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Diplomová práce

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Katedra anglického jazyka a literatury

Interweaving Free Time Activities with ELT as a Source of Motivation

Možnosti propojování volnočasových aktivit do výuky jazyka jako zdroj motivace žáků

Diplomová práce

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Zadání diplomové práce

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Cíl, metody, literatura, předpoklady:

Diplomová práce představí možnosti motivování žáků ve výuce anglického jazyka prostřednictvím oblastí nebo činností, kterými se žáci zabývají nebo je vykonávají ve svém volném čase. V teoretické části se práce zaměří na motivaci, předpokládá se také stručné nastínění současné situace a podmínek pro vzdělávání v předmětu anglický jazyk. V praktické části bude realizováno několik vyučovacích hodin, vycházejících z tématu práce (propojení angličtiny a např. hudby, tance, sportů, divadla, apod.). Práce by měla obsahovat drobný výzkumný prvek, např. pozorování, dotazník, atd.

Bell, J. Doing Your Research Project. McGraw-Hill Education 2010. Harmer, J. The Practice of English Language Teaching. různá vydání Harmer, J. How to Teach English. Pearson Longman 2007. Ur, P. A Course in English Language Teaching. CUP 2012. Hedge, T. Teaching and Learning in the Language Classroom. OUP 2000. Průcha, J. Pedagogická encyklopedie. Portál 2009. Skalková, J. Obecná didaktika. Grada 2007. Kalhous, Z, Obst, O. Školní didaktika. Portál 2002. Dorneyi, Z. Motivational Strategies in the Language Classroom. CUP 2002.

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracoval pod vedením vedoucí diplomové práce samostatně a uvedl jsem všechny použité prameny a literaturu.

V Hradci Králové dne …   …………………....

Podpis

Prohlášení

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 13/2017 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

Datum: Podpis studenta:

Poděkování

Rád bych touto cestou poděkoval vedoucí své práce, Mgr. Pavle Machové, M.A., Ph.D., za cenné rady, ochotu a trpělivost.

Anotace:

ČECH, František. *Možnosti propojování volnočasových aktivit do výuky jazyka jako zdroj motivace žáků.* Hradec Králové, Pedagogická fakulta Univerzity Hradec Králové, 2018. 78 s. Diplomová práce.

Diplomová práce se zabývá novými možnostmi motivování žáků ve výuce anglického jazyka. Jejím cílem je poukázat na to, že volnočasové aktivity žáků lze využít pro výuku anglického jazyka a tím zvýšit jejich zájem o tento předmět. První část práce vymezí pojmy volný čas, volnočasové aktivity a motivace. Také se zaměří na popis výuky cizího jazyka v České republice, včetně stručného náhledu do RVP a ŠVP. V praktické části této práce jsou rozebírány hodiny projektu, na jehož základě tato práce vznikla, včetně výzkumu, který byl proveden pomocí dotazníků. Informace z těchto dotazníků jsou potom použity pro navržení dalšího možného využití tohoto projektu ve výuce anglického jazyka.

Klíčová slova: motivace, anglický jazyk, výuka, vzdělání, CLIL, volnočasové aktivity

Annotation:

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This diploma thesis deals with new possibilities of motivation of pupils in English language teaching. The aim is to point out that leisure time activities of pupils can be used for the ELT and therefore the interest of the pupils would be higher. The first part of the thesis specifies the terms leisure time, leisure time activities, and motivation. It also describes foreign language teaching in the Czech Republic, including a concise insight into FEP and SEP. The practical part of the thesis analyses the project lessons on which this thesis was based. It also includes a research, executed via questionnaires. These questionnaires are then used for suggesting a further usage of this project in the ELT.

Keywords: motivation, English language, teaching, education, CLIL, leisure time activities

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Introduction

Motivation is a very important part of human behaviour. That is why it is so significant when it comes to studying. The topic of this thesis was chosen carefully after a few discussions with my thesis supervisor. The interconnection of my leisure time activity – dancing, and the English teaching led to an emergence of a project that was not only fun executing but can also contribute to further English teaching. I have been working as a professional dancer for many years and I have been teaching dancing for 11 years and thus my knowledge of the subject is deep. Thanks to that I was able to put this into practice and to teach the PE lessons as well.

This thesis is then a complex work in which a new method is being presented and tested. The leisure time activities are incorporated with education, in order to achieve a higher level of motivation of the pupils. Some of the methods commonly used in the ELT are being worn-out and it is time to enhance it, innovate it. The method presented offers a new perspective in which leisure time activities of the pupils can be used as a topic of an English lesson, in order to catch pupils' attention and to motivate them for further English study.

The method presented in this thesis develops mainly the vocabulary that is covered in the given topic; however, various linguistic aspects can be incorporated as well so that all fields of ELT are covered. That is why CLIL is presented in the theoretical part – the project is based on a CLIL-like method that has a lot of common with it and can use various aspects of the CLIL method.

The theoretical part focuses on the definition and specification of the terms *foreign language teaching, CLIL, leisure time,* and *motivation.* In the first chapter the situation with Foreign Language Teaching is presented and described both generally and then specifically concerning the Czech Republic. This chapter also offers a view of Framework Educational Programmes for Basic education and Grammar schools. Besides, School Educational Programme of Gymnázium Boženy Němcové and Maturita exam is covered as well.

The second chapter presents Content and Language Integrated Learning, its definition,

goals, and history. Also there is a subchapter concerning CLIL in Europe. In order to be more specific, the chapter includes some types of CLIL execution.

The third chapter focuses on the term Leisure time. This term is therefore defined and then depicted with a special interest in the leisure time of children.

Last but not least, the final chapter of the theoretical part concerns motivation. The first part of the chapter specifies and defines the term; the next part focuses more on the motivation at school and the motivation of the learners.

The practical part offers a description of the project which took place at Gymnázium Boženy Němcové in Hradec Králové. It also covers lesson plans of some of the executed lessons, questionnaires and their graphical depiction, and also possible use of the method for other leisure time activities that were obtained from the questionnaires. The comments on the lesson plans were recorded after each lesson via a voice recorder and then transcribed into the text. The achieved results can be found in the conclusion together with recommendations for a further usage of the project.

The aim of the thesis is to prove or disprove whether leisure time activities used as a topic of the lesson help to stimulate motivation of the pupils for further studying of the English language. As a tool for measurement of this fact questionnaires were created and distributed among the pupils at the end of the project.

For the means of political correctness of this thesis, the words *teacher* or *pupil* will get referred to once as he and once as she, so that neither males nor females could feel offended by it.

1. Foreign language teaching

This chapter presents a brief summary of the language education at elementary schools in the Czech Republic. The foreign language is set to be taught three hours a week and is obligatory for grades 3 to 9. There is a possibility to begin with the foreign language even at lower grades; however, it has to be preceded by pupils' interest and parents' consent. (FEP for BE, 2017, [online])

The first language to be obtained by the pupils is their mother tongue. Any other language they learn is based on this mother tongue; its structures, language patterns, some vocabulary, etc. The foreign language provides new language experience that cross the line of the mother tongue. This teaching is considered to be important for the pupil's ability to communicate within the multicultural Europe and world. (Ibid.)

Being able to use a foreign language helps to minimize the language gap between people speaking different languages, it eases the future education or any future career. It also gives pupils insight into different cultures and lifestyles that are to be seen in other countries. Besides, it supports the international tolerance and also prepares the ground for possible upcoming international projects. (Ibid.)

As stated by Special Eurobarometr 386 (2012, [online]) only 54% of Europeans are able to converse in one foreign language, 25% are capable of it in two foreign languages, and 10% can hold a conversation in three and more languages. The most widespread languages spoken in Europe are English (38%), French (12%), German (11%), Spanish (7%), and Russian (5%). Interesting fact is that English is – as a foreign language - spoken in 19 of 25 states of the EU in which it is not an official language. This study also says that 88% of Europeans consider knowing other languages than their mother tongue practical and 67% of Europeans think English is the most useful language. Unfortunately, 34% of Europeans lack motivation to learn another language which may be considered a big barrier that weighs a third of them.

These numbers presented above validate the idea of the fact that English is still the most important language to learn and use. Special Eurobarometr 386 (Ibid.) also says that 24% of the respondents use the first foreign language daily, 23% very often, yet not on a daily basis and 50% use it occasionally. The remaining 3% answered that they do not know

the frequency of the use of the first foreign language. The third (34%) of Europeans use the first foreign language when watching films or television, other 34% use it on the internet, and 31% use it in communication with friends. From the total amount of the respondents, 6% of Europeans do not use their first foreign language regularly in any situation.

Foreign language teaching has a high priority in both Europe and the Czech Republic. According to Sak (a), 2001, [online]) one of the main reasons may be the fact that the economy tends to be more international and thus the society needs a higher ability of communication in another language. However, it is not only the economy that pushes people towards better language knowledge – educational exchanges, practical trainings in foreign countries, the use of the internet, international relationships, the multiculturalism, and other motives are the reasons why foreign languages are highly topical.

In the Czech Republic the knowledge of English, German, and Russian language is more widespread. The knowledge of French, Spanish, and other languages, on the other hand, is rather marginal. Sak (Ibid.) made a survey with 1900 respondents, concerning the language skills of a young generation. The picture below shows us the phenomenon of the influence of social and historical events on the language development. The higher the age of the respondents is, the lower is the knowledge of English and the higher the knowledge of the Russian language. It also applies vice versa. The knowledge of Russian language decreases probably around 1968 – the year of the invasion of the Soviet troops in the Czechoslovakia. It influenced the attitude towards Russia and its language. The table also shows the rise of English since the 1950s and its slight decrease around 1980 – 1990. The trend of these days was not found. The only language still rising is German, with its logical increase of interest because of the fact that it is one of the neighbouring countries of the Czech Republic and the most important strategic business partner.
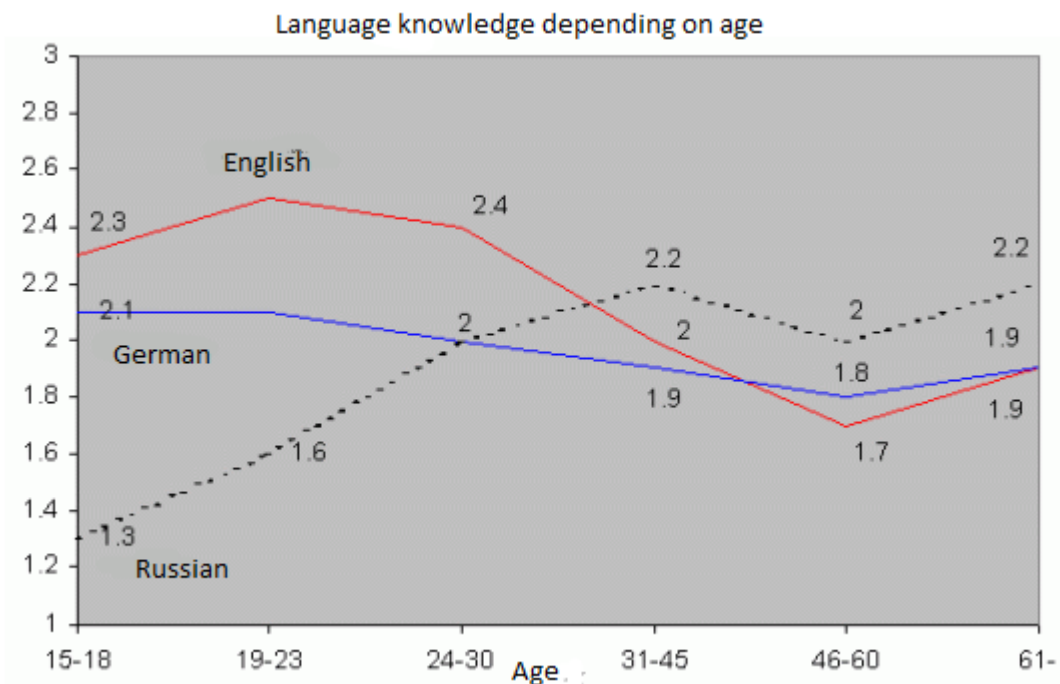
Language knowledge depending on age

1.1. Foreign Language Teaching in the Czech Republic

The situation of a foreign language education in the Czech Republic has got better during the past thirty years. Of course, there are still a lot of opportunities for its improvements; however, the present trend is rather positive. The positivity of this fact is probably influenced by the popularity of the English language which is to be seen in all spheres of our lives. It is used in most media, whether these are social media, television, broadcasting, newspaper, etc. The English language is so widespread that a lot of Anglicisms is to be found in a huge number of languages throughout the world (in the Czech language as well). These Anglicisms are so popular that their usage substitutes the words of the native language (even though sometimes there is no real need for that).

Nowadays, the occurrence of a foreign language (mainly English) in nursery schools has been increasing. It is difficult to say how beneficial and efficient it really is, however, the popularity of this is on the upswing. Thanks to this phenomenon, the children at a very young age are in a close contact with a foreign language, its usage, and pronunciation. That undoubtedly gives these children an insight into the language they do not know, without

them even thinking of it, and in the future studies of the language this will most certainly come in handy.

An ill-conceived plan comes through mainly in the first two years of the basic school, where a foreign language teaching usually does not appear until the third year (it depends on the school; in some of them it begins a year earlier). This creates a gap between the education in nursery schools (if there are some) and basic schools. An illogical pause emerges, leaving the parents with no other choice than to pay an extra course of English for their children or to wait two years to continue with the education. On the other hand, the increase of basic schools with foreign language teaching from the first year was noticed.

According to a study in NÚV (2013, [online]), one of the greatest issues connected with teaching English is an insufficient qualification of the English teachers, who are qualified enough to teach according to the law, however, are not specialized in English. At the same time, English is the most widespread foreign language in Czech schools. Actually, this study shows that English teachers were the least qualified of all the teachers, on the contrary German teachers were the most qualified.

Another interesting fact is that according to NÚV (Ibid.), the presence of native speakers is also very low (3, 1 % in English). On the other hand, the highest percentage of the native speakers was to be found in Prague high schools (13, 4%). The decrease of the number of schools where the continuity of the previous education was taken into consideration can be regarded as a negative finding.

In the primary education the pupils should be taught primarily the skills of oral communication and they should have some foundation (mainly in syntax and phonetics) for future studies. The expected level of English of the pupils of the primary education is A1 according to the Common European Framework of Reference for Languages. According to FEP BE (2008, [online]) achieving the A1 level means that the pupils are able to understand everyday expressions and very basic phrases, the aim of which is to satisfy certain needs. These phrases and expressions are then used. The pupil is able to introduce himself and the others, is able to ask simple questions concerning information of a personal character and is also able to answer such questions. The pupil can make herself understood if the communication partner speaks slowly, clearly, and is willing to help. This all is described more specifically below.

In my opinion, English language is and will be the most popular foreign language among pupils for a long time. I ascribe this to the fact that English can be heard, seen, or read everywhere – in TV, radios, on the internet, newspaper. Highly topical are also social media that run the world. Thanks to Instagram, Facebook, YouTube, and other social media, the usage and popularity of English among pupils is rising.

1.2. Framework Educational Programme for Basic Education

Framework Educational Programme for Basic Education is an official document issued by the Ministry of Education, Youth and Sports. FEP for BE (2017, [online]) serves for:

- Delineation of what is common and necessary, regarding the compulsory basic education system, including the education in corresponding grades of six- and eight-year grammar schools

- Defining of the level of key competences that the pupils should have acquired at the end of their basic education.

- Defining of the content of education – subject matter and the expected outcomes.

- Incorporation of cross-curricular subjects with formative functions that should be included as an obligatory part of basic education.

