicative activities are presented in the analysed textbooks, I examined the presented Student´s Books page-by-page. I noticed every activity with a communicative purpose and I checked the form and type of each activity. Furthermore, I examined the Teacher´s Books related to these courses in order to find recommendations for the teachers how to process these activities. I also searched for any other extended communicative activities for the teachers.

Based on the theoretical background I created several categories of exercises. All communicative activities I divided into three groups: controlled, semi-controlled and free practices. This choice is significant on the ground of the necessary sequence of the communicative activities from controlled to free ones, as explained in theoretical background. After this dividing concerning the theoretical part, I put each activity to following groups, which create, according to many authors addressing this topic, all the most common communicative activities: ask and answer activities, information gap activities, role-play activities, act the story activities, dialogues, interviews, surveys and questionnaires (in the result chapter only called Interviews), discussions and TV and radio games.

As a result, there are numbers of controlled, semi-controlled and free practices and numbers of the main types of communicative activities. Some disproportions between numbers of all activities and particular categories can cause the fact, that some exercises have more parts (usually a, b, c etc.) and they were, for simplification, as one exercise when counting the total number of activities, but there were two forms of activities, e.g. controlled and semi-controlled. However, this case was very rare in the whole research. The number of collected data should help with answering following questions:

- How many communicative activities are presented in the student´s books?
- What kind of communicative tasks appear in the student´s books?

- How frequented are particular tasks?
- What "extra" activities are recommended to the teachers in teacher´s books?

The objectives of this chapter were to introduce the methods, which were used in this research. Firstly, the methods for choosing particular textbooks were given and results of the survey were presented. Secondly, each of analyzed textbooks was briefly described. Eventually, the detailed methods of analysis were presented. The results of the described analysis are introduced in the next chapter.

4. RESULTS AND COMMENTARIES

This chapter presents detailed results of my research followed by their commentaries. Firstly, the outcome of the survey addressing the frequency of used course books in year 9 of elementary schools is introduced here. Further on, the proportionsofvarious forms and types of communicative activities in the particular textbooks described in the previous chapter are shown in figures, charts and discussed in the text. Eventually, the results from all examined courses are put together and presented in the final figures.

Choice of analysed textbooks

My survey demonstrates that the most schools use Project 4, Project Plus, Project 4 - 3rdedition, Project 5 - 3rd edition and Way to Win 9. These courses are used in significant number of schools. Other books are used only in very little proportion. The exact frequency of particular textbooks is shown in the graph 1.

Graph 1: English courses used in year 9 of elementary schools.
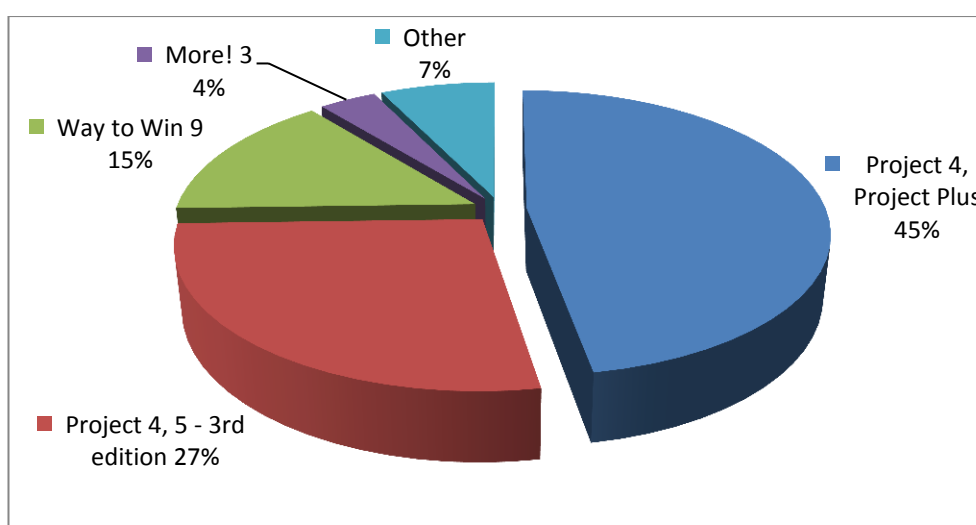
Concerning Project editions, the schools usually use the second last (Project 4, Project 4 3rd edition) or the last (Project Plus, Project5) volume of these courses, depending on the learning abilities of their pupils. All other series are far less common than Projects, with only Way to Win 9 appearing in more than 10% of schools. Other courses are not represented significantly. The courses mentioned there included for example Enterprise 2, Challenges 2 and 3 or Blockbuster 2.

My commentary

For my research I chose three the most frequent volumes and one course on the opposite part of the frequency scale. Particularly I chose Project 4 in both editions for analyses, because the 4th volumes are used by all pupils completing the elementary schools stating using this courses, while Project Plus and Project 5 are used only by better skilled learners. Moreover, I find it interesting to compare two different editions of Projects, whose authors emphasized the update of their materials according to feed back from pupils and teachers and new educational and pedagogical trends in the new edition. The third most frequent course is Way to Win 9, which differs from other examined courses in being completely designed in the Czech Republic, using L1 in the notices for learners and presence of practices including translations from L1 to L2. On the contrast with the most frequent books I chose the course Challenges 3, which is quite rare. Its authors claim their interest in communicative language use and I think it is interesting to compare this not very commonly used book with the most frequent ones. All chosen books deals with similar grammar and vocabulary and claim reaching at least A2 level of CEFR.

The collected data about the frequency of textbooks in elementary schools correspond with results of the research made by Černá (2010), who found out that Project and Project 3rd edition series are the most common textbooks in upper primary education, with nearly 30 % and 28% teachers, who took part in her research, stating using these textbooks. Also Štefanová (2011) came to the similar results regarding the frequency of use of particular textbooks, with both editions of Project as the most common used English course at elementary schools. While Černá collected her data between teachers she knew and by the questionnaire on the internet, Štefanová´s survey took part in Olomouc region. All the researches show that the high frequency of Project courses is independent of the region. All the collected data show quite conservative attitude in Czech elementary schools, which have preferred Project editions for many years.

Courses´ Analyses

This part gives an overview about absolute and relative numbers of communicative activities (further only CAs) in the analysed books and summarizes numbers of each form and type of the CA.In this section each textbook is analysed individually.As mentioned in the previous chapter, only Student´s and Teacher´s Books of the courses were analysed,

because Workbooks are primarily designed for development of writing skills, with exception of Challenges 3 discussed above.

Project 4

Thefigure bellowshows the amount and proportion of CA in Project 4 compared to total number of activities included both in Student´s Book and Teacher´s Book. In the Teacher´s Book, the "Optional Extra" and "Revision ideas" extend the textbook´s material.The graph 3 illustrates numbers and proportions of each type of communicative activity among all CA.

