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## **Diplomová práce**

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Teaching the Culture of English-speaking Countries at Lower  
Secondary Schools

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedené prameny a literaturu.

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## **Abstract**

The diploma thesis focuses on teaching the culture of English-speaking countries at lower secondary schools. It deals with the relationship between culture and language, particularly in terms of teaching culture within foreign language education. The main aim is to highlight the significance of the influence of culture on communication and the way this can be dealt with in a classroom. The practical part inquires into the teachers of English at lower secondary schools and their attitude towards teaching culture in their lessons, it also includes evaluations of coursebooks and further design and evaluation of additional materials.

Key words: culture, language, intercultural education, English-speaking countries

## **Introduction**

There is no doubt about the fact that culture and language are closely connected. Many authors agree that everything people do and say is at least in some measure determined by their culture, the background they come from and the way they have been raised. In order to be able to live in today's multicultural world in which one might come into contact with a member of a different culture on a daily basis, it is crucial to at least try to understand the cultures that surround us.

Understanding different cultures, facilitating the development of the key competencies, and improving skills such as tolerance, open-mindedness, or respect for "otherness" belong to the main objectives of intercultural education. Teaching about culture should undoubtedly have its place in foreign language education.

This diploma thesis offers opinions of many authors dealing with the topic of culture and its relationship to language, it deals with the topic of the significance of culture in foreign language education and briefly introduces other disciplines connected to culture such as pragmatics, intercultural communication, or CLIL. Moreover, intercultural education is dealt with in the thesis and it also focuses on the intercultural (communicative) competence, its components and its role in education. As there seem to be many possibilities of how to approach teaching culture in practice, several of them are suggested in this thesis. It presents some ideas about approach, content, and materials in teaching culture, and it also concerns the way culture is covered in educational documents effective in the Czech Republic which are the Common European Framework of Reference for Languages and Framework Educational Programme for Basic Education. The last chapter of the theoretical part focuses on previous research on teaching culture in foreign language teaching both in the Czech Republic and foreign countries. Where translations of direct citations from Czech sources appear in the text, they were made by the author of the thesis.

The practical part of the diploma thesis consists of research comprised of three stages. The first part inquires into the teachers of English language in the South Moravian Region and their attitude towards teaching culture of English-speaking countries in their lessons. The second part includes evaluations of coursebooks: two sets of English coursebooks and the way teaching culture is incorporated in them is analysed in form of a questionnaire. On the basis of the first two parts of the research, four additional materials are designed, used in practice and evaluated. The five research questions are answered in the conclusion.

# **Theoretical Part**

## **1 Culture**

“What is culture?” is a question many anthropologists have been trying to answer. Hofstede et al. (2002, p. 34-39) claim that each person is both the same (from the biological point of view) and completely different (original human beings). According to them, what connects individuals into groups is the way they deal with these five social problems: identity, hierarchy, gender, truth, and virtue. It is something people learn from their ancestors and pass on to the next generations: “Ways to feed themselves, to form communities, to defend themselves against danger, to bring up their children, to explain the mysteries of life, and to express joy and fear and love and anger” (Hofstede et al., 2002, p. 34). In other words, ways to live. That is how they define culture. In Hofstede et al. (2010, p. 4-5) culture is described as “mental programs”, the way people act and think based mainly on their environment and previous experience.

Moran (2001, p. 23-25) finds it a little bit more challenging to find a clear definition. According to the author, culture is presented by these five phenomena: products, practices, perspectives, communities, and persons. Each culture connects individual people who share products (such as language, religion, plants, or clothing) and a social context in communities with common beliefs, attitudes, and ways they act and interact. Průcha (2001, p. 31) holds a very similar opinion as well, the author understands culture as the products created by its members and their behavioural customs.

Byram (1989, p. 80-82) agrees it is difficult to define culture, nevertheless, he says it is a shared knowledge, and the author refers to Williams (1965, as cited in Byram, 1989, p. 80) who defines it as “a description of a particular way of life, which expresses a certain meanings and values”. Moran (2001, p. 5) furthermore adds that culture is something dynamic, evolving all the time, and compares it to a poem by Saxe about six blind men and an elephant - they all touch a different part and therefore come up with a different description.

## **2 Language and Culture**

Even though there is an immense number of ways in which to define the word culture, linguists agree on one fact which is that there is a very close relationship between culture and language. The way people communicate, the way they use the language, both verbally and

non-verbally, represents their culture (Kramersch, 1998, p. 3). Hofstede et al. (2002, p. 43-44) also advocate that the development of each language always happens simultaneously with the development of culture. Kramersch (1998, p. 6-8) additionally introduces several terms connected to the language usage. These are speech community, discourse community, and discourse accent. The author states that the fact that people belong to a certain social group with the same view of life, attitudes, etc. affects the way they interact with each other. The way language and culture are bound together can be demonstrated in the following Table 1 which was taken from Moran (2001, p. 36):

<b>Cultural Dimension</b>	<b>The Nature of Language-and-Culture</b>
Products	The language used to describe and manipulate cultural products
Practices	The language used to participate in cultural practices
Perspectives	The language used to identify, explain, and justify cultural perspectives
Communities	The language used to participate appropriately in specific cultural communities
Persons	The language individuals use to express their unique identity within the culture

*Table 1: The Relationship between Language and Culture*

The relationship between language and culture was also considered by Hofstede et al. (2010, p. 4). The authors explain that accepting different cultures, understanding how other people think and act is crucial for successful communication and cooperation. DeVito (2001, p. 35-36) shares the same opinion. The author believes that all human actions are influenced by culture, and that efficient communication requires comprehension of other cultures.

A linguistic discipline closely connected to language and culture is pragmatics. It examines “communicative action in its sociocultural context” (Kasper and Rose, 2001, p. 2), in which case the context plays a significant role in communicating some information, as stated by Blakemore (1992, p. 5-6), as there can be a difference between the words meaning and the utterance meaning. Kasper and Rose (2001, p. 4-5) add that the context reflects the culture.

Hendrich (1988, p. 116) highlights the relationship between a word meaning and a specific context, and calls this area of language education a linguaculture.

Another scientific discipline which has been created to study a relationship between language and culture is called intercultural communication and studies “communication process between subjects with different culturally determined cognitive and emotional structures, diverse ways of perception and evaluation of reality” (Lehmanová, 1999, as cited in Průcha, 2001, p. 179).

To achieve a successful intercultural communication, it is necessary to understand the cultural conventions and the way they work in a specific context (Hofstede, 2010, p. 419). Lehmanová (1999, as cited in Průcha, 2001, p. 179) suggests three ways to reach this: 1. Understanding one's own culture, 2. Understanding a different culture, 3. Being able to compare the two cultures. Hofstede et al. (2010, p. 419-420), on the other hand, introduces three skills one needs to achieve to be able to communicate effectively with a member of another culture: awareness, knowledge, and skills.

- awareness - understanding that my culture, the way I live, think, act, is different from others
- knowledge - learning about different cultures, understanding what it is that is different
- skills - being able to apply the knowledge

In contradistinction to Lehmanová (1999, as in Průcha 2001, p. 179) who claims it is impossible to completely comprehend a different culture without any emotional response, Hofstede et al. (2010, p. 420) concludes that “intercultural communication can be taught” to tolerant and emotionally stable people.

Another discipline or rather an educational methodology closely connected to language, culture and on top of that intercultural communication as well, is CLIL. Mehisto and Ting (2017, p. 2) see “understanding and appreciation of the culture(s) of the L1 group(s), and the L2 group(s), and also capacity for and interest in intercultural communication” as two of the main aims of CLIL. In CLIL, which means *content and language integrated learning*, the teachers usually use the second language of the learners for teaching some other subject (Ball et al., 2015, p. 5) in which case Mehisto and Ting (2017, p. 185) consider culture to be fundamental to CLIL. Dale and Tanner (2012, p. 45) claim the teachers can therefore use the learners’ second language to teach subjects connected to culture such as geography, history,

or art. Moreover, the authors (2012, p. 11-13) agree that using CLIL in education brings many advantages for the learners among which they, next to language and communication skills, include intercultural awareness as well.

### **3 Culture in Foreign Language Teaching**

“Second language learning in some respects involves the acquisition of a second identity.”  
(Valdes, 1986, p. 33)

Teaching culture has been an inseparable component of language education since the Middle Ages (culture of Rome and Greece in Latin). *Foreign language didactics* (Hendrich, 1988, p. 116) sees the main aim of culture in language teaching in developing communicative skills as well as learning new information and being able to compare the facts about the target culture with the learner’s own.

According to Moran (2001, p. 5), culture is an important part of many academic fields including intercultural communication, multicultural education, and language teaching. This statement is in agreement with Tomalin and Stempleski (1993, p. 5) who declare that cross-cultural awareness happens to be one of the most important themes in language teaching. Moreover, in addition to reading, writing, listening and speaking, it has been referred to as a “fifth skill” (Mao, 2009, p. 145). Brown (1986, p. 33) claims that “second language learning is often second culture learning”. Moran (2001, p. 8) further agrees it is needed for the learners to gain awareness and try to understand the differences in order to avoid an inappropriateness in communication as, according to the author, people tend to follow learned patterns during an interaction with members of other cultures which can result in creating inappropriate situations. Roubalová (2006, p. 193-194) also recognizes the significance of culture and its knowledge in communication, and the impact of it on its success or failure. Furthermore, she sees teaching culture as an enlivening and a motivating factor in foreign language education.

The importance of teaching culture was best summed up by Bennett (1993, as cited in Kuru Gönen and Saglam, 2012, p. 26) with an expression “a fluent fool” which stands for a person who can speak fluently a foreign language, however, “does not understand the social and philosophical content of that language” (Kuru Gönen and Saglam, 2012, p. 26).

A discipline focusing on teaching people how to cooperate with, and respect members of other cultural groups is called multicultural education. As reported by Průcha (2011, p. 15), multicultural education can be understood as an educational activity, a theoretical scientific discipline, a research area, and a system of informational and organisational activities. Compared to Průcha, Balvín (2012, p. 58) finds it inexact to use the term “multicultural education” and replaces it by “intercultural education” which, however, the author explains in a similar way to Průcha. Balvín cites Porubský (in Balvín, 2012, p. 57), according to whom the goal in intercultural education is understanding and respecting different cultures, and tolerance, pluralism, solidarity, empathy, cooperation, or disapproving attitude towards prejudice and stereotypes belong among the key words of the discipline. Buryánek (2002, p. 13) views intercultural education likewise and emphasises the importance of a transformation of “otherness” being seen as something negative into it being perceived as enrichment.

An intercultural education movement developed in 1920s in the United States. Rachel Davis DuBois is considered to be one of the leading figures of the movement which emerged as a reaction to the post World War I waves of immigration in the North America (Cortés, 2013, p. 3-6). According to High and Bohan (2020, p. 36), “education is an important mechanism for bringing people together cross-culturally, with the universal goal of intercultural understanding and democratic community building”. Even though the opinions of different scholars dealing with the topic of intercultural education tend to diverge in some issues, e.g. focus on adults or schoolchildren, religious, racial, or ethnic differences (Cortés, 2013, p. 5), all authors mentioned above agree that DuBois and her Woodbury project, named after Woodbury High School where DuBois worked and practiced her intercultural teaching, shaped the nature of a movement focusing on social justice, mutual understanding and respect (High and Bohan, 2020, p. 36).

Buryánek (2002, p. 14) and Kostková (2013, p. 60) both specify the same aims of intercultural education which, according to the authors, is apart from establishing positive relationship between different cultural groups also acquiring intercultural competences. Buryánek (2002, p. 14-15) introduces three groups of these competencies - knowledge, skills, and attitudes:

- Knowledge about own and other cultural groups, their historical background, and their influence on ones personal identity.

- Skills and abilities to avert intolerance and live in an intercultural society.
- Positive attitudes toward other cultural groups, negative attitude towards conflicts and discrimination.

### **3.1 Intercultural Communicative Competence in Foreign Language Teaching**

Kostková (2013, p. 66) believes a distinction between the terms “intercultural competence” and “intercultural communicative competence” needs to be made. During a communication with a person coming from other cultural background the author sees the difference in using ones first language (intercultural competence) and a foreign language (intercultural communicative competence). On the contrary, Průcha (2010, p. 46-47) talks about intercultural competence in connection with foreign language education and therefore connects the two terms together rather than putting them into contrast. Fantini (2009, p. 458) holds the same opinion and explains intercultural competence as an encounter of two communicative competencies (or more in case of more participants in a conversation). The author further suggests the following definition of the term: “Complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.”

Deardorff et al. (2012) describe the intercultural competence as it can be seen in the picture below.

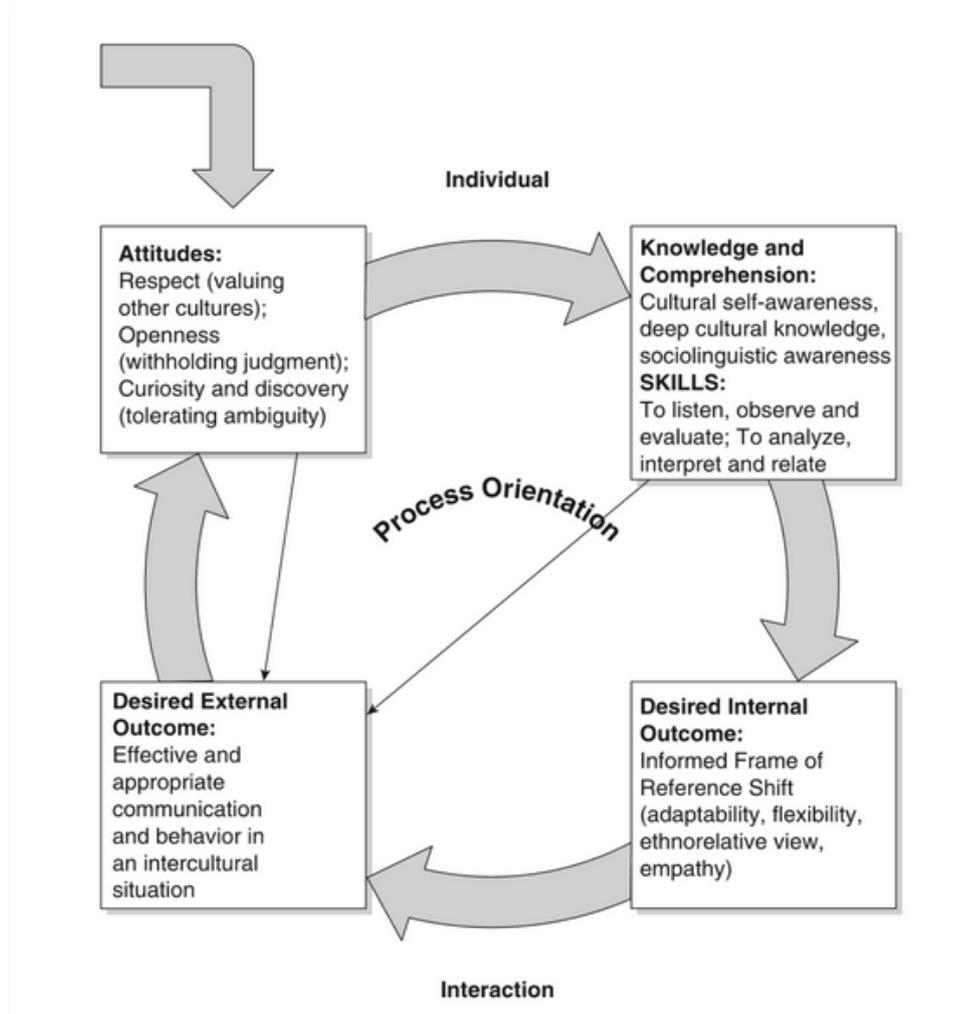


Figure 1: Intercultural Competence Components (Deardorff et al., 2012, p. 288)

Barrett (2011, p. 3) comes with similar concept of intercultural competence components among which the author includes attitudes, skills, knowledge, and behaviours. The attitudinal components more or less correspond with those which can be found in Deardorf et al. (2012), when it comes to the skills, Barrett further emphasises the importance of adaptation ability, or the ability to work with the possible faults in intercultural communication. In the “knowledge” component, the author explains how people in different cultures communicate. Some concerning behaviours Barrett warns about are prejudice, discrimination and conflict. Mehisto and Ting (2017, p. 192-196) bring a very similar concept of the components with the only difference being replacement of behaviours with values. Fantini (2009, p. 459) additionally includes language proficiency among the components and even considers it the

most important one as understanding a foreign language influences the way people “expand and transform their habitual view of the world”.

Huber-Kriegler et al. (2003, p. 5) emphasise the importance of discussion about culture and intercultural communicative competence and its inclusion not only into language teaching, but also into the teacher training programmes. Cushner and Mahon (Deardorff, 2009, p. 304) echo this opinion saying that teachers first need to attain an intercultural competence themselves in order to transfer the ability to their learners.

## **3.2 Possibilities in Teaching Culture**

Although the authors studying teaching culture agree on the fact that it plays a significant role in foreign language education, there seems to be no unified way to do so (Cushner and Mahon, 2009, p. 304) In this chapter several possibilities of teaching culture based on the findings of different authors are suggested.

