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STARTING WITH PROJECT-BASED METHOD IN THE EFL CLASSROOM

Diplomová práce

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PROHLÁŠENÍ

Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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vlastnoruční podpis

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TABLE OF CONTENTS

ABSTRACT

The cardinal reason for putting the draft of my project work into the practice was to find out whether it is difficult for the students to adjust to the project work. Besides I wondered if the level of the prepared project is suitable for the 8th grade. This short experience from the praxis was the initial point that indicated how to rewrite the project and how to continue with it. On top of that I realized that the project must be supported with many lead-in activities that teach students how to cope with project work.

INTRODUCTION

I have chosen the topic "Starting with project work in the EFL classroom" because of many reasons. Firstly, I am persuaded that project-based method is highly suitable for the English classroom. Secondly, I believe that pupils can benefit from the project method in many areas of their future lives and lastly project work is in my point of view an approach that enables learners to use language for a real and meaningful communication.

During my teaching practice (5th – 23rd October 2009) I realized on one hand how demanding is it for a teacher to prepare project work and accept a new role in a classroom. And on the other hand I found out how difficult it is for learners to adapt to project-based teaching. That is why I focused on bridging strategies that should precede project work.

The theoretical part of the thesis consists of valuable sources of background literature. In the first chapter project work is described in details with regard to history, advantages and disadvantages of project-based method and new teacher's and learners' roles. The second chapter is devoted to course of project work and possible problems teachers and learners may encounter. The third chapter deals with bridging strategies that are recommended to precede full project work. The fourth chapter is dedicated to the motivation and its role in project work. In the last chapter of theoretical part the emphasis is put on classroom language.

The practical part is based on a small experiment with project work. I enclosed questionnaires that I distributed not only among participants of the project but also among non-participating students. With the experience I gained during the teaching practice I designed competition "Volunteers Needed". With the competition in progress students should gain skills and abilities necessary for full project that follows after this competition. Consequently, I evaluated two student's book in order to find out whether they are a good source of bridging strategies and whether they can help students to develop crucial skills for full project work.

1. PROJECT WORK

In the first chapter I would like to mention some most important information from the history of project-based teaching. I will enclose various definitions of project work, advantages and disadvantages of this method. Apart from that I will focus on the role of teacher and learner during the project work and lastly I will explain how to choose a suitable project work.

I would like to start with the following quotation that in my opinion summarizes best the sense of the project-based teaching and learning.

"What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language the students are taught and the language they in fact require. It is this gap that project work can help to bridge."

(Fried-Booth, D. L. 1997, p.5)

1.1. HISTORY OF PROJECT WORK

The first hints of project work are older than one hundred years. Those days, commonly used teaching approach, so called Herbartism was strongly criticised not only as for the role of the teacher who was the most important person in the classroom but also because of the attitude to students. At the end of the 19th and at the beginning of 20th century some changes were necessary not only in Europe but also in The United States of America. The main aim of these changes was to change the role of pupils. They should have been encouraged to be active, to discover the world and to search for new information. It was the individual activity, creativity and work that was the main purpose of learning, which are presumptions for project work (Tomková, A. Kašová, J, Dvořáková, M. 2009, p. 10-11).

1.1.1. JOHN DEWEY

American professor of philosophy, psychology and pedagogy was the first person who tried to connect the needs of children with the demands of society and integrate them into the teaching process. He is acknowledged to be the first creator of a theoretical basis for the project work (Kratochvílová, J. 2006, p. 26-28).

He united the school with the life outside, according to his philosophy the most appreciated method was learning by doing. He put emphasis on the individual experience and the personal aims students should have reached in their lives. His method, "learning by doing", was in other words some problem solution. Teachers should have chosen on purpose problems that were connected with authentic troubles of everyday students´ lives. Students took the responsibility for their own learning while they were looking for the solution (ibid, p. 26-28).

1.1.2. WILLIAM HEARD KILPATRICK

According to Kratochvílová (2006, p. 28-29) Kilpatrick was the founder of the project method. As the member of Progressive Education Association he adapted and developed Dewey's theory of learning through problem solution. He published his first study about the project method in 1918.

The greatest advantages of the project method were; the connection of theoretical knowledge and practical skills, the motivation of students for the learning process, usage of discussion and problems solution and lastly improvement of school climate in order to make school a pleasant place suitable not only for learning but also for living (ibid, p. 26-28).

1.1.3. PROJECT WORK IN CZECH REPUBLIC

The project method has been discussed in The Czech Republic since 1906. The first official change is visible firstly after the year 1989 (Kratochvílová, 2006, p.29-31).

The situation has rapidly changed since the educational programmes "Obecná škola" and "Národní škola" were published. These programmes enable teachers not only to modify their teaching plans but also teachers are provided with more freedom in their teaching. Besides, the project method is one of the approaches that are assumed

to be perfectly convenient to reach current educational aims (Tomková; Kašová; Dvořáková, 2009, p. 12-13).

1.2. DEFINITON OF PROJECT WORK

1.2.1.   WHAT IS PROJECT WORK

The project-based learning is very versatile, there are a plenty of definitions of project work and it is hard to choose just one. It depends on authors themselves on which point of view they focus and in which way are they planning to put the project method into practice.

Nevertheless every project-based activity can be divided into the following stages; a) collecting data, (b) compiling facts, (c) consulting and reporting on final outcomes, (d) assessment and evaluation of final outcomes (*Project-based second and foreign language education,* 2006, p. 27).

Each of the following authors puts emphasis on different aspects of project-based learning. Haines (1989, p.1) explains that "projects are multi-skills activities focusing on topics or themes rather than on specific language targets".

Wicks (2002, p.9) points out, that thanks to the project work the teacher can in a very simple way introduce cross-curricular work. Hutchinson (2001, p.11) is convinced that, "project work is learning through doing."

Generally speaking project work is: (a) hard work, (b) creative, (c) personal, (d) adaptable. In other words, project work is not an easy task. Students´ personal experience and creativity mirror in the project work, which makes each piece of project work unique. On top of that project teaching offers a wide range of different activities that are suitable for everyone (Hutchinson, 2001, p.10).

 Haines (1989, p.1) deals with adaptability of the project work as well and he mentions that project work is appropriate for students of various age and different level of abilities, because it is an access to learning which combine commonly used methods in a balanced way.

Not only Ribé; Vidal (1993, p.5) claim that, "project work is activity-based learning process" that catches attention of everyone immediately, but also Wicks (2002, p.9) supports their theory, acknowledging that students are having fun while they are using target language in an accustomed way. They are creating something very personal

which attracts them, besides; pupils "use English as a tool and see how flexible and useful it can be."

Project work seems to be very demanding, Ribé; Vidal (1993, p.5) describe it as "a novel, which consists of chapters and episodes, a project is a large task (macro task) composed of smaller steps (micro-tasks)."

Besides, Kratochvílová (2006, p. 38) defines project work as a work that cannot be planned and predicted step by step. It is a work that develops all skills of the student and the approach of them and approach of teacher must be very flexible.

Coufalová (2006, p. 11) adds something new to the above mentioned definitions, project work does not occur only in school, pupils go outside and on top of that both parents and public can take part in the project work.

1.2.2.   WHAT IS NOT PROJECT WORK

To understand project method better, it is in my opinion necessary to enclose some inappropriate examples of project work.

According to (Tomková; Kašová; Dvořáková, 2009, p. 17) some teachers tend to claim that they are using project method in their lessons, which is true just partially. To sum it up the following examples cannot be considered the full-project work; excursion, posters that summarize some knowledge or found information or the work when the pupils have to follow some given steps in order to answer all tasks. All these above mentioned examples can be integrated as some part into the project work, but they should not occur in isolation.

1.3. ADVANTAGES OF PROJECT WORK

The most significant advantages according to Fried-Booth (1997, p. 7-9):
- "The students become responsible for their own learning" (p. 7)
- "Project work offers the student an opportunity to put into practice what has been learnt through formal teaching" (p.9)

Project work is divided into different stages and micro-tasks which makes it perfectly suitable for the mixed-ability classes. Apart from that language becomes more relevant for the learners and communicative skills are widely developed (Hutchinson, 2001, p. 11-13).

According to Kašová (1995, p.13) great advantage of project work is that students experience recognition, sense of fulfilment and fellowship. Another very important aspect is that the project work is reasonable, which means that from the very beginning students know what is their main aim and what is the main purpose of the activity. Consequently, pupils gain global knowledge about the world. Furthermore, they can see all logical connections between separate things.

Researches in social psychology in the second half of the previous century show that learning in group is necessary for the personal development of pupils, what is more the group work increases effects of learning process. In these groups pupils are allowed to ask for help, to look up some missing information, to make mistakes and correct them together as soon as the mistake is discovered. When taking into consideration frontal teaching, it is very opposite (Coufalová, 2006, p.11-15).

1.4. BENEFITS FROM THE PROJECT WORK

Although not only pupils benefit from the project work, I would like to focus just on them in the following paragraphs.

Project work is a great opportunity for pupils to assess their own language competences and to find out if they can use English in real situations. On top of that, great emphasis is put not only on cooperation but also on equal importance of all tasks (Haines, 1989, p. 3).

One of the benefits for the students is according to Fried-Booth (1997, p. 8-9) that "students will be using all four skills" (p. 8) together whereas they practise "in the classroom the language they are likely to require outside" (p. 9).

Project work helps the students to realize what is really important for them, what they want to achieve and learn. It is a great possibility how to develop pupils´ confidence and independence (Fried-Booth, 2002, p.5-6).

Apart from the above mentioned profits, another positive influence on the students is authenticity of students´ experiences. Further more it can be said without hesitation that students are highly motivated and involved in the learning and on top of that they gain positive attitudes towards learning (Project-based second and foreign language education 2006, p. 24-27).

Students are given freedom and while doing a project they learn how to cope with the gained responsibility in order to finish the task successfully. To sum it up, thanks to

the project-based activities pupils develop not only their linguistic competences but also improve other skills and increase their global understanding of the world (Haines, 1989, p. 1-4).

Thanks to project work pupils learn how to cope with gained information. Project work forces students to become creative, to improve their intuition and on top of that it stimulates their fantasy (Coufalová, 2006, p.18).

1.5. DISADVANTAGES OF PROJECT WORK

On the other hand it is obvious, that not only advantages are typical for project-based teaching. In this chapter I would like to point out some most serious disadvantages.

Kratochvílová (2006, p. 49-51) mentions these significant disadvantages of project work; the preparation of project is very demanding and time consuming. It is difficult to prepare all relevant materials and visual aids. The project in progress must be coordinated, which is very demanding as well. Apart from these aspects, it is demanding for students as well, as they are supposed to be able to work in groups, be responsible and creative.

It is not worthy to use project method before teacher and students get to know each other. Coufalová (2006, p.20) adds that it is crucial for the smooth and successful running of the project that the teacher is aware to predict students´ behaviour.

As Valenta (1993, p. 7) says the teacher is supposed to estimate sensitively whether pupils are able to be really responsible for their learning. Apart from that the process must be well organized, directed and thought out properly.

Henry, J. (cited in Kratochvílová, 2006, p. 51) says that the project work is demanding what concerns pupils, time and teacher as well. The concept of the project must be carefully worked out. He also holds that it is necessary to prepare some preceding activities before the project itself, which help students to cope with the project better, that management of the whole process as well as the final assessment of the project, when taking grades into consideration, is rather difficult.

At the end of this chapter I would like to enclose one rather contradictory fact. According to Coufalová (2006, p.22), project method is suitable only for talented pupils and pupils of average abilities, the rest of the class tend to let these better students to

solve all the problems connected with the project. Some authors; Haines (1989, p.1) or Hutchinson (2001, p.11-13) dispute her statement. (see chapter 1.3)

1.6. ROLES OF THE TEACHER

Generally speaking, not only during project work teacher as well as the learner should keep their specific roles in their minds. This condition helps to make the teaching and learning more effective (Byrne, 1987, p.13).

Before the project starts there are some conditions that must be fulfilled. Firstly teacher's belief in this method is essential for the successful course of project. Secondly the teacher should ensure that all preparations procedures for the full project were fruitfully practised (Haines, 1989, p.4). At last, teacher must be very flexible and ready to respond to all the new situations (Coufalová, 2006, p. 12).

The teacher must not only believe in the method but also he is supposed to develop "more flexible attitude towards the students´ work" because the project work is no longer "teacher-directed" (Fried-Booth, 1997, p.5).

At the beginning it is important to realize how closely the roles of teacher and students are connected. Furthermore as the group of people is dynamic (it changes and develops all the time) the roles of both groups evolve continually. This means that not only teachers have to adapt their behaviour to the current situation (Wright, 1987, p. 51-53).

Especially at the beginning of the project when the students might hesitate to interact with the others, teacher should definitely support and stimulate them (Byrne, 1987, p.13).

With the project running, teacher ought to act in various unaccustomed roles; Ribé;Vidal (1993, p.9) appreciate the following "initiator, planner/co-planner, provider of thematic and language input, self-access materials, language explanations and correction, promoter of group co-operation and an appropriate atmosphere, helper, consultant and evaluator/co-evaluator."

Coufalová (2006, p.12) points out the most significant roles of the teacher during project work, teacher has to prepare such a situation for his/her pupils so that the pupils long to learn something new. Besides teacher sets up conditions suitable for pupils´ personal development.

1.7. ROLES OF THE LEARNER

Project focuses entirely on students and there is no longer any strict guidance by the teacher, in other words pupils are now responsible for their learning (Fried-Booth, 1997, p. 5-7).

Students are expected to become more active, it is no longer a teacher who tells them what to do and when to do it, from now on pupils are obligated to search for new information and plan the work properly in order to manage all the work for the agreed date (Haines, 1989, p.4).

During the project work, students encounter and experience many new situations and they have to adapt their role according to the current circumstances. They are set into a role of a person that should take responsibility and should be active. They are no longer provided with information; it is their duty to look them up. They become evaluator and self-evaluator of their work. (Kratochvílová, 2006, p.38).

With the project in progress students acquire a lot of new roles, for instance; the role of designer, a group leader, a person responsible for collecting of materials and a presenter of the final product (Fried-Booth, 1997, p.10).

Pupils are supposed to work in groups. They are responsible for planning of their work. As a dynamic group they are supposed to develop strategy how to solve problems in a communicative and constructive way (Nohl, 2006, p.7). See more about grouping in chapter 2.1.

1.8. PROJECT SELECTION

To choose whether to use a long-term project or a short-term project there are some criteria that should be taken into consideration. With the help of Wicks (2000, p. 10), I would like to focus on the most important facts. Firstly the time available should be examined. Secondly it is necessary to realize the importance of students´ motivation, "as students get involved into activities stepwise, it is beneficial for them to spend more time on the project." Thirdly not all the classes are prepared to start working on the real project immediately. Usually it is necessary to start with some lead-in activities to introduce new approaches and to define what the students are expected to do.

Ribé;Vidal (1993, p.9) support what was said above with the following statement, "it is important not to rush the process, and to let it flow naturally, giving the students the space they need for completing their share of the task."

There are plenty of criteria which classify and distinguish different kinds of project work. But in my opinion it entirely depends just on the group of the students, their interests and abilities what kind of project should be selected.

Nevertheless I have decided to enclose following division, which is in my opinion most general and most accurate for the practical use because it deals with the length and generally speaking, teachers are always found in a lack of time.

1.8.1. SHORT TERM PROJECT

According to Coufalová (2006, p.9-11) teachers without any previous experience with project method choose the short-term project in order to learn something about them at first. Or on the other hand they enclose some short project into the teaching process in order to enrich the educational process.

Additionally, a short-term project does not require any long detailed pre-project planning but on the other hand "shortage of time can limit the number of language activities" (Fried-Booth, 1997, p. 28-38).

1.8.2. LONG TERM PROJECT

As Fried-Booth (1997, p.29) mentions "there is no hard and fast rule" about the length of time you spend on a project. It is up to you whether you decide to focus on project in each lesson or if you dedicate just one lesson a week to project work. With this knowledge I have planned the project "Volunteers Needed!" (see chapter 10).

Because of the project I designed and because of all the above described criteria that characterize project method the rest of my thesis is largely focused on the long-term project, which in my opinion can demonstrate properly the main goals of this method.

2. ORGANIZING A PROJECT

In this chapter I would like to focus on a procedure of project work, especially of a long-term project. I will cover the following areas; how to form groups for the project, how to monitor, evaluate and assess project work, what problems students and teacher may encounter putting project into progress and how to present final outcomes.

2.1. GROUPING OF STUDENTS

"People are, by their very nature, relational beings; they are looking for support, the feedback, the companionship, and the communion with others" (Brandler; Roman, 1999, p. 10).

Before doing the first full project, teacher should definitely prepare a set of activities that are crucial for group's development and help to the students to prepare for a full-scale project. At the beginning guidance is necessary in order to grasp how to make decisions properly and how to solve problems (Sallis, 1993, p.92).

To realize why the work in group is so edifying, it is important to think about benefits of grouping in advance. Wright (1991, p.107-108) describes four main benefits of learning groups: (a) taking some leadership decisions, (b) management of group but also management of their own learning, (c) not only learners but also teacher have to get acquainted with the new relationships in the classroom, (d) strict guidance by the teacher is no longer necessary.

It has been proved that the work in group is much better if it is a cohesive group. The basic features of cohesive learner group are; obvious satisfaction to belong to some group and a strong "we" feeling that is almost touchable (Dörnyei, 2001, p.43).

At the beginning of every group work it is essential to create norms and values, which the participants follow. Patterns of communication should be established and on top of that it is important to clarify specific goals of the activity (Brandler; Roman, 1999, p.20).

Apart from the cohesion of group and its norms, it is important to think about the division of pupils in advance to assure that groups work fluently. Haines (1989, p.7) suggests that "the students should work in groups of 4-6". On the other hand, Byrne

(1987, p.75) says that, "there is no magic number for groups" and then encloses that groups of four to eight pupils are advisable, but it depends on the main purpose of the work.

During project work each group is responsible to distribute partial tasks among the group members. Students learn more about strong and weak points of each member and they learn how to ensue different abilities of individuals (Nohl, 2006, p.7)

For the project enclosed in the practical part (see chapter 10), as it is a competition, it is recommended to divide pupils into balanced groups. Byrne (1987, p.76) advises to create "mixed-ability groups" because the faster one can help to the slower ones and the process of cooperation is in progress.

2.2. MONITORING

Not only in project designed by myself, but generally in each project work there should be emphasis put on language use. It is necessary for the teacher to find out whether his/her students are learning anything and on the other hand for the student it is necessary to know about their progress and what should be improved. All these factors should be according to Fried-Booth (1997, p.39-41) monitored.

Besides the focus on language use, teacher should observe the work in groups and cooperation among groups as well (Haines, 1989, p.8).

To avoid the possible difficulties with grading mentioned for instance by J.Henry (see chapter 1.5) it is important to monitor students continuously. When there are more teachers who take part in the project, it is advisable to conflate the process of making notes about students, so that later on all the notes can be considered valuable in the same way (Nohl, 2006, p.17-18).

2.2.1. MONITORING TECHNIQUES

There are different techniques how to monitor the progress of students´ language skills. I would like to describe one method that is on one hand very amusing and pupils are fond of it and on the other hand it leads the students to self-correction. This method is described in Fried-Booth (1997, p.41). It suggests recording of mistakes the teacher considers most serious. He/she develops a list of these errors, beside these mistakes a symbol that indicates the kind of error is written. This list is placed on regular basis on

some agreed place in the classroom. Pupils´ responsibility is to correct these mistakes in groups or on their own for the agreed day.

Another method, a vocabulary monitor, that helps to control the progress of vocabulary was again designed by Fried-Booth (2002, p.17). It says that whenever a student encounters some unknown word, he should write it down on some card; enclose pronunciation and a short description in English, or picture. These cards are collected on regular basis and exhibited in the classroom.

I would modify this method little bit, instead of using slips of paper I would ask students to write these words on their computers. Pupils should send these words to teacher's email address once a week. Teacher would collect them, send all of them back to the students and print one copy that is exposed in the classroom every week. Pupils should learn these words, but the decision how to do it or if they print and store these words is up to them. It is a great source for vocabulary games, which can in an entertaining way practise the new vocabulary on regular basis.

2.3. POSSIBLE PROBLEMS AND HOW TO COPE WITH THEM

In the following paragraphs I would like to draw attention both to some possible problems teacher may encounter at the beginning of the project and possible worries teacher may have even before the project starts. On top of that I would like to suggest how these possible problems can turn to the benefits and that it is important to look on the bright side of problems.

