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**Teaching history of English speaking countries in the lessons of English**

**Závěrečná práce**

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**ABSTRACT**

Although history teaching in the lessons of English is a well recognized feature of language teaching, little research has been undertaken on their effectiveness. In this study, we analyze the methods, sources and ways how to prepare materials suitable for learners' acquisition of history. The research showed that students consider history as a science highly important and they feel that history exercises are useful for their English skills improvement as well as for their knowledge from the history area that can be used further. This finding suggests that history should be part of English lessons as important motivational aspect.

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Abstract

Theoretical part

**THEORETICAL PART**

## 1. Introduction

This final project covers history implementation into the lessons of English. It focuses on applying history topics on grammatical and vocabulary exercises and to create activities that support improving learners' skills. The aim of the research was to prove that through history teaching it is possible to improve learners' foreign language ability and awareness. The reason why I am interested in this issue is that I have always been keen on history and I was curious about the changes that teaching history in English can bring.

The theoretical part includes deep study of materials that helped me to work on my final project. The reason of sequencing particular chapters is explained in the following sentences. The group of pupils, where I did my research, was at teenage age. During this period, there are many typical problems that relates to school that are listed in the second chapter. The one of the most serious problem is lack of motivation. The third chapter called motivation focuses on motivational problems and suggests advices how to prepare to the lessons in order to raise motivation. Nowadays trend in language education is aimed on skills and competencies development. Therefore I decided to explore language skills in detail because aim of the activities is to practice language skills.

The reason I chose CLIL and Framework Education Programme for Basic Education was that history in English language teaching is supported by ideology of CLIL. Framework Education Programme is mentioned here in order to explain key competencies. Some of the activities are aimed to practice them. The Internet is important issue for research. Most exercises and activities are based on the Internet. While creating exercises in software, there might be problem with copyright. It is mentioned in the Internet chapter, also. The last theme covers computer applications in which I created activities for pupils. In practical part, there are described the schools where the history activities were experimented on pupils, then there is process of material preparation and their presentation described. The research is analyzed at the end of my Final project.

2. **Teaching teenagers**

### 2.1     Physical development

Teens are aged from 11 to 15. Maturing people or adolescents are aged from 15 to 22(Langmaier, Krejčířová; 2006).  After that, they become adults. The typical characters of teenagers are physical changes that are most radical from the human overall development. It is caused by hormone signals going from the brain to gonads. Boys become men and little girls gradually turn into women. The physical changes are mainly in shape of a body. Girls´ hips enlarge and lacteal gland develops. Boys suffer from voice mutation. At the first stage of puberty, there is typical muscular growth and first mature signs such as pubescence, genital organs transformation, a mature appearance and acne troubles. The movements become balanced, there is better coordination. Girls usually experience body changes earlier than boys; on the average, they are taller at the first stage of puberty. All these physical changes influence social development and behaviour of teenagers.

### 2.2     Social development

The most typical character of teenagers is gradual self-reliance. Youngsters no longer feel dependence on their family, parents. They want to be unaffiliated to family and home and therefore they behave like this. Some parents might be hurt and consider such behaviour as a show of ingratitude of their children. This part of social development is very important for teenagers because they become act independently and see themselves as unique human beings. They value their uniqueness and they are not shy to express their own opinion. Other typical feature of expressing their self-reliance is in their fashion style and in imitation of adults. They copy behaviour of adults. Teenagers can start smoking, drinking alcoholic beverages or use invectives during their speech a lot. This characteristic is typical but it does not mean that each teenager behaves like this.

 Teenagers need to have their own opinion and usually the one that is different from the adults (parents, teachers). They are individualists in their opinions and life style but no longer socially. They are often grouped according to the interest, sex or age. They often change their best friends and they are very competitive in popularity among their classmates. There is a problem they have to deal with for quite a long time. Teenagers are not children any more but they are still not adults. They are not accepted as adults

in society because there are still infantile signs in their behaviour. They do not know who they are and where they belong to. It is difficult to choose a good approach to them. Langmeier and Krejčířová conclude that they appreciate mature and rational approach from their parents or teachers (Langmeier, Krejčířová, 2006).

### 2.3    Cognitive development

On average, 11 year old teens are able to think logically. There is another format of mental process. Teens can think about thinking, they are able to classify logically (Langmeier, Krejčířová, 2006). Abstract thinking becomes at the beginning of puberty but develops during the second stage of puberty. There is ability of hypothetical, logic and rational mental processes.

What relates to school is inattention typical for teenagers. It is connected with the emotional unstableness. In this period, a dreaming is considered to be an important part of teenagers´ mental health. Individuals picture themselves in ideal world. If person dreams too much, it can affect success in studying.

### 2.4    Typical problems in the classroom

It is generally known that teenagers have a low awareness of the social skills basic for cooperative interaction (Puchta, Schratz; 3). Students are de-motivated to learn. All these problems are connected with the changes in their cognitive, physical and social development during puberty. As Puchta and Schratz describe in their books, teachers complain that teenagers are not willing to cooperate when they are in groups. They are arguing, lessons are noisy and the initial aim of the lesson falls. What teachers do not often realize is the fact that teenagers are not children. They changed approach to learning radically but some teachers stayed on the same level. There is necessity to step forward from both sides. Young learners consider teacher as the authority and they have boundaries. But teens are not willing to deal with authorities. They need a relationship. The basic step that Puchta and Schratz explain is to build a relationship based on faith and frank approach in the lessons. They add some teaching tips how to improve relationship between teacher and pupils and mainly among pupils themselves. (Puchta, Schratz; 1993) First of all, it is important to use English language that is comprehensible to students. The topic taught in the lessons should be close to student´s everyday experience. It means to make language teaching more focused on students and their life that they really live.

Another problem that teachers deal with is a low level of communication. Teachers should allow learners to be part of a discussion, negotiation and group interaction. Sometimes, it is helpful when there are some rules set about using mother tongue. This can be part of the lesson in which pupils can express their thoughts, feelings or discuss grammar issues. This is one of the ways to break the boundaries between teachers and students (OneStopEnglish, 2010). Such movements can strengthen the communication.

Current approach to language teaching is based on importance of speaking skills. Teachers are transferring tasks to practice speaking more than writing. Grammatical practice is based on conversation. Teenagers are good at discussions and conversation but teachers have to choose the appropriate topic, measurable to learners´ level of English or thinking. As far as teenagers are able to think abstractly it is possible to choose more demanding topics based on imagination. Good choice of topic is a good way how to interest teenagers. Teachers can expect that learners have some knowledge of it and they can build up on it. This approach support communication in case of good topic that pupils are aware of. Therefore, they would not be shy to express any of their thoughts.

Bad classroom discipline is the most frequent problem that teachers deal with while teaching teenagers. This is connected with many factors. First of all it roots in their social development. As it was mentioned, teens want to be popular among others. Their general opinion about school results from research that professor Joseph Allen and Robert Pianta did. According to the results, teenagers describe school experiences as irrelevant and lacking (Softpedia, 2010) Therefore, popular students can not be those who love school and do their homework every day.

Teenagers need to know why they have to learn something or why they have to do what they are asked do in the classroom (OneStopEnglish; 2010). They feel necessity to be explained in reason to learn particular subject. In the case of learning English, teacher should explain learners, why they have to use English for communication among themselves or with teacher. Although it is a long-term process, many authors of methodology books encourage teachers and tutors to search for mistakes and the reasons of problems in the classroom full of teenagers. The most typical problems have been listed above. Other difficulties have to be solved individually.

## 2.5 Conclusion

In this chapter, many problems that teachers have to deal with while teaching teenagers were described. All the reasons for behaviour changes and physical appearance were mentioned. In the next chapter, there is an explanation of another feature that has already been mentioned in this chapter. Motivation deals with teenagers a lot. There will be some ideas how to prepare materials for students in the way to motivate them. This is a part that is significant for creating history exercises in the practical part.

## 3. Motivation in foreign and second language learning

Motivation is a constantly discussed issue in education field. One of the teachers' proficient features is the ability to motivate their pupils, students. Some teachers are masters in arousing pupils´ interest into the topic, activity or into the lesson as a whole learning process. Good teachers use different techniques and methods and switch them from purpose to purpose to make pupils eager for learning. Before the teacher tries to motivate their classroom, they have to understand motivation from psychological as well as from pedagogical point of view.

### 3.1 What is a motivation?

There are many definitions concerning motivation. Each scientist, psychologist or author explains motivation differently. It depends from which view they study this issue. Dörney defines motivation as "an abstract, hypothetical concept that we use to explain why people think and behave as they do." (Dörney 2001; 1) Another definition proposed by Steven McDonough in ELT Journal in 2007 was that "Motivation is what moves us to act." (McDonough; 369) Every explanation differs but each of them describes kind of behaviour that is influenced by the aims, goals and achievements. These elements are considered to be important factor in peoples´ cognitive and social development. The general knowledge is that there is subconscious necessity to motivate ourselves for each step that we are going to do. However, motivation is mostly connected with learning process and goals achievement which is further connected with learning, too. Therefore, motivation includes the purpose of our learning, the level of our ambition to study, the type of people´s personality and a presumption of what it requires from us. (McDonough; 2007) There are many kinds of motivation differed from the point of length or the object that motivates people. Those kinds will be explained in the sections 3.4 and 3.5, further in the chapter.

### 3.2 Motivation in foreign language learning

There is a note of the most successful learning experience that took place towards the end of the Second World War. American soldiers needed to communicate in the countries they were going to administer or deal with officials. They attended the intensive courses in which they learned foreign language amazingly fast. The key of the success was not in teachers´ methods completely, but learners themselves were highly motivated to learn. They had a reason to learn the language as fast as possible and

they proved that motivation to learn is one of the most important factors of learner´s success. (Harmer; 1998)

Generally, there is number of causes why learners want to learn. There have been done many researches on students´ motivation to learn language; therefore several theories focusing on rising learners´ desire to study have appeared. One of the most meaningful researches was done by Howard Gardner. It was based on questionnaires and the test was called AMTB (Attitude/Motivation Test Battery). On the measurement of these tests he revealed a theory of motivation based on ambition to study the language, motivational intensity and approaches towards studying the language. (Williams, Burden; 1997)

With the respect to nowadays situation, there are two groups of learners. The first group really wants to learn language and second one study it only because the learners have to show some level of their language knowledge because of some job. Those students are not so eager to study language; they are not motivated to learn language because of their values and conviction. But the first group study language because of the reasons they value the knowledge of language and because they simply like it. In this case, it is important to mention that teachers´ are not ultimately responsible for students´ motivation. They can only "encourage by word and deed." (Harmer 1998; 8) Real motivation roots in each individual.

### 3.3 Extrinsic motivation

Cognitive psychologists came with intrinsic and extrinsic motivation. They distinguish them on the fact how people act. Some actions are determined by our own desire to do something, the others are done not because people are interested in the activity, but by the act people get something else. (Williams, Burden; 1997)

From the pedagogical point of view, extrinsic motivation is concerned with factors outside the classroom. It derives from the influence of external incentive. It depends on other authority, rewards, tests or exams. Within Extrinsic motivation, Integrative and Instrumental motivation is distinguished. Howard Gardner distinguished these in the way that instrumental motivation raises from outside goals. It means to pass exam, financial reward, furthering a career or gaining promotion. In this case, foreign language is an instrument to get a job position or status. However Integrative motivation contributes attitudes towards native speakers, interest in foreign languages, desire to

learn and attitudes towards learning language. (Williams, Burden; 1997) Students integrate themselves into the target language culture. For example, if they work abroad, they will have to integrate to language, culture, habits etc...

### 3.4    Intrinsic motivation

Intrinsic motivation comes from inner feelings of learners. Students learn language because they want to. This kind of motivation is concerned with what takes place in the classroom. It is desire to invest effort in learning for its own sake and vital part in pupil´s success or failure as language learners. Students see learning as worthwhile. There are factors affecting intrinsic motivation. First of all it is teacher. It depends on teacher´s approach to preparation for the lessons. It is believed that if teachers do not enjoy the lesson, the students will not, too. The methods that teacher applies in the lessons are important factor. It is said by teachers that ideal way is switching methods to raise learners´ motivation. Conditions to study are important as well as success that students experience during learning process. It is generally considered that everybody needs the feeling of success. If not, it is dangerous de-motivating factor.

### 3.5    Motivational Strategies

Motivational strategies are techniques and procedures that support the person´s behaviour in order to achieve some target. (Dörney; 2001) These strategies or procedures were classified according to the ways of promoting motivation. Dörney (2001) describes four categories that are specified according to various situations in L2 classroom learning. Teachers can focus on internal structure of language class such as presenting new material, giving feedback, assigning homework or setting up communicative tasks. Another strategy is to make a list of problems that classroom deal with during the lesson of English. There can be both discipline problems and learning difficulties. The list includes suggestion how to solve them, too. Teachers can focus on motivational concepts, such as extrinsic or intrinsic motivation. The last category is a discussion centred on teachers' behaviour that motivates students to work and learn.

Dörney (2001) claims that it is logical to follow "motivational process from the initial arousal of motivation to the completion and evaluation of the motivated action." (Dörney 2001; 28) From his model oriented on motivational components from teaching practice in foreign language classroom he explains the motivational process in four stages. The first step is creating the basic motivational conditions. It includes teachers´ behaviour,

atmosphere in the classroom and a "cohesive learner group with appropriate group norms." (Dörney 2001; 29) The second step focuses on generating initial motivation. There are many points in this stage. It contains increasing the learners´ values and attitudes that relate to foreign language learning, promoting the student´s expectancy of success and goal-orientation. It is important to create materials suiting learners' abilities and built rational learner beliefs. The third stage is maintaining and protecting motivation itself. In this stage, teachers should make learning process enjoyable and stimulating, present tasks in motivating way, set specific learner goals, protecting learner´s self-confidence etc... The last stage is called Encouraging positive retrospective self-evaluation. This seemingly complex name covers the process of increasing motivational attributions and providing feedback in motivating way. Teachers should offer rewards and grades in order to motivate. (Dörney; 2001)

According to Dörney, these steps are logical and arouse students´ motivation. The model, described above, represents a great deal of work full of observations teaching practice and expert´s opinion.

### 3.6    Conclusion

In conclusion, from the points that have been proposed above, it is obvious that motivation is very extensive issue and it is not possible to compass all of its features in one chapter. However motivation is very important problem that teachers should devote their time to study. By studying motivation, they will understand it and they will know how to help to increase the level of motivation in students themselves. Dörney (2001) cites Schneidecker and Freeman, who undoubtedly asserts that "Motivation is, without question, the most complex and challenging issue facing teachers today." (Dörney 2001; i) The next chapter is devoted to language skills explanation because they are good motivational strategy. Students mostly consider learning language skills more important than grammar. The most valuable skill is communication.

## 4. Teaching skills in the lessons of English

### 4.1 Speaking skills

Many people consider speaking the most important part of foreign language learning. However, it is believed that pupils are not motivated to speak in language lessons. They are shy or they do not feel confident to speak in foreign language. There is an idea to provoke children to speak. Harmer suggests different ways of how to force learners to speak. First of all it is necessary to persuade students what is real communication about. Students are set in role-plays at different places such as restaurant, airport, hotel reception etc... By those activities, students realize the importance of speaking. By practicing speaking skills, teachers and students are provided with feedback. Teachers notice the efficiency of grammar or vocabulary the students have learned. They see the language problems that students should improve in the future. Harmer claims that speaking activities increase students' confidence and satisfaction and with sensitive approach of teachers it can lead them to additional study (Harmer; 1998).

It is generally known that teachers should not correct pupils while they discuss some problem or while they are involved in discussion. Here is a question, how to correct students' mistakes in speaking activities? Discussion or interview is not just one way how to teach speaking. There are many kinds of activities. Even repeating sentences or particular words after teacher is considered to be speaking activity. It is one of its bases. In this case, for example, it is appropriate to correct students.

Nunan refers to a research on difficulties in speaking activities done by Brown and Yule presented in a book called Teaching Talk: Strategies for Production and Assessment (CUP, 1984). They distinguished three types of tasks: Static task, Dynamic task and Abstract task. The research showed that dynamic tasks were more difficult than static tasks. Dynamic tasks required speakers to "describe relationships between objects and entities which changed in the course of the task" (Nunan, 1991; 48). Abstract tasks were the most difficult because students had to express an opinion, the thoughts or justify a process of action. Other interesting points that research brought were that students had problems with summarizing information from the text. They presented re-telling the whole story instead. These points are good things to consider for teachers.

