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Bc. ALENA KADLECOVÁ

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**OVERVIEW OF LOWER SECONDARY EDUCATION OF OTHERNESS IN FOREIGN
LANGUAGES (IN THE CZECH REPUBLIC AND UK)**

Diplomová práce

Vedoucí práce: doc. PhDr. Václav Řeřicha, CSc.

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vlastnoruční podpis

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ABSTRACT

The aim of the thesis is to take a closer look on contemporary textbooks of English language and analyse a way how the authors present multiculturalism and otherness to pupils of lower secondary schools. In the first part, the thesis brings a theoretical overview of cultural aspects. In the second part, the thesis comes with research of cultural aspects of three textbooks – Project 3, Blue English and New Headway.

INTRODUCTION

“In teaching any language, we are imparting information and therefore power; in teaching English we can impart to learners not only the present perfect, but also the power of knowing and caring about the world they live in.” (Prodromou, 1992, p. 49)

This quotation is without any doubts a big inspiration for my thesis. In other words, not only are pupils acquiring grammar, vocabulary and language skills within English lessons but a lesson is also a medium through which they get to know the world and its complex processes. In terms of English textbooks, do authors bring up the reality of contemporary world with all the problems, crises and uncertainties we deal with on everyday basis, or do they rather bring forth misrepresented information?

The authors have a mighty weapon to affect learners’ minds through texts. Texts may bring changes in learners’ knowledge, their beliefs, their attitudes and values. The texts have longer-term effects and can contribute to shaping learners’ identities. For example commercial texts can easily contribute to changing pupil into consumer.

The aim of the thesis is neither in any way to conclude “clear-cut” answers to those questions nor to come up with any ultimate judgement about the authors’ intentions. Instead, the aim is to describe some explicitly displayed cultural and ideological contents as well as the hidden ones. It will concentrate on a way how multiculturalism and otherness, as significant features of these days, are reflected in texts and exercises of current textbooks. Confrontation with different culture and language is a part of the language lessons indeed (Byram, 1992).

Crises of national, ethnic and gender identity is a common topic of media and a public sphere. This thesis will focus on how the matter of one's identity is reflected in textbooks and if the textbooks contribute to intercultural education, if any. Identities in this work are meant to be fictional characters in textbooks as well as real readers that are influenced by these books.

THEORETICAL PART

In the theoretical part of my diploma thesis, I would like to describe the basic facts about social and cultural aspects of English language education. The work focuses on processes of socialization, social disparity and its forms. I would like to concentrate on cultural and ideological signs that are not intentionally present within foreign language textbooks.

1 SOCIALIZATION

There are some social mechanisms within each society, including education. Education can be interpreted as a tool of society's social control, not necessarily in a negative connotation. The aim of society is that each member of it should accept certain rules and norms to act within and they should act according to them regardless whether they are alone or if their behaviour is being controlled by other members of society. These controlling mechanisms in society are rooted in each culture and the process of socialization is essential for each human being (Keller, 2012, p. 38).

According to some experts for sociology of schools and education, the initial intention of schools was not education and gaining of qualification, but socio-cultural stability. From this point of view, education has primarily a social function. This is quite a one-sided understanding of these processes. Contemporary curricular projects pay attention also to development of individuality that creates personalities with their individual opinions and subjective thinking.

If one of the educational aims is to prepare pupils for living in a modern society, then it is necessary to reflect society's requirements of its citizens. For example if there is a general consensus which proclaims that it is good for society that each individual (of all social classes) should actively and consciously take part in process of society's shaping and moving, about its structure etc., then the process of responsible political decision-making is a legitimate part of curricular plans, pedagogical practice and research.

In his book *The Theory of Miseducation*, Konrad Paul Liessmann (2011) shows his disagreement with changes of contemporary educational targets that lead, according to his opinion, to decline of intelligence. He describes education as a process leading to development of individuality and confident taking part in civic activities and culture. Education should be natural, continuous and rooted in traditions of ancient cultures. Liessmann is inspired by antic ideals and is convinced that contemporary European education does not respect these ideals and targets.

As an opposite to Liessmann's theory there exists an educational purpose-built model which is focused on practical applications and particularly on flexibility (being able to forget old knowledge and replace it with new one, currently useful). Education of this type is very suitable for contemporary society when new technologies are being developed daily and improved constantly, while the current ones get older very quickly and become worthless as well as skills connected with their usage and maintainance. It also is necessary to mention a current trend of globalisation which causes that the world has been changing very quickly and education is affected by it. Education is suddenly not appreciated for its own value in itself - it is rather understood as an investment for the future, as a product to be sold later.

Next to the socialization, another aspect of education is a development of individuality and criticism. Author of a book *Mezi světy & mezisvěty* (2013), Václav Bělohradský, points out an

alarming aspect of contemporary society: young people stop “arguing” about world affairs and let the world put them to “sleep”. Young people’s unwillingness to enter a public space is a very frightening phenomenon of nowadays. The young are surrounded by virtual worlds and stop feeling the necessity of acting as active citizens ought to or might. The process of passively making people fall asleep is greatly organised and directed, and incredibly mighty. Within Bělohradský’s book, his fear is that, one step at the time, society is stopping to fulfil its function because people are more and more interested in virtual dimensions which, intentionally or no, take people’s attention away of the real society problems.

In the past, the Czechoslovak socialistic government was blamed by critical pedagogy for education control and for a way how culture and social structures were presented to learners. Its goal were said to turn attention intentionally away from the real, deeper problems of society. Education of those days was trying to make learners busy with socialistic theories to prevent their critical thinking. This tendency to make learners think merely on an average level and only to absorb information is a worrying phenomenon. A task of contemporary pedagogy (but also sociology, philosophy etc.) is to critically reflect this problem of averageness, within formal curricular contents as well as in the non-intentional curriculum. This non-intentional or hidden curriculum can be described as information, including norms and attitudes, that pupils (students) acquire, and which is not explicitly structured by formal curricular plan.

There are educational areas where it is not possible to present current social affairs, for example Mathematics. On the other hand, in some of the educational areas, such as foreign languages, current affairs are a didactic material and can be part of the lessons. This thesis focuses on social topics in English language textbooks that are rather out of the formal curriculum.

Education is often, from aspect of social theories, criticised as a tool to reproduction of social disparity. Disparity in sense of traditional relationship “teacher – learner” is absolutely legitimate in schools and deepens feelings of social powerlessness of children (Mareš, 1999, p. 36), whereas this way of accepting social disparity may separate learners from future active participation in public social sphere. Social disparity is also supported by existence of educational institutions of different levels. Pupils from relatively privileged families can attend schools with better equipment and material conditions, and possibly better quality of interaction between teacher and learner which can be caused by less number of pupils within one class. Key question is not how to reach formal equality between social privileged and disadvantaged learners, but how to reach the ideal of equal chances. However, the basic problem in reproduction of social and cultural disparity starts in a family. The problem is not only in providing cultural opportunities, such as attending library, taking part in cultural events etc., it is also usage of specific speech codes.

Petr Mareš (1999, p. 36) mentions Basil Bernstein’s theory of speech codes used in pupils’ families. According to Bernstein, success in education depends on the speech code that pupils acquire in a social space where they are brought up. Restrictive (limited) code belongs to lower classes surrounding. Speech within this code is adapted to practical situations and includes for example unstated information that are, according to child, apparent for other people. Another, elaborated code, is on the other hand typical for children from middle or upper social classes. Children using elaborated code are better in generalising and expressing abstract thoughts that is more suitable for school classes (Mareš, 1999, p. 37). Situation, in which these two different sides of participants of education are present within one classroom, leads to “misunderstandings” and apparent failure of lower classes children as a result.

A lot of children from English labour families cannot reach higher education because of serious social-pedagogical problems. That of course determines their future job opportunities (Průcha, 2002, p. 127).

2 MULTICULTURALISM IN ENGLISH LANGUAGE

TEXTBOOKS

Pupils are dependent on some authority that educates them via textbooks. One of the main aspects of this thesis is on contents of textbooks that are not intentional, in other words contents that are not declared to be educationally targeted. Nonetheless, these contents still have a potential to affect education through their structures and schemes of thinking.

Question is whether these contents nowadays are ethically problematic in some way within our contemporary society, and how extensively these contents affect learners – a potential active citizens.

Textbooks can be considered a curricular project. Numerous analyses show that textbooks are strongly dependent on political and ideological atmosphere of country that issues them (Průcha, 1998). It is apparent in a way which information is presented to student via texts and how, through f.e. pictures. This fact is the most common in case of humanities, such as History, Literature, foreign languages, Civic education etc. In the Czech Republic, contents of textbooks are nowadays in a centre of not only politicians', but also social scientists' attention (Průcha, 2002).

One of a critical pedagogy representatives, Paul Freire, criticised method of remembering, common in foreign language textbooks during 1960s, that makes learners to be only objects of education. As an option, Freire suggested work with content that would be closer to pupils' life and current affairs, and a *dialogue* as the method used in classes (Thornbury, 2013).

There is a formally declared target of practical acquiring of foreign language in contemporary English textbooks. Their aim is to prepare learners for everyday communication on different levels. However, it does not mean that they lack ideological influence, certain view on global problems and non-intentional or intentional mystifying of reality.

For example, the fact is that there are very often references to mass culture or so called "celebrities" of show-business in some foreign language textbooks which can present a view on the world similar to a view of tabloids. Pupils may tend to identify with characters and situations of the books. Via this, authors may have tries to approach pupils' reality and attract them and also, to get more of these textbooks sold. Nonetheless, authors do not get rid of certain responsibility for topics of virtual mass culture that distracts pupils' eyes from the real world problems. In some way it is a missed opportunity to use language education as a medium for educating learners to their civic competences.

3 CULTURAL ASPECTS OF FOREIGN LANGUAGE EDUCATION

3.1 Definitions of otherness

By the term “*otherness*” are expressed cultural, racial and ethnical differences among people all around the world. It is a social construct explaining majority and minority of social identities. Identities are often predetermined by social orders which set who are insiders and outsiders, who fit in and who not. “*Otherness*” is the way of defining one’s own “*self*” or one’s own “*identity*” in relation to others. Otherness refers to special qualities that make a person different or unique in comparison to other people (Nowadays, 2015).

3.2 Definitions of culture

In late Middle English the sense of the word ‘culture’ was ‘cultivation of the soil’. From the early 19th century the term ‘culture’ arose to cultivation of the mind (Online Etymology Dictionary). In the broadest mean of the word, culture includes group of signs that distinguish people from animals. Culture is defined as a complex of values, habits, beliefs and activities that create existence of certain community. Knowledge of one’s culture is being transferred by learning and, unlike animals, human beings are able to acquire cultural knowledge with help of abstract symbols. Cultural awareness then constantly boosts thanks to reading, observing and other means of getting information (Keller, 2012, p. 180). Within social sciences, there is a well-known definition of American anthropologist Clifford Geertz. For Geertz, culture is “*an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and*

their attitudes toward life” (Geertz, 1973). According to Geertz, it is not possible to explore culture by using merely objective analytic methods.

Next to symbolic, academic meaning of culture, people nowadays understand culture as a generally accepted concept that they use for reflecting others. Higher awareness of cultural nuances is caused by power of modern media that very often explain some incidents only as results of cultural differences.

In his model Liddicoat (2002) distinguishes static and dynamic culture. Static culture represents cultural knowledge as facts or artefacts, on the other hand in dynamic approach culture is defined as a complex of activities we take part in through our everyday life. The dynamic concept is rather represented by something like a *frame* that helps us to structure and understand our social existence, as well as communicate with others.

3.3 Cultural stereotypes and prejudices

Stereotypes play an important role in judging other people or cultures and ethnics. Allport (2004) defines stereotype as a strong conviction connected with some category. Its function is to excuse (rationally explain) our behaviour and attitude toward the category. Stereotypes as certain illusions about ourselves (auto-stereotypes) or about others (hetero-stereotypes) are opinions that can be created despite apparent facts. Stereotypes prevent people from rational thinking and are not necessarily based on negative opinions. Průcha describes results of research that brought up interesting conclusions about national stereotypes of young Czechs. The most contrast were young Czechs’ associations concerning Germans. Some interviewed Czechs ascribed them very positive features (adventurous, educated), some really negative ones (nationalistic, racist).