2.3.1. NOISE

Hutchinson (2001, p.14) says that the atmosphere in the classroom where project work is in progress might seem to be noisier than regular lessons. Although students are often supposed to work in groups and to discuss quite a lot, it is just a matter of good organization, whether the class will not bother other classes in school.

Wicks (2000, p.11) is sure that the more noise students are producing the more they are enjoying the activity they are working on. Besides he suggests how to bring noise under control. Teacher should agree with students on some "quiet sign", which can be used whenever teacher estimates the class too noisy. It is advised to choose some very

simple signal to interrupt students´ work, for instance just to raise a hand which is a signal for the pupils to be quiet and listen to the teacher's announcement.

It has already been said that the project work means to take responsibility for the learning. Hutchinson (2000, p.14) adds that among other accountabilities students ought to learn to estimate "what kind and what level of noise is acceptable."

2.3.2. USAGE OF MOTHER TONGUE

"It is idealistic to expect elementary and lower intermediate students to work in English throughout a project." (Haines, 1989, p.8)

Hutchinson (2001, p.15) affirms the previous statement and says that the most of the students will not use English as a means of communication when they are working on their project. Nevertheless he stresses that "as long as the final product is in English it does not matter if the work is done in L1." He points out the role of authentic translation, as he assumes that the most of the materials for project work are written in mother tongue.

For the project work "Volunteer needed" (see chapter 10) I drew inspiration from what Haines (1989, p.8) claims about the only way how to discourage students from using L1; the teacher can either force his/her students to obey him/her or he/she can use some threats.

2.3.3. LACK OF MOTIVATION

The lack of motivation or interest may be caused from different reasons. But there is always a suggestion how to cope with the situation. Haines (1989, p.7-8) explains possible reasons for the lack of motivation. The first of them is the situation when a project is in progress notwithstanding students are not ready to work independently. The other complication might be caused by the teacher himself as he does not allow the students to make crucial decisions. Additionally students can assess a project as too long with an uninteresting topic. The easiest solution for this problem is to set up an open discussion that might not only redirect the project but also some bright ideas can appear as a basis for the new project.

As Fried-Booth (1997, p. 36) suggests there may arise worries from students, that the amount of new vocabulary they have encountered would not be remembered. They

feel overwhelmed with new vocabulary and that is why they lose their motivation. For this purpose the author recommends to develop a vocabulary monitor in order to select and organise the amount of new vocabulary (for more information see chapter 2.2.1.)

Apart from the above mentioned problems Haines (1989, p.8) points out that students may lose their motivation in project because they consider the learning rather informal. In this case it is important to find out the main reasons of students why are they learning English and either adjust the topic of the project to them and explain in more details advantages and benefits from project work or asses their work just as formal work and after each project session prepare formal follow-up exercises.

2.4. CLASSROOM FEEDBACK

The main reason for feedback get-together is to make students realise what mistakes they did, how to make the best of these mistakes, if the course of the project and work in groups is smooth and to think about their project in a critical way (Nohl, 2006, p. 19).

"The feedback session is an essential part of the activity as a whole and may provide a setting for some valuable learning." (Ur, 1990, p. 23)

There are several rules that should be followed when holding a feedback session in the classroom. I would like to point out just two of them that are most general and necessary for all sessions.

The first one and in my opinion the most important one is according to Fried-Booth (1997, p.44) to deal with a topic that catches attention of all participants and it is for all of them significant. And the second one is to prompt all the participants to speak and to encourage students to express their point of view. Apart from that she suggests that it is not necessary to do the feedback session only in form of discussion, it is possible to prepare some workshop or to ask somebody to prepare short lecture dealing with some tricky issues students came across.

Ribé; Vidal(1993, p.68-69) suggest the method called "letter-writing" to ensure some permanent interaction between students and teacher even if students work on their project outside a classroom and the teacher might feel isolated from their project. This letter is in other words a possibility how on one hand to encourage students, to motivate them to work hard and provide them with various suggestions and prompts. On the other hand it is an opportunity for the students to practise spontaneous and real

communication, to inform teacher about content of the project, about any problems and in addition about their progress as well. They add that it is very important how the letter is presented to the class because each participant should find this letter personal. It does not mean to write 20 different letters; just one general sample for all participants is enough. These letters should vary in information provided on personal and group progress.

2.5. PRESENTING OF OUTCOMES

Ribé; Vidal (1993, p.79) explain that firstly there should definitely be presentation of the final outcomes and then follows evaluation, which I find logical.

At the beginning it is necessary to point out why the presentation of final outcome seems to be important. Ribé; Vidal (1993, p.79) provide the reader with different reasons, firstly the presentation signalizes that students reached some significant aim, secondly it enables to experience the feeling of achievement and recognition at least among classmates. Lastly "to make the students aware that with the skills they have acquired they are ready to start a new linguistic project".

Another author, Hutchinson (1993, p.17), agrees that the outcomes should be without doubts at least exhibited. And after presentation stored or displayed. The public presentation gives the work higher value. The form of the presentation entirely depends on the project; it can be for instance some poster or a book.

"The presentation itself can take various forms including wall displays, slides, video recording, talks by groups, dramatisation, use of lights, colour, clothes and music, written hand-outs to accompany the explanations, etc" (Ribé; Vidal, 1993, p.80).

Another possibility how to present final outcomes is to set up an exhibition that begins with some oral presentation of participants (Bastien; Gudjons; Schnack; Speth, 2004, p.225). From this idea I draw inspiration for the project work "Volunteers Needed!" (see chapter 10).

2.6. EVALUATION

Evaluation of project work is a contradictory fact. Some teachers think that it is not necessary to assess activity that motivates pupils, develops cooperation and cohesion of the class, supports their self-confidence and leads to a meaningful outcome. On the other hand there are teachers who find the achievements of their students and effectiveness of a project important to assess (Haines, 1989, p.8).

Nohl (2006, p. 20) sees the importance about the process of evaluation in the fact that not only teacher himself/herself, but also students and parents take part in evaluation. Coufalová (2006, p.28) puts emphasis on the students´ self-evaluation during the project work too.

When a teacher decides to evaluate project work it is quite difficult to establish some criteria. Hutchinson (2001, p.18) recommends not to focus just on language and not to concentrate on mistakes only. "Credit must be given for the overall impact of the project, the level of creativity it displays, the neatness and clarity of presentation, and most of all the effort that has gone into its production."

"Assessment can be done individually, in groups or as a class. Each aspect and stage of the project can be assessed from different points of view" (p.82). Usually it depends on teacher's personality and on the group of learner in which way teacher is going to evaluate project work. But in general respondents (teacher as well as students) should focus on the aims and objectives given at the beginning of the project. The suggested form is either the questionnaire with scales or "can-do" assessment. They add that as soon as questionnaires are filled, it is beneficial to set up the final session and discuss the course of the project in such a way that "the external observer get a feeling of how the class works together" (p.88) (Ribé; Vidal, 1993, p. 82-88).

The project can be either rewarded with an appropriate grade but more suitable and valuable for the students is oral assessment or short written note (Coufalová, 2006, p.28).

3. BRIDGING STRATEGIES

Not only Fried-Booth (1997, p. 13) acknowledges that "teachers who want to incorporate project work into their teaching will need to introduce their students gradually to the idea of student-centred language work," but also Nohl (2006, p.8-9) says that, as we want project work to be flourishing and to run fluently, it is necessary to prepare students thoroughly in advance. The most transparent overview of all the skills that should preceded to the full project work can be found in Appendix 1.

3.1. SKILLS DEVELOPMENT

Because the enclosed chart (Appendix 1) is written in German I would like to describe it in more details. According to the drawing, skills that pupils should master before project work are divided into four groups; knowledge of the subject, systematic skills, communicative skills and social skills. On top of that each group of these skills consists of various steps that lead from the easiest ones to the more difficult ones that are in author's opinion necessary for successful project work (Nohl, 2006, p.9).

3.1.1. KNOWLEDGE OF THE SUBJECT

This category is divided into three steps. At the beginning students should acquire some knowledge. In the next step they are supposed to apply gained knowledge and in the final step, which is the most demanding step, the pupils should connect the received knowledge also with the knowledge from other subject, to see the cross-curricular relations (ibid, p.9)

3.1.2. SYSTEMATIC SKILLS

To develop systematic skills appropriate for project work, pupils focus mainly on work with a text, reading. At the very beginning there should be some revision of methods pupils have already encountered when reading a text. In the next stage some new techniques are introduced to the pupils, for instance; scanning or skimming. The

third phase is characterised for development and mastering of new techniques. In the final phase each student should develop his/her own reading approach (ibid, p.9).

3.1.3. COMMUNICATIVE SKILLS

In the centre of attention there is a discussion. The main aim of various activities focusing on communicative skills is to master the techniques necessary for the team discussion. At the very beginning there is just a dialogue. In the next stage pupils learn how to hold a real conversation in groups. In addition to that they master the ability of how to moderate a discussion or dialog and on top of that desirable team discussion is practiced (ibid, p.9).

3.1.4. SOCIAL SKILLS

This part deals mostly with the topic of "grouping". The main aim is to present pupils stepwise how a balanced, dynamic and cohesive group that cooperates and solves problems as a team can be developed. In the initial stage pupils experience how the work in groups looks like. Consequently the rules of the group work are mentioned and acquired by teams, which is actually the main aim (ibid, p.9). (For more information about grouping see chapter 2.1)

3.2. EXAMPLES OF BRIDGING STRATEGIES

In this chapter I would like to enclose some examples of bridging strategies, or in other words lead-in activities, that are advisable to be practise if a teacher want to find out whether his/her students are able to cope with the full project. I will describe some suggested activities, which I find crucial, in more details.

3.2.1. BRANCHING CONVERSATION

Branching conversation is partially controlled activity and it is one of the basic steps to reach the free use of English. Students are in pairs given a flow chart with suggested dialog. It contains alternative answers for each question. Sentences are connected with arrows, which suggest the progress of the conversation and makes the orientation in it

better. Students in pairs ought to carry on a meaningful conversation. They follow the flow chart and in their own words they try to reconstruct the sentences given, according to what their partner has chosen just before them (Fried-Booth, 1997, p.13).

3.2.2. INFORMATION-GAP ACTIVITY

Information-gap activity is next step to use language in authentic way. Students are this time using language for appropriate reason. Fried-Booth (1997, p.13-14) mentions as an example a game, where students work in pairs. Both of them have got a map, their job is to find a treasure, but none of them has got enough information to do it on his/her own. They have to ask their partner for missing information and vice versa to discover the secret route to the treasure.

3.2.3. SURVEY WITH THE WHOLE CLASS

The survey "Food Labels" developed by Fried-Booth (1997, p.17-18) is a great opportunity to practise spontaneous use of English. The task is very easy to prepare, but on the other hand very catchy as it can get students involved very quickly. Students learn not only how to collect materials for research but also they start to work in groups.

The whole activity starts with discussion about food; teacher asks questions about favourite food of students, what they ate yesterday, where the food comes from in order to force them to name some states. For homework students should collect some wrappers of food and find out where they come from.

There is a wide range of final products suggested. Students can either in groups prepare a world map and stick their wrappers into the state of origin or each group can be responsible just for some states. Another possibility is to produce just one map for the whole class and try to find out for instance the most exotic product. The final product should be accomplished with a discussion or short presentation of groups´ achievements. On top of that the map can be a stimulus for report writing.

3.2.4. MAKING NOTES

As Haines (1989, p.92-93) explains there are many methods how to make correct notes. The main purpose for practising making notes is to find out key points,

understand them and later on use them. The easiest way how to do it with a short text is to let students underline or highlight the key facts in the text. If it happens that students are given a longer text, Haines recommends that pupils write down headings and sub-headings, use systematic numbering, use verbs in infinitive form and leave over unnecessary words to produce very short list of the most important key facts.

3.2.5. USING DICTIONARY

If the students are supposed to use monolingual dictionary in a proper and accurate way, they should be advised how to profit from the work with dictionaries (Haines, 1989, p.77).

Haines (1989, p. 103-105) points to following examples. At the beginning it is useful to make students aware of existence of different part of speech and the symbols which represent them in the dictionary. On top of that teacher should prepare some examples of various homonyms. To demonstrate how important it is to notice what part of speech the word stands for. Apart from that just the simple work with dictionary when students are asked to check the meaning of unknown words is beneficial for them.

4. MOTIVATION

The following chapter deals at the beginning with the motivation in learning process in general. I would like to draw attention to the basic conditions for successful motivation. The final part of this chapter will be dedicated to the motivation during the project work.

4.1. STUDENTS´ MOTIVATION

"Students´ motivation is rooted in students´ subjective experience, especially those connected to their willingness to be engaged in lessons and learning activities and their reasons for doing so" (Brophy, 2001, p. 6.).

Martin Ford said: "There are no magic motivational buttons that can be pushed to make people want to learn and act in responsible manner", quoted from Dörnyei (2001, p. 25). But on the other hand Dörnyei (2001, p.27) adds, that it is each teacher's responsibility to find out how to "press this button", as they want their students to develop.

4.2. CONDITIONS FOR SUCCESSFUL MOTIVATION

For the applicability of motivational strategies, some precondition must be brought to completion at first. Wright (1991, p.101) claims, that activities cannot work in a proper way; except for there is a relaxed atmosphere in the classroom.

Dörnyei (2001, p. 31) encloses that the attitude of teacher towards his/her student as well as teacher's good relationship with the pupils is essential. Lastly it is important to stress that the group with applied group norms is one of the preconditions as well.

In general Sullo (2007, p.8) describes four basic psychological needs that motivate us, these are; (a) belonging, (b) competence, (c) freedom, (d) fun.

According to what has already been said about project method it is obvious, that all these needs are fulfilled during the project-based learning. Pupils work usually in groups, the project is theirs and they can decide what will be included in it, the teacher's

role is reduced, so that they can experience freedom and on top of that project work itself is fun.

4.2.1. TEACHER´S PERSONALITY

As a teacher is often in the centre of attention, his behaviour seems to be the most significant motivational factor that influences his /her students. He/She should be willing to listen and open to discussion. His/her pupils should not be judged and the advisable approach is rather positive. On top of that teacher ought not to underestimate a good relationship with parents (Dörnyei, 2001, p.31-39).

What concerns teacher's behaviour, pupils can easily discover if there is some passion for the subject of teaching and they can comfortably acquire this behaviour. Furthermore, a teacher should definitely show his/her interest not only on every student's progress in learning but also on a pupil as a person. On the other hand a teacher should express adequately high expectations toward his/her students, which encourages them as well (ibid, p.31-39).

4.2.2. CLASSROOM ATMOSPHERE

There are many aspects that influence the classroom atmosphere. Reid (2007, p.28-30) indicates that a lay out of furniture, placement of teacher's base, colours, wall displays, lightening etc. are some of the factors that a teacher should keep in mind.

Van der Horst and Macdonald (cited in Coetzee; Van Neikerk; Wydeman; 2008, p. 73) agree with Reid and add some more to the list. They distinguish four different groups of factors that could influence the classroom atmosphere; (a) arrangement of the classroom, (b) the "feeling" of the class, (c) in which way relationships in the classroom are guided, (d) values and norms existing in the classroom.

There are three stages to overcome when building positive climate in the classroom, Rogers names these: "Establishment phase, consolidation phase, cohesive phase." In the first stage general rules and responsibilities of pupils and teacher are expressed, in the second part what was founded is developed and in the last phase pupils acquire these rules, which signalise that positive working atmosphere is created (quoted in Coetzee; Van Neikerk; Wydeman; 2008, p.78-79).

Lastly I would like to point out what Dörnyei (2001, p.41) declares. In his opinion some authors do not put emphasis on humour which is in his opinion very important in order to established relaxed atmosphere in the classroom.

4.2.3. RELATIONSHIPS WITHIN A GROUP

Very important motivational factors according to Lokšová; Lokša (1999, p.32-33) are social interaction, good relationships and social prestige.

The main pre-condition for positive group's interaction is to establish positive relationship of trust and confidence (Ribé; Vidal, 1993, p.11).

In a matter of motivation it is important to focus on two main areas. The first one deals with the cohesion of groups (for more information see chapter 4.5) and the second one describes group rules acquired. Dörnyei (2001, p.43) claims that the motivation tends to grow spontaneously when the learning process occurs in the cohesive class/group.

To create cohesive group is demanding what concerns time, the more time group spent together the more it is cohesive. The participants are supposed to learn about each other, their cooperation should be supported and the sense of group achievement should be enabled Dörnyei (2001, p.44).

The norms that are valid in the classroom and in separate teams should be developed mostly by pupils during the course of group work. "If the groups adopts effective learning-oriented norms, this can be a major contribution to group motivation" Dörnyei (2001, p.45).

4.2.4. COHESIVNESS

In the following chapter I would like to focus on group cohesiveness as one of the most important pre-conditions for motivation. I decided to enclose some strategies that support and develop cohesiveness of every group and on top of that these techniques can be easily used in every project work.

4.2.4.1. INVESTIGATING IN THE GROUP

The great advantage of investigating as a group is that pupils spend quite a lot of time together with a certain goal in their minds. This feeling of belongings into the team as well as the collective task supports their motivation. Another advantage of work in groups is the possibility for rather introvert pupils to get integrated faster and find friends (Dörnyei, 2001, p. 44-45).

4.2.4.2. GROUP LEGEND

To initiate students´ motivation Dornyei (2001, p. 44) advises to let pupils create "a kind of group mythology", which means to develop not only name for the group but also some habits that are common for this team, design some subjects that symbolize the group and think about the mottoes of the group. (For an example see chapter 11.2)

4.2.4.3. COMPLETITION OF GROUP TASK

As Dörnyei (2001, p.44) argues it is time to time useful to put some project with some visible outcome into the practice or provide pupils with opportunity to experience feeling of achievement as a group.

4.3. PROJECT WORK AND MOTIVATION

If the teacher does not want to waste time with project work he/she should make aware of students´ internal motivation, which for instance Tomková; Kašová; Dvořáková (2009, p.15) consider crucial pre-condition for any project work.

"The positive motivation is the key to successful language learning, and project work is particularly useful as a means of generating this" (Hutchinson, 2001, p.11).

One of the factors a teacher can benefit from during project work is according to Reid (2007, p.15) the fact that "the process of helping and working with others can in itself be motivating." Project work is very catchy. Pupils are enjoying learning, which increases their motivation.

The project itself can be motivating not only for the participants but also for the other groups of students. If there is a public presentation of outcomes at the end of the

project, these presentations can prompt visitors to try project work on their own (Ribé; Vidal, 1993, p.79).

When the project was designed by the teacher, it is necessary not to underestimate the initial stage of the project and motivate pupils in an appropriate way from the very beginning. So that as a result, pupils take the project for theirs (Coufalová, 2006, p.28).

On top of all above mentioned motivational factors Tomková; Kašová; Dvořáková (2009, p.15) add that if the tasks that students are supposed to do are difficult and tricky and if the final product of the project seems to be really worthy even before the project starts, it is a great motivational engine for the students as well.

4.4. MOTIVATIONAL STRATEGIES IN PROJECT WORK

The following chapter deals with some picked motivational strategies that were on one hand applied into the project "Volunteers Needed!" and on the other hand are in my opinion suitable for every project work. These strategies are described in more details in following paragraphs.

4.4.1. AUDIO-VISUAL AIDS

"The best audio-visual aid in the language classroom is, or should be, the teacher. Probably the second-best is the motion picture, for in terms on total impact on the student, nothing surpasses a movie." (Dobson, 1981, p.81)

According to Huebener (1967, p.43) when the teacher chooses appropriate audio-visual aid, these should among other advantages prompt pupils to participate.

Apart from that, Bagulia (2005, p.158-159) adds, that motion pictures increase pupils´ motivation and force students to pay attention. As it is said motion pictures are an edited version of reality.

4.4.2. RELEVANT TEACHING MATERIALS

"One of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives" (Dörnyei, 2001, p. 63).

Dörnyei (2001, p. 64-65) argues, that to make pupils motivated it is necessary to adjust the course book to the students´ experience, hobbies and interests.

4.4.3. GOAL-ORIENTED LEARNING

As Hadfield claims the basic factor of prosperous group work is to find the collective aim and purpose of activity quoted in Dörnyei, 2001, p.60). Apart form that as Dörnyei (2001, p. 62) encloses that pupils should be reminded of the group/class goal in order to generate their motivation.

5. CLASSROOM LANGUAGE

In the following chapter I would like to draw attention to another important area that should be covered when speaking about project work in foreign language. At the beginning I will focus on reasons why to use classroom language in the class, secondly I will mention advantages not only for teacher but also for learners and lastly I will deal with some strategies that encourage students to use English in the classroom for their conversation.