## 4.2     Writing skills

Writing skill concerns a lot of knowledge and skills that learners had had to gain before they started to create pieces of writings in English. Nevertheless, writing is important kind of communication and pupils need to be skilful in this field. There is difference between writing process and writing itself. The writing process is kind of training that prepares pupils for writing longer pieces such as reviews, short stories etc... Before children start writing, they have to be trained in grammar and sentence structures. By practicing these, they become sustainably proficient in writing. Nunan claims that "there is the belief that before students can be expected to write coherent paragraphs they should have mastered the language at the level of the sentences" (Nunan, 1991; 87).

Harmer asserts the reasons why teachers should teach writing. The process of writing teaching covers reinforcement, language development, learning style and writing as a skill in its own right (Harmer; 1998) Reinforcement is connected with visual text that students see and according to the new rules, grammar or sentences, they are able to use the language. It is important for students to see the language written before they start writing their own. While writing some text, students develop their language because they have to use new vocabulary and they learn new grammar. They reinforce and practice the new subject matter. Learning style differs from person to person and for some students it is more acceptable to learn language through writing rather than trough communication face-to-face (Harmer; 1998). Writing as a skill presents one of the basic language skill important for communication, writing letters, reports, curriculum vitae or e-mail. Therefore, it is an important skill, equal to speaking.

## 4.3     Listening skills

The reason why teachers let students to listen to "real English" is to improve their skills as listeners. Students need to comprehend spoken word of native speakers. They need to hear different dialects and accents, also. There is American English, Indian English, Australian English and many others. The second aim of listening activities is to let students listen not only to "teachers´ voice with its own idiosyncrasies" (Harmer 1998; 97). There are many advantages hidden in listening activities. First of all, learners acquire grammar and vocabulary. While they listen, they subconsciously remember sentences, their structure and they pick up new vocabulary or meaning of words. They recognize various dialects or accents and they are able to specify them. The next point

is that students hear pronunciation, with respect to various dialects, they can notice differences in pronunciation and grammar within different dialects (Harmer; 1998).

Sometimes, teachers have to provide students with listening tasks of their own choice. According to Brown and Yule, there are four factors that make listening comprehension difficult for learners. These points should teachers consider while preparing listening activity for their students. The situation, when pupils do not comprehend listening is unpleasant and often causes discipline problems in the classroom. The first factor relates to the speaker in the record. There can be one, two or more speakers. In case there are more than two, it is difficult for young learners to understand, especially, when the type of listening is discussion. The second point is the content of recorded material. The level of grammar, vocabulary, and the information structure or background knowledge matters a lot. Teacher should choose such listening that suits to learners abilities. Another factor is the role of the listener. In the classroom, there are usually mixed-ability pupils and it happens that some of them are good listeners, who comprehend tasks and some of them are not able to concentrate or do not suit the level of recording (Brown, Yule; 1983). The more pupils are interested the topic of a record the more listening activity will be successful. The last important thing for pupils is visual support of listening task. This support can be given in pictures following the order of the recording´s plot, in diagrams or texts. This support helps beginners to manage listening exercises.

### 4.4 Reading skills

Reading skills are connected with learning proper pronunciation, fluent reading and text comprehension. Harmer asserts that reading text in English is good for students' future careers, for pleasure or studying. Although Nunan opposes that "there is much stronger motivation to communicate orally than there is to communicate through reading and writing" (Nunan1991; 72). It is important to read not only because of the reasons above but moreover, students acquire language. They notice grammar, vocabulary, sentence structure, punctuation and text structure. Students use this knowledge in other skills such as speaking and writing. Within reading skills learning, students should be able to scan and skim the text and read it for detailed comprehension.

If the topic of reading is interesting, pupils will be motivated to read. As it was mentioned in the listening part, the level of reading should suit to readers' abilities and background knowledge of a topic. It is simple to choose a topic that would interest students in a

group with the same target. Business letters would meet with good response in the group of managers, restaurant and food reviews in group of cookers and restaurant managers. However, it is typical that each pupil is interested in different topic in the classroom in basic schools.

Types of reading that teacher choose should correspond to the aim of language learning in each class. It would not be effective to give students literature texts full of artificial language that native speakers would consider amusing in real conversation (Harmer; 1998). The language must be current and usable for real communication.

### 4.5    Conclusion

To sum up, it is important to mention that all of the skills are important and there should be devoted equal space for teaching them in the lessons of English. All these skills are bound with appropriate topic significance. It is believed that teachers should try to choose the best topic for each skill practice. If students share background knowledge of a topic it will be easier for them to manage the task. The motivation to learn those skills inheres in insight of their importance for students' future life and career. In the next chapter, there is brief description of Framework Education Programme for Basic Education. Except skills teaching, key competencies are newly set into the lesson planning. It is important to focus activities in the lessons on key competencies training but it is necessary to know their aim and description of each of them.

## 5. Framework Educational Programme for Basic Education

### 5.1 Term definition

Framework Educational Programme is a guideline for primary and lower-secondary schools. Its aim is to introduce new teaching and learning strategies into the education. This programme sets the expected level of skills and knowledge that students should gain after they finish basic education. Framework does not intervene into national curriculum. It gives teachers freedom but responsibility for the results of the pedagogical process.

Framework Education Programme defines the objectives connected with the basic education system. It refines on key competencies standard. There is outlined educational content, which means expected outcomes and subject matter. (FEP BE; 2010) Cross-curricular subjects are supposed to be obligatory part of basic education. Framework Educational Programme adapts different teaching procedures, methods and formats of teaching to learner´s individual needs. It also offers broaden selection of optional subjects for increase of learner´s interest.

### 5.2 Key competencies

Key competencies constitute the system of knowledge, skills, abilities and values that are important t the individual´s personal development and to the individual´s role in society (FEP BE; 2010). Framework Education Programme defines a set of competencies that each person should gain to lead a successful life in current society. Key competencies acquiring is not a short process. It begins in pre-school education and continues through higher education and whole life. Nowadays, it is demanding to be prosperous at work, to be a good parent and partner at once. Many successful people live alone because they do not have time for personal life. Professional life is gradually demanding from the point of time spend at work and effort to be good enough at least. Key competencies should prepare person for future life in civilized society and all abilities that they will need. Those competencies have been already learned at schools but Framework Education Programme emphasizes their importance contrary to encyclopaedic knowledge of every subject.

There are 6 competencies: Learning competencies; problem-solving competencies; communication competencies; social and personal competencies; civil competencies;

working competencies. Framework Educational Programme reveals expected outcomes that person should have after finishing basic school education.

### 5.2.1  Learning competencies

Learning competencies encompass the abilities of efficient learning. To learn effectively, students need to plan, organize, select and use suitable steps, methods and strategies (RVP; 2010). Learner studies in addition to school preparation. At the end of their basic education, pupils are able to search for information and sort them out and systemize them. They know how to work with generally used terms, signs and symbols. They can do observations and experiments and do conclusions from them. Pupils mainly share positive approach to learning process.

### 5.2.2  Problem - solving competencies

After attending basic schools, pupils should understand problems and they should know how to solve them. They are able to find causes of problems and suggest suitable solution. To solve a problem, they are able to search for information leading to a problem solution. After this stage, they should experiment all of the approaches they have come up with. During problem solving period, they should think critically, make decisions that they are able to defend. They are aware of responsibility for their own decisions.

### 5.2.3  Communication competencies

By the end of basic education, pupils can reveal their ideas and opinions in logical sequence (FEP BE, 2010). The basis of communication is not only sophisticated speaking but ability to listen and understand, also. On the basis of understanding, pupils respond. Communication skills support high level of communication among colleagues at work, friends negotiating important issue etc... Pupils are able to recognize and comprehend different kinds of text, record or visual material. During conversation, they use gestures and mimics appropriately and politely. They behave politely during discussion or debate.

### 5.2.4  Social and personal competencies

After basic school, pupils cooperate within a group or in pairs efficiently. They help each other, they address tasks, instructions. Each person should negotiate his or her role in group. During group or pair work, students respect each other; they work on relationship

and behave politely. They respect an opinion or suggestion of each member of the group.

### 5.2.5  Civil competencies

By the term civil competencies, it is meant that students are aware of their laws, obligations, values and basic principles of community they live in. They have responsibility for their behaviour and doings. Learners know cultural heritage and history of their country. They worship national traditions. They respect good quality of environment and they protect and help and development of society.

### 5.2.6  Working competencies

Learners are able to work with tools, equipment and materials well and safely. They can follow instructions and rules of safety work. Pupils acquire good quality of work, performance, cost and importance for the community. They protect their health in a working process.

### 5.3      Conclusion

In this chapter, basis of Framework Educational Programme has been explained together with one of its objectives: key competencies. It is obvious that key competencies are complex system of knowledge and skills and it is not possible to teach them separately or focus on one feature. Although teacher plans to improve one competence, there are the rest of them behind. It is valuable to emphasize the reason why the key competencies are taught. They recognize their importance for their future lives and they will be motivated to work on them harder. The next chapter emphasises the importance of CLIL for whole final project. The ideology of CLIL supports the aims and ideas included in my thesis.

## 6. Content and language integrated learning

### 6.1 What is CLIL?

Content and Language Integrated Learning (CLIL) is a program for schools focused on teaching a curricular subject through foreign language. The subject does not have to relate to language learning. This program is successful many years and researches proved its effectiveness in all fields of education from primary to adult education.

CLIL works at schools since 1990s but in fact, the feature of CLIL is similar to schooling system in medieval times. In this period, students learned the subjects in Latin. The main language used in CLIL is English because nowadays it is a language used by majority of people. English is used in each Continent and is the most used language in the World among non-native speakers. The reasons for CLIL project running was a constant unsatisfactory outcome of foreign language learning. Pupils had problems with oral skills. (Dalton-Puffer; 2007)

### 6.2 CLIL in teaching practice

Teachers applying CLIL in their schools and programs are experts in their own subjects. Their level of target language is high; they can be either bilingual or native speakers of target language. The main idea of CLIL is that the learner is gaining new knowledge about the non-language subject while encountering, using and learning the foreign language (European Commission; 2010). It means that any subject at school that is not based on foreign language learning can be taught during language lessons. For instance, teachers of English can teach Math, Geography or History in their lessons and other way round. In this program, subjects do not conquer, they mingle instead. CLIL classrooms are not typical because language is the "medium through which other content is transported. "(Dalton-Puffer 2007; 3)

CLIL is developed on two levels. The first level means individuals such as teachers, school teams or educational authorities, who themselves creates activities based on CLIL ideology. The second, international, level is represented by the European Union and Council of Europe. Those two organs take care about exchanging and coordination of information on CLIL among countries in order to gain highly professional feedback and make conclusion. How much is CLIL developed in particular countries depends on national policies, curricula and the financing decisions. (Dalton-Puffer; 2007)

### 6.3 Advantages and disadvantages of CLIL

According to CLIL Compendium, CLIL builds intercultural knowledge and understanding and helps to improve intercultural communication skills. From the cultural point of view, it learns about neighbouring countries and regions or minority groups. From the language point of view it improves language competence and speaking skills plus stimulates awareness of both L1 and L2 development. CLIL offers students to learn subject in different way. With instant using target language, this method develops students´ motivation and confidence in L2 and subject. (CLIL Compendium; 2010)

As each invention, CLIL has got some disadvantages, too. Those were revealed by so called advocate of CLIL Richard Johnstone during his speech at conference in Milan called IATEFL Special Interest Group on CLIL. A summary from this conference was written by Amanda Holmbrook, who published it on One Stop English Web. As Johnston said "non-native speakers need a high level of L2 proficiency to cope with CLIL, and must be prepared to maintain a strict and focused approach to the accuracy of their students´ language." (One Stop English; 2010) Then, he presented the research results covering CLIL effectiveness from the point of subject and language taught. To sum up his findings, he claims that students showed a low self-concept in L2, knowledge about subject that learners gain in foreign language lessons are smaller than those gained in L1. From his conclusion, it is effective to apply CLIL only if there is a good planning and practice from both teachers and learners. (One Stop English; 2010)

### 6.4 Conclusion

To sum up, CLIL is a great idea that works for many years. It is recommended by tutors at the Universities who prepare future teachers for their career. Although, CLIL realization requires a lot of effort and team work of teachers, the outcomes are valuable. It is supported by the European Union which grants CLIL projects to expand it into the schools over the Europe. The next chapter includes the information about the Internet, Internet-based activities and Copyright issue. This chapter is important in my thesis as most of the activities are based on the Internet. In this work it is showed that working with the Internet properly brings valuable materials.

## 7. Internet in the lessons of English

### 7.1 What is the Internet?

Internet is a worldwide system of interconnected computers. The initial aim of the Internet was an easy communication. The history of the Internet begins in the 1950s. It was not used by public but the purpose of Internet usage was meant only for scientific purpose such as astronautics or army. The Internet entered into the people´s life in the 90s completely. It is called the second development of the Internet. At the beginning of the 90s, CERN publicized the new World Wide Web project. It was invented by Tim Berners-Lee in 1989. (Teeler, Gray; 2000) Since this period, there are more than 30 billion web pages with various content that user can choose from. Because of the great expansion of the Internet, it became accessible almost everywhere in the World. The growth of technique devices caused that people can connect the Internet not only from their home PCs but via mobile phones or other pocket-sized devices, too. Internet is mostly viewed as a big helper and it does not only serve as a good source of fun and information but it is also used for educative reasons. That is why the Internet became accessible at the schools, in the libraries or self-access centres.

### 7.2 The Internet in the schools

The internet is usually at the schools nowadays. Pupils can browse the web pages during their breaks; they can work on the Internet during the ICT lessons. Internet is not aimed for pupils only but teachers and school management use it, also. But two decades ago there was a little amount of schools that could use the Internet in the computer labs. Many teachers worked in situations where computer availability, and lab access to the Internet, were less than ideal (Linder; 10). Internet means a valuable tool for language education and teachers finds there lots of alternative sources to the course books they usually teach from. It happened that computer-labs were overcrowded or difficult to schedule. Sometimes it was complicated to use it for teachers due to the number of pupils in the class. The problems are still here but the interest of teachers is not as big as it used to be and fortunately, in some schools, teachers are able to agree with each other on scheduling a computer lab.

For the schools that did not have the Internet access and well-equipped computer labs, the national project called *Internet do škol* was established in the schools. It began in

2001 and helped thousands of school in Czech Republic. The project was under the aegis of Ministry of Education and was ended in 2005.

Daniel Linder claims that in case of unavailability of the Internet in the school, teachers can solve this situation by setting students tasks that students can do outside the classroom. Students connect to the Internet on computers outside the classroom, where they gather or publish information on the Web, or where they share information by using email. (Linder; 2004) Therefore, teachers would value this approach in the schools. Students do a lot of tasks outside the classroom to save the time in the lesson and they shared the information in the class e-mail. Teachers should be assured in the accessibility of the Internet at the school (study room) where students could work. The class e-mail served well for the tasks setting and for sharing the information. Linder simply named it Deferred-time communication with other network users (Linder, 2004). Although teachers are not able to use the Internet in the classroom there is a change how to use it or work with it. They simply set it as homework and students can connect to the Internet at home or in other places. As Lindner maintains, it is important to do all pre-computer work in the classroom, then to set a computer work and in the next lesson, do a post-computer part of the activities in the classroom (Lindner; 2004). Pre-computer work is done before the activity. There is possible to highlight vocabulary, or a specific function or structure (Windeat, Hardisty, Eastmen; 2000). In this stage, teacher usually explains the task and gives examples or possible solutions, which are displayed by some projection device. Post-computer work should be separated from the Internet and the computers at all. In this case, it is good to prepare some follow-up activity based on the recordings that pupils gained from the work on the computer. The recordings can be printed out as well as the written notes. As it is said in many book sources teachers value the Internet as a great tool that is potential to become equal to the traditional sources for studying.

## 7.3    Internet classroom management

It is effective if teacher knows well the computer lab. Sometimes, there are the tasks that are supposed to be done in small groups or pairs. There should be a space between computers to allow such kind of a work. Each computer should have a space around for a work that does not connect with the computer such as recording information or negotiating in the groups. The screens should be orientated in the way teacher can check what pupils are doing. It is good when there is a large screen where

the stages of the tasks are displayed or when the first steps are needed to show as the examples. Some children are likely to listen; the others understand the task better if they see the example. This issue is connected with the multiple intelligence theory.

The space around individual computers is good for group or pair work. The sources usually advice to put pupils into pairs or small groups to make the work more effective. There is also one good reason why to do it. Due to technical problems or inability to do the task, pupils often ask teacher for help. If teacher knows that there are weak children in the class, they should put them in pair with more confident child.