In comparison to stereotypes, prejudices have even more negative connotations. They are described as negative illusions, rejections (Allport, 2004). Despite trying and manufacturing of many studies and projects aimed at eliminating prejudices, especially the racist ones, they were not completely successful. The studies were based on the assumption that raising public awareness of different cultures leads to tolerance and better attitudes towards otherness. This “rule” worked mostly in case of people that do not tend to extreme ways of hatefulness (Allport, 2004).

Byram and Risager (1999) evaluated a study of foreign language and culture education with a result that effect of language classes on young people’s perception and attitudes towards different nations and cultures is almost insignificant. Byram and Risager blame unsystematic approach to cultural dimension within school classes.

3.4 Acculturation

In context of foreign language education and acquiring new cultures, it is appropriate to mention a process of acculturation. Acculturation is a social process of taking signs of different culture by individuals or social groups via long-time contact of two or more cultures. This term means step-by-step adaptation to target culture that does not necessarily mean loss of original language identity (Acton & Walker de Felix, 1986, p. 20).

There are different models of acculturation. This thesis concentrates on those that put acculturation to interesting relations with acquiring foreign language.

Schumann (1986, p. 86) describes acculturation as a social or psychological integration of a person to community of foreign language speakers. According to him, there is always some continuum of social and psychological distance between learner and foreign language speakers. Schumann

distinguishes two types of acculturation. In case of a first type, language learner is socially and psychologically integrated within a target group and has adequate contact with foreign language speakers which helps to acquire language. In terms of a second type, learner regards language speakers only as a reference group and does not keep in touch with them. Schumann's conclusion stemming from research is that if learners are not able or willing to adopt signs of a new culture, it can lead to *pidginization* – a moment when learner “*stands still*”, with remains on simplified level of expressions and combines first and second language. Schumann's model is well-known particularly for implementation of terms “social and psychological distance”, however, the model was criticised for its view on learners as on passive subjects that do not create their own study context (Ellis, 1997, p. 41).

Acton & Walker de Felix (1986) offer a model of acculturation that contains four phases:

1. *Tourist*. A culture is completely inaccessible in this phase. It may contain a *culture shock*. Speakers use language strategies of their first language or simplified phrases of the second one.
2. *Survivor*. It is a phase of acquiring language and culture. Those, who stagnate on this level, will speak language similar to *pidgin*. In other words they will remain with a simplified version of language that is not considered to be prestigious.
3. *Immigrant*. A stage of acculturation that is expected of an educated speaker. It is a typical phase for learners who spend longer time in a different culture background.
4. *Citizen*. Within this phase a speaker approaches a level of native speaker. Stage of acculturation is so high that pronunciation and gestures are similar to native speakers.

There is a critical moment between second and third phase that is very difficult to bypass. To overcome it, learners have to study harder, otherwise they get *fossilized*. The first author who

defined *fossilization* in education was Larry Selinker (1972) and nowadays this term is used in English language methodology to describe situation when speakers tend to integrate wrong grammatical structures in their language skills and fix them.

It is important to mention a psychological research regarding acculturation. Guiora & Acton (1979) described a process of developing identity in a second language as a *supplement* to personality. It is a moment when speakers, instead of “playing” that they are for example Americans, start to subconsciously behave like Americans and do things that they would not do in a background of their first language. From psychological point of view, acculturation is strongly connected with ego in the first language – if the speakers have a big self-respect in their own culture, a probability that they become real “citizens” in other culture is considerably higher. Acculturation is significantly connected with people’s personalities.

Teachers should motivate learners and help them to overcome barriers of acculturation, although it is evident that for reaching the highest stages of acculturation, socialization restricted only to a level of foreign language lessons is not nearly enough.

3.5 Cultural and social aspects of language

Many authors have written about relationship of language and culture. There are two opposite opinions; according to some experts, language and culture are in a strong connection, the others consider language to be independent on culture. The second point of view that language and culture do not have to be in any connection is applied for example in English as a lingua franca approach (Risager, 2007, p. 166).

More common perspective is that there is a dependency between language and culture. Language expresses cultural reality and refers to world matters. It also symbolises cultural reality, for example when speakers consider language to be a part of their identity. This social view of language is affected by opinions of a famous British linguist Michael Halliday that emphasized a role of language in child's socialization, in acquiring culture, ways of thinking and acting, opinions and values. Halliday mentions that the most of this cultural transfer is not intentional. Due to children's experience and many situations that lead their acting and playing social roles, children get socialized.

In terms of sociology, there is an interesting relationship of language and social classes. It was revealed in Great Britain as well as in the United States that there is a connection between dialect and social status. Especially in Britain, speakers of higher social classes use rather a formal language, while labour classes speakers prefer more localised dialect (Romaine, 1994).

3.6 Culture in foreign language education

Many authors designate foreign language education as a complex social practice that goes beyond acquiring grammatical knowledge, lexicology, pronunciation and syntax of the target language (Lee, 2011, p. 47). Foreign language teachers' work is at the intersection of target language culture and source culture. This space "between" is marked as a *third place*. It is a dimension in which both cultures meet and confront, for example within a school classroom. In this dimension learners have an opportunity to develop their identities by playing roles of target language speakers. This type of socialization, in which learners meet multicultural background and, in an ideal case, re-evaluate their previous thoughts and schemes acquired within primary and secondary socialization, is described by Byram (1990) as *tertiary socialization*.

Kramersch (1993, p. 24) presents two basic perspectives that have been shaping foreign language classes. The first perspective is based on transferring facts about culture of the target language country or countries. This approach, when pupils learn facts about institutions, art and background information in general, was often criticised because it did not offer any closer touch with target country values and attitudes. Second model has its roots in intercultural psychology and anthropology. In contrast to the first one, the second perspective enables learners to get some ability of interpretation elements within the target culture and it is completely up to the learners if they accept the acquired ability or not. Both models are consensual, in other words they do not prepare pupils for intercultural conflict situations, neither do they solve a problem of diversity – the target culture is usually generalised and any derogations are very rare. Therefore Kramersch (1993) called for the third model that would help learners to interpret elements of culture, directly communicate with people of different cultures and analyse intentions of communication. This method that includes communication for better understanding target culture is unfortunately very rare within foreign language classes (Lin, 1999).

Opinions on why culture should be a part of foreign language education have been changing. Weninger & Kiss (2013) distinguish three main trends of last decades:

- First period, between 1950 and 1990, is the longest one. Target culture was considered to be a file of facts about the nation and the aim of studies was to maximize learners' knowledge about the culture.
- Second period, considerably shorter, and dominant in the 1990s, brought up dramatic changes in understanding of culture within foreign language classes. Relying of knowledge merely on facts from the previous period was replaced by interest in culture *small-c*, in other words matters connected with everyday life. Authors of that time were concerned about questions of intercultural communicative competence (Byram, 1997).

- The contemporary period has started at the beginning of 21st century and still lasts. It concentrates on *globalization* (Gray, 2010) and questions of *ownership of English*. Kramersch (2014, p. 296) points out the fact that the world, with its globalisation, development of the Internet and availability of foreign language materials, changed so rapidly that foreign language teachers hesitate what exactly to teach and what kind of real situations should they prepare their pupils. Until recently, English teachers relied on fixed syntax and English language lexicon in dictionaries and textbooks. These certainties were, under impact of globalisation, shaken and new solutions have been in search. One of the possible solution is a role of native speaker who would be present in English language classes.

3.7 Intercultural communicative competence and intercultural language education

Intercultural communicative competence is terminologically problematic concept. Kostková (2012, p. 76) comes forward with a model based on analysing components of 17 models of intercultural communicative competence. She defines her model as a concept including 5 basic dimensions: attitudes, skills, awareness and knowledge that all are rooted in foreign language communicative competence. Intercultural communicative competence is based on meaningful interaction and communication in intercultural background and should lead to supporting of relations with members of different socio-cultural and language group. Common European Framework of Reference for Languages (CEFRL) specifies intercultural competence as knowledge, awareness and understanding of similarities and differences between students' worldview and reality of target culture, its regional and social diversity.

In terms of identity, intercultural communicative competence is defined as a process of effective shaping one's own identity in the new communicative situations (Collier & Thomas, 1988, p. 73). Ability to find his or her own identity in the role of mediator between cultures is part of intercultural competence also according to Jensen, Jaeger and Lorentsen.

Intercultural education is included in foreign language education that emphasizes importance of intercultural understanding as the aim of language education (Ho, 2009, p. 63). Concept of intercultural education includes development of critical thinking about own culture as well as development of skills necessary for successful communication with people from different cultures.

According to Crozet and Liddicoat (1999, p. 120), these are crucial components in intercultural language education:

1. Bilingual/multilingual speaker is a standard.

Obviously, there is progress. In comparison to previous aim to reach a level of a native speaker, the aim of the new view is to become bilingual/multilingual speaker.

2. New definition of teacher-and-learner role.

Learning about both, own and target culture, is part of intercultural education. Teacher should provide learners enough space for that and play a role of a presenter of target culture/cultures.

Later on, Liddicoat (2002, p. 7-10) adds another characteristics of intercultural language education:

3. Culture is integrated into language skills education

Culture within intercultural language education is not understood separately, as a complement to four basic skills (reading, writing, speaking and listening) anymore. Culture is being taught simultaneously within the four skills and as a part of them.

4. Culture has been taught since the beginning of language education

This point follows up on the previous one. Culture should be part of the four basic skills from the beginning otherwise, in case of absence of cultural context, it is possible that pupils could address aspects of their own culture to the target one.

5. Interaction with different culture as a part of foreign language education

It might be a great benefit for learners of foreign language that cultures are not absolute, but relative. Thanks to awareness of the new culture, pupils can better explore and realise the value of their own culture.

Pupils quite often, within their foreign language classes, meet teachers originating in a country of the pupils' target language. Interactions between students and teachers are culturally determined, therefore there is a possibility of misunderstandings and conflicts. Hofstede (1968, p. 303) finds several risky points:

- Differences in social status of teacher and pupil across two cultures
- Differences in approach to curriculum within two cultures
- Differences in cognitive skills between two societies
- Differences in expected models of interaction between teacher and pupil

Hofstede, the author of the famous empirical model of national culture dimensions and the founder of comparative intercultural research, recommends that in case of some intercultural problems, a teacher, rather than a pupil, should be the person who solves the misunderstandings.

In case of the intercultural communication in the Czech Republic, research revealed that one of the main barriers of pupils' intercultural communicative development is rather one-sided focus on their knowledge instead of developing their skills, attitudes and values needed for effective intercultural communication (Zerzová, 2012).

3.8 Native speaker

It would be good to ask question what actually qualifies speaker for title “native” and if non-native speaker can become “native” one. People tend to define the native speaker as someone who grew up in the target language background – does university professor fulfil the image of responsible representative of target language community as well as a teenager growing up on a street? Is it the fact that person has been exposed to language since early childhood or is it a level of language knowledge or education that entitles him for the “tag” of native speaker? How to look at native speakers of some varieties of English, for example Asian English – are we ready to accept language of those speakers as a form to be imitated just because they fulfilled a condition to grow up in English speaking background?

When Thomas M. Paikeday discussed about the term *native speaker* with prominent linguists, David Crystal proclaimed that researchers should rather rely on linguists whose deduction is more correct and exact than deduction of native speaker. Obviously people paradoxically are not born as the *native speakers*, people rather become them (Kramsch, 1998).

It is common within English language lectures that records of speakers, speaking so called “standard English”, are the norm for training of pronunciation. However, mainly thanks to the internet, the awareness of varieties of English, not only British and American English, gets higher. Teachers still use and require the “standard” language, even though English speaking communities become more and more diverse (Kramsch, 1998, p. 16). Kramsch illustrates irrelevance of the term *native speaker* on situation in Vietnam where people’s aim is to understand English for getting information. However, Vietnamese English teachers hesitate to present pupils information that might be a part of the ideology of English speaking countries.