If the teacher wants the class to run in English mostly, he/she should develop a list of classroom language that can be used and understood easily. Classroom language offers opportunity for the teacher on one hand to be accurate in many different situations and in various stages of lessons and on the other hand to set basic rules for using English in the classroom and force students to adapt at least some phrases (Hughes; Moate, 2007, p.vi).

For the faster learning and better understanding it is advisable to prepare some posters with classroom language together with students, place it into the classroom and when necessary teacher can add some new phrases (viewed on cambridge.org).

5.1. WHY USE CLASSROOM ENGLISH

"Classroom language can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills" (Lowerse, 2001).

The usage of classroom language is beneficial not only for the teacher but also for students and the course of lesson as well. Hughes; Moate (2007, p.2) argues that the applied classroom language help to stimulate students to get used to spoken English from the very beginning. Willis (1991, p. 1) adds, that "language is much better learnt through real use than through pattern drills and exercises." On top of that she points out, that certain use of classroom language increases pupils' motivation.

5.1.1. ADVANTAGES FOR TEACHER

Usage of English accurately as a means of communication enables teachers to improve classroom management and pedagogical skills. Apart from that everyday usage of classroom English make teachers think about importance of it in the classroom (Hughes; Moate, 2007, p.vi).

Case (2009, viewed on tefl.net) sees one of the main advantages of classroom language especially for non-native English speaker. Classroom language supports them to build up their confidence during the language use in the classroom.

Usage of classroom language allows teacher to be creative and introduce to students varieties of classroom language (Hughes; Moate, 2007, p. 7).

Even if students cannot follow teacher's instructions, there is a possibility to use various gestures and signs to support what the teacher says, these gestures again can be adapted as a pattern and used systematically for better understanding (Hughes; Moate, 2007, p. 28).

5.1.2. ADVANTAGES FOR LEARNERS

It might seem pointless to use only English in classes even with the beginners, but it is not a true. "If beginners get used to hearing nothing but English spoken during their English lesson, they will very soon understand and later learn to say words like 'good', 'altogether' etc." (Willis, 1991, p.1)

Apart from that Willis (1991, p. 1) encloses other advantages and benefits for learners. She says that they learn how to pick out key words from the context. The constant usage of English in the class helps them to think in English and reduce interference with L1, which is not always positive. What concerns an authentic conversation they practise asking and answering various questions, which help them master some patterns and acquire a lot of useful lexis.

Besides all above mentioned, Hughes; Moate, (2007, p. 7) add that pupils get used to spoken English very quickly and as they hear different types of classroom language for one particular situation, they are sooner or later able to guess the meaning from the context.

5.2. ENCOURAGING CLASSROOM LANGUAGE USE

At the beginning teacher should try to create language routines that follow the same pattern and repeats for instance at the beginning of each lesson. Step by step, as pupils get used to the language pattern teacher can add some new language to it (Hughes; Moate, 2007, p. 2).

Nevertheless if there are still some classes that are reluctant to use English only as a means of communication, teacher should make his/her best to persuade these students and draw their attention to all the benefits of English usage. When necessary Willis (1991, p.3) advises to use mother tongue to explain the advantages accurately.

Lowerse (2001, viewed on eltnews.com) states that students use classroom language if they want to express themselves in order to satisfy their needs and wishes. This can be put into the practise only on condition that the lesson structure enables them to do so.

Apart from the gesture prompts, there are others that can encourage students to use classroom language. Lowerse (2001, viewed on eltnews.com) puts special emphasis on these prompts; visual, reading, pronunciation and clue.

Visual prompts are usually pictures or illustrations that describe some definite situation. When necessary teacher can only point to it and students should associate the proper phrase that is required to be used (Lowerse, 2001, viewed on eltnews.com).

When the students have no problems with reading, it is possible to use so called reading prompts. Each of them can be given a set of phrases to keep. These phrases are usually marked with some letter or number, when necessary teacher can just use his/her fingers to signalise pupils appropriate number of phrase that should be used (Lowerse, 2001, viewed on eltnews.com).

When the both above mentioned prompts failed, teacher ought to try to mouth the expression. This pronunciation prompt is very useful in classes where the emphasis is put on pronunciation (Lowerse, 2001, viewed on eltnews.com).

According to the last mentioned prompt, teacher can help the student to "find" accurate phrase. It is beneficial for the students when the teacher provides them just with a few letter or first word of phrase in order to let pupils find the phrase on their own (Lowerse, 2001, viewed on eltnews.com).

6. **SUMMARY**

The main purpose of the theoretical part was to enclose the most important aspects of project-based teaching and learning that must be taken into consideration when introducing project work into a classroom.

At the beginning I focused on different aspects of project method. I draw the attention to the history of project-based teaching and learning, subsequently I tried to find out the most accurate definition in literature.

Apart from that I decided to enclose a chapter that deals with different bridging strategies. From my point of view these lead-in activities seem to be another crucial step when starting with project method.

On top of that great emphasis was put on the issues that I find the most important for the smooth course of each project, these are motivation and classroom language.

With the knowledge I gained in theoretical part of the thesis I decided to focus on project work in practice as well. At the beginning I commented on the small part of the project that was put into practice during my teaching practice. On top of that I designed questionnaires for students dealing with this part of project.

With the experience I gained during the teaching practice I rewrote the draft of the project. In the new version of the project I focused on aspects of good project work discussed in the theoretical part. The whole game consists of partial bridging strategies that should develop pupils' skills that are necessary for the successful running of the full project work. The final outcome of the project should be an exhibition of pupils' work and their presentations which is supposed to be the first full project work done by students.

At the end of the practical part I assessed two different students' books. The main aim of this small research was to find out whether these books can be easily used as bridging strategies to project work.

7. INTRODUCTION TO PRACTICAL PART

In the practical part I would like to support what was said in the theoretical part of the thesis. I will focus on three main parts. In the first part I reflect on the project that I put into practice during the teaching practice (5 October – 23 October 2009) in Liberec. The project was introduced in the 8th grade at the grammar school SOŠaG, Liberec. At the end of the project pupils were given questionnaires that reflect their work, these questionnaires are enclosed in the thesis as well.

From the experience I gained during the teaching practice I draw the inspiration to rewrite the whole project and make it easy to use in the classroom where project work has not been introduced so far. The entire project is in form of competition, partial games ought to be bridging strategies that should not only develop pupils' abilities but also motivate them for the full project work that is in a form of exhibition and pupils' presentations enclosed to the project "Volunteers Needed" as well.

In addition I draw attention to the short book evaluation. I chose two different students' books and I wondered whether they can be used as a valuable source of bridging activities that should precede each full project work.

8. MY OWN EXPERIENCE WITH THE PROJECT

The project used during my teaching practice was a draft that was later on rewritten in more details and developed into what is now enclosed in the thesis (see chapter 10).

In the selected classroom where project work was introduced, there were quit a high number of the pupils (20), so that I decided to let them choose voluntarily if they would like to work on the project. As a result two groups were established, 8 participants in the project work and the rest of the classroom. As a consequence of this division, only 2 whole lessons were spent on the project work.

In the first lesson participating pupils were divided into 2 groups, they encountered "Classroom language", practised reading comprehension. At the end of the first lecture pupils were informed about their responsibility to prepare short presentation about one of the tribes of their choice.

In the second lesson the whole game "who is who" was put into practise (see chapter 11.9). The third "project" lesson, which was originally planed for the whole lesson, lasted only 10 minutes. Both groups were supposed to present one of the tribes, but only one of them did so (for the presentation see enclosed CD).

I did not use any introductory activity before this project and I wondered how it would work. According to my small experiment I can only confirm statements according to (Fried-Booth, D. *Project* p.5),

"Those who are used to more formal, structured teaching methods may need to be introduced first to the bridging activities, which are specifically designed to develop receptiveness to project work."

8.1. THE MAIN AIMS OF THE PROJECT

The cardinal reason for this experiment was to find out if it is difficult for the students to adjust to the project work. Besides I wondered if the level of the prepared project is suitable for the 8th grade. This short experience from the praxis was the initial point that indicated how to rewrite the project and how to continue with it. On top of that

I realized that the project must be supported with many lead-in activities that teach students how to cope with project work.

8.2. EVALUATION AND IMPROVEMENTS

In this chapter I would like to focus on the part of the project that was put into practice and which changes were necessary to be made afterwards.

8.2.1. CLASSROOM LANGUAGE

I did not consider the original part that dealt with the "Classroom language" very important, because I wrongly assumed that pupils use "Classroom English" spontaneously in each lesson.

As a consequence of my wrong point of view, the part dealing with classroom English was very short and the new phrases were not practised, which was the main reason why the pupils did not use any classroom English at all during the project.

In the rewritten form of the project, there are even two 45minutes lessons dedicated to the "Classroom English". (see chapter 11.3)

On top of that, in order to motivate students and push them to speak English as much as possible from the very beginning, "The Red-Card System" was created (see chapter 10.4.2).

8.2.2. INITIAL READING ACTIVITY

When preparing activity for reading comprehension I overestimated students´ knowledge and ability so that consequently the text they worked on was very difficult (see Appendix 2).

In the new version the comprehensible text that was originally used was replaced by a set of phrases, mottos and just key facts (see appendix 7), which made the activity shorter and more transparent.

8.2.3. WHO IS WHO

Although the game "Who is Who" was introduced without any previous knowledge to the pupils, they were quite successful and managed to match all the pictures correctly and fill in the most missing key words correctly (see chapter 11.9 for rules). As a result the original version of the game was listed in the thesis (see appendix 14)

8.3. SUMMARY

To sum it up this small experiment was a great starting point for the further work. I draw the inspiration from it for the development of the whole project. Thanks to the experience during teaching practice I was able to sort out what aspects of project method are important and which abilities and skills should be trained before full project work.

9. QUESTIONNAIRES FOR THE STUDENTS

The Questionnaires are written in Czech so that pupils could understand better and answer the questions exactly and properly (see appendix 3). I have collected 9 questionnaires from the students who did not work on the project and 7 questionnaires from the participants. Apart from that I would like to mention that the research was done at the end of the project work.

The main aim of the research was to confirm or to refute the following statements:
1. Students who took part in the project teaching can define "project work" in more details and more exactly than non-participating students.
2. When choosing what to do students decide according to the type of work rather than according to the topic of the lesson.

9.1. QUESTIONNAIRES FOR NON-PARTICIPATIONG STUDENTS

The partial purpose for these Questionnaires was to find out the reason why the project was not interesting for them and if they know what "project work" really means. (For figures see Appenix 4)

Question number 1: What is "project work" according to you?
For this open-question some students wrote more than just one answer. All together I received 13 answers, so that I decided to include each separate answer to the graph. 7 out of 13 responses (54%) pointed out that project work means to do different projects. 23% (3 options) explained project work as learning through games. Another statement (7.5%) characterized project work as a lot of work not only in the school but also at home. Another received answer (7.5%) said that the respondent did not know what the project work means. The last option (7.5%) clarifies project work as teaching with usage of computers (see Figure 1 in Appendix 4).

Question number 2: Have you ever taken part in some project work?
There were two possible answers; yes and no. When the option "yes" was selected it was demanded to specify it in more details. Only one student (11%) answered "no". The

majority of pupils (89%) have already participated in some project. 22% (2 pupils) of them worked on projects in physics, another 22% took part in English projects and next 22% participated in project in The Science. One of the students (11%) experienced project in German language and the last one took part in Geography project (see Figure 2 in Appendix 4).

Question number 3: Why have you refused to take part in the project work?
Students could choose out of four close-ended answers, the fifth option was open-ended. Again it was possible to circle more answers. Four pupils preferred practising grammar to the project work (36%). The next four students did not appreciate the topic of the project. One student (9.3%) found the project work boring. One student could not participate because he/she was absent at the very beginning. The last one decided not to cooperate because there was no range of possible topics (see Figure 3 in Appendix 4).

Question number 4: Did you like the project your classmates participated in?
Four of the students answered "yes" (55.5%). One of the students (11.5%) circled both "yes" and "no". The rest of the pupils (33%) answered "no" (see Figure 4 in Appendix 4).

Question number 5: If there is in the future another chance would you take part in this project work?
Three of the pupils would change their mind and would participate in the project work (33.5%). The rest of them (66.5%) answered "no" because of various reasons. These were; the lack of free time (11%), the project was boring (11%), the topic was boring (33.5%) and the individual work – grammar practice, was boring (11%). The rest of the respondents did not explain the reason for their choice (see Figure 5 in Appendix 4).

Question number 6: Do you think that one day the project work could replace the frontal teaching?
One student (11.5%) was convinced that the project work could replace the frontal teaching. Two students (22.5%) thought the very opposite. The rest of them (66%) thought that the best is the combination of both methods (see Figure 6 in Appendix 4).

9.2. QUESTIONNAIRES FOR THE PARTICIPATING STUDENTS

This questionnaire was designed to discover, apart from the main aim, if partakers learned something new during the lessons that focused on the project work. Besides I was interested in finding whether some of the methods that were used in the project are usually used in other lessons. One part of the project was dealing with a classroom language which mirrors in the questionnaire as well.

Question number 1: What is "project work" according to you?

Two out of seven respondents (28.5%) answered that project work means to do different projects. One of the students (14.3%) thought that project work was an easy kind of learning. Another student judged project work as cooperation with the others. The project work was usage of the over-head projector according to one of them. One of the respondents imagined PowerPoint presentation under the term "project work". The last of them considered project work funny (see Figure7 in Appendix 4)

Question number 2: Have you ever taken part in some project work?

All of the respondents answered "yes". The only difference was in subjects of project work. The most of the project work was done in Physics (37.5%). The same number of projects (3) was done in History. And there were two separate projects done in English (12.5%) and Geography (12.5%) (see Figure 8 in Appendix 4).

Question number 3: Why have you decided to participate in this project work?

This was an open-ended question. The most respondents chose the project work instead of regular lesson because they "did not want to learn" (58%). One of the participants (14%) decided to be engaged in the project because he/she wanted to try something new, another wanted to work in a group and the last of them answered just "I wanted to" (see Figure 9 in Appendix 4)

Question number 4: Do you like this project you have worked on?

The majority of participants (58%) answered "yes" because of the different reasons. The main one was that they learned something about history. Two of them (28%) answered "no", but they claimed that the project was a great fun. The last one (14%) said "yes and no", he/she liked the topic but the project was too fast for him/her (see Figure 10 in

Appendix 4)

Question number 5: If there is in the future another chance would you take part in this project work again?

The most of the students (71.5%) would like to take part in this project again, because the project was funny and they have learned something new. The rest of the participants (28.5%) would like to practise grammar instead (see Figure 11 in Appendix 4).

Question number 6: In one part of the project you were supposed to work with a text, to think about it and then draw some logical conclusion. Have you ever worked in this way in other subjects?

Only one respondent (14%) has not come across such a kind of work so far. The rest of pupils have already worked in different subjects in this way. Usually each of them experienced this in more than just one subject. These subjects were; Maths (3), Physics (4), Czech language (2), Geography (2), English (1), Biology (1) (see Figure 12 in Appendix 4).

Question number 7: Have you learned anything new from the British history during the project?

One of the respondents (14%) has not learned anything new. According to him/her, the project was kind of confusing and it was too fast. Six remaining students have learned something new about Vikings (4), about Anglo-Saxons (1) and about existence of the tribes who lived in Britain (see Figure 13 in Appendix 4)

Question number 8: When comparing the project work to frontal teaching…

"You can learn more in the lesson where frontal teaching is used", this was the answer of 5 pupils. (71.5%) On the other hand one of the students thought that it was impossible to compare these two methods. According to the last one the project work was not so strict as frontal teaching (see Figure 14 in Appendix 4).

Question number 9: Do you think that one day project work could replace frontal teaching?

Three of the students (43%) thought that it was possible to replace frontal teaching with

project work. Other three respondents would prefer the combination of both methods. The remaining student thought that it was impossible to replace frontal teaching (see Figure 15 in Appendix 4).

Question number 10: What does "Classroom language" mean? And which phrases do you remember from our lessons?

Four (57%) of the respondents did not know what it meant. According to two of them (29%) it was some sort of conversation between the teacher and pupils. One respondent thought that it was reading of some book.

Some phrases which pupils remembered from the lesson on "Classroom Language"; "I don't know" (4), I don't understand" (1), "What is it?" (1). (see Figure 16 in Appendix 4).

Question number 11: Do you use so called "Classroom language" in regular English lessons?

Four pupils (57%) did not use any classroom language in the lessons. Other three students used classroom language in the proper English lessons. The only one of them wrote an example of it as well, "I don't know" (see Figure 17 in Appendix 4).

9.3. COMPARISON OF QUESTIONNAIRES

In this part on one hand I would like to analyze the hypothesis on the other hand I would like to point out some perplexing facts.

The first hypothesis was not confirmed, there were no differences between the groups, and none of the groups could explain the project work correctly.

The second hypothesis was neither confirmed nor refused. In the group of non-participating students 4 of them decided according to the topic. On the other hand participating students prefer the form of work to the topic.

When taking into consideration the results of both groups, the majority of them have already experienced project work, although according to the first question they do not know what project work exactly means.

In question number four 55.5% of respondents claim that they liked the project their classmates worked on, on the other hand, according to the question number five, 66.5% of them would not like to participate in this project.

According to the question number eight the majority of respondents think that frontal teaching is more effective. In my opinion this question was not clear and therefore misunderstood. Students took into consideration only facts and knowledge, meanwhile the social skills and new forms of work were left aside and not considered important.

In question 10 only two students describe what "classroom language" means, but in the following question, question 11, three respondents claim that they use "classroom language" in regular English lessons. The most contradictory fact is that only one respondent was able to enclose some example.

9.4. SUMMARY

The main purpose of these questionnaires was to confirm two hypotheses and to find out whether the students are aware of what project work means exactly. Additionally I could learn pupils' critical point of view and gain some inspiration for the new version of project work.

10. PROJECT WORK "VOLUNTEERS NEEDED"

10.1. OVERALL DESCRIPTION

I have drawn the inspiration for this project from the games that are played on summer camps. So that the project, "Volunteers Needed!" that deals with the topic "The Early British History", may resemble one of them.

This project is suitable for the pre-intermediate learners at lower secondary schools. It could be learners in 8th or 9th grade. Pupils should be able to express their opinion in a very simple way and to talk about known context. It is an advantage if students are already familiar with each other and willing to cooperate. Another advantage is previous experience with team-work and active use of "Classroom language" (see chapter 5), but it is not a must.

The project is meant to be a long-term competition, which is divided into small single games. The whole competition is planned for 10 whole lessons, which means 45minutes each and at the end of the project there is some extra lesson, an exhibition, for schoolmates and parents of participants that summarizes the whole project. I find it most useful to plan this last session for the whole afternoon (for more information see chapter 10.3.1).

In the project lessons pupils take part in different games and game-like activities, which are usually planned for 45minutes each, in other words, in each lesson there is one game or game-like activity.

As regards time planning, every week there should be one lesson spent on the project work. I would recommend extending the project in the whole semester. The reason is that pupils are supposed to do considerable amount of work outside the school so that they need some spare time between "project-lessons".

10.2. THE MAIN AIMS OF THE PROJECT

As for the general aims of the project, pupils should learn new facts from the early British history. The project's topics include; Skara Brae, Stonehenge, The Celts, The Romans, The Anglo-Saxons, The Vikings, Druids, Runes and others. Pupils are

recommended to use one particular webpage when searching for relevant information. Great advantage of the page is that the most of topics mentioned are included there (

Apart from the historical background, four basic language skills: reading, listening, writing and speaking, are boosted almost in each lesson. Nevertheless, this project concentrates mostly on speaking.

Concerning the language skills, pupils become more self-confident in using English as a means of communication. At the end of the project they should be able to create short oral presentation and perform it in front of the others.

Classroom language is introduced to the students and they are encouraged to use it naturally. Basic structures of classroom language and rules how to use it are established in a lecture entitled "Druids" (for more information see chapter 11.3). Besides speaking, reading comprehension is trained. Students master reading texts, understanding them and seeing their logical structures. They learn how to find the most relevant parts of a text. Last but not least, they improve their ability to fill missing pieces of information into the text.

At the same time pupils are trained to follow instructions properly. They are trained in listening comprehension and they attain a higher level of understanding of spoken English.

Furthermore, students develop other skills as well. They learn how to work in group and cooperate with the others. They assume the responsibility about their own work. Pupils encounter cross-curricular teaching, which means possibility of application of the knowledge gained in other subjects into English lessons. Another important issue that is covered is searching for relevant information and working with internet sources. On top of that students prepare real exhibition, which develops their organization skills and they improve their presentation skills during this exhibition as well (see chapter 10.3.1).