- Supporting of complex approach to the execution of the educational content, including the option of interconnecting as appropriate, and assumes choice from a range of teaching procedures, various methods of teaching suitable for pupils with individual needs.

- The educational content to be adjusted in the way that it suits the needs of pupils with individual educational needs.

- Specifying of the requirements of secondary schools for the entrance process for studying at secondary schools

(My own translation)

The Framework Educational Programme for basic education (Ibid.) also encourages the trends regarding education.

- It takes pupils' special needs and potential into consideration when they try to accomplish the objectives set for basic education.

- It uses changeable organizational patterns and individualizes the process of education, paying attention to pupils' needs and potential. It operates with differentiation in education.

- It offers a wide range of compulsory optional subjects that develop an interest and individual potential of pupils.

- Creation of a positive social, emotional, and working atmosphere, built on effective motivation, teamwork, and on attractive methods of education.

- Progressively attain changes in the evaluation of the pupils towards diagnostics on a long-term basis, individual evaluation of pupils' achievements, and a more frequent verbal evaluation.

- Maintenance of groups of pupils with a naturally diverse character and elimination of the reasons for separation of pupils, sending them to specialized classes and schools.

- Emphasizing of an efficient cooperation with parents.
  (My own translation)

1.3. Characteristics of the educational area according to FEP

According to FEP for BE (2017, [online]) the foreign language conduces to understanding and discovering of the reality beyond the one discovered with the mother tongue. This area provides a new language basis and it prepares the pupils for the communication in the multicultural environment of this world.

Foreign language also helps to widen one's mobility in their personal lives and future careers. It gives the pupils an opportunity to get to know different lifestyles and traditions of the people living in a foreign country. Furthermore, it raises the awareness of a mutual international understanding and tolerance. It also supports the creation of various international projects. (Ibid.)

The document that is superordinate to the FEP for BE is the Common European Framework of Reference for Languages on which the FEP is based. It describes different levels of proficiency. In the foreign language the level is set to the acquisition of the A2 level. (Ibid.)

1.4. Expected Outcomes according to FEP for BE

The expected outcomes in a foreign language are very limited at this stage of education, due to young age of pupils and the fact that they are foreign language beginners. The outcomes are divided into two stages – the first one applies for the first five years (1st – 5th grade) of the basic school, the second one for the last four years (6th – 9th grade). (FEB for BE, 2017, [online]) In this chapter only some of the outcomes are presented, the complete text is to be found in the appendices.

In the first period of the first stage, the pupils should acquire receptive, productive, and interactive skills. In the area of *Speaking skills* the pupils should be able to:

- Understand simple instructions and questions of the teacher which are told slowly and are well-articulated. The pupils react verbally and nonverbally.

- Repeat and use the words and word phrases which were already used in some lessons.

- Understand the main idea of a simple, slow, and carefully pronounced text that is supported by some visual aids.

   (My own translation)

In the second period of the first stage, the pupils should already have some basic knowledge of the language, and thus the areas of the skills they should acquire extend. From the area of *Listening skills* the pupils should be able to:

- Understand simple instructions and questions of the teacher which are told slowly and well-articulated.

- Understand words and simple sentences which are told slowly, well-articulated, and concern already learned topics, especially if that is supported by some visual aids.

   (My own translation)

This period also covers some *Speaking skills.* According to the productive language skills, the pupils should be able to:

- Join simple conversations.

- Tell basic information concerning themselves, their family, school, leisure time and other already learned topics in a simple way.

  (My own translation)

From the area of *Reading skills* the pupils should be able to:

- Find necessary information in a simple text concerning already learned topics.

  (My own translation)

According to the area of *Writing skills* the pupils should be able to:

- Write a short text, using simple sentences, concerning themselves, their family, activities and events from the area of everyday life.

  (My own translation)

In the second stage, the skills to be obtained are more developed and appropriate for the level of the language the pupils acquired in the first stage. According to the FEP for BE (2017, [online]) the expected outcomes in *Listening skills* area in the second stage are presented here. The pupils should:

- Understand speeches and conversations that are clearly pronounced and simple.

  (My own translation)

Regarding *Speaking skills* described in the FEP for BE (Ibid.), the pupils should be able to:

- Ask for basic information and reacts adequately in common formal and informal situations.

- Speak about their family, friends, school, leisure time, and other already learned topics.

  (My own translation)

In the area *Reading skills* in the stage 2 the expected outcomes are:

- To find required information in simple, everyday, authentic materials.

  (My own translation)

Concerning the *Writing skills*, the pupils should be able to:

- Write simple texts concerning themselves, their family, school, leisure time, and other already learned topics.

  (My own translation)

In reality some of these were observed during the project. Most of the skills presented in this chapter were chosen due to being used in the project. The pupils understood the conversations, monologues, and videos. Most of the time, they understood what I was saying and did not have problems concerning comprehensibility. The pupils read fluently, the pronunciation was incorrect only from time to time. Fortunately, no major mistakes were observed. They were able to work with the text, to find information necessary for further activities. Sometimes, they were able to deduce a meaning of a new word thanks to their previous knowledge. Mostly they were able to deliver an oral message only with minor mistakes, their sentences were correct most of the time, and they were also able to summarize what the text, or the video we were watching together, was about. Last but not least, they were able to understand each other in group and pair activities, communicated, and helped each other (most of the time).

1.5. Framework Educational Programme for Grammar Schools

Framework Educational Programme for grammar schools (FEP for GS, 2007, [online]) is an official document which serves for:

- Determination of the level of education to be acquired by all pupils who graduate from grammar schools.
- Presenting key competences and their level that is to be obtained by the pupils.
- Obligatory content of education, its expected outcomes and subject matter.
- Incorporation of cross – curricular subjects.

- Support of a complex approach to the implementation of educational content, including the possible interconnection, using various approaches and methods according to pupil's individual needs.
- Possibility of changing the educational content for pupils with special needs or exceptional pupils.

1.6. Characteristics of the educational area according to FEP

The education of foreign language builds on the knowledge of Czech. The target of the education is similar – to be able to express oneself, both in oral and written form; to achieve a maximum regarding the communication competences. There are also specific goals - pupils have to be able to communicate in a foreign language in order to make the international communication more effective, and also for their personal needs - it eases gaining information and helps to make personal contacts. This leads to an increase in pupils' mobility and makes their orientation faster. (FEP for GS, 2007, [online])

Education of the foreign language is based on the Level A2, described in the Common European Framework of Reference for Languages. This level was acquired by the pupils in the previous education and should get to Level B2 during the education at grammar school. (Ibid.)

Nowadays, the trend is set to improve the level of communication in a foreign language, so that the pupils can effectively use the foreign language for communication about common topics, build social and personal relationships, and find out about the culture and customs of other people and treat them with respect. (Ibid.)

Foreign language teaching leads pupils towards widening their communication skills which were acquired at elementary school (linguistic, sociolinguistic and pragmatic knowledge). (Ibid.)

1.7. Expected Outcomes according to FEP for GS

The FEP for GS (Ibid.) standardizes three areas of expected outcomes for pupils at grammar schools. These three areas are *receptive language skills, productive language skills, and interactive skills*. Therefore, this chapter presents some of the crucial skills of these areas.

The *receptive language skills* area covers the following abilities that the pupils should have at the end of their studies:

- To understand the ideas and main points of a real spoken discourse with a complex content on a specific topic and to be able to put the main and complementary information into own words.

- To understand the ideas and main points of a written text of a complex content on a specific topic.

- To recognize the structure of a text and differentiate between the main and complementary information.

- To acquire and collect information of a rather uncommon, specific topic from different sources and work with the information obtained.

- To deduce the meaning of new words based on already obtained knowledge of word formation, vocabulary, and context.

The area of *productive language skills* contains the list of expected abilities that the pupils should have at the end of their studies. The list presented below shows some of them, the rest can be found in appendices.

- To be able to express her opinion spontaneously, coherently, in a way that she uses appropriate grammar, and is understood.

- To reproduce a real text that was just read or listened to in a free and coherent way. In this text the vocabulary and grammar used, are of a rather demanding character.

- To depict one's own surroundings, activities, and interests related to them.

- To be able to form both formal and informal written expressions in a clear and logical way, using different styles.

- To understand received information of a rather complex content and reproduce it in a way that the speaker is understood while using grammar correctly.

The *interactive language skills* area provides the following abilities that are expected from pupils at the end of their studies. The three bullet points below do not represent the whole area, these are only some of the list and the rest is in the appendices.

- To put one's own ideas, opinions, and attitudes into words and defend them with the help of suitable written and oral forms.
- To react in a spontaneous way with correct grammar in more complicated, uncommon situations, with the help of suitable expressions and phrases.
- To begin, go on, and end discussions with native speakers and get involved in active discussions on different topics regarding more specialized interests.

The importance of the outcomes mentioned above is needless to question. What I think is worth mentioning is that as teachers, we should be aware of the fact that not only the subject we teach is essential, but also the skills mentioned in the FEP should be developed . From my experience during the execution of the project, the pupils were already in the process of development of these skills, which means that their teachers have been doing a great job, educating them. Some of the pupils were able to express their feelings and opinions in an advanced way, proving that they are really well taught.

1.8. School Educational Programme of English at Gymnázium Boženy Němcové

School Educational Programme is derived from the Framework Educational Programme. Therefore each school has rules for its creation; however, there is also some space for their own specification of subjects.

The aim of the subject *English language* is to adopt the language skills that widen the vocabulary, and the pupils' ability to understand each other in common situations, to express their own opinions. The level of English at the end of these studies should reach the level B2 in accordance with the Common European Framework of Reference for Languages. (SEP, online)

This school also integrates cross-curricular subjects such as *Education towards thinking in European and global context*, *Environmental education*, *Media education*, *Multicultural education*.

The lower grades of this grammar school have different number of lessons than the higher ones. At the lower grades the first grade has three lessons a week, the second grade has four. The higher grades have three lessons a week in the first and second grade, the third and the fourth have four lessons.

Regarding the organization, the classes split in all grades. The lessons take place in language classrooms, equipped with audio-visual equipment. This school organizes regular excursions to Great Britain.

The main competences to be developed during education are:

- Learning competence
    - Teacher puts working with dictionaries into the lessons.
    - Teacher sets problem situations.
    - Teacher supports using various sources of information.
- Problem-solving competence
    - Teacher creates model situations leading to solving the problems.
- Communication competence
    - Teacher develops pupils' ability to present their thoughts and opinions.
- Social and personal competence
    - Teacher uses team work in his lessons.
    - Teacher strives for strengthening of good relationships among pupils.
- Civic competence
    - Teacher discusses different lifestyles in English speaking countries with pupils.
    - Teacher leads the pupils to take a stand on social, cultural, geographical, and ecological differences.
    - Teacher prods pupils into watching current happenings in the world.

I cannot say whether the pupils at Gymnázium Boženy Němcové are being taught with respect to the competences that are presented at their website. However, in my opinion, these competences present skills that are so generally valid that not paying respect to them during the teaching would create a sample of students who would not be able to take part in any modern educational process. My experience with them went normally and that is

why I think every teacher at this school pays close attention to these competences.

1.9. Maturita exam

As any other exam, maturita exam (secondary school leaving exam in the Czech Republic) is used as a tool for the assessment of pupils and their skills in specific areas. In most of the high schools, maturita is the school-leaving exam, and is also important for the pupils to get to universities. Even though maturita may scare a lot of pupils not only due to the fact that it is commonly called *the exam of maturity*, in 2017 the average success rate of the English language maturita exam in the Czech Republic was 77, 24%. (Cermat, 2018, [online])

In 2017/2018 the maturita exam has two parts – state exam and school (profile) exam. In order to successfully pass this exam, the pupils have to succeed in both parts. The state part of the exam has two compulsory parts – the first one is the Czech language and literature, the second one can be either a foreign language, or mathematics. In the school (profile) part of the exam the subjects are chosen by the headmaster, whose choice has to be done according to a valid FEP for that specific subject of study. (Nová maturita, 2018, [online])

Nová maturita 2 (2018, [online]) says that the maturita exam for the subject English language consists of three obligatory exams – didactical test, written exam, and oral exam. The weight of these in the final assessment is 2:1:1. The didactical test is of a greater importance due to the fact that it consists of two subtests – reading and listening. If a student fails the exam, she is allowed to retake only the part in which she failed. Each part of the three exams mentioned above examines a different language skill. The didactical test examines receptive language skills – reading and listening – in two separate parts. Beyond the language skills, maturita also examines the language competence. The written exam tests productive language skills – the written form of the language; the oral exam proves the level of productive language skills – the spoken form of the language and interaction.

2. Content and Language Integrated Learning (CLIL)

In the course of the 20th century the trends of teaching English language were changing, developing. As Häuslerová (2008, [online]) says, the most of the time Grammar-translation method was applied in the schools in Europe, and with new ways of thinking, new methods and approaches to teaching languages appeared – direct method, audio-lingual method, audio-visual method, communicative language teaching, and also CLIL.

2.1. What is CLIL?

CLIL is an acronym which is highly topical these days and is widely used in connection with English language teaching. This acronym stands for Content and Language Integrated Learning. In a simplified way, CLIL is a term that describes the education of a content subject in a foreign language.

The definition of CLIL by the European Commission in Ball (2008, [online]) is as follows:
"Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language..."

Another definition by Marsh in Ball (Ibid.) says:

"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language".

David Graddol cited in Ball (Ibid.) describes CLIL as:

"…an approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study".

The last definition of CLIL to be published in this thesis is by Marsh, Marsland and Stenberg, also cited in Ball (2008, [online]):

"CLIL is about using languages to learn… It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language".

These four definitions mentioned above describe the same; however, all of them are concerned with a different aspect of the approach. The first one can barely be taken as a proper definition. It only shows the most basic aspect of the method. Nevertheless, the reader of this definition does not get to know to what extent CLIL can be used or what can be achieved through it. No reason for the readers of the definition to use CLIL in their teaching. The second definition is far more descriptive than the first one. Thanks to this definition the readers understand that CLIL-type practice uses subject content and a foreign language at the same time, which are the highlights of the method. The third definition finally reveals the revolutionary aspect of CLIL. In this definition Graddol points out the fact that CLIL can be very beneficial in terms of improving pupils' language skills. It also suggests that there is no need of having a high-level of English in order to begin with CLIL in one's teaching. The last definition presents another aspect of CLIL – motivation. Not only CLIL is advantageous for teaching two subjects at once, it also motivates the pupils towards studying the language in order to be able to study another content subject. In conclusion, based on these definitions, CLIL can be viewed as a revolutionary approach that crosses the line of a classical, curricular education. It introduces new ways of thinking, it catches the attention of the pupils again due to being new, and if the pupils find interests in either content or language subjects, then it can lead to a state of being motivated towards studying the other one.

2.2. Goals of CLIL

The fact that CLIL is being a modern, revolutionary approach to foreign language education would not be enough for teachers, parents, and pupils. That is why CLIL has to bring more. Mehisto (2008) states that for parents whose children are being taught with the help of CLIL it is important that their children are successful in all the three areas of the education – CLIL language, development of the first language, and learning as much of content as the pupils who are not taught via CLIL method. Hence, the goals of CLIL are following:

- To achieve the same level of academic knowledge in the subject taught via CLIL as grade-appropriate pupils.

- To have the grade-appropriate listening, reading, writing, and speaking skills in the CLIL language.

- To have the age-appropriate levels of the first language concerning listening, reading, writing, and speaking.

- To understand and appreciate the cultures associated with both CLIL language and first language of the students.

- To obtain the skills of a social and cognitive character in order to be successful in the modern multicultural world.