To sum up, the main aim in intercultural language education is not to approach the native speaker’s level, but acquire competences that allow speakers to become cultural mediators, in other words to “stay on a bridge” between different cultures (Ho, 2009, p. 65).

4 CULTURAL DIMENSION IN CONTEXT OF CURRICULAR DOCUMENTS

4.1 Czech curricular documents

Michael Byram, one of the well-known authors writing about culture in foreign language education, wrote that the umbrella aim of language education should be development of intercultural citizenship that means a competence to take part in political activities with people from different linguistic and cultural backgrounds (Byram, 2011, p. 19). This concept is also reflected in Czech educational documents and pedagogical literature.

One of the cross-curricular subjects within Framework Educational Programme for Basic Education is Multicultural education. It is mentioned in the Framework Educational Programme that multicultural education provides pupils a view on diversity of different cultures, their traditions and values. On a background of the diversity pupils realise better their own cultural identity, traditions and values (Národní ústav pro vzdělávání, 2016).

Multicultural education as a cross-curricular subject conveys knowledge of own cultural anchorage and understanding different cultures. It develops pupils' sense of justice, solidarity and tolerance, leads them to respecting the increasing level of sociocultural diversity and getting rid of prejudices. Intention of multicultural education is to encourage pupils in their efforts to find ground for mutual respect, common activities and cooperation (Národní ústav pro vzdělávání, 2016).

Not dealing only culture of larger communities, multicultural education deals also with matters on interpersonal level in a classroom, at school, at home and, last but not least, is connected with relationship of school and local community. School plays a role of place where pupils meet different social and cultural backgrounds and it should ensure climate where all human beings feel equal. One of the aims of intercultural education is that pupils coming from a minority culture are able to reach success within the majority culture. Multiculturalism educates pupils to be able to accept others with their rights and realise that all ethnic groups and cultures are equal and there is not any one culture superior to the others.

“Multicultural education penetrates all educational areas. It is particularly closely tied to the educational areas of Language and Communication through Language, Humans and Society, Information and Communication Technologies, Arts and Culture and Humans and Health” (Národní ústav pro vzdělávání, 2016). In terms of school subjects, multicultural education should be directly included in Geography.

Multiculturalism is transferred through topics concerning relationships between citizens of different nations and ethnic groups. It also teaches pupils to recognise signs of racial intolerance and helps preventing xenophobia. Intercultural education enables pupils to familiarise themselves with such terms as culture, ethnic group, identity, discrimination, xenophobia, racism, nationality, intolerance etc. and helps learners to realise possible impacts of their verbal as well as nonverbal expressions. Pupils are encouraged to accept differences as an opportunity for their personal enrichment, rather than as a source of conflict.

It is particularly up to schools how they implement the cross-curricular subject of multiculturalism into classes. The implementation can be affected by mutual agreement of teachers, teachers and pupils, or teachers and pupils' legal representatives.

These are thematic areas within multicultural education (Národní ústav pro vzdělávání, 2016):

- Cultural differences – a human being as an integral part of ethnic group; getting to know own cultural anchoring; respect to distinctions of different ethnic groups (particularly foreigners living in the same area); basic problems connected with socio-cultural differences within the Czech Republic and Europe too
- Human relations – the right of all to live together and take part in cooperation; maintaining tolerant relationships and developing cooperation with other people regardless of their cultural, social, special interest, religious or generation group; cross-cultural relationships (mutual enrichment of cultures); prejudices and deep-rooted stereotypes (causes and results of discrimination); importance of integration in family, peer and professional relationships), respectful behaviour (basic moral norms), importance of good interpersonal relations for harmonic personal development; tolerance; empathy; the ability to put oneself

into other people's shoes; human solidarity; personal contribution to including pupils from different cultural background to classroom society

- Ethnic origin – equality of all ethnic groups and cultures; human differences and their equal position; basic information about different ethnic and cultural groups living in the Czech and European society; position of national minorities; different ways of life, point of worldview and ways of thinking; identifying expressions of racial intolerance – sources of intolerance
- Multiculturalism – multiculturalism of contemporary world and expected development in the near future; multiculturalism as a path towards mutual enrichment; specific features of languages and their equality; listening to others, communication with members of different sociocultural groups, positive attitude towards differences; importance of using foreign language as a tool for communication and lifelong learning
- Principles of social reconciliation and solidarity – personal responsibility for and contribution to eliminating the discrimination and prejudices towards ethnic groups; conflict-free life in a multicultural society; active participation in reshaping society according to one's abilities, respecting the needs of minority groups, basic documents of human rights (Národní ústav pro vzdělávání, 2016)

4.2 British curricular documents

One of the points of the National curriculum in England, updated in December 2014, is dedicated to a topic of inclusion. It consists of:

- Suitable challenges for teachers – it says that teachers should have high expectations for each pupil. Teachers should have a plan of activities for those whose skills are above the

standard. The lessons should be accommodated to pupils who have lower standard of attainment or do not have supporting backgrounds. Teachers' targets should be appropriately assessed and ambitious.

- Teachers are responsible for fulfilling pupils' needs and helping them to overcome potential barriers – help for individuals as well as for groups of pupils.

This part says that “teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment” (Department for Education, 2013). This point describes also how the teachers should deal with disabled pupils. Teachers should pay attention to pupils whose first language is not English. It is necessary to monitor pupils' progress in learning English with regards to their age, abilities and length of time spent in English speaking countries (Department for Education, 2013).

In comparison to the Czech curricular document - Framework Educational Programme for Basic Education, the British National curriculum does not mention multiculturalism as a cross-curricular subject. There is quite similar cross-curricular topic to multiculturalism called “Global Learning” that can be applied within any subject area. Through this topics the pupils are supposed to gain an additional knowledge. The Global Learning Programme (GLP) helps pupils to get to know the developing world better, the causes of poverty and to explore the strategies how to reduce it. GLP supports pupils in interpreting acquired knowledge, to think critically and make judgements and to become more familiar with terminology of global issues (GLP, 2016).

In relation to the curriculum the Global Learning Programme particularly explores the following areas:

1. Knowledge of developing countries, their economies, histories and human geography

2. Knowledge of the basic elements of globalisation
 3. Knowledge of the different ways to achieve global poverty reduction and development and the arguments around that merit these different approaches
 4. Knowledge and understanding of the concepts of interdependence and sustainability
 5. Supporting enquiry and critical thinking about development and development issues
- (GLP, 2016).

5 IDENTITY

5.1 Definitions of identity

Identity is generally understood as who we are. According to Cambridge Dictionary, identity means “who a person is, or the qualities of a person or group that make them different from others” (Cambridge Dictionary, 2017).

There are different types of identity. Identity is generally understood as identification with some wider cultural category, for example women, parents, sportsmen etc. Another concept is that identity is independent on social groups. Socially constructed approach does not address the term *identity* towards individual person but towards people within social interactions (Berger & Luckmann, 1991). It is a process based on exclusion, in other words separating from others. Identity is changeable, fragile and can be distorted, for example by impacts of globalization (Hyland, 2012). In this context, identity should not be understood as a *state* but as a *process* that has been creating and changing in time by interactions with others.

In terms of identity, there is an important role of language as a medium through which speakers create and confirm their identities in everyday social interactions (Berger & Luckmann, 1991). Speech does not arise on the basis of speaker's isolated intention but in dialogue, in relations to other speakers. Speaker chooses linguistic methods that fit to the needs of a message at the particular moment. In each announcement speaker becomes a representative of culture. Language itself is not understood as a neutral, transparent tool for expressing thoughts but as a provider of ideologies. It is necessary to realise that identity is not rooted in the language - the language serves as a mediator, helps people to create and express their own identities through speech.

A theory of famous psychologist Erik H. Erikson, based on Freud's psychoanalysis, became influential in a field of psychology. Erikson described adolescence as a period of developing identity, while people, in context of cultural and social background, create own system of values and their view on society is ideological. Adolescents tend to experiment and search for new experience. Young people feel and realise newly gained responsibility for their social, career life and partnership. If the young person is not successful in searching for their identity, there comes so called *confusion*. The task of finding one's own identity becomes a great challenge for adolescents, especially because the postmodern era calls for original and authentic people while the youths would like to belong to some groups and be as others (Dalajka & Macek, 2010, p. 49).

5.2 Identity in terms of foreign language education

Bonny Norton (2000) describes identity as a relationship between individuals and wider social world that is co-created by institutions such as family, school, work etc. The main aspects of identity are ethnicity, gender and social class. Norton focuses on how identities of some target language speakers influence learners' attitudes to practicing of speaking, listening, writing and reading.

According to Norton, identity is in connection with one's desire to be recognized, have a feeling of belonging and safety. People cannot judge any speech without regards to *who* is speaking and what are the wider social relations of that person. Norton promotes the fact that there are only few speakers that have *the right to speak* without any listeners' doubts or calling into questions. Norton has actively called for integrating the term the *right to speak* into definition of communicative competence. There is the term *investment* connected with motivation to learn foreign languages that means efforts and determination to capture foreign language in relation to reality of language community or school class where foreign language education takes place (Norton, 2000).

Because in the contemporary society the usage of English is very diverse and the need to acquire it is not necessarily meant for communication with native speakers' community, the motivation to learn the foreign language concentrates on area of *self* (learners and their aspirations) instead of *communities*. People create images of their *self* in a socially-historical context with contribution of current idols, patterns and symbols from media sphere.

One of the aims of this thesis is to find out what kind of identifications can pupil find in the textbooks, what sort of *self* can they identify with. The textbooks offers many characters and patterns to be identified. The question is how pupils identify, in what extent and which characters, patterns or ideas do they choose for that (Dörnyei, 2009).

As Dörnyei (2009, p. 213-218) mentioned, due to using English as a global language, pupils nowadays do not accept idea of integration with the target community as the motivation for learning. Pupils tend to develop ways of identification with their ideal *self*, in other words, if the *self* they would like to reach speaks foreign language, then they gain motivation and the ideal *self* becomes the factor of motivation. Dörnyei (2009) specified conditions that can increase or reduce

the motivating impact of the ideal *self*. One of the most important aspects is how reachable and clear future image of themselves is available for them. It means that if the image of ideal *self* in pupils' minds is not concrete enough, it does not have to stimulate them for realization of this *self*. Pupils have to feel the possibility of realization, only then they gain motivation.

5.3 Theoretical researches of identity in area of English as a foreign language

Researches of identities in terms of foreign language lessons divide on rather *psychological*, that focus on problems of anxiety, competitiveness and inner experience during learning, and rather *sociological* ones. Lam (2004) gives an example of social research on testing two generations of Chinese emigrants in the United Kingdom while online chatting. The research revealed that the older generation demonstrated its belonging to English community and were using English as the language of chat. On the other hand, the younger generation of Chinese was switching from English to Chinese and vice versa.

As illustrated in research made by Kobayash (2002), identity in terms foreign language can motivate to learning. Japanese girls connect English language with culture that is not patriarchal and do not limit women in their gender roles. It is the reason why Japanese girls are into the English language studies. English language enables them more equal ways of expressing than the Japanese one. The research proves that learning English can express a disgust at the cultural standards of the source country. Canagarajah (2004) points out conflict between identities of students in formal situations at schools in contrary to informal background. The author focuses on bilingual identities of Tamil students studying at university in Sri Lanka where only standard English is being used, while students also accept informal English on the internet which creates another their identity. Based on this fact, it is obvious that in uncontrolled situations the students can much more creatively, flexibly and independently work with their identities and develop their potential. The

result of the research is that applying informal language situations in the lectures, in which students can use their different identities, supports development of the language competences.

Not only learners, but also teachers are figures of researches. In her research concerning attitudes and identities of non-native English teachers, Jenkins (2007) found that some of them suffer from so called “*language schizophrenia*” rooted in a conflict of teachers’ native identity connected with their native language on one side and the identity in which they want to copy the native speakers’ pronunciation on the other side. The tension between both teachers’ identities lasts because the standard accent of English is generally understood as more correct and prestigious.