### **3.2.1 Approach in Teaching Culture**

Risager (as in Byram and Fleming, 1998, p. 243) introduces four approaches to teaching culture:

1. The foreign-cultural approach: focuses only on culture of the target countries, there is no relationship between the learners country and the target country and their cultures (rarely used since the 1980s)
2. The intercultural approach: focuses on the relationship between the target country’s culture and learners’ culture, the aim is to create a non-ethnocentric person and facilitate the acquisition of intercultural communicative competence (dominant since the 1980s)
3. The multicultural approach: focuses on culture of different ethnic groups living in the same country (both the target country and the learners’ country), facilitate the acquisition of intercultural communicative competence, but this time the target language is a *lingua franca* here (since the 1980s)

4. The transcultural approach: the target language is used as a *lingua franca* as well and the focus is on the target country and other countries too because of the cultural complexity of the world

Kramersch (1993, p. 205-206) follows Risager's opinions and further develops the thought that it is crucial not only to learn about the target culture and the learners' culture, but also to consider the relationship between them. The author additionally emphasizes the significance of other components of culture such as age, gender, ethnicity, or social class. Brown (1986, p. 49-51) agrees that understanding the similarities and differences between cultures is fundamental in order to make the teaching/learning process more effective.

### **3.2.2 Content in Teaching Culture**

As for the content of cultural education, the authors offer various forms of arranging the different cultural topics. Brooks (1986, p. 124-128) suggests a list consisting of more than 60 topics including verbal taboos, pets, parks and playgrounds, or contrasts in town and country life. While Brooks does not seem to arrange the topics into any categories, there are authors who do so.

Peterson (2004, p. 18-22) says that culture can be thought of as a melting pot, tree, or even pizza. The author suggests the best way to describe culture might be an iceberg analogy as culture just like an iceberg is composed of a part people are able to see (about 20% of culture) and a part people are not able to see (about 80% of culture). In other words, "tip-of-the-iceberg" and "bottom-of-the-iceberg" culture where the aspects of culture which can be found at the bottom are usually more important:

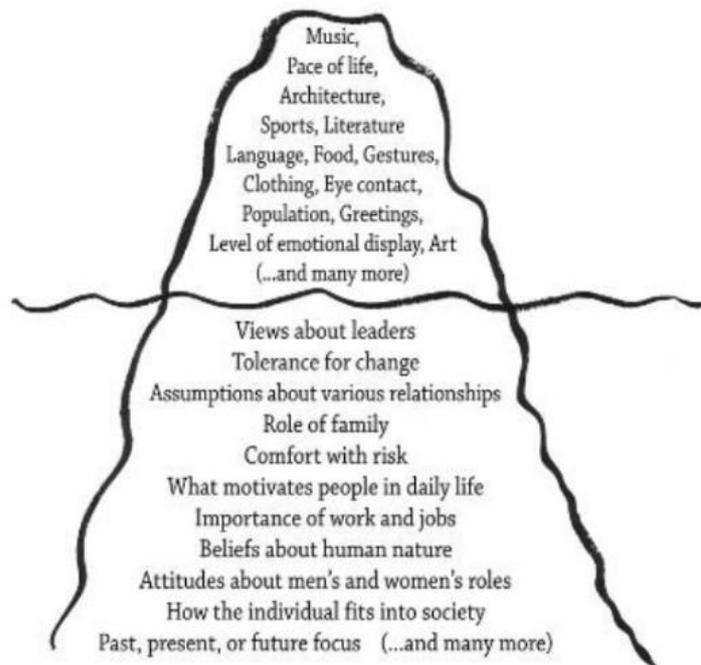


Figure 2: *The Cultural Concepts Iceberg* (Peterson, 2004, p. 22)

Peterson's division is very much alike Hinkel's (2014, p. 395-396) division into the visible and invisible culture:

- The visible culture: evident aspects of culture such as literature, arts, architecture, history, geography, styles of dress, cuisine, customs, festivals, and other traditions
- The invisible culture: hidden norms, beliefs, attitudes, values

Similar way of classifying the topics into categories is introduced by Tomalin and Stempleski (1993, p. 7) who present categories of products, ideas, and behaviours:

- Products: literature, folklore, art, music, artefacts
- Ideas: beliefs, values, institutions
- Behaviours: customs, habits, dress, foods, leisure

Tomalin and Stempleski (1993, p. 6-7) also talk about the culture topics in terms of *Big C* and *little c* culture, this classification can also be seen in Matić (2015, p. 134-139):

- Big C culture: art, economy, education, geography, history, institutions, literature

- Little c culture: everyday living, living conditions, interpersonal relations, values, beliefs, attitudes, body language, social conventions, ritual behaviour

Furthermore, Peterson (2004, p. 25) talks about how visible/invisible and Big C/little c culture are interconnected:

	<b>Big “C” Culture</b> <i>Classic or grand themes</i>	<b>Little “c” Culture</b> <i>Minor or common themes</i>
<b>Invisible Culture</b> <i>“Bottom of the iceberg”</i>	<b>Examples:</b> Core values, attitudes or beliefs, society’s norms, legal foundations, assumptions, history, cognitive processes	<b>Examples:</b> Popular issues, opinions, viewpoints, preferences or tastes, certain knowledge (trivia, facts)
<b>Visible Culture</b> <i>“Tip of the iceberg”</i>	<b>Examples:</b> Architecture, geography, classic literature, presidents or political figures, classical music	<b>Examples:</b> Gestures, body posture, use of space, clothing style, food, hobbies, music, artwork

Figure 3: The Interconnection between Visible/invisible and Big C/little c Culture (Peterson, 2004, p. 25)

### 3.2.3 Materials in Teaching Culture

Tomalin and Stempleski (1993, p. 8) claim there is an infinite number of materials one can use when teaching culture. What the authors point out is that the teacher’s role in introducing the learners to the materials is crucial as it is not enough to only provide the learners with the materials, but there is also a need for the teachers to explain how to work with them.

The authors further list a variety of possible materials: “These include course textbooks, audiocassettes (ELT-based and others), radio broadcasts, TV broadcasts, specialist British and American textbooks and readers, videos, cuttings from newspapers and magazines, and all kinds of realia from Underground tickets to replicas of the Statue of Liberty or Big Ben!” (Tomalin and Stempleski, 1993, p. 8). Ur (p. 183-192) divides the materials which can be used in a classroom to coursebooks and supplementary materials – computers, books, overhead projectors, video and audio equipment, posters, pictures, games, teacher-made worksheets and workcards. McGrath (2002, p. 7) suggests a different way of materials classification, the author puts the materials into these three categories:

- Realia: real things
- Representations: drawings and photographs
- Text materials: learning materials, authentic materials, teacher-written materials, learner-generated materials

In the following part of the thesis some of the material types suitable for teaching culture will be further discussed.

### **Coursebooks**

As Harmer (2007, p. 181) claims, different authors have got a different opinion about using a coursebook in lessons. While Maxom (2009, p. 116) expresses an idea that it is convenient for the teachers to use a coursebook or at least take it as an inspiration and lists several reasons why to do so, Harmer (2007, p. 181) seems to be aware of both the advantages and disadvantages. Additional materials such as CDs/DVDs, teacher's guides, or visuals are mentioned as the pluses of using a coursebook, Maxom (2009, p. 116) adds time saving, and both authors also agree that using coursebooks might be motivating for the learners as they can see the progress they have made during the course.

As for the disadvantages, Harmer (2007, p. 181-182) admits that using a coursebook might sometimes do more harm than benefit. One of the reasons could be that the teachers blindly follow the coursebook and do not try to think of other learning styles, possible content, culturally more suitable topics, etc. Here again, both authors agree that it might be a good idea to use a coursebook, but to adapt it in some way. This approach could be time-consuming, anyway, it may also bring many benefits which will be discussed later in the thesis (Harmer, 2007, p. 182; Maxom, 2009, p. 119).

When choosing a coursebook, Hedge (2000, p. 357) suggests several questions connected to culture teaching a teacher might need to ask such as "Does the book show parallels and contrasts between the learners' culture and others? What aspects of culture are in focus? Does the book present national culture as monolithic, or does it show awareness of cultural variation?". The choice and evaluation of a coursebook is dealt with in the practical part of this thesis (Chapter 6.3).

## **Authentic materials**

According to Gilmore (2007, p. 97-106), authentic materials were used in language teaching as soon as in the 19<sup>th</sup> century and they play a significant role in building an intercultural competence in learners.

There seem to be many ways of how to define authenticity or authentic material. Kramsch (1993, p. 177) describes an authenticity as “the way language is used in non-pedagogic, natural communication”. While Gilmore (2007, p. 98) considers only texts, in which case these are texts “produced by a real speaker or writer for a real audience”, and Heitler (2005, p. 5) shares the same opinion adding that an authentic material should be made by a native speaker, Maxom (2009, p. 121) takes real objects into account as well. McGrath (2002, p. 7) adopts a similar attitude making a distinction between “realia” which stands for real objects, and authentic materials such as articles, or recordings (TV/radio).

Another division of authentic materials was suggested by Gebhard (2006, p. 103-104) who comes with the following four categories:

- Authentic listening/viewing materials: e.g. TV commercials, cartoons, news, radio news, songs, home videos
- Authentic visual materials: e.g. photographs, street signs, postcards, X-rays
- Authentic printed materials: e.g. story books, lyrics to songs, currency, cereal boxes, maps, catalogues, business cards, driver’s licenses, bus schedules
- Realia: e.g. puppets, folded paper, wall clocks, chewing gum, plastic forks and spoons, candles, Halloween masks, furniture

However, as Gilmore (2007, p. 98) points out, the important matter here is not a precise definition of authentic materials, but rather the question of suitability of a specific materials for the learners and their needs. The author also suggests, in contrast to Heitler (2005, p. 5) who takes only texts created by native English speakers into consideration, that the learners can benefit from authentic materials made by people who do not belong to the “inner circle” of English speakers as well. According to Gilmore (2007, p. 98), the learners will most probably come into contact with another non-native speaker and therefore it is essential for them to get acquainted with other forms of the English language as well.

Just like with coursebooks, using the authentic materials in language lessons brings both advantages and disadvantages. Heitler (2005, p. 5-6) concentrates primarily on the authentic articles and sets forth several reasons why to use them such as they are up-to-date, or present real form of English to the learners. Maxom (2009, p. 121-122), on the other hand, states the materials might be too long, challenging (grammar, vocabulary, accent), or too difficult to choose and prepare.

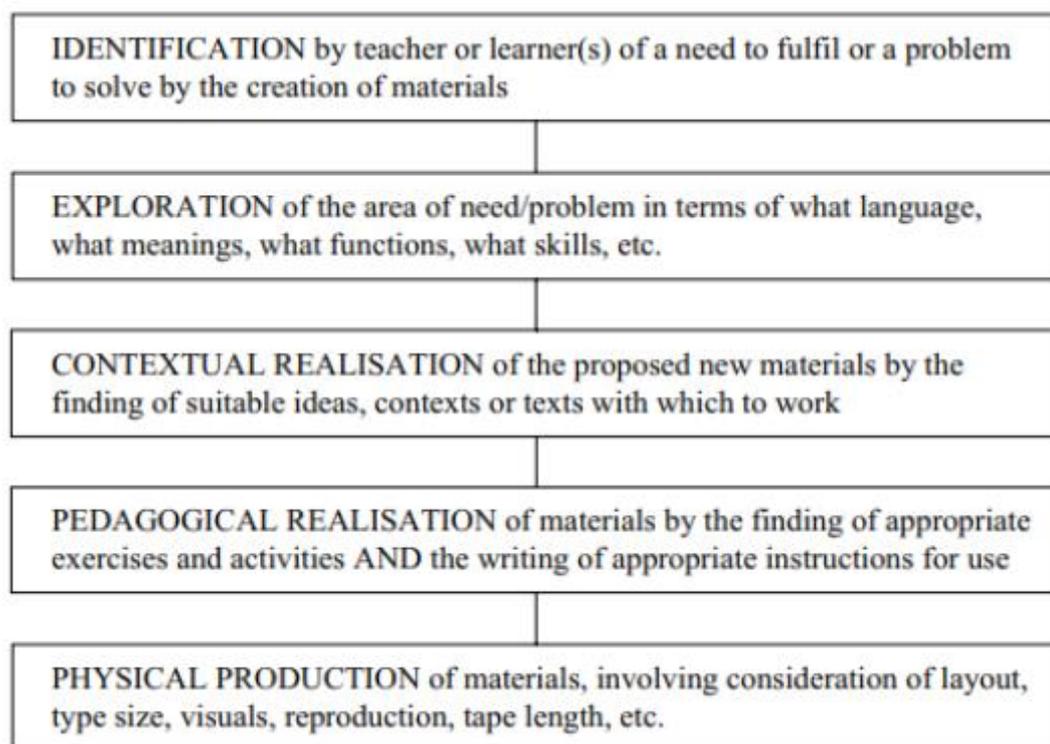
A great way of incorporating culture teaching into English lessons is, according to many authors, literature. Gabrovec (2007, p. 19) claims that literature brings “different conversational strategies, ways of socializing, thinking, or social systems” into the classroom. Pulvernes (2004, as cited in Lovrović and Kolega, 2021, p. 188) also adds that using literature should not be restricted to British and American texts only, but the teachers might think about involving other cultures as well. At the same time, Gabrovec (2007, p. 19-22) seems to be aware of the fact that some learners might not find the literature texts that attractive, however, there are no such worries when it comes to films and music which the author finds excellent for introducing the visual culture as well as various accents or customs to the learners.

Berwald (1987, p. 3-4) further mentions the positive effects of using realia in language teaching among which the author, next to the opportunity for comparing the target and learners’ cultures, emphasizes the suitability for weaker learners as objects such as maps, television commercials, mail-order catalogues or schedules do not contain much language. Other advantages were discovered in a research carried out by Bala (2015, p. 47-48) who asserts that not only the learners in whose lessons realia were used showed better results in exams, but also they were more motivated, active, and relaxed than other learners.

### **Own materials**

There are many authors focusing on teaching materials and they all seem to agree on the fact that using only a coursebook is sometimes not enough. They usually state the following reasons: the coursebook does not meet the learners needs, or the aims of the syllabus (McGrath, 2002, p. 80), the teachers want to offer more materials and make them more varied (Ur, 1996, p. 192), or there simply are not suitable materials to be found (Maxom, 2009, p. 122).

When it comes to designing own educational materials, Jolly and Bolitho (2011) suggest several steps one needs to go through before and during the design process:



*Figure 4: Steps in Materials Design (Jolly and Bolitho, 2011, p. 112)*

On the contrary, Ur (1996, p. 192-193) comes up with a four-step design process which includes preparation, first draft, feedback, and second draft. The first step might be likened to the exploration step in Jolly and Bolitho (2011, p. 112) in which the teacher needs to think about what and for whom the material is aimed, then the material design as such takes place, followed by its application, evaluation, and possible remaking.

Ur (1996, p. 192) as well as McGrath (2002, p. 92-96) further focus on worksheets as a specific form of additional teacher-made materials. Ur (1996, p. 192) defines a worksheet as “a page (or two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked”. McGrath (2002, p. 93-96) states several things one should consider when designing a worksheet: e.g. Is it supposed to teach the learners something new or rather practise the previously gained knowledge? Is it supposed to develop accuracy or fluency in learners? How will the worksheet manage different proficiency levels? What are the objectives of the worksheet? What type of exercises will be used? How will the evaluation look like?

Designing worksheets and their evaluation is dealt with in the practical part of the thesis, in chapter 6.4.

## **4 Teaching Culture in Educational Documents**

### **4.1 Common European Framework of Reference for Languages (CEFR)**

The *Common European Framework of Reference for Languages: Learning, teaching, assessment* was first published in 2001 by the Council of Europe as a tool which should assist the teachers and learners with efficient presentation and acquisition of knowledge and skills needed for successful communication in a foreign language (Council of Europe, © 2023) It includes language teaching/learning content and its objectives, and thanks to the stated reference levels enables language teachers all around Europe to co-operate with each other and unify the evaluation of language learners' proficiency (Council of Europe, 2001, p. 1).

The possibility to learn foreign languages, alongside with the unity in language teaching/learning belong among the main aims of the document. The political objectives are particularly concerned with the cultural issues, they encourage successful multicultural communication, mobility, tolerance, respect, and diversity (Council of Europe, 2001, p. 3-4). Another goal is to create a person (language user) who is plurilingual and intercultural:

Plurilingualism/plurilingual competence: The ability to use more than two languages while the learner does not simply add another language to their repertoire, but they use the knowledge of all the languages and their cultures and combine them to participate in an intercultural communication (Coste et al., 2009, p. 11-12).

Intercultural person: Ryan (2003, p. 132) suggests that an intercultural person is defined by characteristics such as open-minded, curious, receptive. Fantini (2000, p. 28, as cited in Lázár et al., 2007, p. 9) further adds respect, empathy, or even a sense of humour.

#### **Competences and Culture**

The CEFR further introduces several levels of competences which are essential for foreign language users. In pedagogy the word "competence" stands for "a set of knowledge, skills, abilities, but also attitudes and values" (Bilanová et al., 2009, p. 9-10) needed in an everyday life of each person. The competences should be developed constantly during a school education.

In the fifth chapter called “The user/learner’s competences” the CEFR (Council of Europe, 2001, p. 101-130) introduces two main categories of competences significant for communication – general and communicative language competences. These are further divided into the following sections out of which almost all are influenced by culture in some way:

#### 1. General competences:

- Declarative knowledge: Include knowledge of the world (particularly of the country whose language the learners are learning), sociocultural knowledge (knowledge of the culture of the country whose language the learners are learning – cultural areas such as everyday living, living conditions, interpersonal relations, values, beliefs, attitudes, body language, social conventions, or ritual behaviour), and intercultural awareness (awareness of the differences between the target culture and the learners’ culture, possible stereotypes).
- Skills and know-how: Practical skills and know-how (social skills – the ability to apply the earlier mentioned sociocultural knowledge in real-life situations), and intercultural skills and know-how (the ability to take into consideration both cultures during an intercultural communication act, avoid stereotyping).
- ‘Existential’ competence: Personality factors such as values, beliefs, attitudes (e.g. willingness to getting to know other cultures). “The development of an ‘intercultural personality’ involving both attitudes and awareness is seen by many as an important educational goal” (Council of Europe, 2001, p. 106).
- Ability to learn: Language and communication awareness, general phonetic awareness and skills, study skills (the ability to use an intercultural communication act, or even a simple observation for learning about different cultures), and heuristic skills (accepting new information).