Apart from these main aims, each project-related lesson has partial aims that are specified at the beginning of the respective chapters.

10.3. THE MAIN OUTCOMES OF THE PROJECT

At the end of the project there should be three main and the most significant outcomes produced. These are (a) an exhibition, (b) a timeline and (c) presentations done by students.

10.3.1. EXHIBITION

An exhibition is actually the very last day of the project work. For this event students should prepare a real exhibition about what they have learned so far about the early British history. Apart from that, other students from the school as well as parents of the competitors are invited to the exhibition. During the exhibition the final presentations of each group are held (see chapter 10.3.3) and the final order of participating teams is announced in front of the visitors.

For motivational purposes, it is great when the teacher announces in advance that the winner team will be given "The First Certificate of History" during the exhibition in front of the visitors (see chapter 10.4.3).

Another possible improvement that could motivate students even stronger would be to establish a special committee out of the parents and other students that would assess the oral presentation of each group during the exhibition.

On top of that the timeline (see chapter 10.3.2) is exposed here as well as the other works of the students they have carried out during the project.

10.3.2. TIMELINE

The most important part of the game is a timeline that displays the important events from the early British history covered during the project work. This timeline is created during the competition. In each lesson there is always one game introduced, each game represents one point on the timeline. When each separate game is over the group that has won this game places their sign on the timeline to the appropriate period of course.

Apart from the sign, they should write or draw something which they consider the most crucial about the topic covered or they can just use their handouts from the lesson and stick them next to their sign.

This procedure is repeated at the beginning of each lesson in order to motivate students for the next work and repeat the most significant facts from the last lesson. At the end of the project the new timeline with all interesting facts is ready to be exposed on during the exhibition.

10.3.3. PRESENTATIONS

Concerning the contest; participants as groups work on different tasks during the lessons and for these activities they are given points. Besides that they have to complete another duty, which is supposed to be done outside the proper lessons in their free time. Their job is to prepare some presentation about one of the tribes that lived in Britain (The Celts, The Vikings, The Anglo-Saxons or The Romans).

These presentations are held during the exhibition in front of potential visitors. The format of the presentation is up to pupils, it can be PowerPoint presentation, drama, comic book, some story, lecture etc. It must be supported with some oral presentation that lasts at least 5 minutes. It should display some most important facts about the chosen tribe; about its life and habits. All members of the group have to participate and present what they have prepared.

The format of the presentation should be discussed with the teacher (not in the lesson). It is advised to set some special office hours for this purpose, which can help students to organize their work properly. Before the exhibition each group should show the final version of their presentation to the teacher. It is helpful to negotiate date for their presentations in advance.

10.4. EVALUATION AND REWARD

10.4.1. ASSESSMENT OF THE GAMES

Pupils are rewarded for their participation in the project with an appropriate amount of points for each separate game in every project lesson as well as for their presentations during the exhibition. For the first and the second game they are not given points. At the end of each game, the winner gets 10 points, the second group gains 7 points, the third earns 5 points and the last one is given 3 points. The score should be kept and posted on a notice board in the classroom for everyone to see.

10.4.2. RED-CARD SYSTEM

This project focuses mainly on speaking. The Red-Card System was established firstly to encourage students to overcome their initial fear of speaking English and

secondly to motivate students to continue using English as the main means of communication.

The Red-Card System must be introduced to the students at the beginning of the project. Teacher explains that whenever he/she hears somebody speak Czech the teacher achieves the right to punish him/her with one red card. This red card represents one point that is immediately put onto the special board that summarizes all the red cards for each team and should be again exposed on some visible place in the classroom. Not only an individual but also the whole team can be given the red card.

How to distribute red cards depends entirely on the teacher, on the teams and on the situation. In my opinion it is not necessary to punish students every time, the only thing that must be taken into consideration is to keep the red card system balanced and fair for all participating teams.

The teacher introduces an idea how to erase some red cards as well. He/she prepares some questions dealing with the previous topic and in exchange for the correct answer some "Red-Cards" from the "Red-Card-Board" can be erased immediately.

The total score consists of following parts that are counted together: (a) the total amount of points gained by pupils during partial games and (b) the points given for the final presentations and of the red cards that are subtracted from the plus points. Subsequently the final rank of the teams is distinguished according to total score.

10.4.3. THE FIRST CERTIFICATE OF HISTORY

The First Certificate of History is the main reward for the winner team. Teacher describes it to the students as the unique certificate that is awarded only under special circumstances to the young people who deserve it in this competition. It is the certificate that declares and describes holder's gained knowledge in History. This affirmation of gained history knowledge is given to all members of the winner team. For the suggestion of form of The First Certificate of History (see Appendix 5). For the rest of the competitors some other certificate can be prepared, it depends on the teacher.

10.5. GLOBAL STRUCTURE OF THE PROJECT LESSONS

The structure of each project lesson is almost the same. At the very beginning of each lesson there is a part dedicated to repetition. After that follows the motivational

part and then follows the game or game-like activity. At the end of the lesson the winner team is reminded to prepare their sign, the key facts about the topic of the game already finished. In the next lesson their job is to place these onto the timeline in appropriate period of time.

10.5.1. REPETITION

The procedure of repetition at the beginning of each lesson is very similar. Firstly the winner team of previous lesson places their sign on the timeline. Secondly they have to add some worksheet that revises the previous lesson. At last this team has to place these sheets of paper to the appropriate date on the timeline.

The whole procedure should be accomplished by the short oral presentation. They should revise the topic of the previous lesson, point out some key facts and specify the exact date of mentioned event.

At the end of this part the teacher gives the students opportunity to eliminate number of received red cards (see chapter 10.4.2.).

10.5.2. MOTIVATION

Motivation is a necessary part of each lesson. It introduces the topic of the lesson to the competitors and prompts them to work hard (see chapter 4). Motivational part is usually done by some short drama performed by the teacher. How to motivate students properly for partial game is suggested later on at the beginning of each lesson plan.

11.   PROJECT-RELATED LESSONS

Detailed description of partial games and game-like activities is provided in Appendices as well as all the worksheets and pictures that are necessary for the project work. For the PowerPoint presentations see enclosed CD.

11.1.   FIRE IN THE LONDON MUSEUM

11.1.1.   AIMS OF THE LESSON

* to motivate pupils for the whole competition
* to introduce director of The London Museum
* to explain main rules of the competition
* to practise reading with understanding

11.1.2.   MOTIVATION

In my opinion this is one of the most important parts of the whole game. It is necessary to motivate pupils appropriately and ensure that they understand what is happening and what their job is (see chapter 4). For the strong motivation it is good to use some impressive visual input. (see chapter 4.4.1)

The whole project starts with a "guided tour round London". There are some pictures of London exhibited in the school hall. The teacher, as a guide, goes from one picture to another with the pupils and tells them the most important facts about these places. The final stage of this guided tour is "The London Museum".

"The London Museum" must be placed in some darkened classroom, where it is possible to use the over-head projector and computer. Pupils enter the room in order to see a great exhibition. The room is dark and silent and suddenly the building is being set on fire, which is screened on one of the walls through the over-head projector. The projection is accompanied with the sounds, so that pupils can not only see the fire but also hear the fire and people talking.

In the projection there is an announcement about the evacuation from the museum. Pupils should act according to the instructions they are given and leave the room as

soon as possible. After that they come to a classroom where the usual classes take place. This classroom is already decorated with leaflets with announcement about the fire in The London Museum.

11.1.3. GAME DESCRIPTION

Pupils are given slips of paper with questions. Their job is to think about these questions properly, read the announcements carefully and try to answer all the questions given according to what they have read and heard. They have to work on their own, moreover, it is forbidden to speak Czech at all.

In the last part of the lesson the director of The London Museum comes to ask for help. The procedure of the whole game is partly described by him/her. At the end pupils sign "The Contract of Behaviour", this is the only condition to be accepted as a volunteer (see Appendix 6).

11.2. BECOMING A VOLUNTEER

11.2.1. AIMS OF THE LESSON

- to divide students into permanent groups
- to introduce "classroom language"
- to explain and implement Red-Card System (see chapter 10.4.2)

11.2.2. MOTIVATION

Before the lesson teacher should invent some costume and new identity. He/she introduces himself/herself as a specialist in the early British history who was hired by The London Museum director to supervise the students. His first job is to revise what has happened so far, in order to ensure if students understand the project well.

Subsequently the supervisor reminds them of "The Contract of Behaviour" they have signed and he/she posts it on the wall. From now on the teacher in the role of "supervisor" should introduce all the lessons dealing with the project work.

11.2.3. GAME DESCRIPTION

The main outcome of this game is to establish balanced teams for the whole competition. Pupils use the colourful papers from the previous lesson for this purpose. According to the model role play which is performed by the teacher and some volunteer, they are going to find out the team they belong to (for more information see enclosed CD).

In the last part of the lesson, when the teams are created, each team is given one worksheet (see appendix 7) to work on. They are supposed to answer all the questions in the worksheet and discuss their results.

11.3. DRUIDS

11.3.1. AIMS OF THE LESSON

•   guidelines for the usage of English in the classroom
•   to let pupils develop their own classroom language
•   to establish the rules about using English in the classroom
•   to make pupils feel confident to use English
•   to practise usage of classroom language

11.3.2. MOTIVATION

The supervisor comes up with an interesting story about Druids. He shows to the students some pictures of them and stresses that nobody knows exactly how they looked. He mentions that they did not use any written language, they remembered everything. He/she describes them as very wise men and essential parts of the society. The supervisor provides information of their duties in a tribe, in which they combined roles of seer, priest, poet, philosopher, historian, scholar, teacher, doctor, astronomer and astrologer.

Especially he/she points out the role of a teacher and characterizes the organization of the Druids' lesson. The most important aspect was spoken language, clear instructions, special phrases, accurate comments and clever questions that get pupils

involved in the lesson – this means of communication is called; "Classroom Language" (see chapter 8)

11.3.3. GAME DESCRIPTION

This activity is stretched into two 45minutes lessons. In the first lesson students encounter "Classroom language" for the first time. As for their homework they prepare a poster displaying Druids using some phrases for "Classroom English". In the second lesson all the phrases will be performed by the teams in some model situations.

In the first lesson each team chooses different situation to describe. Apart from this they have to choose the correct phrases that correspond to their situation from the list (see appendix 8). At the end of the lesson the teacher revises if the selected phrases are correct and presents his/her poster to clarify student's job and to inspire them.

In the second lesson each team performs prepared posters in a role play. They should think it over properly in order to make sure that the other pupils can understand it correctly. Subsequently all the posters are exhibited in the classroom for the rest of the project.

11.4. SKARA BRAE

11.4.1. AIMS OF THE LESSON

- to find out some basic facts about "Skara Brae"
- to practise gap filling
- to improve language competences (speaking, reading, writing)
- to work with picture dictionary (see appendix 9)

11.4.2. MOTIVATION

The supervisor announces to the students that one of the essential abilities of each student of History is to be able to reconstruct partly destroyed texts. He/She explains that there was a unique picture story about "Skara Brae" in The London Museum before the fire broke out. Some remains were saved but the crucial parts are missing. He/She

specifies the students' job, which is to follow all the instructions and reconstruct the text as quickly as possible.

11.4.3. GAME DESCRIPTION

The students' main job is to fulfil gaps in the text they are given (see appendix 9). The game is divided into four very short activities. When the group is successful in any of these activities they are given at least one picture. This picture represents one of the words that are missing in the text. In almost each round it is possible that there is more than one winner and all the teams can gain up to 4 pictures in one short game.

In the third stage of the lesson pupils can start working on their text and fill in all the pictures they have acquired so far. There are two possibilities how to earn some missing pictures, on one hand they can ask supervisor for help or on the other hand they can try to negotiate with other teams for some missing picture.

In the last part of the lesson, groups are given extra time (10minutes) to finish the gap-filling. The team who is the first one and all the missing words are fulfilled correctly is the winner of this game.

11.5. STONEHENGE

11.5.1. AIMS OF THE LESSON

- to find the key facts
- to understand context
- to follow a lecture
- to produce valuable notes
- to understand basic knowledge about Stonehenge

11.5.2. MOTIVATION

The supervisor distributes monolingual or picture dictionaries among the students. Without saying the topic of the lesson the supervisor gives the students 3 minutes and in this period of time they should brainstorm the topic "archaeology" and enclose as

many expressions connected to this term as possible. After these three minutes pupils have to count how many words they have written down. All groups present their ideas to the others.

11.5.3. GAME DESCRIPTION

The first part concerns brainstorming. In the second part of the lesson pupils are firstly given a lecture about "archaeological research". They write all necessary information to their answer sheet (see appendix 10). In the third part of the lesson competitors undergo a quiz. With the help of some authentic materials and their notes from the lecture they ought to answer questions asked by the supervisor. At the end of the lesson pupils correct their answers within the teams and the winner of the quiz is announced.

11.6. THE ROMANS

11.6.1. AIMS OF THE LESSON

- to focus on speaking
- to master giving directions and follow these instructions
- to improve cooperation within a team
- to find out basic facts about Roman settlement in Scotland

11.6.2. MOTIVATION

The supervisor reads a letter he has found on the scene of a fire to the contestants. This letter was written by one Roman soldier very long time ago. In this letter there is an invitation for the competition for the best courier and navigator in Scotland. The letter explains that thanks to the new roads that were built here, which is very unusual in these days, travelling is much faster and more comfortable so that important messages can be delivered even faster. The supervisor should show some enthusiasm and encourage pupils to try to organize such a competition as well in order to experience the Roman times.

11.6.3. GAME DESCRIPTION

This game is supposed to be a competition for the best courier and the best team of navigators. Each team is given a map (see appendix 11). On this map there is not only one Roman settlement but also a village displayed and roads that connect them.

In this game each team plays against all other rivals. Altogether there are six rounds. The team that beats the most competitors wins the whole game.

In each round each team chooses a different "messenger". These messengers are each given a blind map of the same area and their job is to get into the target building or place faster than the others. They have to rely on the instructions provided by the "navigators" (the rest of his/her team) and follow them properly.

11.7. THE ANGLO-SAXONS

11.7.1. AIMS OF THE LESSON

- to discover leisure time and written language of The Anglo-Saxons
- to practise work with basic monolingual dictionary
- to emphasize cooperation within a group
- to improve judgement and reasoning
- to master giving directions

11.7.2. MOTIVATION

The supervisor decides to tell some interesting facts about the leisure time of Anglo-Saxons. He shows to the students a so called "riddle", which is actually a short mysterious question that describes some facts in a very tricky and confusing way whereas the solution is funny and clever (see appendix 12).

Riddles were a way in which Anglo-Saxons amused themselves. The supervisor tells the story about the riddle which was found in the ruins of The London Museum. The letters in which the riddles are written are so called "runes" (see appendix 12). He/she reads the riddle fluently although it is written in runes. He/she encourages students to do so, but to his surprise no one can read it.

He is disappointed although he suggests an idea how to decode the riddles remaining.

11.7.3. GAME DESCRIPTION

Students have to come back to the scene of the fire and have to find at least some pages from the "Runes-Latin Dictionary" that was stored in the stock of the museum. All the teams together have to reconstruct the dictionary from the pieces of paper rescued (see appendix 12). Each team is given four riddles that are written in runes.

Competitor's task is to decode it and find correct answer to it. With some pages from the Runes-Latin Dictionary they are able to translate these riddles into English, read them and understand them. On top of that the last step is remaining, to think about a correct answer to this riddle.

11.8. THE CELTS

11.8.1. AIMS OF THE LESSON

- to practise listening comprehension
- to work with a computer and internet sources
- to find out some basic facts about the life of the Celts

11.8.2. MOTIVATION

The supervisor informs students how important it is today to work with the computer. For the student of History it is a crucial skill. He/she explains that there are different techniques how to get evidence of old times. One of them is one special programme on computers which they are going to work with today.

11.8.3. GAME DESCRIPTION

For this activity the internet connection is necessary. It is advised to work in some computer room, where there are enough computers and at least one printer as well. The centre of attention is the listening comprehension.

This listening activity is divided into three parts. In the first part students watch a short movie from the life of Celts and during the listening their job is to choose the best answer for three questions (see appendix 13)

In the second part the supervisor shows them one of the torcs that were saved from the museum. He/She explains what was it used for and what the most important parts are.

In the last part of the lesson there is another listening activity, which is done with the usage of the computer. Students follow the instructions of the supervisor in order to create a real Celtic torc on their computers (see appendix 13). When the torc is ready they listen to the rest of the story and follow the instructions provided. The result of this lesson should be the exact sketch of Celtic torc.

11.9. WHO IS WHO

11.9.1. AIMS OF THE LESSON

- to prepare students for their presentations
- to revise and generalize some basic knowledge about all the tribes
- to distinguish differences between the tribes
- to find out the most significant aspects of each tribe
- to practise cooperation within groups
- to practise reading comprehension (gap filling and matching exercise)
- to work with the monolingual dictionary

11.9.2. MOTIVATION

The game "Who is Who" summarizes the whole project work. The supervisor draws the contestants' attention to this game, as it is one of the last chances to increase their total score. He/she announces the total scores of all teams so far and suggests the possible final rank; additionally he/she encourages all teams to do their best to win this last competition.

11.9.3. GAME DESCRIPTION

The final game is supposed to be a longer one and students are going to solve the tasks without any guidance of the teacher. At the beginning the supervisor explains how to manage the exercise. Pupils are given a cloze text (see appendix 14). This cloze text is divided into four sections, each part characterizes one of the tribes (The Romans, The Anglo-Saxons, The Celts, The Vikings).

The only help for the students is a picture dictionary which describes six tribes (see appendix 14). To fill in all missing information they can use the dictionary as well as their knowledge. The team that finishes first and all the words are completed correctly becomes the winner. Otherwise the team with the most correct selected options wins the last competition.

11.10. EXHIBITION

The Exhibition is considered to be the major planned outcome of the whole competition and on top of that it is considered to be the first full project work. The final lesson is opened to the parents and schoolmates of the competitors. The London Museum director should be definitely invited to hand "The First Certificate of History" to the winner team. It is recommended to plan it for the afternoon and do not restrict it with time limit.

The supervisor should welcome all the visitors and select the committee at the very beginning (see chapter 10.3.1). According to the current rank the fourth team begins with their presentation (see chapter 10.3.3), followed by the presently third and second group. At the end the currently first team holds its presentation.

Afterwards the committee evaluates all the performances with appropriate amount of points. The rules for giving points remain the same (see chapter 10.4).

The supervisor puts these results into the score board and the total winner is proclaimed. The museum director distributes the certificates. Thereupon the exhibition is open to the public.

11.11. CONCLUSION

The whole competition deals with the topic "An early British history". Pupils are supposed to learn not only background facts about history but also improve their skills and abilities that should precede each full project work. Great emphasis during the project is put on the motivation that is crucial for each learning process. Subsequently I would like to draw attention to the classroom language, that should be thanks to this project established and practise in the classroom. The whole competition leads pupils stepwise to acquire skills necessary for the full project. These skills are then put into practice when students prepare their final presentations and later on take the responsibility for the organization of the final exhibition.

12.   COURSE BOOKS EVALUATION

To prepare some project work is very time consuming which I can acknowledge from my own experience. I spent a lot of time on the preparation of both my project and all the lead-in activities that precede the project work, which would definitely discourage some teachers from using project method in their lessons.

Therefore I have decided to evaluate two course books in order to find out whether these books are suitable for project work. Besides I examined whether chosen books develop the competences and essential skills for the successful project work.

12.1.   SELECTING COURSE BOOKS

When choosing books for evaluation I selected two different publishers on purpose (Oxford and Longman). I have chosen one book that is according to my experience and experience of my fellow students widely spread at secondary schools. The second selected book is rather rare. Evaluated books should be about the same price, because the books are usually bought by schools for the students.

Subsequently I have chosen following books

- Hutchinson T. Project 4 (2001)
- Harris, M. Mower, D. Sikorzynska, A. Challenges 3 (2007)

On purpose I focused just on student's books, because these are usually the only source of information for students when working on their own. Other reason for that is that the selected student's books can be easily bought online. Project consists of Student's book and Workbook with vocabulary. The whole set is available for 460 Czech crowns. There is a possibility to order four audio CDs as well which requires paying extra 400 Czech crowns.

The course book Challenges contains the same components as Project, on top of that in the workbook there is a CD enclosed, the pack costs 480 Czech crowns.