I agree with Mehisto (2008) about the importance of making sure that the pupils get the same level of education. It is highly topical these days, using different methods and approaches in one's studies. However, with every method and approach that is used one have to be sure he is getting appropriate education. That is why CLIL teachers have to make sure that this is happening and that the pupils they teach have comparable knowledge with grade-appropriate pupils taught via the ordinary methods.

2.3. History of CLIL

CLIL, or Content and language integrated learning, is a new term (1994). However, some authors say its roots date back to 5000 years ago, to the history of the Akkadians. After their successful conquest of Sumerians, the Akkadians used the Sumerian language for giving instructions. This was not the only predecessor of the CLIL – there were other individual/ethnic groups, using more languages, because of living in multilingual areas. This was connected mainly with rich people, who used bilingualism or multilingualism in the regions in which they lived. Bilingualism was mainly the matter of countries with more official languages. In Luxemburg the languages taught were German (primary schools) and French (secondary schools) – both being taught before the standardization of bilingualism in 1843. (Pokřivčáková, 2015 [online])

Prior to 1970, there was no urge to create a language- and content-integrated programme; it happened naturally due to different demographic, geographic, and economic issues. Such programmes were mainly used in big cities or around national borders. The purpose of such programmes was to provide language skills to children, in order to be able to communicate and understand the natives of the area. (Pokřivčáková, 2015 [online])

One of the first programmes of this kind emerged around 1965 in Quebec, where a group of English-speaking parents who lived in the French part of Quebec, Canada, dreamed of giving their children equal opportunities via education in kindergarten. These parents desired their children to have enough knowledge to speak, read, and write in French, to reach standard levels of achievement throughout the curriculum, including the English language, and to be able to cherish the traditions and culture of both French- and English-speaking Canadians. (Ibid.) After this idea was presented to the corresponding authorities, the solution came in programmes that led to an immersion of students into another language than their mother tongue. Subjects as Mathematics or Geography could have been studied in French voluntarily by the English-speaking children together with French-speaking ones. The years 1970s and 1980s are known for using the term *immersion* as a synonym for bilingual education. (Focus on CLIL, 2014 [online])

These programmes for teaching a content subject in another language than mother tongue became extremely popular and thus spread through Canada, United States, and later around the world. From 1965 to 1998, there were about 300 000 Canadian children who participated in this kind of programme every year. (Pokřivčáková, 2015 [online])

Such projects, however, did not appear only in America. The so called *LAC Movement* emerged in London in 1966. On the contrary to Canada, this one came to existence due to English secondary school teachers who met to talk about the importance of discussion in English lessons. This discussion led to the idea of language across curriculum. (Ibid.)

The whole project was preceded by a lot of research and theory building. As it had proven to be a good alternative to regular language teaching, England, Australia, and Canada began with it as well. The success of the programme soon got around and so the Europeans began to work on their own language and content integration. In 1978, the European Commission issued a proposal focusing on teaching at schools with help of more than one language – thanks to that European state-funded schools began with teaching some subjects in a foreign language. Thanks to the fact that in this period various teaching methods developed (and also thanks to other factors such as history, sociology, and education), integrated approaches (including CLIL) emerged. (Ibid.)

The first to coin the term CLIL was David Marsh who worked in the area of multi and bilingual education at the Finnish University of Jyväskylä in 1994. He was well versed in the multilingualism, due to being born in Australia, educated in the United Kingdom, and

working in Finland. He founded CLIL on the previous knowledge of Canadian immersion and British LAC programmes. (Pokřivčáková, 2015 [online]) Marsh says that the period in which CLIL was launched in Europe was based on both political and educational reasons. From the political point of view the idea of a need of higher level of a foreign language emerged from the fact that the mobility in EU rose and people became conscious of it - e.g. in Finland and Netherlands this has become a trend and it was supported by both European Union and the government. From the educational point of view, strongly influenced by other bilingual approaches (such as the Canadian one), it meant designing and adapting the already existing language teaching approaches, in order to obtain a broad range of students with solid language skills. (Focus on CLIL, 2014 [online])

After a lapse of time, CLIL has been introduced in many countries such as Estonia, Poland, France, Ireland, Latvia, the Czech Republic, etc. Even though approaches similar to CLIL have become well-known in Europe, it does not mean they are widespread. They reached only a minority of students in just a few schools. (Ibid.)

2.4. CLIL in Europe

Various sources claim that CLIL approach is widespread, which is partially true. However, it is not always the CLIL approach in its real form. According to Eurydice (Content and language integrated learning, 2006, [online]) CLIL is mostly used at primary and secondary levels of education in most of the European countries, the third of these countries uses it in different projects than a regular teaching approach (Belgium and Lithuania). On the contrary, in Luxemburg and Malta the CLIL type provision can be found in all schools on a general basis. In other places, this type of education appears only in a few schools and reaches only a minority of pupils. Eurydice found out that regional or other minority languages in connection with CLIL are offered to around 3% of pupils. Countries with more official languages (Belgium, Luxemburg, Malta) were the first to introduce this type of CLIL provision. In the Czech Republic, the introduction came in 1990s and the official recognition in legislation came in 1995.

Eurydice (Ibid.) also claims that it is English, German, and French – the most common languages to be used with the CLIL method in the EU. There are also countries, in which CLIL provision combines three languages - in Spain and Latvia they combine the national language and two foreign languages; In Sweden, Estonia, the Netherlands, Latvia, and

Austria they combine the national language, a foreign language and a minority language.

2.5. Types of CLIL

Even though CLIL can be found all over the world, in Europe this type of approach is being used in two forms – hard CLIL and soft CLIL.

As stated in CLIL Linguistic (2018, [online]), the term hard CLIL represents the education in which parts of syllabus or the whole subjects are taught in a different language than mother tongue, e.g. at grammar schools mathematics can be taught via English language. In such case, the teaching process is provided by a qualified mathematics teacher and the content corresponds with the school educational programme. Šmídová (2013, [online]) adds that it can be either one teacher, who is ideally qualified for both foreign language and specialised subject, or two teachers (one qualified in foreign language, the other in a specialised subject) who can apply the so called team-teaching in their classes and take turns in teaching.

The opposite situation applies to soft CLIL. CLIL Linguistic (Ibid.) describes it as the education, in which qualified foreign language teachers integrate a content of another non-language subject into the foreign language, providing that the content is conformed to the language teaching. E.g. in an English class the topic of the lesson can be *Shakespeare and his works.*

Vojtková and Hanušová (in CLIL Linguistic, Ibid.) point out some important characteristics of CLIL:

- Even though CLIL is a bilingual approach to foreign language teaching, excluding the mother tongue from the education should not be happening. Contrarily, it is required that the pupils who are taught using CLIL method are aware of the terminology of the subject in both mother tongue and foreign language.

- The aforementioned statement implies that a class that is being taught with CLIL method should always be divided into a part in mother tongue and a part in foreign language. However, there is no ratio established (the authors also claim that if CLIL is to have an influence on the content and language teaching, the foreign language should be used in at least 25% of the lesson).

- The CLIL approach should not replace foreign language lessons. The non-language lesson should be taught by a qualified teacher, who also serves as a language teacher. However, the main concern of the lesson should not be grammar.

- Going through a part of a content of a specialised subject in a language class is not the best usage of the CLIL method.

The general idea of CLIL is great. However, it is so complex that I cannot imagine its execution at common basic schools. That is also a reason why the execution of my project took place at a grammar school, where the pupils are being chosen according to their knowledge and intelligence. Thus their skills enable them to work with such complex approach. For the basic schools I would choose the soft CLIL due to its low demands. It would suit the education more and would make the lessons more attractive.

2.6. Language showers

A step towards using CLIL in its full form which is nowadays very frequently used is called *language showers*. As mentioned in CLIL Linguistics (2018, [online]) it is a form of education in which shorter periods of using a foreign language are used in a content subject in order to stimulate the pupils towards bilingual thinking and to prepare the soil for the usage of CLIL.

Mehisto (2008) develops this idea by describing the activities which can be used in the language showers. These are: songs, games, realia, visuals, handling of objects and movement. Teachers usually use only the CLIL language. Such routines and activities are repeated, so that the pupils know what to expect. The repetition helps the pupils to be secure, not to feel anxiety, and to boost the process of learning.

CLIL Linguistics (2018, [online]) also says that the classroom language which one could understand as a softer version of CLIL could be considered a modification of the language showers. It is mostly used in the first stages of basic school, where occasional foreign language interventions or giving orders are made.

In my opinion, this is a great method of how to improve pupils' attitude towards foreign languages, not only English. It could increase their interests in the language and it also could function as a tool for getting pupils' attention.

3. Leisure time

There are many different opinions and ways people see leisure time. According to the Oxford dictionary the definition of the leisure time is "Time when one is not working or occupied; free time". (Oxford Dictionaries, 2017 [online]).

To begin with determining the term it is necessary to understand the two separate spheres – the working sphere and the free-time sphere. Free-time is the opposite of compulsory work, it is the time when one can choose what to do freely, liberally and does it of one's own accord, it gives one joy and happiness. The term usually includes activities such as relaxing, having fun, voluntary education, etc. On the contrary, it does not include one's care of himself and their personal stuff, duties connected with family, household, and other. Not even eating, sleeping, hygiene and health care. However, these can of course become one's hobby and in that case can count as a leisure-time (e.g. Food preparation, etc.). (Pávková, 2001)

Hofbauer (2004, p.13) says that leisure time is "the time when a man is not working under the pressure of obligations that emerge from one's social role, especially division of labour and the need of keeping and developing one's life." My own translation

German educationalist of leisure time Horst W. Opaschowski (in Hofbauer, 2004) delimited functions and opportunities of leisure time. He considers the following ones essential:

- relaxation (recuperation)
- compensation (disappointment and frustration removal)
- upbringing and other education (learning about freedom and in freedom, social learning)
- contemplation (searching for a meaning of life)
- participation (taking part in social evolution)
- integration (stabilisation of a family life, incorporating into social organisms)
- enculturation (cultural development of oneself, creative representation through art, sport, technical and other activities)

Specific and important about free time of youngsters is that it should be pedagogically influenced, says Pávková (2001). Youngsters are inexperienced, cannot be well informed about all areas of leisure time activities, they need the guidance. To make the guidance effective, it needs to be easy, and made to catch attention, and the attendance of these activities has to be voluntary. It is clear, that the guidance depends on the age of youngsters, mental and social maturity, and family education.

Rombach (1972) adds that leisure time can be perceived as negative or positive. Negative leisure time is a term marking time that is to be wasted. It speaks of the time that is free from work. Positive leisure time is a term marking the time when people have freedom in what they do and they can do anything they want. It has the potential of freedom.

Another division of leisure time says that there is a difference between a *leisure time in broad sense* and *leisure time in strict sense*. Leisure time in broad sense denotes all time except for the work time, including sleeping, eating, caring of one's body, and travelling to work. Leisure time in strict sense speaks of the time which covers nothing connected to work (travelling to work, sleeping, or any other necessary rest). The leisure time in strict sense does not even cover activities which are included in one's daily programme. (Ibid.)

Pávková (2001) also says that activities that an individual chooses for his leisure time and that make him satisfied, having fun and relax are of great importance for his overall progress. These activities develop and renew physical and mental abilities and also creativity. The preventive importance of leisure time for youngsters in relation to socially negative phenomena is highly topical.

Other authors who express their thoughts regarding the topic are Kraus and Poláčková (2001). They say that the way people spend leisure time is one of the indicators of lifestyle. The optimal state is a balanced state of both duties and leisure time because activities done in one's leisure time significantly influence one's health and well-being. The creation of a value orientation, development of the ability to relax, and an active spending of the leisure time strengthens the resistance against crisis situations.

Leisure time has a different meaning for each human being. Some people spend it relaxing, doing nothing; others need some physical activity and thus do sports. None of these is preferred or considered ideal. Each person should choose them according to their interests and the feelings these activities give them. Satisfaction is what matters here. It follows that everyone should do what they enjoy and not just what society, parents, or anyone else wants.

There are also people, who have a lot of free time; however, they do not know how to spend it effectively and are not able to use it to the fullest extent, because they are not well informed about all the opportunities and offers, claims Hofbauer (2004).

Some people are swamped with the amount of work and they prefer work to private life, which means they have no time for their family, children, partner or even themselves. The reason for this is that they feel the need of building a career – this reason is dangerous, because too much work can cause "workaholism" - man's addiction to work. (Ibid.)

Jan Sokol (in Pávková, 1991) says that leisure time is something that modern society dreams of. People usually dream of coming home from work, taking their favourite book, and relaxing.

The leisure time of the young, and taking care of it has two tasks from the pedagogical point of view:

- immediate filling of the leisure time with meaningful activities – relaxing and educational –   meaning upbringing in the leisure time

- leisure time education which gives an overall knowledge of various free time activities, provides basic orientation, and based on personal experience it helps to find such activity that suits its executor, giving him satisfaction and place for self-realization (Ibid.)

Vrkoslavová (2008) mentions the importance of specific risks. Essential are the individual differences and age categories. Leisure-time activities can have a positive impact on one's life in case they fit its possibilities. If the reality is vice versa there may occur a negative impact or unsatisfactory development. Both parents and children should decide responsibly which activities are suitable and which are not.

According to OECD (Kaplánek, 2012), leisure time is one of the 24 social indicators that determine life quality in a certain land. In the last 150 years the importance of leisure time increased in all social classes. Actually, life lived in consumer society is one of the symbols of the present time. In this time, experience, leisure time and pleasure are given a higher attention at the expense of value of work, responsibilities, and commitments.

To conclude this, it should be mentioned that leisure-time can be found in all life phases and in upbringing of children and youngsters – in family, school, specific institutions, media, etc. First experience of leisure-time emerges in family, then kindergarten and school – both obligatorily visited. This period also gives children the possibility of choosing what to do with their leisure-time – this decision is made on child's own (with some parent's support). It helps with self-knowledge, self-realization, and creation of new social relationships and habits. (Hofbauer, 2004)

3.1. Leisure time of children

Children's leisure time has two specifics. As stated by Pávková (2001) it differs from the adult's leisure time in its content, extent, the amount of independence, and the necessity of a pedagogical influence.

The life of children is usually filled with a bigger amount of leisure time, their activities are more varied. The content corresponds with some age or individual needs. Some children have a lot of leisure time; however, they do not know how to spend it appropriately. Other children are in the opposite situation – they lack leisure time.

The way leisure time is spent by a child depends on the age, the physical and psychological maturity, family environment, and the range of offered activities in given region. The environments in which children spend their leisure time are different and have their pros and cons (contact with the children of the same age, which can give them both positive and negative models, pedagogical guidance, safety, organisation…) (Ibid.)

According to Kaplánek (2012, [online]) it is clear that children's leisure time is influenced by their parents. It depends on parents; whether they let their children freely spend the leisure time. Especially with the primary school children, who have new obligations, connected with school, it depends on their parents and the way they arrange the leisure time of their children. Children do not just play at home; they have to work on

their homework. That is why their parents should be able to establish the time for homework and the time for relaxing, playing, etc.

An organized leisure activity not only teaches children new knowledge and skills, it also helps to develop their social contact with other children. It teaches them to communicate, cooperate, tolerate each other, build relationships; it helps them to find new friends with the same interests. (Ibid.)

