

Abstract

The author of this doctoral thesis *Theoretical basis of developing and evaluating worksheets for foreign language teaching with a focus on the Spanish language* attempts to describe the current situation regarding the creation of worksheets. He highlights the fact that there is no theoretical basis for their production, and no evaluation of the quality and application of these worksheets in the teaching of Spanish. He also outlines ways how to solve this deficit and potential problems in the process of investigation into this topic.

The main aim of this dissertation is to analyse the worksheets as a supplementary teaching material and to describe the whole process of their adoption, adaptation, creation, usage, evaluation, revision and actualization. Although the teachers usually complement their usual textbook with autonomous supplementary materials, the lack of methodology or empirical research on this topic is evident.

In theoretical part of this doctoral thesis all available sources will be analysed and the emphasis will be put on comparing rules of the textbooks creation to worksheets creation in order to put together relevant information. The similar principles will be highlighted and also differences will be mentioned. Moreover, methods of creating and evaluating worksheets will be established as appropriate evaluation criteria.

Empirical part is focused on textbooks and worksheets analysis. The emphasis will be put on practical, ongoing evaluation of worksheets published by foreign, preferable Spanish, publishing houses. This systematic research is supposed to find some basic elements often used by experienced authors of teaching aids. In the second part of the research the author also tends to describe the current situation of integration of worksheets by the Spanish language teachers in their classrooms at primary and secondary schools in the Czech Republic. Both quantitative and qualitative data gained by the survey (e. g. structured questionnaires or interviews) and the analysis of created and used worksheets will form basis for defining reasons for developing and using the worksheets. This part is supposed to be concluded with a theoretical background – a list of common principles and specifics usable as proposals for the foreign language teachers – authors of the worksheets.

Key Words

Teaching Spanish, worksheet, supplementary didactic material, autonomous didactic material, open structure of worksheet, worksheet definition, worksheet classification, worksheet evaluation