Graph 2: Project 4 – proportion of communicative activities
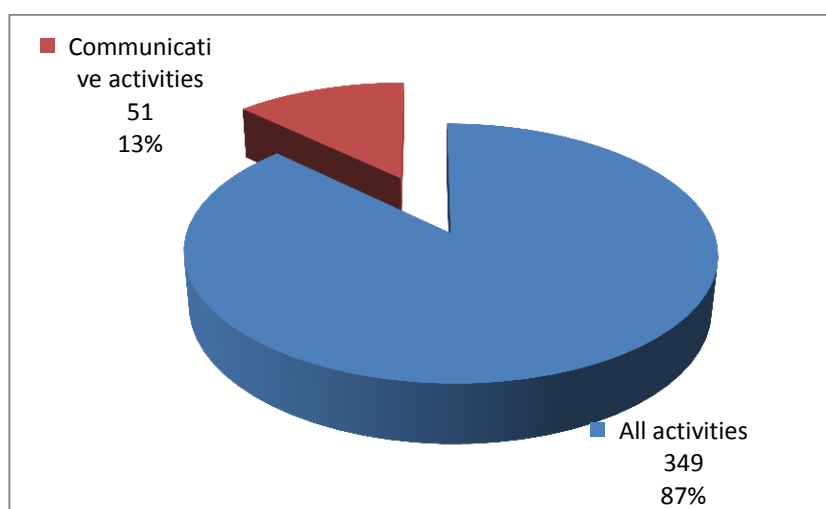
Graph 3 – Project 4: frequency and proportion of the types of communicative activities
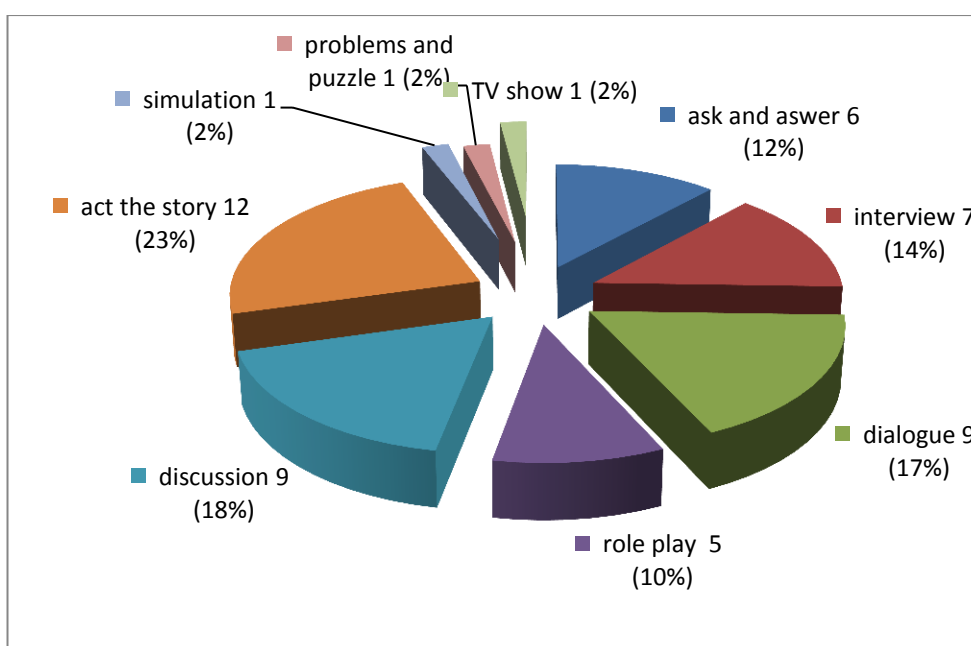
As we can see, this course offers 51 communicative activities which form 13% of CAs from all in course included exercises. They are designed mainly in the Student´s Book (35 activities) and the Teacher´s Book suggests 16 extra ideas for communicative exercises. As visible from the graph 3, the most frequent CAs are the act the story activities with 23% frequency, followed by discussions (18%) and dialogues (17%) in similar frequencies. On the contrary, simulation, TV show and problems or puzzle are only once in the whole volume. Some activities are not presented at all, with information gap activities as an example.

My Commentary

It is obvious that the act the story activities are the most frequent in this volume. This result is influenced by the activities connected with the story accompanying the pupils through every unit, where there is always one activity suggesting acting the story. These activities are sometimes not necessarily suitable in the teenagers´ classroom because it can be very difficult to get teenagers to act some story, special to act such characters which they do not identify with, which can easily happen at this age.On the contrary, some activities are not presented at all, as information gap activities, quite attractive and motivational for the teenagers. I think that many ask and answer activities could be replaced by information gap activities, which are more engaging, and can provide learners with practising particular language structures in a similar way.Solving problems and puzzles or presenting some favourite TV show can be also engaging and only one activity of these kinds is not sufficient at all. Furthermore simulations, when offered more often, could help developing the teenagers´ character in general and therefore they could naturally join learning and real-life situations.

Detailed description of particular categories is clarified in the following chart, where we can see number of exercises of each type presented in the course books (already presented in the previous graph) and their dividing into controlled, semi-controlled and free form of practice.The chart supports the previous commentary which states the highest frequency of act the story activities based on the re-acting of the situations from the textbook comic. Because of repeating the given scripts, the activity is put into group of controlled activities. Discussions, free practices in their principal, are the second largest group of activities. Dialogues and interviews with suggested questions but offering more opportunities how to complete the tasks and more variety of language create also

significant groups. A large number of exercise forms is presented only once or they are absent in this volume.

Chart 1: Project 4 – forms and types of communicative activities

| Activity	Controlled	Semi-controlled	Free	Total
Ask and answer	5	1	0	**6**
Interview	1	5	1	**7**
Dialogue	2	6	1	**9**
Role -play	1	3	1	**5**
Discussion	0	1	8	**9**
Act the story	10	0	2	**12**
Simulation	0	0	1	**1**
Puzzles	1	0	0	**1**
TV show	0	0	1	**1**
Total	**20**	**16**	**15**	**51**

My Commentary

On one hand, the total numbers of each form of practice mirror the requirements mentioned in the theoretical background, that it is suitable to lead pupil from the controlled to free practices. On the other hand, if we examine these data more exactly, we can see that in some particular practices, the pupils are not prepared sufficiently for the independent spoken interaction and the activities are not frequent enough. As an example, there is not a single exercise of a free dialogue which is very common in the real life and can work as a preparation for a discussion with usually more participants. The role of the teachers is important then, to arrange some discussion activities firstly in pairs and later as a group or class discussion. Regarding discussions, nearly all have a form of free practice, where I think semi-controlled practice could be also suitable where pupils would be led by introductory sentences which help them to express their mind.

Project 4 - 3rdedition

The graph 4 shows the exact numbers and proportions of CA in Project 4 -3rdedition compared to total number of activities included in Student´s Book and Teacher´s Book. In the Teacher´s book, the "Optional Extra", "Revision ideas" and also photocopiable materials extend the textbook´s material. The next figure illustrates numbers and proportions of each type of communicative activity among all CA then.

Graph 4- Project 4 - 3rd edition: proportion of communicative activities
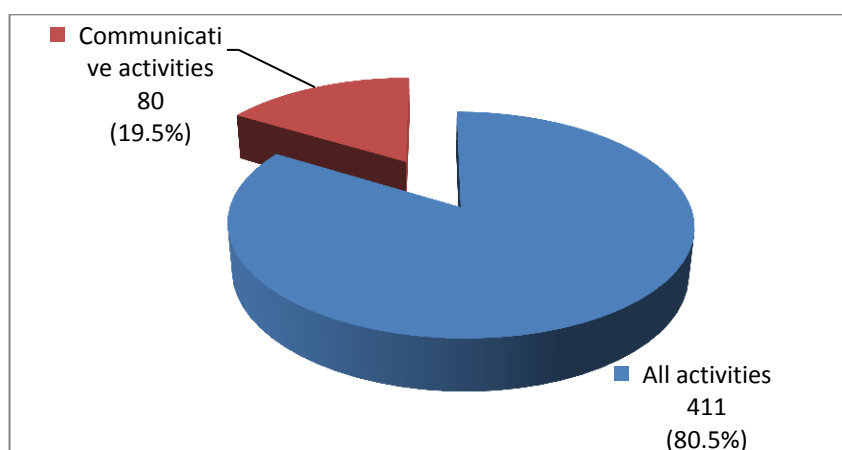
Graph 5 – Project 4 3rdedition: frequency and proportion of the types of communicative activities
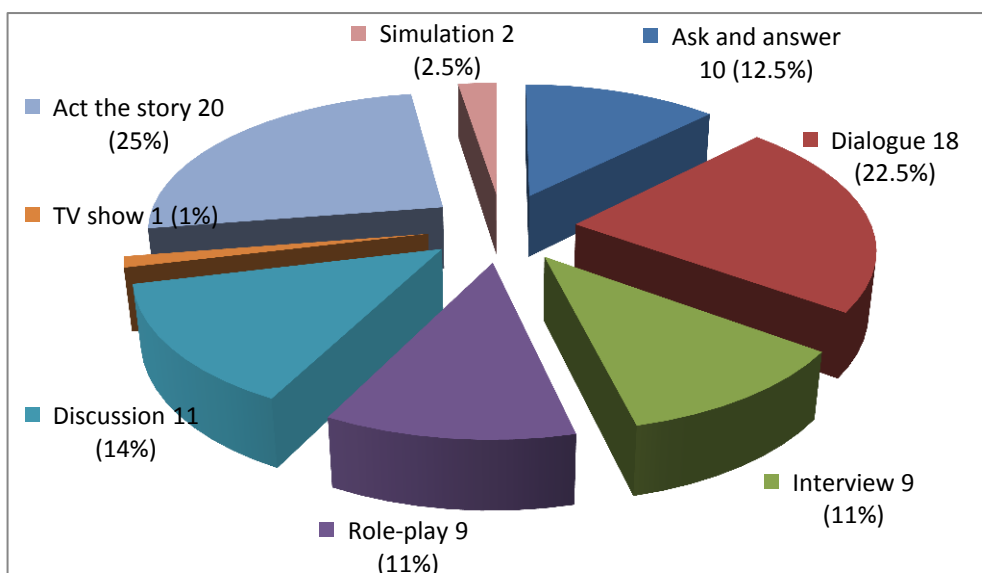
As we can see, the course offers 80 communicative activities which form 19.5 % of CAs from all in course included exercises, which is the highest proportion from the studied