Leisure time is also time for working, in terms of people working for fun. This involves mainly children to whom it brings joy, helping adults with their work, which gives the children a feeling of "working" as well. The children then feel that they did the job well and they also learn new activities and skills. The work is not work but a game for children of this age. (Kaplánek, 2012 [online])

Young children cannot plan their leisure time because they are inexperienced in spending their leisure time, they do not know all the possibilities of it. They are also dependent on what their parents organize for them. Parents should allow their children to spend their leisure time in an appropriate way – not only the time they do not organize, however, mainly the organized one. They should also allow their children to spend their leisure time the way the children want to, considering individual traits. The children should be offered a wide range of leisure time activities, so that they could choose from them according to their skills and interests. The leisure time activities are also good for developing and shaping one's personality, relaxation and recreation. (Ibid.)

A child chooses activities not only according to its interests and skills; however, the choice also refers to the family's lifestyle, the system of values of the family, financial possibilities, the education of the parents, and also the parents' ideas of how their children should spend their leisure time. (Ibid.)

4. Motivation

Motivation plays a crucial role in this thesis. That is the reason why it is introduced, determined, and described in this chapter. The term comes from Latin "movere", meaning "to move". Generally, motivation means some moving moments in actions, experiences, and behaviour of a person. The moving moments are something that prompts one to do something, to react to something, or to stop someone from doing it, react. It is both activation and regulation of one's behaviour. Phares and Chaplin (in Shah, 2008, p.235) define motivation as "the forces within us that activate our behaviour and direct it toward one goal, rather than another".

As stated in Wladkowski (2008) people have been trying to figure out the impulse of people's behaviour from everlasting. They tried to understand why people behave the way they do and what causes their behaviour. This topic used to be thought as something mystical and mysterious because it is something that cannot be seen, touched or measured. It only can be deduced from people's talks and behaviour.

Švancara (2003) says that motivation is a man's predisposition to behave in an active, selective, and organized way. According to him motivation is a driving force which not only causes active behaviour of a person but also helps to set priorities and one's focus point in a particular moment, and helps to set what is important.

According to Čáp (2001) motivation is also a motor for our behaviour, activities, and feelings – it causes activation and gives direction. There are two incentives – outer and inner – both close to each other. When there is lack of the inner motivation the incentive does not necessarily have to work. However, outer incentive usually encourages and strengthens inner motivation.

As stated in Lokšová (1999) different needs always manifest themselves through the feeling of an inner shortage or surplus which emerges when the balanced state of one's organism is intruded. Incentives are outer impulses and can arouse or appease human needs. They can be positive or negative. Different needs do not exist separately, independently of each other. They create difficult hierarchical relations within a structure of one's own personal hierarchy of needs.

As for the conclusion of the determining of the term motivation, it is an aggregate of many variables that can keep, activate or regulate one's behaviour. It causes more dynamic and active acting. It is actually a process, influencing the amount of energy and attention which our brain and body assigns to certain impulses and determines the value of the final behaviour. (Madsen, 1979)

In simple terms – the more we care about something, the more we are motivated to it. The amount of motivation determines the value we give to our goal. It is clear that behaviour is motivated, though sometimes people do not know about it. Motivation connects emotions and actions and it creates an essence for our survival. It is an essential human process that leads to achieving a goal.

The hierarchy of needs is well described in Maslow's hierarchy of needs below.

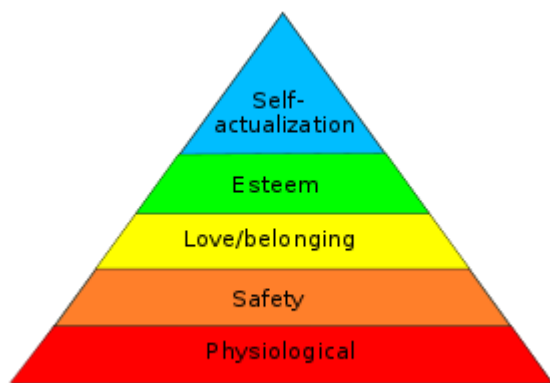*Illustration 1: Maslow's hierarchy of needs* (Symply Psychology, online)

4.1. Inner and outer motivational sources

To really understand motivation of our own behaviour is a step towards self-knowledge and self-discipline. It can either come from some inner impulse, need, or outer stimulus, so called incentive. If the need is awaken, the motive emerges – that is the reason why people behave in a certain way. (Hrabal, 1989)

Outer conditions influencing motivation

– family

– same-age people, individuals or groups

– school, class

– locality, national and other groups influencing a family and a child

– environment

Inner conditions influencing motivation

– biological conditions

– psychological processes and states

– psychological characteristics

(Čáp, 2001)

Williams and Burden (in Dörnyei, 2001) also differ motivation according to internal or external motivational influence. These authors, presented in Dörnyei's book, use following division:

- Internal factors

To this category belong *intrinsic interest of activity* which covers the arousal of curiosity and optimal degree of challenge. *Perceived value of activity* includes personal relevance, anticipated value of outcomes, and intrinsic value attributed to the activity. Another internal factor is *Sense of agency*, which comprises of locus of causality, locus of control re: process and outcomes, and the ability to set appropriate goals. *Mastery* is also one of the internal factors. It covers feelings of competence, awareness of developing skills and mastery in a chosen area, and self-efficacy. *Self-concept* is another internal factor, comprising realistic awareness of personal strengths and weaknesses in skills required, personal definitions and judgements of success and failure, self-worth concern, and learned helplessness. One of the internal factors is also *Attitudes.* To this factor belong – attitude to language in general, attitude to the target language, and attitude to the target language community and culture. There are also *Other affective states* such as confidence, anxiety, and fear. The last two internal factors mentioned here are *Development age and stage* and *Gender.* (Ibid.)

- External factors

This category is not as wide, however, covers very important motivational sources such as *Significant others*, which are parents, teachers, and peers. An external factor is also *The nature of interaction with significant others* which covers mediated learning experiences, the nature and amount of feedback, rewards, the nature and amount of appropriate praise, punishments, and sanctions. Another factor is *The learning environment*, comprising comfort, resources, time of day, week, year, size of class and school, and class and school ethos. The last but not least is *The broader context* including wider family networks, the local education system, conflicting interests, cultural norms, and societal expectations and attitudes. (Ibid.)

4.2. Biological (inner) motivational sources

As mentioned before, motivation always comes from a source of either biological or psychological origin. This chapter is about biological sources that are close to every human being. According to biological theories the main sources of human motivation are instincts that are genetically conditioned and to a certain extent influence personal characteristics. They can be of physical or mental character. (Nevid, 2009)

Biological instincts reflect all basic human needs that are crucial in the process of motivation and they represent inner human incentives. Čáp & Mareš (2001) go further and say that the need is a specific state of organism that lacks something essential to life. The most common example of need in the past was the need of food, sleep, and the need to breathe. In a simplified way, a need can be defined as a deficiency in something.

The range of psychological instincts is more varied and thus is understood in wider contexts. Čáp and Mareš (2001) describe different motives such as the need of food, sex, cognitive need, aesthetic need, need of self-realization, etc. Možný (2006) says that one of the inner needs can also be pupil's aspirations that are being developed in a family. These aspirations have a great impact on studying – they set the amount of motivation. Nevid (2009) adds that these instincts can be observed with anyone, however, they differ in their strength – it means that every human being has different motivation through instincts to an active acting.

Motives express the meaning of an interaction of a motivated subject, or more precisely a final psychological consequence of an instrumental behaviour of a subject. (Nakonečný, 1996) Výrost & Slaměník understand a motive as an elemental inner source of motivation, as an inducement that leads to some kind of behaviour and sets its intensity and direction. To achieve the desired goal, there needs to be a certain amount of intensity of a motivation and the goal sets the direction of the motivation. The final aim/goal of the motivation is a picture of a future state, to which one needs to get or which one tries to avoid. Motivated activity emerges in a certain state and aims to achieve a goal. (Výrost & Slamněník, 2008) According to Říčan motivation is a summarizing word for motives and the word *motive* is according to him a factor that sets something in motion (in terms of an action or a process). (Říčan, 2007)

4.3. Psychological (outer) motivational sources

Motivation of behaviour can also come from psychological sources – from so called incentives. These incentives represent values of outer objects through which one's needs can be awaken. Incentives can be of a negative or a positive character – it depends on the object that causes their emergence and what is necessary for their fulfilment. They can also be of various level of effectiveness. (Hrabal, Man & Pavelková, 1989)

In other words, incentives are any outer impulses, phenomena, or events which can awake the feeling of need. Not only can they awake it but also fulfil it. These outer impulses are not fulfilling just one need at a time; however, they work on multiple needs and fulfil them most of the time. That is why they are often called complex incentives. (Pavelková, 2002)

It is clear that if an outer object catches our attention and awakes our needs, the power of an incentive will be bigger and so will the desire for its fulfilment. However, if a person does not consider the impulse to be important, either for present or future, this impulse will not become an incentive.

4.4. Motivation at school

As written above, motivation is necessary for fulfilling our needs. It supports or subdues our behaviour. It determines whether we behave in some way or not.

Stating that motivation is integral to our lives also means that it is integral to the

process of learning. Following classification shows three main categories that are essential to the educational process: school – crucial are teacher's personality, teaching styles, and tasks that are to be solved; personality of a pupil/student – her cognitive regulatory system; family – the atmosphere in the family, relationships within the family. (Lokša & Lokšová, 1999)

School motivation does not only mean the motivation to learn/study but also the motivation for self-development, building friendships, socialization, etc. The motivation to study is, however, the most important. It is a precondition of a pupil.(Pavelková, Hrabal K., Hrabal V., 2010) Motivation of pupils is an important, maybe even a deciding factor of education. A child has the possibility to compare itself in a group of its same age schoolmates and it learns to create its own personal goals. Step by step it creates its own value hierarchy. Teacher should be able to motivate his pupils/students and for this purpose the teacher should know all types of motivation and also which type works with which pupil/student. The inappropriate choice of motivational methods can cause distaste for that particular subject. If the pupil/student does not acquire proper, sufficient motivation for learning, then the learning will not work as effectively as it could. (Lokšová & Lokša, 1999; Fontana, 1997)

However, the teacher is not the only person who can motivate (even though he is one of the main motivators). Children should be motivated by themselves just according to their imaginations of future. Their desire to have good grades that will get them to good schools, after which they can get a good job and earn a good salary, which in general means a better social status. Motivation is also caused by competitiveness within each class (as in every social group).

From my own experience as a student I can say that I have come into contact with many teachers – the ones that tried to motivate and also the ones who paid no attention to motivating pupils. Of course that when I had my interests in that particular subjects, it was easier to motivate me towards studying, however, the teachers whose attitude was based on the subject they taught, achieved greater goals even in the subjects that were not that popular. The class I belonged to at our grammar school had a great chemistry teacher. That is why we had better results in this subject than the rest of the school – most of us did not like the subject, however, the behaviour of our teacher encouraged us to studying.

4.5. Inner learning motivation

The meaning of motivation is mentioned above. That is the reason this part can be dedicated to school and pupils, and be no general. The inner motivation is considered to be the "better" one. Lokšová (Lokšová, Lokša, 1999) says that the pupil who is motivated by the inner motivation shows better results at school, cares more about school attendance and prepares for school more conscientiously.

The determining of inner learning motivation is not always the same. Some say that the inner learning motivation is the motivation that comes from one's cognitive needs (Hrabal, Man, Pavelková, 1989). Others understand it as a certain state that forces the learner to learn in order to fulfil their own needs (good grades, well done work, prestige) (Ďurič, 1979).

The inner learning motivation is thus the moment, when the learner learns due to his own interests, self-desire for knowledge, and success. The pupil who understands the importance of education is - in comparison with her classmates, more mature. The inner learning motivation is caused by inner motivational factors (Lokšová, Lokša, 1999).

This state is what I wanted to achieve by the project of this thesis. It was assumed that incorporating leisure time activities of the pupils would help to achieve the state of the inner motivation. This thought was rationalized by the fact that the leisure time activities that pupils have, are powered by some inner motivation, stemming from these activities. In this way the motivation could transfer to the school subject as well (in this case English).

4.6. What does motivating someone involve?

The name of the chapter above may seem quite vague. The reason for it is that the term actually involves many different things from persuading someone directly to an action, to setting the situation inconspicuously in the way that the person is likely to behave as required. Even helping to arrange the situation can be enough to push someone forward. However, motivation is a long-term process. In a classroom is this no different – pupils are usually not motivated the minute a teacher performs an act of motivation. It takes small steps and a long period of time to eventually change someone's mind-set. (Dörnyei, 2001)

Most motivational publications work with an ideal pupil, who can be motivated just as any other under the right conditions in any classroom. This is, however, not true. The level of motivation differs with every pupil. Even if such situation would happen, in which every pupil would be motivated the same, they would not be equally keen on the subject matter. Fortunately, the range of motivational strategies is so wide that some of them have to work. (Dörnyei, 2001)

4.7. Basic motivational conditions

All motivational strategies which teachers use are preceded by some conditions. These essential conditions are:

- Proper teacher's behaviour and a good relationship with the pupils
- Friendly and encouraging atmosphere
- A cohesive learner group with proper rules

The three points above are interrelated and cannot function one without the other. (Dörnyei, 2001)

Appropriate teacher's behaviour seems to be the most important of these three. Everything a teacher does in a classroom motivates the pupils. The teacher has to be enthusiastic enough, committed to students' learning, has to have expectations for the students' learning, and to build relationships with the students and their parents.

4.8. How important is motivation?

Motivation is said to be in close relation with achievement in language learning. Such as the question, whether there was an egg first, or the chicken, there is a question, whether motivation leads to success or success is followed by a further motivation.

According to Ur (1997), the main importance of this is to motivate pupils with various strategies that increase the possibility of success. The pupil that is motivated believes in her own success, is confident, and rises to a challenge. Such pupil also knows the importance of being successful, in order to keep her self-image. Another characteristic is the need of an achievement - motivated pupils long for overcoming of difficulties, are ambitious, seek for top grades. They know well why and what to learn, in order to achieve the best results, and they are consistent in their effort in learning. When these pupils lack

understanding and are confused, they patiently wait because they know this will come later.

If a person is successful, it will most certainly have an effect on other future tasks. After being successful, the will to complete other tasks is higher, the effort towards finishing something is bigger, and the preservation lasts longer. Success does not mean only having the correct answers. This term covers many more than just this – it can be the amount of language one has learned or understood; it can mean that the effort put in has paid off or it can include the level of progress from one test to another. All of these are success and should be treated that way.

Regarding the role of the teacher, it is simple – teachers should make sure that their learners are informed about their success. (Ur, 1997) There are many ways of how to express such state, not only a good mark. A teacher can give them a nod, a look, anything that will make the learners feel proud about their achievements, even the slightest. The grades and praises are more suitable for younger learners, who need bigger and more obvious pushes towards achieving their goals. However, these should not be used too often to prevent the learners from getting used to it and later not be able to recognize the real success.

The failure is just as important as the success. All learners should know that they are failing. Not only making mistakes, but also not progressing enough. (Ur, Ibid.) Of course failures may and will appear throughout the learning process and that is a normal thing. Good and successful learners know this and do not take the failures seriously because they are patient to get the success they deserve. Just as with success, failures should be made aware of by the teacher. However, there may be cases in which a failure should be ignored and not taken care of because a constant state of failing can demotivate pupils and their confidence will break apart. It always depends on a teacher and his mapping of the situation.

5. Research

For the purposes of this thesis, various sources about how to do a research were studied. The first thing to begin the whole process of deciding what to do and how to do it was the topic. After brainstorming and a few discussions the decision was made. That was the kick off of the project.

After the topic was chosen, the important questions arose. *What information should be obtained after the research? What should be observed?* According to the topic, the answer to this question should consider whether this method of interweaving of leisure time activities into English lessons is/is not efficient in terms of a further motivation towards studying.