#### 2. Communicative language competence

- Linguistic competences
- Sociolinguistic competence: Deals with language phenomena closely connected to social relations and influenced by culture. These are linguistic markers of social

relations, politeness conventions, expressions of folk wisdom, register differences, and dialect and accent.

- Pragmatic competences: The ability to use language for various functions which is highly influenced by culture as well.

## **4.2 Framework Educational Programme for Basic Education**

The Framework Educational Programme for Basic Education is a public document created by authors from the Research Institute of Education in Prague in 2007. It stands as the basis for individual school educational programmes and, besides other things, includes a characteristic of key competencies, educational areas, or cross-curricular subjects.

The FEP BE is a tool defining the content and outcomes of an educational process for basic education - learners aged usually 6-15 (the primary school, grades 1-5, and the lower secondary school, grades 6-9). Nine chief objectives are stated in the document, according to which the education should reflect real-life requirements and also assist in acquiring both factual knowledge and given key competencies (VÚP, 2007, p. 10-11).

There are six key competencies stated in the FEP BE:

1. Learning competencies
2. Problem-solving competencies
3. Communication competencies
4. Social and personal competencies
5. Civil competencies
6. Working competencies

The development of the key competencies is considered to be one of the main goals in education: “their forming, shaping and development must be the ultimate aim of the entire educational content and of all the activities taking place at school” (VÚP, 2007, p. 12). There is a mention of skills connected to culture in each of these six competencies except for the problem-solving competencies. The learners should learn how to respect otherness, other people’s opinions, and things they believe in, try to develop a relationship with and take care of national traditions, cultural and historical heritage, and values. After mastering the key

competencies, the learners will be able to work with different kinds of text, visual, or sound materials, and understand various types of communication (VÚP, 2007, p. 12-15).

The FEP BE introduces nine educational areas, their objectives, educational content and the expected outcomes, which should again be practical and real-life oriented. The educational areas are as follows: Language and Language Communication, Mathematics and Its Applications, Information and Communication Technologies, Humans and Their World, Humans and Society, Humans and Nature, Arts and Culture, Humans and Health, Humans and the World of Work (VÚP, 2007, p. 16).

The educational area Language and Language Communication includes Czech Language and Literature, Foreign Language and Second Foreign Language. The Foreign Language Education follows the requirements of the Common European Framework of Reference for Languages, and apart from helping the learners with developing such language skills which are needed for successful communication with people from different countries, it should promote deepening of knowledge about different cultures and lifestyles (VÚP, 2007, p. 19). However, the FEP BE only includes “the socio-cultural environment of relevant language areas” (VÚP, 2007, p. 27) in the theme areas for Foreign Language education, but it does not state any specific topics that should be covered at school.

The six cross-curricular subjects are another crucial part of the document and play a huge role in forming the learners’ personality. The school is obliged to integrate all the cross-curricular subjects into its educational activities at some point.

The cross-curricular subjects:

- Personal and Social Education
- Democratic Citizenship
- Education towards Thinking in European and Global Contexts
- Multicultural Education
- Environmental Education
- Media Education

In content and objectives of each cross-curricular subject there is something connected to culture education. The aim of Personal and Social Education in terms of teaching culture is to prepare the learners for real life in which they should be able to communicate with others. The learners need to be aware of and respect differences between people and try to prevent misunderstandings resulting from these differences. Similar objectives can be found in the subject Democratic Citizenship which promotes tolerance and respect for cultural differences. The diversity in lifestyle, traditions, education, and cultural heritage is also an important component of Education towards Thinking in European and Global Contexts. This cross-curricular subject puts an emphasis on raising responsible and open-minded individuals who understand how differences between people and their cultures might affect global issues. Environmental Education “promotes a perceptive and sensitive attitude towards nature and cultural heritage” (VÚP, 2007, p. 105), while Media Education encourages the learners to learn how to use different sources of information and be aware of the stereotypes which can be presented in them. It also works as a tool for comparing their country’s issues with the foreign ones (VÚP, 2007, p. 94-108).

A cross-curricular subject which is inseparable from an area of Language and Communication through Language and in which the principles of teaching culture can be seen the most is Multicultural Education. It mainly focuses on the relationship between people from different cultures and their coexistence, “it develops a sense for justice, solidarity and tolerance, and guides pupils towards understanding and respecting the constantly increasing level of sociocultural diversity” (VÚP, 2007, p. 102). Multicultural Education should encourage the learners to gain new information about different cultures and to use it for a successful cooperation with their members. In the same manner as the other cross-curricular subjects already mentioned, it promotes awareness of differences, tolerance and respect. The subject includes these five thematic areas each focusing on given issues:

- cultural differences – sociocultural differences, individuality versus membership in a culture group
- human relations – relationships between people belonging into different culture groups, cultural integration, prejudice
- ethnic origin – equality, differences between cultures

- multiculturalism – advantages of multiculturalism in the world, communication and cooperation with people from different culture groups, using different languages
- principles of social reconciliation and solidarity – respect, prejudice, discrimination

## **5 Previous Research on Teaching Culture in FLT**

In 2002, a study inquiring about teaching materials used by teachers of English and French was carried out by European Centre for Modern Languages. The aim was to examine the cultural content in these materials, particularly the cultural topics, their suitability for the learners, means of presentation of the content, an emphasis on themes such as socio-political problems, ethnic groups, taboo topics, usage of authentic materials, etc. Eighty-four teachers of English from Estonia, Norway, Poland, Lithuania and the Russian Federation participated in the research altogether consisting of a - questionnaire: 66 teachers; and an interview: 18 teachers (Skopinskaja, 2003, p. 62-64).

The results of the study show that the international materials meet the learners' needs and goals (this does not apply to the local materials), the teachers were more or less satisfied with the topics suitability, but the materials seem to lack any coverage of topics which would help the learners with preparation for real-life situations as the topics appear to be mainly tourism-oriented. Some of the respondents also commented on the absence of taboo topics, stereotypes, or topics about politics in the teaching materials. Another part of the research focused on attitude building, in which case most of the respondents claimed that the international materials did a good job in developing tolerance, curiosity, and empathy in the learners, although this cannot be said about the local materials. All in all, the teachers were satisfied with the way the materials encourage the learners to compare the two cultures, nevertheless, more than one half of the respondents expressed dissatisfaction with the lack of authentic materials (Skopinskaja, 2003, p. 64-66)

Byram and Phipps (2005) dealt with the intercultural communicative competence and its role in foreign language teaching in their research examining the teachers' attitude towards teaching culture in seven countries all over the world (Belgium, Bulgaria, Poland, Mexico, Greece, Spain, Sweden). The questionnaire was filled in by 424 teachers (79% were teachers of English).

The results show that the respondents' culture learning objectives usually include developing open-mindedness and understanding of both their own and different cultures. The cultural topics the teachers find most important are history, geography, politics, followed by daily life and routines. The respondents also admitted they usually devote only about 20% of their teaching time to teaching culture as there is no time to do this more often, the teachers need to focus on language teaching, there are no cultural aspects covered in the curriculum, nor in the coursebooks. Teachers' presentation of cultural topics, the comparisons between the target and the learners' cultures, or discussion about stereotypes seem to be the most often used activities. The vast majority of the respondents use coursebooks for teaching culture (most of them are satisfied with the presentation of cultural topics in the coursebooks), nearly all of them use additional materials such as audio and video tapes, newspapers, magazines, songs, leaflets, maps, etc. In such case the reasons for using extra materials in lessons were for example offering variety, motivating the learners, using up-to-date materials, or a need to present authentic materials, the latter being in correspondence with the previously mentioned Skopinkaja's study (Byram and Phipps, 2005, p. 10-130).

A piece of research inspired by Byram and Phipps was conducted by Kuru Gönen and Saglam (2012) who distributed a questionnaire to 60 and interviewed 10 teachers of English language. The aim was to find out the teachers' beliefs about and experience with, teaching cultural topics in their lessons.

The results revealed that a vast majority of the respondents think it is important to integrate cultural topics into their English lessons as cultural differences play a huge role in communication, nevertheless more than a half of them are not sure whether the cultural education should cover all English-speaking countries. The participants also more or less agreed that teaching culture should be taught from the less advanced levels, because they find it motivating for the learners. Apart from that, the reasons for teaching cultural topics, according to the respondents, are: to introduce the daily life of English-speaking countries to the learners, and to develop tolerance and the ability to communicate with members of other cultures. These reasons correspond with the results in Byram and Phipps (2005). The study also showed that the teachers usually do not teach cultural topics on their own, but integrate them in the language teaching. Most of the respondents use videos, CDs, or the internet to teach culture, and the topics they cover are usually *Big C* cultural topics such as history,

geography, education, or tourist attractions, whilst some of the teachers mentioned values and beliefs as well (Kuru Gönen and Saglam, 2012, p. 30-43).

In the Czech Republic, there seem to be only a few studies on the topic of teaching culture. One of them was carried out by Zerzová (2011) who inquired about teaching culture and intercultural communicative competence at the Czech lower secondary schools. In the research, the author focused on teaching intercultural communicative competence, cultural topics, the form of presentation, and teaching materials. The data was collected in the form of videos, 25 teachers took part in the research (79 English lessons altogether). It emerged from the research that the teachers mostly cover *Big C* cultural topics such as geography or holidays which corresponds with Byram and Phipps (2005) and Gonen and Saglam (2012), *little c* topics on which the lessons were aimed were traditions, life style, and food, therefore the focus was usually on knowledge rather than attitudes. Just like in Byram and Phipps (2005), the participants frequently used teacher-centred type of activities, in which case the teachers usually used coursebooks (Zerzová, 2011, p. 14-24).

In 2017 a study focusing on the teachers' opinion about the cross-curricular topics covered in lower secondary school English coursebooks was conducted by Schmidtová (2019). The author sent a questionnaire to 117 schools in Brno-City and Brno-Country districts and received answers from 100 teachers. Nearly half of them claim that their coursebook meets the requirements stated in the Framework Educational Programme for Basic Education, majority of the respondents think the coursebooks cover the topics connected to cultures a lot, nevertheless, they also agree it would be convenient if the books focused on these topics even more. The same goes for cross-curricular topics in the coursebooks, for example the multicultural education appeared in the coursebooks in 79 cases and it was covered by 60 teachers. In closing, the author of the research suggests complementing the coursebooks by using other additional materials as well.

There are also some Czech studies which deal with the topic of teaching culture in terms of university education/teachers training programmes. One of them was carried out by Kostková (2011) who inquired about the development of intercultural communicative competence in university students within the *Intercultural Communicative Competence* course, another research with a similar aim was conducted by Kadlecová (2018) between 2015 and 2017.

## **Practical Part**

### **6 Methodology**

When it comes to methodological approaches in research, Gavora (2010, p. 38) supports an idea that for an inexperienced researcher it is more convenient to use quantitative methods only. However, many authors in Cohen et al. (2011, p. 21-22) agree that recently there has been a tendency for combination of both quantitative and qualitative research methods and that it is, as a matter of fact, a positive process which can bring many benefits. “Mixed methods research recognizes, and works with, the fact that the world is not exclusively quantitative or qualitative; it is not an/or world, but a mixed world.” (Cohen et al., 2011, p. 22).

As in my research the aim was to find out statistic information as well as opinions, I decided to combine both quantitative and qualitative research methods. The practical part consists of three-stage research: a questionnaire for lower secondary teachers of English, a coursebook evaluation, and an additional materials design and its after-use evaluation.

#### **6.1 Research questions**

RQ 1: How does the length of the respondents’ teaching experience influence their attitude towards teaching the culture of English-speaking countries?

RQ 2: What are the things the respondents miss or would like to change in the cultural sections of the coursebooks they use?

RQ 3: To what extent do the types of tasks in the cultural sections of coursebooks prepare learners to use language in real life situations?

RQ 4: To what extent do the cultural sections in the coursebooks meet the requirements (the key competencies, requirements connected to culture teaching) stated in the Framework Educational Programme for Basic Education?

RQ 5: To what extent did the worksheets satisfied the needs ascertained during the first two stages of the research and accomplished the assigned objectives?

## **6.2 The Questionnaire**

The aim of the questionnaire was to inquire into lower secondary school teachers' attitude towards teaching the culture of English-speaking countries in their English lessons.

### **The Research Sample**

A purposive sampling method was used for the questionnaire which means that there was a particular reason for choosing this specific group of people (White and McBurney, 2013, p. 229). The respondents for whom the questionnaire was aimed were teachers working at school covering education from 6<sup>th</sup> to 9<sup>th</sup> grade in South Moravian Region. The online questionnaire was sent to the head teachers of all lower secondary, six/eight-year secondary grammar schools, and other types of schools meeting the requirements. About 400 schools received the request for participating in the research. It was open from 10<sup>th</sup> June until 10<sup>th</sup> August, during these two months 98 teachers visited the questionnaire, however, only 59 of them decided to complete it. This small number was probably caused by the fact that the questionnaire was sent to schools at the beginning of June when the teachers were already getting ready for the end of the school year and upcoming summer holidays.

### **Methodology**

As it is suggested in Cohen (2011, p. 382), when the questionnaire is supposed to measure something, quantitative methods should be used, when the possible answers are unknown, or they are required to be more personal, qualitative methods are being used instead. For that reason, both close and open-ended items were used in the questionnaire. The items can be divided into three parts. In the first part the aim was to find out some basic information about the respondents, their teaching experience background, to give a statistic. Therefore, close multiple choice questions were used, with an option to leave a comment in one case – “a semi-closed question” (Gavora, 2010, p. 126). The second part of the questionnaire inquired about the teachers' attitude towards the matter of teaching culture of English-speaking countries in their English lessons. Again, close-ended items were used here, mainly dichotomous (yes/no answers) or multiple-choice questions to gather nominal data. One of the questions was also completed by an additional question asking the respondents to give their opinion (open-ended questions). The last five questions were mainly open-ended items.

## Results of the Questionnaire

The questionnaire started with a few introductory questions looking into the respondents' teaching experience:

***Question 1: How long have you been teaching English?***

***Question 2: What type of school do you teach at?***

***Question 3: Which grades do you teach culture of English-speaking countries in?***

In the first question the teachers were asked about the length of their English teaching practice. Nearly half of the respondents (29) said that they have been teaching English for 16 or more years, the second most frequent answer was 0-5 years of teaching practice (12 respondents). The second question inquired about the type of secondary school the teachers work at, in which case 38 answered they teach at lower secondary school, another 19 respondents teach at either eight (12) or six-year (7) secondary general school. The answers to the third question were nearly equally balanced. The teachers were asked which grades they teach the culture of English-speaking countries. All the responds are shown in the Appendix 2: Figures and Tables.

Questions four to eight focused on teaching the culture of English-speaking countries at lower secondary schools, and the respondents' attitudes towards this matter:

***Question 4: "Do you think it is important to teach culture of English-speaking countries?"***

***Question 5: "Do you teach culture of English-speaking countries in your English lessons?"***

***"Why yes/no?"***

	Number of respondents who answered "yes"	Number of respondents who answered "no"
<b>Question 4</b>	58	1
<b>Question 5</b>	59	-

*Table 2: Answers to questions No. 4 and 5.*

It is apparent that according to the research teaching the culture of English-speaking countries should be inseparable part of the English lessons as only one of the respondents said it is not important to teach such topics. Furthermore, all of the teachers participating in the research answered they do teach the culture of English-speaking countries in their English lessons.

The fifth question also inquired about the respondents' reasons for teaching/not teaching the cultural topics in their lessons. From the total number of 59 teachers participating in the research, 19 of them think it is needed for the learners to come across cross-cultural studies, learn to respect otherness, know about different countries, habits, places, etc. These teachers claim that in their opinion, cultural studies and language are two inseparable things. "To understand the language and English-speaking people we need to know their culture," says one of the respondents. Another one adds that "English is not only a language, to master it properly, you need to know the context in which it is spoken, and culture is a very important part of that context." Another 18 respondents add it is important to know something about the culture of the countries whose language the learners learn (in general, not only considering English), this opinion is in agreement with Serçu's (2005) and Gonen and Saglam's (2012) studies. The questionnaire also showed that some of the teachers teach the culture of English-speaking countries only because it is a part of the curriculum (8), or the coursebook (6). There were six respondents in the research who believe that teaching cultural topics raises the motivation of the learners which corresponds to Gonen and Saglam (2012). There responds can be seen in Table 5. One of the participants wrote that "real life attracts", another one said that the learners like videos about culture, and there was a teacher who claimed that he/she teaches the cultural topics because he/she has got a lot of experience to tell.

***Question 6: "How often do you teach culture of English-speaking countries in your English lessons?"***

***"Do you think it is enough?"***

Half of the respondents (30) answered that they focus on culture of English-speaking countries in their English lessons once a month. The participants could also leave any comments for this question, two people wrote they teach the culture irregularly depending on the topic, one teacher left a comment explaining they focus on the culture "on the events of the year, festivals and holidays, connected with an English-speaking country". The respondents were also asked whether they think that the time they devote to teaching the culture of English-speaking countries in their lessons is enough. The results say that more

than a half of the teachers participating in the research think that they devote enough time to teaching the cultural topics in their lessons. That is in contrast to the results in Sercu (2005) which show the teachers would like to focus on culture more often if there was enough time to do so. Table 3 shows the complete results.

<b>How often</b>	<b>Number of respondents</b>	<b>Enough</b>	<b>Not enough</b>
Several times a week	1	1	-
Once a week	7	5	2
Once a month	30	22	8
Less than once a month	14	8	6

*Table 3: Answers to question No. 6.*

***Question 7: “What English-speaking countries do you focus on the most?”***

In the following question the participants could choose more than one answer. It emerged that the respondents focus on the UK and the USA the most in their English lessons. The UK was chosen by 58, the USA by 46 respondents. The results are shown in the Figure 5.

