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**Teaching Cultural Studies of English-speaking
Countries at Grammar Schools in the Czech Republic in
21st Century**

Diploma Thesis

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2013

I hereby declare that I wrote this Diploma thesis on my own based on the reference of literary sources that are mentioned in the Bibliography section.

Prague, 1st May 2013

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Acknowledgements

I would like to thank to the supervisor of my diploma thesis, PhDr. Radek Vít, for his caring guidance, useful advice and kind help.

TITLE: Teaching Cultural Studies of English-speaking Countries at Grammar Schools in the Czech Republic in 21st Century

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ABSTRACT:

This diploma thesis focuses on cultural studies as subject matter. Their roles are examined in teaching methods, in approaches to teaching by experts and in FEP SGE. It was found out from a questionnaire survey aimed at English teachers how and to what extent cultural studies are taught in English lessons at grammar schools. A content analysis of the three most used English student's books showed that cultural studies are included in them and they correspond to the requirements of FEP SGE; however, they do not include all of the topics and even some English-speaking countries rarely appear in them as well. The last part presents a lesson plan of cultural studies aimed at grammar schools. The country that was chosen for the lesson plan was Australia as it almost did not appear in the student's books.

KEYWORDS: Cultural studies, teacher, student, FEP, lesson, English student's book

NÁZEV: Výuka reálií anglofonních zemí na gymnáziu v České republice ve 21. století

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KATEDRA: Katedra anglického jazyka a literatury

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ABSTRAKT:

Tato práce se zaměřuje na pojem reálií jako takový, jejich úlohu a celkové trendy jejich vyučování z pohledu odborníků, vyučovacích metod a RVP G. Dotazníkovou metodou zaměřenou na gymnazijní učitele angličtiny se zjistilo, jakým způsobem a v jaké míře se reálie vyučují. Obsahová analýza tří nejvíce používaných učebnic angličtiny ukázala, že v sobě zahrnují výuku reálií tak, jak jsou proklamovány v RVP G, avšak nezahrnují všechna témata a velmi zřídka se v nich objevují některé anglicky mluvící země. V závěrečné části je prezentována vyučovací hodina pro gymnazijní výuku reálií anglického jazyka. Pro tuto hodinu byla cíleně vybrána jako vhodný kandidát Austrálie, jelikož se ve všech učebnicích vyskytovala jen zřídka.

KLÍČOVÁ SLOVA:

Reálie, učitel, student, RVP, výuka, učebnice angličtiny

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INTRODUCTION

Most people who are born on this planet are exposed to a particular culture that influences their life. Whilst growing up and maturing, people can encounter other cultures and are exposed to social intercourse not only of their own country, but also of a foreign one. We live in the time of fast technology, in the time where travelling has become a casual part of people's lives. People can therefore embrace the traditions and cultures of other nations from around the world. These relatively new experiences require new or altered approaches in the education system. In the Czech Republic it is compulsory that pupils have to learn at least one foreign language. During the time, students should also gain an insight into the traditions and cultures that are part of this language. English is often the first foreign language that Czech students learn at school. It is therefore essential that pupils have the means to learn about the culture and customs that are associated with this.

When I was doing the second teaching practise, which took place at a grammar school, at the Follow-up Study at the Faculty of Education at Charles University it was found there was not much space given to teach *cultural studies*. This was one of the main reasons why I chose to write a thesis that would elaborate on the current situation of this area at grammar schools. The existence of *cultural studies* combined with the notion of foreign language teaching introduces one of the best ways to learn a foreign language. The aim of learning a language is the ability to understand and communicate information. Teaching *cultural studies* should be a necessary part of teaching a language as they negotiate the background from which the language arises and through which it is determined. Knowledge about the country is not only enriching, but allows students to learn important information that would help them communicate with a representative of the country. Another fundamental fact is that improved knowledge about the country could prevent or minimize any misunderstanding between cultures, which also indisputably relates to English-speaking countries. Furthermore, the people's interest in deep learning other cultures can be supported within intercultural communication.