Among other complementary materials belong for instance teacher's books, cassettes, CDs, videocassettes and test books. I would like to point out just the

Interactive Whiteboard Software that is available together with the book Challenges 3 that I find very useful and motivational in English lessons.

12.2. CRITERIA FOR EVALUATION

Cunningsworth (1995, p. 5) claims that "the selection of course books is firstly to identify the aims and objectives of your teaching programme and secondly to analyse the learning/teaching situation in which the material will be used."

With this knowledge I have prioritized the most important criteria, which in my opinion help teachers to distinguish whether the selected book is suitable for the class where project method should be introduced. Each criteria focus on some important aspect of project method or some skill that should be practice before the full project starts. According to them I have evaluated two selected books.

1. Did the course book develop all language skills equally?
2. Were there any special parts that develop/focus on social skills and attitudes?
3. Were students prompted to work and develop their skills on their own?
4. Did the course book offer a chance to work in groups and learn to cooperate?
5. Did the course book prompt students to take the responsibility for their own learning?
6. Did the book provide students with opportunity for self-evaluation?
7. Could the exercises in the book be considered "lead-in activities" for project work? (see chapter 3)
8. Did the book force students to use language for authentic communication?
9. Did the course book support/develop usage of "Classroom Language"?
10. Were there any extra parts dedicated to project teaching?

12.3. ASSESSEMENT

For each question there are three possible answers. Grant (1991, p. 126) suggests the following evaluation of the questionnaire; 2 points for every " positive" answer, 1 point for every "partly" answer and 0 for every "negative" answer.

I have partly applied Grant's evaluation system on the selected books; the only change I have made was that I have left the answer "partial" out. For every positive

answer the book was given one point and for each negative answer the book did not gain any points (see Tables 1 and 2 below).

PROJECT 4

Question number…	Answer	Points
1	Yes – in each unit	1
2	No	0
3	Yes – in section called "study skills – working with words (at the end of units)	1
4	Yes – in section called "skills"	1
5	Yes – in "Extension" part	1
6	Yes – "progress diary" at the end of each unit	1
7	Yes	1
8	Yes – "every day English" section	1
9	No	0
10	Yes – in "Extension" part, after each two units	1
Total score		**8**

Table 1

CHALLENGES 3

Question number…	Answer	Points
1	Yes – greater focus on "everyday English"	1
2	No	0
3	Yes – with the help of "Study Corner"	1
4	Yes – but more often pupils work in	1

	pairs	
5	Yes – "Across Culture"	1
6	Yes – "Study Corner" at the end of each module	1
7	Yes	1
8	Yes – each double page contains "speak out" corner – forces students to express their opinion	1
9	No	0
10	Yes – in chapters "across culture"	1
Total score		**8**

Table 2

12.4. RECOMMENDATION

I examined in more details two units in each course book in order to be able to focus on more details. According to the enclosed tables both the books meet the selected requirements and both can be selected as a help for preparation for project work and for project work itself.

 Nevertheless I would like to draw my point of view. To be honest, I like the course book Challenges more. There are at least two main reasons, the first one is the section called "Across Cultures". It is a double page that informs students about some authentic culture knowledge from all over the world, and it is an inspiration for the project work that might follow.

The second reason is the section called "everyday listening", which again brings authenticity to the lessons. Apart from that, there are some special exercises that are recommended to students for their language portfolio. What I consider important as well are topics of the units, that are keeping up to date and that can motivate pupils properly for the further learning.

On top of that I appreciated the modern design and a wide range of topics. My most favourite part of the book is "Speak out" corner, where pupils are usually forced to express their opinion or make some comment.

13. CONCLUSION

The main aim of the thesis was to focus on project-based method. In this last part of my thesis I would like to point out the most interesting aspects of project-based method and findings from the small experiment done at the grammar school in Liberec.

As it has already been said project-based method is a great motivational tool in the EFL classroom. Project work offers a lot of advantages and benefits not only for students but also for teachers. Pupils become responsible for their own learning, they use English for a real communication and the whole process of learning is meaningful and pupils can benefit from it in their future lives.

According to the background literature project method is very demanding to prepare and it is very difficult for the students to adapt to it, which was proved during my teaching practice as well when the draft of the project work "Volunteers Needed" was put into practice. That is why so called "lead in" activities should precede every full project work.

At the very beginning of the thesis there was a small experiment which suggested the next course of the whole work. Thanks to this short survey I found out how difficult is it for students to use English in the classroom, work in groups and be responsible for their learning. I could clearly sort out which aspects of project work (group work, motivation, and classroom language) must not be underestimated. So the whole thesis focuses rather on student's preparation for project work, which is in my opinion a crucial step that must be involved before full project work starts.

Consequently, I designed a competition (long-term competition) which is supposed to be a preparation for successful project work. With the competition in progress students acquire a lot of new knowledge and abilities they can later on use during the planned outcome of this contest (presentations and exhibition).

As the society develops and as the teachers adapt their approach to their students they should change their methods as well. Project-based teaching is in my opinion highly suitable for foreign language teaching. I would like to draw your attention to the most important aspect of project method that I personally appreciate most. To prepare students for communication in foreign language should be the most important aim of every foreign language teaching. In my opinion it is important to communicate, to

understand and to be understood. With the knowledge gained while writing the thesis I can declare that project-based method will be a necessary part of my future teaching.

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APPENDICES

THE LIST OF APPENDICES

APPENDIX 1:

Skills development figure

[1] NOHL, F. *Der Projektunterricht*. Rheinmünster: AOL, 2006, 76p. ISBN 3-89111-569-5

APPENDIX 2:

Draft of the project used during the teaching practice – reading activity

ŽALUDI

ANNOUNCEMENT – VOLUNTEERS NEEDED

We are preparing a great exhibition of the early history of The Great Britain. The opening day is coming soon. Exhibition should be opened for public in fourteen days. To our regret, we have to admit, that we have got into big troubles.
Building, where this exhibition was placed, burnt completely down. We managed to save only a few rudimental documents. The most important exhibition piece (which was timeline of events in early history of The Great Britain) was saved, actually only a few pieces of it.
As you can see we are under big pressure, so we would like to ask you for help. Volunteers who decide to help will be rewarded The First Certificate of History, which is given only under special circumstances.

To be honest and to warn you we must admit, that this preparatory work isn't a piece of cake. To be successful, volunteers are supposed to work in groups of 4-6 hard-working, enthusiastic, cooperative people, who want to succeed.
Their job would be to prepare presentation of one tribe from the history of The Great Britain (Vikings, Anglo-Saxons, Celts, or Romans) and be ready to present it to the visitors. The second part of their job would be to prepare a new timeline of their design.
In advantage we would like to thank to everybody who will try to help us.

1) Read instructions very carefully:

1) topic: *They are preparing an exhibition about history in England*
2) what has happened: *they will do an exhibition about history, which came of*
3) who are they looking for: *They are looking for people about Vikings, Anglo Saxons, celts and Romans*
4) how should we work:
5) what to do to help: *Work about history, find new things about history, how ... should*

Vocabulary

in fourteen days – *within 14 days*
to our regret – *we are very sad about something*
to get into troubles – *to have problems*
volunteer – *people that work and do not get money for it*
under special circumstances and occasions – *not every day*
piece of cake – *very easy to do*

2) Group work:

- choose one of the tribes
- design a sign for your team
- decide which form of presentation are you going to do
  (possibilities: PowerPoint presentation, story, activities for your colleagues, fashion show, comic book, theatre performance, other activities of your choice…)
- where to find some information

ANNOUNCEMENT – VOLUNTEERS NEEDED

We are preparing a great exhibition of the early history of The Great Britain. The opening day is coming soon. Exhibition should be opened for public in fourteen days. To our regret, we have to admit, that we have got into big troubles.

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Their job would be to prepare presentation of one tribe from the history of The Great Britain (Vikings, Anglo-Saxons, Celts, or Romans) and be ready to present it to the visitors. The second part of their job would be to prepare a new timeline of their design.

In advantage we would like to thank to everybody who will try to help us.

1) Read instructions very carefully:

1) topic: *History of the great Britain*
2) what has happened: *burn completely down*
3) who are they looking for: *History* !!!
4) how should we work: *Romans* !!!!
5) what to do to help: *can we work under big pressure prepare a new timeline of their design*

Vocabulary

in fourteen days – *within 14 days*
to our regret – *we are very sad about something*
to get into troubles – *to have problems*
volunteer – *people that work and do not get money for it*
under special circumstances and occasions – *not every day*
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- design a sign for your team
- decide which form of presentation are you going to do
  (possibilities: PowerPoint presentation, story, activities for your colleagues, fashion show, comic book, theatre performance, other activities of your choice…)
- where to find some information

APPENDIX 3:

Questionnaires for participating and non-participating students

Milé studentky/milí studenti,

Obracím se na vás s prosbou o vyplnění jednoduchého dotazníku. Tento dotazník je součástí mé diplomové práce s názvem „Projektové vyučování formou hry". Dotazník je zcela anonymní a slouží ke zmapování vašich názorů a postojů souvisejících s projektem, kterého jste se mohli účastnit při vašich hodinách anglického jazyka.
Předem děkuji za váš čas a vyplnění dotazníku.

<div align="right">

Pavlína Němcová,
Studentka 4.ročníku Pedagogické fakulty v Olomouci

</div>

1) Co se představíte pod pojmem "Projektové vyučování"?
   ……………………………………………………………………………………………

2) Pracovali jste někdy během vaší školní docházky na nějakém projektu?
   a) ano
   b) ne
   pokud ano, o jaký projekt se jednalo?...

3) Během vašich hodin anglického jazyka vám bylo nabídnuto spolupracovat na projektu, proč jste se rozhodli nezúčastnit se?
   a) nechtělo se mi dělat cokoli navíc ve svém volném čase
   b) chtěl/a sem raději procvičovat gramatiku
   c) projektové vyučování mě nebaví, upřednostňuje klasickou formu výuky
   d) nezaujalo mne téma projektu
   e) jiný důvod, jaký ………………………………………………………………………

4) Zaujal vás projekt na kterém někteří vaši spolužáci pracovali?
   a) ano
   b) ne
   proč………………………………………………………………………………………...

5) Kdyby jste se mohli rozhodnout znovu, chtěli byste se projektu zúčastnit?
   a) ano
   b) ne
   proč………………………………………………………………………………………

6) Myslíte si že by projektová výuka mohla někdy zcela nahradit klasickou formu výuky?
   a) ano
   b) ne
   c) nejlepší by byla vzájemná kombinace obou forem
   d) jiný způsob, jaký?......………………………………………………………………

Milé studentky/milí studenti,

Obracím se na vás s prosbou o vyplnění jednoduchého dotazníku. Tento dotazník je součástí mé diplomové práce s názvem „Projektové vyučování formou hry". Dotazník je zcela anonymní a slouží ke zmapování vašich názorů a postojů souvisejících s projektem který jste absolvovali při vašich hodinách anglického jazyka.
Předem děkuji za váš čas a vyplnění dotazníku.

Pavlína Němcová,
Studentka 4.ročníku Pedagogické fakulty v Olomouci

1) Co si představíte pod pojmem "Projektové vyučování"?
   …………………………………………………………………………………….

2) Pracovali jste již dříve na nějakém projektu?
   a) ano
   b) ne
   pokud ano, o jaký projekt se jednalo?..

3) Během hodin anglického jazyka vám bylo umožněno zúčastnit se projektového vyučování, co bylo hlavním důvodem toho, že jste se rozhodli spolupracovat?
   …………………………………………………………………………………….

4) Zaujal vás projekt na kterém jste pracovali?
   a) ano
   b) ne
   proč…………………………………………………………………………..

5) Kdyby jste se mohli rozhodnout znovu, chtěli byste se projektu opět zúčastnit?
   a) ano
   b) ne
   proč…………………………………………………………………………

6) Součástí projektu byla práce s textem a logické uvažování. Setkáváte se s podobnou formou práce při běžném vyučování?
   a) ano , při kterých předmětech…………………………………………………..
   b) ne

7) Tématem projektu byla raná historie Velké Británie, naučili jste se v průběhu něco nového z této oblasti?
   a) Ano, uveďte příklady…………………………………………………..
   b) Ne, proč…………………………………………………………..

8) Pokud srovnáte běžnou hodinu a projektovou výuku, během normální hodiny
   a) se toho naučím víc
   b) se toho naučím méně
   c) vlastní odpověď…………………………………………………..

9) Myslíte si že by projektová výuka mohla někdy zcela nahradit klasickou formu výuky?
   a) ano
   b) ne
   c) nejlepší by byla vzájemná kombinace obou forem
   d) jiný způsob, jaký?......…………………………………………………

10) Během projektu jste se seznámili s takzvaným "Classroom language", co si pod tímto pojmem představíte? Uveďte některou s frází, kterou jste se naučili.
    …………………………………………………………………………………
    …………………………………………………………………………………

11) Používáte běžných hodinách angličtiny tzv. "Classroom language" ?
    a) ano, uveďte příklady…………………………………………………….
    b) ne

Figure 1

Figure 2

Why have you refused to take part in project work?

- practice grammar
- boring topic
- prefer frontal teaching to the project work
- missed the first lesson
- any variety of topics

Figure 3

Did you like the project your classmates participated in?

- yes
- no
- yes and no

Figure 4

If there is in the future another chance would you take part in this project work?

- yes
- no-boring topic
- no-the lack of free time
- no-the project was boring
- no

Figure 5

Do you think that one day the project work could replace the frontal teaching?

Legend:
- yes
- no
- combination of both methods

Figure 6

What is "project work" according to you?

Legend:
- easy
- cooperation
- do project works
- over-head projector
- PowerPoint presentation
- funny

Figure 7

Have you ever taken part in some project work?

Legend:
- English
- Geography
- Physics
- History

Figure 8

Figure 9

Figure 10
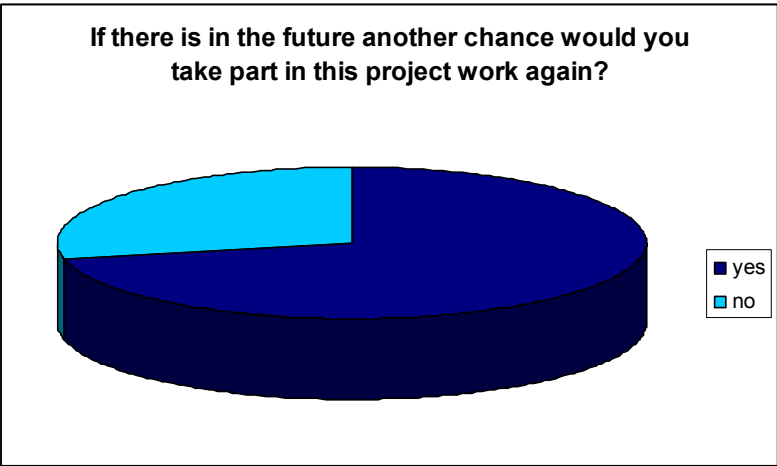
Figure 11
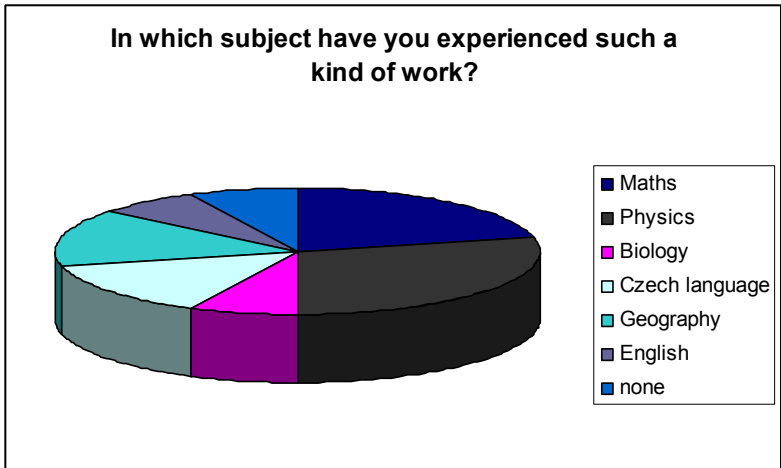
Figure 12

Figure 13

Figure 14

Do you think that one day the project work could replace the frontal teaching?

- yes
- combination
- no

Figure 15

What does "Classroom language" mean?

- nothing
- conversation between teacher and students
- reading a book

Figure 16

Do you use so called "Classroom language" in regular English lessons?

- yes
- no
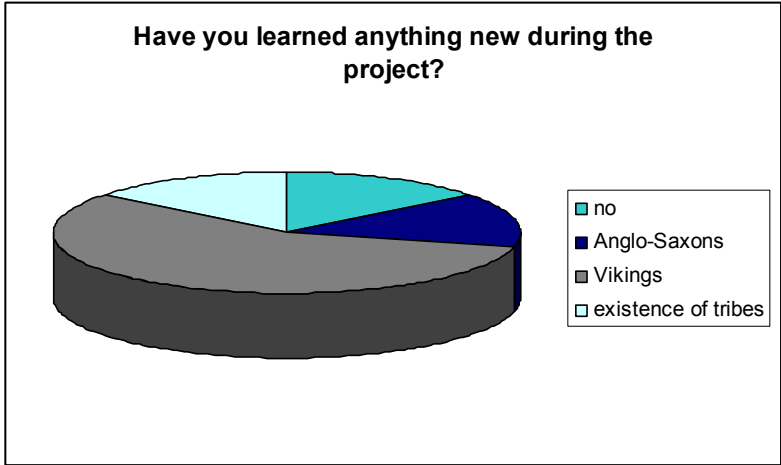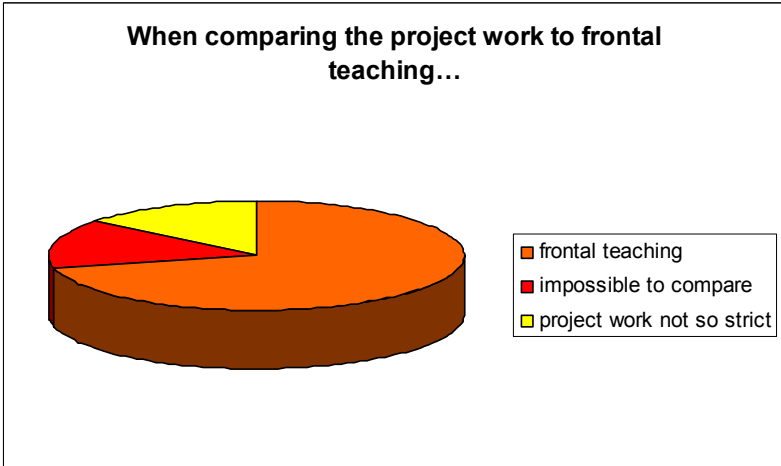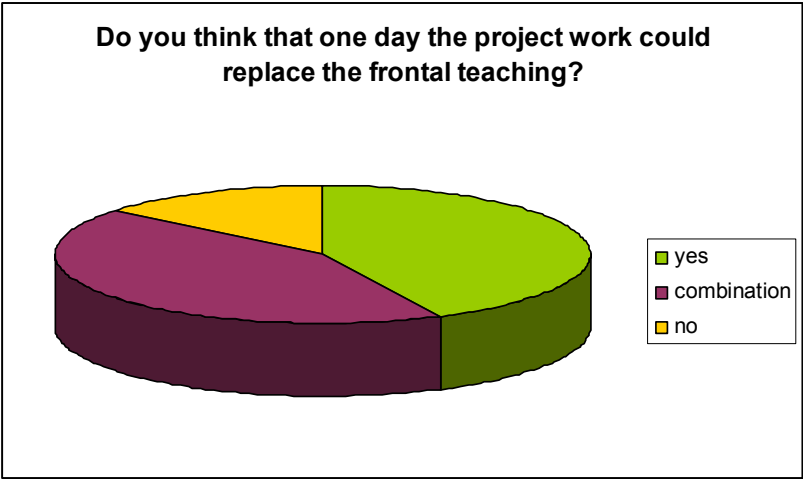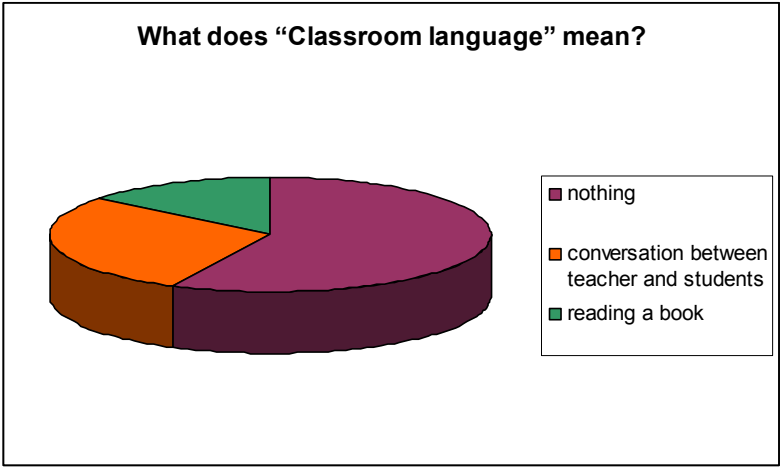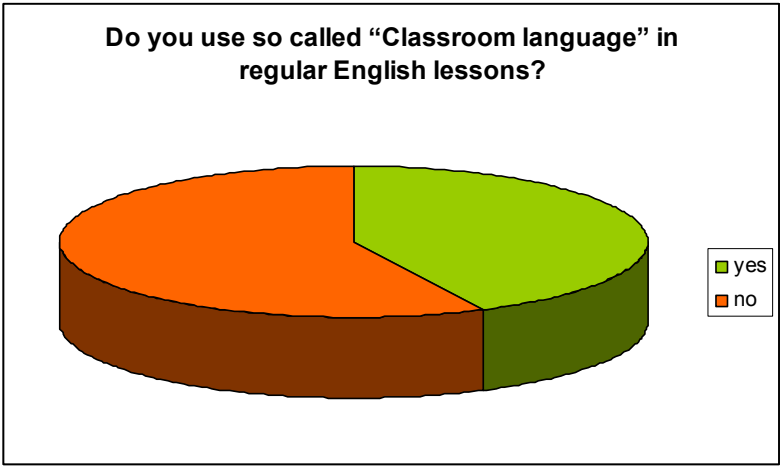
Figure 17