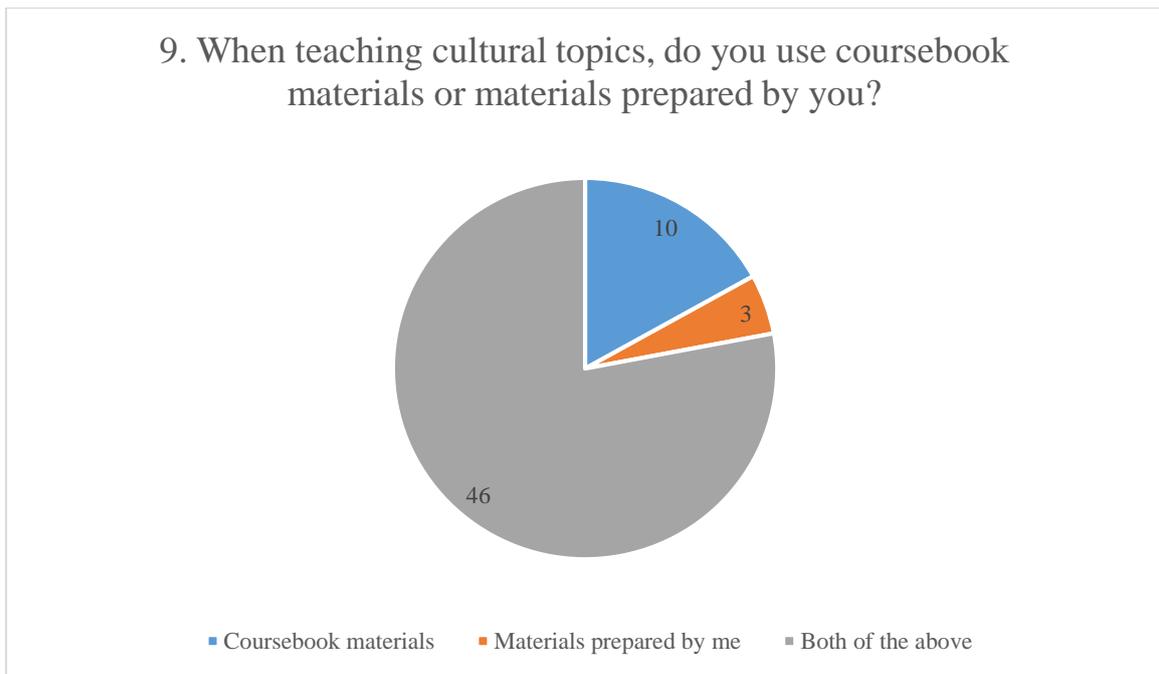
***Question 8: “Which of these topics do you focus on when teaching culture of English-speaking countries?”***

In this question the respondents could choose from 14 cultural topics to say which of them they focus on in their English lessons. It is obvious from the Figure 6 (Appendix 3) that the most popular topic is geography followed by everyday living (food and drink, public holidays, leisure activities) and history. This more or less corresponds to Sercu (2005), Gonen and Saglam (2012) and Zerzová (2011).

The rest of the questions focused on the materials the teachers use when teaching cultural topics in their English lessons, especially on coursebooks.

***Question 9: “When teaching cultural topics, do you use coursebook materials or materials prepared by you?”***

***“Explain why you use these materials.”***



*Figure 5: Answers to question No. 9.*

The respondents were asked what materials they use when teaching cultural topics and they were also invited to explain why they do so. Three people said they use materials prepared by themselves only mainly because there is not enough in the coursebooks, they need more up-to-date materials, and want to react to specific needs of their learners. Coursebook materials only are used by ten respondents. According to them, the materials in coursebooks are nicely prepared, easy to use, and illustrative. One person remarked they use coursebooks because of the lack of time. The coursebooks mentioned by these ten participants were Project (6), Bloggers (3), and Motivate (1). Most of the teachers who were participating in the research (46) said that they use a combination of coursebook materials and materials prepared by them. This is coincident with Sercu (2005), but contrary to Zerzová (2011) whose research showed the teachers prefer coursebooks for teaching culture. The combination of coursebooks and additional materials follows suggestions made by Schmidtová (2019).

According to the respondents who combine coursebooks with their own materials the advantages of the coursebooks are that they are used to them, the materials are easily available, and everyone can always go back to them. Another benefit is that some of the books offer an online version with videos or other activities. Some of the participants (23) agree that they combine information which can be found in the coursebook and their own materials because sometimes the book is not enough, too general, or not interesting for the

learners. These teachers want to individualize the materials, use something more up-to-date, choose an interesting content, or talk about their own experience and use their own photos.

***Question 10: “If you use coursebook materials when teaching cultural topics, what coursebook do you use?”***

The most frequently used coursebook among the respondents is Project with 34 teachers using it, the second most often used coursebook is Bloggers (11). The complete results are shown in the Table 6.

***Question 11: “When teaching cultural topics, what countries does your coursebook focus on?”***

The UK and USA were mentioned the most often in this question. Fifty respondents said that their coursebook teaches the culture of the United Kingdom, 39 participants claim their coursebook focuses on the United States of America. Australia was mentioned eight times (Project, Bloggers, Motivate, Gateway to the World), Canada seven times (Project, Bloggers, Motivate, Gateway to the World), three books teach about Ireland as well (Project, Motivate, English Plus), whereas New Zealand was mentioned by one respondent only (Gateway to the World).

***Question 12: “When teaching cultural topics, what exercises do you miss in your coursebook? How could it be improved?”***

The teachers were then asked to say what exercises they miss in their coursebooks considering cultural topics, or to give any suggestion on the way they could be improved. There were 16 participants in the research who assert that there is nothing that could be improved in the coursebooks they use. Most of these are using Project coursebooks, Gateway to the World was mentioned twice as well. Eight respondents would welcome more links to videos (possibly with English subtitles), three teachers think that there could be more exercises focusing on reading comprehension in their coursebooks. Here are some other respondents' ideas on how the coursebooks could be improved: more interactive activities, including map of the world, more visuals, jokes, crosswords, quizzes, mind maps, or project works. The topics which some of the teachers miss in their coursebooks are culture differences between English speaking countries, history, art education, everyday phrases, slang, and things from common life, information about head of state, or different mentality.

Some of the results agree with those in Skopinskaja (2003) who claims the respondents miss topics about politics in the teaching materials. On the other hand, most of the participants in

Sercu (2005) claim they are more or less satisfied with their coursebook which can be said about only 16 teachers from this research.

***Question 13: “If you use any additional materials when teaching cultural topics, what kind?”***

The last question focused on the additional materials the respondents use when teaching the culture of English-speaking countries. Most of the teachers (54) said they use educational videos/recording in their lessons, 37 participants use authentic materials such as maps, literature texts, newspapers, restaurant menus, radio shows, etc. Educational texts are used as additional materials by 28 respondents, and 16 teachers use posters in their lessons. Other mentioned materials were applications, internet sources, YouTube videos, own worksheets and handouts, or real objects such as national park permits, food and ingredients, or traditional objects.

**Summary**

The questionnaire was filled in by teachers mostly working at a lower secondary school, half of the participants being experienced teachers with more than 16 years of teaching practice. What they all agreed on was that it is important to introduce the culture of English-speaking countries to the learners mainly because knowing about different countries and their cultures (mainly the countries whose language people learn) is fundamental. A half of the respondents include cultural topics in their lesson once a month and assert it is enough. The teachers who answered the questionnaire usually combine coursebook materials with materials prepared by themselves, mostly because they want more up-to-date and individualised materials, and the countries they focus on the most are the UK and the USA. When it comes to the cultural topics, the Big C topics (apart from economy) are being introduced most often by the teachers, the little c topics they focus on are everyday living, ritual behaviour, values, beliefs, attitudes, and living conditions. When giving suggestions, some respondents would welcome links to videos, or reading comprehension exercises in their books, some topics (such as differences between the English-speaking countries) were also suggested by the participants. Many of the teachers use additional materials, mostly videos/recordings, or authentic materials.

### **6.3 Coursebooks Evaluation**

As it is emphasised by Grant (1987, p. 7-8), when teaching English, a coursebook makes an essential part of educational materials. When it comes to a coursebook analysis and evaluation, the authors agree on one thing. There is no perfect book to be found. Cunningsworth (1995, p. 9) claims that “it is idealistic to expect a perfect fit, as coursebooks are produced for wide markets and cannot completely meet the demands of every individual class.” Nevertheless, the teacher can still try to find materials which are the most appropriate available (1995, p. 8-9). The author suggests three options for a coursebook evaluation: asking the teachers about their experience and opinion, asking the students, and finally an analysis of the coursebook. For the purpose of this diploma thesis the first and third option for evaluating a coursebook has been chosen. The previous chapter dealt with the teachers’ opinions about the coursebooks they use, this chapter focuses on a coursebook analysis. A questionnaire containing 10 questions was created for the purpose of analysing two sets of coursebooks mostly used by the teachers participating in the previously mentioned questionnaire: Project and Bloggers. The focus of the questionnaire was on teaching culture in the coursebooks.

#### **Methodology**

As Harwood (2014, p. 2) claims, the analysis of a coursebook can be carried on from three perspectives: analysis of content, consumption, and production. This part of the thesis focuses only on the first phenomenon, it examines what the coursebooks include with no relation to a specific classroom context.

Cunningsworth (1995, p. 8-17) believes the coursebook should meet the following criteria: satisfy the learners’ needs and correspond to what they should learn in the language-learning programme, allow the learners to use their own learning styles, support bringing the language and the learner together. The author is working with the term “evaluation for suitability” which means that the coursebook is being evaluated in order to make sure it meets our specific requirements. In other words, it answers the question “Would it be good for my class?” (Cunningsworth, 1995, p. 15). Grant (1987, p. 119-121) agrees and adds that the coursebook evaluation is a three-stage process. It includes an initial evaluation (a quick initial look), a detailed evaluation (a closer look for finding out whether it is better than other coursebooks available), and an in-use evaluation (re-evaluating). The author also offers a questionnaire suitable for a coursebook evaluation (1987, p. 122-127).

Cunningsworth (1995, p. 86) further emphasises the significance of topics which are able to expand learner's experience in general. "Although language coursebooks are primarily a means for facilitating language learning, they cannot simply do that and no more, because language is used in real situation for real purposes. A study of a language solely as an abstract system would not equip learners to use it in the real world" (Cunningsworth, 1995, p. 86). Because the learners are usually more interested in the real world, therefore materials on subjects such as history, geography, or science should be included.

The following questionnaire therefore focuses on the way the coursebooks adapted the topics mentioned by Cunningsworth (1995, p. 86) and was created on the basis of the previously mentioned knowledge of authors dealing with a coursebook analysis. Both sets of coursebooks (Project, Bloggers) and corresponding teacher's books were looked through and analysed in detail. First, each volume (five volumes of Project, four volumes of Bloggers coursebook) was examined separately, then all the volumes were compared.

### **6.3.1 Evaluation of the Project Coursebooks**

The Project coursebooks are series of coursebooks used in English language teaching. They were published by Oxford University Press and currently come in the fourth edition. The series offer five volumes of coursebooks aimed at A1 to mid B1 level learners. The whole package includes a Student's Book, a Workbook, a Teacher's Book, vocabulary flashcards and other resources such as CDs, worksheets, online exercises, e-books, etc.

#### **1. Does the coursebook meet the requirements stated in the Framework Educational Programme for Basic Education?**

*Do the cultural sections help the learners to acquire key competencies which are stated in the Framework Educational Programme for Basic Education? Primarily, communication competencies, social and personal competencies, civil competencies.*

The cultural sections help the learners to acquire the key competencies which are stated in the Framework Educational Programme only to a certain extent.

The tasks used encourage the learners to look for and classify information and use knowledge from other educational areas. The coursebooks partially enable the learners to attain communication, and social and personal competencies since there are many tasks inviting them to express their ideas and opinions, yet in most volumes of the book the tasks are set to be done individually or in pairs. Project 4 seems to be the

only exception which sufficiently supports cooperation between the classmates and includes tasks demanding group discussion: “Discuss your ideas in the class. Compare the reading habits of people in your class with the teenagers in the article.” (Hutchinson, 2014d, p. 28). The cultural sections also do not seem to get the learners acquainted with different types of a text (apart from the first volume).

It is apparent that the civil competencies are adequately covered, there are many opportunities in the coursebooks for the learners to get familiarized with traditions and to understand how essential it is to respect and protect them. The coursebooks encourage the learners to understand the importance of cultural and historical heritage, values, and beliefs, they further stimulate realizing otherness, or help to create a positive attitude towards the works of art: “Write about some famous film characters in your country.” (Hutchinson, 2014b, p. 76).

The problem-solving and working competencies seem to be neglected in the cultural sections. There do not appear to be tasks which would encourage the learners to look for ways to solve problems, or take responsibility for their decisions, work with different materials, or make decisions about their future.

## **2. How are the cultural topics presented in the coursebook?**

*Are the cultural topics integrated in the course, or are there separate sections dedicated for them?*

The cultural topics are both integrated in the course and in separate sections. At the end of each unit there is one page dealing with a cultural topic such as transport, Robin Hood, or the Big Apple. This means that six separate cultural sections can be found in each volume of the Project coursebook.

Additionally, the cultural topics can sporadically be seen at other places in the book. Each unit offers an English Across Curriculum section which deals with various cross-curricular topics, for instance Unit 3D in Project 1 introduces a topic called “My School” in which the learners can read about the school subjects in Britain, look at a typical timetable, or find out how to address a teacher and compare it to their own experience. There are other places to find culture-related topics in all five volumes of the coursebook. In particular, Unit 4 in Project 3 is dedicated to cities, its first part focuses on London, *Christmas Carol* by Charles Dickens is the focus of Unit 2D in

Project 5, and in the Unit 5D of the same volume the learners can see photos of various American and British monuments.

**3. Does the coursebook offer an insight into a variety of cultures?**

*Are there different English speaking cultures presented (British, American, Australian, etc.) in the coursebook, or does it focus mostly on the one culture only?*

The coursebook seems to focus mainly on British culture, the first four volumes offer only sporadic mentions of American and Australian cultures. Project 1 talks about typical American sports in Unit 4, in a section called Across the Curriculum in Project 2 there is some information about the USA, Project 3 presents American culture (NYC) in one of the separate culture sections, and in Project 4 one of these sections is dedicated to Australia, there is also an article about an invention of jeans in America in Unit 1C. It appears as though the fifth volume of the coursebook does not offer an insight into British culture only, but it also includes many topics related to the USA. The first culture section talks about popular music both in the UK and USA, the second culture section focuses on the education in the USA, there is an article on page 70 dealing with racial segregation in America, and in the English Across Curriculum section in Unit 6 the learners can read about the USA's government.

**4. Are there references to other groups of ethnic origin?**

*Does the coursebook offer an insight into life of various ethnic groups such as Native Americans, Asians, Latino Americans, etc. in the culture sections?*

It is apparent that the coursebook does not deal with the topic of other ethnic groups and their life sufficiently. In the second and third volume of the book there seem to be no mention of any ethnic group, in the last culture section of Project 1 the learners can read about people from different parts of the world, the articles show an Asian, or a Black person. In Project 4, there appears to be only one reference to an ethnic group in the culture sections; in Unit 5 the learners can read about Australia and its first people, the Aborigines: "The first people there were the Aborigines. They arrived in Australia about 10,000 years ago, during the last Ice Age... Today, only 1.5% of Australia's population are Aborigines." (Hutchinson, 2014d, p. 64). The last volume of the coursebook more or less offers an insight into life of various ethnic groups, there are mentions about life of Asians, or African Americans, but not in the cultural sections.

**5. Does it encourage the learners to compare the foreign culture with their own?**

*Are there any tasks in the culture sections which invite the learners to think about the differences and similarities between their culture and the cultures presented in the coursebook?*

Yes, there seem to be one task in most of the cultural sections encouraging the learners to compare the culture presented to their own culture: “Compare this to names in your country.” (Hutchinson, 2014a, p. 12) They are usually asked to think about differences and similarities. For example, in Unit 5 in Project 3 the task is to compare the information from the book with the learners’ country and think about statues/places named after famous people in their town.

**6. Does it offer an insight into taboo topics, stereotypes, negative or problematic cultural aspects, etc.?**

*Are there any topics in the cultural sections which talk about ethnicity, race, religion, gender stereotypes, etc?*

It appears that the coursebooks lack any deeper insight into the above mentioned topics. The second volume of the coursebook is an exception as there is one mention of a stereotype in the section dedicated to the weather: “People often think that Britain has got a wet climate. In fact, some parts of Britain are very dry and sunny.” (Hutchinson, 2014b, p. 64). Furthermore, in Project 5 there is one article which focuses on the racial segregation in the USA (p. 70), yet it is not located in any of the cultural sections.

**7. Does the coursebook include all the big C and little c culture topics?**

*Big C topics: art, economy, education, geography, history, institutions, literature*

*Little c topics: everyday living, living conditions, interpersonal relations, values, beliefs, attitudes, body language, social conventions, ritual behaviour*

It is evident that the coursebooks cover nearly all the seven big C culture topics, particularly art and geography can be found in all five volumes. On the other hand, the books do not seem to deal with economy at all. Considering the little c topics, it is apparent that everyday living and interpersonal relations belong to the most frequently appearing ones: “Vehicles in Britain and Ireland travel on the left, so the steering wheel is on the right. If you live in a country where vehicles travel on the right, you must be extra careful when you cross the road. Always look right first!” (Hutchinson,

2014c, p. 28). Nevertheless, the coursebooks seem to overlook topics related to living conditions, body language, and ritual behaviour.