courses. Some of them are designed partly in the Student´s Book (34 activities) and the Teacher´s Book suggests 46 extra ideas for communicative exercises. As visible from the graph 5, one quarter of all CAs are created by the act the story activities. The dialogues are nearly as frequent as the act the story activities. Ask and answer, interview together with questionnaires, discussions and role-play are presented in very similar numbers about slightly above 10%. On the contrary, simulation and TV show are very rare in the whole volume. Information gap activities are not presented at all.

My Commentary

The results show significant increase of communicative activities in comparing with the old edition of Project. While the structure of the Student´s Book, regarding number of communicative activities, does not differ a lot, the increase of the proportion is caused by plenty of "Optional Extra", "Revision ideas" and additional photocopiable materials in the Teacher´s book. Similar to Project 4, also Project 4 - 3[rd]edition contains a lot of the act the story activities, which are connected with the comic story presented in every unit. However, the third edition offers more ideas for free acting of other scripts. Larger proportion of dialogues also supports practicing of spoken interaction. Similar to the old edition, information gap activities are not presented at all and further on simulation and TV show are also presented only ones. An idea for solving a puzzle or guessing is not presented at all.

Detailed description of particular categories is viewed in the following chart. Similar to Project 4 analysis, we can see number of exercises of each type presented in the course books (already presented in the previous graph) and their dividing into controlled, semi-controlled and free form of practice. Alike Project 4, the high frequency of act the story activities based on the re-acting of the situations from the textbook comic appears in this edition. As mentioned above, some ideas for free use of language on the frame of this story are added. Nevertheless, these activities require a lot of time for preparing and memorizing the script. Semi-controlled dialogues and discussions designed as free practices occur in a high numbers as well. Free forms of dialogues follow their semi-controlled form and ask and answer activities. In contrast some forms of activities do not appear at all. Sometimes they are not suitable due to the activity design, as with the TV show, sometimes they could possibly help by developing language skills, as the information gap activities.

Chart 2: Project 4 - 3rd edition – forms and types of communicative activities

Activity	Controlled	Semi-controlled	Free	Total
Ask and answer	8	2	0	**10**
Interview	4	2	3	**9**
Dialogue	3	10	5	**18**
Role –play	0	3	6	**9**
Discussion	0	0	11	**11**
Act the story	13	1	6	**20**
TV show	0	0	1	**1**
Simulation	0	1	1	**2**
Total	**28**	**19**	**33**	**80**

My commentary

If we do not regard the fact that some useful CAsare not involved at all, I think practices offered by this volume can lead learners to confidence when communicating quite effectively. The materials offer many controlled and semi-controlled activities to practice particular language structures and, additionally, quite a lot of opportunities to practice the language in situations similar to the real life with not restricted language use. The high number of controlled act the story activities are balanced with many free practices of this type, offering space for learners´ ideas and inventions and causing more enthusiasm than when only re-acting the given script. Semi-controlled dialogue practices occur a lot, which I think is suitable for developing oral communication and follows the similar number of controlled ask and answer activities. If these activities are lead effectively, together they can create an inter-step to the quite common free practices containing dialogues, interview or discussions and provide learners with useful language structures. It is arguable, if there is enough semi-controlled practices designed and enough opportunities to practices language in less restricted, but still inspirational form, but with

the teachers´ awareness of these facts, the free activities can involve some semi-controlled "pre-activity."
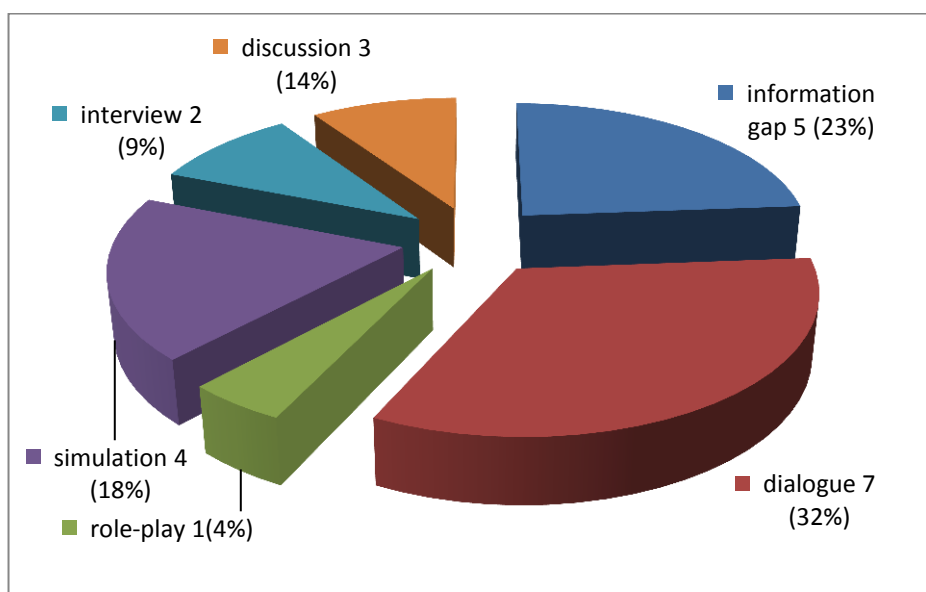
Way to Win 9

The following figure shows the exact numbers and proportions of CA in Way to Win 9 compared to total number of activities included in Student´s Book and Teacher´s Book. However, in the Teacher´s bookonly few suggestions extend the textbook´s material. The graph 5 illustrates numbers and proportions of each type of communicative activity among all CA.

Graph 6 -Way to Win9: proportion of communicative activities
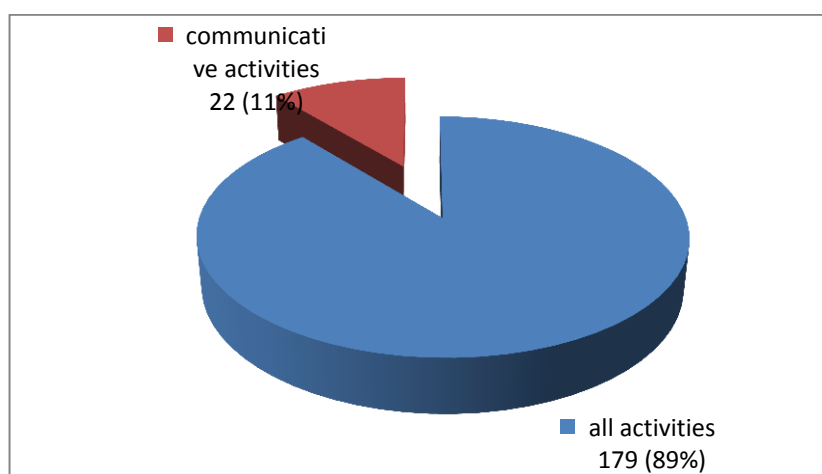
Graph 7 – Way to Win 9: frequency and proportion of the types of communicative activities

As portrayed here, Way to Win 9 offers only 22 communicative activities which form 11 % of CAs regarding all in course included exercises. The vast majority (19) of tasks is designed in the Student´s Book and the Teacher´s book suggests only 3 additional ideas for communicative exercises. The graph 7 illustrates that the most frequent CA are dialogues with nearly every third CA, followed by information gap activities and simulations. The already mentioned different structure of the course from the previous ones is among others illustrated by presence of different type of activities. While this course involves very effective information gap activities, ask and answer or act the story activities are not designed at all. Interview and questionnaires, discussions and role-play are presented in very similar and very low numbers.