APPENDIX 5:

The First Certificate in History – suggested form
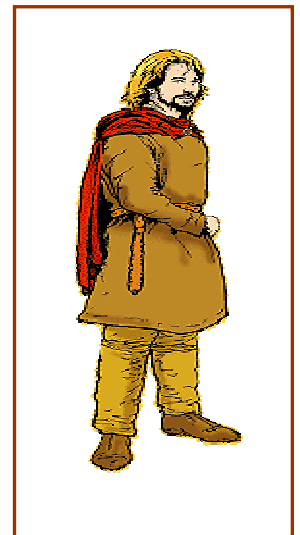
The First Certificate in History

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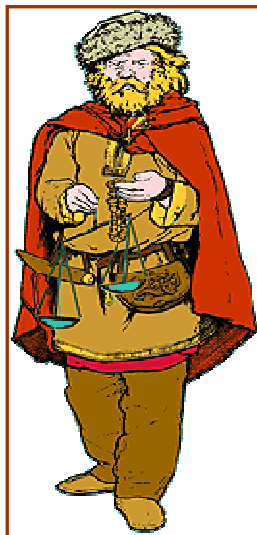
3

4

5

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[2] http://www.bbc.co.uk/scotland/education/sysm/romans/index_choice.shtml

[3] http://www.bbc.co.uk/schools/primaryhistory/vikings/

[4] http://www.bbc.co.uk/wales/celts/

[5] http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/

APPENDIX 6:

Supplementary materials for lesson "Fire in The London Museum"

==ANNOUNCEMENT – VOLUNTEERS NEEDED==

HELP NEEDED!

BIG FIRE! EVERYTHING DESTROYED! BIG FIRE!

HELP NEEDED!

Great Exhibition – **Early history of The Great Britain**
Opening day: **in fourteen days; in 14 days!!!!!!!!!!!!!!!!!!!!**
The most important piece: **Timeline of events**

Big fire – everything is destroyed

Reward: **The First Certificate of British History**
Look for: **hard-working, cooperative and creative people**

Your job:
- **group work**
- **new timeline**
- **presentation of one tribe during the opening day(Vikings, Anglo-Saxons, Celts, Romans)**

Answer these questions:

1) What is the name of the exhibition?
……………………………………………………………………………………
2) In your opinion, what is it a timeline? Explain or draw.
……………………………………………………………………………………
3) Who are we looking for?
……………………………………………………………………………………
4) Why do we need volunteers?
……………………………………………………………………………………
5) What is your reward?
……………………………………………………………………………………
6) What is your job to do?
……………………………………………………………………………………
7) When does the exhibition start?
……………………………………………………………………………………
8) What are the names of tribes?
……………………………………………………………………………………

APPENDIX 7:

Supplementary materials for lesson "Becoming a volunteer"

1) Name of your team: ……………………………………………….

2) Draw your sign:

3) Who is it? A) The Roman

B) The Viking

C) The Celt

 D) The Anglo-Saxon

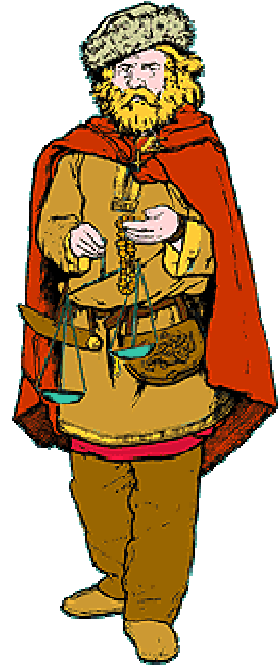4) Where you can find some information about the man on the picture:

……………………………………………………………………….

……………………………………………………………………….

……………………………………………………………………….

……………………………………………………………………….

http://www.bbc.co.uk/history/forkids/

1) Name of your team: …………………………………………………………….

2) Draw your sign:

3) Who is it? A) The Roman

B) The Viking

C) The Celt

D) The Anglo-Saxon

4) Where you can find some information about the man on the picture:

…………………………………………………………………………………….

…………………………………………………………………………………….

…………………………………………………………………………………….

…………………………………………………………………………………….

http://www.bbc.co.uk/history/forkids/

1) Name of your team: ……………………………………………………

2) Draw your sign:

3) Who is it? A) The Roman

                B) The Viking

                C) The Celt

                 D) The Anglo-Saxon

4) Where you can find some information about the man on the picture:

…………………………………………………………………………….

…………………………………………………………………………….

…………………………………………………………………………….

…………………………………………………………………………..

http://www.bbc.co.uk/history/forkids/

1) Name of your team: ………………………………………………………

2) Draw your sign:

3) Who is it? A) The Roman

   B) The Viking

   C) The Celt

    D) The Anglo-Saxon

4) Where you can find some information about the man on the picture:

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………..

http://www.bbc.co.uk/history/forkids/

APPENDIX 8:

Supplementary materials for lesson "Druids"

DRUIDS

6

7

8

9

[6] http://haram.wordpress.com/celt-druids-human-sacrifice-drinkers-of-blood/ancient-druids-of-europe/
[7] http://www.mythencyclopedia.com/Dr-Fi/Druids.html
[8] http://www.wyrdology.com/festivals/halloween/druids.html
[9] http://www.irishastrology.com/celtic-magic/Celtic-Magic-Witches-Bards.html

Druids Classroom language – PHRASES

Situation 1: Working in groups

- Work in groups.
- We need a volunteer.
- Pick one person from your group.
- Any questions?
- Can you help me?
- Count your red cards.
- How many red cards have you got?
- It's your turn.
- Do you know the correct answer?
- Hurry up!

Situation 2: Games

- Get into four teams.
- Now it's your turn.
- A point for team…
- This team has won!
- The next round
- It is time to finish.
- Are you ready?
- Let's stop/start.
- That's correct.
- Who is next?

Situation 3: Checking understanding

- Is that right?
- What's the right answer?
- Do you know the answer?
- Do you understand?
- Please, I don't understand.
- Is it correct?
- What do you think?
- I think that it is right/wrong.
- Do you agree?
- What's the answer for question number 1?

Situation 4: Classroom control

- Now pay attention!
- Listen to me!
- Work in groups.
- Stop talking!
- Try again.
- Be quiet.
- Look into your work sheet.
- Stop writing/reading…
- Hurry up!
- Go back to your seat.

APPENDIX 9:

Supplementary materials for lesson "Skara Brae"

PICTURE DICTIONARY:

village   beach

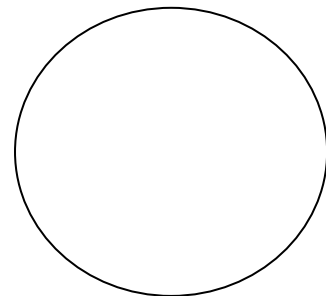10   11

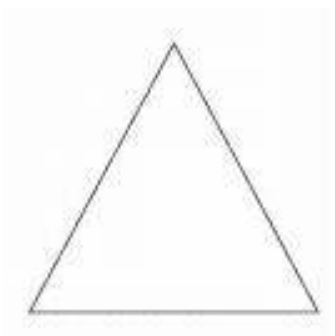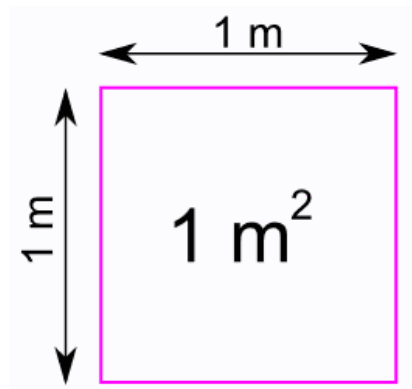inhabitants = people living in some place (e.g. village)
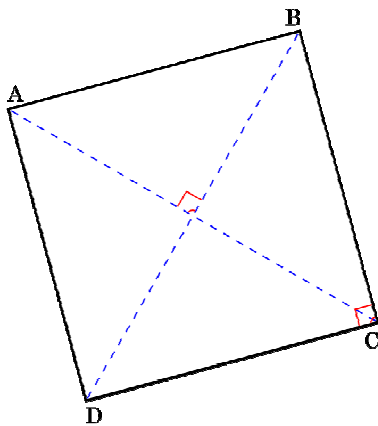
square   circle
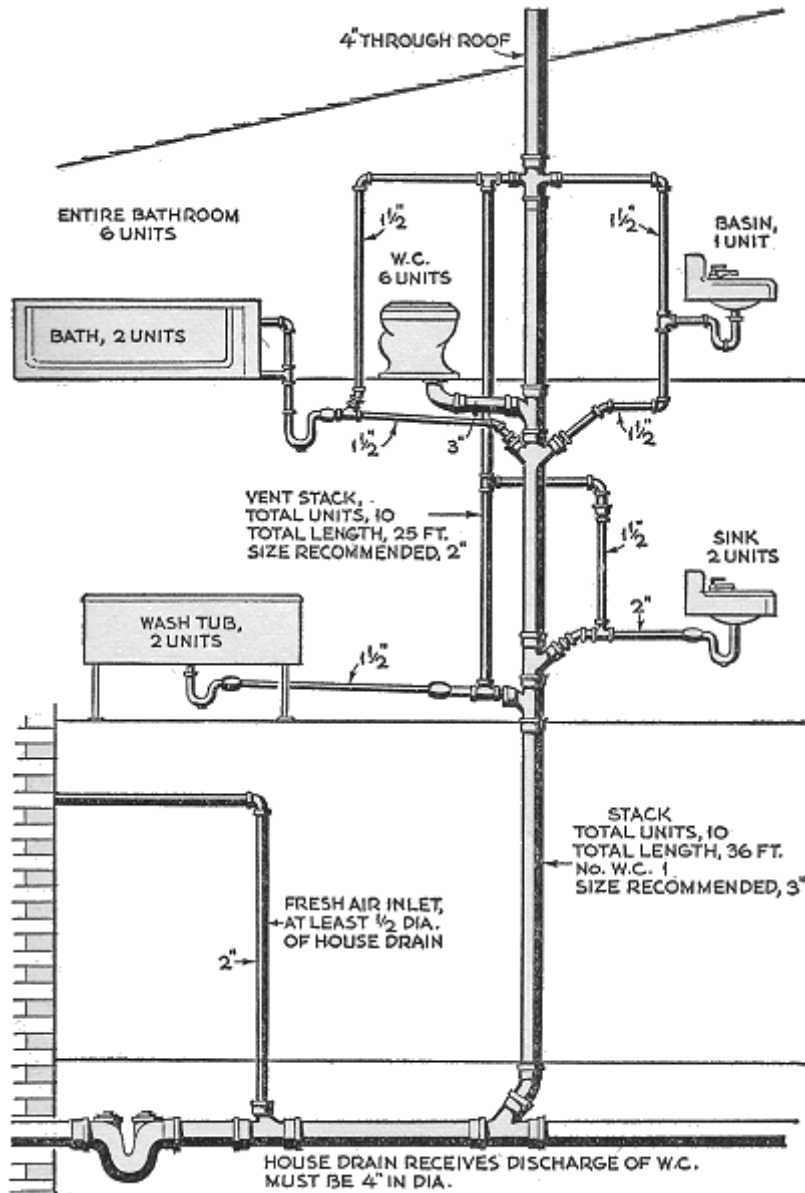

triangle   square meter

shape = circle/square/triangle…

furniture = e.g. bed, table, chair, armchair, cupboard…

drainage system

ENTIRE BATHROOM
6 UNITS

BATH, 2 UNITS

W.C.
6 UNITS

1½"

1½"

BASIN,
1 UNIT

4" THROUGH ROOF

1½"
3"
1½"

VENT STACK,
TOTAL UNITS, 10
TOTAL LENGTH, 25 FT.
SIZE RECOMMENDED, 2"

1½"

SINK
2 UNITS

WASH TUB,
2 UNITS

1½"

2"

2"

FRESH AIR INLET,
AT LEAST ½ DIA.
OF HOUSE DRAIN

STACK
TOTAL UNITS, 10
TOTAL LENGTH, 36 FT.
No. W.C. 1
SIZE RECOMMENDED, 3"

HOUSE DRAIN RECEIVES DISCHARGE OF W.C.
MUST BE 4" IN DIA.

12

Skara Brae = a large stone-built Neolithic settlement

Location: The Orkney ………………., off northern Scotland (Islands)

Date: Found in ………………………. (1850)

Weather: It was raining and later on there was a big ……………(storm)

Place: On the beach, under ……………(sand) an very old village was found.

First inhabitants: The first people lived there around …………………..(3100BC)

Shape of the house: ……………….. houses (square)

Measure: Houses were ………….. square meter large. (40)

Furniture: In each house there were a pieces of furniture made of …………(stone)
                                e.g. beds, dressers, cupboards and ……………. (seats)

Drainage system: In each house there was a primitive form of ……………..(toilet)

PRINTABLE

Location: The Orkney ………………., off northern Scotland

Date: Found in ……………………….

Weather: It was raining and later on there was a big …………….

Place: On the beach, under ……………an very old village was found.

First inhabitants: The first people lived there around …………………..

Shape of the house: ……………….. houses

Measure: Houses were ………….. square meter large.

Furniture: In each house there were a pieces of furniture made of …………
                                e.g. beds, dressers, cupboards and …………….

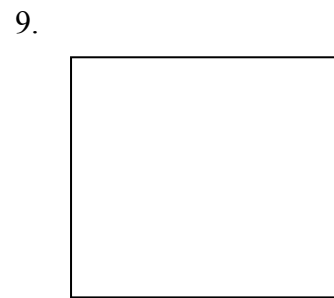Drainage system: In each house there was a primitive form of ……………..

GAP-FILLING

1.
 1850

2.

13

3.

14

4.

5.

16

6.

7. **40**

8. **3100 BC**

9.

10.

17

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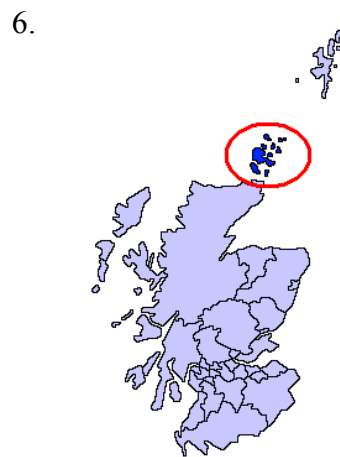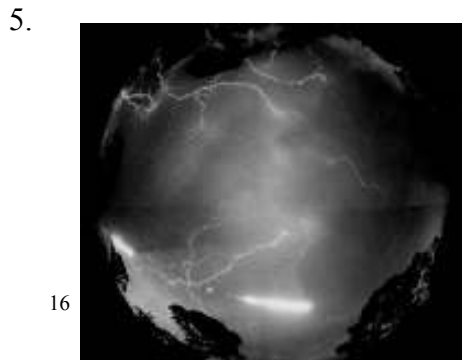
[13] http://eq2.eqtraders.com/articles/article_page.php?article=g285

[14] http://www.for-garden.cz/2008/images/vystavovatele/stone.gif

[15] http://www.tempe.gov/conservation/toilet_rebate.htm

[16] http://www.nhm.ac.uk/nature-online/space/meteorites-dust/blog/?m=200609

[17] http://www.walkabout-travel.de/Afrika/Nord_Afrika/Algerien/Kamel_Karawane_Algerien/kamel_karawane_algerien.html

SKARA BRAE

18

19

[18] http://www.livefortheoutdoors.com/News-Landing/Search-Results/Outdoor-headlines/Looking-for-Scotlands-favourite-place-Here-it-is/

[19] http://danny.oz.au/travel/scotland/orkney.html

Word search

(25 WORDS – LIVING)

TABLE, CHAIR, ARMCHAIR, BED, LAMP, CUPBOARD, WARDROBE, SHELF, CARPET, HOUSE, FLAT, WINDOW, DOOR, KITCHEN, LIVINGROOM, BEDROOM, TOILET, PILLOW, BLANKET, COOKER, FRIDGE, SINK, BATHROOM, BATH, OVEN