#### **8. What types of tasks can be found in the cultural sections?**

*Are the tasks in the cultural sections diverse enough? Are they helping the learners to practice all language skills (reading, listening, speaking, writing), or are any of the skills given priority?*

The tasks used in the cultural sections do not seem to be diverse enough as similar exercises are repeated in each section, sometimes with a little modification – for example these two tasks can be found in Unit 1 and 2 of the fourth volume: “Read and listen to the text. Copy and complete the chart.” (Hutchinson, 2014d, p. 16), “Read and listen again. What differences are there between boys’ and girls’ reading habits? Copy and complete the chart.” (Hutchinson, 2014d, p. 28).

The reading and listening skills are given priority. In most of the cases the learners are supposed to read and listen to a text on a given topic (pop music, education in the USA, etc.), two or three other tasks then follow. They are usually reading/listening comprehension tasks. The listening exercises include matching, close-ended and open-ended questions, or note-taking. The learners are most often asked to create short or longer responses (true/false, answering questions, etc.). Reading tasks are connected to the text as well, and comprise of text-only, or reader-reader activities.

When it comes to speaking, it is typically required that the learners work in pairs, only in some volumes a group work can be found as well: “Each group chooses one person to write about, and pool what they know about him or her.” (Hutchinson and Rézmüves, 2014, p. T52)

As for the writing skill, its practice usually takes form of completing a chart based on information found in a text or heard in a recording, the learners are sometimes supposed to answer a few questions, or write a short paragraph on a given topic.

#### **9. Does the coursebook contribute to preparing learners to be able to act adequately in real life situations when in contact with the members of other cultures?**

*Does it portray real life situations, show the learners the right way to act in such situations?*

The coursebooks presumably prepare the learners to be able to act adequately in real life situations to a certain extent. In the culture sections there are tasks encouraging the

learners to think about differences between the target country and their own, therefore, when in contact with the members of other cultures they should be aware of these differences and face them without any difficulties: “Compare what British teenagers do with teenagers in your country.” (Hutchinson, 2014c, p. 52). As for the coursebooks themselves, they portray real life situations such as describing your weekend, talking about future plans, asking for directions, etc. There are several comic stories showing the life of British teenagers and their everyday conversations.

#### **10. Is there enough visual support when cultural topics are presented?**

*Are there any drawings, photos in the cultural sections? Does the coursebook offer authentic materials?*

It seems that there is a sufficient amount of visual support when cultural topics are presented. The coursebooks offer a lot of visuals including drawing, or photos of real people and objects (food, animals, etc.). However, it could be more effective to use further authentic materials, especially regarding maps of the English-speaking countries (Project 3, p. 32, 40 and Project 4, p. 16, 64).

#### **Summary**

The Project coursebooks offer six separate cultural sections in each volume of the book. The cultural sections seem to focus mostly on British culture (the fifth volume of the coursebook is an exception talking about American culture as well). It does not appear to offer an insight into the life of other groups of ethnic origin in the cultural sections, also only once the book mentions a taboo topic (a racial segregation in the USA - the fifth volume). When it comes to the tasks used in the culture sections, the same type of tasks is repeated in each of them, mostly focusing on reading and listening skills. Moreover, the texts used are usually of the same type. The speaking skills seem to be neglected the most as the learners are usually asked to work individually or in pairs, only sporadically in groups. The tasks help the learners to acquire the key competencies to a certain extent, the communication, social and personal, and civil competencies are more or less covered in all volumes. Throughout the five volumes of the coursebook nearly all the Big C and little c culture topics are presented.

### 6.3.2 Analysis of the Bloggers Coursebooks

The Bloggers coursebooks is a series of four coursebooks which were published by Klett nakladatelství s.r.o. and cover English language education of learners from the fifth to ninth grade. The language proficiency level is A1 to A2+. The whole package includes not only the coursebooks, but also workbooks (two for each volume), videos, audio dictionaries, interactive workbooks, etc.

#### 1. Does the coursebook meet the requirements stated in the Framework Educational Programme for Basic Education?

*Do the culture sections help the learners to acquire key competencies which are stated in the Framework Educational Programme for Basic Education? Primarily, communication competencies, social and personal competencies, civil competencies.*

The culture sections appear to help the learners to acquire key competencies which are stated in the Framework Educational Programme for Basic Education only partially.

The tasks used seem to enable gaining new information and using previous knowledge from other educational areas which can contribute to attaining the learning competence: “Sarah has prepared a quiz for you. What do you know about Independence Day? Use the internet.” (Hrabětová et al., 2019, p. 110).

The coursebooks seem to help with acquiring the communication, and social and personal competencies owing to the tasks asking the learners to discuss something in pairs or groups, cooperate, listen to other people, or logically formulate their ideas both in oral and written form: “Answer the questions. Which monuments and sights in English-speaking countries can you recall? What do you know about them? Discuss.” (Flámová et al., 2021, p. 110).

It seems the tasks used in the cultural sections encourage the learners to understand a value of cultural and historical heritage. By presenting different cultures and provoking the learners to think about them and their differences and similarities, the coursebooks appear to help with developing a sense of tolerance and respect for “otherness”.

The problem-solving and working competencies seem to be neglected.

## **2. How are the cultural topics presented in the coursebook?**

*Are the cultural topics integrated in the course, or are there separate sections dedicated for them?*

The cultural topics seem to be both integrated in the course and in separate sections. An introductory double page of each unit (in the first three volumes) is dedicated to some place either in English speaking country or the Czech Republic (e.g. London, Liverpool). At the end of the books there are four separate cultural sections which focus on some cultural topic such as holidays, sports, food, etc. Furthermore, a section called Bloggerpedia follows, usually introducing the learners to some basic information about the places mentioned at the beginning of the units. Nevertheless, the cultural topics can be found elsewhere in the coursebooks: fashion in the London Teens Magazine (Bloggers 1, p. 91), graduation in the USA (Bloggers 3, p. 60), British royal family (Bloggers 4, p. 98), etc. Also, some of the topics in the reading sections are culture related (Halloween, Glasgow – Bloggers 3).

## **3. Does the coursebook offer an insight into a variety of cultures?**

*Are there different English-speaking cultures presented (British, American, Australian, etc.) in the coursebook, or does it focus mostly on the one culture only?*

It is apparent that the coursebooks offer an insight into the culture of all the English-speaking countries belonging to the Inner Circle which means the UK, USA, Canada, Australia, New Zealand, and Ireland. The first two volumes seem to focus mostly on British and American culture, sporadically there is a mention of Canadian and Irish culture in them. It appears that the third and fourth volume present all of the above mentioned, e.g. “Read the statements about animals and decide whether they are true about Australia, New Zealand or both.” (Flámová et al., 2021, p. 106).

## **4. Are there references to other groups of ethnic origin?**

*Does the coursebook offer an insight into life of various ethnic groups such as Native Americans, Asians, Latino Americans, etc. in the culture sections?*

It appears that there are no such references in the coursebooks. The fourth volume mentions Native Americans in an article about Karl May (p. 48), but it does not offer any insight into their life and culture.

**5. Does it encourage the learners to compare the foreign culture with their own?**

*Are there any tasks in the culture sections which invite the learners to think about the differences and similarities between their culture and the cultures presented in the coursebook?*

It can be said that the coursebooks encourage the learners to compare the target cultures with their own. There are tasks both in the separate cultural sections and within the course in which the learners are asked to make such comparison. For instance, in Unit 2 (Bloggers 2) the learners are supposed to read an article about typical UK food and then write about the Czech eating habits. Here is another example from Bloggers 3: “Which celebrations are similar? What do they have in common? Which are completely different? Compare and contrast them.” (Hrabětová et al., 2020, p. 71).

**6. Does it offer an insight into taboo topics, stereotypes, negative or problematic cultural aspects, etc.?**

*Are there any topics in the culture sections which talk about ethnicity, race, religion, gender stereotypes, etc?*

The coursebooks offer an insight into some taboo topics to a certain extent. In volumes two and three there do not seem to be such topics covered at all (Bloggers 3 Teacher’s Book only mentions Martin Luther King as an optional topic for a project day). In the first volume there is one unit called *Different families* introducing different forms of a family such as a family with no father, or a family with two fathers. On the other hand, the last volume offers a whole unit focusing on the Czech and British stereotypes: e.g., “British people take the queuing seriously. Czech people, on the contrary, do not mind jumping the queue.” (Flámová et al., 2021, p. 93).

**7. Does the coursebook include all the big C and little c culture topics?**

*Big C topics: art, economy, education, geography, history, institutions, literature*

*Little c topics: everyday living, living conditions, interpersonal relations, values, beliefs, attitudes, body language, social conventions, ritual behaviour*

It looks like the big C culture topics which can be found in all four volumes of the coursebook are art, geography, history, and literature. Education seems to be sufficiently covered as well. The books offer a few mentions of the economy and institutions. Regarding little c cultural topics, the coursebooks appear to fully include everyday living, interpersonal relations, social conventions, and ritual behaviour. Some books also talk about values, beliefs, and attitudes. In Bloggers 4 there is a unit concerning living conditions: “Even so, Vancouver has the lowest greenhouse gas emissions of any major city in North America and it is becoming the greenest city in the world.” (Flámová et al., 2021, p. 26). However, it is apparent that the topic of body language is completely neglected.

## **8. What types of tasks can be found in the cultural sections?**

*Are the tasks in the cultural sections diverse enough? Are they helping the learners to practice all language skills (reading, listening, speaking, writing), or are any of the skills given priority?*

The tasks in the cultural sections seem to be diverse enough. The introductory cultural sections which are to be found at the beginning of each unit include similar tasks usually connected to a video: answering questions in pairs, T/F questions, matching, words unscrambling, etc. It appears there is no reading in these sections. However, the reading tasks are included elsewhere in the books (apart from the first volume). The learners are for example asked to read and work with texts about artists from English-speaking countries. In the Bloggers 3 coursebook, there are also some poems included in the reading sections: “Glasgow, William McGonagall” (Hrabětová et al., 2020, p. 116) The listening tasks comprise of for example watching videos about different places, listening to dialogues, or texts about traditions, vlogs about national stereotypes and other topics. Speaking is done in pairs or groups, and it also includes some interactive activities: “Work in groups. Choose one festival and describe it. Do not say the name and let the others guess it. Then swap.” (Hrabětová et al., 2020, p. 71). The cultural sections also offer a wide range of writing tasks, e.g.

writing information about a movie, creating your own quiz, finding something on the internet: “Use the internet to find the names of the inventors. Can you think of any other important Czech inventors? Write a list.” (Flámová et al., 2021, p. 109).

**9. Does the coursebook contribute to preparing learners to be able to act adequately in real-life situations when in contact with the members of other cultures?**

*Does it portray real-life situations, show the learners the right way to act in such situations?*

The coursebooks seem to help the learners with preparation for real-life contact with the members of other countries. The situations portrayed in the books show how to for example ask for directions, speak about holiday plans, or talk about themselves, their school, routines, etc. There are also some tasks in the coursebooks which ask the learners to imagine they are talking to someone from a different country (e.g. Bloggers 3): in Unit 5 there is a task in which one learner is an American planning a trip to Scotland, the other learner is a Scot helping their friend with the itinerary.

**10. Is there enough visual support when cultural topics are presented?**

*Are there any drawings, photos in the culture sections? Does the coursebook offer authentic materials?*

It is apparent that there is enough visual support in the cultural sections. The coursebooks offer drawing (flags, monuments), videos, and many authentic materials such as poems, photos of real places, objects and people, or maps.

## **Summary**

In terms of communication, social and personal, and civil competencies, the Bloggers coursebooks appear to be sufficient, they offer an insight into the culture of a wide range of English-speaking countries. The tasks used seem to be diverse enough as the cultural topics are presented throughout the whole course and not only in the separate sections. It is apparent that all four language skills are practiced and the coursebooks include most of the big C and little c culture topics. The learners are able to compare the cultures presented with their own

culture, and the books also seem to prepare them for real-life situations. However, there could be more mentions of taboo topics in the books, and they also do not appear to deal with any other groups of ethnic origin.

### **6.3.3 Comparison of the Project and Bloggers Coursebooks**

Both the Project and Bloggers coursebooks seem to meet the requirements stated in the Framework Educational Programme for Basic Education to a certain extent as there do not appear to be any tasks in the books which would help the learners with acquiring the problem-solving and working competencies, however, it is apparent that in terms of developing the communication, social and personal, and civil competencies, the coursebooks are sufficient. In all coursebooks the cultural topics are both in separate sections dedicated for them, and integrated in the course as well, in which case it seems Bloggers are doing a slightly better job. The Project coursebooks seem to focus mostly on British culture while Bloggers offer an insight into the life of all inner-circle English-speaking countries. The coverage of taboo topics and topics introducing other groups of ethnic origin appear to be unsatisfactory in all of the evaluated books. However, all coursebooks create opportunities for learners to compare the target cultures with their own. Nearly all the Big C and little c culture topics are presented throughout the books and when it comes to the types of tasks, Bloggers seem to offer a wider variety. It also appears that the Bloggers coursebooks enable the learners to practice all four language skills, while Project usually neglects speaking in groups. The coursebooks presumably prepare the learners for real-life situations to a certain extent and Bloggers do a great job offering a wide range of visuals and authentic materials, the latter being insufficient in Project.

## **6.4 Additional Materials Design and Evaluation**

### **6.4.1 Additional Materials Design**

Different authors dealing with the materials development offer various ways of the process. What they usually agree on are the pre-development stages. In Tomlinson (2014, p. 97) these are researching and exploring the need for such materials, similar opinion is held by Mishan and Timmis (2015, p. 164-165) who, apart from needs analysis, add a realization of one's own attitude towards methodological approaches, and setting of the objectives. McGrath (2016, p. 80-81) echoes the prior and uses an expression "gaps in the material".

During the first two stages of the diploma thesis research – the questionnaire for the teachers and the coursebooks evaluation - these needs and gaps in the materials were ascertained:

The materials need to be up-to-date and include the culture of more English-speaking countries than the UK and the USA with the emphasis on presenting the differences between the cultures. The tasks should be diverse, concentrate on reading comprehension and communication in groups, rather than in pairs, and use authentic materials, possibly videos as well. It would be convenient to cover topics such as life of other groups of ethnic origin or some taboo topics.

Methodological approaches:

In designing the additional materials and lesson plans an eclectic approach was used – a combination of a number of teaching approaches and methods (Harmer, 2015, p. 68).

The objectives of the additional materials:

Familiarization of the learners with the cultures of English-speaking countries, an education aimed at developing respect for “otherness”, improvement of the ability to cooperate with other members of a group, acquiring the key competencies, especially communication, social and personal, and civil competencies, and strengthening of the skill of working with various types of authentic materials.

McGrath (2016, p. 81) further offers the following table used in the pre-development stage. For the purpose of this part of the research the table was used as a model. The tasks in the Project and Bloggers coursebooks were examined and it was decided which tasks would be rejected or adapted in some way to fit the previously mentioned conditions.

<i>Lesson</i>	<i>Select</i>	<i>Reject/Replace</i>	<i>Adapt</i>	<i>Supplement</i>
One	Write the number of each exercise/activity you intend to use unchanged, and why it is worth retaining.	Write the number of any exercise/activity you do not intend to use, and briefly indicate why. If replacing, indicate why and with what.	Write the number of any exercise/activity you intend to adapt. Indicate why and how it will be adapted.	List the materials to be used (e.g. picture of X, extra exercise on Y) and your justification.
Two				

*Table 4: The Pre-development Stage of Additional Materials Design (McGrath, 2016, p. 81)*

Based on the discovered needs, the authors methodological approaches, and assigned objectives, four worksheets were designed, one worksheet for each lower secondary school grade. An online tool “Canva” was used for this purpose.

#### **6.4.2 Additional Materials Evaluation**

The evaluation of the lesson plans and worksheets was done in two forms – by the author and the teacher present at the actual lesson. For the evaluation done by the teacher a questionnaire was created, it can be seen in Appendix 4.

##### **Worksheet 1 – Money**

The first worksheet is aimed at the sixth-grade learners, it consists of six exercises focusing on the topic of money in some of the English-speaking countries. Both the worksheet and the lesson plan can be found in the Appendix 3.

The teacher who was present at the lesson said that some of the tasks were slightly difficult for the sixth-grade learners and their level of English, namely the video and the fifth exercise. According to the teacher the video was too fast, some of the learners had difficulties with understanding the vocabulary in it, and the grammar used in the fifth exercise was not suitable for such young learners. However, the teacher claimed the tasks used were diverse enough, and that they covered all four language skills. The teacher stated that the information from the worksheet correspond to the requirements of the Framework Educational Programme for basic Education.

According to the author, most of the exercises from the worksheet were suitable for the age and language proficiency level of the learners. Some of them had difficulties understanding the video, but they were able to finish the task anyway. The fifth exercise and its grammar was not suitable for the sixth-grade learners: “Would you like to be rich? What would you buy or what would you do with the money?” Nevertheless, with the help of the trainee teacher the learners managed to discuss and answer the questions in a simple way. The tasks used were mostly aimed at speaking and listening, there was some writing as well, but there was no exercise which would help with improving the reading comprehension. There were 18 learners in the class and sometimes there were some discipline problems. The rest of the time the learners were cooperating with the trainee teacher, they were raising hands and communicating. On the other hand, when the learners were supposed to speak in pairs or groups, they tended to use their first language.

The lesson aim appeared to be fulfilled only partially as the learners were using their first language during a pair/group discussion, and there was no time at the end of the lesson to check whether they can remember what currency is used in which English-speaking country.

### **Worksheet 2 – Politics Around the World**

The second worksheet is aimed at the seventh-grade learners, it covers the topic of politics of some English-speaking countries, and it consists of seven exercises. The worksheet was used in two lessons with two groups of learners. Both the worksheet and the lesson plan can be found in Appendix 3.