This diploma thesis deals with how *cultural studies* are taught at grammar schools in the Czech Republic. Before starting the topic there must be clarification about the term *cultural studies* means, and how they are treated in the education system (see chapter 1).

It is divided into two main parts, the practical and the theoretical.

The theoretical part introduces the approaches of eight authors to *cultural studies* in foreign language teaching. The third chapter investigates the obligatory recommendations of *Framework Educational Programme for Secondary General Education*, in particular *Language and Language Communication; Foreign Language and Second Foreign Language*, to teaching *cultural studies*. Next chapter deals with *Content and Language Integrated Learning* which partly relates with the topic of this diploma theses and which is a recommended method of the EU Council in the first place to be used in classroom teaching (see chapter 3). The last chapter deals with teaching methods how they approach to the notion of *cultural studies*.

The practical part includes three fundamental areas that are based on three researches. The first one ascertains what student's books are currently used in the English teaching classroom. Based on this research the three most used books will be analyzed to show how much, and what information, is covered about *cultural studies*. The last research will be a questionnaire that will be sent to the English Language teachers at grammar schools in the Czech Republic. It will focus on their teachings of *cultural studies* and how much they are taught.

1. Defining *Cultural Studies*

Cultural studies have been a component of teaching a foreign language for centuries. They were an important part in the Middle Ages for teaching Roman and Greek *cultural studies* for the Greek and Latin language (Hendrich 115). What are *cultural studies* then? When meeting the task of defining *cultural studies* the terminology is in the English language rather inhomogeneous. They can be called “Facts about..., Life in..., Life and Culture, Life and Institutions and Language Peculiarities” (Gavora 115). Roubalová uses this English term for *cultural studies* “teaching cultures” (Roubalová 193). Longman Dictionary of *Language Teaching and Applied Linguistics* defines *cultural studies* as following “An academic field that studies the conditions under which individuals acquire or lose social and historical identities (their “culture”) through the use of various symbolic systems, including language” (Longman Dictionary of Language Teaching and Applied Linguistics 150). The same dictionary defines the word *culture* “the set of practices, codes and values that mark a particular nation or group: the sum of a nation or group’s most highly thought of works of literature, art, music, etc. A difference is sometimes made between “High” culture of literature and the arts, and small “c” culture of attitudes, values, beliefs, and everyday lifestyles. Culture and Language combine to form what is sometimes called “Discourses”, i.e. ways of talking, thinking, and behaving that reflect one’s social identity. The cultural dimension of language learning is an important dimension of second language studies. Education is seen as a process of socialization with the dominant culture. In foreign language teaching the culture of the language may be taught as an integral part of the curriculum” (Longman Dictionary of Language Teaching and Applied Linguistics 151). So here it is admitted that culture could be taught within the curriculum as well.

Cultural studies is an academic discipline in Great Britain as well as in North America. There are courses of *cultural studies* for language teachers at some universities in Great Britain, as well as in Germany and France. This interest in *cultural studies* puts them on the same level as a relevant discipline (Byram and Morgan 2).

The word *cultural studies* is also a name of a subject that is taught at the Faculty of Education at Charles University in Prague. It is a four semester course that prepares future primary school teachers for their carrier of teaching in the field of the general factual

knowledge about English-speaking countries. In the annotation of the fourth semester of this subject the word *culture* is defined as: “‘Culture’ is used in a broad sense. It means activities such as the arts, philosophy and religion, but also legal systems, government institutions and their social functions, etc” (Pedf, informační systém erudio). For secondary school teachers there is a one semester course on *British Studies* followed by *American Studies*. However, these subjects are not compulsory for all future English teachers as they have a choice from more optional subjects.