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H C V M B B B C D N K R Q F E
M T O A O E C R R T I I W R S
F T T O D O A K E S T A O I U
F H E R K O R L C I C H D D O
E L O P B E I G P N H C N G H
R O E P R O R B N K E M I E G
M B U H T A B F A I N R W D B
M C C A S F C A D T V A F E I
T Z B R I A H C A O H I D K U
F L A T E K N A L B O R L E J
E W K P N E V O M F T R O P B
M Q M H W K Z E O P F K G O J
L A L G I U W A R D R O B E M
L S T E M K S I C O T I F D I
A H T P I L L O W F I P I G C
```

Skara Brae – Error correction

Find at least one mistake in each sentence, there are mistakes in spelling, inappropriate words used, skipped words, capital letters and also some background facts can be wrong. At the end of each sentence there is an exact number of mistakes.

1. Skara Brae a old village made for stone. (3)

    …………………………………………………………………………

2. Skara Brae is in southern scotland. (2)

    …………………………………………………………………………

3. In Skara Brae lifed 50-100 peoples. (2)

    …………………………………………………………………………

4. In each hause there is a square place for coking end heating. (3)

    …………………………………………………………………………..

5. What you like most about Skara Brae? (1)

    …………………………………………………………………………..

6. Skara Brae are the oldest vilage in The great britain. (4)

    …………………………………………………………………………..

APPENDIX 10:

Supplementary materials for lesson "Stonehenge"

WORKSHEET – STONEHENGE
1. LECTURE

1) The most important for each archaeologist are:
    a) glasses
    b) pictures
    c) photographs
    d) information
    e) magazines
    f) food

2) Put down notes: What is important to describe in each archaeological research?
    a) …………………………..   b) …………………………………….
    c) ………….....................   d) …………………………………….
    e) …………………………..   f) …………………………………….

2. ARCHAEOLOGICAL RESEARCH

1) LOCATION OF STONEHENGE
………………………………………………………………………….
2) MATERIAL
………………………………………………………………………….
3) WHEN WAS IT BUILT?
………………………………………………………………………….
4) WHY WAS IT BUILT? WHAT WAS IT USED FOR?
…………………………………………………………………………..
5) SHAPES AND PROPORTIONS

a. THE RUINS STAND IN THE CENTRE OF A HUGE…………………………….

b. THIS CIRCLE IS………………m WIDE IN DIAMETER

c. THE RUINS CONSISTS OF 2…………. AND 2 HORSESHOES

d. SKETCH THE SHAPE OF HORSESHOE

e. OF HOW MANY STONES CONSIS THRILITHON……………
(SKETCH THE SHAPE)

f. THE TALLEST OF THESE THRILITHONS IS……….ft HIGH

g. DESCRIBE/SKETCH THE ALTAR STONE? WHERE IS IT PLACED?
………………………………………………………………………

1 Stonehenge
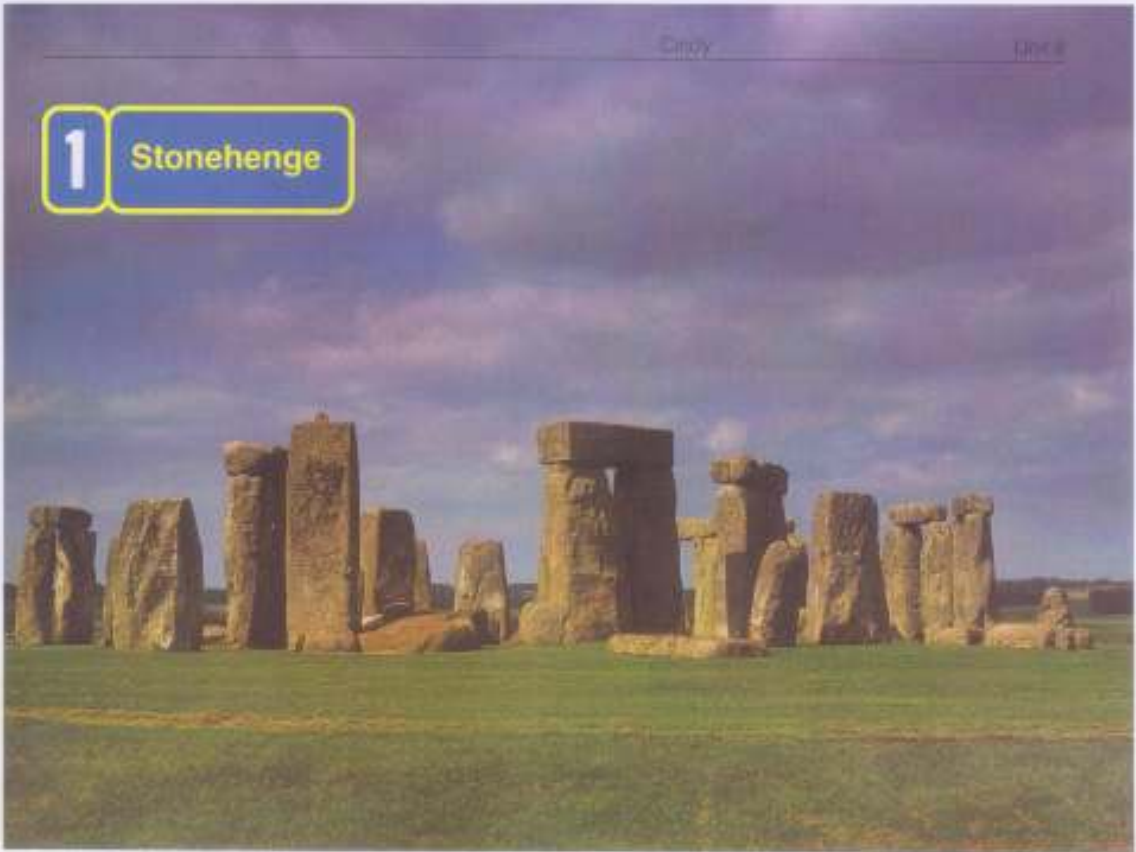
Eight miles north of Salisbury is a large circle of stones, which is called Stonehenge. Nobody knows why it was built or what it was used for.

Was it an ancient cemetery? There are many graves around the monument. Was it a kind of observatory, where astronomers studied the stars and the planets? Was it a place where witches and magicians offered human sacrifices to the gods? Or was it a temple, where the ancient Britons worshipped the Sun? The monument faces the point on the horizon where the sun rises on Midsummer's Day. We shall never know the real answer.

Work started on Stonehenge around 1800 BC, but the monument, whose ruins you can see today, was built four hundred years later, around 1400 BC.

95

20

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[20] HUTCHINSON, T. *Project English 3: student's book.* Oxford: Oxford University Press, 1993. 120p. ISBN 0194354393

The ruins stand in the centre of a huge circle 320 ft (98 m) in diameter. The circle is formed by a bank and a ditch. The bank is now only 2 ft (0.64 m) high, but it was probably much higher when it was built. The ditch is 7 ft (2.1 m) deep. There is a gap, 35 ft (10.7 m) wide, in the north-east side.

The ruins consist of two stone circles and two stone horseshoes. The stones in the outer circle are 16 ft (4.87 m) high and 6 ft (1.83 m) thick.

These stones were joined by a continuous line of stones, which lay on the top of the uprights. But most of these have fallen down. The stones in the inner circle are about 6 ft (1.83 m) high.

The outer horseshoe consists of five trilithons. ('Trilithon' is a Greek word, which means 'three stones'.) The tallest of these trilithons is 26 ft (8.53 m) high. In the centre of the horseshoe there is a large stone, 16 ft (4.88 m) long, called the Altar Stone.
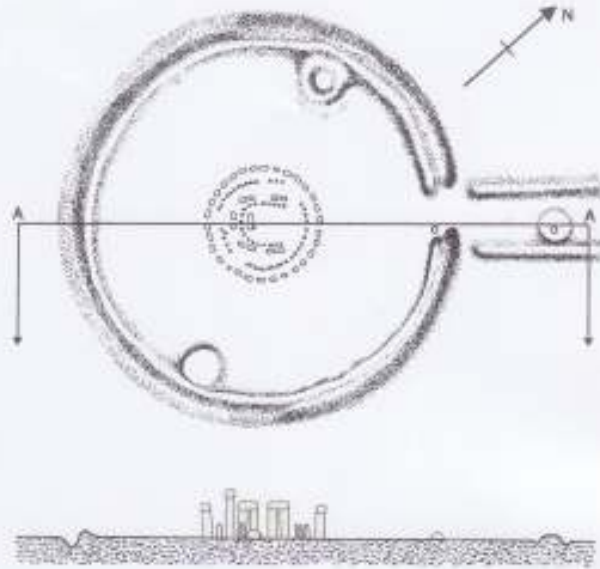
Exercises

1 A tour guide is describing Stonehenge, but a lot of it is wrong. Say what is wrong.

Stonehenge is eight miles west of Salisbury. Some people believe it was a temple, where the ancient Britons worshipped the Moon. Other people believe it was an observatory, where archaeology students studied the stars. But most people think that it was a place where astronomers offered animal sacrifices to the Sun.

Stonehenge was built in 1600 BC, but it was destroyed four hundred years later.

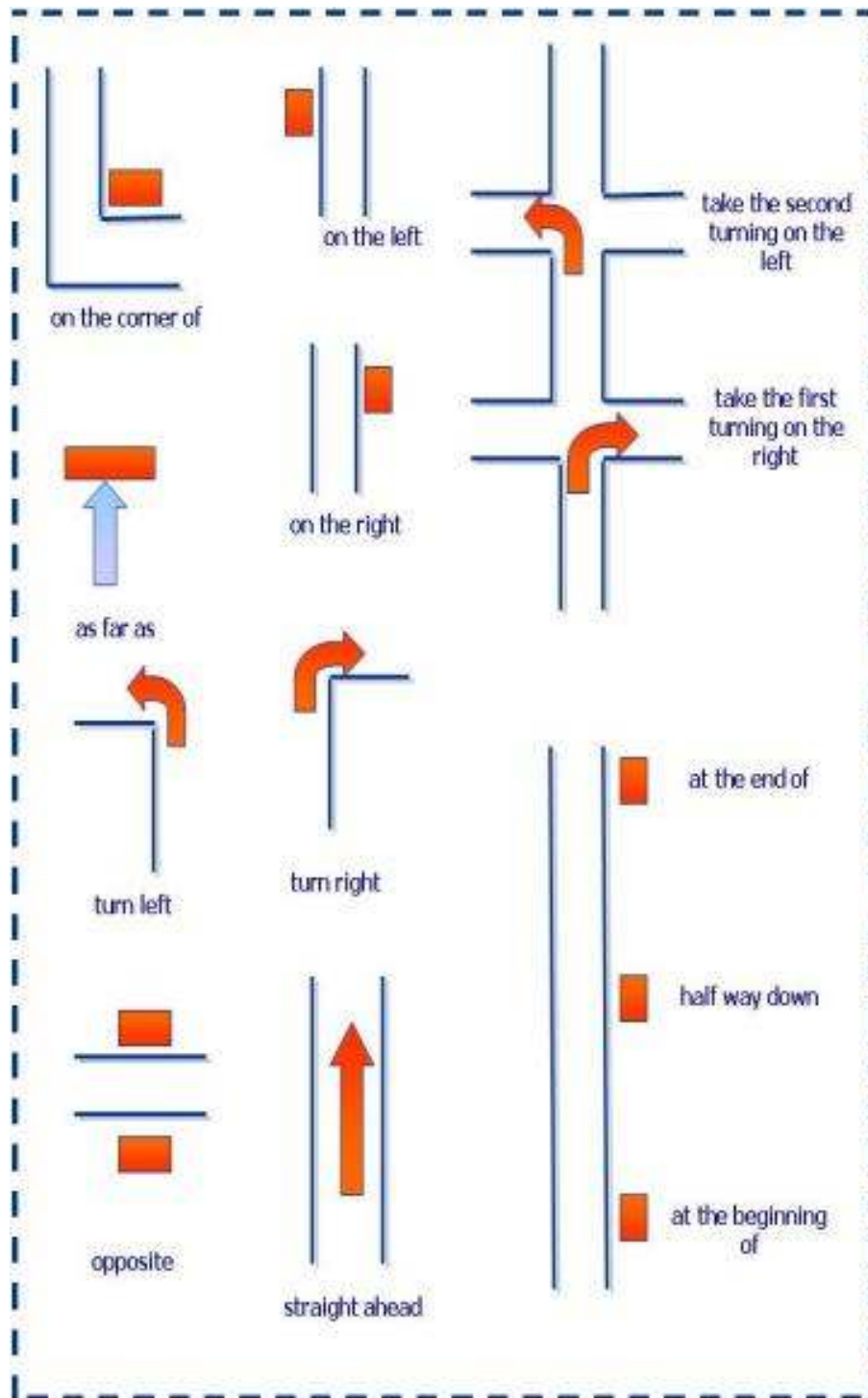**2a** Look at these drawings. Which parts of Stonehenge do they show?
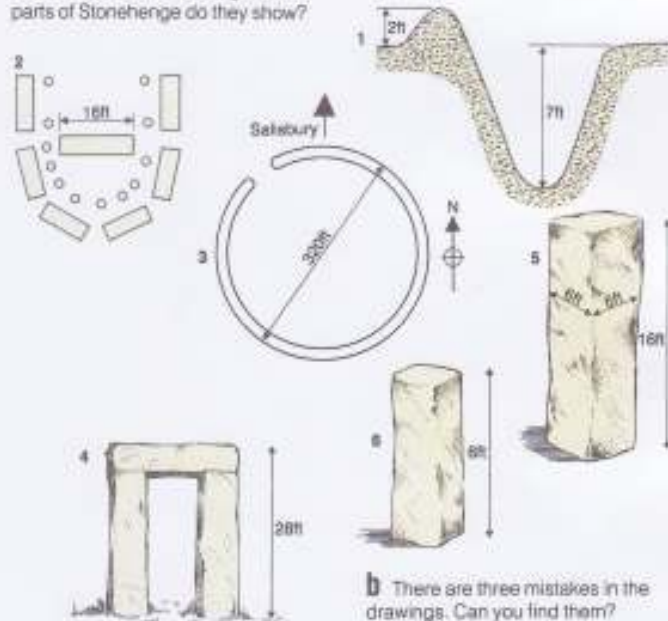
b There are three mistakes in the drawings. Can you find them?

96

21

APPENDIX 11:

Supplementary materials for lesson "The Romans"

GIVING DIRECTIONS

on the corner of

on the left

take the second turning on the left

take the first turning on the right

as far as

on the right

turn left

turn right

at the end of

half way down

at the beginning of

opposite

straight ahead

Competition for
"The Best Courier"

When: Monday
      (after lunch)

In honour of new road
   (Nessloch → Ednafort)

Start: Nessloch - Bath

Teams: 4-5 Roman soldiers

Prize for the winner:
   10 hens

IV.X.

"The best courier"

	TEAM 1	TEAM 2	TEAM 3	TEAM 4	RESULTS
TEAM 1					
TEAM 2					
TEAM 3					
TEAM 4					

Blind map:

23

Map II.

23 http://www.bbc.co.uk/scotland/education/sysm/romans/index_choice.shtml

APPENDIX 12:

Supplementary materials for lesson "The Anglo-Saxons"

RUNES
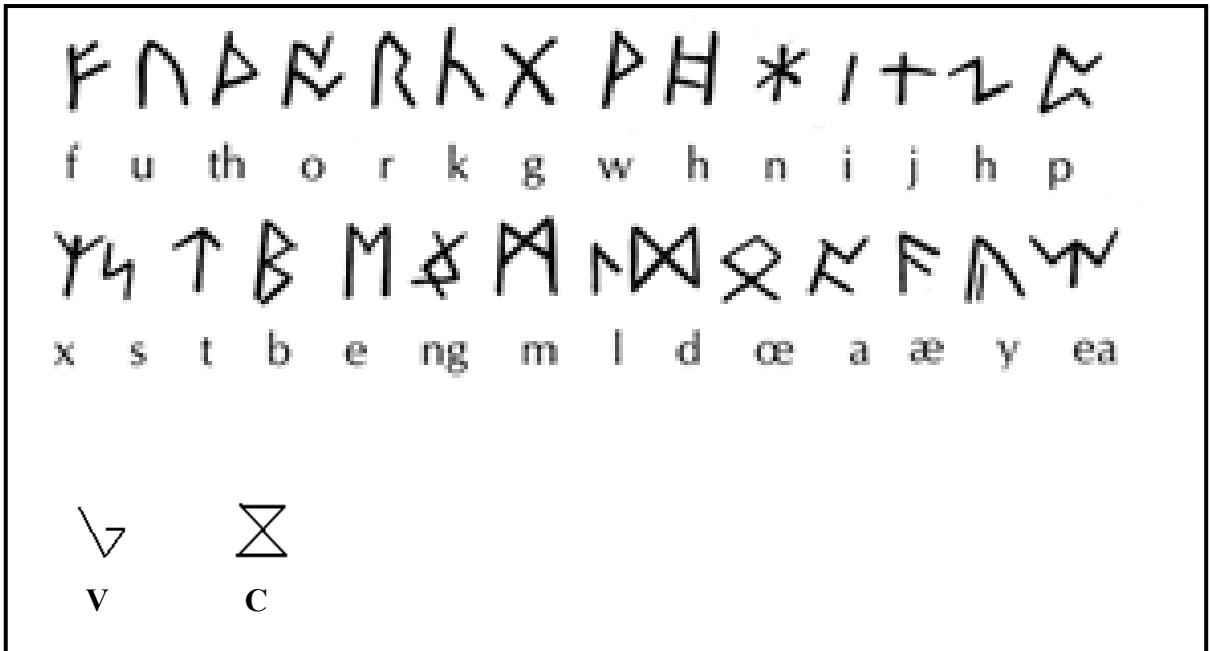
24

PRINTABLE CUTS
Remains of the Runes-Latin Dictionary
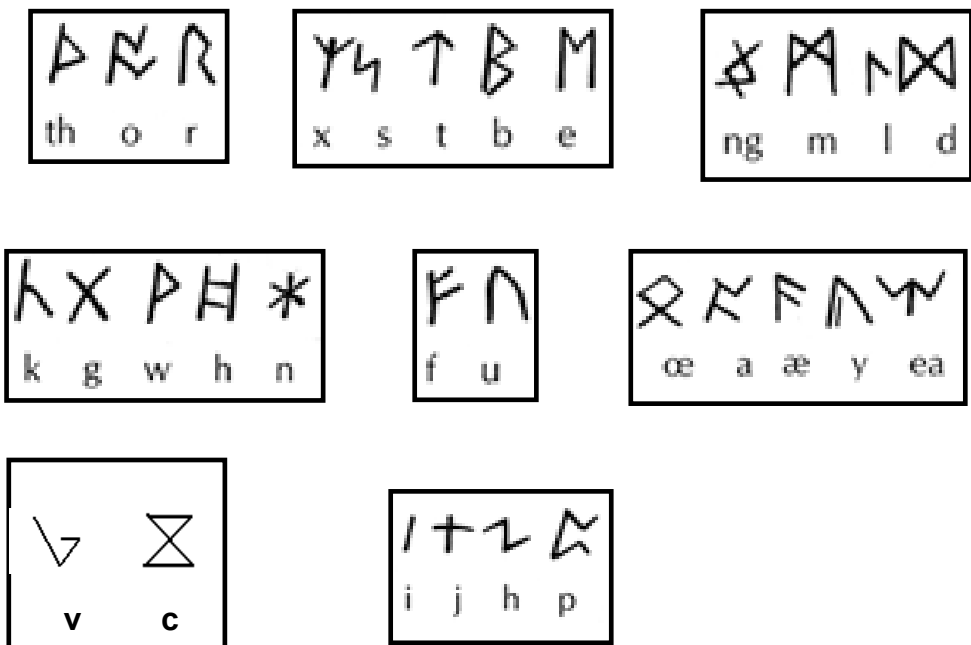
24 http://downloads.bbc.co.uk/rmhttp/schools/primaryhistory/worksheets/anglo-saxons/anglo_saxon_runes.pdf

Riddles:

I appear on the ground like a blanket and melt in the midday sun. (snow)
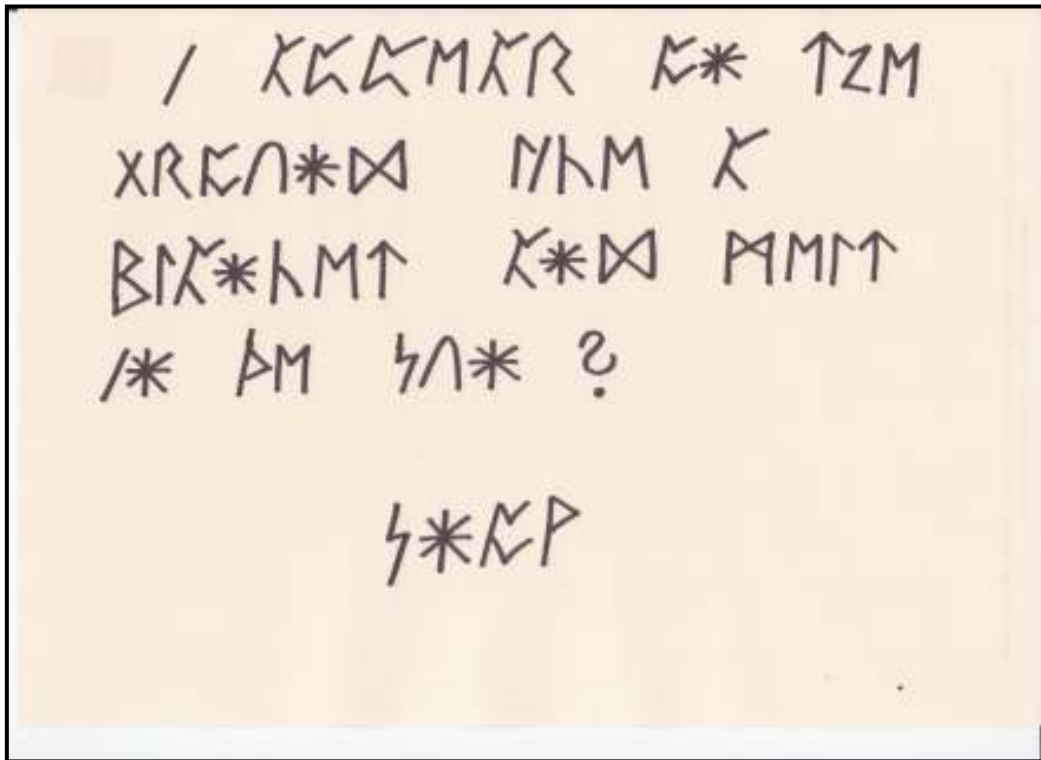
1. What has a neck, but no head? (a bottle)
2. What cannot be used until it is broken? (an egg)
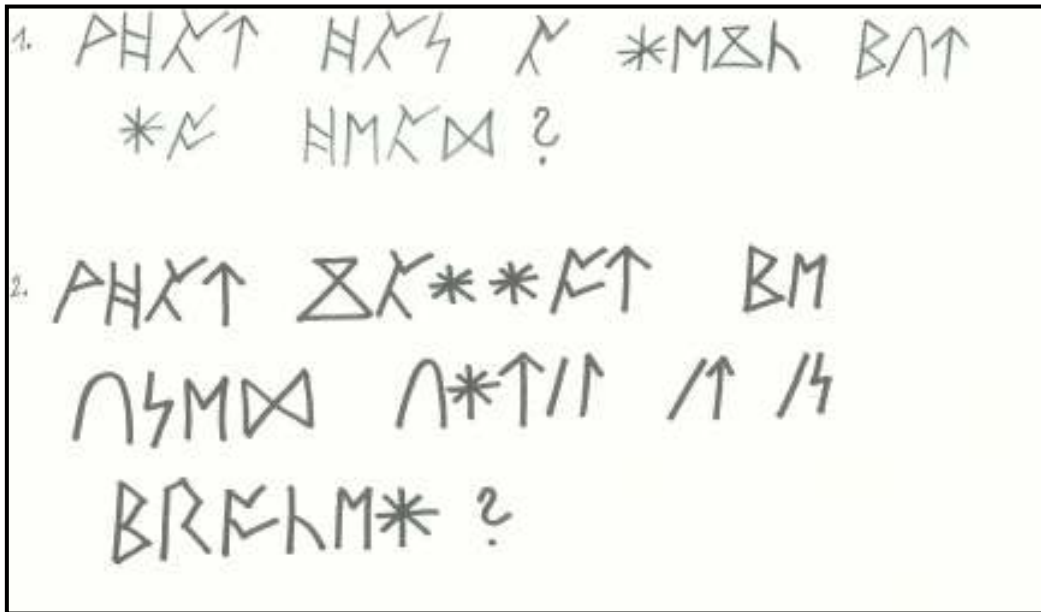
3. What gets wetter as it dries? (a towel)

4. What has got a wave but no sea? (hair)

3. ᚹᚺᚨᛏ ᚷᛖᛏᛋ ᚹᛖᛏᛏᛖᚱ ᚨᛋ ᛁᛏ ᛞᚱᛁᛖᛋ?

4. ᚹᚺᚨᛏ ᚺᚨᛋ ᚷᛟᛏ ᚨ ᚹᚨᚢᛖ ᛒᚢᛏ ᚾᛟ ᛋᛖᚨ?
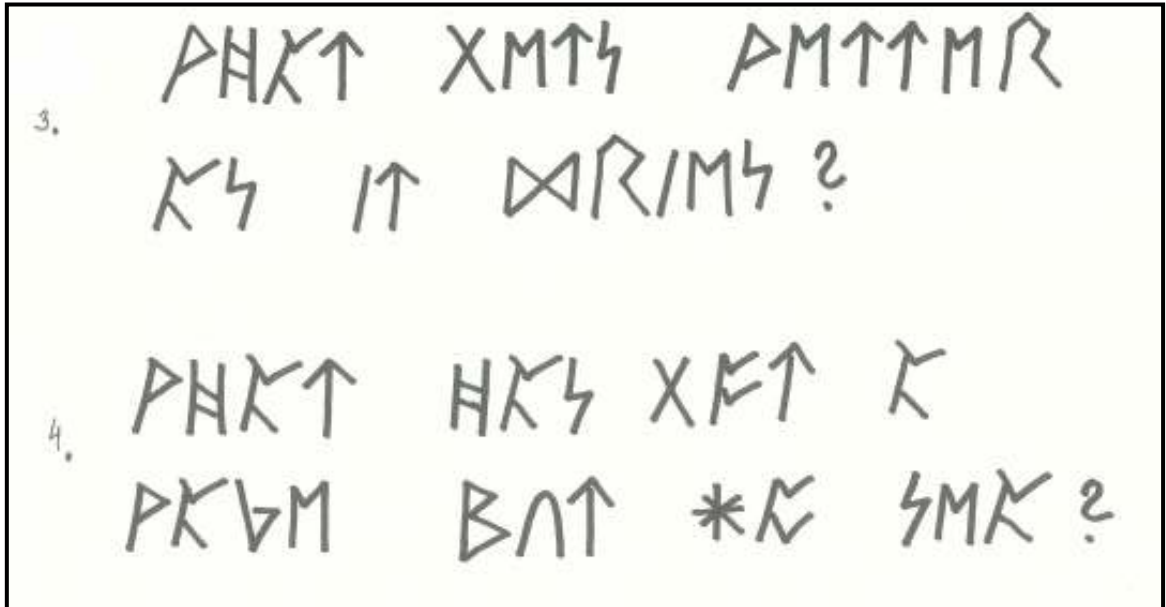
APPENDIX 13:

Supplementary materials for lesson "The Celts"

Listening:

Source: http://www.bbc.co.uk/wales/celts/activities/torc.shtml

Choose the correct answer, be careful in the question number 2 there are more answers correct.

1. The woman ….. a) wants to buy something for her husband.

b) is looking for something for her husband.

c) is selling something from her husband.

2. She doesn't want ………. a) helmet

b) musical instrument

c) torc

3. What is your job? a) buy a torc

b) design a helmet

c) design a torc

Answer at the end of the lesson:

4. Was the torc really for her husband? a) yes