6 THEORY AND RESEARCH OF TEXTBOOKS

The textbooks, surprisingly in current era of multimedia, play important didactic role. In our society the textbooks are considered an influential part of education. As an evidence, there is a recent cause of revolt towards the textbooks of sexual education. A group of conservative parents could not bear the fact that their children were supposed to learn from this book which was, according to parents’ opinion, in contrast to moral values (Macháně, 2010). Angry parents were afraid that the textbook could negatively affect development of their children. It means the parents suppose that the textbook itself can influence pupils’ attitudes and a process of decision making.

6.1 Functions of the textbooks

The textbooks are a part of a pedagogical work. It was found that the teachers are using textbooks from 90% of the entire length of lessons and the textbooks also works as an informational source

for planning the lectures (Průcha, 2002, p. 294). The textbooks fulfil many functions in educational process that are divided as functions for pupils and functions dedicated to learners. Functions of the textbooks for learners can be specified as:

- informational (content of the particular subject)
- transformational (scientific, technical and other knowledge is accessible to learners)
- systematical (knowledge is organized according to set rules)
- fixing and controlling (practice and control of acquired knowledge)
- self-educating (motivation to autonomy in learning)
- integrating (connecting information from different areas)
- coordinating (coordination with another didactic methods)
- developing (personality development, support of pupils' decision making process and value education, creating attitudes towards citizenship)

(Průcha, 1998)

According to Kalhous, Obst a kol. (2009) the textbooks should unify requirements on educational standards for each subject and each year of studies. The textbooks should represent the formal curriculum but this function is usually not fulfilled nowadays. The books also play important role and help in efforts to improve results of educational process.

6.2 Types of foreign language textbooks

Kalhous, Obst a kol. (2009, p. 143) focus on the relationship of the textbook and the school subject. Based on the relationship, authors distinguish these types of the books:

- the textbook itself, including the basic terminology and study materials (in case of English language the textbook is called *coursebook* or *student's book*)
- workbook whose function is to fix learners' knowledge and encourage them to self-studies

- reader with samples of chosen texts

Another category of English language textbooks are the books targeted on international target culture. Their cultural content includes countries with English as the official language as well as the countries where English is used only as the international language. An example could be a book where the characters (also speakers in records) are non-native speakers. Physics, Chemistry and Biology are the most globalised disciplines and a knowledge of English is an absolute base and “bread and butter” for scientists of these areas.

In connection with a trend of globalisation it is expected that English becomes more and more international language, so called “*lingua franca*”, and not only emphasis on a target culture will be included in the textbooks, but also on a source culture.

6.3 Use of the textbooks

In case of the foreign language education, the textbooks are affected by socio-cultural influences. All the changes concerning the role of the textbooks correspond with the changing ways of pupils’ learning and support a culture education.

There are some experts pointing out that the textbooks are too restrictive controlling element that works against teachers’ independence within the lessons. Many authors on the other side mention that teachers are able to adapt to the textbook. Gray (2000) in his research of using textbooks found that some teachers skip contents presenting cultural stereotypes because learners might think that teachers tend to think stereotypically. The rest of researched teachers do not skip these contents and, on the contrary, open discussions with learners based on the topics of stereotypes.

Harmer (2001) points out that study materials created by teachers as an alternative to the textbooks are not so trustworthy for learners who prefer rather traditional textbooks in which they can easily orientate and find grammar overviews. The textbooks give learners a possibility to check their progress and test themselves.

Harmer also mentions so called “*DIY*” (do it yourself) approach in which teachers create their own study materials with a help of well-known sources. The main advantages are that teacher can flexibly react on pupils’ needs and choose exercises from many sources but, on the other side, without textbooks learners can misunderstand the interpretation and do not have one concrete responsible source to study and catch the meaning. Also learners can receive many pieces of paper with information from teachers in which they may not find a sense and order.

Another approach is so called “*Dogme in ELT*” (English language teaching) based on conversational interaction between teacher and learners. The communication is rather authentic, affected by current situation within the class and mostly directed by learners. It is a “*materials-light*” method which means that books and other study materials are not used so often. The need for authentic interaction is the crucial idea of the dogme approach.

6.4 Global textbooks

The term “*global books*” was used by John Gray (2002) for texts designed to be used in English language education all around the world. There are no doubts that English textbook publishers is a great commercial business. Gray (2002) understands content of global books as a result of commercial, educational and ethical intentions. Due to trends, graphic design of contemporary textbooks as well as their content, coincide.

According to *Guidelines for the Representation of Women and Men on English Language Teaching Materials* (On Balance, 1991), women should have the equal positions as men in the textbooks. The amount of women in texts and on pictures should be similar as amount of men, the social roles should be equal and the generic “*man*” should be replaced by other expressions (for example *artificial* instead of *man-made*). The guidelines is against age, social and racist discrimination too.

Shradakova & Pavlenko (2004) in their study of Russian textbooks for English speaking learners found out that identities within textbooks are mostly white men from middle class, living in comfortable and simple world. The language knowledge of the textbook characters is extensive and their acting is very self-confident that may evoke scary feelings in learners. The textbook designed in this way do not present how to solve problems, how to communicate in difficult situations etc.

In her research of French language textbooks, Kinginger (2004) criticises the fact that characters usually live in luxurious flats, order expensive wines in restaurants and discuss especially arts. Kinginger points out that these texts might be too distant for learners of lower social classes.

John Kullman (2013) made an analysis of the textbooks issued in the United Kingdom. He found out that current textbooks pay attention to learners’ personalities, their experience and relationships to presented topics. Kullman explored elements that are present in the current textbooks:

1. Personalities and characteristics – nowadays the textbooks more often focus on topics of self-expression, assertiveness, human behaviour in relation to their personality and temperament.
2. Lifestyle – this topic has been common in the textbooks since eighties of twenties century. The theme of lifestyle is usually present on many pages of each textbook.

3. Personal growth and change – emphasis on personal development, assertiveness, lifestyle (usually healthy lifestyle). The textbooks encourage to evaluation of learners' lifestyles and making suggestions for possible improvements.

6.5 Evaluation of textbooks

Every textbook has to be approved for educational purposes before using as a didactic material at schools. In the Czech Republic, there are several criteria of acceptance, for instance if the book is in keeping with law and if the book corresponds with curriculum. A question of many discussions is which books are better for English language classes – those that are issued in the Czech Republic, intended solely for the Czech learners, or the foreign ones? Houska (1994, p. 271) summarizes pros of the foreign books in this way: high language level, deliberate approaches inspired by didactic trends and focus on learner's creativity. On the other hand, the foreign textbooks are usually more expensive. The important criteria for books selection also is availability of so called teacher's book which works as a manual and guide for teachers.

There are some centres of textbook evaluation. One of the most significant European centre is a German institute *Georg-Eckert-Institut für Schulbuchforschung* in Braunschweig. Apart from frequent research projects, the specialists offer advisory to scientists, learners as well as authors of curriculum.

Průcha (1998, p. 43) summarises categories of the textbook analysis:

1. Textbook features – communicative and ergonomic
2. Function of the textbooks – function right in the classes, opinions of textbook users concerning the features
3. Effects and results – in a centre of attention are changes of learners' knowledge and attitudes

4. Prediction – based on the analysis of parameters above, it is predicated how the textbooks could work within the lectures

5. Modification – not optimal parameters are corrected

The key part of the textbook analysis are the content aspects which reflect curricular documents (Průcha, 1998, p. 45). Concerning the content aspects, researchers analyse transformation of facts to the books, value orientation, attitudes and cultural patterns including persuasive and manipulative methods presented in the textbooks.

In context of intercultural learning, there are several criteria of textbook evaluation. Byram (1989) emphasises evaluating points such as getting rid of one-sidedness and stereotypes, presentation of correct and current information. Only few authors include in the textbooks socially uncomfortable topics of unemployment, racism or poverty. Concerning cultural content, Byram (1992) defines concrete areas for foreign language textbook analyses, including social identity, social interactions, national identity and stereotypes. Before analysing process, it is necessary to take several factors into account, such as circumstances of textbook issue, target reader, curriculum and educational surrounding. Byram feels the need to explore cultural and ideological contents with not only help of evaluating lists.

Targets of intercultural education are considered in Kilickaya (2004) overview. Her evaluation consists of questions focussed on cultures (questions 4-9) as well as how the textbook supports activities in lectures (question 14). Kilickaya's overview is designed in this way:

1. Does the textbook provide information, instructions or suggestions how to use it and understand its cultural content?
2. Does the textbook have target readers or provides their characteristics?
3. Does the textbook ascribe certain role to teachers that use it?

4. Are there not only British and American cultures integrated in the textbook?
5. Does the textbook represent reality of the target culture or only author's view of it?
6. What is the source of the cultural information? Author's ideas or empirical research?
7. What are the included topics? Are they typical for the target culture? Are there topics that might be culturally inappropriate?
8. Which cultural and social groups are represented? Is this representing transferable or only typical for certain nation? If so, which one? Are there some stereotypes within the textbook?
9. Does the textbook generalize culture?
10. Is the information including culture presented with assessing comment?
11. Are there illustrations in the textbook? If so, are they appropriate to learners' culture? Is it necessary to explain them by additional comment?
12. What sort of activities are presented in the book? Are they close to pupils?
13. Would a teacher using this textbook some special guidance how to work with it?
14. In which way should pupils work with the cultural information? Should they work with it actively or is the cultural information only presented for raising awareness and understanding of the target culture?
15. What is your overall view of the textbook?

There are many possibilities for the textbook evaluation and it is completely up to teachers if they get to know the evaluation list and are willing to use it. There are too many criteria that teachers have to take into account so the teachers make a final decision based on their priorities, experience and personal opinions.

7 READER AND TEXT INTERPRETATIONS

The aim of this chapter is to introduce basic terms and theories in area of reading and text interpretations as a part of textbook analysis.

Textbooks are a specific genre of books made for educational purposes. In case of foreign language textbooks, there are certain signs that do not appear in other genres, for example questions above a text introducing topic or questions behind the text testing if the text is after reading understood. Learners only rarely have some space to react freely on text, they are mostly directed by questions in the textbook or teacher's questions. The textbooks are usually chosen for learners as a challenge to boost their knowledge and improve their current skills. The texts are usually not easy for learners, the aim or the text choice is that learners should acquire a new knowledge through the texts. In this way, the textbook is an authority in educational process while learners are the subjects of education whose understanding of the texts is tested and marked. Questions and exercises, presented in contemporary textbooks, where pupils only find out answers to questions inside the text or paraphrase it, do not encourage pupils to think critically and make their own opinions or text analyses.

In his famous work *Death of the Author* (1977), Roland Barthes points out that with reader's coming the author of a book "*dies*". At the moment when all the words are printed out on a paper and the reader takes the book, the author loses power above the text. Then the text becomes a product of any readers' interpretations that does not necessarily reflect author's opinions and intentions.

Every reader understands texts based on their previous experience which shaped their attitudes, values and knowledge. Does not matter if the reader is a small schoolgirl or academically educated reader, the main point for understanding text always is the previous experience and belonging to certain interpretative community (Hunsberger, 1989). Hunsberger defines interpretative communities as groups that use the same strategies for interpretation. The strategies exist independently on reading text and therefore determine what the readers acquire from the text. The interpretative communities are not understood as objective because they are determined by certain aims and interests of each group. At the same time they are not understood as subjective because they reflect some conventions of the group.

According to Eco (1997, p. 7), the authors of the texts have to predict their *model readers* and their competences for understanding meaning on one hand, and the texts have to be structured to broaden readers' competences on the other hand. The authors write concept of their textbooks for so called *ideal readers* who are authors' target group as well as co-workers.