Byram, a British professor, has been concerned with the subject matter of *cultural studies* for some decades and he uses the term *cultural studies*. He defines culture from the perspective of teacher in his preface as “the knowledge and practices of people belonging to particular social groups, for example national groups” (Byram and Morgan vii). The word *study* is defined in the Cambridge online dictionary defined as: “The act of learning about a subject, usually at school or university“. However, the plural of the word studies is defined in the following way: “*studies* is used in the names of some educational subjects and courses” (Cambridge online dictionary). Based on these dictionary entries it is possible to say that *cultural studies* are the educational subject or course which covers the way of life, especially the general customs and beliefs of a concrete group of people at a particular time.

A misleading terminology for *cultural studies* is used in the *Framework Educational Programme for Secondary General Education (Grammar Schools)* (FEP SGE) in the Czech Republic. This programme uses the term ‘realia’ in the sense of *cultural studies*. According to the Oxford Advanced Learner’s Dictionary the term ‘realia’ means something else: “Realia are ordinary subjects used in a class for teaching purposes” (Oxford Dictionary 1209). One of the presuppositions why Czech authors used this term when creating *FEP SGE* is that the word used in Czech terminology for *cultural studies* is ‘reálie’. A great tradition of *cultural studies* is in Germany and the same term is used in German terminology only modified for its language purposes ‘Realien’ but also ‘Landeskunde’ (literal translation *Science about a country*). The term that also uses French is “Civilisation”.

When writing this diploma thesis a problem was encountered about the different conception of the word education. The terminology of this word differs in the Czech environment and in the English speaking environment. The counterpart of the word education has in Czech two substantial meanings. The first one is the meaning of gaining knowledge and information, whereas the second one has moral and ethical aspect. Czech authors work with both of them as education should bring some knowledge as well as it should help to bring up younger generations. In Choděra's and Hendrich's approaches this dimension is greatly dealt with (see chapter 2).

Finally, there are two more terms to be explained. Czech and German authors operate with the terms *cultural studies* and *language-cultural studies* (translated by Jana Kovářová). This counterpart has not been found in the English-speaking environment. The term *language-cultural studies* is translated for the needs of this diploma theses and it is occupied and explained again in Choděra's and Hendrich's approaches.

2. Approaches to Teaching *Cultural Studies*

The following chapters will have a look at the works of some specialists on teaching. When listing some of famous ones, mainly from the English-speaking world, it was found out that *cultural studies* are not the subject matter that is dealt with. Neither Jeremy Harmer's *How to Teach English*, nor Scrivener's *Learning Teaching* or Tricia Hedge's *Teaching and Learning in the language classroom* mention anything about *cultural studies*. Wilga M. Rivers and Mary S. Temperley's *A Practical Guide to the Teaching of English* includes one short paragraph in the second chapter 'Autonomous Interaction'. It is dedicated to 'sharing leisure activities'. The authors claim in it that: "Students should have the opportunity to learn, and become proficient in the games and diversions of English-speaking people.... There are special activities traditionally associated with festivals and national holidays, students should be able to engage in them at the appropriate time: decorating the Christmas tree and singing Christmas carols, celebrating Guy Fawkes Day or Hogmanay, rolling eggs at Easter, dressing for trick or treat at Halloween, preparing a Thanksgiving dinner" (Rivers and Temperley 56). Among the more autonomous interactions they place the English-language student's clubs, picnics and excursions, visits to the British or American exhibitions of paintings, eating at restaurants served with typical British or American specialties, watching films in English, visiting theatres. A very good possibility is to invite the English-speaking residents on formal or informal occasions and have talks in the class (Rivers and Temperley 56).

Most of the available literature of this kind was in Czech. There are two authors who discuss *cultural studies* in their didactics in great detail. For this reason they are referenced heavily in this thesis.