The teacher who was present at the lesson found the worksheet suitable for the learners' level of English, according to her it was well arranged, and the map and the pictures were helpful. According to the teacher the tasks were diverse enough, covered all language skills, and developed the key competencies. However, the teacher suggested it would be better to pre-teach some vocabulary as the learners had difficulties with the pronunciation and meaning of a few new words.

The author of the worksheet thinks that both the content and the language were suitable for the age and English proficiency level of the seventh-grade learners who did not seem to have any bigger difficulties understanding. There was some vocabulary the learners did not know (such as *residence*, *values*, or *government*), but it did not hinder them from successfully fulfilling the tasks. The learners were cooperating with the trainee teacher very well, they also willingly discussed things in pairs and groups, and tried to use English to do so. They were able to find given information on the internet and appeared to understand the video, or at least to an extent to answer the questions correctly. It is apparent that the tasks covered all four language skills to a certain extent.

The lesson aim seemed to be fulfilled sufficiently. The learners willingly cooperated in groups, understood the video, and were able to remember some basic information from the lesson.

### **Worksheet 3 – Indigenous People**

The worksheet is aimed at eighth-grade learners, and it was used in four different groups. It consists of five exercises, the main topic is indigenous people of Canada, Australia, and New Zealand. Both the worksheet and the lesson plan can be found in Appendix 3.

The teacher who observed the lessons in which the lesson plan was used thinks that it was suitable for eighth-grade learners and their English proficiency level, she claims the tasks were diverse enough and that they covered all four language skills. The teacher also claimed that the information on the worksheet corresponded to the requirements stated in the FEP BE and the tasks helped the learners to acquire the key competencies. The only problem the teacher noticed during the lessons was that some vocabulary was too difficult.

The tasks and their language level were, according to the author of the worksheet, appropriate for the learners. Even though they did not know all the vocabulary, they seemed to be able to complete all the exercises as the trainee teacher went through them with the class. It was apparent that the learners understood the video, although in two groups the learners needed to watch it twice. The fourth exercise (“Draw your own Māori tattoo which is telling your story. Work in groups, let your friends guess what the meaning of your tattoo is.”) was challenging for some of them as they had to use English while speaking to each other and often tended to switch to Czech. Other than that, the learners were doing well, and they were cooperating with the trainee teacher. None of the four groups managed to finish early that they could watch the extra video. The tasks in the worksheet seemed to develop all four language skills, mainly reading and speaking.

The aims of the lesson seemed to be more or less fulfilled in all four groups. The learners understood the authentic video and texts enough to complete the tasks and at the end of the lesson they were able to say some basic information about indigenous people. However, during the pair work they often switched to using Czech instead of English.

#### **Worksheet 4 – African Americans’ History**

The topic of the last worksheet is African Americans’ history (slavery and racial segregation). The worksheet consists of five exercises and was used in two groups of ninth-grade learners. Both the worksheet and the lesson plan can be found in Appendix 3.

The teacher who observed the lesson in which the worksheet was used said that it was suitable for the age of the learners and their level of English although for some of them it was challenging to form the questions in the first exercise. The teacher also claimed that the learners faced difficulties while watching the authentic video. According to her the tasks were diverse enough, covered all language skills, and contributed to acquiring the key competencies.

The author of the worksheet founded it suitable for the ninth-grade learners. Some of the students struggled with making the questions in the first exercise (“You are a journalist writing an article about slavery. You will interview a historian. Try to prepare five questions, focus on these things.”), however, the task was to make five questions in the past tense which is appropriate for their level. There seemed to be hardly any problem with understanding the first written text, the learners cooperated well having an interview and appeared to try to speak English doing so. It looked like they understood the video in the last exercise, although in one of the groups the learners were not so willing to share their thoughts with the trainee teacher. The tasks in the worksheet seemed to evenly develop all four language skills.

The lesson aims were more or less accomplished, the students seemed to be able to complete the tasks in which they needed to work with an authentic text, they cooperated in pairs and groups, and appeared to try to speak English doing so. They could remember some basic information about African Americans’ history at the end of the lesson, nevertheless, their cooperation in a final discussion with the trainee teacher was unsatisfactory.

### **Summary**

Four worksheets and lesson plans, one for each lower secondary school grade, were designed and used in lessons. The teachers who observed the lessons seemed to agree that they were carefully prepared and suitable for the learners, although the students faced slight difficulties understanding some vocabulary. It was apparent that the lesson plans were well-designed, there did not seem to be any significant problems in terms of time management, understanding the instructions or the authentic texts and videos. All four language skills appeared to be developed in the worksheets.

## **Conclusion**

The main aim of the diploma thesis was to inquire into the relationship between culture and language education. The theoretical part was comprised of five chapters focusing on a definition of culture, its connection to language as such, and other disciplines such as pragmatics, intercultural communication, or CLIL. It further described the role of culture (or, intercultural communicative competence) in foreign language teaching and introduced various possibilities in teaching culture – approach, content, and different materials. Teaching culture in educational documents was dealt with, namely the Common European Framework of Reference for Languages and the Framework Educational Programme for Basic Education. Last but not least, the theoretical part concerned with previous research on teaching culture in foreign language teaching.

The research in the practical part was divided into three stages. In the first stage a questionnaire was carried out to investigate the lower secondary school teachers from South Moravian Region and their experience with and attitude towards teaching the culture of English-speaking countries in their English lessons. In the second stage of the research, two sets of coursebooks – Project and Bloggers – were analysed in order to evaluate their sufficiency of topics related to culture. The last stage comprised of additional materials design and evaluation. Based on the research, the following conclusions can be drawn:

### **How does the length of the respondents' teaching experience influence their attitude towards teaching the culture of English-speaking countries?**

It is apparent that the length of the respondents' teaching experience has a considerable influence on some aspects of their attitude towards teaching the culture of English-speaking countries in their English lessons. All respondents agreed it is important to teach cultural topics in English lessons. Out of the 14 respondents who said that the reason for teaching these topics in their lessons is that it is a part of the curriculum, or the coursebook, eight were teachers with more than 16 years of teaching practice, three of them have been teaching 6-10 years and only three were novice teachers teaching less than five years. This could mean that the teachers who have got more experience do not consider teaching the culture of English-speaking countries such an important part of their lessons. Furthermore, out of ten teachers who use only coursebook materials to teach cultural topics, six are teaching more than 16 years, one of them has got 6-10 years of experience, and three respondents are novice teachers. On that account it appears the more experienced teachers tend to rely on coursebook

materials only. Other than that it seems that the length of the respondents teaching experience has not got any significant influence on their attitude towards teaching cultural topics.

**What are the things the respondents miss or would like to change in the cultural sections of the coursebooks they use?**

The respondents would like the cultural sections in their coursebooks to be more up-to-date and they would welcome if the topics were more interesting for the learners. According to them, this might be achieved by adding topics such as history, art, education, everyday phrases, slang, and things from common life. Some teachers also miss information about the heads of states, different mentality, or they would like their learners to get familiar with cultural differences between individual English-speaking countries. Other things which the respondents claim could improve the coursebooks are links to videos, more visuals, jokes, crosswords, mind maps, quizzes, or project works.

**To what extent do the types of tasks in the cultural sections of coursebooks prepare learners to use language in real life situations?**

The tasks used in the coursebooks seem to prepare the learners to act adequately in real-life situations to a certain extent. In both sets of coursebooks the learners are encouraged to think about and compare not only the differences, but also the similarities between the target culture(s) and their own culture which could be beneficial for them when in contact with the members of other cultures as they should be able to face the differences without any difficulties. The coursebooks also appear to support the learners in developing some of the key competencies which might help them during an intercultural communication outside of the classroom (the communication, social and personal, and civil competencies). It is apparent that the tasks in the Bloggers coursebooks do a slightly better job as they include more group work or interactive activities than the tasks in Project.

**To what extent do the cultural sections in the coursebooks meet the requirements (the key competencies, requirements connected to culture teaching) stated in the Framework Educational Programme for Basic Education?**

The cultural sections in the coursebooks seem to be sufficient in terms of communication, social and personal, and civil competencies. The tasks encourage the learners to express their opinions and they appear to help them to respect other people's opinions, they also support

cooperation (which is better in Bloggers). The cultural sections offer many opportunities for the learners to get to know different cultures and their way of life. However, it is apparent that the problem-solving and working competencies are neglected in all of the books.

**To what extent did the worksheets satisfied the needs ascertained during the first two stages of the research and accomplished the assigned objectives?**

The worksheets appear to satisfy the ascertained needs as up-to-date information was used in them, they covered all inner-circle English-speaking countries and focused on the differences between their cultures (e.g. currency, types of government). The tasks seemed to be diverse enough and a lot of authentic materials were used – videos, texts, photos, leaflets, etc. Different ethnic groups and taboo topics were presented (e.g. indigenous people, slavery). They more or less accomplished the objectives assigned, it is apparent that the information covered in the worksheets helped the learners to get acquainted with the cultures of English-speaking countries and encouraged development of respect and tolerance abilities. In each worksheet there were at least two tasks in which the learners were asked to work in pairs or groups which was beneficial not only for improvement of the ability to cooperate, but also for the acquiring of the communication and social and personal competencies.

A small number of respondents participating in the questionnaire might be considered a weak point of the research. A possible way of improving this could be an earlier distribution of the questionnaire as it was sent to the schools at the beginning of June when the teachers were already getting ready for the ending of the school year.

The findings resulting from the research more or less correspond to the findings of other authors studying teaching culture. All the results seem to show that teachers find incorporating cultural topics into their lessons very important, nevertheless, there usually is a lack of time for doing so. The respondents in most of the studies also tend to use some form of additional materials and they express the need for up-to-date and authentic materials. According to the teachers both in this diploma thesis' and other research, the materials the teachers use in their lessons seem to prepare the learners for real-life situations, they do a good job in developing tolerance and empathy and encourage comparison between the target countries and the learners' country and their cultures. However, some of the studies

ascertained unsatisfactory coverage of taboo topics and stereotypes in the educational materials.

Expansion of the research by distributing the questionnaire among teachers in other Czech regions could be the next step as it would enable the author to compare the gathered data.

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ZERZOVÁ, Jana, 2011. *Interkulturní komunikativní kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni ZŠ* [online]. Brno: Masarykova univerzita [Accessed 3 May 2023]. Available from: [https://is.muni.cz/th/yf0fo/Autoreferat\\_Zerzova.pdf](https://is.muni.cz/th/yf0fo/Autoreferat_Zerzova.pdf)

# Appendix 1: The Questionnaire

## Teaching the Culture of English-speaking Countries at Lower Secondary Schools

### 1. How long have you been teaching English?

0-5 years   6-10 years   11-15 years   16 and more years

### 2. What type of school do you teach at?

Lower secondary school

Six-year secondary general school

Eight-year secondary general school

Other...

### 3. Which grades do you teach culture of English-speaking countries in?

6<sup>th</sup> grade   7<sup>th</sup> grade   8<sup>th</sup> grade   9<sup>th</sup> grade

### 4. Do you think it is important to teach culture of English-speaking countries?

Yes   No

### 5. Do you teach culture of English-speaking countries in your English lessons?

Yes   No

### Why yes/no?

.....

### 6. How often do you teach culture of English-speaking countries in your English lessons?

Several times a week

Once a week

Once a month

Less than once a month

Other...

### Do you think it is enough?

Yes   No

**7. What English-speaking countries do you focus on the most?**

The UK   the USA   Canada   Australia   New Zealand   Other...

**8. Which of these topics do you focus on when teaching culture of English-speaking countries?**

Art

Economy

Education

Geography

History

Institutions (government, politics, state institutions)

Literature

Everyday living (food and drink, public holidays, leisure activities)

Living conditions

Interpersonal relations

Values, beliefs, attitudes (religion, humour, regional cultures, national identity)

Body language

Social conventions (punctuality, presents, conversational conventions and taboos)

Ritual behaviour (birth, death, celebrations)

**9. When teaching cultural topics, do you use coursebook or materials prepared by you?**

Coursebook materials   Materials prepared by me   Both of the above

**Explain why you use these materials.**

.....

**10. If you use coursebook materials when teaching cultural topics, what coursebook do you use?**

.....

**11. When teaching cultural topics, what countries does your coursebook focus on?**

.....

**12. When teaching cultural topics, what exercises do you miss in your coursebooks?  
How could it be improved?**

.....

**13. If you use any additional materials when teaching cultural topics, what kind?**

Educational videos/recordings

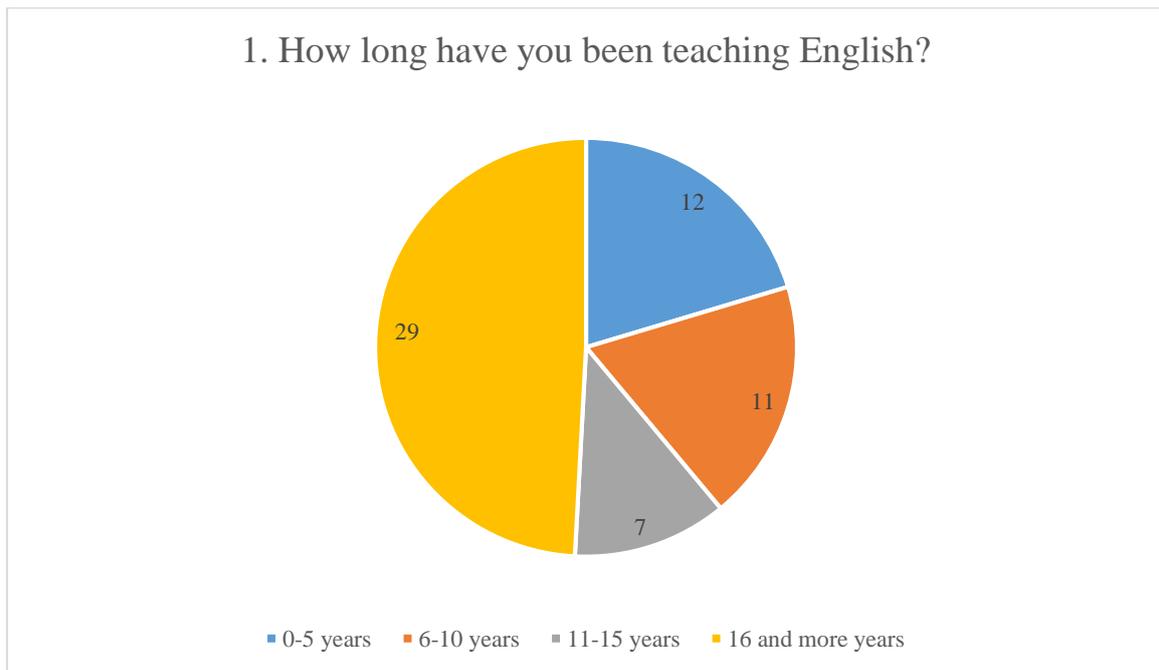
Educational texts

Posters

Authentic materials (maps, literature texts, newspapers, restaurant menus, radio shows, etc.)

Other...

## Appendix 2: Figures and Tables



*Figure 6: Answers to the question No. 1.*

2. What type of school do you teach at?

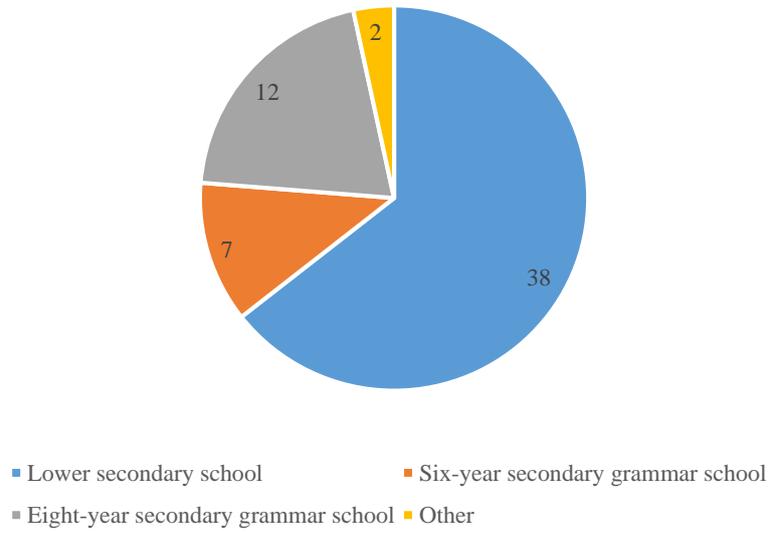


Figure 7: Answers to the question No. 2.

3. Which grades do you teach culture of English speaking countries?

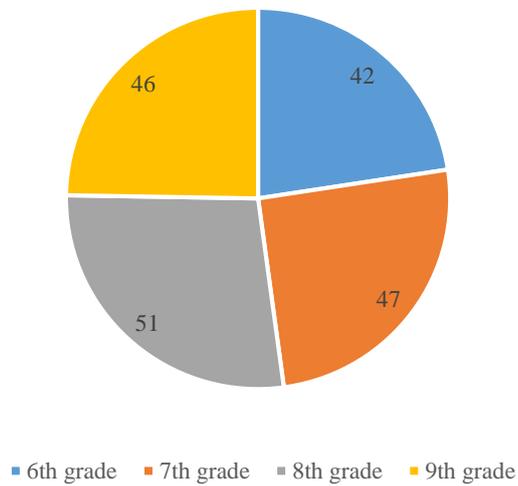


Figure 8: Answers to question No. 3.

Reasons for teaching the cultural topics	Number of respondents
Coming across cross-cultural studies, respect for otherness, knowing about different countries, habits, places, etc.	19
It is important to know about the culture of country whose language the learners learn.	18
It is a part of the curriculum.	8
It is a part of the coursebook.	6
It raises the motivation of the learners.	6

Table 5: Why do you teach culture of English speaking countries in your English lessons?