Wolfgang Iser (1978) has a theory of *implicit reader*. This concept is rooted inside the text structure and the readers are supposed to analyse the texts and decrypt author's thoughts. Afterwards the readers' task is to use their capacity for interpretation the content with their own words and consequently find out or discover elements of their unconscious the readers did not know about. The unknown information can be found and understood if author's and reader's "*self*" meet and the reader is able to adapt to author's thoughts. Reading is actually an interaction between text and reader.

According to theory of literature, fiction (including fictional stories in the textbooks) has a power to instigate readers' desires and imaginations, the readers enter imaginary world of the text and are encouraged to redefine their own values towards the textbook characters (Harding, 1962). Within

these imaginations and desires the readers shape their “*possible self*”, and interpret their current view of themselves. This is connected with motivation (see the chapter *Identity in terms of foreign language education*).

However, authors cannot know what information within the textbooks learners really acquire and what they simply ignore or quickly forget without acquiring. Apple (1992) distinguishes three basic ways how the readers react on the text. The first is so called *dominated reading* when the readers accept text information as it seems to be. Accepting the thoughts of the text is influenced by many factors, for example if the values rooted in the text are in accordance with previously accepted reader’s values and attitudes. If so, the whole text is easily accepted by the reader. The text is also readily accepted if its rooted values are in accordance with acquired values of the whole society. Apple’s second type of reader’s reactions is called *negotiated response* which means that the readers can call certain information of the text into question but they still accept the presented interpretation of the text. The third type is *oppositional response* in which the readers refuse dominant tendencies or interpretations of the text. All three types are just ideal ways and in fact, the readers’ reactions might be the combinations of these types.

EMPIRICAL PART

8 METHODOLOGY OF RESEARCH

8.1 Research questions and targets

The main target of the research is to describe national, ethnic, gender and social identities of characters in the contemporary English language textbooks for lower secondary school pupils and to describe how these aspects can affect pupils for their future.

Another aim of the empirical part is to describe ways of presenting cultural topics and compare the multicultural aspects of textbooks with description of multicultural education as a part of the Framework Education Programme.

The methodological objective of the research is to create a typology of texts according to their ability to manipulate readers.

Research questions:

1. What are the identities of textbook characters from national, ethnic, gender and social aspects?

Which characters are presented in the books?

2. What is the image of community illustrated in the books?

3. In what way are cultures presented in the books?

4. How is the politeness represented in the books?

8.2 Research sample

For my research I chose three textbooks: Project 3, Blue English and New Headway. Project 3 and New Headway are, in my opinion, frequently used at schools. The main reason of this choice is the possibility of practicing all language skills within these books, design containing pictures, availability, and in case of Blue English different country of issue. Blue English was issued in the Czech Republic and was chosen for the research to consider cultural approach of the Czech author in comparison to English ones.

All these textbooks are the pre-intermediate A2–B1 level, recommended for learners aged 10-15. Blue English is particularly meant for 13-14 years old learners. As mentioned above, Blue English was issued in the Czech Republic, the rest of the research books were issued in the United Kingdom. Both New Headway and Project were published at Oxford University Press, Blue English at Angličtina Expres.

The fourth edition of Project 3 was agreed by MŠMT on 20th November 2013 and published in 2014. The validity of Project 3 book collection is six years. It has been written by Tom Hutchinson, the author of many books for teenagers, in cooperation with Diana Pye and Michaela Trnová. A part of the workbook is English-Czech mini dictionary. *“The new edition has been revised and updated to meet the needs of today’s classrooms following extensive research among Project users”* (Hutchinson, 2014). The textbook contains an analytical approach to grammar with exercises, a vocabulary sections, songs, traditional stories, project work, cartoons, games, etc. In comparison to third edition, there are newly more exercises developing communication. The author points out that there are culture sections encouraging comparison with students’ own cultures within the textbook (Hutchinson, 2004). Pupils can also use *Culture DVDs* which present cultural life of English-speaking countries. The fourth edition contains the Student’s book with

class audio CDs, the Workbook with an interactive CD-ROM and the Teacher's Book with photocopiable communicative exercises as well as DVD worksheets and test builders, Culture DVDs and Project iTools (Interactive Whiteboard Resources). In the workbook there are step-by-step instructions how to access the online practice which is newly available to learners.

Blue English was written by Czech author and teacher Milena Kelly and from series of her books Blue English is dedicated to 13-14 years old learners. The second edition of student's book was agreed by MŠMT on 19th November 2008 and issued in 2009 at publisher Angličtina Expres in Prague. The workbook was published in 2010.

New Headway is another global book. The fourth edition was published in 2012 and, in comparison to Project 3, does not include vocabulary section translated to Czech and is not based on cooperation with Czech experts. Its authors, John and Liz Soars, promise motivating topics, real people and real places together with everyday language in everyday situations. There is a strong support of learners through iTutor which provide them a theory and iChecker where pupils can practice grammar. The iChecker is based on collecting points for correct answers so the learners are motivated by their score.

8.3 Research design

The thesis will analyse texts (including transcripts of records) and illustrations that capture characters in some context. There will be an analysis of a concept that might be evoked in readers' minds.

In the research part the thesis deals with units of several categories: nationality, ethnic group, social status and gender of the textbook characters and units containing stereotypes, prejudices, cultural or ideological elements. The *units* used in this thesis are any sentences, texts, as well as pictures. The method used within the research is a content analysis. In the category of national identities the thesis distinguishes the national identification directly said in the text as well as the hidden one, coming from the context. For example, if characters mention Australian educational system they are part of, the thesis considers them to be Australian. Concerning the category of gender identities, the thesis captures non-fictional characters' professions because the job opportunities for men and women are dependent on cultures and culturally set concepts of what are “*male*” and “*female*” jobs. The findings may evidence the ideological orientation of the text.

The thesis also focuses on a world of so called celebrities which authors mention quite often in contemporary books. It is a sign that authors probably suppose that celebrities are an attractive topic for pupils or want them to become catchy for teenagers. Obviously, the authors consider popular culture to be a part of the community that pupils, acquiring English language knowledge, become part of.

In recent years the topic of virtual worlds that people can approach online has become very popular. Users can live another life inside of a virtual world through their *avatars*, a fictional character that is created according to player's ideas. There is no doubt that this online world can be dangerous because it does not have to be a teenage boy behind the figure displaying a teenager. Anybody has an access to the game and there are no limits of what you pretend to be. The thesis focuses on how the authors present this tricky sphere of online games and the Internet matters in general.

The task of this thesis is to find out how the authors deal with topics mentioned above, if they give an opportunity to learners for expressing their own attitude, if they open topics for discussions and encourage pupils to make their own suggestions how to solve problems and find solutions, or if the authors only present texts and exercises without promoting learners' critical thinking.

In the centre of attention there is also a question of politeness and respect as signs of culture. Politeness is fulfilled by modal verbs (for example *may I ask you, would you like to* etc.) as well as by phrases such as *thank you, please* etc. The frequency of polite structures may differ in English books issued in the United Kingdom and the English books published in the Czech Republic.

8.4 Research methods

One of the frequently used methods of text analyses is a content analysis. Its basic principle is picking up text units of the same category that can be words, sentences or even the whole texts that is followed by counting of their frequencies within the whole book. The exact setting of analytic categories is a basic requirement for reliability of the research (Gavora, 2000).

Another research method is a critical discourse analysis. Discourse is a recognizable system built up on repeating information across the texts. This system set rules what is possible to mention within one discourse and what is behind the boarder of the particular discourse. Discourses are not still, they are changing constantly and their boarders are moving in time and place. By mixing two discourses can arise the new one (Powercube, 2003). Basically the discourse serves as a map for better orientation within society. The thesis is based on a discourse that might be defined as distinguishing characteristic identities and activities, the ways of coordinating other people as well as the ways of acting and interactions. The practical example could be people in a restaurant where one discourse contains the ways of interactions and the other contains the topics of conversations.

The critical analysis deals with social questions and the questions of dominance that is produced by discourses and that leads to inequality. The thesis focuses on dominance of elites, in this case authors of textbooks, and the ways how they manipulate with their power which is transferred to readers through texts and symbols. The critical analysis may help to expose the discourse which creates identities and social relations. The aim of the critical analysis applied in this thesis is to point out a certain social problem.

Typology of open and closed texts is the last method used within this research. The approach is suitable for foreign language textbook analyses because it helps to find out how much the reader is manipulated into certain interpretations of the texts by enclosed exercises. As mentioned, the topic of ecology and environmental protection is quite discussed within public sphere and is usually presented also in the textbooks. The method of open and closed texts can uncover the way how the authors engage pupils to these problems and how much the texts have a manipulative character. The closed texts do not require any pupils' own reactions neither enable own interpretations. They suppose that the reader completely agrees with the text. The close type is an enormous opportunity for authors to spread their ideology. On the other hand the open texts encourage pupils to various interpretations, sometimes the ideas are not finished and call for pupils' interactions and creating their own attitudes. There is more space for potential disagreement, however pupils' informational background in the topic area is expected. So called "closed" types of exercises are usually structured to practice particular grammar or vocabulary, for example choosing words from a word bank to fill them into gaps to finish already prepared sentences. If pupils interpret text in other way, it is considered a mistake. The "open" types are arranged for practicing argumentation or comparison. It is up to learners how they deal with the topic. Usual method of "open" approach within a classroom is a role playing (Eco, 2010).

9 RESULTS OF ANALYSIS

In this chapter the results of analysis are presented. The analysis is taken from these 3 books:

Project 3	Blue English	New Headway
– Student’s Book	- Student’s Book	- Student’s Book

The results for each book are arranged according to set questions. At the first point, the identities of real characters as well as the identities of fictional characters are described with their national, ethnic, gender and social identities. The second research point focuses on community illustrated in the book with regards to social aspects and quality of characters’ lifestyle presented to readers. At the third point the thesis evaluates how much the books reflect the otherness, other cultures, how books present them to readers and if the texts are opened to other cultures. The intercultural tolerance can be expressed for example by question “How do you like British music?” The four point focuses on aspects of politeness and respect within the books. Here the thesis deals with comparing of level of polite acting in books written by British authors and the Czech one.

9.1 Result 3

9.1.1 Characters’ identities

There are altogether 403 characters mentioned in the textbook, 238 male and 165 female. 22 of them are real non-fictional characters - 16 historical and 6 still alive.

Apart from British, there are mentioned 18 different nationalities of characters. 4 of them are from New Zealand (3 people moved to London from Auckland), 1 is a Spanish man who moved to the

United Kingdom, 1 is a penfriend from the United States (San Francisco), 2 are from India (one of them is a penfriend from Delhi), 1 penfriend from Brazil (Rio de Janeiro), 1 is a Japanese mountaineer (a historical person), 1 is a Nepali mountaineer (a historical person), 2 are from Greece and 4 originate from China.

On the pictures, there are 191 characters of white skin colour, 31 of black skin colour and 29 people of yellow skin colour.

There are 16 historical characters mentioned in the book. Most of them were British: King James, Queen Victoria, Queen Elizabeth I, Edward I, Queen Elizabeth II, Beatrix Potter, Admiral Horatio Nelson, Boadicea (Boudicca), John Lennon, Isambard Kingdom Brunel, J. M. W. Turner, Charles Dickens and Lord Ashton. One of the historical characters, Peter Minuit, had Dutch and American nationalities but was born in Germany. He was mentioned in the article about New York because he purchased Manhattan from Native Americans. Edmund Hillary was from New Zealand, Tenzing Norgay from India. From illustrated celebrities the British are two: Emma Watson and Keira Knightley. A tennis player Rafael Nadal is Spanish, Johnny Depp is American and Sebastian Vettel is German. There is mentioned a person who is still alive but is not considered to be a “celebrity” – Ken Noguchi, a Japanese mountain climber. The final score is that in case of real characters the book mentions 15 British characters, 2 American, 1 New Zealander, 1 Indian, 1 Spanish, 1 German and 1 Japanese character.

Concerning job matters, professions of male characters are mentioned more often than the female ones.