2.1. CHODĚRA'S APPROACH TO TEACHING *Cultural Studies*

To begin with, Choděra et al. mention in their *Didaktika cizích jazyků na přelomu staletí* (translated by Jana Kovářová: *Didactics at the Turn of the Centuries*) that teaching

cultural studies is on the border of language teaching and ‘educational’ subject matter (Choděra at al. 64). They comment on the fact of confusing *cultural studies* with *language-cultural studies*. They explain that *language-cultural studies* are closely related to language and they obligatorily contain the contrastive linguistic approach. That is to say the foreign language is always compared to the mother tongue whereas *cultural studies* do not have the contrastive approach as compulsory, even though a comparison can be marginally mentioned to some extent. From the point of view of linguistics *language-cultural studies* are the subject matter of linguistics, however *cultural studies* are the subject matter of particular disciplines such as history, geography, etc. (Choděra at al. 65).

To conclude this difference, it is emphasised the fact that the aim of *language-cultural studies* is the language whereas the aim of *cultural studies* is education, in the meaning of upbringing, cultivation and information.

Every language reflects and is connected with the social and cultural environment in which it is developed. This fact should be respected in the teaching process (Choděra 90). Nevertheless it must not be forgotten that the aim of language teaching is the communicative competence, not the cognition of geography or cultural heritage of a particular nation (Choděra 90).

Among the innovative trends and impulses in foreign language teaching Choděra includes the expansion of suggestopedia; supporting the factors of motivation, personality and humanism; imitating models; supports with the problems in teaching; expansion of group work, expansion of cooperative work, highlighting the intercultural and multicultural tolerance and sensibility; expansion of computers as supporting means and development of experimental methods (Choděra 121). A very important point is intercultural and multicultural tolerance and sensibility that goes hand in hand with *cultural studies*. In this work *Výuka cizích jazyků* (translated by Jana Kovářová: *Teaching Foreign Languages*) published in 2006 Choděra describes the same problem of the difference between teaching *cultural studies* and *language-cultural studies* as in his previous work with the collective of authors. Here he adds another fact and that is the fact of *language-cultural studies* being the subject matter of linguistics whereas *cultural studies* include various disciplines such as history, geography. The aim of *lingo-cultural studies* is to fulfil the language content whereas the aim of *cultural studies* is education (Choděra 89).

What Choděra emphasizes greatly is respecting the fact that any language system is connected with a social and cultural environment for the language was created and enriched by the environment as well as the language reflected it, too. If this fact is not respected in teaching a foreign language it leads to deformations which disturb the process of communication since the process is connected to the multicultural and intercultural meaning (Choděra 130).

“*Cultural studies* are oriented to culture cognition, history of a particular nation, and lead to support intercultural and multicultural sensitivity as well as tolerance of pupils-students. *Lingo-cultural studies* contribute to becoming aware of the diverseness of languages” (Choděra 89) (translated by Jana Kovářová).

2.2. HENDRICH’S APPROACH TO TEACHING *Cultural Studies*

According to Hendrich, the aim of teaching foreign languages is not only to enable interpersonal communication but also to educate (Hendrich 13). It develops thinking and speech. It also extends the knowledge about a nation not only in the language field but also the knowledge in the field of history, geography, politics, economy as well as culture. All these factors widen the views of any human being and help to overcome any negative features of nationalism and to understand more deeply the ideas of socialistic internationalism (Hendrich 13). It must not be forgotten that Hendrich wrote this book in 1986 when the communist regime was in charge of the whole of Czechoslovakia therefore he uses the communist ideology and its terminology in his work. However, the thought of learning a language and the culture of its nation is very important as it helps humankind to understand each other in a more objective way.

Hendrich stresses that an important part of teaching foreign languages includes the content of adequate pieces of knowledge including *cultural studies* and *language-cultural studies* of a particular country (Hendrich 115). His approach to *cultural studies* is very similar to Choděra's approach. Hendrich describes the subject matter of *cultural studies* more in detail than Choděra. *Cultural studies* of a language include the pieces of knowledge from geography, history, literature, art, science and technology, other spheres of culture of any foreign country. It also covers the facts and tendencies from the past as well as from the present (Hendrich 115).