Observation was chosen for this project as the best method due to being relatively free in its execution. The main focus of the observation was the process and the effect after. The pupils were observed right in the lessons of the project and the happenings and impressions were then recorded via a voice recorder for a later usage. In order to get some kind of outcome the pupils were given questionnaires after the project. These questionnaires were thoroughly made and tested on a few people in order to avoid typos, mistakes, and misunderstandings. (Appendix 4)

5.1.Profile of the school

The project was executed at Gymnázium Boženy Němcové in Hradec Králové. The school, founded 1978, is situated in the heart of Hradec Králové in a very well-looking building. (GYBON, [online]) The number of students attending this school is 536. There are 18 classes, taught by 50 different teachers. 46 of these teachers are internal and the 4 remaining are external. All the teachers are properly qualified to teaching. The overall level of the school is above average and the school has a very good reputation.

The school focuses mainly on mathematics, Czech language, and foreign languages (English, German, and French). There also works a native speaker, who is coming to school for 1 lesson a week. He is teaching the classes of the last three grades.

In this school the students are taught 3 lessons of English for a standard 45 minutes a week in the first four years of their study. There are four forty-five minute classes in the last two grades. Furthermore, there are 2 additional subjects concerning English – "English writing and literature" and "practical exercises in English".

Even though the school is not an ultramodern work of art, the classrooms in which this teaching took place have been well equipped, including an interactive whiteboard or a projector with both a blackboard and extensible screen, or a white board with extensible screen.

The school also offers a school choir and a French theatre. From my point of view as an English teacher it is important to also mention that the grammar school has a partnership with a school in Lytham in England. (GYBON, [online])

5.2. The Research Project

The project on which this thesis is built bears primarily on teaching vocabulary and its motivation. The state of motivated pupils is accomplished through incorporating different lesson topics. These topics should consist of something that is close to the pupils – their leisure time activities - whether it is gaming, gardening, putting on make-up, or playing basketball. It can also be connected with another subject so that the cross-curricular relationships are supported.

As mentioned above, this research was done with support of Gymnázium Boženy Němcové in Hradec Králové, where it took place. The research was executed in three classes of ninth graders. All classes experienced four lessons concerning this research – two lessons were seemingly regular English classes, however, with a new topic. The other two were English classes connected with PE, following on from the regular ones.

The reason for choosing the topic was author's passion for dancing, hip-hop culture, and everything connected to it. After a few discussions with teachers from university and the grammar school, the decision was made – the project will concern the leisure time activity of the author of this thesis – street dance - and it will be connected to the PE, so that the pupils could experience what the theory was about. The hip hop culture and dancing are nowadays extremely popular and so it was easy to tell that the pupils will get interested

in it. The teacher at the grammar school, Petr Slezák, also had a lot of experience with CLIL – he wrote his diploma thesis on a similar topic in which he connected PE with English.

In the first lessons, the topic was introduced step by step and as the lessons progressed, the tasks became more complex and interconnected. The methods that were used are not perceived as something new, however, the topics were different.

The goal of the research was to observe, whether this method increases pupils' interest in learning English. All activities executed in this research had the same topic – street dancing, hip hop culture. All three classes were taught the same way and using the same activities. Thanks to this the comparison was enabled. After the scheduled part of the research, the questionnaires were given to the pupils in order to find out the efficiency of the project. The lesson plans for both English and PE English classes, and the questionnaires are presented in the following chapters.

For the clear arrangement of the project, the charts below show the lessons that the pupils experienced. However, not all the lesson plans are being presented in the practical part of this thesis – there are only the first two – one from the classroom and the other from the gym. The remaining two are put in the appendices. All the lesson plans are described carefully and in detail, so that the reader understands the content and the atmosphere of the lessons. These descriptions are presented right after the lesson plans (in both the practical part and in the appendices).

Chart 1

1. lesson	In the classroom	Introduction, reading, brainstorming
2. lesson	In the gym	Warm-up, work out, basic hip-hop steps, stretching
3. lesson	In the classroom	Revision, video, pantomime, workout plan,
4. lesson	In the gym	Revision, work out, other steps + revision of the previous steps, stretching, questionnaires

Chart 2

Class/lesson	1	2	3	4
2.A	In the classroom	In the gym	In the classroom	In the gym
2.B	In the classroom	In the gym	In the classroom	In the gym
2.C	In the classroom	In the gym	In the classroom	In the gym

5.3. 2. A

In this class, the research was applied for the first time. There were fourteen pupils – seven girls and seven boys. This class was the best of all three surveyed. Not only were they answering the questions, however, they also seemed enthusiastic, because everybody had something to say and raised their hands when asked. The level of their English was average; however, the desire to express their own feelings was high above average. Sometimes there were minor mistakes concerning either sentence structure or vocabulary. Fortunately, these were nothing to thwart the comprehensibility.

The students behaved well, although at the beginning of the lesson some of them were sceptical, using their staring as something to express this. As the lessons went by they all became involved in the happening. At the end of the lesson, the pupils were asking if the next lessons would be done the same way.

5.4. 2. B

Unlike the 9.A, 9.B was average. There were thirteen pupils – seven boys and six girls. To get an answer from the pupils of this class appeared more difficult – every question had to be followed by other helping questions, in order to receive two or three hands raised. The level of English, however, was not different. The reason was probably the fact that the same teacher taught both classes. The only thing missing here was the enthusiasm that was in the first group. There was a group of boys, who eventually became active; however, their English was weaker than the English of the rest of the group. Yet they still fulfilled the communicative competence because they communicated. In the half of the lesson pupils became noticeably more enthusiastic. In the end, the lesson ended well.

Concerning behaviour there were no greater issues. The only misbehaviour that was noticed was coming from the group of boys who stopped misbehaving as soon as they gained the feeling of having fun in the lesson.

5.5. 2. C

The third group of pupils could be considered the worst. Twelve pupils in the class-room – four girls, eight boys, yet almost no one is answering nor communicating in any other way. The level of shyness and quietness was high above average. Out of the whole group, there were only four girls cooperating, trying at least a little bit. However, their English was insufficient. The communication consisted of short sentences – mainly one-word answers. Instead of a whole clause they used one or two words to answer. Of course – they would eventually express their thoughts, however, the level should be different at this age. Everything that was done with this class took twice as much time as with the other groups because all the answers had to be forced.

Regarding the behaviour there were no problems. Pupils who do not answer will probably not disturb or misbehave in a lesson. A bigger enthusiasm was expected, however, did appear only partially thanks to a few pupils.

5.6. Lesson plans

In the project that was executed and on which this thesis is based, there were only four lesson plans – all applied on three different classes. Through this way a wider point of view was obtained. All plans were carried out in the same way; however, some minor changes during these lessons have appeared – mainly concerning repeating, playing something again, and explaining in Czech.

An important thing to note is that in this part only two lesson plans are shown – one from the classroom, the other from the gym. The other two lesson plans are then put into appendices for further reading.

5.7. Lesson plan 1

Time	Activity	Comments
3 min	Introduction, introduction of the project, attendance, records into class register	
5 min	Warm-up Questions 1) Is there anybody who can dance? 2) Do you know any type of dance? 4) Do you go to some clubs to dance?	Trying to get into the topic with a few questions
17 min	READING – history of hip-hop 1) Pre-reading Where does hip-hop come from? Do you know? What would you include under the term hip-hop? 2) During the reading – underline all the words you don't understand 3) After the reading – questions What four elements does hip-hop have? Who was the father of hip-hop? - WORKSHEET – The History of Hip-hop	Developing reading skills + vocabulary skills + introducing a new topic
5 min	BRAINSTORMING What do dancers do? Do you know some specific words for the activities of dancers? - steps, jumps, kicks, transitions, spins, arm moves, grooves	Showing moves to the students as a little help

14 min	GROUP WORK – work in a group of 3-4 and think of as many words as possible that express what dancers can do with each part of their body (head, arms, chest, pelvis, legs,..) We are looking for VERBS! - WORKSHEET – What can you do with different parts of your body. Write the words down. After the group work – each group uses pantomime to express some of the words they found out.	
1 min	End of the lesson, talking about the next lesson with me in PE.	

5.8. Commentary on the lesson with 2.A

This lesson was the first of the whole project. It began with an introduction of the teacher and of the whole project. The class appeared to be friendly, except for one lady who seemed disrespectful and arrogant; however, she changed her attitude during the lesson. The introductory part was followed by some warm-up questions, so that the lesson would get the right direction. These questions were positively accepted and enthusiastically answered. The time expected for the warm-up was extended due to pupils' will to discuss.

When the ground for the topic was prepared by the warm-up questions mentioned above, it was the time to move on to the reading part. The pre-reading activity consisted of some questions that were to set readers' focus on the topic. These were discussed with enthusiasm as well. After this came the reading part itself. The pupils considered the text not difficult, there were only a few new words for them that were explained (in English) after the reading. The activity after the reading was questions again – this time regarding the text. The answers came immediately; they knew almost all of them. One word they did not know - "tags" - was explained in detail. That was followed by another discussion concerning graffiti. The question was - is graffiti an art form or not? After an interesting discussion, the next question was if there had been anything that had caught their attention. Another interest was shown towards MCing and the emergence of DJing. Both terms were explained and thus the question from the pupils was answered.

The lesson continued with brainstorming. The pupils were given a chalk and who knew a word to the topic *What do you think the dancers do?* wrote it on the blackboard. These words were supposed to be connected with movement. This task preceded another activity – the pupils were split into groups and were given a worksheet with a drawn figure (Appendix 2). Their task was to come up with as many words as possible to each body part – what can each body part do (still connected with dancing). This class was the most creative – the group with the highest number of ideas had twenty words, the others had fifteen or more. The group with the highest number of words chose three words and used pantomime to express them. The other pupils had to guess the answer. The remaining words were read aloud, the other groups could add theirs, if these were not already mentioned. The last activity or rather an attention-getter was a trailer for the Netflix original series "Get Down", which is all about beginnings of hip-hop culture. It was chosen as a supportive material and time filler due to few minutes of time left.

5.9. Commentary on the lesson with 2.B

The second class began with the introduction as well. The atmosphere, however, was not as friendly as in the first lesson. All pupils seemed confused while listening to the introduction of the project. A group of boys was annoyed the most, however, during the lesson their level of annoyance decreased. The warm-up was the same as well, however, there was not so much enthusiasm and only few pupils were answering. Two out of five questions were not answered by the pupils; others were answered by just one or two pupils in the classroom.

The next activity was the reading, which was preceded by some pre-reading questions – same as in the first class. *What do you know about hip-hop? Where does it come from?* Both questions were discussed and correctly answered in a minute. The text was not regarded as difficult just as in the previous class. This class did not even know the same vocabulary as the first one ("percussion instruments" and "rubble"). Afterwards the text was discussed in groups of two. The pupils were also asked if there had been something new for them – the answer was "MCing" and the fact that they thought that Africa Bambaata was a music group, not one person. As a tool for checking their reading attention another question was used – *What are the four elements of hip-hop?* The answer was covered in the text. The lesson continued with the information about graffiti and tags. The opinions about graffiti tended to a positive perception of the phenomenon.

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The activity right after this one was the brainstorming, which ended worse, however, still not that bad. The part with a figure and body parts and their moves was worse as well. The group with the highest number of words reached the number of fourteen; the other groups had around ten words (on the other hand they came up with different words than the first class). The pantomime, fortunately, improved the atmosphere. The pupils seemed to have fun and the task passed naturally. The lesson ended with the trailer to Get Down which increased the enthusiasm of the pupils. The amount of questions from pupils concerning the trailer was immense.

5.10. Commentary on the lesson with 2.C

The third class, unfortunately, was the weakest, concerning the level of English and the activity of the pupils. Nobody seemed to understand the introduction concerning the project. Thus the whole topic should have been reintroduced in the Czech language. Out of the twelve pupils in the class, only four girls were willing to cooperate. The rest of the class was too shy and quiet.

During the warm-up activity the answers consisted mainly of one or two words, which was not taken as sufficient and thus the pupils were advised to use at least one sentence to answer. Any other question that was asked had to be given a lot of effort to persuade the pupils to answer.

The reading activity took a longer period of time than with the other two classes. However, the overall effect was the same. The pupils evaluated its difficulty as sufficient, except for a few words. This class was also asked to discuss the text in the groups of two; however, the level of efficiency of the task was not too high. The result of the discussion showed that there was nothing new for the class.

The brainstorming activity showed the truth about this class. Ninety percent of the words written on the blackboard were taken from the text. The pupils did not make any effort to be creative – they were lazy. The part of the lesson with body parts was the worst of all three classes. The group with the most words had six, the other two had five. Following activity - the trailer for Get Down was the only activity to have caught pupils' full attention.

5.11.   Summary of the first three lessons

All things considered, it seems reasonable to assume that the sample of classes/pupils used for the project is interesting enough. One lesson plan for three different classes of the same age and allegedly the same English level, however, all three lessons had a very different atmosphere. It is also important to weigh the role of laziness in the whole lesson. Generally, however, the lesson plan and the topic were well accepted and the pupils admitted to have fun.

To evaluate these three lessons I would say that the 2.A was the best of these three classes. They were enthusiastic enough, able to work on the tasks in English. Their interest in the topic helped to achieve a smooth development of the lesson. The communicative skills that this class has were also entertaining enough and so I enjoyed discussing with them in English as well. It is difficult to say if their intelligence and knowledge were the fuel for their actions or if it was just the fact that they were interested and wanted to know more, get better. The 2.B was worse than the 2.A, however, not that much in enthusiasm, or being active, however, in the terms of knowledge and language skills. Their presence, activity, and interests were similar to 2.A; however, their answers were not as complex, creative, and correct. Yet, at the end of the lesson they asked if I would come the next lesson as well and I was also told that it was fun. The 2.C was the worst of these three, as written above. This time the lesson was worse in both being enthusiastic and also in being skilled in language. The pupils evinced lack of knowledge of the language and they also lacked the will to play along.

To sum up, all three classes went according to plan; the only thing that made the difference was the will. I would say that all three classes were interested in the topic and enjoyed getting some new information about it, however, their activity made the difference. Thus it is difficult to evaluate whether the topic made the difference or the personality of the pupils, or maybe both.

5.12.   Lesson plan

Time	Action	Comment
1 min	Introduction	
2 min	Warm-up – 5 rounds of running around the gym	
10 min	Warm-up Partner workout 1) Partner planking 2) Push-ups over someone 3) Sit-up vs Plank running 4) Wall "STAMINA" vs Jumping	Warning for the pupils about each exercise so that they don't hurt themselves
20 min	Dance part 1) Bouncing 2)Groove/rocking 3) Side steps 4) Hip-hop Steps Reebok Kris Kros Smurf Janet Jackson	Music plays during the dance part
5 min	Little routine made of these steps	

7 min	Stretching	

5.13.   Commentary on the lesson with 2.A

The first class in the English PE went well. Surprisingly, the pupils seemed to enjoy the PE in English more than the regular one. It all began with some instructions in English, regarding basic safety rules, rules for the lesson (including speaking English only), and the plan of the lesson.

After the first part, the warm-up began. The pupils were told to run 5 times around the gym in order to warm themselves up. Considering this the first activity that was done in the class, the pupils already commented on it, saying that they did not want to run. Their Czech words were, however, heard and the pupils were advised to use English, even for complaining. The follow-up activity was working-out. The pupils were told to make pairs in order to begin with a partner workout. The exercises taught were all designed for two people. Each exercise was preceded by a warning about what to avoid while exercising, so that nothing happened. This part of the lesson was well accepted by the pupils.