Male / female professions mentioned in the texts:

MALE

3x manager

3x mountaineer

2x teacher

2x film star

2x servant

1x businessman

1x international banker

1x judge

1x policeman

1x job on a ship (not specified)

1x job in an office (not specified)

1x guitarist in a band

1x reporter

1x chauffeur

1x museum keeper

FEMALE

3x teacher

1x private detective

1x sports company administrator

1x doctor

1x writer

1x post officer

1x cook

It was found that the author mentions men more than women. Also professions of male characters are mentioned more often. However, the importance of male and female characters' jobs is more or less the same, in other words it cannot be said that male professions are more prestigious. The most common professions of male characters are manager and mountaineer, in case of female characters it is a teacher.

Concerning the gender matters hidden in the text, there are two debatable units. The first is a sentence “I want to be a spaceman.” – the word *spaceman* evokes that this profession can be done only by men. Another sentence is “Hey mother Earth.” which associates the word Earth primarily with women. There are some exercise structures that enable pupils to choose one of the options: *he / she, his / her, him / her* to complete sentences. There always stays “*he*” in front of “*she*” etc. On the other side, in case of the unit “*mum and dad*”, there is always “*mum*” in front of “*dad*” in this book.

9.1.2 Community in the book

There are certain fictional characters in the book that appears in each of the 6 units: pupils Layla (ca. 13 years old), Chloe (13), Dylan (13), James (13), and detectives Sweet Sue (ca. 30 years old) and Smart Alec (30). Obviously pupils are supposed to identify with the four teenagers. The pair of detectives is illustrated in stories of the book for fun and for tension that the detective comics bring. There are many exercises and additional articles connected to them.

Among the teenage community as well as in the detective stories, there are always some newcomers. In teenage stories it is a girl Layla who is wholeheartedly accepted in the community of teenagers and becomes an idol for local boys. Within detective stories the newcomer is a male detective Smart Alec who is not accepted by his colleague but in the end of the book they become friends.

The community of teenagers are familiar with the latest technologies and gadgets. They use internet quite often. Layla is obsessed with a virtual game called *Virtual Soap* where she creates a fictional version of herself and this game is mentioned in 3 of the 6 teenage stories. The author of the book probably wants readers to know about the phenomenon of virtual games and presents

them as something very catchy and positive. As one of the benefits of *Virtual Soap* he finds the possibility to upload own picture of face and apply it in the game. On the other hand, in chapter called “*Safety on the Net*” the author warns pupils against the possible risks of acting online and give some tips how to be safe on the internet. There are several examples of different types of behaviour online and the author wants learners to decide if it is risky or safe. Also in case of *Virtual Soap* the author encourages pupils to discuss what do they think about Layla’s game, so the negative opinions are probably accepted too. But author’s following question is: “Which character would you like to be? Why?” which again sounds that the author chooses manipulative approach and wants to make the game attractive for learners.

The book describes life of higher social classes. There can be found a marriage of parents in Paris, studies at university in Moscow, moving to a new, bigger house, going to New York for holidays, going scuba-diving in Florida etc. Teenagers use gadgets of rather expensive brand *Apple*. When Layla and her parents travel to London, they stay at the Lancaster Hotel near Oxford Street. The similar experience is described by a member of family (p. 45) that stayed in a hotel near Hyde Park. They could have seen famous places, such as Buckingham Palace and Houses of Parliament from a window of their room. A boy describes his life in New Zealand where his family was living near the sea but suddenly his father found a new job in London so now the boy has to live in the centre of London. There were even four cases in the book when a family had to move to more attractive localities because dad found a new job – it is always father who gets a better job and family has to move so it means that fathers are that ones who have better incomes than mothers.

London is generally marked as a place with more and better job opportunities. In an article where teenagers talk about their dreams a girl says: “I’ll live in London. I want to be a singer, and there is more work.”

France, especially Paris, is presented as a catchy place where many characters like to spend their free time. Apart from marriage in Paris, another couple of the book remembers beautiful Saturday in Paris. And finally “Dan is working in France for a year, because he is going to study French at university next year.” France is in a centre of attention of many characters.

There is also kind of “British dream” mentioned in the book. Grandfather Guillermo was born in Spain, but his family moved to England when he was six years old, because his father got a job in Manchester. Guillermo started working on lower positions and because he was working hard, he reached a dream position (appendix 1).

In one exercise the pupils are expected to put life stages into order: 1. be born, 2. grow up, 3. start school, 4. leave school, 5. go to university, 6. get a job, 7. get married, 8. move (house), 9. have children, 10. die. Single points are called in quite strange way, the reader can understand that there is nothing between having children and a death.

The author of the book wants pupils to be familiar with so called *celebrities* – famous people from showbusiness. In one exercise (p. 18) author encourages pupils to add information about actress Emma Watson (Hermione from Harry Potter collections) to the correct year. Another articles about celebrities are two columns with a title “*Ambitions*” where two teenagers talk about their ambitions to be a famous actress and a Formula One driver. Within the text the girl identifies with actress Keira Knightley and exposes her sympathies to Johnny Depp. The boy’s ambition is to be like Sebastian Vettel, a Formula One driver, and win World Championships. Neither the girl nor the boy describe the long way how to become actress or driver, they do not see the way, they only see the top of the career. One can doubt if the girl would love to get a job of “*no-name*” actress in a local theatre. It is visible that both teenagers wish to do these jobs because they would like to be

popular, well-known and famous. In the additional exercise the author asks pupils to choose an idol celebrity to identify with and write about own ambitions.

9.1.3 Intercultural aspects

It is not very common in this textbook that different cultures are mixed together. One of the examples is a boy Carl from New Zealand whose family moved from Auckland to central London where the father got a job. The boy is sad because he loses his friends and favourite sport connected with life on a sea coast – sailing. But he is friendly accepted to British multicultural society. His classmates are kids from different countries so he does not feel unusual there. He changed sailing for typical British sports, rugby and football.

There are many aspects of British culture within the book. Pupils wear school uniforms and all the houses displayed in the book are typical British detached houses. There is a sandwich with ham in a toast bread on a picture. In a detective story (p. 36) a cook, Mrs Clare, kills her employer because he did not like her cottage pie. Here the cottage pie is not only a reason of such a tragic acting, but also a sign of British culture.

In a reading section (p. 16) John describes his “typical British family” as his parents, brother and cat living together in a house with a large garden in a suburb of London. According to John, typical British house has living room, dining room and a kitchen downstairs, upstairs there are three bedrooms and a bathroom. John admits that not all the families are the same, divorce is quite common in Britain, so a lot of children live in a single-parent family or in a family with a step-parent and step-brothers and sisters. The author asks pupils to explain how is a typical British family different from one in pupils’ country which is a sign of open text approach.

Karate, a typical Japanese sport appears in the book. On a picture (p. 56) it is practised by a Japanese girl and a British boy. Also a chess originates in Asia and is displayed on a picture, where a British teenager plays it.

Within the book, there appear the typical British signs, such as *Mind the gap*, *House for sale*, *Private property - keep out*, *Out of order*, *No ball games*, *Beware of the dog*, *Do not touch – this painting is alarmed* and *Please queue here*.

9.1.4 Politeness

The politeness and respect appear in the book quite often but there are more common demanding expressions and commands without showing respect, expressed by modal verbs *should*, *must* and *have to*.

Concerning the polite phrases, the most common are *thank you* and *thanks* (together 17x in the whole book), *please* (8x), *sorry* (7x), *excuse me* (5x), *nice to meet you* (2x), *Do you fancy...?* (2x), *How is it going?* (1x), *Are you OK?* (1x) ...*hope you will enjoy...* (1x), *Did you enjoy...?* (1x), *Did you have a good time?* (1x) and *Don't worry.* (1x)

The most frequent modal verb expressing offer is *can* which appears 10x: *Can we go...?* (2x), *Can I help you?* (2x), *Can you help?* (1x), *Can you give...?* (1x), *Can you name...?* (1x), *Can you record it?* (1x), *Can we have...?* (1x), *Can I ask you...?* (1x). Another modal verb is *shall* that appears 6x: *Shall we go...?* (3x), *Shall we play...?* (2x), *Shall we get...?* (1x). Politeness in this book is also expressed by *would* (3x), particularly “*Would you like...?*”, and *could* (1x): *Would you like to come?*, *Would you like a drink?*, *Would you like to dance?*, *Could I speak...?*

9.2 Blue English

9.2.1 Characters' identities

There are altogether 83 characters mentioned in the book, the percentage rate of gender is nearly equal; 42 male and 41 female characters. Apart from Václav Klaus portrayed on a picture, all of the characters are fictional.

There are 5 Czech characters of the book; Hannah Black (Hana Černá), mother Suzanne Black (Zuzana Černá), father Black (Černý), Andy's mother and a man on the street in Prague. 4 characters are English; Christine, her parents and Andy's father. Andy's family is a typical international family with Czech mother and English father. Another fictional characters mentioned in the book are Harry Potter, Tom and Jerry, Bugs Bunny, Shrek and Spider-Man. It is not possible to find out nationality of the rest characters, they are not nationally specified. A skin colour of all the figures is white.

Concerning job matters, professions of male characters are mentioned slightly more often than the female ones.

Male / female professions mentioned in the texts:

MALE

2x car mechanic

2x electrician

2x waiter

2x miner

2x manager

1x businessman

FEMALE

2x nurse

2x teacher

2x shop assistant

2x secretary

2x manager

2x cashier in a supermarket

1x technician

2x cook

1x accountant

1x accountant

1x driver

1x truck driver

1x worker

1x pub keeper

1x cook

1x doctor

It was found that the author mentions men slightly more than women but comparing to Project 3, the difference is not so radical. The importance of male and female characters' jobs is more or less the same, both manual and more prestigious jobs are mentioned at male and female characters, too. The professions mentioned in the Blue English are rather manual and are not on so high level as the professions in Project 3.

Concerning the gender matters hidden in the text, there are several debatable units. Because the author uses both English and Czech language, she always translates “*teacher*” as “*učitel*”, never as “*učitelka*”. Also a sentence “*Přihlásí se majitel čísla?*” evokes that the owner of the number is a man, not a woman. There are some exercise structures that encourage pupils to choose one of the options: *he / she, his / her, him / her* to complete sentences where “*he*” always stays in front of “*she*”. If there are “*brother*” and “*sister*” mentioned in the texts, “*brother*” always stays in front of “*sister*”.

9.2.2 Community in the book

The two main “heroines” of the book are a Czech girl Hannah Black (Hana Černá) and a British girl Christine Brown. Christine has moved to the Czech Republic a few days ago, should start attending English school in Prague and Hannah, her friend, helps her to accommodate. Even though Christine does not even know a number of the tram she should take and is totally lost in Prague, she is incredibly optimistic and patient. Milena Kelly, author of the book, translates all the words from English to Czech and vice-versa, including even the personal names, so sometimes they are transferred from Christine Brown to Kristýna Hnědá and from Hannah Black to Hana Černá. These author’s attempts look quite enforced in the book.

The characters of the book are not so financially insecure as the characters of Project 3. While the characters of previous book were staying in luxurious hotels, a family members in Blue English cannot afford any winter holiday because they have no money left. The book shows prices of some Czech products which are extremely low. A public transport ticket in Prague, that Christine buys, costs only eight crowns (the textbook was published in 2009) which is incredible and indicates that the Czech author of the book, Milena Kelly, probably does not have a clue about Czech prices in 2009. Another surprising fact are the prices on menu of a Czech restaurant (Appendix 2).

The author wants to stress that there is a higher standard of living in the United Kingdom in a conversation between Christine and Hannah when Christine expects that there is a guest room in Hannah’s house. Then Hannah explains that they do not have any guest room in their house.

The author is not very up-to-date with modern technologies. She informs learners that there are many abbreviations in English, used especially in informal language that they can find in SMS or advertisements. She omits social networks such as Facebook, Skype, Twitter, chats etc. that were

fully developed and well-known when Blue English was issued. The author may try to approach teenagers' interests by mentioning *i Pod*, *snowboard*, *ICQ* and *CDs*.