My Commentary

Way to win 9 contains both proportionally and absolutely far less communicative activities than other studied textbooks. The activities of this course in general are structured slightly different and they often contain longer texts or dialogues. No comic story is involved which causes the absence of the act the story practices.Ask and answer activities are also not involved, although they can be very useful to provide students with language chunks useful in following more free activities. On the contrary, there are information gap activities involved, which I think can motivate students due to their similarity with a real-life situation. The emphasis is laid on dialogues, which are the core of spoken interaction. Nevertheless, the dialogues often contain L1 sentences for translation, so they are on the border between communicative and translating activity. I think with this structure it is very difficult to reach the claimed objectives of the authors mentioned in the previous chapter: to help learners to build the communicative competence in English.

Detailed analysis of particular activities is given in the following chart. As we can see, only dialogue in its semi-controlled form, controlled information gap activity and simulations in their semi-controlled form are presented in a bit significant number. All other activities are designed once or they are absent at all.

Chart 2: Way to Win 9 – forms and types of communicative activities

Activity	Controlled	Semi-controlled	Free	Total
Information gap	4	1	0	**5**
Interview	1	0	1	**2**
Dialogue	0	5	2	**7**
Role -play	0	1	0	**1**
Discussion	0	0	2	**2**
Simulation	1	3	0	**4**
Total	**6**	**10**	**5**	**21**

My Commentary

Because of a very low number of CAs in the whole course, it is very difficult to make any conclusion from their distribution. Definitely, this textbook shows a lack of controlled communicative practices necessary to build new language or grammar structures into active spectrum of used language. The high number of semi-controlled practices is halfway created by the dialogues, which, as mentioned in previous commentary, can be doubt as a form of CA due to the translation passages. Significant amount of semi-controlled simulation practices promises an effort to use language in nearly real-life situations, however disturbed by the presence of L1 instructions or passages. I think teachers need to use plenty of additional materials to fulfil the objective to support learners´ spoken interaction skills.

Challenges 3

The following figures show the exact numbers and proportions of CAs presented in Challenges 3 compared to total number of activities appearing in Student´s Book, Teacher´s Handbook and in Total Teacher´s Pack (TTP). In the Teacher´s Handbook, there are some additional Extras linked to Student´s Books´ exercises included. TTP involves many photocopiable activities.

Graph 8 – Challenges 3: proportion of communicative activities
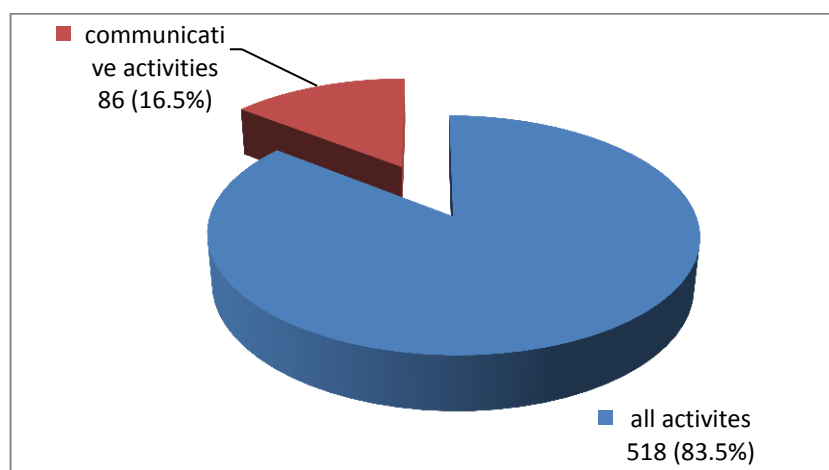
Graph 9 – Challenges 2: frequency and proportion of the types of communicative activities
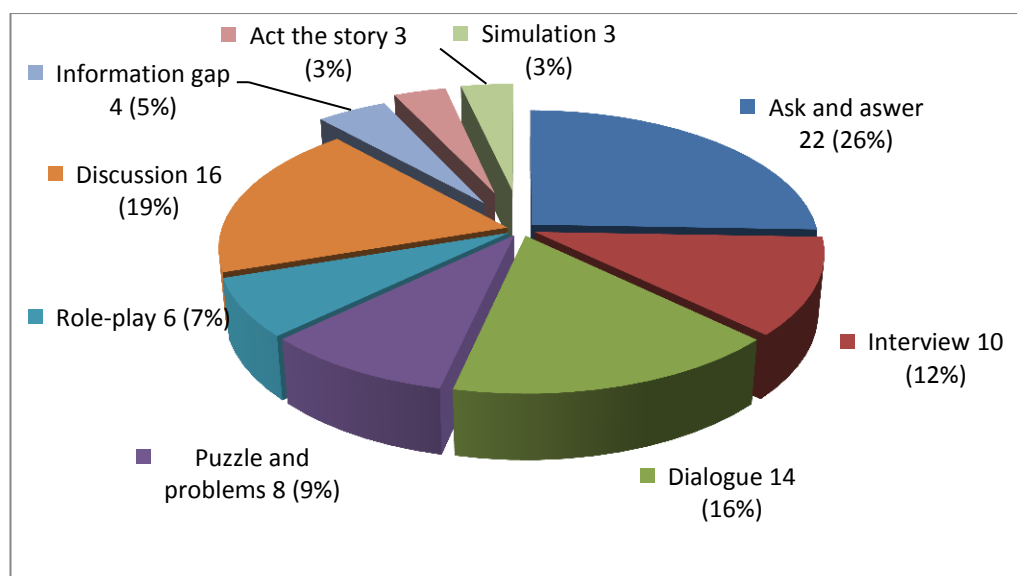
The figures show quite a high proportion of CAs in this edition, with all included activities presented at least 3 times. The highest number of categories (9) alike Project 4 is included. The activities are mainly presented in the Student´s Book (68), partly as extension in the Teacher´s Handbook (12) and the rest (6) as photocopiable sheets in the TTP. Obviously the authors target the pair or small group work with a high number of ask and answer activities, followed by dialogues an interviews (together 54%). The engaging activities as information gap games or solving puzzles are presentedas in significant numbers too. Very high proportion shows also the discussion activity. TV or radio show is only missing type of activity.

My Commentary

The graph 8 supports the authors´ aim to create a course leading learners to independent use of language as described in the previous chapter with the high proportion of communicative activities. The high number of overall activities is caused by the distribution of activities in the textbooks, which are quite short and not divided into sub-activities. Many activities work as pre-communicative activity for the CA itself and are well structured. The focus on pair work gives a chance to use spoken interaction effectively and the textbook can be characterized as communicative according to Grant´s dividing mentioned in the theoretical part. The similar proportion of many CAs shows the authors´ objective to develop communication skills in various and not monotonous way. In my opinion, such a distribution can help learners to acquire communication skills in more natural way than when very often repeating only one type of activity. Besides, the larger variability of grammar and language structures can be practiced.

Detailed analysis of particular activities is summarized the chart 4 below. It supports the trend mentioned the previous paragraph, that the activities, and also their forms, are distributed quite even. The course involves the lowest proportion of controlled tasks and very similar number of semi-controlled and free activities. The semi-controlled activities which include pair work are very common. A lot of space is given to the discussions, too.

My Commentary

According to the results, this course leads to less restricted use of language in most of the CAs. in general The preferred practices are controlled ask and answer activities, semi-controlled dialogues and free discussions. In my opinion, this sequence can help the teachers to work on spoken interaction skills of learners continually and enables to drill the language structures and then use them independently. Moreover the inter-step in the form of semi-controlled form of discussion can help the teachers to lead the discussion effectively.