b) no

The most beautiful torc in the whole history – description:

My torc is rounded.

The ends are twisted.

Torc is made of gold.

My pattern is curly.

THE MOST BEAUTIFUL TORC IN HISTORY

25

[25] http://www.bbc.co.uk/wales/celts/activities/torc.shtml
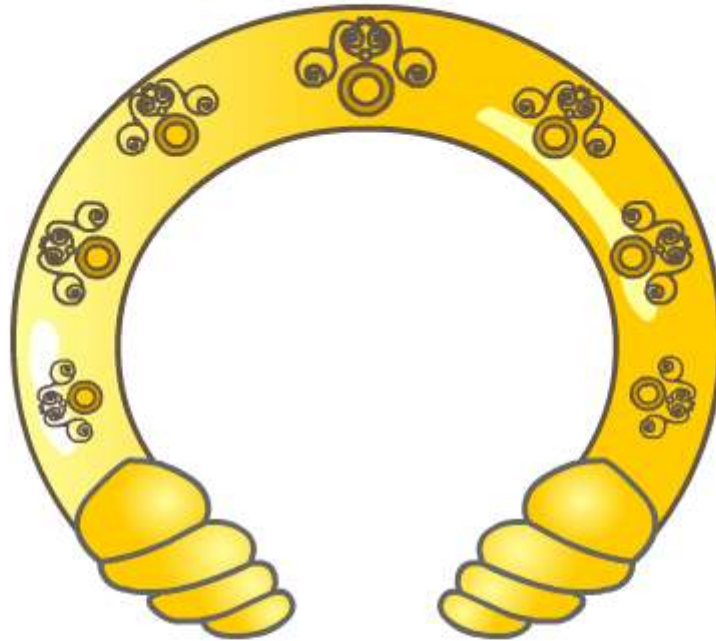
My Torc!

My torc's shape is **twisted.**
My torc's ends are **flat.**
My torc is made of **bronze.**
My torc's pattern is **spotty.**

BBC   www.bbc.co.uk/celts/   © 2003

26

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[26] http://www.bbc.co.uk/wales/celts/activities/torc.shtml

My Torc!

My torc's shape is **flat.**
My torc's ends are **rounded.**
My torc is made of **iron.**
My torc's pattern is **elegant.**

27

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[27] http://www.bbc.co.uk/wales/celts/activities/torc.shtml

APPENDIX 14:

Supplementary materials for lesson "Who is who?"

1ˢᵗ TRIBE – THE ANGLO-SAXONS
They live in a small ……………………. (two or three families and a few buildings)
They are freemen or ……………………. who work on freemen's land.
They do not have a ………………………… When you commit a crime they cut your nose or
finger or you must pay some money.
Their favourite music instrument is …………………………………
Their letters are called………………………………….

2ⁿᵈ TRIBE – THE VIKINGS
They come from three countries of Scandinavia: ……………………………
They are great ……………………..and sail not only all over Europe.
The head of the tribe is………………………
They love wearing ……………………. e.g.: rings, necklace, brooch.
They are brilliant…………………….builders.

3ʳᵈ TRIBE – THE CELTS
The do not read and write, they use just their ……………………..
They really love………………………and drinking wine.
Their priests were called ……………………………..
They live in …………………….built from straw and mud.
Women fight too and they are as……………as men.

4ᵗʰ TRIBE – THE ROMANS
They build proper…………………….which make travelling more comfortable.
They love to be clean so they build ………………….and they spend lot of free time there.
For washing they do not use soap but……………………..oil.
They build their houses in hills, because they need a lot of …………………….water.
For lightening they use special lamps - ………………………….
They bring ………………….to Britain.

Match each line with one of the tribes and fill in the missing words according to the pictures:
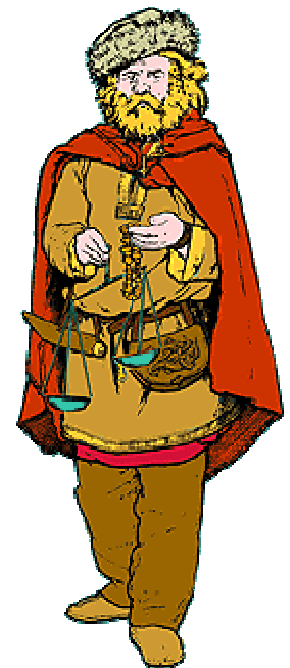(each line is for one of tribes)
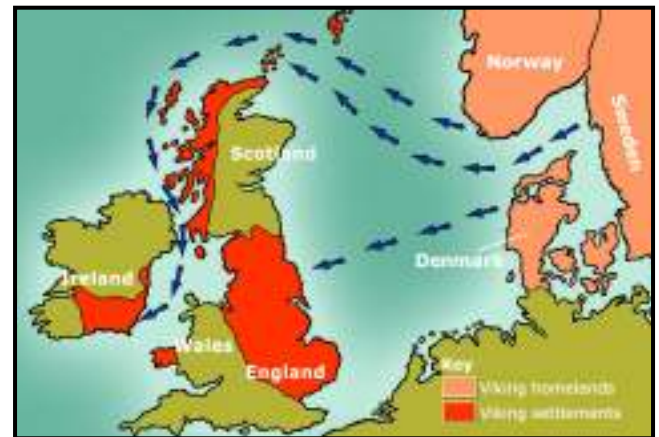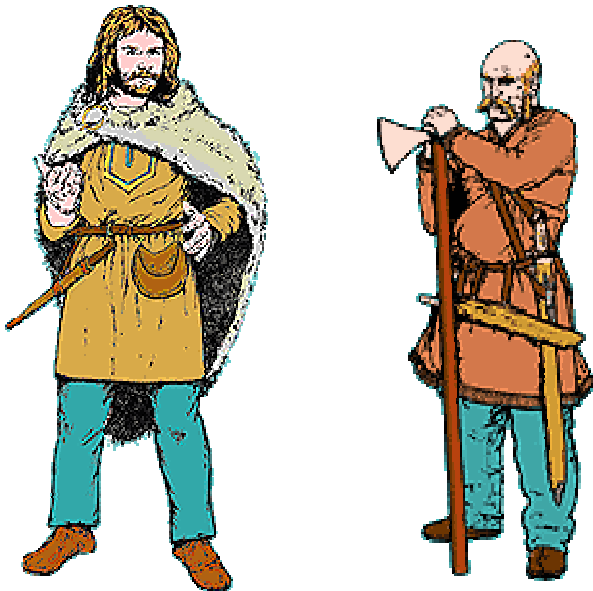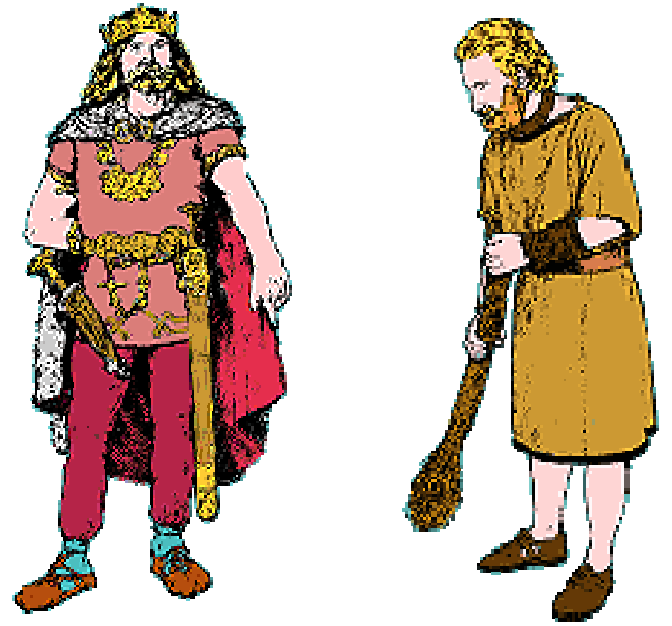A)   (Christianity, baths, roads, fresh, olive, clay lamps)
B)   (jewellery , Denmark, Norway and Sweden, travellers , ship, king)
C)   (prison, settlement, slave, runes, lyre)
D)   (druids, memory, fighting, , large, roundhouses)

NAME OF THE TRIBE	PAGE

(The Romans, The Celts, The Vikings, The Anglo-Saxons)[28]

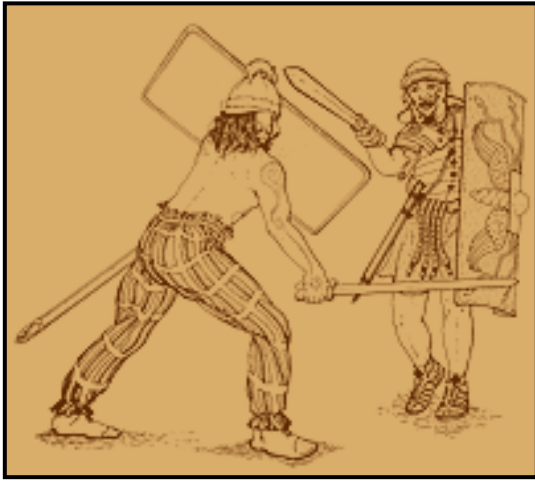[28] http://www.bbc.co.uk/history/forkids/

29

[29] http://www.bbc.co.uk/scotland/education/sysm/romans/index_choice.shtml

30

30 http://www.bbc.co.uk/schools/primaryhistory/vikings/
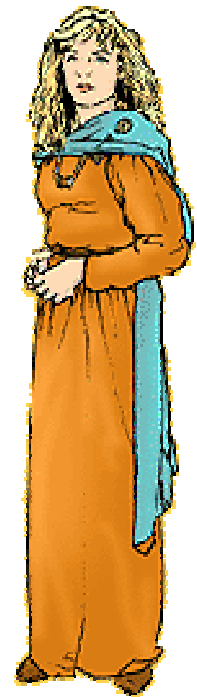
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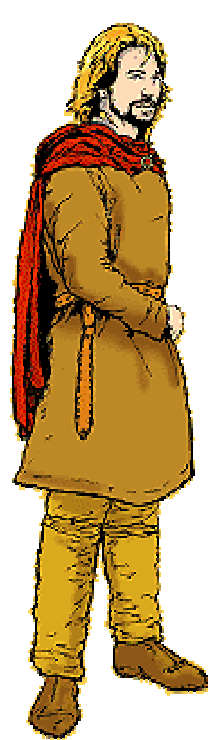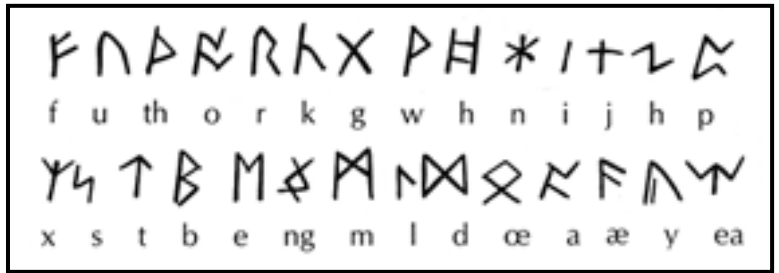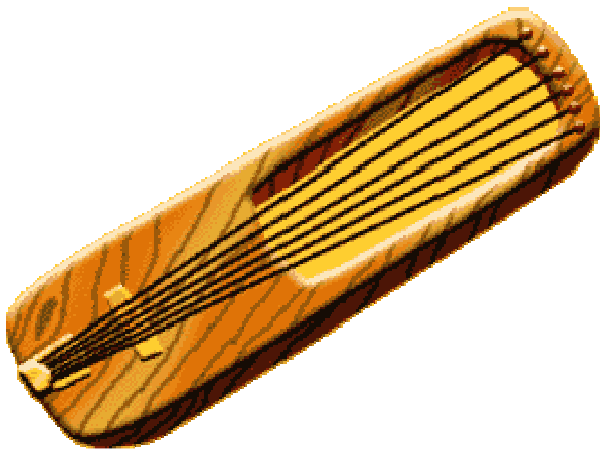f u t h o r k g w h n i j h p

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RÉSUMÉ

Diplomová práce je zaměřena na projektové vyučování v hodinách anglického jazyka na druhém stupni základních škol. Praktická část se zabývá několika okruhy. První část popisuje původní verzi projektu, která byla vyzkoušena během pedagogické praxe. Tato původní verze se posléze stala výchozím bodem pro přepracovanou verzi projektu, která byla taktéž přidána k diplomové práci.

V druhé části je podrobně popsáno dotazníkové šetření, které proběhlo na šestiletém gymnáziu v Liberci, kde byla originální verze projektu vyzkoušena. Dvě sady dotazníků, jedna pro studenty, kteří se zúčastnili projektu a jedna pro studenty, kteří se rozhodli projektu nezúčastnit, měly za úkol vyzjistit zda jsou studenti schopni definovat pojem projektová výuka, Po vyhodnocení dotazníků je možné říci, že bez ohledu na to zda studenti na projektu spolupracovali či ne, nejsou schopni jednoznačně vysvětlit, co projektová výuka znamená. Mimo to, nejen díky dotazníkům, ale i díky projektu bylo zjištěno, že studenti nejsou na projektovou výuku zvyklí a že pokud se učitel rozhodne projektovou výuku zařadit do svých hodin je nezbytné na ně žáky důkladně připravit.

Do třetí části byl zařazen samotný projekt, který vychází z poznatků získaných na praxi a který má za úkol postupně rozvíjet veškeré dovednosti které by měly studenti mít před tím, než začnou se samotnými projekty a které byly podrobně popsány v teoretické části. Projekt je koncipován jako soutěž pro zvýšení motivace. Zámyšlený konec projektu je výstava kterou studenti celou zorganizují, pozvou kamarády, spolužáky a rodiče. Jejich dalším úkolem je připravit si na tuto výstavu krátkou prezentaci, kterou přednesou návštěvníkům. Tuto výstavu lze pak považovat za první velký projekt, který žáci sami uskuteční.

Poslední částí diplomové práce je krátké hodnocení dvou studentských knih. V krátkém průzkumu bylo zjištěno, že obě knihy mohou být považovány jako solidní příprava na projektovou výuku a že veškeré dovednosti mohou být s pomocí těchto knih rovnoměrně procvičeny.

ANOTACE

Jméno a příjmení:	Pavlína Němcová
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Josef Nevařil Ph.D.
Rok obhajoby:	2010

Název práce:	Začínáme s projektovým vyučováním v hodinách anglického jazyka
Název v angličtině:	Starting with project-based method in EFL classroom
Anotace práce:	Diplomová práce se zabývá problematikou projektového vyučování. Důraz je kladen na aktivity, které by měly vlastnímu projektu předcházet, motivaci a užívání cizího jazyka pro běžnou komunikaci. V praktické části je přiložen původní koncept vlastního projektu, který byl uveden do praxe. Dále bylo provedeno dotazníkové šetření, které je stejně tak jako přepracovaná verze projektu součástí diplomové práce. Na závěr byl proveden krátký průzkum, který hodnotí učebnice z pohledu využitelnosti při přípravě na projektové vyučování.
Klíčová slova:	projektové vyučování, hry, aktivity rozvíjející dovednosti nezbytné při projektovém vyučování, motivace, raná historie Velké Británie
Anotace v angličtině:	The thesis focuses on project-based method as a tool of teaching and learning. The great emphasis is put on the lead-in activities that should precede every full project work. Apart from that, thesis deals with the motivation and classroom language usage. In the practical part the original draft of the project work is enclosed. Subsequently questionnaires from participation and non-participating students are added. On top of that new version of the project was created and lastly the short survey dealing with student's books are included.
Klíčová slova v angličtině:	project work, project based teaching and learning, games, lead in activities, motivation, classroom language, early history of Great Britain
Přílohy vázané v práci:	14 příloh
Rozsah práce:	73 s., 49s. příloh
Jazyk práce:	angličtina