The illustrations in the book are rather old-fashioned. There is a black-and-white old-fashioned photography catching Hannah who looks like a middle-aged woman instead of a teenage girl (Appendix 3). It is a question how pupils could identify with her. There is a picture of Czech department store, taken possibly in era of communism, as well as two separate pictures of trams that do not even have digitalized headings and their terminate stations are printed on a paper (Appendix 4). On the other hand, there is a picture of enormous department store Macy's in New York which looks very majestic and eye-catching in comparison to the Czech one. Also author's choice of a picture of British shopping centre, which is quite modern with contemporary shops, indicates author's efforts to emphasize some imaginary differences between the Czech Republic and "western" countries. These aspects can give the impression of lower, less developed country and society.

9.2.3 Intercultural aspects

As the book illustrates friendship of two teenage girls, British girl Christine and Czech girl Hannah, there are two dominant cultures mixed together in this textbook. The Czech culture is a little bit more significant than the British one.

Several Czech cities are mentioned in the texts and exercises; Prague, Ostrava, Brno and Plzeň, and landmarks such as Wenceslas Square and Charles Bridge. The most common means of transport the characters use are metro, tram and trolleybus. The prices of products and services are mostly expressed in Czech currency, for example "20 crowns" or "50 Kč". A house of Hannah's family is made of wood and looks like a skansen (Appendix 5). It is hard to believe that someone

in the Czech Republic would really live in, it is usually a touristic attraction. Another sign of Czech culture is a mentioning of the band *Olympic* and Czech poppet *Hurvínek*.

In a conversation on page 57, Christine asks Hannah concerning the “*famous Czech Christmas cookies*”. When Hannah informs Christine that every Czech makes Christmas cookies at home, Christine is surprised and tells Hannah that English people do not make Christmas cookies at home. This information, that each Czech family makes Christmas cookies at home is a bit outdated because nowadays lots of Czech families rather buy them in supermarkets, get them from grandparents etc.

Concerning the signs of British culture, they are portrayed especially on pictures, not often in the texts. There are pictures of double decker, British bus stop and bus station, traditional British detached and semi-detached houses made of bricks, market with Christmas trees priced in pounds, picture of *Hard Rock Café*, British book store, road with typical signs “*LOOK LEFT*” and “*LOOK RIGHT*” at a zebra crossing etc. There is a wall made of red bricks with a sign warning that the place is 24 hour controlled by cameras and a traffic sign “*one way*”. A band *Rolling Stones* is mentioned within the text as well as *Harry Potter* and *Lord of the Rings*.

There are several aspects of American culture, too. For example American metro card valid in New York on a picture. Christine and Hannah bought a coke for a Christmas party and the pupils were encouraged to mention *Star Wars*, *Men in Black*, *Spider-Man*, *Shrek*, *The Simpsons*, *Tom and Jerry* or *Bugs Bunny* in an exercise. The only aspect of Austrian culture was Viennese shnitzel.

9.2.4 Politeness

The politeness and respect appear in the book quite often but there are also demanding expressions and commands without showing respect, expressed by modal verbs *should*, *must* and *have to*. The amount of polite expressions is more or less the same as amount of demanding ones.

Concerning the polite phrases, the most common are *thank you* (4x in the whole book), *Nice talking to you.* (4x), *Excuse me.* (2x), *You have a nice...* (2x), *Please.* (1x), *Pardon?* (1x), *I am able to help.* (1x), *You are welcome!* (1x), *Take it easy.* (1x).

The most frequent modal verb expressing offer is *can* which appears 7x: *Can I help you?* (2x), *Can I ask you a question?* (2x), *How can I help you?* (2x), *Can you call the police?* (1x), *Can you call a doctor?* (1x), *Where can you buy food?* (1x), *I can help.* (1x). Another modal verb is *shall* that appears 6x: *When shall I come...?* (2x), *Shall I?* (1x), *Shall I bring...?* (1x), *Shall I call...?* (1x), *Shall I come...?* (1x), *Shall I go...?* (1x). Politeness in this book is also expressed by *would* (3x), particularly “*Would you like...?*”, and *could* (1x): *Could I help?*

9.3 New Headway

9.3.1 Characters' identities

There are altogether 179 characters mentioned in the textbook, 93 male and 86 female. 2 of them are non-fictional characters – Andy Warhol as the historical one and David Ghysels as the living one.

Apart from British, there are mentioned 10 different nationalities of characters. 2 of them are from Bulgaria (Bulgarian immigrants to Canada), 2 of them are from Turkey (Turkish student Serkan studying in England and his brother who visits him), 1 is a Canadian (Toronto) young man Anton Kristoff who spends summer holidays in New York, 1 is an Australian woman Rowenna Lee who moved to England and got married there, 1 is Ilona from Budapest, Hungary, 1 is Gadiel Cho Sanchez Rivera from Peru, a forestry worker helping an adventurer, English man Ed, to make a trip to Amazonia, 1 is American flight attendant and the last one is a real living character, Belgian man David Ghysels who works as an organizer in restaurant Dinner in the Sky.

On the pictures, there are 171 characters of white skin colour, 17 of black skin colour and 23 people of yellow skin colour.

Concerning job matters, professions of male characters are mentioned more often than the female ones. Surprisingly, 4 of mentioned men are working as teachers.

Male / female professions mentioned in the texts:

MALE	FEMALE
4x teacher	1x teacher
1x bike messenger	1x lawyer
1x owner of an art gallery	1x owner of an art gallery
1x reporter	1x tennis coach
1x actor	1x DJ
1x businessman	1x worker in a health food shop
1x flight attendant	
1x software programmer	

1x organizer in a restaurant

It was found that the author mentions men slightly more than women. Also professions of male characters are mentioned more often. The male professions are more prestigious and of a higher social status than the female ones. The most common professions of male characters is a teacher.

9.3.2 Community in the book

There are not main characters of the book. The author chose characters with interesting life experience, mostly successful people that built up restaurants, factories etc. or run their own business.

Life standards of characters portrayed in the book are quite high. Canadian young man Anton Kristoff works as a bike messenger in New York and earns about 100 dollars a day. Anton says that is good money for his education. Many of the characters like travelling, for example to South America, Chile or Hong Kong. The book illustrates an extraordinary success of Fraser Doherty, a millionaire who owns a company producing jams that are made according to a secret recipe of his grandmother. Fraser has his own TV programme and is writing a cookbook. He is trying to get into the American market. On this place the authors indicate that the American market opens new opportunities. Pupils are asked to connect two sentences together: *“He’s very rich. He owns a house in Mayfair.”* Obviously the authors are trying to attract pupils by famous brand Apple as they mention iPod and iPad quite often. It can be considered an apparent advertisement. They promote online shopping without any warnings concerning connected risks. One of the characters says: *“I do all my shopping on the Internet. What a great way to shop!”*

Author has a welcoming attitude towards immigrants. Most of the characters who moved to English speaking countries (United Kingdom and the United States) had been speaking only little English before they came but thanks to the welcoming British and American public they improved and became part of the society.

9.3.3 Intercultural aspects

There are quite a lot of multicultural aspects within the book. Concerning the aspects of British culture, there are many signs on pictures, for example a funny one, on a back of a car there is written “*No child onboard, don’t drive carefully*”, then traffic signs such as “*Please drive carefully through our village*”. An article about grandfather who had a famous fish & chips restaurant indicates that the typical British food has its tradition and history (Appendix 6).

New York is described as a very attractive place. In an article about young Canadian man Anton Kristoff, it is described as a really cosmopolitan place and as “*the centre of the universe*”. People in the book like visiting Chinese restaurants and in one of them, called *Ping Pong*, characters Sally Fox and Dominic Evo had their first date. There is also a real Belgian restaurant called *Dinner in the Sky* mentioned in the text.

9.3.4 Politeness

The politeness appears in the book quite frequently and the expressions showing respect are more common than the expressions showing demands.

Concerning the polite phrases, the most common are *thanks* and *thank you very much* (together 9x in the book), *How do you do?* (3x), *sorry* (3x), *How are you?* (2x), *My pleasure.* (2x), *Pleased to*

meet you. (2x), Have a good weekend (2x), Cheers! (2x) See you later! (2x), It was so kind of you!
(1x), Excuse me. (1x), I like your... (1x), Enjoy! (1x)

The most frequent modal verb expressing offer is *can* which appears 9x: *Can I ask you...? (3x),*
Can I help you? (2x), Can we have...? (2x) and Can you help me? (2x).

10 CONCLUSIONS

The main aim of this diploma thesis was to analyse and compare three English language textbooks with regards to their country of issue. Textbooks chosen for this project were Project 3, Blue English and New Headway and that because Project 3 and New Headway are frequently used at schools, while Blue English noticeably differs by country of issue, that may bring an interesting contrast in terms of multicultural education.

The first part of the thesis represents a theoretical overview of the issue. This part describes the “*umbrella*” terms of the thesis – *otherness* and *culture*. I points out single categories of this research and brings up definitions and points of view of several renowned authors.

The empirical part of this thesis is focused on analysing of the aforementioned textbooks. The first research task was to find out identities of textbook characters, particularly national, ethnic, gender and social. In a centre of attention there were nationalities of such textbook characters which the authors chose to portray, gender aspects as well as the professions that authors ascribed to the characters in question. One of the outcomes of this thesis was that the authors mentioned male characters more frequently than they did their female counterparts, also the fathers’ new job opportunities were often the reason of important changes to family lives, for example moving from one place to another.

The second research category is focused on communities that the authors presented in their books. Common feature of Project 3 and Blue English is that there the main characters were appearing regularly in stories of the books. Project 3 and New Headway illustrate “higher” lifestyle of rather more traditional British families which tend to travel a lot and stay in expensive hotels. Blue

English represents traditional families as well as multicultural ones. One outcome of this project was a sore point towards the Czechs for it does not present the Czech culture in real lights of the year 2009 (when *Blue English* was published). Photographs of Prague, the capital city of the Czech Republic, in the book are very old-fashioned and the teenage heroine of the book is illustrated in black-and-white as a middle-aged woman, which can give the impression of lower, less developed country and society. Also prices of products mentioned in the book are absolutely unrealistic. A question that arises is why the author chose this backward-looking strategy and which sort of pupils did she aim to attract.

Thirdly, this thesis is focused on a research of multicultural aspects of these publications and how is the text open to other cultures. It became apparent that the chosen books, apart from the *New Headway* which is very culturally diverse, are not very multicultural as a whole, signs of different cultures are present only in some cases. The major culture is British, that seems to be in agreement throughout all surveyed textbooks. Characters of the major culture in all cases are open towards the minorities and trying to help them to accommodate. The *Blue English* textbook works with two main cultures, Czech and British, with several elements of American culture. Also, the Czech and British characters meet and share their cultural experience which is in accordance with modern multicultural trends.

The last tested category was an aspect of politeness and respect across the books. The most frequently used polite words were “*please*” and “*thank you*” (alternatively “*thanks*”), presented the most often in Project 3. The thesis also focused on modal verbs “*can*”, “*would*”, “*could*”, “*shall*” and “*may*” used in questions which express a certain degree of respect of speakers towards others. In terms of mentioned modal verbs it was the *New Headway* textbook whose author uses these phrases on the most frequent basis of the three books.

With regards to Multicultural education as one of the cross-curricular subjects of Framework Educational Programme for Basic Education, the analysed textbooks fulfil a role of multicultural tool only partially. While multicultural education alone should provide pupils a view on diversity and aspects of otherness, different traditions and values which are not completely fulfilled through textbooks, it is particularly up to teachers as to how and to what degree do they support multicultural education in their classes and also outside of them. The books very often only superficially touch the multicultural topics and later, in an ideal case the teachers should notice these indications and sensitively open the topic. Later he or she should be encouraged to develop the topic further for example through a discussion or a project work based on diversity and otherness across the nations. Above all and after all, it is the teachers' mission to develop pupils' thinking and creativity.