Both Hendrich and Choděra distinguish *cultural studies* from *language-cultural studies*. According to him *language-cultural studies* specify the semantic aspect of language means. They can help to avoid language interference, erroneous analogy when understanding the content of words, phrases, terminology, etc. According to Hendrich *cultural studies* have many functions. One of them is to educate as their factual content helps any student to understand the interconnection between the facts such as the geographical, historical, social, and cultural. The other one is to communicate some information as well and the last one is to bring up. The facts that are covered are different spheres of life and life conditions. Therefore the aim connects the factual content part of the teaching process with both the communicative skills as well as foreign language skills. All lead to the real information transfer (Hendrich 116). It is intended for foreign languages in general therefore it includes the English language, too. Also the aim of *language-cultural studies* is firstly communicative as the content and function of language means are specified and help the process of oral and written communication to be refined. At the same time the factual knowledge of students is enriched (Hendrich 116).

For choosing the teaching material for *cultural studies* Hendrich describes three possible materials to be used at English lessons. The first ones are factual materials that are stable. These are student's books that do not only contain general knowledge but also more permanent validity of information. The second ones are similar materials to student's books but through their concrete content they should be very interesting to students. The third material type for teaching is the teacher's own comments about the topic that can be either spontaneous or prepared. These can be a part of revision, new topic, practicing (Hendrich 117). These materials should be quite easy to be found because there are enough

publications at bookstores as well as enough available information on the internet at this time of fast technology. All three means of teaching that Hendrich describes should respect the principle of the quantity of content and the extent of the teaching matter. They should be appropriate that is to say according to the aim of teaching as well as the age, education and focus of the students (Hendrich 117).

For Hendrich every single topic of *cultural studies* should be related to initial texts and form the comprehensive structure gradually, again according to appropriate content and difficulty. He adds that the order of them should be arranged from the general information to the particularities, and from the easier content to more difficult content. As for the topic it should be taught factually and engagingly to make the teaching process easier and to motivate the learners. For the same reasons a part of the lesson ought to include materials such as visuals, different objects, recordings, authentic materials such as maps, transport tables, tickets, posters, (Hendrich 117). The materials such as for instance maps, visuals, recordings are a common part in contemporary student's books for English; however, they do not always concern the *cultural studies* of English-speaking countries.

In the chapter about *cultural studies* Hendrich includes teaching methods. Firstly, teaching of *cultural studies* must be in compliance with all educational, didactical and methodical principles. Secondly, special attention is paid to the adequacy of content and to the extent of the subject matter. Thirdly, apart from the texts from student's books and other textual materials and recordings, what has been proved to be efficient was the teacher's narration about a foreign country from their own experience. Similarly, a student's presentation prepared in advance and followed by discussion about it proved to be effective as well. Also correspondence with foreigners can be a good source not only for *cultural studies* but also for *language-cultural studies*. If a student has a higher level of knowledge, then the teacher can lead the students to read foreign literature or technical magazines (Hendrich 118).

Hendrich appeals to teachers for leading the lesson in the foreign language and using the mother tongue only exceptionally, for instance in case of a control and understanding. Therefore he says it is important that the choice of language means is adequate for the level of the speakers. They should not be overloaded with too many technical terms as well as complicated constructions (Hendrich 118). It is rather surprising

that at the time of writing this piece of work, which was in the 1980s, Hendrich was one step further with his approach as he stressed the fact that the lesson should be taught in the target language, not in the mother tongue.

If the teaching of *cultural studies* is to be effective and to fulfil their function, the teacher is required to be well informed about the political, economic and cultural events of that particular foreign language field as well as in the own country for this will allow them to compare information about each country and therefore the quality of teaching (Hendrich 118).

2.3. ROUBALOVÁ'S APPROACH TO TEACHING *Cultural Studies*

The author looks at *cultural studies* from the point of view from teaching them in Czech courses for foreigners; however the view can be applied on any other foreign language. She claims that any foreign language courses should embody *cultural studies* as their teaching enriches, develops and instigates any level of foreign language teaching. She mentions the problems that occur when teaching *cultural studies* as they are connected with blending the linguistic and social-cultural level (Roubalová 1).

