

## Teachers' Conventional and Unconventional Opinions on the Slovak Language Coursebooks

### Abstract

The aim of this paper is to introduce the evaluation of Slovak language course books for the 7<sup>th</sup> grade of primary schools based on a questionnaire about the course books.

**Key words:** *coursebooks, Slovak language, teachers, evaluation, questionnaire survey research*

### 1. Slovak language course books

School coursebooks consist of didactically processed content that is defined by teaching plans and that is the basic means of implementation of the process of education. School books are used by pupils of the 1<sup>st</sup>-9<sup>th</sup> grades of primary schools and the 1<sup>st</sup>-4<sup>th</sup> years of secondary schools. Eight-year grammar schools have a special position in the structure of Slovak primary and secondary school system. They are actually parallel to the 5<sup>th</sup>-9<sup>th</sup> grade of primary schools and the 1<sup>st</sup>-4<sup>th</sup> years of secondary schools.

In the academic year 2003/2004 teachers at primary school could choose for the first time to teach from two coursebooks of Slovak language – one written by Eva Tibenská et al. and the other written by J. Krajčovičová. Both coursebooks reflect the document *New concept of teaching the Slovak language at primary schools*, a concept that promotes the communicative and cognitive principle in teaching a language. The creation of the new concept is related to the preceding research that showed that in the past pupils had studied the Slovak language thoroughly,