The other issue connected with management is computer work and the role of the teacher. Teeler and Gray point that teachers might feel uncomfortable in their role of teacher plus facilitator and Internet guide together (Teller, Gray; 2000). It is connected with the fact that teachers themselves are not sometimes confident in using computer technology and especially young learners put their hands up as soon as they face difficulties. In this case, teacher has to consider all possible technical troubles that the task can bring to quicken the process of solving the problem. What is crucial for some authoritative teacher is to let pupils do their work on their own. Windet, Hardisty and Eastment insist to no to interfere while pupils are doing the tasks on the computer. It is good to intervene only if a teacher is asked for help (Windet, Hardisty, Eastment; 2000).

### 7.4 The Internet as a material resource

As much as the Internet expands, there are more and more materials to find. But why use the Internet for materials? In comparison with course books, the Internet is a current source of information. It is not limited source in respect of the length of the material. It is easy to work with. If there is no problem with copyright, it is easy to switch the windows and copy the materials. It saves teacher´s time to find information and makes material resourceful because teacher can use many sources for one product. Those sources that teachers can draw from are several kinds. There are articles, journals, audio, video, pictures, news, archives, libraries etc... From the listings of different possibilities how to get materials it is possible to use them for different language skills training. Audio and video materials can be used for listening skills, articles for reading skills. Recording information and conversation about the topic are good for writing and speaking skill training.

For history teaching, there are many web pages offering huge amount of materials, texts, pictures or videos divided according to a topic. In the case of the articles or journals, there is often a problem with an access, which is restricted those who have not subscribed yet. For teachers, generally, there is an ELT journal published by the Oxford University Press available on the Internet but not free. Fortunately, most quality history web pages are accessible for free and teachers can find there many interesting topics that can be implied into the lesson plan. BBC web pages include history section full of interactive materials and videos about interesting topics that can played immediately on the web. There is a history timeline, history TV or history radio live broadcasting. Teachers can choose from inexhaustible amount of podcasts, videos and other audio materials in the archives. The other web pages that would recommend are more specified, for example www.britannia.com is a website offering materials from the history of Great Britain in a logical way. It comes with other sources that visitors can check, also. Website covering the US history is called www.usahistory.info. This site orders the history chronologically from the top (Colonization) to the bottom (the Revolution). The content of the web pages like this is more sophisticated, it is often written by native speaker who uses academic writing, jargon and advanced vocabulary. It is not good to recommend it to children.

For these cases, there are several web pages created for children, especially. They are often followed by pictures, demonstrations, games or jokes. They contain basic facts that children need to know at primary and lower-secondary school. They are written in the language closer to children and their level of intelligence. Here are few examples. To look for history in general, visit www.historyforkids.org. This website is interactive and children can select from the list of the topics according to a continent and period. There is a short article with highlighted terms that are explained and often followed by video. Another webpage for kids is www.pbskids.org; it is taken as a mission where children log in and choose the level of their detective skills. The game takes place on a spaceship, children see the clues and they have to guess the era or historical event. I would recommend this webpage those teachers who want to motivate children into history studying. There are many more history web sites for the kids, they are for free and because of that they are often overloaded by the advertisings. This is a negative aspect, the usual design of those pages. However, there exist many tools that can prevent the advertisement from appearing on the screen.

## 7.5 Copyright issue

Everybody should be aware of copyright rules whilst using any material from the Internet. On the Internet, there are the copyright rules, also. In case teachers are confused with this issue, they should study Berne Convention or to choose just those sources that do not have copyright. Those websites are in large number but if teacher has not got much time to go through the Convention, it is useful to contact the author and ask them for the permission to use the material for educative purpose. It is generally known, that it is allowed to use anything for educative purpose but it is not right to broaden copies of materials among students. Berne Convention is an international deal among 96 countries around the world. It claims that there is no international copyright protection so what is allowed to copy depends on copyright laws of particular nation (Teeler, Gray; 2000). Here is the basic information to know about copyright:

a) A material is copyright from the time it is done in a fixed form (written, recorded, designed)
b) The time when the work by the author expires from the copyright lasts for 75 years after his or her death.
c) The works that have not been set down yet in a concrete form cannot claim copyright protection (Cornell University Law School, 2010)
d) There is a document called Fair Use Doctrine, valid in some countries, which enables reproduction of copyright material for the purposes of scholarship, criticism, quotation, comment, reporting or research (The US Government, 2010)

According to Teeler and Gray, Fair Use Doctrine is a complex document, which is sometimes overlooked. It carries a lot of limitations. If there is a copyright, teachers should cite the work according to the rules known for the bibliographical citation.

## 7.6 Internet-based activities

It is no longer new information that students do not sheer novelty factor while teacher wants them to work with the internet. From my experience, pupils consider it as a pleasant alternative to the usual lesson guided with the course book but they are not as enthusiastic as they used to be when the expansion of the Internet began. There are many advices and rules how to prepare internet-based activity. There should be three stages that teachers should do before they set the task in the lesson. First of all, they

should think about the topic. The topic should not be usually seen in the course books. It ought to be alternative and bring some novelty into the topic-based learning. Then, teachers should look for as much sources as they can to be assured that students would search in various sources. One of the most important things to check is validity of sources. It means whether the sources are grammatically correct or they bring right information. In other words, the sources must be verified. It is current problem that I will be describing later.

If teachers want to do history lessons in English they should go through the websites that they are going to recommend to pupils. It is not possible to check all of them but children can be limited in the sources they can draw from. Other sources are not under teachers´ responsibility and students should always ask them for advice in any case of uncertainty. The sources should have the criteria such as interactivity, user-friendliness, content accessibility and intelligibility (Teeler, Gray; 2000).

In any kind of activity based on Internet, pupils should communicate with each other or with some institution while doing kind of a research. There are many ways how to allow them to connect with others. They can use messengers or e-mails. To communicate with another institution, teachers it is good to create an e-mail that is not personal.

Timing is the last point that teachers should think of. In this case it is not meant to plan each activity from the view of the number of minutes spent on each activity but it is clever to plan their sequence. For example, if teacher wants children to print out their work at the end of the lesson, they should keep in mind the approximate time the printer is going to print out a sheet. The sequence of activities should be well organized. Each child works at different pace and it is a specific issue when they work on the computer. Therefore, the tasks should be explained at the beginning of the lesson and displayed on the screen. In the moment when teacher let the children work on the computer, they stop listening to them.

The preparation process of Internet-based activities is not easy but it worth it. Children see different approaches and they learn the kind of work that they are going to do the whole life. Internet is one of the most important sources for the work in most of the jobs. Thanks to the modern approach of teachers, students learn how to search for the information, how to communicate virtually, how to record the data and they learn a critical approach to the sources selection, also.

## 7.7 Problems occurring

There are many advantages with using Internet in the lessons of English but there are lots of disadvantages, too. The first negative aspect that the Internet has got is its extension. It seems to be a boundless source of information that expands every second and everybody, not only teachers, should know that materials uploaded to the Internet are created or written by ordinary people as well as professionals or scientists. Freedom the Internet offers is not always the advantage. Everybody can express their thoughts and publish their pieces of work without responsibility for the mistakes and misleading information. The nature of the texts can differ in kind and most pupils are not able to distinguish between quality source and worthless writing. In this case, teacher should be in the role of advisor. They recommend sources that are valuable, clear from misleading information or dangerous influences.

The second disadvantage is the language that the sources are written in. As I premised, most quality and good sources are written in academic style or it contains jargon that young learner are not able to get through. In this case teachers have to copy the text and adapt it into the language that young learners are able to manage.

A censorship is another problem occurring with the using of the Internet. There is a very little censorship on the Web, generally. It is possible that pupils would get to the pages with dangerous or inappropriate content. There is as software that prevents Internet users to get to some pages according to the key words that are put in the settings. But Windeatt and coll. claim whether it is always adequate to filter the Web pages with inappropriate content. The filter works like a grammar and style checker in a word-processor. Teacher should consider the unsuitability of the content before they decide to filter it. There is also an important question; would you censor your student´s reading? (Windett, Hardisty, Eastment; 7) This is an interesting idea that should be considered by every teacher individually.

## 7.8 Conclusion

In this chapter, the basic information about the Internet was given. The Internet itself is connected with the last chapter called Software applications for materials preparation. Software applications were the most used tool for creating activities for history lessons in practical part. The way of work with those applications is explained in the next chapter.

## 8. Software applications

To prepare materials for students, it is possible to use a lot of software applications available to get for free or reasonable price for teachers. It is believed that the interactive version of the activities enables students to try the exercises as many times as they needed. Contrary to traditional materials they could not lose it, they could try it more than once and the sequence of the tasks changes with the new opening of the exercise.

### 8.1     Hot Potatoes

Hot Potatoes is a software tool freely downloadable from the web pages http://hotpot.uvic.ca. Hot Potatoes was created by the Research and Development team at the University of Victoria, Humanities Computing and Media Centre. (Stewart and Holmes; 2010) The authors of the programme, Arnie Stewart and Martin Holmes, created Hot Potatoes in several versions. "The exercises are standard Web pages using XHTML 1.1 code for display, and JavaScript (ECMAScript) for interactivity. " (Stewart and Holmes, 2010) All of the exercises are supported in all modern browsers, such as Internet Explorer, Mozilla, Phoenix and others. Hot Potatoes support any language so teachers can create exercises in any language, or in a mixture of languages.

This is a program for educative purposes mainly and the aim is to make the work easy for teachers and interesting for learners. As the authors propose "If you work in a non-profit-making educational institution or context, and you are prepared to share your exercises by placing them on a publicly-accessible Web server, then you may use the Hot Potatoes suite free of charge." (Stewart and Holmes; 2010)  The programme enables teachers to create exercises in six different applications. Each application is differed by a background colour for better orientation but all settings are up to users. However, tutors recommendation is to differentiate the exercises for better orientation, for example, matching exercise is always green, a crossword is red and quizzes share a yellow background.

As authors of Hot Potatoes programme claimed on the Web, there is no longer a technical support for users but Yahoo Web pages provides users of Hot Potatoes with a discussion board where they can share troubles, experience and give advice. (Stewart and Holmes; 2010)

### 8.1.1 J Cloze

J Cloze is an application allowing teacher to create gap-fill exercises for learners. Teacher inserts any kind of a text and mark hints in there. It depends on the aim of the lesson, what teacher wants practice with pupils. Those texts can be followed by pictures. There is a possibility to set a clue to each gap, for instance word class, lexical meaning in mother tongue or a definition in the second language can be suggested. The text itself does not have to be always inserted. Users can write it right to the application. Learners "enters his or her answers into the gaps, then presses the "Check" button to find out which are correct, and to get a score. " (Steward and Holmes; 2010) There is not only one right possibility for one gap; teacher should include as many ideas as possible. If learner does not know what to write into the space, he or she can click on a button "Hint" to get the first letter. The hint button is optional for teachers; it depends on the difficulty of a text.

### 8.1.2 J Quiz

J Quiz application creates Quizzes, simply. The exercise is divided on two boxes. In the left box, there is a reading text, which addition is voluntary and depends on the aim of the exercise. In the right box, there are questions and suggested answers or options from which learners choose. Learners choose an answer and then they can move to the next question by clicking on an arrow button above the question. There is possibility to see all the questions together, by click on the "Show all questions" button. (Stewart and Holmes; 2010) J Quiz creates four kinds of exercises apart from J Cloze. There is a multiple-choice, short-answer, hybrid or multi-select exercise. It differs in kinds of answers. The basis is a question and there are four possibilities how to let learners to answer. They can choose from more options (multiple-choice) or they are supposed to tick more than one correct answer (multi-select). Hybrid combines a multiple-choice questions and a short-answer question. In this kind of setting, student is first commanded ot read a text and then he or she is asked to write an aswer. If the answer differs, the application offers him or her number of options. It is possible to add some feedback to each option in all kinds of exercises. If learners tick wrong answer, the program shows them the feedback according to which learners realize the cause of the mistakes they have done and they can correct it. Into each exercise, users can insert a picture of their own, which follows the reading text, for instance.

### 8.1.3 J Mix

This is a program used to make jumbled-sentence exercise. The exercise is used to put the words in order to form a sentence. When learners think that they are correct, they click on "Check" to see their answers. If they are in troubles, they can click on "Hint" button to find out the next correct word or part of a sentence. As the authors present in their tutorials on the Web, it is not only possibility how to use this application. Teacher can use it to create a word from the letters or another purpose is for sequencing the whole sentences. There are various usages from word order to the tenses practice.

### 8.1.4 J Cross

J Cross is a useful tool for making crosswords. Teacher inserts the words into the program to make a grid. Then, teacher defines the words either in L1 or L2, depending on the level of learners to make the clues to the words. Finally, he or she can set a time limit for a crossword. Teacher can decide whether he or she allow pupils use "Hint" button or not.

### 8.1.5 J Match

This is a very good exercise for younger pupils who learn vocabulary such as animals, jobs, food etc…As each Hot Potato, this program enables to insert suitable pictures. There are no limitations what to match. Learners can match pictures with description or words with their definition and many others. This application has got 3 modifications. User can save it as a standard format, flashcards or drag and drop. The first kind is based on pictures or piece of text which should be recognized. There is a choice of answers which should be selected. There are shown all options from the whole exercise so in this case the number of items in one exercise should not be high. From the experience of tutors, it is not good to display more than 5 pictures and not more than 10 pieces of text in one exercise.

### 8.1.6 The Masher

The Masher is used unlike the other Hot Potato programs. It used to build linked sequences of exercises. It creates an index from which students choose the exercises and they can go back to it after each exercise. Teachers can create the whole units of exercises. However, it requires a special registration key. Without the key, users can only create small units of exercises. (Stewart and Holmes; 2010)

## 8.2 Smart Board

Smart Board or Active Board is software for making presentations displaying on whiteboard. This software allows teachers to make interactive activities and presentation. This way of teaching and learning is the most popular among teachers. Unfortunately, whiteboard is not a cheap matter and many schools do not have already had enough amounts of finances to buy it. From the data of Smart Board selling company, it has been sold over 1.3 million interactive whiteboards in over 175 countries (SMART Technologies, 2010).

Smart Board Notebook software acts as an electronic notebook that can be used to edit, save and distribute information written on a Smart Board interactive whiteboard. (SMART Technologies; 2010) Smart company offers users to download a Student´s software edition, which can be used for 30 days for free.

Smart Board software enables to write texts into notebook files and present them on interactive whiteboard. It is offered to install Lesson Interactive Toolkit addition to Smart Board Notebook. It contains folders with materials and pictures that are categorized according to subjects such as Maths, Natural sciences or History. It is a gallery of customized tools and templates, including games and activities that make the activities interactive and engaging. The types of files included are clip arts pictures, flash player files or sound files. In this case, teachers can use materials without any copyright troubles.

Smarttech technologies provide users with help and technical support usually for free on the Web. Teachers can get some tutorials, there. There are many helpful materials to download.

## 8.3 PowerPoint

PowerPoint is a product of Microsoft Corporation which is used among people several years. There are many tools in this software and users can prepare nice presentations but they should attend some tutorials. As well as Smart Board, it is not aimed just for educative purpose. Companies and institutions all over the World use it to present their products, aims, researches or statistics. Since the time Microsoft started to sell PowerPoint, developers made a lot of work to turn this originally simple application to highly professional software that offers new tools, graphics and effects. The presentation creating made a great progress during a decade and presentations are

much more saver, smaller in size and dynamic than they used to be. (Microsoft Corporation; 2010)

## 8.4   Conclusion

In conclusion, there were described few applications that can teachers can use to prepare interesting, unusual and interactive activities for pupils. Big advantage of those computer applications is that they are still in the process of development. There are new versions at least every year of particular software. Teachers do not have to work only with course books, which, unfortunately, get out-of-date very soon. The World changes quickly and it becomes true that traditional sources such as course books are not up-to-date. For this reason, Internet and such helpful applications are here, to make the lessons adjusted to current events and situation.

## 9. Conclusion

To conclude, all of the topics covered helped to work on following practical part in order to work appropriately with students, to prepare materials efficiently and to choose approach that would motivate students to learn. Findings about educational programmes helped to place my final project into meaningful context to education as a science.

In practical part of my final project, all of those findings are used for research done during teaching practice. There is described the place of research and its connectedness to teenagers and motivation which are explained in theoretical part. Then, work with the software applications and the Internet is described. Last part is focused on reflection on the process in the lessons where history was implemented and on research data evaluation.