Moreover, Roubalová accentuates the fact that teaching *cultural studies* should be in every teacher's lesson plan that they prepare for a particular lesson. They should always correspond to the level and language knowledge of students. According to Roubalová a problematic part of teaching *cultural studies* is to being able to cover a great range of cultural spectrum from the life of a society such as their history, economics, politics, etc. She also mentions one method that stresses the importance of authentic materials in foreign language teaching and that is the *Communicative Approach*. The author generally comments about the importance of authentic materials in *cultural studies* as well as any authentic material comes out of a real specific situation and its level can be accommodated to the language level of students (Roubalová 193). However, she does not fail not to

remember to mention that some authentic materials can become obsolete in this fast world. Therefore teachers have to be aware of this fact and when choosing authentic material for their teaching they should be cautious about it (Roubalová 196).

What Roubalová finds very important is the student's ability to react correctly in some particular situations. Through cultural differences people can get into uneasy and embarrassing situations that can lead to misunderstanding. All these existing events can be taught in *cultural studies* and possible problems can be avoided (Roubalová 194).

She mentions two necessary competences in foreign language teaching. One is teaching *cultural studies* in a broad sense (translated by Jana Kovářová), which covers the competences to react in common social situations. The second one concerns teaching *cultural studies* in a narrow sense (translated by Jana Kovářová) and that is closely connected to the meaning of words and phrases (Roubalová 194).

Roubalová claims that the lessons which include facts from *cultural studies* are not only motivating for students but also interesting to them. Students need help to start understand causal and mutual connections in a particular culture, then their language skills can be further developed (Roubalová 194).

2.4. RITLYOVÁ'S APPROACH TO TEACHING *Cultural Studies*

Anna Ritlyová, a university teacher of the English language and literature in Slovakia says in her abstract: "The process of effective teaching a foreign language includes also cultural studies. In learning another language students are exposed to, and inevitably learn something, about other societies and their cultural practices. Language is a part of nation's culture so we cannot acquire a foreign language without learning its culture" (Ritlyová 93). The author asks several questions whether *cultural studies* should be taught and whether they help to learn a foreign language. The answers are found at some works of foreign authors, among them also Byram and Morgan who are dealt with in

the next approach of this thesis. Ritlyová's suggestion is to compare own *cultural studies* with the target language *cultural studies* to build cultural awareness (Ritlyová 95).

2.5. BYRAM AND MORGAN'S APPROACH TO TEACHING *Cultural Studies*

Byram and Morgan state in the *Preface* of their book that language and culture are inseparable and therefore teachers of a foreign language should be teachers of culture as well (Byram and Morgan vii). This is the ideal situation; however, it is not possible that every language teacher can be a teacher of culture at the same time.

There are four areas suggested that are to be enquired for *cultural studies*. Firstly, it is the educational value of *cultural studies* in the scope of language teaching and the secondary school curriculum. Secondly, structuring the knowledge of the world and cultures of *cultural studies* can lead to some particular psychological outcomes. Thirdly, it is the methodology and techniques of *cultural studies* teaching and lastly the evaluation of their teaching (Byram and Morgan 2).

Byram and Morgan claim that according to a particular tradition of language teaching teachers are commented on: "They believe that knowledge of grammatical system of a language has to be complemented by understanding of culture-specific meanings; here, they use comparison and contrast to elucidate the culture-specific element. They also believe that information about social institutions and geographical features of the country – family structures, education system, political parties, regional industries, for example – is necessary support or 'background' to knowledge of grammar and meaning" (Byram and Morgan 4).

Both authors claim that not much attention is given to vocabulary, to semantic structures and fields, "When learners acquire an understanding of the connotations of lexical items in the foreign language and contrast them with connotations of an apparently

equivalent item in their own, they begin to gain insight into the schemata and perspectives of the foreign culture” (Byram and Morgan 44).