Chart 4: Challenges 3 – forms and types of communicative activities

Activity	Controlled	Semi-controlled	Free	Total
Information gap	0	1	3	**4**
Ask and answer	9	11	2	**22**
Interview	7	2	1	**10**
Dialogue	1	8	5	**14**
Role -play	1	1	4	**6**
Discussion	0	2	14	**16**
Puzzles	0	5	2	**8**
Simulation	0	2	1	**3**
Act the story	3	0	0	**3**
Total	**21**	**32**	**33**	**86**

Comparison of All Analysed Textbooks

After individual analysis of the textbooks all the courses´ data are put together. Firstly, the proportion of communicative activities included in Student´s books only is compared (graph 10), followed by comparison of proportion of CAs in Student´s and Teacher´s Book (or Teacher´s Hand-out and TTP in case of Challenges 3) of each series (graph 11). While the proportion of CAs presented in Student´s Books only is very similar in all researched textbooks and occurs between 11.5% of Way to Win 9 and 14% of Challenges 3, there is more significant disproportion regarding Student´s and Teacher´s materials together. The proportions of all CAs designed in Project 4 -3[rd]edition are significantly higher than in other courses and a quite high frequency is possible to find in Challenges 3, too.

**Graph 10: Proportion of CA regarding only Student´s Books**

	Project 4	Project 4 3rd edition	Way to Win 9	Challenges 2
Value	13,5	12	11,5	14
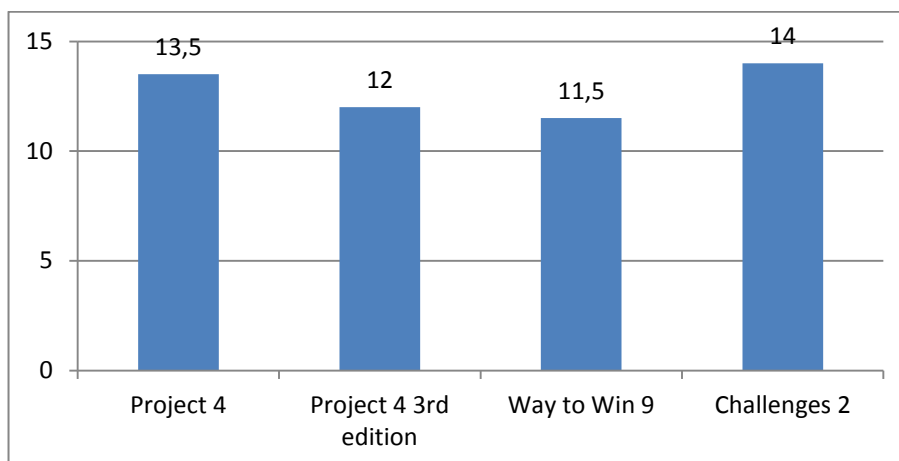
Graph11: Proportion of all CA both in Student´s and Teacher´s Books together

	Project 4	Project 4 3rd ed	Way to Win 9	Challenges
Value	14	19,5	11	16,5
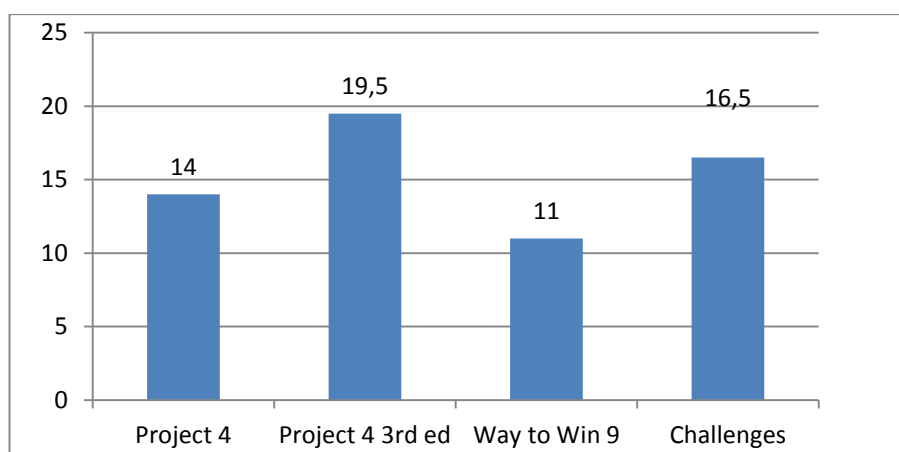
For illustration, the proportions of controlled, semi-controlled and free practices in all series are put together in the figure below. As we can see, proportion of semi-controlled practices in particular volumes differs a lot, with 24% of dispersion. On the contrary, the controlled activities are presented in the most similar proportions with 16% of dispersion. The graph 12 also shows that some course target particular forms of CAs, with Project 4 - 3rd edition targeting free activities and Way to Win 9 aiming semi-controlled activities. Project 4 shows quite even distribution of different forms of practice, while Way to Win 9 the most unequal one. Challenges 3 include the smallest proportion of controlled practices from all studied courses.

Graph 12: Proportion of forms of communicative practices in all examined books.
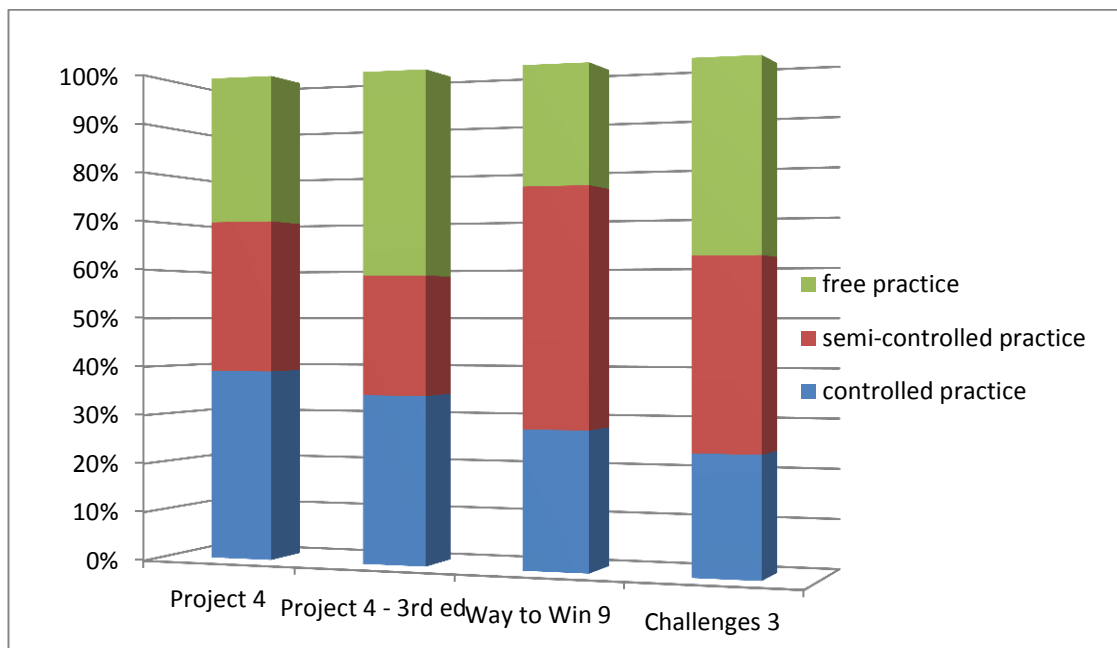
The last overview of this section compares proportions of particular CA in all analysed courses in one figure. As visible each course highlights different type of activities. While act the story is preferred by both Projects, Way to Win targets the dialogues. However the dialogues are really frequent in all courses. Challenges 3 highlights ask and answer activities, but the proportion of all activities is the most even.