**PRACTICAL PART**

## 10. Introduction to a practical part

The aim of my thesis is to prove that teacher can apply the history to the lesson of English effectively. There are lots of arguments that because of new system applied to school there is no time for these extra activities. But there is one significant fact why it is important to do such activities related not only to history but cultural studies generally plus geography, biology, music etc… This is called CLIL which stands for Content and Language Integrated Learning. CLIL is explained in the chapter 6 in theoretical part of my thesis.

I modified a lot of materials into the grammar exercises, games or ideas for projects. The experiment was done at two schools, one of them is basic school and the second is grammar school. Therefore, the target group for experimenting were teenagers. There are known typical problems dealing with motivation to use language actively in the classroom. The second chapter in theoretical part analyses this problem. In the following chapters, there are many examples of the exercises, activities and ideas. Some examples are placed in the appendices. The research is analysed by the end of the practical part.

## 11. The school where research was done

### 11.1 ZŠ Jungmannova, Litovel

The first teaching practice took place in lower-secondary school in town Litovel. The reason of choice was the background knowledge of the school, the history and equipment of the school. The aim of my thesis was revealed to my future mentor and headmaster of the school. They showed support and approval. It was possible to use all of the school equipment such as computers, whiteboard or screen. To manage all the activities successfully, the planning had to be perfect. First of all I had to negotiate the process of teaching practice with mentor. Mentor agreed on the wishes and requirements told.

Jungmannova school is a typical school located in the town. There is a football pitch, gym and canteen. There is both primary and lower-secondary school. I had the opportunity to teach English just in one class. It was one of the best classes. There were 24 pupils. The high number of pupils in the class was caused 2 pupils who moved out of the town and there are some rules about the minimal number of students in each class so originally two English groups (better and worse) had to be joined. Therefore it was not easy to motivate the whole class. One half of the class de-motivated the other one. There were no average pupils but weak ones or leaders. The class was mixed-ability and heterogeneous. I had to deal with pupils who suffered from dyslexia and also those with behaviour problems. A girl with behaviour problem had to leave the school after the 8th class. Working atmosphere was not good in the class. Pupils did not like English very much. During the observations, they seemed to be bored and apathetic. There was no motivation to use English language actively. Pupils did not take it as a source of fun and as a useful and important ability for their future life.

During my teaching practice, there were some advantages and disadvantages. What I consider the best advantage was to meet supportive and helpful teachers. There is just one disadvantage I would mention. The environment of the school was not good. There are big halls and classrooms with white walls and no decoration. In my opinion, the appearance of the classroom affects the pupils´ behaviour and teachers´ mood. Therefore, I did not feel comfortable in the classrooms.

## 11.2    Gymnázium Jana Opletala, Litovel

The choice of the second teaching practice was up to students and it was logical to choose the school in the town where they lived. The choice of this school has got the same reason as the former school choice. The grammar school is divided into lower-secondary and secondary school. Teaching practice processed in two classes. Both classes were from the secondary school. It was a great opportunity to teach intelligent students who highly motivated themselves to learn. It was an advantage and motivation to prepare nice activities for students.

Kvinta class was a heterogeneous one. There were more girls than boys. The number of students was 15 which is, in my opinion, an ideal quantity. Students were approximately 15 years old. Sexta is the other class. There were 12 students. The class was heterogeneous and mixed-ability, also. During the observations, they seemed to have a high level of language skills and especially ability to communicate. They used the language creatively and reacted on teachers´ questions and commands with good response.

The school itself was well equipped and there was a familiar atmosphere. Around the school there is natural environment designed by the graduates of the school. The school has got two gyms and pitches for outside sports such as volleyball, football, softball or handball.  In the school, there was a classroom with whiteboard, PC room and in each classroom there was either projector or computer with screen. Computer was very useful in each English lesson because teachers did not have to carry all the books and materials plus CD player. The classrooms looked good because students painted and decorated them with pictures and posters themselves. Each classroom had got its own theme. Language classrooms were small so it was easier to communicate with pupils and do the listening exercises with them.

Eventually, I would like to add some advantages and disadvantages that I experienced during my three-week teaching practice. Teachers in this school were not so willing to help. The bad experience I had concerns PC room and whiteboard using. Biology teachers used whiteboard and PC room all the time and it was very difficult to get there. I had to book the room a week before I was going to have a lesson there. Other teachers had a little chance to get there and try new interactive exercises because of non-collegiate teachers.

## 11.3 Conclusion

To sum up, after 6 weeks spent at two different schools, it is important to say that any of those schools were just bad or just good. Both of them had some advantages and disadvantages. All experiences counts and I took them as valuable information for my future career. Activities that were not successful were meaningful, also. The problems and complications that appeared during different stages of lessons or during preparation will be mentioned in the chapter 13 section 4. After the second teaching practice at GJO School, there was done a research. The analysis of the research is in the last chapter.

**12. Topics**

### 12.1 Introduction

My aim of the practical part was to create the exercises covering the topics that would be possible to teach, interesting for students and useful, too. The target of the topics was to bring ingenious information by methods that would make their reception as smooth as possible. There is no need to teach exact dates in the lesson of English where the history is taught. The aim of the topics was focused on the fact that pupils could orientate in centuries or eras. Topics should have been useful for children and useful in their future life. Then, right topics should enable children to develop their key competencies. It had to be possible to make all kinds of activities for each topic including discussion, game, grammar or vocabulary practicing etc… The first stage of preparation is study a lot of the history books and then to make a selection of topics. There were plenty of sources, not only traditional ones that I could draw from. History of English speaking countries seemed to be unnecessarily extensive topic and pupils would not consider Jamaican history important, for instance. That is why I decided to use just Great Britain and the US history because these are the most familiar ones for children in lower-secondary schools and it would be easier for pupils to work with them.

### 12.2 Topics covering Great Britain history

The first chosen topic to work with was the Celts. This theme brings a lot of interesting facts and most of them are just mysteries so The Celts topic is a great source of tales and interestingness. The purpose of the Celts topic knowledge for children was to know their typical features such as appearance, writing and habits. All these information are included in the texts, exercises and activities with the purpose to learn English skills.

Another topic was quite similar to the Celts. It is Stonehenge and its mysteries. Generally, the stories where some mystery is hidden would motivate children to work the whole lesson to reveal the truth at the end. Stonehenge itself brings many ideas but pupils should have at least basic information about it. I prepared exercises based on reading as the initial ones.

Iron Age is a period of human development that pupils are taught in every basic school. It is interesting for pupils to know the way of life of people who lived in this era. There are many reasons why to imply this topic into the lesson of English. I worked out the theme in many ways and picked the best option for students that I was going to teach.

Iron Age offers vocabulary practice from everyday life such as clothes, food, housing, transport, family, everyday life activities, free time, tools etc. The texts can be modified and presented for different grammatical purposes. Iron Age is also a topic that is taught in each school and pupils know basics in L1. This makes the work easier. That is the reason why I think this topic should not be omitted. King Arthur is well known creature from history. I was sure that pupils would know him at least from the famous film where Richard Gere and Shaun Connery played. This was the basis I decided on to use it in one of the lessons. Arthur itself is a mystery and nobody knows whether he lived or not. This topic should be at least interesting for pupils because they usually like legends and myths as I realized from my research.

The last thing planned to do during teaching practice was a project work. Pupils prefer to choose the topic of their own project so they were provided with a list of possible topics that they could pick from. There was sport, food, clothes and transport. These topics are very close to children and furthermore they could make some comparison with the present. The last topic was about the names origin. This is slightly connected with etymology which children love according to the teachers´ experience. Working with map and words parts is more complex task that brings pupils not only knowledge about the origin of English towns but they practice geography and linguistics, also.

## 12.3    Topics covering history of the United States

United States´ history brings many ideas for the lessons of English. From the topics suggested there are much more interesting events than the British history offers. The aim of the activities was to make children to move during the lesson. It was not effective to let them sit at the table and read whole lesson. Dancing is an unusual but very resourceful topic. Students at GJO School were just in the middle of their dancing course so it was motivating for them to learn few steps from American traditional dance. This topic brought many ideas such a grammar practice focused on directions and imperative mood. From time reasons, it was not able to try other topics but they will be presented in the chapter 15.

The themes picked were mostly from the early American History. The most resourceful topic is Columbus and Native Americans. Those two topics were bounded together and offered to create a lot of different exercises. Some of them were interactive the others based on reading. Columbus is one of the largest topics and the ideas that I came with are just few fragments from the list. Columbus is a good choice of topic because it was

easy to join either grammar or vocabulary with history. There was not just history but geography, also. Pupils have chance to train their social skills and empathy whilst talking about Native Americans. They can do a role play about Pocahontas story. From those few lines it is obvious that Columbus topic is one of the most resourceful themes that history can bring. I would recommend it to every teacher.

Abraham Lincoln and the US presidents are a good source for activities making. In my opinion this is more suitable for teenagers from 13 to 18 years old. Students surely need this knowledge for history lessons and also for English language lessons. Because of cultural awareness of English speaking countries, pupils learning English language should know some basics from realia which covers history as well. Here, I follow with a topic connected with the US Presidents and it is White House. Those topics can be linked, also. White House is a good theme because of vocabulary related to housing and equipment. There is an advantage that pupils identify furniture and objects that are in White House´s rooms and they learn facts about White House at the same time. This is interesting because they do not feel to be forced to learn what White House consists of but they can take it as an advantage to know what is in or around White House. The last topic seems to be suitable for young learners but it is not true at all.

Mickey Mouse and history of this little famous creature is a rich source for all age categories. The reason why I chose this topic was because of its resourcefulness. I could invent activities for beginners as well as for advanced learners. It is believed that almost everybody like Mickey Mouse and his friends and it is interesting for children to know something about development of this character. The current appearance of Mickey Mouse is not original and that is what the topic is based on. I would highly recommend this topic to every teacher, not only Mickey Mouse but each cartoon hero. This topic is good because of the highness of motivation.

## 12.4    Conclusion

To sum up, there were chosen about 12 topics from British and American history. My choice was based on my persuasion and was not just occasional. I thought out all these topics and tried many variations of any idea I had. Topics tried are covered in British history, mostly. Some themes based on interactive exercises and whiteboard were not easy to carry out because of the reasons that I outlined in the chapter 11. In theoretical part, problems concerning pupils´ motivation are to find in chapter 2 section 4. In my opinion, those topics are at least interesting and pupils can be motivated by them easily.

## 13. Preparation process

### 13.1 Topics

During the preparation on the lessons at GJO school there was a question proposed which topics should I begin with and which should be done at the end of teaching practice. In other words, each topic seemed to be important, therefore it had to be made a list of topics according to their importance. The second problem to solve was to think out the sequence of particular topics. It would not be logical to talk about Columbus in the first lesson and to switch to the Celts in the second lesson. I had to prepare a timeline for myself and which topics should have been covered at the beginning and which should have followed. It was necessary to try different activities in each class so a lot of materials and different topics had to be prepared, because of comparison of the results from different classes. Therefore, I prepared more varieties of one exercise to try in each class to see which one is better.

Topics covered at Jungmannova school have already been mentioned in the previous chapter. Because of level of pupils it was significant to consider those themes those that would be problematic for pupils from the point of vocabulary or grammar knowledge. Picked the themes had to be already presented in the class in L1 or they had to contain easy vocabulary, sentence structures and could not demand high level of mental process. The sequence of sentences and information in the topics had to be logical and easy to acquire to enable further work with the topics.

### 13.2 Sources

I drew from various sources and the aim was to use all possible sources so I worked with books, magazines, Internet and also with CD-rom.

#### 13.2.1 Books

There were loads of books available in libraries. Ladybird collection of little colourful books called History of Great Britain was impressive. It was a series of books from the Norman times till the 20th century. These books were a great source of information from everyday life of people, their customs. Each chapter is followed by nice pictures with description if needed. I mainly used these series for projects preparation at Jungmannova school. But they were useful for a lesson at GJO school where eating habits in the Middle Ages were presented, too. Other books as a great source and

inspiration were series called In Search of History by J. F. Aylett. This book described history of Great Britain in two volumes. What is an advantage of it is that at the end of each chapter, there are exercises and questions to revise a chapter. Those parts were significant for inspiration to create the history activities and exercises based on the ideas from the book. The activities were just based on the ideas from the book, not copied.

## 13.2.2 Magazines

Not only history magazines but also the school magazines for students and pupils are good source for activities. There is a magazine that lower-secondary school are delivered each month. The magazine is called Hello!. In every single copy, there is one page devoted to the US or British history. A history page usually consists of a short text with which pupils work further. These texts were a good source for further work. There was no follow-up suggested so it was good opportunity to create them. With detailed analysis of the history sections, it was realized that some topics are presented in boring way that would hardly motivate pupils. The vocabulary was challenging and it was oriented mostly on text translation and text comprehension. Therefore, those parts were modified and applied to different activities, some of them interactive and the rest traditional. The cut-out pages from magazine are to see in the appendices.

## 13.2.3 Internet

Internet might be a worthless source for some teachers but after researching and checking the Web it turned to be a big help and time saver. I used Internet mostly for pictures and texts downloading. All the pictures that are to see in the exercises showed in the appendices are taken from Wikimedia web page where people contribute documents, videos or pictures and all those materials are without a copyright or necessity of the author´s permission to spread the pictures. The whole copyright issue is explained in the seventh chapter, fifth section in theoretical part. Therefore, there is no problem to use them for educational purposes. The history web pages exist on the Web in large number. After detailed analysis, they are divided into science-based and into popular-based. For children, the popular-based web sites are more suitable, of course but to provide pupils with valuable information science-based web pages for study and preparation part. Design of pages targeted for children at schools was much simplified and more colourful. There were more pictures and games. History was often presented like an interactive game for detectives.

### 13.2.4    CD-Rom

Famous author, Terry Deary published with his colleagues series of books called Horrible histories. Some of the books were followed by CDs. There were narratives in style of Terry Deary on the CD. It was a resourceful material but useless for teachers because CD was not accomplished by typescripts or materials for pupils. It is a pity because it would be a great source of a funny listening activity. In educative area, it would be useful with tape scripts and additional activities relating to the audio.

### 13.3    Materials preparation

Before preparing the materials, the studying part preceded. Studying process included gathering of sources, reading history books and pictures collecting. The purpose of studying was simply to beware the mistakes that could have been done during materials´ preparation. With application of my knowledge and materials gained from various sources, two kinds of exercises were elaborated. The first category based on computer technique is called interactive exercises and the second one is traditionally elaborated presented on worksheets or papers.

### 13.3.1    Interactive exercises

The activities are divided according to their types. Interactive exercises realization depended on computer and its equipment. Fortunately, there are courses focused on making presentations and interactive exercises on whiteboard or in a software called Hot Potatoes. In the following lines the process of preparation with those software programmes will be described.

Hot Potatoes was the most used programme. It contains 5 kinds of exercise modules according to which I created exercises. There is J Close, J Match, J Quiz, J Cross and J Mix application in one set. There is a chapter 8 section 1 devoted to a usage of Hot Potatoes and other software. Concretely, Hot Potatoes was used for matching exercise about ancient artefacts, for reading comprehension, gap-filling exercises or quizzes. It was possible to create the whole unit focusing on one topic by the Masher, one of the Hot Potatoes applications. Because of a small size of the prepared activities it was possible to send the finished files to an e-mail address that was created by students at GJO school. In the lessons of English taking place in PC room they could download the exercises from the e-mail or the exercises could be uploaded to a common hard drive that school had got. The reason for choosing e-mail was simple. Students could revise

at home because most of them are connected to the Internet at home. There is another reason, for those, who were not able to finish all of the exercises at school, they could try them at home.

Smart Board or Active Board is programme allowing users to prepare a presentation for whiteboard. I had the opportunity to work with both programmes because there were different programmes at each school. After working with both of these software applications, SmartBoard Notebook appeared to be easier to work with. Operating was more familiar than Active Board software. It took more time to get proficiency at it. The system is the same like at PowerPoint presentation creating but apart from PowerPoint it contains tonnes of pictures and already prepared slides that I could use. Pictures are divided into categories such as Science, Culture, People or Religion. Among these categories there is history, also. More information concerning SmartBoard is to find in chapter 8, section 2.

The last software I prepared exercises in was PowerPoint. I used this for a guessing game that is to see in the appendices. I would recommend PowerPoint to teachers who do not have a chance to work with a whiteboard yet. It was more demanding and long taking to gather all pictures, to shape them and modify but it worth it. More detailed description of Microsoft PowerPoint application is in the eighth chapter, section 3 in theoretical part.