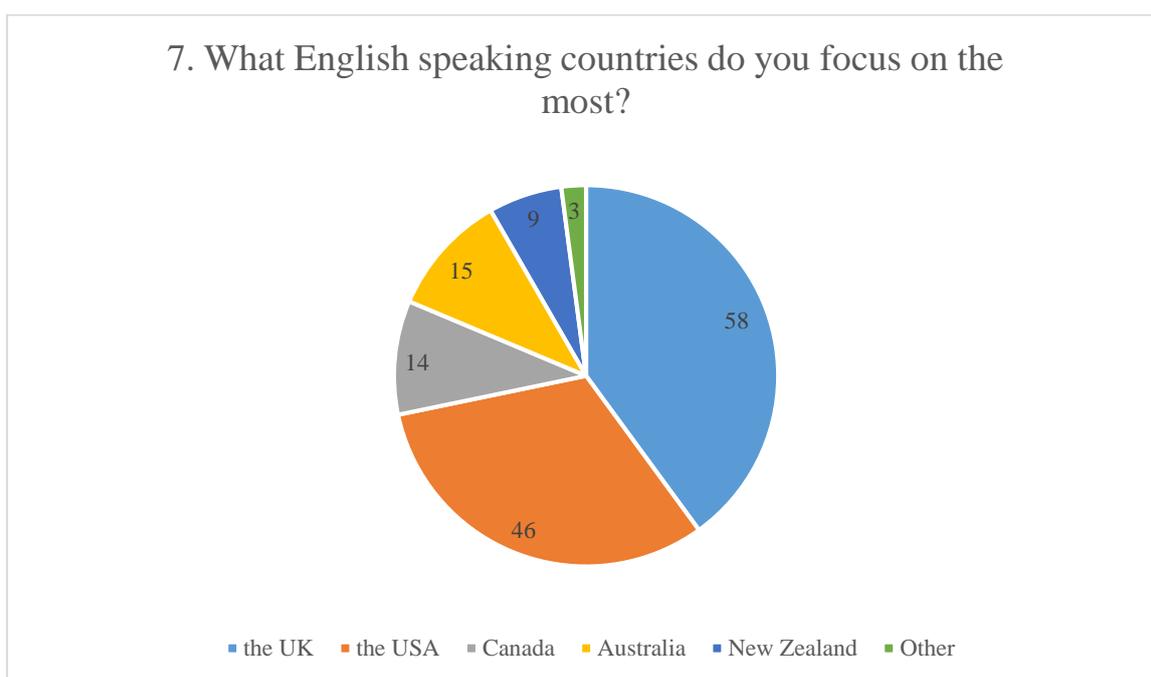
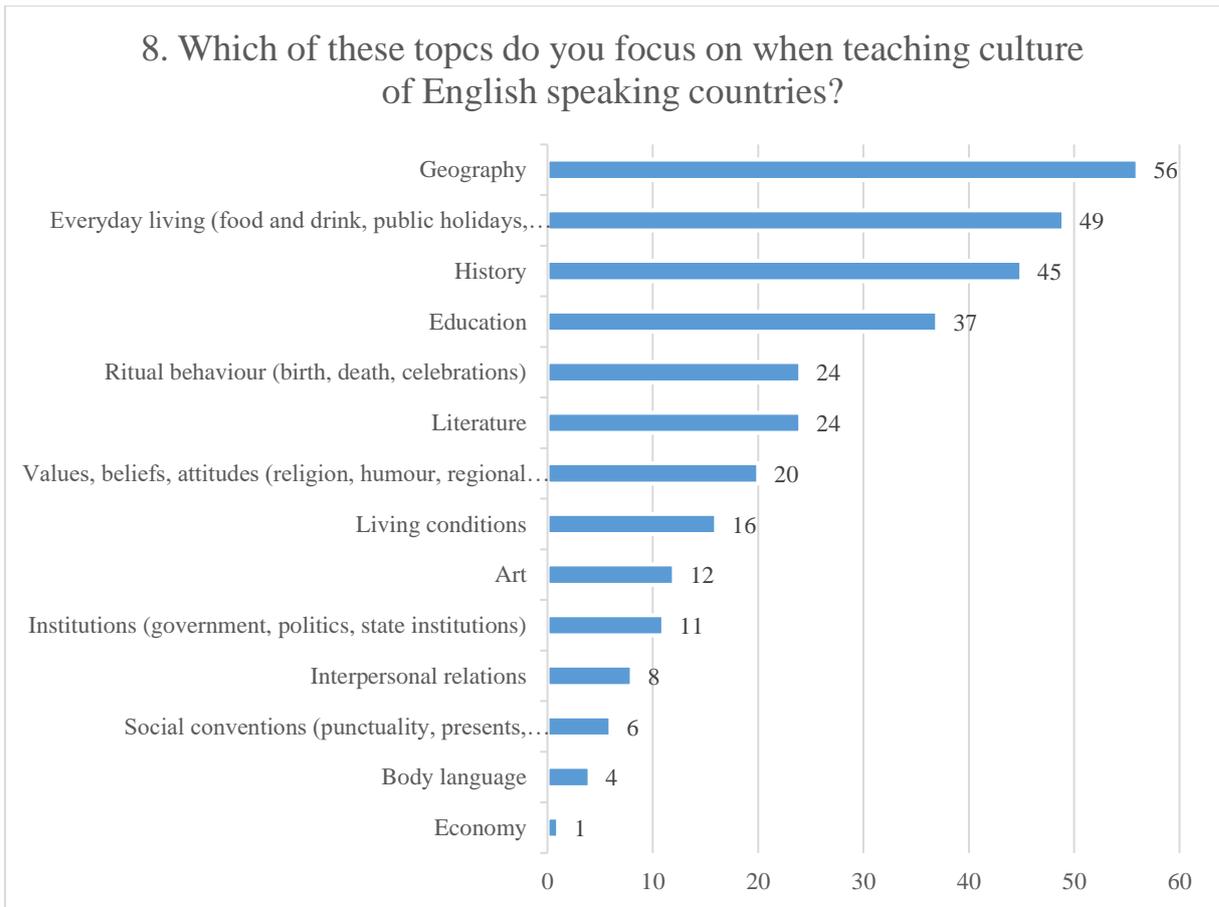


Figure 9: Answers to question No. 7.



*Figure 10: Answers to question No. 8.*

<b>Name of the course book</b>	<b>Number of respondents</b>
Project	34
Bloggers	11
English File	2
English Plus	2
Gateway to the World	2
Insight Intermediate	2
Motivate!	2
Project Explore	2

Activator	1
Criss Cross Culture	1
Headway Culture and Literature Companion	1
High Note	1
Solutions	1

Table 6: Answers to question No. 10.

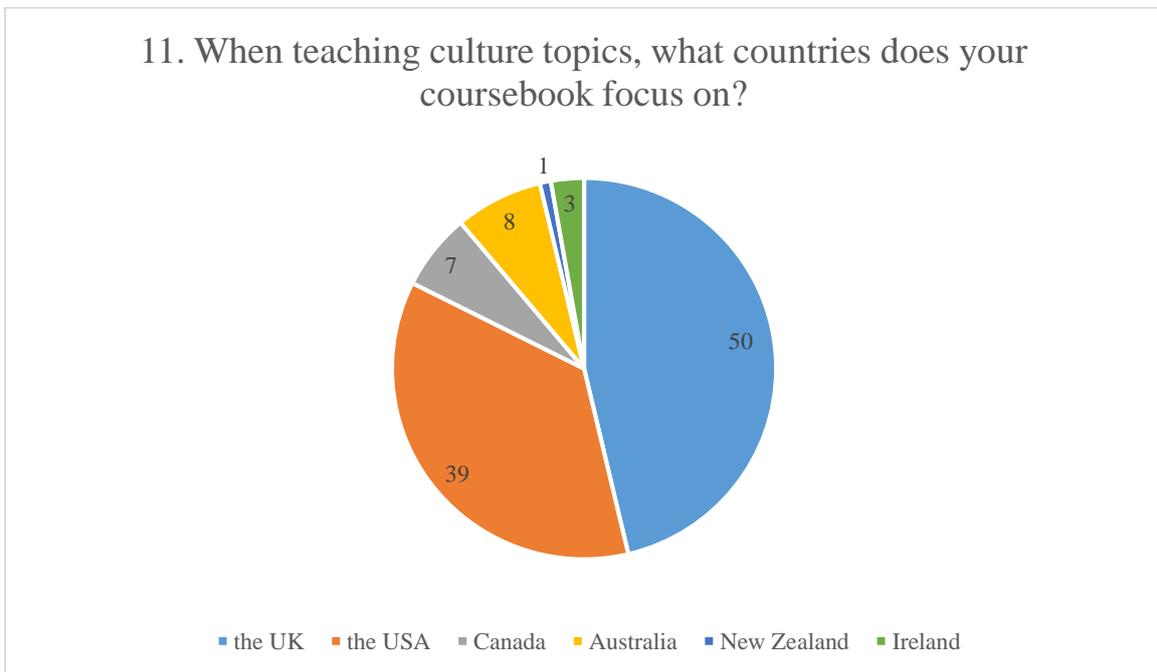


Figure 11: Answers to question No. 11.

13. If you use any additional materials when teaching culture topics, what kind?

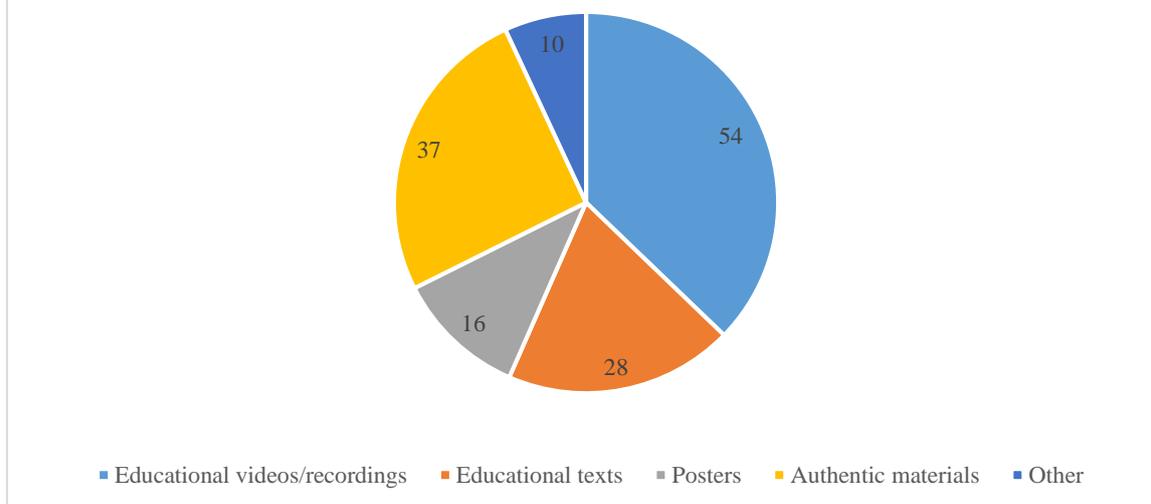


Figure 12: Answers to question No. 13.

## Appendix 3: Lesson plans and Worksheets

### Lesson Plan 1 - Money

**Topic:** English speaking countries - money

**Grade:** 6<sup>th</sup> grade

**Time:** 45 minutes

**Aims:** The learners will try to understand an authentic video, they will willingly discuss given questions about themselves using the English language, they will be able to compare prices of Czech and Canadian goods, and at the end of the lesson they will remember what currency is used in which English-speaking country discussed during the lesson.

**Materials:** Worksheet, computer, projector, flyers from a Czech grocery store

Time	Activities
3 min	Introduction, warmer:

	<ul style="list-style-type: none"> <li>- the T introduces today's topic – money in the English-speaking countries</li> <li>- warmer: the Ls are asked what English-speaking countries they know, they can also look at the countries mentioned in ex. 1 and say what the UK and the USA means</li> </ul>
7 min	<p>Exercise 1:</p> <ul style="list-style-type: none"> <li>- the T goes through the vocabulary and makes sure the Ls understand, after that they are supposed to go around the class and find the missing information from their classmates – the class then check the answers together</li> </ul>
3 min	<p>Exercise 2:</p> <ul style="list-style-type: none"> <li>- the Ls match the pictures with the right country, they can work in pairs – the class check the answers together</li> </ul>
10 min	<p>Exercise 3 – the video:</p> <ul style="list-style-type: none"> <li>- the T tells the Ls they are going to watch a video about Bill Gates and asks the Ls whether they know who he is</li> <li>- the T goes through the statements and makes sure the Ls understand all the vocabulary, then explains what their task is</li> <li>- the Ls watch the video twice, the class check the answers together</li> </ul>
2 min	<p>Exercise 4:</p> <ul style="list-style-type: none"> <li>- the T asks the learners what other information from the video they can remember</li> </ul>
7 min	<p>Exercise 5 – pair discussion:</p> <ul style="list-style-type: none"> <li>- the Ls ask each other the questions in pairs</li> <li>- after a few minutes the T asks some Ls about their answers</li> </ul>
10 min	<p>Exercise 6:</p> <ul style="list-style-type: none"> <li>- the Ls work in groups of 3 or 4, each group gets one Czech and one Canadian grocery store flyer</li> <li>- the T tells the Ls what the current exchange rate is, they compare the prices</li> </ul>
3 min	<p>End of the lesson:</p> <ul style="list-style-type: none"> <li>- the T asks the Ls what they can remember from the lesson and whether they think it was something useful or not</li> </ul>

	- the T says goodbye
--	----------------------

# A

# MONEY

1. Go around the class and find out the missing information from your classmates.

COUNTRY	Money	The richest person	Famous company
Australia	the Australian dollar		UGG
Canada		David Thomson	
Ireland			Primark
New Zealand	The New Zealand dollar		
the UK	the pound sterling	Hinduja brothers	Tesco
the USA		Elon Musk	

2. Match the pictures of money with the right country.

Ireland      the USA      New Zealand      the UK



## B

# MONEY

1. Go around the class and find out the missing information from your classmates.

COUNTRY	Money	The richest person	Famous company
Australia		Gina Rinehart	
Canada	the Canadian dollar		Four Seasons
Ireland	Euro		
New Zealand	the New Zealand dollar	Graeme Hart	Air New Zealand
the UK		Hinduja brothers	
the USA			Apple

2. Match the pictures of money with the right country.

Ireland

the USA

New Zealand

the UK



# C

# MONEY

1. Go around the class and find out the missing information from your classmates.

COUNTRY	Money	The richest person	Famous company
Australia	the Australian dollar		
Canada		David Thomson	
Ireland	Euro	the Mistry family	Primark
New Zealand			Air New Zealand
the UK			Tesco
the USA	the United States dollar	Elon Musk	

2. Match the pictures of money with the right country.

Ireland

the USA

New Zealand

the UK



3. Watch the interview with Bill Gates and decide whether these statements are true (T) or false (F).



- He was the oldest person to become a billionaire.
- He was interested in computers when he was a little boy.
- When his company became successful he was not surprised at all.
- He owns his own plane.
- He has got an aquarium with sharks in his house.

4. What else can you remember from the interview?

5. Work in pairs and answer the questions.

Would you like to be rich?

Why yes/no?

What would you buy or what would you do with the money?



6. Take a look at the Walmart flyer and compare the prices with the prices in your country.





# Spring into Rollbacks

In-store and online

Nescafé Sweet & Creamy Instant Coffee Mix Each. Selected varieties. 18 x 19 g. #3138746. Was 6.97 <b>Rollback</b> Save \$2 <b>4.97</b>	Becel Plant-Based Bricks Each. Salted or unsalted. 454 g. #3008975. Was 5.77 <b>Rollback</b> Save 1.30 <b>4.47</b>	
Carnation Skimmed or Evaporated Milk Each. 354 mL. #30126313. Was 2.47 <b>Rollback</b> Save 70¢ <b>1.77</b>	Hershey's Chipsits Each. Selected varieties and sizes. #31106963. Was 4.17 <b>SAVE NOW!</b> Save 90¢ <b>3.27</b>	
Leclerc Celebration Cookies Each. Selected varieties and sizes. #30194783. Was 3.18 <b>Rollback</b> Save 91¢ <b>2.27</b>	Robin Hood Flour Each. 2.5 kg. #9264916. Was 6.47 <b>Rollback</b> Save 1.50 <b>4.97</b>	
Maxwell House Instant Coffee Each. 150 g. #3057498. Was 4.97 <b>SAVE NOW!</b> Save \$2 <b>2.97</b>	Activia 12 x 100 g or Oikos 750 g Yogurt Each. Selected varieties. #30782015. Was 6.48 <b>Rollback</b> Save 1.01 <b>5.47</b>	
Sensible Portions Garden Veggie Chips or Straws Each. Selected varieties. 142 g. #9230263. Was 3.27 <b>Rollback</b> Save 1.30 <b>1.97</b>	Jack Link's Jerky Each. Selected varieties. 80 g. #9289727. Was 5.97 <b>Rollback</b> Save 99¢ <b>4.98</b>	
Gay Lea Sour Cream Each. 500 mL. #9064104. Was 2.98 <b>Rollback</b> Save 69¢ <b>2.29</b>	Delissio Stuffed Crust, Croissant Crust or Crappy Pan Frozen Pizza Each. Selected varieties. 556 g - 744 g. #30309283. Was 8.87 <b>Rollback</b> Save \$2 <b>6.87</b>	
Tropicana Orange Juice, Tropics Drinks or Pure Leaf Iced Tea Each. Selected varieties. 1.54 L - 1.75 L. #30454291. Was 4.48 <b>Rollback</b> Save 1.31 <b>3.17</b>	Cool Whip Tenderflake 340 g - 397 g Each. Frozen. Selected varieties. #9196719. Was 3.77 - 3.97 <b>Rollback</b> Save 50¢ <b>3.27</b>	Montellier Natural Spring Water Pack. Selected varieties. 10 x 355 mL. #30628654. Was 5.97 <b>Rollback</b> Save 50¢ <b>5.47</b>

## Lesson Plan 2 – Politics Around the World

**Topic:** politics of some English-speaking countries, forms of government

**Grade:** 7<sup>th</sup> grade

**Time:** 45 minutes

**Aims:** During the lesson the learners will use the English language to willingly cooperate in groups, they will try to understand the authentic video, and at the end of the lesson they will be able to say what forms of government they remember, and they will give an example of some heads of state from the English-speaking countries discussed during the lesson.