Graph 13: Proportion of particular types of communicative activities (% from all communicative activities)
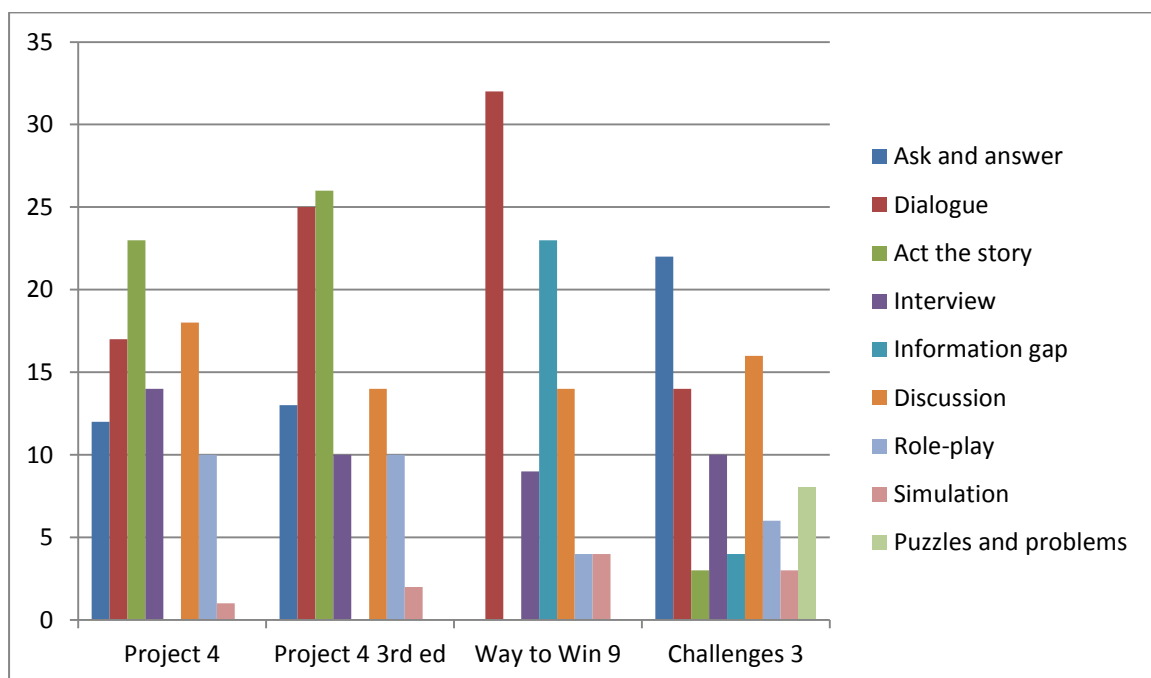
My Commentary

The figures show clearly that the difference in proportion of CA in these series is created mainly by presence of additional materials for teachers (graphs 10 and 11). Project 4 - 3rd edition and Challenges 3 seem to support development of learner´s communicative skills the most frequently from the researched book. While Project 4 - 3rd edition involves the majority of CAs in the teacher´s methodology, Challenges 3 try to structure the Student´s Book as a communicative course with lot of pre-communicative activities. With proportions close to one fifth of activities, which lead require learners to communicate, Project 4 - 3rd edition involves nearly double proportion of these activities than Way to Win 9, where both the Student´s and the Teacher´s Book are very poor on suggesting some communicative activities. Project 4 - 3rd edition shows an effort to update the old version on the base of feedback from Project user and reach the aims to connect best contemporary and traditional approaches (Hutchinson and Gault, 2009, p.4) and this update in the field of communicative language teaching mirrors in the teacher´s methodology mainly. Challenges 3 also aim to its objectives to offer a variety of opportunities to use language interactively (Williams and Flicker, 2007, p.34) and the authors present a wide spectrum of CAs, where each of them is at least 3 times in the course. On the other hand, the proportion and form of exercises designed in Way to Win 9 contrasts with authors´ objectives, cited in the Teacher´s Book, to develop key competences including communicative one (Betáková and Dvořáková, 2008, p.4)

Regarding the form of practice (graph 12), Challenges 3 include the lowest proportion of controlled practices. It is caused by the fact, that many ask and answer activities, which are in Project courses presented with very restricted use of language, are offered with more free form of answers, where more language structures can be suitable. The high number of semi-controlled practices in Way to Win 9 is caused by the presence of dialogues with translations form L1 to L2, while the quite high proportion in Challenges 3 is caused by practicing dialogues and role plays using only L2. Project 4 - 3rd edition targets on free practices, caused firstly by quite a large proportion of discussion and secondly by additional ideas of extension of controlled act the story activities, while other courses prefer discussion as the most common opportunity to use L2 without restrictions. Effective discussions require good managing skills of teachers and previous support with sufficient amount of controlled and semi-controlled practices. The free act the story

activities need usually plenty of time for preparing a script, but they can be engaging in case of attractive topics or scripts.

The overview presented in graph 13 demonstrates significant differences in proportion of particular types of communicative activities among the books. Both Project 4 courses focus on acting the story, which can give learners monotonous impression of communication in this case, because it focuses a lot on the same characters. Additionally the new edition targets the dialogues, too. Way to Win 9, despite a low overall number of communicative activities, focuses in the dialogues and information gap activities, which are also presented in Challenges. The low number of simulation in all series reduces the ideas for teachers to provide learners with activities simulating learners themselves in some close-to-real-life situation. I think such an activity could be very interesting for teenagers, whose age is typical with searching their own identity and searching own way of behaviour or own ideas to solve some situation could join learning and real life.

At the beginning this chapter illustrated the results of the research searching for the most common courses in year 9 of elementary schools. The core of the chapter is created by detailed overview of communicative activities of studied course books, their proportion, forms and types. The results were discussed and possible explanation given. The implications of the results in the classroom are discussed in the next chapter. Further on the limitations and problems of the research are described and proposals for the further research are given.

5. IMPLICATIONS

All the English courses researched in the previous chapter aim to help learners to reach the expected outcomes in the field of spoken interaction stated in Frame Educational Programme for Elementary School based on Common European Framework of Reference in the field of foreign languages. Three of the courses claim reaching A2 level of CEFR when completing them, while Project was published before CEFR was available. These required outcomes, described in the theoretical background in detail; they involve variety of interactions in everyday situations and in various social roles. In this chapter firstly I demonstrate effects regarding developing of spoken interaction when teachers use support involved in these books through the final analysis of the courses, secondly I mention limitations of this research and discuss arguable questions and eventually I give some conceptions of further possible researchesconcerning communicative activities.

Pedagogical Implications

As the presented results clarify, there are considerable differences among the studied books in way how they support spoken interaction.The results illustrate clearly that some books offer significantly larger proportions of communicative activities than other and any of the textbooks does not offer the whole spectrum of main communicative activities as they are listed in the theoretical background. It is appropriate then that teachers are aware of the deficiency of the course books they use. Teachers can offer the learners sufficient amount of additional practices and materials or they can in a simple way change form of practice according to learners´ abilities. With these the lack of suitable activities can be eliminated and students can develop their communicative skills anyway. However it requires planning lessons not based on the course books only and having an overview of possible sources and ideas.On the other hand, the course books with a higher number and a wide spectrum of communicative activities can function as a great help for teachers, they can invite students to communicate naturally and present communication as a natural part of language learning. The most effective courses from studied ones regarding developing communicative language skills seem to be Challenge 3, which is used very rarely in the Czech elementary schools and Project 4 – 3rd edition, which slowly replace very the most frequent Project 4.

Although there is not absolutely highest proportion of CAs in Challenges, they are distributed very regular and provide learners with an interesting variety of situations

similar to the real life. It also contains activities possibly engaging for teenagers as puzzles or information gap activities. The emphasis on the dialogues gives students lots of opportunities to react, persuade or explain. This course also keeps the idea of arrangement of activities from controlled towards free language practices. In my opinion, those teacher who are just about starting their teaching career and aiming communicative abilities of their students can be led by this course very successfully.

Project 4 - 3rdedition with the highest proportion of communicative activities and quite a large variety of them can also be really helpful when aiming communicative competences of learners. Also the proportion of practices on the scale from controlled to free ones is designed effectively. Nevertheless, it is very important for the teachers to read the methodological advices, because they involve more than a half of communicative activities. The emphasis on the act the story activity seems to limit this course somewhat. Firstly, such activities need a lot of time for preparation and secondly, they can be quite unattractive for many teenagers. It is useful when teachers supply learners with other types of activities to get the course more variable and enthusiastic.