When all students seemed to be ready for the main part of the lesson, the music was turned on and the dancing began. The first move to be acquired was bouncing, which is a rhythmical knee-bending. The other two that were taught are called groove and rocking, which are both movements of the upper body. The skilfulness of the pupils differed with each of them, which caused that the clumsy ones were ridiculed or even ridiculing themselves. When these basic movements of their body were at least partially mastered, the real hip-hop steps were presented - four basic hip-hop steps were shown, sufficiently described, and later danced all together in a small routine. This part of the lesson was enjoyed by the pupils the most.

Last but not least was a short stretching that should be included in every PE. The orders to the pupils were in English and an additional explanation was shown illustratively. After the lesson was finished, the pupils seemed happily exhausted. In this lesson no problems with behaviour emerged, except for ordinary comments on the classmates.

5.14.   Commentary on the lesson with 2.B

Although this class was different than the first one, the PE lesson passed similarly. The introductory part with instructions, rules, and the plan of the lesson seemed to be understood and thus the pupils were told to run around the gym. What was special about this class is that it was full of sportspeople who enjoyed PE, running, and other physical activities. Thanks to this, nobody commented on the running.

The next part of the warm-up – workout - got them all involved both physically and mentally. As was later found out, all of them enjoy working out, whether at home, or in a gym. The pupils were told to pair up, so that they were able to make the pair exercises. However, the count of pupils was odd so the teacher joined the activity as well. The pupils were so enthusiastic and eager for the workout that they did not want to stop.

The enthusiasm faded away when the dancing part began. It was interesting to watch so many sportsmen struggling with simple movement, such as bending of the knees, leaning forward or backward, etc. The problem was probably the rhythm. However, the level of concentration was abnormally high. The fact that these pupils were used to do sports and then all of a sudden they were not able to manage this physical activity, created an interesting state of their minds. After a while they were told to loosen up, in order to enjoy the fun, because there was no competition or competing. Bit by bit, the pupils started to laugh, make funny comments, and enjoy the lesson.

As the lesson was almost over, the stretching had to come. Even though the pupils were advised what to do and how to do it, they knew most of the exercises, so the stretching went really smoothly.

5.15.   Commentary on the lesson with 2.C

This lesson was the last lesson of the first part of the project. The expectations were set higher than they should because, unfortunately, this was the worst of the three. The pupils seemed bored from the very beginning of the introductory part. Their attendance was the only thing they brought to the lesson.

Having commented on the running part with the *why?* and *how many?*, it was sure that the workout would not turn out well. Laziness spread over the gym and the atmosphere

was just wrong. Support and enthusiasm of the teacher had no great effect on the pupils and their Czech comments did not stop even after being told not to speak Czech.

The only thing they positively reacted to was the music. It was the first spark of something positive coming from the pupils towards the teacher. The enthusiasm did not rise, however, the concentration did, and so the lesson finally went with a swing. During the hip-hop steps, the pupils were laughing and repeating the names of the steps, as if they were some solid jokes. Yet their reactions were taken positively because at least there were some reactions.

Nevertheless, the final part could not get along without comments such as *can we go home now?* or *Do we really have to?* When the lesson was over, the pupils left with the same zero energy they put into the lesson.

5.16. Comparison of all three PE lessons

All three lessons were good, went smoothly and according to the plan. I was not sure if everybody would do what I wanted, however, they behaved quite well. The lesson plan was kept and the activities provided enough stimuli for both language improvement and motion. According to the Chart 2 in the Research Project chapter (5.2) there are two ways to compare – horizontally and vertically. Horizontally means comparing one class and its development, improvement. Vertically stands for comparing the three classes within one lesson. This chapter can use the vertical comparison.

Comparing the classes vertically, taking all three lessons into consideration, the 2.A transpired as the best in the PE. They cooperated in all parts of the class - not only they tried to handle new challenges which in this case were all connected with hip-hop steps but they also tried their best to work in English (after being reminded to do so). Of course that there were comments about the activities, however, in general terms, this class managed both parts – the language and the PE content. Fortunately, the 2.B and 2.C were not bad as well. The 2.B was the best of all three in terms of movement, their relation to physical activity, and their attitude towards it; however, making them talk in English was not that easy. The 2.C could be evaluated as the worst in terms of unwillingness, the lack of enthusiasm for movement, however, when it came to dancing, they started to cooperate. I think it was probably due to the fact that they felt that it is something interesting,

something popular. Yet the warm-up and stretching were not well accepted.

I would say that these classes served its purpose – after the lesson, most of the pupils seemed that they had fun, were tired out, and were asking if I would come the next lesson as well. This fact from my observations was taken as a positive indicator of a successful motivation.

## 6. Research findings and recommendations for practice

This chapter presents findings that were obtained throughout and after the project that was executed in January 2017 at Gymnázium Boženy Němcové. There are four subchapters, which provide all the necessary information – first, there are questionnaires thanks to which the data was collected, graphically depicted, and commented. Then there is a chapter in which the horizontal comparison of the lessons is presented. The next chapter sums up the research, so that it is clear that the goals were achieved. The last part of this chapter offers some ideas for another usage of the project.

6.1. Questionnaires

In order to obtain information about the efficiency of the project, the questionnaires were put together and then given to the pupils. The process of distribution of the questionnaires was followed by an oral explanation of each question with comments in Czech, when necessary. The pupils had about 10 minutes to fill in the questionnaires.

The questionnaires were filled in by 34 pupils – 24 girls and 10 boys. Concerning the age of the pupils, 21 of them were 14 years old, 13 of them were fifteen. The rest of the data acquired is graphically depicted below.

1. Question: *How would you mark both English classes (in the classroom) of this project?*
    1. A(=1)
    2. B(=2)
    3. C(=3)
    4. D(=4)
    5. E(=5)
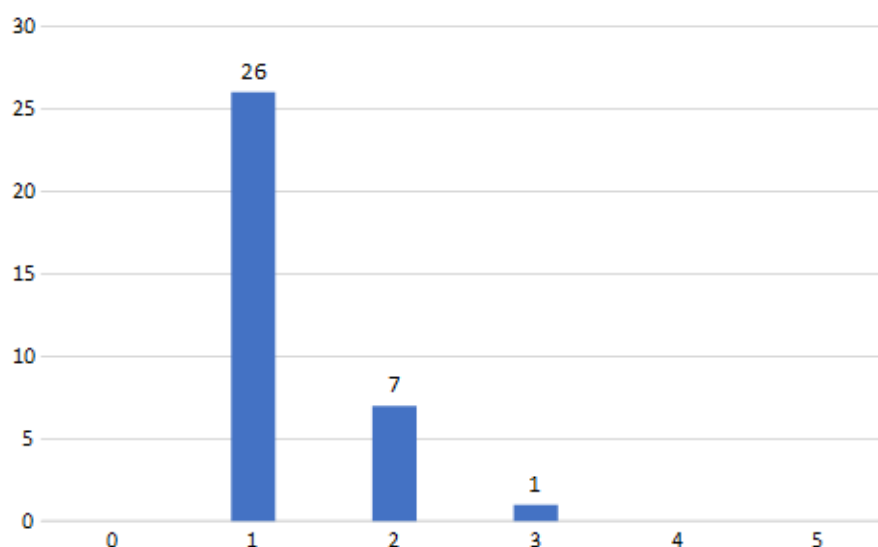
The graphic depiction shows that the majority of the pupils who attended the English classes were satisfied. When expressed in the percentage, the number of pupils who answered with 1 is 76, 47%.

The following question was designed to explain the possible dissatisfaction or suggestions.

2. Question - *What did you like in these classes? Would you change something?*

The majority of the pupils (30) wrote that they liked it and would not change it. One person wrote he did not like it and would prefer a common English lesson; three pupils did not answer this question at all.

3. Question - *How would you mark both PE classes (in the gym) of this project?*

    1. *A(=1)*
    2. *B(=2)*
    3. *C(=3)*
   4. *D(=4)*
    5. *E(=5)*
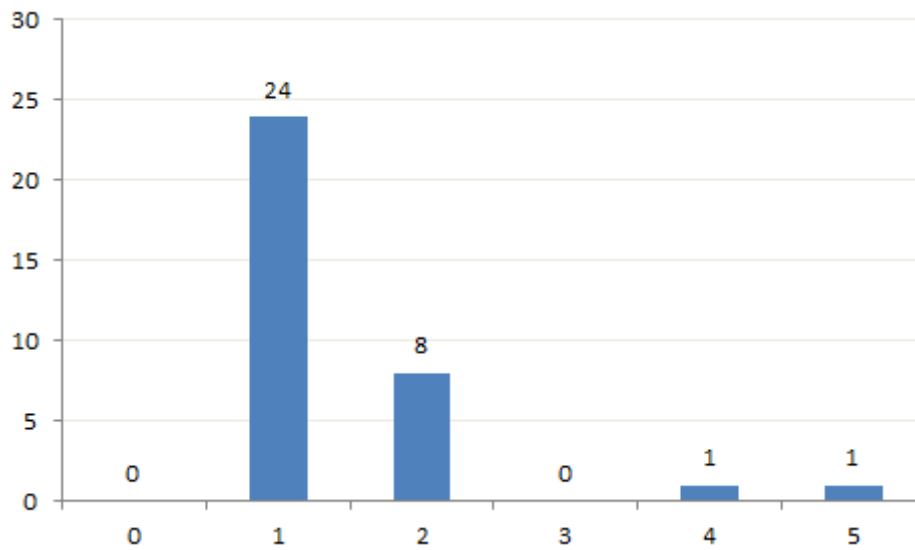
This graphical depiction shows again a very positive trend, however, there are also two people answering with a worse assessment – expressed in a percentage there is 70,5 % of pupils whose answer was one, 23,5 % of pupils who answered with two, and then 2,9 % for answers four and five.

As in the previous diagram, the following question serves for the explanation or justification of the question three.

4. Question - *What did you like in these classes? Would you change something?*

   As in the question two, most of the pupils (29) answered positively, changing and suggesting nothing. Four pupils did not answer and one pupil wrote that he did not like dancing and would rather have a usual PE class.

5. Question – *Can you imagine having all PE lessons in English? (or at least some)*
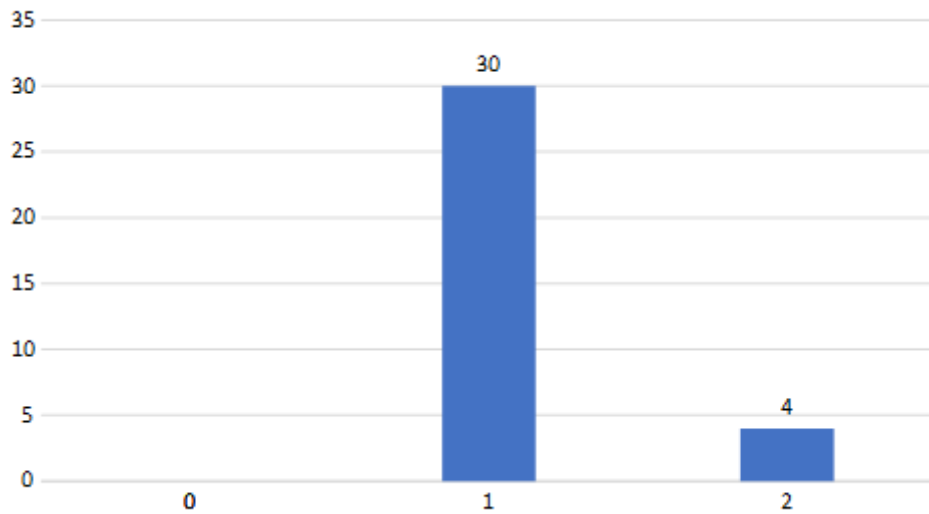
This question was positively answered by 88% of the pupils, whereas 12% filled the questionnaire with a no.

6. Question - *Do you think this method of learning would help you learn new vocabulary, conversational skills, etc. easier than a usual English lesson?*
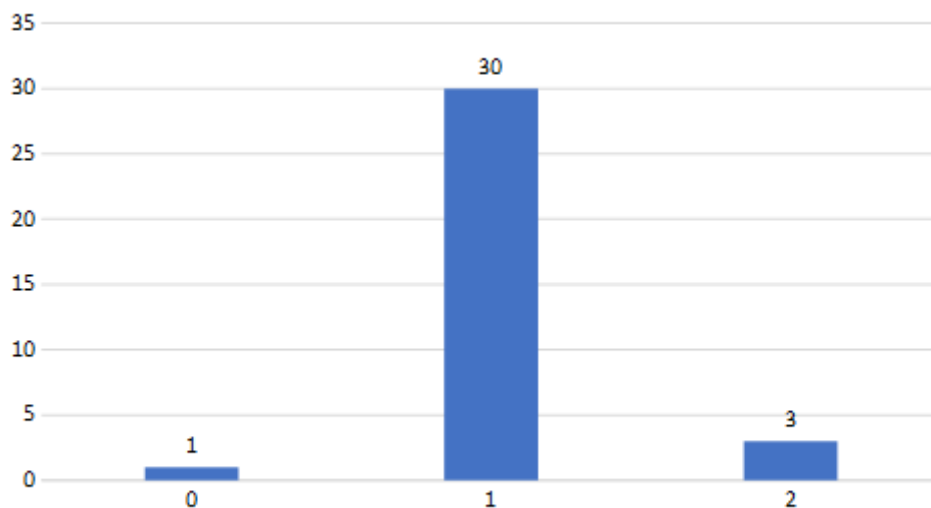

Even though the answers to this question are probably a bit vague, I think the pupils still can tell if something suits them better or not. 88, 2 % of them think this method would be better for their studying although they have undergone only a limited

number of lessons. 8, 8% think this is not suitable for them and 2, 9% (1 pupil) did not answer.

7. Question - *The topic of these lessons was the hip-hop culture. Did you find it interesting?*

       1. *Yes*
       2. *No*
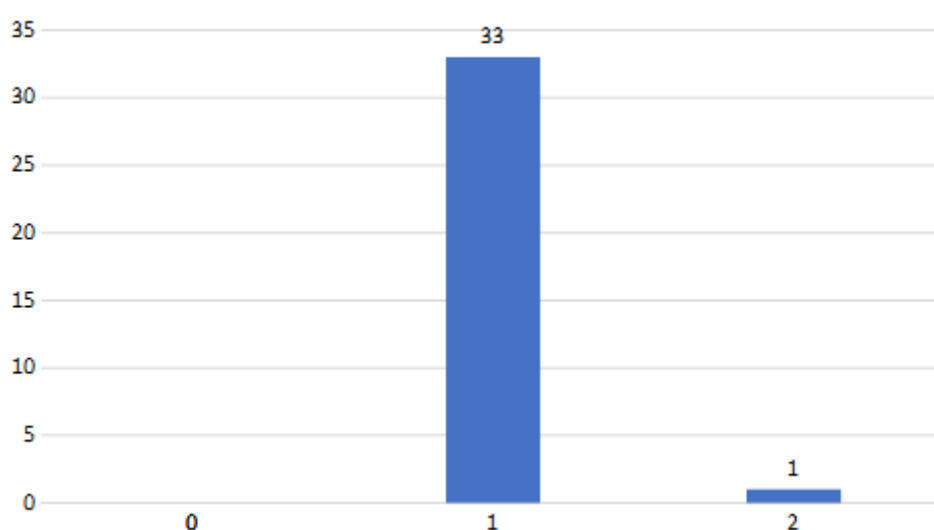
This graphical depiction shows us that 97% of the pupils find the topic of the lesson interesting. Only 1 pupil did not. The question was ingeniously put together in order to bear out or disprove, if the few pupils who did not like either the English lesson, the PE lesson, or both based their dislikes on the topic of the lesson. And thus as can be seen in the chart, the reason for disliking the lessons was not the topic of the lesson. The reason must have been elsewhere.

