

This critical study of some of the most frequently used Italian textbooks in the Czech Republic focuses on general evaluation and comparison of five textbooks of Italian language which I have had an opportunity to work with as a student as well as an Italian teacher. All the textbooks were examined on the basis of these eleven criteria and were compared as tools used by students as well as teachers. Among the outcomes of my research I would like to emphasize the fact that one of the biggest problems is the complete absence of Italian realia in the textbooks. Out of the five evaluated textbooks, only *Studio italiano*, a textbook designed for Anglophone students, can be considered as suitable in this aspect. Moreover, it is again only this textbook out of the five which contains a sufficient number of units of revision. The other four Italian textbooks either lack the revision completely or include it just as some kind of less important aspect. Another problem that was revealed in the research is the chronological order of grammatical structures. In regard to this aspect the textbook *Italština pro samouky* (a self-study textbook) seems to be absolutely inappropriate not only for self-study preparation but also for classes led by a language teacher. It is a kind of textbook which can significantly decrease students' motivation to study Italian. Various impulses that can be used in a textbook in order to motivate students create a crucial part of the general textbook evaluation. From this point of view it is *Studio italiano* which –mainly because of the choice of texts- provides the most useful study material out of the five textbooks.

The aim of this diploma work is not to give the final scale grading the textbooks from one to five. This comparative study, which is based on general didactical principles as well as my own experience as an Italian student and teacher, suggests and emphasizes some of the features of the five chosen textbooks. These features can be generally applied on any kind of language textbook. Furthermore, they can point out some of the linguistic and didactical methods and strategies used over the last forty years which the chosen textbooks put in practice.