The old edition Project 4, until today the most used English course book in the Czech elementary schools, misses the updates of the last decade. Although the textbook´s concept is similar to its new edition, the teacher´s methodology does not contain a large variety of additional ideas to extend the Student´s Book materials and does not offer communicative sequences based on them. In the case the new Student´s Books are enormous financial burden for a school, to buy only the new edition of teacher´s book in order to try the suggested ideas could be very useful and simple solution for developing of communicative skills. Although this course book involves a lot of discussion topics, it does not offer sufficient communicative practices of suitable language structures.

Way to Win 9 course offers only small number of CAs and without big intervention of teachers it hardly fulfils the required outcomes in the field of spoken interaction. Definitely, the information gap activities can bring a positive effect on the learner and teachers can copy their design to form similar activities with different language structures. The course also offers some tips for simulations which can be very interesting when developing teenagers´ personality. Similar to Challenges, Way to Win also emphasize dialogues as a core of communicative exercises, however they contain many passages requiring translation from L1.

Limitations of the Research

As with the vast majority of researches it is necessary to take in account all its limitations. The research does not involve all the course books used in the elementary schools. Furthermore it concentrates only on one part of learning a language and a good and supportive course book is not designed only by good proportion of various communicative activities. In addition, the teachers´ role concerning development of learners´ communicative skills can be far more significant than any textbook. Nevertheless, the textbooks are what are the learners in contact with and what they go through every lesson or when completing tasks. Moreover, concerning an average real day at school with constant lack of time, a well-organized and sufficiently equipped textbook can be really helpful for many teachers.

When examining the textbooks, it was sometimes difficult to find a clear border between spoken interaction and spoken production, or, in other words, between communicative activity and speaking without purpose of communication. There is a doubt which exercises to put into discussion. In many cases, this depends on teachers, if they provide some in the course book suggested activities in the form of spoken production or spoken interaction. There are many possibilities how to deal with various exercises, but it requires some level of praxis from teachers, who need to learn for example to lead an efficient discussion. I decided to include exercises types *"what do you think of…"* into spoken interaction activities, although they are often not provided in this way, but they have a potential to be lead as an affective discussion with all features of spoken interaction activity. I also included "Act out the story" exercise, because learners can practice the conversational phrases, taking turns, reactions and various communicative situations. Nevertheless, it seems sometimes really impossible to motivate the 14 or 15 years old teenagers to act out a story.

Categories of communicative activities presented in the research can be arguable. I kept the broad division sketched in theoretical part, but sometimes there is not a clear border between particular types of activities and there are doubts which exercise to add to which category. This can be illustrated on the question, which activity can be understood as ask and answer (basically a simple form of a dialogue), a dialogue or an interview. In my research, the simplest activities involving only one grammatical structure and usually (but not necessary) only a short answer, were added into ask and answer categories. Typical for this category was also not logical continuity of questions. The activities involving various

types but very limited number of questions were counted as dialogues. The questions have some typical sequence. To the dialogues also reactions, congratulations or hesitations practices were added. Both these activities are based on the regular exchange between person who is asking and answering within one speaking unit. On the contrary, during an interview, a questionnaire or a survey the interviewer stays the same the whole practice and there is a broad spectrum of questions. Though, all these activities are based on questioning and answering. The problem was to find a balance to create significant but not too small and too many categories. There fore interviews, surveys and questionnaires were put into one category. It is possible that some other author would get slightly different results due to different dividing of CAs, but I think, the basic picture of suitability of the studied course books would remain the same.

The similar problem caused dividing of exercises into controlled, semi-controlled and free practice. It is obvious that very often there is not a clear border between these forms of activities and teachers can change the form with a very little change. Therefore these numbers are mainly illustrative and show the main forms they work with. It is again the role of teachers to react on learners´ abilities and to adjust forms of communicative activity. Concerning controlled, semi-controlled and free practice, the continuality of learning each grammar structure was not examined, which could illustrate more than numbers only.

Further Research

As mentioned in the previous paragraph, with studying of developing using of particular grammar structures it would be possible to get more illustrative results about the way the books help teachers to provide learners with suitable communicative exercises. Additionally, some other books could be analysed in the further research and compared with these results. With help of some questionnaires the impact of using examined books on the learners could be studied. The teachers could be questioned which additional activities they use during the course. Any observations in the lesson when doing some of the communicative activities would also illustrate the real impacts of the course books. Least but not last development of all language skills on the base of these course books could be analysed.

6. CONCLUSION

As portrayed in the theoretical background, there are some specific outcomes required by the Frame Educational Programme when completing elementary education in the Czech Republic regarding English as the first foreign language. Students should reach A2 level of CEFR and they should be able to communicate in various social and everyday situations. As a consequence of meeting many students of this age who are not able to communicate on the required level, the research concerning studying of supporting of spoken interaction with help of course books was designeddespite of the fact that this part of learning language is dependent quite a lot on the teacher´s methodology and personality. Nevertheless, a good designed course can serve as an efficient guide for the teachers, especially those without much experience with this level of education.

There are various ways of supporting communicative competences presented in the course books. Each of them helps to the development of oral interaction in a different way and each of them is suitable in different phases of learning. The main idea of the research was to compare the most frequent course books and their methodology on the presence of communicative activities. Additionally, one more course was added, which authors´ emphasize communicative objectives of their course but the course in not commonly used in the Czech Republic. Eventually, this rarely used course seems to support spoken interaction the best, especially by presence and even distribution of various types of communicative activities. Engaging and motivational activities are presented in significant proportions and there are enough controlled practice leading learners towards free communicative activities. The new edition of Project course (the 3rd edition) updated the content regarding communicative competences successfully and supports spoken interaction better that the old edition. The only textbook in research which was based on the L1 description, Way to Win 9, shows the worst support of interactive use of language nearly in all studied aspects.

Teachers working with these course books should be aware of their imperfection and deficiency of some types of activities and supply the course book material with additional exercises. In my opinion, the less experienced the teacher is, the more important is to be led by a textbook and methodology based on sufficient amount of communicative activities.

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APPENDIX 1

An extract from Frame Education Programme for Elementary Education

Foreign Language

Educational Concept

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

read texts of appropriate length aloud fluently and respecting the rules of pronunciation

understand the content of simple texts in textbooks and of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts

understand simple and clearly articulated utterance and conversation

infer a likely meaning of new words from the context

use a bilingual dictionary, find information or the meaning of a word in a suitable explanatory monolingual dictionary

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

create a simple (both oral and written) expression concerned with a situation related to family and school life and other thematic areas being studied

create simple sentences and short texts and modify them in writing using correct grammar

retell briefly the content of a text, utterance as well as conversation of suitable difficulty

request simple information

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

make himself/herself understood in a simple manner in common everyday situations

CEFR COMMON REFERENCE LEVELS: GLOBAL SCALE

BASIC USER

A1 BREAKTHROUGH / RICHTGRAAD 1.1

Can 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.

A2 WAYSTAGE / RICHTGRAAD 1

Can 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 need.

INDEPENDENT USER

B1THRESHOLD /RICHTGRAAD 2

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2 VANTAGE / RICHTGRAAD 3

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

PROFICIENT USER

C1 EFFECTIVENSS /RICHTGRAAD 4

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Council of Europe Modern Languages Division (2001), Common European Framework of Reference for Languages: Learning, teaching, assessment

CEFR COMMON REFERENCE LEVELS - OVERALL SPOKEN INTERACTION

C2 Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

C1 Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

B2 Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

B1 Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

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

A1 Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

APPENDIX 4

Project 4 – examples of activities

Interview (free activity)

5 a Last December, Jack and Alice won the lottery. How do you think their life has changed?

Example
Until last December they always ate at home.
Since last December they have eaten in a different restaurant every day.

b Work in a group of three. Interview Jack and Alice about their life before they won the lottery and their life since they won.

Project 4 – Ask and answer (controlled activity)

Look at the cues. Say what you have and haven't done recently.

Example
I've bought some new clothes. / I haven't bought any new clothes.

1 buy some new clothes
2 have a strange dream
3 read a magazine
4 do something exciting
5 see a good film
6 hear a good joke

b Ask and answer with a partner.

