

Němečková, J. (2018). *Integration of European and Global Issues into Upper-Secondary English Classes* (unpublished Ph.D. thesis). Praha: Univerzita Karlova, Filozofická fakulta, Ústav anglického jazyka a didaktiky.

Abstract

The thesis deals with the integration of a selected cross-curricular subject of the national curriculum for upper-secondary schools (Framework Educational Programme for Upper-Secondary Schools, Rámcový vzdělávací program pro gymnázia), namely Education towards Thinking in European and Global Contexts, into English classes. The thesis contains an overview of academic literature and research studies dealing with the integration of global education and language and culture education. It presents the global simulation method as an innovative method of foreign language teaching in the context of contemporary language teaching approaches and psychological theories. The paper includes an original teaching model of an integrated subject called “Model United Nations”, namely its syllabus, guide for teachers, and worksheets. This model was tested both with regard to its suitability for the integration of the listed educational areas, as well as to its impact on the development of the students’ self-perceived communication competence in the English language. The action research took place in three stages with a total of 307 research subjects. The core of the research was the testing of the teaching model with six research groups of upper-secondary school students at three upper-secondary schools in Prague. The data was collected by means of standardised (Self-perceived Communication Competence Scale) and non-standardised questionnaires (expectation and motivation questionnaire and feedback questionnaire). The main research stage was preceded by a pilot study at the PRAMUN conference and complemented by semi-structured interviews with teachers of English as a Foreign Language who have experience with the MUN (Model United Nations) global simulation. While the impact of the simulation on the development of global competences has not been confirmed by the selected research instruments, research results suggest that the participation in the “Model United Nations” subject develops self-perceived communication competence, especially in formal communication contexts.

Key words: global simulation method, innovative methods of foreign language teaching, curriculum, action research, upper-secondary school (ISCED 3), global education, Model United Nations