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APPENDICES

Appendix 1: *“British dream”*

Appendix 2: Menu in a Czech restaurant

Appendix 3: Czech teenager Hannah Black

Appendix 4: Czech tram

Appendix 5: House of Hannah’s family

Appendix 6: Fish & chips shop as a sign of British tradition

Appendix 1: “British dream”

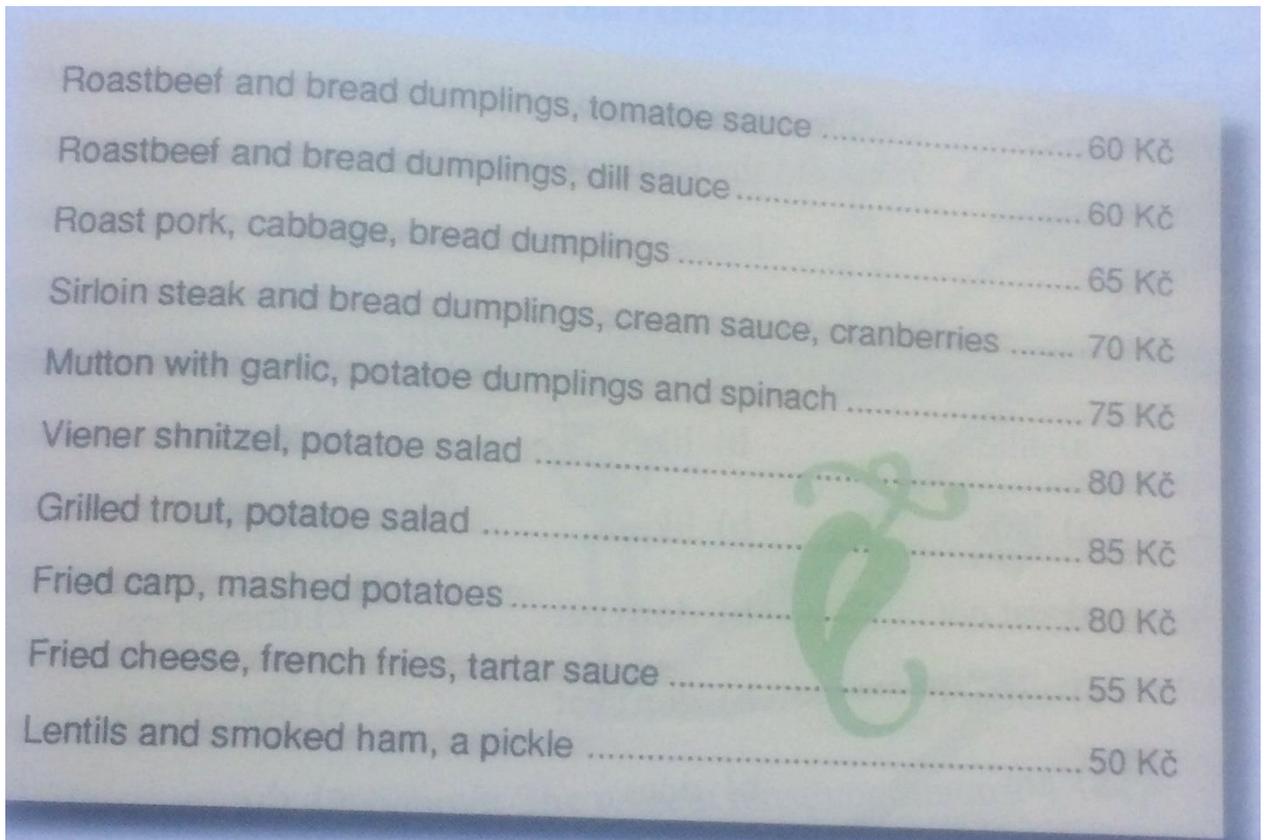
1.12 p13 **Exercise 5a and 5b**

My grandpa’s name is William, but it isn’t his real name. His real name is Guillermo. That’s G-U-I-double L-E-R-M-O. It’s the Spanish name for William. He was born in Spain, but he moved to England when he was six years old, because his father got a job in Manchester. William started school there. His parents changed his name to William, because people in England couldn’t pronounce Guillermo properly.

His parents didn’t have a lot of money, so Grandpa didn’t go to university when he left school. Anyway, he wanted to travel, so he got a job on a ship. He travelled all over the world – to the USA, Australia, India, Brazil and lots of other places. He often tells us about his adventures at sea.

He met my grandma, Heather, when his ship was in London. They got married and he decided to stay in England after that. He needed a job, so he started work in a factory, where they made furniture – tables, chairs and things like that. He worked hard and eventually became the manager of the factory. But he doesn’t work there now. About five years ago, he retired.

Appendix 2: Menu in a Czech restaurant



Roastbeef and bread dumplings, tomatoe sauce	60 Kč
Roastbeef and bread dumplings, dill sauce	60 Kč
Roast pork, cabbage, bread dumplings	65 Kč
Sirloin steak and bread dumplings, cream sauce, cranberries	70 Kč
Mutton with garlic, potatoe dumplings and spinach	75 Kč
Viener shnitzel, potatoe salad	80 Kč
Grilled trout, potatoe salad	85 Kč
Fried carp, mashed potatoes	80 Kč
Fried cheese, french fries, tartar sauce	55 Kč
Lentils and smoked ham, a pickle	50 Kč

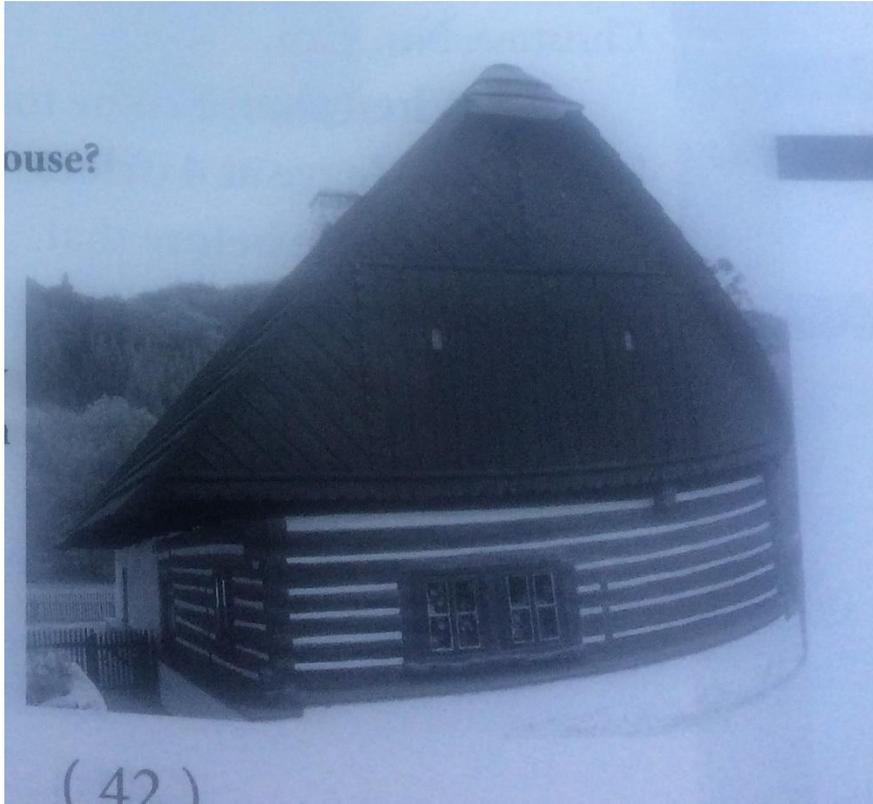
Appendix 3: Czech teenager Hannah Black



Appendix 4: Czech tram



Appendix 5: House of Hannah's family



Appendix 6: Fish & chips shop as a sign of British tradition

My Grandfather's

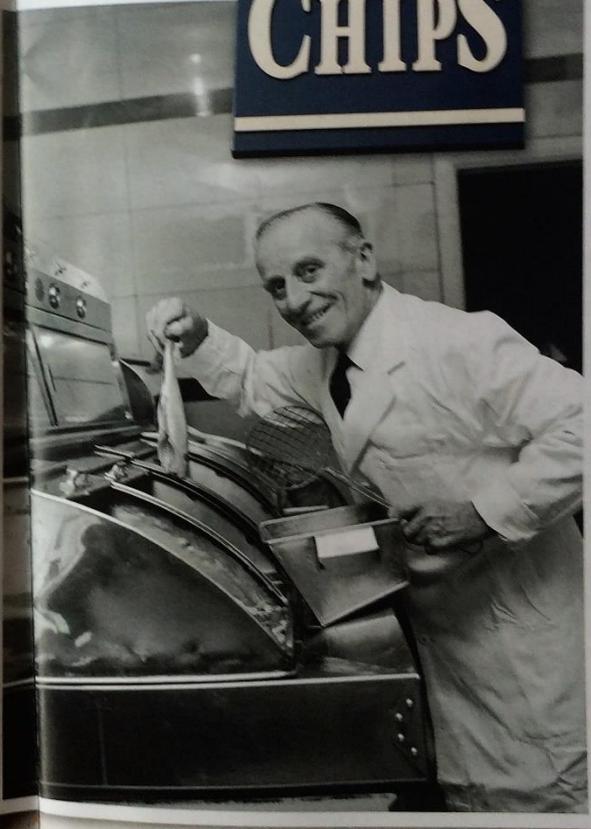
shop

FISH & CHIPS

My grandfather lived until he was 101 years old. He was a shopkeeper. He had a fish and chip shop in an old village near a big, industrial town in the north of England. He had a son and a daughter. The daughter is my mother. The family lived above the shop.

In those days, fish and chips was the most popular dish in the whole country. My grandfather made the best fish and chips in the area. People came to the village by bus especially to get them.

Everybody loved my grandfather because he was such a happy and contented man. He worked hard, but once a week he closed the shop and went to have lunch (not fish and chips!) with friends in the local pub. He didn't retire until he was 78 years old. He said that the secret to a long life was a glass of whisky before going to bed and lots of fish and chips.



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RÉSUMÉ

Diplomová práce je zaměřena na výzkum aspektů jinakosti v učebnicích anglického jazyka pro druhý stupeň základních škol. Zabývá se teorií jednotlivých výzkumných kategorií učebnic, které jsou následně testovány v empirické části práce. Ačkoliv se knihy ve 21. století mohou zdát zastaralou formou sdělování informací, učebnice jsou ve školách stále chápány jako nejdůležitější opora práce učitele.

ANOTACE

Jméno a příjmení:	Bc. Alena Kadlecová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	doc. PhDr. Václav Řeřicha, CSc.
Rok obhajoby:	2017

Název práce:	Pohled na výchovu k jinakosti ve výuce cizího jazyka na druhém stupni ZŠ (ve srovnání s Velkou Británií)
Název v angličtině:	Overview of lower secondary education of otherness in foreign languages (in the Czech Republic and UK)
Anotace práce:	Hlavním cílem této diplomové práce je poukázat na aspekty jinakosti v učebnicích anglického jazyka pro druhý stupeň základních škol a srovnat projevy multikulturality v učebnicích anglického jazyka vydaných v České republice s učebnicemi anglického jazyka vydanými ve Velké Británii.
Klíčová slova:	jinakost, kultura, multikulturalita, identity, učebnice, analýza, srovnání
Anotace v angličtině:	The main objective of this diploma thesis is to point out the aspects of otherness in English language textbooks for lower secondary education and compare multicultural elements of textbooks published in the Czech Republic with textbooks published in the United Kingdom.
Klíčová slova v angličtině:	otherness, culture, multiculturalism, identities, textbooks, analysis, comparison

Přílohy vázané v práci:	Příloha č. 1 – „Britský sen“ Příloha č. 2 – Nabídka v české restauraci Příloha č. 3 – Podoba českého „teenagera“ Příloha č. 4 – Česká tramvaj Příloha č. 5 – Dům Haniny rodiny Příloha č. 6 – Obchod „Fish & chips“ jako znak britské tradice
Rozsah práce:	90 stran, 6 stran příloh
Jazyk práce:	Angličtina