

ABSTRACT

The thesis focuses on pupils' evaluation of textbooks and workbooks in primary school. The research was done in 5th and two 8th grade classrooms.

The evaluation was based on the outcome of the research which was qualitatively oriented and supported by data quantification. Data were collected using questionnaires in which pupils evaluated the following aspects: the clarity of instructions, the adequacy of space for writing, the subjective attractiveness of pictorial material, the appropriateness of the pictorial material in relation to the pupils' age, and the impact of continuous text, isolated sentences or isolated words in the exercises. The exercises were taken from currently used Czech language textbook series with the Ministry of Education, Youth and Sports endorsement, specifically from the publishers SPN, Didaktis and Taktik.

In addition, the questionnaire survey was supported by classroom observation during the completion process and subsequent individual interviews with selected students. These additional methods provided further insights for the interpretation of the results.

The clarity of instructions was rated average, as were both aspects of the pictorial section. Similarly, the adequacy of space for writing was also rated average, with the only exception being the textbook series from the publisher Taktik, which was rated lower by pupils in this aspect.

One of the most significant findings was that pupils did not primarily assign lower scores to pages without a pictorial element, contrary to the initial assumption. Nor did they consistently assign higher scores to exercises involving continuous text. On the contrary, they often associated continuous text with lower efficiency.

KEYWORDS

textbook, workbook, pupil, evaluation, pictorial and textual section, clarity of instructions, primary school