Example
• *Have you bought any new clothes recently?*
○ *Yes, I have. / No, I haven't.*

Unit 2 15

Project 4 – 3rd edition –examples of activities

Discussion (free form)

3 Discuss the questions.

1 What do you think about the environmental problems in the text and the listening exercise

2 What can we do to stop them?

3 What else can we do to stop global warming

Optional Extra

For stronger classes. Remind students that the archaeologist in exercise 7 describes what possibly happened. No one knows for sure what Ötzi was doing when he died. Ask students to work in pairs and think of a different theory. Get them to read out their ideas. Decide, as a class, which are the most likely, the most incredible, and the most amusing. If necessary, give one or two ideas to get students started e.g. *Ötzi was looking for something.*

Dialogue (free form)

Optional Extra

Students work in small groups. The Sheriff of Nottingham is planning the golden arrow competition, and he is asking people to help h Students write and act out the dialogue.

APPENDIX 6

Way to Win 9 - examples of activities

Information gap (controlled activity)

Dialogue – dialogue with L1 to L2 translation
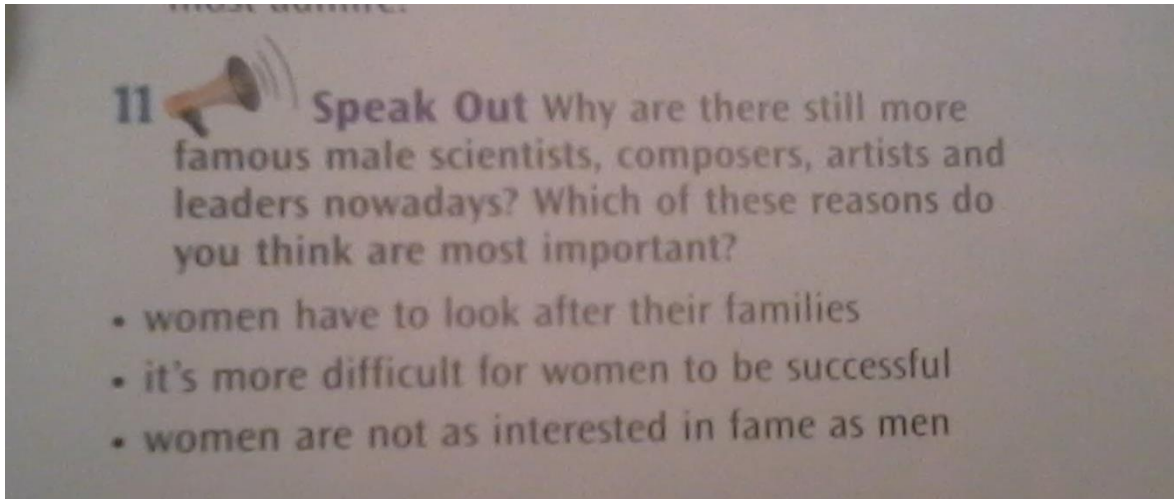
APPENDIX 7

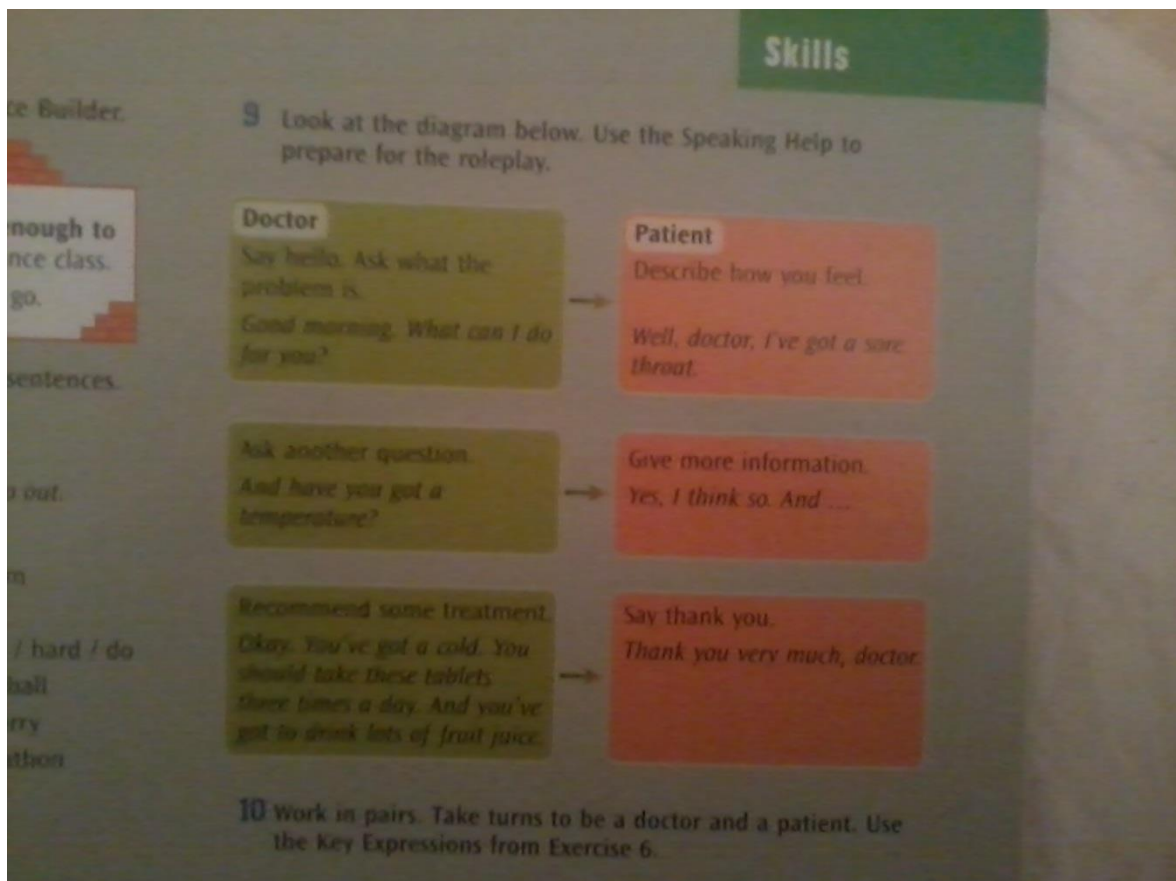**Challenges 3 - examples of activities**

Discussion (free activity)

11 **Speak Out** Why are there still more famous male scientists, composers, artists and leaders nowadays? Which of these reasons do you think are most important?

- women have to look after their families
- it's more difficult for women to be successful
- women are not as interested in fame as men

Role-play (semi-controlled activity)

Skills

9 Look at the diagram below. Use the Speaking Help to prepare for the roleplay.

Doctor
Say hello. Ask what the problem is.
Good morning. What can I do for you?

Patient
Describe how you feel.
Well, doctor, I've got a sore throat.

Doctor
Ask another question.
And have you got a temperature?

Patient
Give more information.
Yes, I think so. And ___

Doctor
Recommend some treatment.
Okay. You've got a cold. You should take these tablets three times a day. And you've got to drink lots of fruit juice.

Patient
Say thank you.
Thank you very much, doctor.

10 Work in pairs. Take turns to be a doctor and a patient. Use the Key Expressions from Exercise 6.

SHRNUTÍ

Tato diplomová práce se zabývá podporou komunikačních schopností v učebnicích anglického jazyka používaných v 9. třídě ZŠ. Uvádí očekávané výstupy žáků deváté třídy, kteří mají Anglický jazyk jako první cizí jazyk., uvedené v RVP. Podrobněji se zabývá termíny používanými v oblasti ústní komunikace v cizím jazyce a uvádí přehled jednotlivých typů cvičení. V praktické části práce analyzuje čtyři vybrané učebnice anglického jazyka podle výskytu, množství a typů aktivit podporujících komunikaci v mluveném jazyce, které diskutuje jednak vzhledem k záměrům autorů na rozvoj komunikačních dovedností a jednak mezi sebou. Výsledky jsou doplněny diskuzí o míře podpory jednotlivých učebnic a o možnostech nahradit jejich nedostatky.