### 13.3.2 Traditional exercises

The exercises preparation was mostly based on simplifying of the text that I wanted children to read or work with. The time spent on these exercises preparation was comparable with the one spent on preparing interactive exercises. The texts were aimed to be supportive materials for further activities so the reading text as simple and comprehensible as possible. The choice of the pictures was very important because it meant to be a motivation element. Well chosen pictures motivated children and the final appearance of texts followed by pictures was much more attractive and it helped pupils´ comprehension. This was realized during my first TP and that was why designing the texts and supportive materials was very important for motivation of pupils. Detailed description of motivation and its importance in language learning is in the third chapter in theoretical part.

## 13.4      Problems that occurred during preparation

The problems which occurred during my preparation for the lessons were mostly connected with technical support of the school computers and my laptop. I had to check before each lesson that the exercises I prepared would work on the computers that students would work with or that presentations, videos or hyperlinks would work on whiteboard. Other problem that occurred was a timing presumption. It was caused by the fact that I did not know pupils or students very well. I could not presume the time they would spent on each activity properly. It sometimes happened that exercises took more time than it was expected and the whole plan had to be moved. In spite of this problem, it was not possible to cover all the topics prepared. During the first TP at Jungmannova school it was sometimes de-motivating to fight for mentor´s support. Although the planning was to spend more time on doing the history exercises, a new system based on Framework Educational Programme for Basic Education applied to the schools caused that it was not possible to cover all of the planned activities. Mentor agreed on doing just projects that had to be rearranged in order to include a grammar into the project work that had been practiced during the TP.

From time to time, in particular topics, it was not easy to sequence the activities logically and it was not always possible to plan the whole lesson for a topic. There were many ideas in each topic but in the end it was possible to use just some of them. It was once prepared that the whole lesson was based on history exercises covering various topics from different period. It showed to be not effective because students could be confused. The reason why it was done was because of the last chance to experiment history in the lessons of English and it was necessary to do as much exercises and activities as possible.

The last problem experienced during preparation process is connected with the texts and supportive materials. I was consentient with the level of pupils and I had to modify text according to it from lesson to lesson. Furthermore, it was not the aim to make pupils lost in loads of new vocabulary in one text. This could cause general refusal to do the exercise.

## 13.5      Conclusion

To sum up my experience with preparation of materials it is important to say that it was a pleasant part of my thesis elaboration. I was satisfied with the final version of

exercises and to be more creative person I believe that exercises would be better designed. Materials are ready to present children history. However this part was the most demanding because of the time spend on exercises creating and study process. Once it is done, the pile of exercises presents a supply of ideas and ready-to-do activities usable in the lessons of English for each level.

## 14 Activities done during teaching practice

### 14.1   ZŠ Jungmannova

Because of the reasons I that have been already mentioned I was able to do just two history activities during my three-week teaching practice in spring 2009.

#### 14.1.1        Activities based on reading

The first exercise that was tried with children was called Interesting word meanings Aim of the activity was to introduce pupils into map of Great Britain to make it easier for working with map of Great Britain in the next exercises. The second aim was to learn pupils about the origin of some places in Great Britain according to the suffix in their names. After handing out the maps and worksheets, children seemed to be curious about what was going to happen. They had never seen this kind of exercise so the motivation at the beginning was not a problem. In the next step, I began explaining what to do with the exercise and I made some examples. Pupils were a bit confused, maybe, the exercise was too complex for their level but I still tried to explain it clearly. Children had to make some notes about new vocabulary. I told them the Czech translation of these words to make the process faster. When pupils saw about 7 unknown words written on BB they refused to go on. I tried to motivate them, to help them. The short texts in the exercise were not even hard to understand or to translate. Everything was spoiled. Some more talented pupils could do the exercise but they could not save the situation in the classroom. I had to stop the activity. There was no motivation to work. Those children were not used to work with this kind of texts or exercises and they were not motivated well to do so. In my opinion, they were not used to work hard and play with a language and that is why they might have been afraid of new words and style of work. Instead of doing their best and at least an effort to try they preferred to reject. It was a disappointment for pupils and me and the rest of the lesson did not go well. Although my mentor supported me and liked my exercise she confessed that children were not willing to learn new things. Still, I would recommend this exercise with some changes that I made before my second teaching practice. As it was bad experience I did not give up. The activity was modified and created as the interactive exercise. This version was used during the second TP and the process is described further in this chapter.

## 14.1.2 Project work

Project work was experimented in the same classroom. The aim of the projects was to teach pupils everyday life in history. In the lesson pupils were instructed what to bring and what are the topics they can choose from. When they heard about the projects they really liked the idea to do the project but the themes were not met with approval, firstly. There were four themes proposed. The most popular theme was food and clothes among girls. Transport and sport were chosen just once for each category. The sequence of tasks was to study materials (supportive text and some pictures for inspiration), think about situation nowadays and to sketch out each part of a project (pictures and comparison) on an A3 sheet size. In the second lesson, pupils were supposed to make the drawings. Sheet was divided into two parts. The first part had to contain history pictures and description of a picture and the second part should have represented nowadays life. For the present, pupils were not provided with any materials. Present part demanded their own knowledge about present situation (eating habits, fashion…). Pupils were not also limited in the number of pictures and examples used. They were supposed to use dictionaries. The last part of the project was to compare the history and present. Pupils had to make at least five sentences comparing history and present. This grammar exercise was added as a reason to practice grammar presented in pupils´ textbooks. Children worked on their projects for a week, it means three standard 45 minutes long lessons. Some of them took their projects home overnight to finish them. I did not command them in the sequence of steps they should do. It was up to them whether they wanted to start with present part of with the history. The final design of projects is displayed in the appendices. There are to find some examples of supportive materials, too.

In my view, pupils gained a lot of interesting and useful information about people´s everyday life in particular historical eras. They showed a lot of interest in the tasks they were supposed to do. They liked searching for the information and working with them. They also showed ability to consider present situation critically. Children created sentences in which they showed their criticism to nowadays situation in transport or health of people. They were able to confess the problem concerning overweight people and reasons for this. What was the most important aspect was the amount of activity and enthusiasm they showed in those lessons. There was a great working atmosphere. From the sentences in the projects displayed in the appendices it is obvious that pupils are able to think about important issues critically and hopefully they use that knowledge

to improve their lifestyle or to make their lives better. Pupils could use grammar in the sentences. Surprisingly, pupils were not shy whilst presenting their piece of work in front of their classmates and furthermore they wanted their projects to be displayed in the class. Even a girl who had big behaviour problems and who rejected to do anything in the lesson suddenly changed her approach and worked hard. She drew beautiful pictures and asked several times for advice with history or language matter during the lesson. I considered it as the biggest success. I would recommend the activity to anybody and I would like to develop this idea in the future.

## 14.2 Gymnázium Jana Opletala

Teaching practice at this school took place during three weeks in October 2009. During this teaching practice it was possible to try much more activities than in former TP. Mentor was supportive after negotiation. There had to be done just few tasks concerning grammar and vocabulary teaching according to a student's book. It was possible to use technique such as computers, Internet or whiteboard so it was easier to introduce students more topics.

### 14.2.1 Exercises based on reading

#### 14.2.1.1 Living in the Iron Age

The first exercise that was tried was called Living in the Iron Age. The aim of the exercise was to make students practice their reading, listening, writing and speaking skill plus to teach them realia from the Iron Age. This exercise covers language skills practice and descriptions of all of the skills are in theoretical part, chapter four. Students would know what way of life led people in the Iron Age. Reading was taken unusually. Before reading itself, students were motivated into the topic by initial discussion about the Iron Age. It was expected that they knew some basics from their history lesson and the exercise would be just a useful and interesting completion for their knowledge. During the discussion students showed their high level of intelligence, even though they did not know everything they were able to deduce with some clues given. After discussion students were ready to do the exercise. It was not clearly reading activity. It demanded writing and listening, also. It was a complex activity.

Students were set in a position to be a good listener. They were explained the rules of the activity. Student number one is supposed to read a piece of article aloud and

correctly and their partner had to listen carefully and try to understand the context. Below each text, there were two questions. One of them is related to the current text and the second one focuses on logic skills and knowledge of students. Student number two answers the questions and write their suggestions to the answer sheet which is displayed below. After that they change their roles and continue until they finish all the texts.

Pupils cooperated whilst reading and listening and making answers and they used their skill to think logically. They were using phrases they had learnt for making suggestions and giving opinion. I considered this activity very effective. Students did their best to understand the texts and make original and sometimes funny answers. When pupils finished reading, there was confrontation of the answers and discussion. We talked about the possibility to live in the Iron Age, what pupils would miss the most if they lived there. Students themselves considered this activity enjoyable and useful for them as you could see in the questionnaire result. Some examples of student´s answers and answer sheet are in the appendices.

### 14.2.1.2 Stonehenge

The second reading-based exercise is about Stonehenge. The topic was planned for the whole lesson. First of all a research in the classroom was made. It covered students´ awareness of the topic. Students talked about the place and the origin and students themselves foreshadowed the purpose of the building. The aim of the lesson was to teach students facts about Stonehenge and to mention different theories concerning the purpose of it. As students oriented well in the topic we could pass discussion smoothly and continue with the main activity. Students did gap-filling exercise. They managed to do it in a short time on contrary to former expectation. Grammar was not problem for them. After checking exercise, there was a discussion based on the questions below the text. The text and the questions are displayed in appendices. Pupils revealed their opinions which were interesting and showed their ability to think logically. They developed amazing ideas proving their high level of imagination and creativity. I was satisfied with their ideas because they were mostly funny and the atmosphere in the lesson was really relaxed. This was an impulse for creative work that I wanted students to do. The next activity was based on reading theories that were developed by different scientists and students were supposed to discuss them and vote for the most probable one. I listened to every group and during a

time for discussion, students really used English as a language for communication among themselves. After few minutes, groups confronted the ideas. The surprise was to tell them the most likely option which was not included in their list of theories. The last experiment was to test students whether they knew the most realistic view and one of them really knew. A student explained what the Stonehenge was used for. The results of the lesson were satisfactory and students seemed to be contented with their work. They learned a lot of new information and they practiced skills and grammar during the lesson. In the future, I would not do all of these activities in one lesson. I would sequence them into more lessons in order to develop a greater project.

### 14.2.2 Interactive exercises

The Interactive exercises are one of the most resourceful activities in my final project. Although the creating exercises were almost focused on their interactive version it would not be possible to teach history in the lessons of English only in PC rooms or on whiteboard.

### 14.2.2.1 Interesting words meaning

The process of this activity was previously described but in this case the result was really different. There were made changes in the materials design and in the kinds of activities. The aim was that students would know the origins of the English towns and words that they normally use. They would know the people who named the towns. Students liked this activity because they moved in the lesson and did not sit on chair the whole time. They made their own suggestions. I myself tried both options. At the lower secondary school, pupils got copies of a map, at grammar school, I preferred to use whiteboard. It had got one big advantage; it was possible to draw in it. This activity was successful because it covered four subjects: English, History, Geography and Linguistics. This exercise seemed to be time-consuming because of a length of the text that the exercise was based on but it was made simple and more explanatory. Students got through it quickly and we could go on working on whiteboard. Students showed activity and interest in the issue. They had never done the exercise like that so they shower curiosity at the beginning of the lesson. This activity was done at the end of the teaching practice so pupils knew what should expect. I would use this kind of exercise in the future as part of some special lesson during a term.

## 14.2.2.2  King Arthur

The aim of the lesson was that students would know the legend of King Arthur and learn to search for the most necessary information on the Internet. This activity took two standard 45 minutes lessons. For the first lesson, there was a presentation of King Arthur, pupils were asked to visit the web pages previously recommended by me and find information of people or objects they had picked up from the list. The lesson took place in the PC room. After presentation, students tried grammar exercises that revealed the truth about the legend. In the final part of the lesson, students discussed whether the story of King Arthur is true or a myth.

Students showed high level of responsibility because they prepared their homework (presentation) very nicely. We drew a chart of relationships between the characters to make the presentations clear. On this basis students could continue with doing grammar exercises created in Hot Potatoes. The first gap-filling exercise was about the legend of King Arthur. The second was the discussion of a problem concerning validity of a story. Those exercises were planned for the rest of the lesson. As homework, students should have thought about the last exercise and decide whether they think that the story is true or not. In the next lesson, we discussed the issue at the beginning of the lesson. Each student shared their opinion in one or two sentences. During a discussion I finally told them the truth. It might have been disappointing but the important information had to be added. Historians are not sure about the truth till today.

Students were motivated highly to do exercises, they were active and they had surprisingly huge amounts of knowledge about it probably from the films about King Arthur. They knew terminology and they liked the visual depiction of the characters. I knew that they like working on the computers so I prepared gap-filling in Hot Potatoes. They worked with Hot Potatoes for the first time and that they did it successfully. There was a technical problem with pictures that did not displayed in the exercises. The pictures were originally saved in different folder and he setting of this feature was not changed in the application. However, students cope with the rest of the grammar and vocabulary in the exercises well and I helped those who were in troubles. I would like to use this topic in the future lessons of English because it was very interesting topic as well for me as for students. I would prepare more interactive exercises and maybe I would let children create a role play based on a legend. There are still many ideas in my head and I believe that I will use them in the future.

### 14.2.2.3    Ancient Artefacts

There was an interesting idea to present pupils ancient objects and to practice vocabulary as well. It was created matching exercises in Hot Potatoes described in section above. Because of unsuccessful realization of this activity the presentation of this topic had to be rearranged. The second version was presented to the students from the other group. A simple game turned out to be very successful and funny in the end. The aim of the activity was to present students objects from different periods and to make them a subconscious comparison with nowadays design of these objects. Game was one the most successful method how to attract pupils´ attention and motivate them. It was created a simple PowerPoint presentation focused on ancient artefacts. I showed pupils pictures of objects from the Iron Age, the middle ages or from Victorian period. The presentation was displayed on whiteboard. When students heard that they were going to play a game their eyes twinkled. I used the same pictures as you can see in the matching exercise in the appendices. For this game, two big groups were given in competition. Their task was to guess the name of the object. They could choose from the chart of numbers one to nine. Under each number, there was inserted a hyperlink with a slide showing a picture. To go back simply after guessing, a hyperlink was put into the arrow in the right bottom corner, which referred back to the chart with pictures. During the game, pupils were very active and competitive. The examples of slides are to find in appendices. It was interesting to feel the tension between the groups, they fought for their answers and they were very emotional. They showed joy, happiness, burst of laugh or sadness. We had a really good fun. Students considered the game attractive and showed a deep interest in this issue and good knowledge of vocabulary. On the basis of this game I would create many other ones with different topics. In my opinion it was really good idea and again, I would use it as part of some special lesson such as Christmas lesson or one of the last lessons at the end of term.

### 14.2.2.4    The Celts

The Celts was an extensive theme that I was not able to finish during my TP. There were just two exercises presented to students as part of Hot Potatoes exercises. Students did those two exercises in the lesson taking place in the PC room. There was a gap-fill exercise and quiz created. The quiz related to the reading and it was meant to be comprehension of the text, see in the appendices. This activity had two parts. In the first, students had to complete the text about the life of the Celts – warriors with the appropriate words. In the next exercise, they had to answer the questions related to the

text. Because of Hot Potatoes checking system, it was possible to see particular results of the exercises during the lesson. In the future, I would divide this exercise into two parts. The gap-fill activity would be set as homework and the comprehension could be done with the homework checking to see whether pupils understood the text.

### 14.2.3 Projects

Project work at GJO school was planned to take maximum of the 2 lessons. There were tried different projects. Some of them were taken as warm-up activities and the others were planned for bigger part of the lesson. From the research results, the project work was one of the most successful methods.

### 14.2.3.1 Eating habits in the Middle Ages

The idea of eating habits was taken from the previous TP. In this case, students were forced to think more. Without supportive materials, they discussed with me questions I set. The first question concerned kinds of food before and after the year 1492. Students explained the reasons of the differences. They had to think about the service design or material, whether people used any. The last important question covered drinks in the Middle Ages. Students reckoned that beer was the usual drink and wine was drunk by wealthier people. The initial discussion was important warm-up activity and a step to continue with a group work. Because of a number of students in the classroom, there were two groups. They were called Peasants and Aristocracy. Their task was to create a daily menu of each class (group). Students were provided with pictures and short texts about eating habits in the Middle Ages. During students´ work, the language, the students communicated in, was English. Students worked quickly and they were very creative. After confrontation of the groups' ideas there was a final discussion during which students had to think about the present situation and compare it with the past. They discussed eating habits in the present and gave arguments proving unhealthy life style of people. This sequence of activities and their contents is more suitable for upper-secondary level but after some modification it can be used for younger learners. From my point of view, food and health is a recent problem that everybody is conscious of, even young learners are able to say their ideas in English.