8. Question - *Would you like to have more topics that would suit you in the class? What would you be interested in?*

Of all the questions in the questionnaire, this one was the most interesting. The pupils were to suggest a topic from their leisure time that could be later used as a topic of the lesson. Their suggestions were: athletics, volleyball, books, music, creativ-

ity, cooking, singing, swimming, travelling, movies, cosplay, anime, PC games, sewing, basketball, and chess.

With hindsight, the question should have been split into two because some pupils only answered the first part with "yes" or "no" and forgot to write down what they would be interested in.

6.2. Another comparison of the lessons

In the chapter 5.16 – Comparison of all three PE lessons, there is an explanation of two ways of comparing the lessons of this project. The vertical comparison is presented in that chapter and the horizontal is presented in this chapter.

Comparing the lessons horizontally, the most constant state had the 2.A. They did not change during the project, were dynamic and they did not show me much of other behaviour than the good one. Their working attitude in the lessons was fine and I would not criticise them for anything – they were a naturally good class. The 2.B, on the other hand, showed more of an improvement than 2.A. My first impression of them is that they were shy, not so skilled in English, and not so talkative; however, throughout the first two lessons their attitude changed in a good way. The stress, the shyness, the taciturnity faded away and they began to behave in the way every teacher would want. The 2.C was less talkative, most shy, and probably the least interested in English. Yet even with this class an improvement was observed – not that significant, however, every improvement should be taken positively. In comparison with the other two classes they showed the worst level of English, which was the biggest barrier and such barrier cannot be removed in four lessons. Fortunately, a slight change was observed within a few pupils who were then the leaders of the lesson and the rest of the class just sat back and followed.

6.3. Research findings

In the final analysis it is important to say that even though some aspects of the project were unfavourable (the level of English of some pupils, their shyness, taciturnity…), in general the project was successful. As shown above in the commentaries of the lessons, the pupils had fun (according to my observation and according to the questionnaires), there was a certain level of improvement and development within the classes (concerning language, enthusiasm, shyness…), and after all most of the pupils would like to continue in

such education.

Another good aspect of the project was its complexity. The effect was not only within the language development or motivational development. A very important role above these parts of the project is the fulfilment of the competences. The pupils were communicating together, listening to each other, using appropriate arguments, formulating and expressing their own ideas about the topic – all these are to be found in the communicative competence. It also complies with the social and personal competence – the pupils were cooperating, working in a team, trying to succeed as a team. The cooperation surely contributed to the creation of a friendly atmosphere and strengthened pupils' relationships. The discussions that were held certainly improved pupils' ability to express themselves but also to accept other opinions and learn from them. In fact the whole project is also a great example of using cross-curricular relations, in order to make the education more complex.

Given these points, it is easy to understand that the execution of the project had what it takes to be successful. The problem that was noticed after its successful execution is that the whole process was too short-term. In order to provide more complex and reliable outcome it would be necessary to create a long-term version of it. The long-term version would have to be more varied in terms of different PE content and a more advanced concept. The classroom content would also have to go deeper in the topic, in this case showing various aspects of the hip-hop culture and dancing.

The short-term version shows success and positive attributes of the project; however, one cannot be absolutely sure whether the outcome is a result of the planned action, or maybe a result of the phenomenon of newness in the education (new teacher, new energy…). In a further execution of a project of a similar character, the evaluation would have to be set more specifically, more precisely. In retrospect I realized that the borders of the project were not firmly established. The observation used in this project is on one hand a fine way to evaluate it; however, on the other hand the validity of this could be taken as vague and not detailed enough. This could be prevented by setting specific goals that the pupils would have to achieve, in order to measure the execution. That would help to any further research and would also ease the preparation of the teaching.

6.4.Suggestion of possible use

This part of the thesis presents possible use of the project for future teaching. The questionnaires, used for this project, provide a wide range of different leisure time activities of the pupils. These activities could be used as a foundation stone of a further usage of this project. Any teacher who would be interested in such project should first question the pupils about their leisure time activities, in order to make the lesson exactly according to the interests of the pupils. Of course, such lessons focus mainly on the vocabulary; however, even grammar can be used if it is thought through carefully.

In this part I will focus on various activities based on the pupil's suggestions. The first one to use is *sports* in general; however, each sports activity can be adapted to this. I would use the same scheme as I used in my project – that is one lesson in the classroom, one lesson in the gym, so that the pupils are well prepared for whatever awaits.

The lesson could start with a warm-up, in which the pupils would switch into another language and got ready for the topic. This warm-up can consist of simple questions, it can be a more elaborated activity, such as the Because game, in which a teacher says a sentence and the pupil has to finish the sentence with because. With connection to sports, let's say volleyball, the sentence could be as simple as "I play volleyball." The pupil then should continue and say "I play volleyball because it is fun." Another student would say "It is fun because it is played in teams." This can go throughout the whole class and not only the students are warmed-up but the topic is well prepared as well.

The next activity I would choose would be brainstorming. I would use a volleyball - such ball would be thrown into the class and whoever would catch it would go to the blackboard and would write a word connected with the topic. After few rounds and several words on the blackboard, the terminology explanation would come. The words like throw, dig, pass, block, hit, serve, point, etc. would be explained. (Basic Volleyball Rules and Terminology, 2017, [online]) After all the pupils would know the meanings of all the words (that are also written on the blackboard) I would use a balloon to play a game based on the volleyball. It would work in a way that the pupils would have to say or shortly describe their actions. For example when I throw the ball I would say *serve*. The person who has the ball then would say *block* or *dig*, or any other word that would suit the situation.

This exercise would not only bring fun to the class but also would make the pupils use the expressions in the real time. It would also be great to have the pupil whose activity is being presented, to come with some sort of their point of view, so that the lesson would become more personal and the pupils would get to know each other even better.

The lesson in the gym would begin with a short revision of both vocabulary and the rules of the game, so that everything was clear. The main activity of the lesson would be the volleyball itself and it would be in English only. If a teacher would like to use the topic for more classes, the other lessons in classroom could consist of some videos, more specific vocabulary, etc. However, according to my opinion two lessons would be enough and the vocabulary could then be revised within another topic.

Another topic that could be used in the English lesson could be cooking. It could be also connected with a common topic – food. The lesson could be preceded by a homework in which everybody would have to bring a recipe for their favourite meal, so that the pupils would be ready for such topic. The lesson would then begin with a warm-up activity, where the teacher would question the pupils about their favourite food. In the next activity the pupils would be given two cards with a picture of an ingredient. Their task would be to go through the class and ask their classmates about a type of food they have on their cards in order to find other ingredients, with which they would be able to prepare a meal (each meal would consist of four cards – a possible set could consist of *pasta, tomatoes, pesto, and Parmesan cheese*). When all the meals would be completed, the process of the cooking could be explained. The vocabulary would then have to be explained. Other activities could be role playing, watching cooking show videos, etc. The best part, however, would be connecting this with the cooking classes that are in the sixth grade. Of course, the level of English would be lower; however, it could work even with simpler vocabulary. Or the other possibility would be to take them into that class even in higher grades, trying to cook something. The process would be described; the ingredients would be named, etc. It could also be connected with some grammar, such as the present simple and present continuous. I can imagine sentences such as "while the water is boiling we will prepare the meat…" Not only this would help with cooking skills and its vocabulary but the pupils would also hear the grammar they talk about in English lessons in the real life.

Obviously, any leisure time activity could be used for this project and connected with some other subject. Geography could be connected to travelling; PE could be used for all the sports activity; cosplay, anime, pc games could be interweaved with computing; music and singing could be applied into musical education. These are just a few examples taken from the questionnaires, however, the range of activities and their use is much longer.

Conclusion

As can be seen in this thesis, the topic that is covered is very complex, using various sources and subjects. Current education mainly works with educational topics that are separated from the complexity of education. Such teaching means using worn out topics such as *food, sports, hobbies, etc.* The aim of this thesis was to prove or disprove whether the idea behind this motivates pupils towards further learning, further education. It was designed to show if leisure time activities can improve the interest towards studying English. The topic used for this project was my leisure time activity – street dancing. It was also presented in such way. Thanks to this, the pupils got to know me – their host teacher – better. In this way every pupil could present himself and his leisure time activity to the classmates and thus the relationships in the class would improve, strengthen.

This aim was fulfilled according to the observations made and also according to the questionnaires that were given to the pupils at the end of the project. The overwhelming majority of the pupils were satisfied, saying they would like to have such lessons regularly. These students also suggested topics they would incorporate in the lessons. In this case these were the main indicators of the project's successfulness. Not only the questionnaires attested to the successfulness of the project but also the observations made throughout the execution of the project. After each lesson the observations were recorded via a voice recorder and then used to support the evaluation of the project. These observations may be taken as subjective; however, that is one of the negative aspects of this research method.

All things considered, for the future usage of this idea or for further research of this method, more specific goals should be set, in order to present concrete facts that would show the usefulness of this method. It certainly is innovative and brings more interest to the teaching process but it cannot be asserted that this is valid on a long-term scale. However, that does not mean it is not – maybe it is valid on both short- and long-term scales. Yet, such statement would have to be proved, in order to be presented officially and such proof would have to be supported by another research and evidence.

A greatest contribution is also seen in the pupils' cooperation. Throughout the project they had to work together which certainly boosted their relationships. This is where I see the complexity – not only it gives the pupils new knowledge of a topic they may not have known before, not merely they improve their language skills via speaking, listening,

writing, or reading in the lesson, but they also work on their social skills without even knowing it. They may have worked with classmates they do not usually work with; they may have supported them in the PE during partner exercises. These moments are priceless for further development of one's personality.

I would be really interested in a further research – this time long-term. The research method and the actual execution would have been chosen differently, and it would be interesting even for me to create a lesson, where the pupils would give me the topic and I would help them with creating some outcome (an activity, presentation…) and then I would create activities based on the topic they would have given to me. According to my opinion this would also help the relationship between the teacher and the student. What I think would also be important would be the time spent with the classes before the project. This would help to get to know the pupils better and thus I would be able to adjust some activities to the particular classes.

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Appendices

List of appendices

1. **Worksheet no.1**

A Brief History of Hip-Hop *(Adapted from EducationWorld.com)*

The culture, music, and lifestyle known as **hip-hop** began in the Bronx in New York City. At house parties and community centres, DJs mixed songs from different records together. They started extending short drum breaks into longer dance mixes by switching between record decks. (A "**break**" may be described as the part "when the song takes a breather, drops down to some exciting percussion instruments [like the drums], and then comes storming back again.") Bronx DJs experimented with touching and moving vinyl records with their hands. They also used electronic sounds coming from other places, like Europe.

In 1973 **DJ Kool Herc** DJed his first party in the South Bronx. The South Bronx was a poor neighbourhood isolated from the rest of New York. One factor in this isolation was construction of the Cross Bronx Expressway, which created a scenery of rubble and destruction in neighbourhoods it ran through. Young people of color found their own way to make these bleak surroundings positive and beautiful. They spray-painted and danced on cardboard they laid on the ground. Hip-hop parties became positive alternatives to gang violence.

Kool Herc, who became known as the father of hip-hop, formed the basis of hip-hop music by experimenting with instrumental breaks of funk, soul, and R&B songs. In the following years, hip-hop pioneers such as Afrika Bambaataa, Grandmaster Flash, and Grandmaster Caz start DJing at parties across the Bronx.

The story of **Afrika Bambaataa**—a former gang member who took a life-changing trip to Africa that resulted in his name change and his efforts to transform the South Bronx community—shows how the emergence of hip-hop is connected to identity, race, and place. He said: "**A lot of times, when people say hip-hop, they don't know what they're talking about. They just think of the rappers. When you talk about hip-hop, you're talking about the whole culture and movement.**" Afrika Bambaataa thus defined the **four elements** of hip-hop culture as:

- **DJing** – The art of spinning records at a dance party and picking out songs in a crowd-pleasing sequence. Also, the art of touching and moving records with your hands.

- **Breakdancing** – A style of dancing that includes gymnastic moves, head spins, and backspins. Young people who were into dancing to the breaks at Bronx parties started calling themselves B-boys and B-girls, and their style of dancing came to be known as **breakdancing**. B-boys, B-girls, and members of the Zulu Nation made breakdancing popular.

- **Graffiti** – Visual art, an expression of youth culture and rebellion in public spaces. The first forms of subway graffiti were **tags**, or signatures of someone's nickname or crew (group of artists that work together). It has evolved into elaborate scripts, color effects, and shading.

- **MCing** – MC is short for "Master of Ceremonies." MCs originally hosted parties and introduced tracks to the dancing audience. Eventually, the term was used to describe rappers. **Rapping** is the art of saying rhymes to the beat of music. It comes out of the African-American oral tradition of using rhyming language to ridicule people in a clever way. In the early 1970s, this developed into **street jive**, a type of half-spoken, half-sung urban street talk. Rapping also has roots in Jamaican toasting, a type of lyrical chanting. So MCing is the lyrical, verbal, or spoken, part of hip-hop music.

Education World [online]. Education World, 2017 [cit. 2018-04-02]. Accessible from: http://www.educationworld.com/a_lesson/what-is-hip-hop.shtml

2. Worksheet no.2

WHAT CAN YOU DO WITH DIFFERENT PARTS OF YOUR BODY??

3. Common European Framework of Reference for Languages (global scale)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

COUNCIL OF EUROPE, COUNCIL FOR CULTURAL CO-OPERATION, Education COMMITTEE, MODERN LANGUAGES DIVISION a STRASBOURG. *Common European framework of reference for languages learning, teaching, assessment*. [online]. 2001 [cit. 2018-05-02] Accessible from:
https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

4. Questionnaire

Questionnaire

(circle the answer that suits you the most)

(you can answer the open questions in Czech)

1. Gender:
    1. male
    2. female

2. Age:
    1. 13
    2. 14
    3. 15
    4. 16
    5. other

3. How would you mark both English classes (in the classroom) of this project?
    1. A(=1)
    2. B(=2)
    3. C(=3)
    4. D(=4)
    5. E(=5)

4. What did you like in these classes? Would you change something?

_____

_____

_____

_____

5. How would you mark both PE classes (in the gym) of this project?
    1. A(=1)
    2. B(=2)
    3. C(=3)

4. D(=4)

5. E(=5)

6. What did you like in these classes? Would you change something?

_____

_____

_____

7. Can you imagine having all PE classes in English? (or at least some)

    1. Yes

    2. No

8. Do you think this method of learning would help you learn new vocabulary, conversational skills, etc. easier than a usual English lesson?

    1. Yes

    2. No

9. The topic of these lessons was the hip-hop culture. Did you find it interesting?

    1. Yes

    2. No

10. Would you like to have more topics that would suit you in the class? What would you be interested in?

_____

_____

11. Any other comments:

5. Lesson plan 3

Time	Action	Comment
1min	Introduction	
5 min	QUESTIONS 1) How did you enjoy the PE lesson? Did you like it? 2) Can you remember any step? (+can you show me?) 3) Was it difficult for you? 4) Do you remember anything from the previous lesson ?	
15 min	VIDEO - https://www.youtube.com/watch?v=gOaFUrecwGM 1)Watch the video carefully and try to catch the phrases in which these words are used: GIG DISCOURAGE BUST BREED PEDIGREE 2) After the video – What was it about? Who is Tricia Miranda?	(his first gig, don't let it discourage you, bust a move, new breed of celebrity choreographer, she's got pedigree)
10 min	PANTOMIME - Groups of 3-4 students, each group gets a list of words connected with working out. The teacher tells each group, which word is their to perform and their task is to show the others this word with pantomime. The others have to, of course, guess the right word. - squat (dřep), push-up(=klik), stretch (= protáhnout), plank (=prkno), perspiration (=pocení), sit-up (=sed-leh), inhale-exhale (=nádech, výdech)	
8 min	PAIR WORK	

	Each pair has to create their own workout plan, using the words they have (+ add some more if they know). Then they share their workout plans with the rest of the class. Is there anything that their workouts have in common? (e.g. They begin with a warm-up, end with some stretching,...)	
6 min	REVISION Which parts of the body and their specific moves do you remember? Can you show it? Which workout exercises can you remember? How does a good workout look?	