**Materials:** worksheet, computer, projector, phones with an internet access

Time	Activities
3 min	Introduction, warmer: <ul style="list-style-type: none"><li>- the T introduces today's topic – politics of some English-speaking countries, forms of government</li><li>- warmer: the Ls are asked what English-speaking countries they know</li></ul>
10 min	Exercise 1: <ul style="list-style-type: none"><li>- the T invites the Ls to make groups of three or four, then makes sure they understand the instructions (they are allowed to use their phones in this exercise, those who have not got an access to the internet can use the computer in the classroom)</li><li>- the T checks the answers with the whole class</li></ul>
2 min	Exercise 2: <ul style="list-style-type: none"><li>- the T asks the Ls about the head of state in the Czech Republic</li></ul>
7 min	Exercise 3 – the video: <ul style="list-style-type: none"><li>- the T goes through some of the vocabulary in the questions with the Ls</li><li>- the Ls watch the video, they can watch it twice if they need to</li><li>- the T checks the answers with the class, asks additional questions such as “What is the Commonwealth? Who is the head of the Commonwealth?”</li></ul>

5 min	<p>Exercise 4:</p> <ul style="list-style-type: none"> <li>- the Ls can work in pairs, they match the words to their definitions, then check together</li> </ul>
3 min	<p>Exercise 5:</p> <ul style="list-style-type: none"> <li>- the T asks the whole class the questions from the exercise</li> </ul>
5 min	<p>Exercise 6:</p> <ul style="list-style-type: none"> <li>- the Ls work in pairs and write the definitions</li> <li>- the T asks a few Ls to read their definitions</li> </ul>
7 min	<p>Exercise 7:</p> <ul style="list-style-type: none"> <li>- the Ls go around the class, talk to their classmates and write down their answers</li> <li>- the T asks a few Ls to read their classmates' answers</li> </ul>
3 min	<p>End of the lesson:</p> <ul style="list-style-type: none"> <li>- the T asks the Ls about the forms of government they can remember from the lesson and encourages them to give an example of an English-speaking countries with these forms of government, and also of the heads of state in these countries</li> <li>- the T says goodbye</li> </ul>

# POLITICS AROUND THE WORLD

1. Work in groups. What countries do you recognize?  
Who is the head of state in these countries? Where is their residence?  
Find out on the internet.



Name: .....

Residence: .....



Name: .....

Residence: .....



Name: .....

Residence: .....

2. Who is the head of state in your country? Where is their residence?

3. Watch the video and choose the right answer to the questions.



How many countries are there in the Commonwealth?

- a) 56 b) 45 c) 54

When was the Commonwealth formed?

- a) 1949 b) 1994 c) 1914

What does not belong between the values of the Commonwealth?

- a) democracy b) breaking the law c) human rights

How often do the Commonwealth Games take place?

- a) every year b) every two years c) every four years

4. Write the words to their definitions.

republic      nation      democracy      monarch

a) a person who reigns over a kingdom or empire, such as a constitutional king or queen

.....

b) a government having a head of state who is not a monarch and who in modern times is usually a president

.....

c) a government by the whole population, typically through elected representatives

.....

d) a community of people formed on the basis of a common language, history, ethnicity, culture

.....

5. Which of the countries from the first exercise is a republic, monarchy? Do you know any monarch?

6. Work in pairs. Write your own definitions to these words.

crown

.....

throne

.....

7. Go around the class and find someone who:

Would like to be a king/queen. Why?

.....

.....



## Lesson Plan 3 – Indigenous People

**Topic:** indigenous people of Canada, Australia, New Zealand

**Grade:** 8<sup>th</sup> grade

**Time:** 45 minutes

**Aims:** During the lesson the learners will try to understand the authentic video and texts, they will willingly cooperate in pairs and use the English language to do so, at the end of the lesson they will be able to say some basic information about indigenous people of Canada, Australia, and New Zealand.

**Materials:** worksheet, computer, projector

Time	Activities
3 min	Introduction, warmer: <ul style="list-style-type: none"><li>- the T introduces today's topic – indigenous people of some English-speaking countries</li><li>- warmer: the T asks the learners what English-speaking countries they know and whether they have ever heard the word “indigenous” (explains that it does not matter if not because they will watch a video and find out what it means)</li></ul>
7 min	Exercise 1 – a video: <ul style="list-style-type: none"><li>- the T goes through the vocabulary in the exercise with the Ls</li><li>- the Ls watch the video and write down their answers, the class checks them together</li></ul>
10 min	Exercise 2 – matching: <ul style="list-style-type: none"><li>- the T asks the Ls to make pairs, explains the next exercise, and goes through some difficult vocabulary</li><li>- the Ls match the statements, the class checks together</li></ul>
5 min	Exercise 3 – filling the gaps: <ul style="list-style-type: none"><li>- the Ls work individually and fill in the gaps</li><li>- the T checks the answers and discusses the two pictures with the class</li></ul>

10 min	<p>Exercise 4 – drawing:</p> <ul style="list-style-type: none"> <li>- the Ls draw their tattoos, they are asked to not to discuss them with their classmates yet</li> <li>- after a few minutes, the Ls work in pairs and try to guess the meaning of their friend’s tattoo</li> <li>- the T asks a few Ls about the meaning behind their friend’s tattoo</li> </ul>
5 min	<p>Exercise 5 – matching:</p> <ul style="list-style-type: none"> <li>- the Ls match the words and pictures to the right country</li> <li>- the T checks the answers</li> </ul>
2 min	<p>Extra activity – a video:</p> <ul style="list-style-type: none"> <li>- if there is still time, the Ls can watch an extra video</li> </ul>
3 min	<p>End of the lesson:</p> <ul style="list-style-type: none"> <li>- the T asks the Ls what the word “indigenous” means and encourages them to give an example</li> <li>- the T says goodbye</li> </ul>

# INDIGENOUS PEOPLE

1. Watch the video and answer the questions.



Who are indigenous people?

.....  
.....

What words for indigenous people can be offensive?

.....  
.....

Give an example of indigenous people:

.....

What is the origin of the name Canada?

.....



2. Work in pairs. Match the facts about Māori people, the indigenous people of New Zealand.

1. Traditionally Māori people cook their food underground.
2. Music and dance is very important to Māori people.
3. Māori people are the greatest storytellers.
4. Māori people greet each other by pressing foreheads and noses.
5. Māori people can tell a social status through a person's tattoo.



- a) Once you meet Māori, forget about handshakes, high fives or hugs.
- b) A bowl of Hangi is placed in the stones with the large fire and then covered with earth until it's fully cooked.
- c) Māori people are known as the greatest storytellers because they didn't have a written language until the 1800's.
- d) Tattoos were used as communicating symbols between tribes in order to identify a person's family history and social status.
- e) Their stories and heritage are expressed through the performing arts.

The New Zealand School Jakarta. *5 Interesting facts about New Zealand's indigenous Māori people* [online]. 7 July 2020 [Accessed 16 February 2023]. Available from: <https://www.nzsj.sch.id/post/5-interesting-facts-about-new-zealand-s-indigenous-m%C4%81ori-people>

3. Read the text and fill in the words in the gaps.

years    different    first    language

**Australia's First Peoples**

Aboriginal peoples are the \_\_\_\_\_ peoples of Australia, meaning they were here for thousands of \_\_\_\_\_. Australia is made up of many \_\_\_\_\_ Aboriginal groups, each with their own culture, \_\_\_\_\_, beliefs and practices.

AIATSIS. *Australia's First Peoples* [online]. 11 October 2022 [Accessed 16 February 2023]. Available from: <https://aiatsis.gov.au/explore/australias-first-peoples>



The didgeridu is a musical instrument. The first ones were made from bamboo. It is only played by men.



the Aboriginal flag

4. Draw your personal Māori tattoo which is telling your story. Work in groups, let your friends guess what the meaning of your tattoo is.

**My tattoo:**



5. Match the words and pictures to the countries.

Australia

New Zealand

Canada



Māori



Aboriginals

the Inuit



Extra activity: You can watch a video of a New Zealand's famous rugby team called All Blacks performing the Haka dance before their match.



## Lesson Plan 4 – African Americans’ History

**Topic:** African Americans’ History – slavery, racial segregation in the USA

**Grade:** 9<sup>th</sup> grade

**Time:** 45 minutes

**Aims:** During the lesson the learners will be able to work with an authentic text and find some important information in it, they will willingly cooperate in pairs and groups, and they will try to use the English language to do so, at the end of the lesson they will remember basic information about African Americans’ history and they will be able to talk about its impact on today’s world.

**Materials:** worksheet, computers, projector

Time	Activities
3 min	Introduction, warmer: <ul style="list-style-type: none"><li>- the T introduces the lesson’s topic – the history of African Americans</li><li>- warmer: the T asks the Ls whether they know something about African Americans’ History</li></ul>
7 min	Exercise 1 – reading + questions: <ul style="list-style-type: none"><li>- the T explains that some Ls have got worksheets A (they are historians), some have got worksheets B (they are journalists)</li><li>- the Ls with worksheets A read the text, the Ls with worksheets B prepare five questions</li></ul>
10 min	Exercise 2 – an interview: <ul style="list-style-type: none"><li>- the Ls make pairs (A+B) – the journalists ask the historians the prepared questions and write down the answers</li><li>- the T asks some of the Ls to role play the interview</li></ul>
5 min	Exercise 3 – matching: <ul style="list-style-type: none"><li>- the Ls match the words and pictures</li></ul>

	- the class checks together
8 min	Exercise 4 – listening, gap filling: <ul style="list-style-type: none"> <li>- the Ls read and listen to the text and fill in the missing words in the gaps</li> <li>- the T checks the answers with the class</li> </ul>
7 min	Exercise 5 – a video: <ul style="list-style-type: none"> <li>- the Ls work in groups, watch a video and make notes</li> <li>- the T asks some groups to read their notes</li> </ul>
5 min	End of the lesson: <ul style="list-style-type: none"> <li>- the T asks the Ls what they can remember from the lesson and whether they think it is hard to be an African American in the USA today</li> <li>- the T says goodbye</li> </ul>

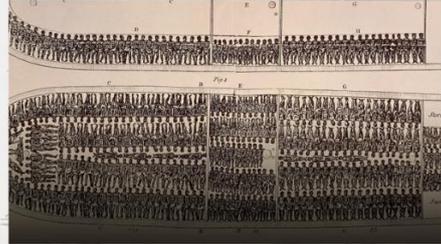
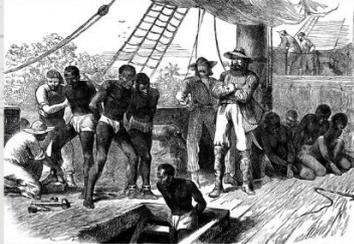
A

# AFRICAN AMERICANS' HISTORY

## 1. Read the text about slavery.

From about 1525 to 1866, twelve and a half million Africans were taken from their homeland and transported across the Atlantic. Africans were captured by other Africans and then traded to Europeans in exchange for goods such as metal tools, textiles or guns. Before boarding the ships at African port cities, enslaved people were stripped of their clothing and had their heads shaved. During the journey, the slaves stayed below deck, each slave had about 1 m<sup>2</sup> of space. There was heat, no ventilation, and no sanitary facilities which often lead to disease outbreak. They usually spent 8 hours above deck, the rest of the time they had to work or entertain the crew by singing and dancing. In case of disobedience, they were tortured and beaten. After arriving to their final destination, the slaves were sold in a market and did all types of work – housework, crafts work, agricultural work. It was not unusual to work for 48 hours without sleep.

Text adapted from: Life Aboard a Slave Ship. In: *Youtube* [online], 7 February 2019 [Accessed 27 February 2023]. Available from: <https://www.youtube.com/watch?v=PmQvofAiZGA&t=140s>. History Channel; The Atlantic Slave Trade: Crash Course World History #24. In: *Youtube* [online], 6 July 2012 [Accessed 27 February 2023]. Available from: [https://www.youtube.com/watch?v=dnV\\_MTFEGiY&t=598s](https://www.youtube.com/watch?v=dnV_MTFEGiY&t=598s). CrashCourse Channel.



## 2. Work in pairs. Write down the questions the journalist gives you and answer them.

- \_\_\_\_\_ ?  
\_\_\_\_\_
- \_\_\_\_\_ ?  
\_\_\_\_\_
- \_\_\_\_\_ ?  
\_\_\_\_\_
- \_\_\_\_\_ ?  
\_\_\_\_\_
- \_\_\_\_\_ ?  
\_\_\_\_\_

B

# AFRICAN AMERICANS' HISTORY

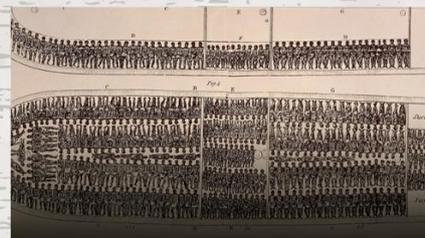
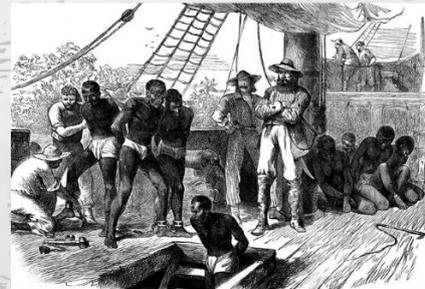
1. You are a journalist writing an article about slavery. You will interview a historian. Try to prepare five questions, focus on these things:

- where/slaves/come from
- in which centuries/this/happening
- what/before getting on board
- what/conditions on the ship
- how/life as a slave

A large sheet of lined paper with a torn left edge, intended for writing questions.

2. Work in pairs. Ask the historian your questions and write down the answers.

Five sets of horizontal lines, each preceded by a bullet point, for writing answers.



3. Match the words with the pictures.



disease

torture

handcuffs

agricultural work

beating

4. Read and listen to the text about racial segregation in the US. Fill in the gaps.

\_\_\_\_\_, all across the United States, black people and white people were segregated: their homes, \_\_\_\_\_, churches and social lives were completely separated from one another. In the southern United States, segregation was actually the law. Throughout the South, \_\_\_\_\_ people weren't allowed in the same \_\_\_\_\_ as white people. Black men and women taking the bus to work had to sit in the back. White people sat in the front. Even before they started school, black children \_\_\_\_\_ that they had to use coloured drinking fountains and weren't allowed to use white \_\_\_\_\_ and gas stations. Black teens could not swim in public \_\_\_\_\_ or at public beaches reserved for whites.

Segregation [online]. *Liveworksheets*. [Accessed 1 March 2023]. Available from: [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Segregation/Segregation\\_jd47467tk?fbclid=IwAR21ui9MtUeGs17BtaEGxv3PLGtiHcjOv08kYeTo5G3Mcm\\_9Yxvj5Dgbls8](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Segregation/Segregation_jd47467tk?fbclid=IwAR21ui9MtUeGs17BtaEGxv3PLGtiHcjOv08kYeTo5G3Mcm_9Yxvj5Dgbls8)

5. Every February, people in the USA celebrate a Black History Month. What do you think it is about? Watch the video and find out. Work in groups and write down why people celebrate it.



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## **Appendix 4: Lesson Observation Questionnaire**

1. Was the worksheet suitable for the age of the learners and their level of English?
2. Did you notice any problems the learners had during work – understanding the instructions/texts, difficulty of the tasks?
3. Were the tasks diverse enough? Did they cover all four language skills?
4. Did the information covered in the worksheet correspond to the requirements stated in the Framework Educational Programme for Basic Education? Did it contribute to acquiring the key competencies?
5. Other comments:

## Anotace

<b>Jméno a příjmení:</b>	Bc. Markéta Hoždorová
<b>Katedra nebo ústav:</b>	Ústav cizích jazyků
<b>Vedoucí práce:</b>	Mgr. Blanka Babická, Ph.D.
<b>Rok obhajoby:</b>	2023

<b>Název závěrečné práce:</b>	Teaching the Culture of English-speaking Countries at Lower Secondary Schools
<b>Název závěrečné práce v angličtině:</b>	Výuka reálií anglicky mluvících zemí na druhém stupni ZŠ
<b>Anotace závěrečné práce:</b>	Diplomová práce se zaměřuje na výuku kultury anglicky mluvících zemí na druhém stupni základních škol. Zabývá se vztahem mezi kulturou a jazykem, zejména vzhledem k výuce kultury v jazykovém vzdělávání. Hlavním cílem je vyzdvihnout důležitost vlivu kultury na komunikaci a způsoby, kterými se tomuto lze věnovat ve vyučování. Praktická část zkoumá postoj učitelů angličtiny na základních školách na výuku kultury v jejich hodinách, také obsahuje hodnocení učebnic a následný návrh a hodnocení doplňkových výukových materiálů.
<b>Klíčová slova:</b>	Kultura, jazyk, interkulturní vzdělávání, anglicky mluvící země

<b>Přílohy vázané v práci:</b>	
<b>Rozsah práce:</b>	100 stran
<b>Jazyk práce:</b>	Anglický jazyk