### 14.2.3.2　Draw a typical Celtic family

This exercise was set as a warm-up activity. Here, students could be creative. They got a paragraph explaining the appearance of a typical Celtic people and students´ task was to draw a typical Celtic family according to the text. In my view, this exercise was an unusual kind of reading comprehension because I could see the results immediately. Students simply drew what they read. There is a problem that most pupils want their pictures to look best and it takes them a lot of time to draw a picture. For the future, it is better to ask learners just to suggest what the picture would look like and finish it at home in detail.

### 14.2.3.3　Dancing lesson

The last activity that was experimented during TP was called Dancing lesson. The task was to learn four steps from the traditional American dance. Students got short texts structured according to the steps they were supposed to learn in groups of four. This task took 30 minutes included learning steps, presentation and checking. After the students´ presentations, I played a video showing the four steps. Students were really amused whilst comparing their presentation with the original steps. This activity could have been far more developed but there was not time for this. I think that this is a good source of fun but practicing, too. I would highly recommend it to other teachers because of movement, fun and learning together included in one activity.

### 14.3　Conclusion

In this chapter, there were described the activities done during teaching practice in grammar school. Students responded to the activities well and they showed an interest into the activities. In the next chapter, there will be described activities that were prepared but due to several consequences, it was not possible to realize them during teaching practice.

## 15 Activities that were not done

### 15.1   Introduction

In this chapter, here are ideas that were not possible to realize during my teaching practice. The inspiration for those activities was mostly the magazine Hello! and the series of the books by Terry Deary called The Horrible Histories. Activities cover all the lessons´ stages and there are several kinds of materials created. Within each exercise there is grammatical purpose as well as purpose to teach history. The examples of the activities are to see in the appendices.

### 15.2   Treasure hunt

As the name of the activity prompts, it is a game set up for two or more teams. It is an outdoor activity. The aim of the activity is to give pupils interesting information about the Celts and their culture. Pupils are motivated by a vision of victory in the game. Materials that teacher need to prepare are the texts, directions written in Runes, a chest and some prize for the winners. Runes font is available in Microsoft Word program or it is to download on the Internet. The rules and process of the game is complex. There are more activities included in the game. It surely takes more than one lesson but it cannot be separated. The target of the game is to find a treasure that is locked and the key to unlock it is five answers on the questions that pupils are asked during a game. This game is demanding for preparation. Teacher has to think out the location to be safe for pupils and the level of the texts and questions, too. I chose for basic texts the Celtic tales.

There are some disadvantages. The length of this game cannot be predicted. Teacher can not afford to let children in the school area without supervising, because of responsibility for pupils´ health. But there are lots of advantages, too. Pupils gain knowledge about the interesting topic from history of Great Britain. Pupils practice their key competencies and language skills such as reading, writing and work with dictionaries which they can have during the game. From my point of view, this activity would be more common in some alternative schools. It is suitable for project days that are hold at the schools at least twice a year.

### 15.3   Abraham Lincoln and the US Presidents

Activities that I created for this topic was inspired by a history page from Hello! magazine. The aim of the activities was to edify children about the important US presidents and the feats they did for people. The whole lesson plan was suggested including warm-up discussion about the most favourite president, reading legends about Abraham Lincoln and some grammatical exercises about the murder of Lincoln. I chose this topic because of importance of this issue and also to prove that politics can be taught in interesting way.

### 15.4   The White House

This topic is slightly connected with the US Presidents theme. Many activities were developed concerning the White House description, interesting facts and history of White House. The basis for those exercises was an article from magazine Hello!. The purpose of this topic is to practice vocabulary focusing on furniture, buildings and its surroundings in other way than it is used to be. There are many ideas how to work with this topic such as project work, description of a room and games (find 10 differences), too. In my opinion, children would be interested in facts revealing the number of particular rooms and their purpose. This is something they can compare with recent situation and they can see that it really is.

### 15.5   Mickey Mouse

For this topic, it was possible to create activities for all levels of English. I worked with an article about history of Mickey Mouse from the magazine Hello! and developed this theme further. The aim of the topic was to educate students about the history of cartoons, about the authors of the characters such as Mickey Mouse, Poppeye or Goofy and to show them the development of cartoon industry during the decades until the recent years. For teaching grammar, there were used old cartoon characters´ pictures for present continuous presentation. For comparison the recent pictures and the old ones can be showed to pupils in the classroom. For advanced learners, there was prepared a comic from the 1930s with the purpose to analyse language differences and the changes in the topics of the comics during the decades.

## 15.6  Christopher Columbus and Native Americans

Columbus is the most extensive topic. There were applied all the techniques and methods to create various exercises and activities. There are a lot of aims such as to educate children in Columbus´ discoveries, routes, and other discoverers or to illuminate students the problems caused by the discoveries and to teach them the life of Native Americans, also. Native Americans are connected with Columbus and it is highly important for children to know at least basis about them.  Activities for Whiteboard as well as for PC were created, too. It was planned to do project work focused on problems caused by Columbus´ discoveries. I wanted pupils to search for the other discoverers and famous sailors. In this case, it would be possible to work with a video. Pocahontas story was filmed as an animated tale which differs from the reality. There can be planned the whole lesson based on differences between Walt Disney Pocahontas and Indian story.

## 15.7  Conclusion

All of those activities were not experimented in the classroom so there were suggestions of the process of the activities provided without any feedback or reflection from teaching practice. From my point of view, each teacher would come up with other ideas and prepare nice activities. It is not possible to describe all the ideas, here. Nevertheless, I believe those ideas are meaningful and ready to try in the lessons of English in the future.

## 16 Research evaluation

Number of respondents who took part in the research was 25. Research was done in two classes after three-week teaching practice where the exercises including history were done. Horizontal line figures the questions´ numbers and the vertical one illustrates the number of votes for each question.
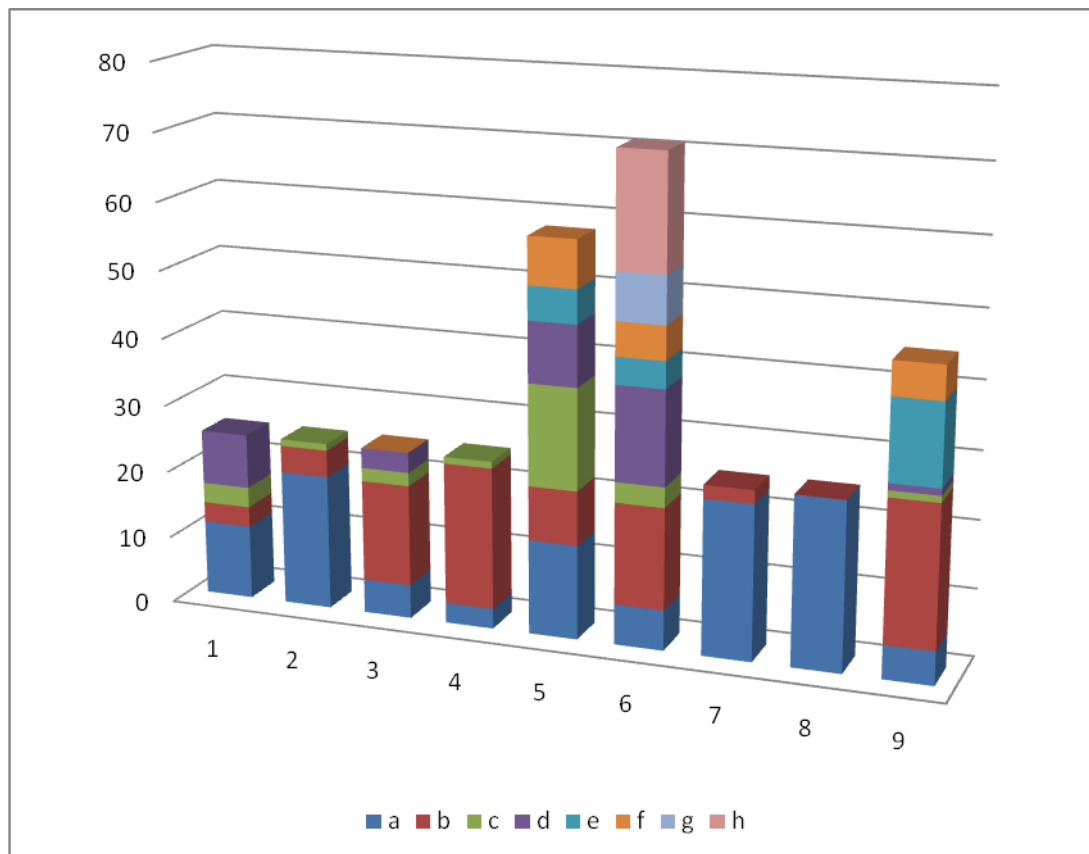


There were 10 questions in the questionnaire. I concieved them in order to prove or disprove my hypothesis. Each question offers more than one option to get the most accurate data. The answers should have been objective to conform to each student´s opinion as well as possible. Students were supposed to choose just one answer in the questions number 1, 2, 3, 4, 7 and 8. Other questions offer more than five options and students were asked to tick more than one if possible. What is important that below some questions there was a space for the students´ comment. It was important for them to feel free to comment on the one-component answers. Some sophisticated teenagers really struggle for saying their own opinion. Now, I would like to analyse each question.

## 16.1 Answers´ analysis

### 1.Question

It was important for me to get to know whether the pupils are interested in history apart from school or not. According to the results (see table 1), 44% of pupils are interested in historical topics not only during the history lessons. The second most voted answer was that they like history but they are not keen on learning history themselves. For this option 32% of students voted. Last two answers that share similar opinion „I am not keen on history." or „I am not interested in history at all." are at the same level of rating. These answers were both voted by 12% of pupils.

### 2. Question

The second question was aimed to prove the theory that knowledge of history is important for people. Pupils commented on their answers by the reasons why. The most common comment was that importance of history awarness is significant because of enlightement from the mistakes that were done in previous decades and centuries and because of culture awareness. The first answer was chosen by 80% of students. The second option was created for rather rational students who undoubtedly have right to think that history is important but it is not the most neccessary knowledge that people should have. The last option was not expected to be rated high. Finally it got 4% of pupils´ votes. From this result we deduce that students understand the importance of history as part of a culture awareness and as kind of inheritance that we should take an example by.

### 3. Question

This question is aimed to provide a feedback about the exercises and activities done in the lesson during my teaching practice. My aim was to provide students with new information that are interesting and that should be useful for their further studying. From the graph, it is obvious that 60% of students considered particular activities meaningful because they learned some facts from them. The fact that less pupils, approximately 20%, learned something new from each activity means that those students had already known the facts I presented in the activities from their history lessons. However, for the 60% of those who had already known the facts, it was a good revision. I would not consider the 8% of pupils who suggested that topics were not interesting disappointing because there is always somebody who does not like it. It is not possible to satisfy everybody.

4. Question

The result of this part was very satisfying because I realized that my work was not useless. Students mostly considered the knowledge they got from the activities to be good for their logical intelligence development (4%), general knowledge development (84%) and useful for their history lessons (12%).

5. Question

The fifth question was set to give me information about the most and the least favourite activity. The most favourite one was Dancing lesson where students learned four steps from a traditional American dance. The second one was reading exercise called Living in the Iron Age. The rest of the exercises were at the same level of voting. Students could tick more options, here.

6. Question

Students marked kinds of activities that they liked. They could choose more than one answer if possible. According to the type of school I did research in, students liked work in groups and discussion the most. The game or ICT were highly praised, also.

7. Question

Here, I wanted to know whether students would like to do similar activities in the following lessons. 92% of them answered simply "yes". The comments below the question can be summarized into one phrase: " not too often". It means that students liked the activities but teacher of English should respect other interests that students have (nature, music, art or maths).

8. Question

This question was focused on language usefulness of the exercises. Students surprisingly evaluated it by 100% of votes for positive option. This proves that history exercises are useful for language development and should be implemented into the lessons of English.

9. Question

The last question where pupils could choose from the suggested answers concerned the skills that were practiced in all of the exercises. Conversation or speaking skill got 84% of votes and was the most important and useful for students. This result is a good sign because modern language teaching is based on speaking skills rather than on writing and it is highly positive that students are aware of the importance of conversation. The other skills that were practiced and

considered useful by students were reading, vocabulary development and grammar revision.

10. Question

It was important for me as a future teacher to get more ideas about the topics that would young learners be interested in. In this case, there were suprisingly many suggestions. Mostly, students wanted to see historical films, to play drama based on historic event, to do project work, to see more pictures and extracts. They suggested to play more games, ideally PC-games,  to work with the internet, to learn about the legends from Ireland or Scotland. Some students wished to make comparison of British and Czech history and its development.

## 16.2    Conclusion

To sum up, I consider the results very positive and I think  they prove my hypothesis. Students responded well and commented on their answers meaningfully. For my further work, the results gained from the research are interesting and positive. The research proved that most students are interested in history and that they know its importance. Students themselves liked activities and praised their aim as well as practical (skills improvement) as theoretical (to get knowledge).

**17 Future**

In the future, I would like to develop this project further. I spent a lot of time on exercises creating and it would be interesting to continue in this work. Preparing of the exercises was real pleasure and it was interesting to see the outcome in teaching practice.

There are more ideas how to work with history in English lessons. The realization of developing project would be easier if teaching would be my job. The reason is because of a time spend on experimenting with the activities. As future teacher I will set these activities and work out their varieties. I would try those which were not possible to set during teaching practice. This work is enriching and history itself offers bottomless list of possible topics and ideas how to work with them. Unfortunately, in reality, there is not so much time to try all the ideas but there is a way how to try them. One of my suggestions how to develop this issue is to encourage other teachers in trying those activities and providing feedback on each of them. This would guarantee objective and meaningful research results.

The other idea how to develop this theme is to publish the exercises, activities and ideas in magazines for basic schools. For example, some publishing companies are looking for external co-workers, who would participate in magazine creating. In this manner, it would be other way how to spread the ideas among teachers not only in Czech Republic but in Slovakia or Poland, also.

In conclusion, there are many opportunities how to enlarge my research and the suggestions revealed above are not unrealistic. Some teachers are keen on new ideas trying and they welcome already prepared activities that can be used in their lessons. With innovative approach to materials creating it would not be impossible to meet with approval of pupils as well as teachers.

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**APPENDICES**

1. Questionnaire  - Czech version
2. Questionnaire  - English version
3. Activity created in Microsoft PowerPoint
4. Examples of the exercises created in Hot Potatoes
5. Examples of the exercises created in Smart Board Notebook Software
6. History pages from Hello! magazine
7. Students´ answers – Living in the Iron Age
8. Examples of pupils´ projects
9. Examples of supportive materials for project work

**1. Questionnaire – Czech version**

# DOTAZNÍK

1) Projevujete ve svém životě i ve škole zájem o historii? Zaškrtněte pouze jednu odpověď, prosím.

    a) Ano, historie mě zajímá i mimo školu.

    b) Ne, o historii se zajímám pouze okrajově.

    c) Ne, o historii se nezajímám.

    d) Ano, historie mě baví, ale sám/ sama své znalosti nerozvíjím.

2) Jak moc považujete znalost historie za důležitou součást našeho života? Zaškrtněte pouze jednu odpověď, prosím.

    a) Historii považuji za důležitou pro lidstvo

        Proč?...............................................................................

    b) Historie nepatří k tomu nejdůležitějšímu, které by lidé měli znát.

        Případný komentář: ……………………………………………...

    c) Znalost historie obecně není důležitá pro lidstvo.

        Případný komentář: ……………………………………………

    d) Během tří týdenní pedagogické praxe jste se setkali s aktivitami týkající se historie Velké Británie:

3) Ocenili jste znalosti získané z aktivit vztahujících se k dějinám Velké Británie? ? Zaškrtněte pouze jednu odpověď, prosím.

    a) Ano, naučil/a jsem se něco nového v každé aktivitě.

    b) Ano, naučil/a jsem se něco nového ve vybraných aktivitách.

    c) Ano, ale témata mi nepřišla příliš zajímavá.

d) Nevím, neměl/a jsem možnost své znalosti využít.

e) Ne, nic nového jsem se nedozvěděl/a.

f) Ne, historické aktivity mě nebavili.