6. Commentary on the lesson with 2.A

After the first half of the project, another lesson with 2.A took place. It began with a revision from the previous lesson – the pupils were asked if they remembered anything from the previous lesson. Their answers were connected with the four elements of Hip-hop, the emergence of Hip-hop in Bronx, and they also mentioned a few steps from the PE lesson. The upcoming activity was a YouTube video with a worldwide known choreographer Tricia Miranda, teaching her class in Los Angeles. The task was to first listen to it and catch as many information as possible. The video took their attention and nobody said a word. The pupils found out a lot of information from the video – they noticed that a child speaking in the video was 10 years old, practicing 4 hours a day; they also noticed that Tricia Miranda choreographed for Beyoncé, etc. After this, five words were written on the blackboard and the pupils were told to listen to the video again very carefully, so that they would catch the phrases containing these words. The video was played once again and then the phrases were discussed. 2. A got three out of five correct. The rest was explained by the teacher. The word *gig* was new and the word *discourage* was guessed correctly by one girl who logically deduced its meaning. The next activity was connected with working out. The first question towards the pupils was if they worked out. Five pupils raised their hands and thus were asked to describe their workout exercises. Then they were split into three groups and their task was to come up with their own unique workout plan. Five minutes later, each group had to choose one of them to present the workout plan using pantomime. The other

groups had to guess/describe the exercises that were presented with pantomime. Most of the time the pupils knew the moves, however, sometimes the English word for the movement was not in their vocabulary and so they were helped by the teacher. The activity was full of laughter and the pupils enjoyed it. After all groups had presented their workout plan, the ideal workout plan was discussed and put together - beginning with some warm-up, then the actual working out, and then some stretching. Just as in the first lesson with these pupils, they were enthusiastic and talkative, full of energy.

7. Commentary on the lesson with 2.B

The second lesson with 2.B went just as well as the first one. The only thing that was different was the fact that this time the teacher was absent. At first this fact was scary, however, the pupils behaved well. The first few talks were connected with the previous lessons – the pupils described what we did and how they enjoyed it. After that the video with Tricia Miranda was played. The pupils loved it! They were enthusiastic about it and wanted to know more about the topic as a whole, however, did not catch so much information as the previous class. The task with catching the phrases was more difficult for this class – they caught only two out of five phrases. Afterwards the phrases were discussed and written in their vocabulary books. The next activity was the workout plan. This class had a big advantage of being a sports class – this fact was helpful for them to come up with their own workout plan. They knew most of the exercises in English; however, they had no experience with their written forms. All words were then written on the blackboard and the pupils had to rewrite them into their vocabulary books. Throughout the activity with groups and workout plans, one group of boys had a little fight over who will present their thoughts. After a while, the struggle was solved and the boys were able to present. The last discussion spontaneously turned towards nutritional supplements - whether to use them or not, who uses them, why, and how often.

8. Commentary on the lesson with 2.C

After the first two lessons with 2.C, there was a worry about the pupils being apathetic again. Fortunately, this time the pupils began to talk. Not that the lesson would be spontaneous without the teachers nudging, however, in comparison with the previous lesson, this one was way better. The pupils were answering the questions and remembered the previous lessons and their subject matter. The video caught their attention as well,

however, even after two times of watching it they caught nothing. Not only did they understand nothing but they also caught none of the phrases written on the blackboard. The video was then played for the third time and stopped in the moments of the appearance of the phrases so that the pupils knew what they were looking for. Maybe the blame could in this case go to the bad acoustics of the classroom. Surprisingly, the activity with the workout plan went great even in this class. One group called themselves *nerds* and came out with their own special workout plan for nerds consisting of computer games. The workout began with the easier ones and went on to some more difficult games. The other groups did just as well and this exercise was full of laughter. After that the ideal workout plan was discussed and the lesson was over.

9. Lesson plan 4

Time	Action	Comment
1 min	Introduction	
2 min	Warm-up – 5 rounds of running around the gym	
6 min	Warm-up 2 Partner workout 1) Platform push-ups 2) Forearm to forearm plank 3) Sit and stand 4) Leg circles	
15 min	Dance part - revision of the steps from the previous class new steps 1) FILA 2) HUMPTY HUMP 3) STEVE MARTIN 4) BART SIMPSON 5) PATTY DUKE	
5 min	Little routine made of these steps (+ the steps from the previous class)	
8 min	Stretching	
8 min	Questionnaires	

10. Commentary on the lesson with 2.A

Not surprisingly, even this lesson with 2.A was great. The pupils were full of energy and ready for anything coming their way. It began with some warmup in which the pupils had to work as partners in order to achieve the coveted warming and stretching. After that the pupils were given the names of the steps that were taught in the previous lesson and had to show the step - they were correct in four out of five steps. When the revision was over, five new moves were taught. The pupils were asking for the origin of the names of the moves. Some of them were explained, some were not due to a missing knowledge of the origin. The steps were taught first on the spot and then the pupils had to move with them into various directions. Later a small routine was made of these steps. To be at one with the theory that was taught in the English class, the dancing part was followed by a final stretching, so that the pupils' muscles were fine for the other day. The last eight minutes of the lesson were given the pupils to fill in the questionnaires.

11. Commentary on the lesson with 2.B

After two successful lessons with 2.B – a class full of sportsmen; it was expected to have another good lesson. Yet, this lesson was not that good. The pupils were boisterous and unruly already at the beginning of the lesson. The first part with the revision and warm-up was still kind of working; however, the dancing part was bad. The pupils were wild, showing a minimum of interest. Comments such as *I cannot do it!* and *I am not a dancer!* were probably the most frequent phrases used throughout this part of the lesson. After a while they were stopped and intervened that this is a PE in which they can learn something new and that nobody wants them to be the best dancers in the world, only to enjoy the activity and relax. After that their minds finally switched back to the old 2.B. The stretching afterwards helped them to be focused and so the mood of the lesson quickly turned back to a normal mode. It was probably the fact that they were sportsmen and enjoyed working out and stretching. Before the end of the lesson the pupils were asked to fill in the questionnaires.

12. Commentary on the lesson with 2.C

The last lesson of the whole project was a big surprise. 2. C – a class of pupils who were apathetic most of the time woke up and worked hard. The first activity – warm ups; was full of energy and enthusiasm. The pupils asked questions to particular exercises of the workout, so that they did exactly what they were asked to. The interest that the pupils showed was great and thanks to this interest the atmosphere in the class was uplifting. The dancing part was fun as well. These pupils showed that they did not care about how they looked or if they did good or not. The only thing they cared about was the fun. They enjoyed it, laughed; some of them were getting out of their minds but in the good way. The final part of the stretching was, unlike in the 2.B, not enjoyed that much, because the pupils wanted to dance and not to stretch. However, they were explained that this was an important part of the lesson, so that they knew when and how to do it correctly. After this the questionnaires were filled in by the pupils and the lesson was over.

13. FEP for BE (Czech version)

In this part the Framework Educational Programme for Basic Education is presented. The reason of the Czech language is that it is the latest edition. The English version will be presented as well, however, is 10 years older. The whole document is accessible from http://www.msmt.cz/file/43792/.

Vzdělávací obsah vzdělávacího oboru 1. stupeň
Očekávané výstupy – 1. Období
 ŘEČOVÉ DOVEDNOSTI
žák

- CJ-3-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně

- CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal

- CJ-3-1-03 rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu

- CJ-3-1-04 rozumí obsahu jednoduchého krátkého mluveného textu, který je pronášen pomalu, zřetelně a s pečlivou výslovností, pokud má k dispozici vizuální oporu

- CJ-3-1-05 přiřadí mluvenou a psanou podobu téhož slova či slovního spojení
- CJ-3-1-06 píše slova a krátké věty na základě textové a vizuální předlohy

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-3-1-01p je seznámen se zvukovou podobou cizího jazyka

Očekávané výstupy – 2. období

POSLECH S POROZUMĚNÍM

žák

- CJ-5-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností
- CJ-5-1-02 rozumí slovům a jednoduchým větám, pokud jsou pronášeny pomalu a zřetelně a týkají se osvojovaných témat, zejména pokud má k dispozici vizuální oporu
- CJ-5-1-03 rozumí jednoduchému poslechovému textu, pokud je pronášen pomalu a zřetelně a má k dispozici vizuální oporu

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-5-1-01p rozumí jednoduchým pokynům učitele, které jsou sdělovány pomalu a s pečlivou výslovností
- CJ-5-1-02p rozumí slovům a frázím, se kterými se v rámci tematických okruhů opakovaně setkal (zejména má-li k dispozici vizuální oporu) - rozumí výrazům pro pozdrav a poděkování

MLUVENÍ

žák

- CJ-5-2-01 se zapojí do jednoduchých rozhovorů
- CJ-5-2-02 sdělí jednoduchým způsobem základní informace týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat
- CJ-5-2-03 odpovídá na jednoduché otázky týkající se jeho samotného, rodiny,

školy, volného času a dalších osvojovaných témat a podobné otázky pokládá

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-5-2-01p pozdraví a poděkuje
- CJ-5-2-02p sdělí své jméno a věk
- CJ-5-2-03p vyjádří souhlas či nesouhlas, reaguje na jednoduché otázky (zejména pokud má k dispozici vizuální oporu)

ČTENÍ S POROZUMĚNÍM

žák

- CJ-5-3-01 vyhledá potřebnou informaci v jednoduchém textu, který se vztahuje k osvojovaným tématům
- CJ-5-3-02 rozumí jednoduchým krátkým textům z běžného života, zejména pokud má k dispozici vizuální oporu

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-5-3-02p rozumí slovům, se kterými se v rámci tematických okruhů opakovaně setkal (zejména má-li k dispozici vizuální oporu)

PSANÍ

žák

- CJ-5-4-01 napíše krátký text s použitím jednoduchých vět a slovních spojení o sobě, rodině, činnostech a událostech z oblasti svých zájmů a každodenního života
- CJ-5-4-02 vyplní osobní údaje do formuláře

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

Žák

  - je seznámen s grafickou podobou cizího jazyka

2. stupeň

Očekávané výstupy

POSLECH S POROZUMĚNÍM

žák

- CJ-9-1-01 rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně
- CJ-9-1-02 rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-9-1-01p rozumí základním informacím v krátkých poslechových textech, které se týkají osvojených tematických okruhů
- CJ-9-1-02p rozumí jednoduchým otázkám, které se týkají jeho osoby

MLUVENÍ

žák

- CJ-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích
- CJ-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech
- CJ-9-2-03 vypráví jednoduchý příběh či událost; popíše osoby, místa a věci ze svého každodenního života

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-9-2-01p odpoví na jednoduché otázky, které se týkají jeho osoby

ČTENÍ S POROZUMĚNÍM

žák

- CJ-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech

- CJ-9-3-02 rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-9-3-01p rozumí slovům a jednoduchým větám, které se týkají osvojených tematických okruhů (zejména má-li k dispozici vizuální oporu)

PSANÍ

žák

- CJ-9-4-01 vyplní základní údaje o sobě ve formuláři
- CJ-9-4-02 napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat
- CJ-9-4-03 reaguje na jednoduché písemné sdělení

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- CJ-9-4-03p reaguje na jednoduchá písemná sdělení, která se týkají jeho osoby

14. FEP for BE (English version)

This version was not used in the text due to the fact that it comes from 2007 and there is a new version from 2017, however, not in English. The whole document is accessible from http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf.

FOREIGN LANGUAGE Educational content of the educational field

 Stage 1

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 1

Pupils will

- pronounce and read correctly in terms of phonetics an appropriate vocabulary range

- understand simple instructions and sentences and respond appropriately

- distinguish between the written and spoken form of a word

- understand the content and meaning of a simple, slow and carefully pronounced conversation between two people, provided there is enough time for understanding

- use an alphabetical glossary in a textbook

RECEPTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

Pupils will

- understand familiar words and simple sentences related to the topics being covered

- understand the content and meaning of simple authentic materials (magazines, pictorial and listening materials) and use them in their activities

- read a simple text aloud containing familiar vocabulary; reading is fluent and phonetically correct

- find necessary information in a simple text and formulate an answer to a question

- use a bilingual dictionary

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

Pupils will

- form a simple written message, short text and response to a message that is correct in terms of both grammar and form; fill in a form with their personal data

- reproduce, both orally and in writing, the content of a text and simple conversation of appropriate difficulty

- modify short texts while adhering to their meaning

INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

Pupils will

- participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the required information

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected outcomes

Pupils will

- read aloud texts of appropriate length, fluently and respecting the rules of pronunciation
- understand the content of simple texts in textbooks and the content of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts
- understand simple and clearly pronounced speech and conversations
- infer a likely meaning of new words from context
- use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes

Pupils will

- form a simple (oral or written) message related to a situation from family and school life and other studied theme areas
- create and modify grammatically correct simple sentences and short texts
- provide a brief summary of the content of a text, speech and conversation of appropriate difficulty
- request simple information

INTERACTIVE LANGUAGE SKILLS

Expected outcomes

Pupils will

- in a simple manner, make themselves understood in common everyday situations.

15. FEP for GS (English version, 2007)

The whole document is accessible from http://www.nuv.cz/file/161.

Educational Content

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- understand the main points and ideas of an authentic oral expression with a rather complex content on a current topic and express its main as well as complementary information.
- distinguish between individual speakers in a discourse, identify different styles, emotional tones, opinions and attitudes of the individual speakers .
- understand the main points and ideas when reading an authentic text or written expression with a rather complex content on a current topic.
- identify the structure of a text and distinguish between the main and complementary information.
- find and accumulate information on a less common, specific topic from various texts and work with the information acquired.
- infer the meaning of unknown words based on already acquired vocabulary, context, knowledge of word formation and cognates.
- utilise various types of dictionaries, informative literature, encyclopaedias and media.
- read literature in the language of study with comprehension.
- describe the plot and the sequence of events in a film or play.

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- formulate her opinion in such a way that she is understood, using correct grammar, spontaneously and coherently.

- reproduce freely and coherently an authentic text with vocabulary and language structures characteristic of a rather demanding text which he has read or listened to.

- present a coherent speech on an assigned topic.

- create lucid texts on a wide range of topics and express her attitudes.

- describe in detail his surroundings, interests and activities related to them.

- structure formal as well as informal written expressions logically and clearly, using different styles.

- receive information of a rather complex content with a good degree of comprehension and be able to convey it in such a way that she is understood while using grammar correctly.

- use a broad general vocabulary to develop argumentation without reducing the content of the communication.

- employ monolingual and specialised dictionaries when writing on selected topics.

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- express and defend his ideas, opinions and attitudes using appropriate written as well as oral forms.

- comment on and discuss various opinions on non-fiction and fiction texts adequately and using correct grammar.

- react spontaneously and using correct grammar in more complicated, less common situations while using appropriate phrases and expressions.

- communicate fluently on abstract as well as specific topics in less common or specialised situations, respecting the rules of pronunciation.
- begin, carry on and end conversations with native speakers and join in active discussion on various topics concerning more specialised interests.