4) Myslíte si, že znalosti získané v hodinách Aj (historické znalosti) vám pomohou v budoucnu? ? Zaškrtněte pouze jednu odpověď, prosím.

   a) Ano, přinejmenším je využiji v hodinách dějepisu.

   b) Ano, rozšířím si svůj všeobecný přehled.

   c) Ano, v hodinách jsem byl/a nucena logicky uvažovat.

   d) Ne, znalost historie Velké Británie mi nic užitečného nepřinese.

   e) Ne, žádné nové poznatky jsem nezískal/a.

5) Zaškrtněte, prosím, ta konkrétní témata, která jste si v hodinách užili. Zde můžete označit více odpovědí.

   a) Living in the Iron Age ( čtení, diskuse).

   b) Stonehenge  ( doplňování vhodných slov do textu, diskuse ).

   c) Dancing lesson ( naučit se krok tradičního tance).

   d) Guess it! (uhodnout přibližný název historického předmětu).

   e) King Arthur – history or just a story? ( vyhledávání informací na internetu, prezentace, diskuse, doplňování slov do textu).

   f) Eating in the Middle Ages ( slovíčka z tématu jídlo, kreativní práce: vytváření menu, konfrontace, diskuse).

6) Zaškrtněte metody a aktivity, které se vám v hodinách líbily nejvíce. Zde můžete označit více odpovědí.

   a) čtení

   b) diskuse

   c) doplňování vhodných slov do textu

   d) hra

   e) konfrontace

   f) kreativní práce

   g) práce s internetem a počítačem

   h) práce ve skupinách

7) Chtěli byste se setkávat s aktivitami spojenými s historii touto formou i nadále? Vyberte pouze jednu odpověď, prosím.

   a) ano

   b) ne

   Případný komentář: …………………………………………..

8) Vnímali jste cvičení spojená s historii jako užitečná pro vaši znalost anglického jazyka? Vyberte pouze jednu odpověď, prosím.

   a) ano

   b) ne

9) Které z dovedností jste si procvičili v anglickém jazyce nejvíce? Které byly pro vás nejužitečnější? Zde můžete označit více odpovědí.

   a) čtení

   b) konverzace

   c) psaní

   d) poslechové dovednosti

   e) rozvoj slovní zásoby

   f) gramatika

10) Jaké jsou vaše vlastní nápady pro výuku anglického jazyka s využitím historie Velké Británie a ostatních anglicky mluvících zemí? Jaké aktivity vám chyběly?

Váš komentář: …………………………………………………………………………

……………………………………………………………………………...

**2. Questionnaire – English version**

QUESTIONNAIRE

1) Are you keen on history apart from school? Tick one option, please.

    a) Yes, I am interested in history apart from school, also.

    e) No, I am little interested in history.

    f) No, I am not interested in history.

    g) Yes, I like history but I do not expand my knowledge.

2) How much do you consider history to be important part of our lives? Tick one option, please.

    a) I consider history to be important for people.

        Why?.....................................................................................

    b) History is not the most important thing that people should know.

        Your comment: …………………………………………...

    c) Knowledge of history is not important for people.

        Your comment: ……………………………………………

You experienced doing activities focusing on Great Britain history during last three weeks:

3) Did you appreciate the facts that you got from the activities related to Great Britain history? Tick just one option, please.

    a) Yes, I learned something new in each activity.

    b) Yes, I learned something new in particular activities.

    c) Yes, but I did not consider the topics interesting.

d) I have not had an opportunity to use the facts.

e) No, there was nothing new in the activities.

f) No, I was not keen on history activities.

4) Do you think that the facts (about history) you gained in the lessons of English will be useful in the future? Tick just one answer, please.

a) Yes, I will use them in the history lessons at least.

b) Yes I will broad my level of general knowledge.

c) Yes, I was forced to think logically in the lessons of English.

d) No, knowledge of Great Britain history is not useful for me.

e) No, I learned nothing new.

5) Tick those topics that you enjoyed the most in the English lessons. You can choose more than one answer, here.

a) Living in the Iron Age (reading, discussion).

b) Stonehenge (gap-filling, discussion).

c) Dancing lesson (to learn a step from a traditional dance).

d) Guess it! (to guess the name of ancient object).

e) King Arthur – history or just a story? (searching information on the Internet, presentation, discussion, gap-filling).

f) Eating in the Middle Ages (vocabulary, project work: menu production, confrontation, discussion).

6) Tick methods that you enjoyed the most in the English lesson. You can tick more than one answer, here.

a) reading

b) discussion

c) gap-filling

d) game

e) confrontation

f) project work

g) internet and PC

h) group work

7) Would you like to do history activities in future? Tick just one answer, please.
   a) yes
   b) no

   Your comment: …………………………………………..

8) Do you consider history exercises useful for your language skills development? Choose just one answer, please.
   a) yes
   b) no

9) Which of the skills suggested did you practiced the most? Which of them were the most useful? You can pick more than one answer, here.
   a) reading
   b) speaking
   c) writing
   d) listening
   e) vocabulary
   f) grammar

10) What are your own ideas for topics that can be used in the lessons of English? What kinds of activities did you miss?

Your comment: …………………………………………………………………………………

……………………………………………………………………………........................

**3. Activity created in PowerPoint - Guess it!**

a) The first slide is motivating pupils to the game.

GUESS IT!!!

ANCIENT ARTEFACTS

b) In the following slide, pupils chose the numbers hiding pictures.

CHOOSE A NUMBER!

| 1 | 2 | 3 |
|---|---|---|
| 4 | 5 | 6 |
| 7 | 8 | 9 |
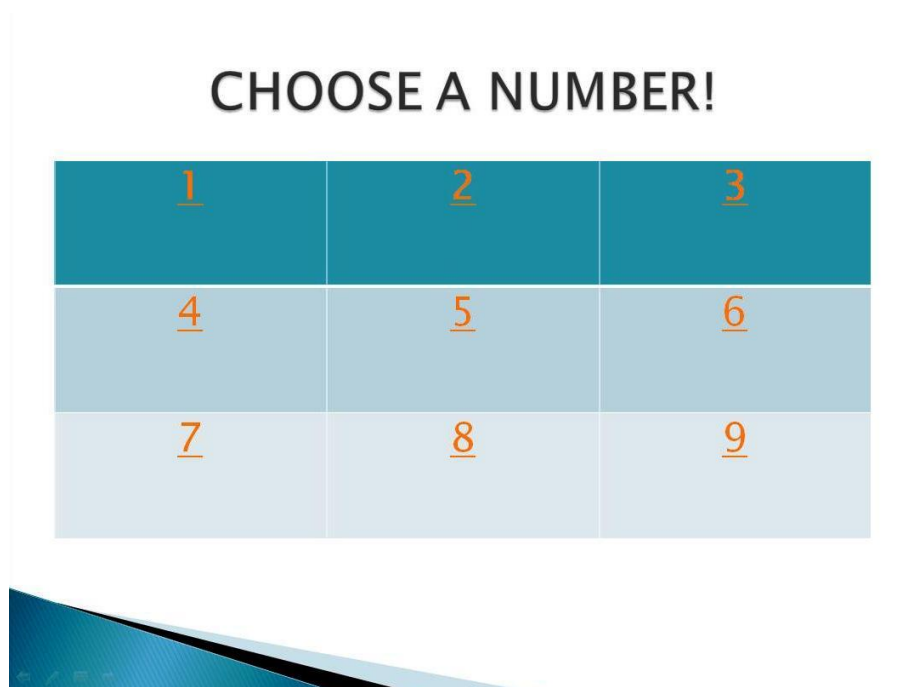
c) A needle – suggested answer. In the right bottom corner, there is an arrow navigating back to the chart:

# 4. Exercises created in Hot Potatoes

## 4.1 King Arthur – Cloze exercise



King Arthur - truth

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Glastonbury-abbey-ext-004-S.JPG

In 1191, after Geoffrey wrote his book, the monks at Glastonbury [?] rebuilding their monastery after a bad fire. They found a huge stone with Arthur's name carved on it. [?] came across a tree trunk containing the bones of a big man and a skull which had been wounded in ten places.

They said it was King Arthur. But people thought [?] the monks lied to get money to rebuild their monastery.

After the legend, the truth is [?] little disappointing. There [?] hardly anything about Arthur that we know surely. Some historians think that there really was a man [?] Arthur. He was a leader, not a king. He led a band of horsemen into [?] battles. Perhaps if people had known more [?] him, they would not have been so fascinated by him for over 800 years!

Check    Hint

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4.2 Historic objects – matching exercise

<= | Index | =>

**HISTORIC OBJECTS2**

**Matching exercise**

Match the items on the right to the items on the left.

Check

???
shield
letter
helmet
sword
toilet

???

???

???
shield
letter
helmet
sword
toilet

???

4.3 Christopher Columbus – Quiz

<= | Index | =>

**CHRISTOPHER COLUMBUS AND NATIVE AMERICANS QUIZ**

Quiz

Show questions one by one

1.  How did Columbus named people who lived in America originally?

    A.  ?  Indians

    B.  ?  Hindos

    C.  ?  Indies

2.  What did Native Americans wear on their feet?

    A.  ?  moccasins

    B.  ?  sandals

    C.  ?  boots

3.  How did Native Americans travel?

    A.  ?  they had wagons

    B.  ?  on foot

    C.  ?  on horseback

4.  Which problems did Columbus´ explorations caused?

    A.  ?  racism, war

    B.  ?  war, slavery

    C.  ?  diseases, slavery

5.  When did Columbus discover America?

    A.  ?  1535

    B.  ?  1492
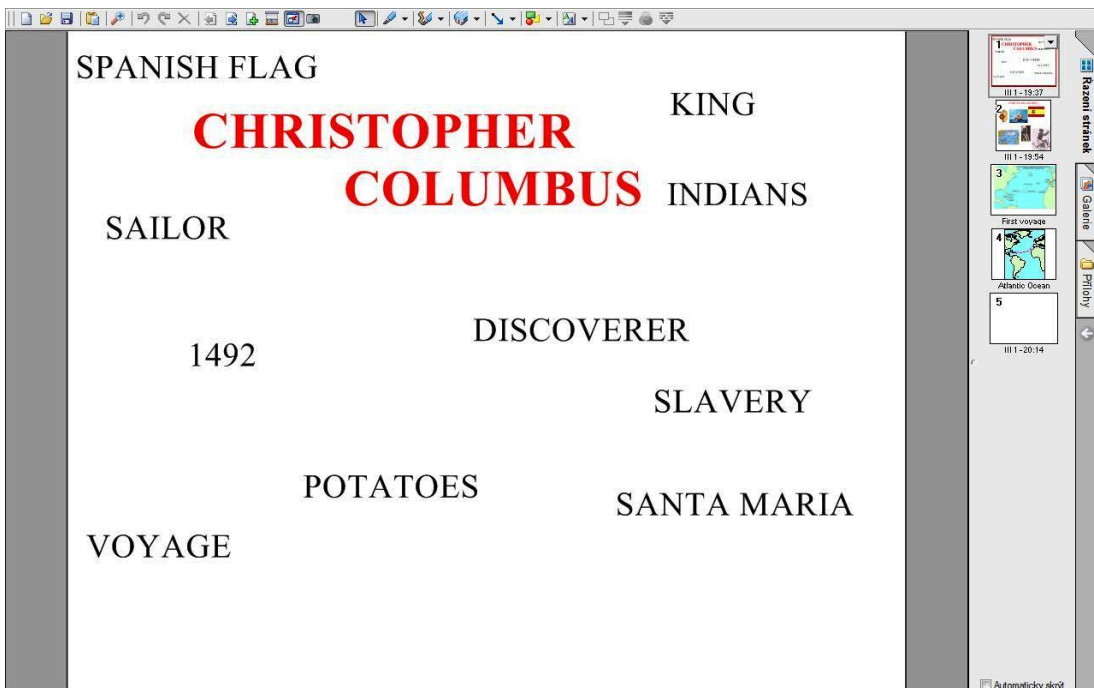
    C.  ?  1491

5.  Exercises created in Smart Board Notebook software

5.1 Christopher Columbus – drag and drop exercise



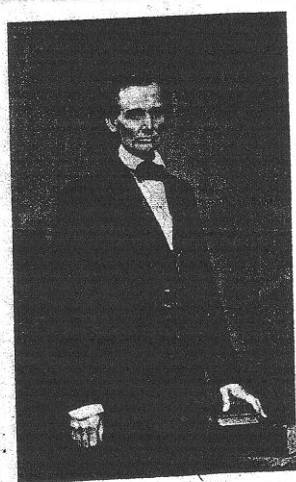5.2 Christopher Columbus – key words explanation exercise



6. History pages from Hello! magazine

6.1 Abraham Lincoln

# Abraham Lincoln was born

February 12 is the day when the 16th president of the USA was born. Every American child knows his name. He was one of the most important people in US history.

Abraham Lincoln was born on a farm in Kentucky. His parents weren't rich. He went to school only for a year but he studied at home a lot.

*Abraham Lincoln*

Lincoln later worked as a postman and storekeeper[1]. He was interested in politics and became a lawyer. He

married Mary Todd and they had four sons. Three of them died quite young. Lincoln was active in the Republican Party and in 1860 he became President. It was the time when the southern states left the USA and formed a new state – the Confederacy. The Civil War began. In 1865 the North won and the war ended. The southern states joined the USA again. Slavery[2] was abolished[3]. Lincoln supported[4] the North so he had many enemies. On April 14, 1865, Lincoln with his wife and friends went to the theatre. He was shot by John Wilkes Booth and died the next day.

Abraham Lincoln is celebrated as the President who abolished slavery and won the Civil War. In Washington, D.C., there is the Lincoln Memorial, which is a monument to this great man.

## ACTIVITY:

I. These words speak about the life of Abraham Lincoln. Speak about Lincoln using them.

February _____
farm _____
study _____
Mary _____
Republican _____
1860 _____
the South _____
slavery _____
enemy _____
theatre _____

II. There are many legends about Honest Abe, as people called him. Read and complete the text with the correct expressions and you'll know why.

a, customer    b, store    c, surprised    e, the tea    f, bought    d, good and fair    h, walked    g, morning

Abe Lincoln worked in a 1, ............................... He was very honest and did his best to be 2, ............................... One evening he counted[5] the cash and saw that he took more cents from a 3, ............................... than the price was. He closed the store and 4, ............................... a long way to give the money back. There's another story. One evening a woman came to the store and 5, ............................... some tea. In the 6, ............................... he saw that he had given her too little for her money. He took the rest of 7, ............................... and brought it to the woman. She was very 8, ...........................
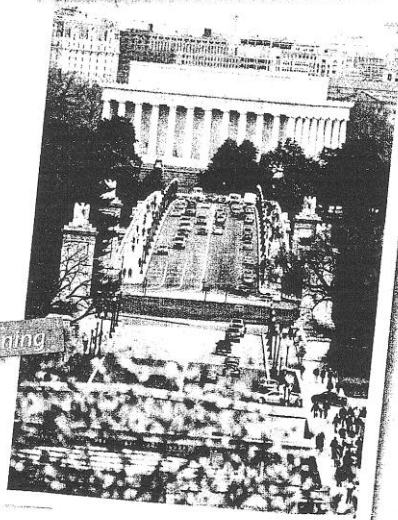
Answers: 1b 2d 3a 4h 5f 6g 7e 8c

Jana Chrtianska

Hello!

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6.2 The White House
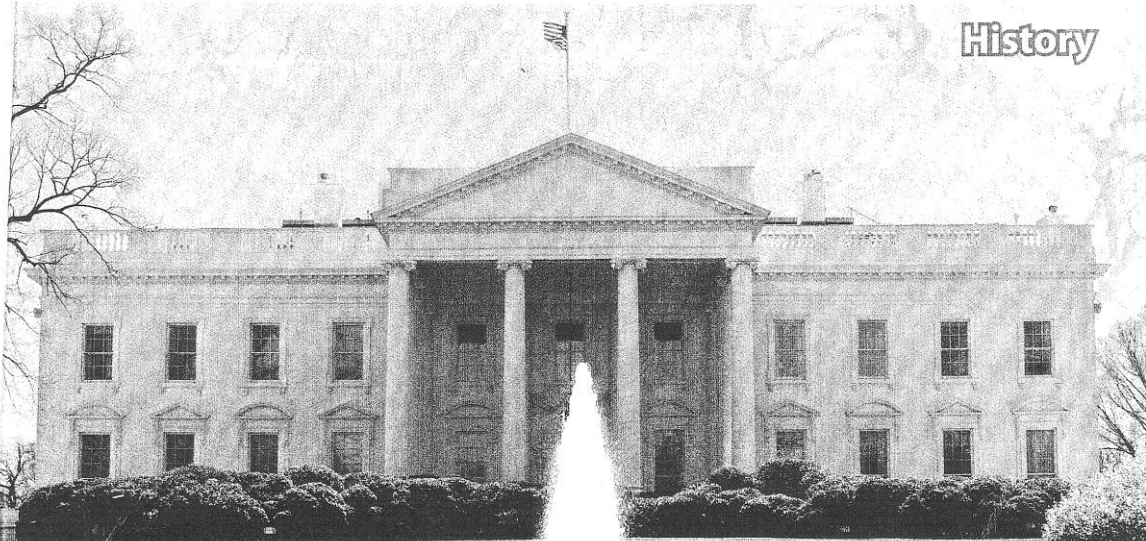
# NOVEMBER in History

**In this article we're going to speak about one of the symbols of the USA and one of the most famous buildings in the world.**

On November 1, 1800, the second president of the USA, John Adams moved to his new home. The building was later named the White House. He was the first president to stay at the White House. George Washington chose[1] Washington as the new capital of the USA (the first was Philadelphia) and had the residence built[2] but he never lived there. The White House was built from 1792 to 1800. It's been reconstructed[3] several times. For example, during the war of 1812, British soldiers burnt it down[4].

The White House is the official residence of US Presidents, their office and their home. In the East Wing[5] are the offices of the First Lady. First Ladies don't have any official duties[6], they can choose how to be active – in charity, family, or politics. The First Family live on the 2nd and 3rd floors of the historic White House, away from the public. In the West Wing are the President's offices. The President's official office is called the Oval Office. Each new President can change the furniture or carpets. He meets journalists here. The largest room is the East Room, used for receptions, concerts, balls, and many ceremonies.

## Did you know?

About 6,000 people visit the White House **a day** (!). It has 132 rooms, 32 bathrooms, 147 windows, and 412 doors. They need 2,158 liters of white paint to paint the White House.

**Read about JOHN ADAMS,** the first person to live in the White House. Complete the text with the correct expressions.

**John Adams** (1735-1826) was the a,...................... president of the USA. His father was a farmer. Adams studied at b,...................... University. He was married and had c,...................... children. He was active in politics and became the first US Ambassador to d,................................
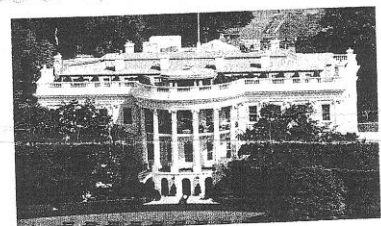
Later he became the first Vice-president under G. Washington. He died on July 4, 1826, 50 years e,...................... the USA became independent[7] from Britain. His son, John Quincy Adams, was the f,...................... President of the USA.

1. five  2. after  3. second  4. sixth  5. Great Britain  6. Harvard

**PROJECT TIME:**
Make a project about the present US President. What's his name, what do you know about his family.

*Jana Chrtianska*

1 čəuz – vybral, zvolil si; 2 bilt – dal postaviť/ *postavit*; 3 ,ri:kən´strakti:d – prestavaná, zrekonštruovaná/ *přestavěna, zrekonstruována*; 4 bə:nt it daun – vypálili; 5 i:st wiŋ – Východné krídlo/ *Východní křídlo*; 6 dju:tis – povinnosti; 7 ,indi´pendənt – nezávislý

6.3 Mickey Mouse

# NOVEMBER in History

# MICKEY MOUSE WAS BORN

## BASIC FACTS

| | |
|---|---|
| **NAME** | Mickey Mouse |
| **DATE OF BIRTH** | 19 September, 1928 |
| **HOBBIES** | sports, spending time with his girlfriend, Minnie, and his pet dog Pluto |
| **FIRST COLOUR FILM** | The Band Concert |
| **OTHER ROLES** | firefighter[1], explorer[2], football player, hunter, and many more |
| **MICKEY'S FIRST SPOKEN WORDS** | "Hot dogs, Hot dogs!" |

## DID YOU KNOW?

- Mickey Mouse was the first cartoon character to have a star on the Hollywood Walk of Fame.
- Wayne Allwine who voices Mickey is married to Russi Taylor who voices Minnie. ☺

## WHAT'S MICKEY LIKE?

Walt Disney drew the first sketches[3] of Mickey on a train, but the animator Ub Iwerks gave Mickey his final form. Experts say that Iwerks designed Mickey but Walt gave Mickey his soul. In fact, Mickey was very similar to Walt. He's modest[4], optimistic and cheerful[5]. He's a good friend. That's why he is so popular.

## MICKEY'S CAREER

At first, Mickey wasn't very popular but when Walt Disney gave Mickey a voice[6] (Disney's own voice) everybody became interested. Mickey's film "Steamboat Willie" was released[7] on November 18, 1928 at the Colony Theater in New York and became the first successful cartoon with synchronous sound[8] in the world. This date is celebrated as Mickey's birthday. Mickey became a star and rival even to Charlie Chaplin.

Mickey is probably the most popular Disney character. He has starred in over 120 cartoons, different TV shows, PC games, and comic books. He's the Chief Greeter at the Disney parks.

## ACTIVITY:

**Complete the text with the correct phrases. There are two extra phrases which do not fit.**

1. Mickey 's birthday .............. 19 September.
2. His girlfriend .............. Minnie.
3. Mickey likes .............. his pet dog Pluto.
4. Mickey was created .............. and Walt also voiced his first films.
5. .............. in more than 120 cartoons, different TV shows and PC games.

a, at the Colony Theater    b, by Walt Disney

c, is called    d, we can see Mickey

e, is celebrated on    f, was released on

g, spending time with

1 ´faiə, faitə - požiarnik/ *požárník*, hasič;
2 ik´splo:rə - bádateľ, výskumník/ *badatel, průzkumník*; 3 skeči:s – náčrty, skice; **4 modist** – skromný; **5 čiəful** – veselý; **6 vois** – hlas;
7 ri´li:sd – bol spustený/ *byl dán do distribuce*;
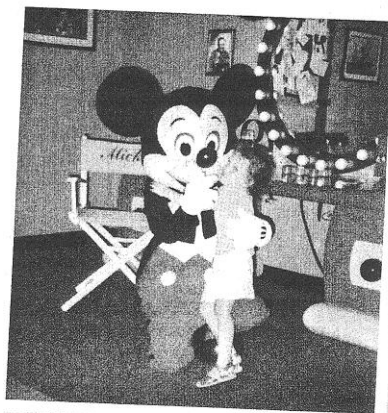8 siŋkrənəs saund - synchrónny, zvuk spoločne s obrazom/ *synchronní, zvuk společně s obrazem*
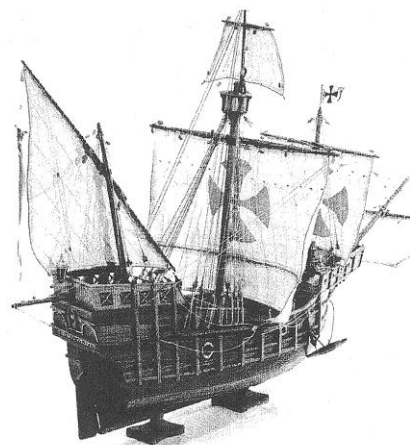
6.4 Christopher Columbus

# SEPTEMBER AND OCTOBER in History

He was the famous Spaniard who discovered America. He was born in Genoa, Italy, but he sailed[1] under the Spanish flag.

# Who was Christopher Columbus?

In this article we're going to read about a special American holiday. It is celebrated in September and in October.

In 1492, Columbus sailed the ocean blue… This is what the children's rhyme says. His three ships crossed[2] the Atlantic and on October 12, 1492 one of his sailors saw land. This is how the New World was opened for Europe. October 12 is celebrated as **Columbus Day** in the USA and other countries.

## WHAT DID THE AMERICAS GIVE EUROPE?

Lots of things. Lots of gold and other riches[3]. And new foods. Let's make a menu for a good lunch. Pumpkin soup, grilled salmon[4] and potatoes, vegetable salad – green peppers, beans, corn, and tomatoes; and chocolate and vanilla ice-cream for dessert. Did you know that ALL this comes from America? A good gift to Europe, isn't it?

## HOW ABOUT AMERICA? WHAT DID AMERICA GET FROM EUROPE?

Many people say Columbus is a hero. But some say his explorations[5] caused many problems. For example: Europeans brought various diseases to the Americas and this was the beginning of slavery in the Americas. Do you think tha Native Americans want to celebrat Columbus Day? Of course not. Ther have been many protests. Howeve only two US states have don something to change this. In 198 the state of South Dakota official changed Columbus Day into Nativ American Day. They celebrate on the second Monday in Octobe Californians also celebrate Nativ American Day but on the fourt Friday in September. What do YOU think? What is right? Tc celebrate Columbus Day Native American Day, o both?

### NATIVE AMERICAN QUIZ.

Show what you know about Native Americans and choose the correct answer (sometimes more than one).

1, What's the Native American home called?
a, tent          b, house          c, tipi

2, Which animal didn't they hunt?
a, bear          b, camel          c, buffalo

3, What did they wear on their feet?
a, moccasins     b, sandals        c, boots

4, How did they travel?
a, on foot       b, on horseback   c, they had wagons.

5, Who was a famous Native American leader?
a, Gandhi        b, Sitting Bull   c, Leif Ericson

**PROJECT TIME:**

① Columbus wasn't the first European to come to America. Who was the first? Write more about him.

② Learn and write about the life of Native Americans. How did they live, what did they eat, where did they live?

1 **seild** – plavil sa/ se; 2 **krosd** – križovali/ křižovali; 3 **ričiz** – bohatstvo/ bohatství; 4 **sæmən** – losos; 5 ,**eksplo:´reišəns** – objavy, výskumné plavby/ objevy, výzkumné plavby; 6 **sleivəri** – otroctvo/ otroctví

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Hello!

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7. **Students´ answers – Living in the Iron Age**

7.1 ANSWER SHEET

1. Would you attend this kind of "TV show"? Why?

_____

2. Do you think that it was easy for people to live in this village? Why?

_____

3. Can you write what kind of animals could people keep in the Iron Age?

_____

4. Think about one day that people had in this village. What kinds of work they had to do?

_____

5. Can you imagine your life when you could eat just bread, cheese and porridge? Why?

_____

6. Think about children in the village. How did they spend their typical day in the village? Did they have to help to their parents or were they allowed to play?

_____

7. Do you like honey? Is it healthier than sugar? Why?

_____

8. Think of the "things" that Iron Age people could not have and we usually use them.

_____

9. How could they prepare their food without dishes?

_____

10. Would you live in the Iron Age? What would you miss the most?

_____

7.2 Examples of pupils´ answers:

1. Maybe, it can be very interesting and educative.

2. It was not easy because they could not use modern technology.

3. They kept sheep, chicken, cows and goats.

4. Make breakfast, work on field, grinding corn, hunting, agricultural work, bring water to house, feed animals, find some food, care about children

5. Yes, but only for a short time.

   No, because I like meat and lots of kinds of sweets.

6. Older children had to help their parents.

   They helped with easy work.

7. Yes, I like honey. It is healthier because it is natural.

8. Cooker, bed, microwave oven, TV, computer

9. They used hot stones or wooden dishes.

   It was Iron Age so I think they had no dishes.

10. No! We would miss our bed, our food, electricity, hot water.

    I like bath and TV so I would not want.

## 10.Pupils´ projects examples



**SPORTS**

FOOTBALL SHIRT

FOOTBALL BOOT

FOOTBALL SHORTS

FOOTBALL

BAT
RACKET

CRICKET

TENNIS

FOOTBALL IN HISTORY

In history sports were less popular.
Currently sport equipment is better than in history.
Currently sportsmen and sportswomen earn more money than in history.
Currently people go to sports events more often than in history.
In history people were playfuller than now.
Currently people more put money on sports than in history.
Currently football is faster than in history.
In history people had less rules in football than now.
Currently sports clothes is more expensive than in history.
In history sports were more violent than now.



**Food**

16th – 18th century

Bread cheese

meat oysters wine

lobster fruit

wine strawberries

20th – 21st century

melon hamburger Coca Cola

pasta kiwi

chocolate Hot dog

lollipop whisky

chips crips

In history people ate more meat than now.
In history people ate more fruit and vegetable than now.
In history rich people ate more healthy food than now.
Now people drink more alcohol drinks than in history.
Now people drink less wine than in history.
Now people eat more unhealthy food than in history.
Now people eat more pasta than in history.
Now people eat more pastry than in history.
Now people drink less water than in history.
Now people has got more money to buy food than in history.

## 11. Supportive materials for project work

### Sport and pastimes – 12$^{th}$ -15$^{th}$ century (The Middle Ages)

People played many of the sports that we play today, but the games were more violent! Football was played between all the men of two villages. The aim of the game was to carry it across the fields and place it on the market cross of the other village. They had no rules, players were often hurt and sometimes even killed. The most popular sports were animal fighting (cock fighting, bear fighting with dogs). People liked wrestling and shin kicking, archery, skittles and stoolball. The most popular sport of knight was fighting on TOURNAMENTS. In tournament, knights wore his own badge so that people knew who he was.

### What people ate – 16$^{th}$ -18$^{th}$ century (The Stuarts)

The food changed. Bread, cheese, meat and beer were still on the menu. Rich people enjoyed food like oysters, lobster, fish. There were new kinds of food from abroad – tomatoes, pineapples, cauliflowers and chocolate! They liked cheese, meat (lamb, roast chicken, roast beef, rabbit), they liked fruit – apples, pears, strawberries… They liked cakes. Tea was a new drink from India and it was very expensive. People visited coffee houses where they were drinking coffee, chocolate or tea.

**Résumé**

Závěrečná práce je zaměřena na výuku historie Velké Británie a Spojených Států Amerických v hodinách anglického jazyka na druhém stupni základní školy a v nižších ročnících středních škol. Analýzou odpovědí žáků na jednotlivé otázky v dotazníku bylo zjištěno, že historie žáky zajímá, a že by se s různými formami implementace historie do hodin angličtiny rádi setkávali i nadále. Byly navrženy vhodné postupy a metody, jakým způsobem historii anglicky mluvících zemí do hodin angličtiny zahrnout.

**Annotation**

| Jméno a příjmení: | Lucie Alešová |
|---|---|
| Katedra: | Katedra anglického jazyka |
| Vedoucí práce: | PhDr. Světlana Obenausová, MLitt, Ph.D. |
| Rok obhajoby: | 2010 |

| Název práce: | Výuka historie anglicky mluvících zemí v hodinách anglického jazyka |
|---|---|
| Název v angličtině: | Teaching history of English speaking countries in the lessons of English |
| Anotace práce: | Diplomová práce je zaměřena na výuku historie v hodinách anglického jazyka. V teoretické části je rozebrána důležitost motivace žáků na druhém stupni základní školy, internetu jako zdroje informací pro učitele a pro žáky. V praktické části je především naznačen průběh hodin z pedagogické praxe a příprava materiálů do hodin angličtiny se zaměřením na historii. V závěru práce je vyhodnocen výzkum prováděný na konci pedagogické praxe, jehož výsledky potvrzují hypotézu. |
| Klíčová slova: | historie, motivace, Rámcový vzdělávací program pro základní vzdělávání, CLIL, software, Internet |
| Anotace v angličtině: | Thesis is focused on teaching history in the lessons of English. Theoretical part is based on motivation of pupils in lower-secondary school, on the Internet as a source of information for teachers and pupils. Practical part is focused on process of the lessons where history was implied during teaching practice. There is preparation, also. The final part covers research evaluation, which proves hypothesis. |
| Klíčová slova v angličtině: | History, motivation, Educational Framework Programme for Basic Education, CLIL, Software, the Internet, teenagers |

| | |
|---|---|
| **Přílohy vázané v práci:** | 1) Dotazník v českém jazyce |
| | 2) Dotazník v anglickém jazyce |
| | 3) Aktivity vytvořené v programu Microsoft PowerPoint |
| | 4) Cvičení vytvořená v programu Hot Potatoes |
| | 5) Cvičení vytvořená v programu Smart Board Notebook |
| | 6) Historické sekce z časopisů Hello! |
| | 7) Ukázky odpovědí studentů v aktivitě Living in the Iron Age |
| | 8) Ukázky projektů |
| | 9) Ukázky podpůrných materiálů pro tvorbu projektů |
| **Rozsah práce:** | 88 stran |
| **Jazyk práce:** | Anglický jazyk |