Interestingly these two authors state the ‘Minimum content’ that should be taught within *cultural studies*: *social identity and social groups; social interaction, belief and behaviour; socio-political institutions, socialization and the life-cycle; national history; national geography; national culture heritage; stereotypes and national identity* (Byram and Morgan 51). These *Areas of study* offer further details of what topics should be particularly included in them. The authors criticize avoiding negative images of stereotypes of foreign nations as these images are suppressed by positive ones (Byram and Morgan 41).

2.6. CONCLUSION OF APPROACHES

All the authors above agree that there is a great need to teach *cultural studies* as a necessary part of teaching process. Ritlyová stresses the importance of comparing the *cultural studies* of own country with the ones of the foreign language country. Roubalová’s teaching *cultural studies* in broad and narrow sense can correspond to Choděra and Henrich’s *cultural studies* and *language-cultural studies*. They both agree that language must be taught along with its environment. Byram and Morgan, as the only authors, also deal with what content *cultural studies* should embody.

3. FEP

The aim of this chapter is to research *Framework Educational Programme* from the point of view of *cultural studies*, mainly what content should be taught in them at grammar schools. Before looking into FEP European context of language education and National Plan of Education in the Czech Republic will be introduced.

3.1. Teaching Languages in EU Context

On the 14th of February 2002, the EU Council agreed on the necessity of foreign language teaching as one of the fundamental skills which every citizen should gain in order to be able to participate in the EU society (Národní ústav pro vzdělávání). The council on 15th and 16th March in 2002 in Barcelona invited the EU members to accept measures to support language education and diversity. The intercultural competence was also mentioned to be one of the main priorities. To achieve this aim one of the innovating methods that was stated was CLIL (Národní ústav pro vzdělávání).

3.2. National Plan for Teaching Foreign Languages

Národní plán výuky cizích jazyků (translated by Jana Kovářová: *National Plan for Teaching Foreign Languages*) is a document that was passed by the government of the Czech Republic which concerns teaching foreign languages (as expressed in the title). The aim of *National Plan for Teaching Foreign Languages* is to create such conditions which would increase the foreign language level and competencies of the inhabitants in the Czech Republic so that they were able to understand and communicate in foreign languages.

This plan also mentions *Content and Language Integrated Learning* (CLIL) (see chapter 4) that enables students to improve and acquire competences in a foreign language (MŠMT 2). Another suggestion is made to support educational exchanges as they do not only motivate students to have a positive relationship to the foreign language but they also

are confronted with the natural environment of the language as well as its culture (MŠMT 8).

Mgr. Alena Coubalová comments that in today's time foreign languages cannot be taught isolated without linguistic, cultural and social context (Coubalová).

3.3. FEP SGE

FEP (in Czech RVP) stands for the *Framework Educational Programme* in the Czech Republic that defines education on national level. It was passed by the Ministry of Education in the Czech Republic in 2004 and it covers all grades, beginning with pre-school education, primary education and ending with secondary education (Vašutová 11). The need for creating *Framework Educational Programme* was partly the result of the summit in Lisbon in 2000 of which the aim was to achieve a higher level of education in the European Union that would enable and create a greater range of job opportunities and through which the employment in the European Union would rise. The strategies and aims of education were defined in three basic fields, each of which included several areas. In the third field one of the areas mentioned was to improve teaching of foreign languages (Vašutová 7). The improvement of teaching foreign languages bears also the relation to *cultural studies* for it should be a basis for the subject matter.

The four main sectors of the *Framework Educational Programme* are: *Framework Educational Programme for Pre-school Education*, *Framework Educational Programme for Primary Education*, *Framework Educational Programme for Secondary Education* and *Framework Educational Programme for Secondary General Education (Grammar schools)*. There are also other sectors for particularities of specialized schools.

The main document needed for this diploma thesis is the *Framework Educational Programme for Secondary General Education (FEP SGE)*. It contains chapter 5.1. *Language and Language Communication* which deals with *cultural studies*. This chapter

has got three main sub-chapters: *Czech language and Literature*, *Foreign Language*, *Second foreign Language* (FEP SGE 12).

The general introduction to the *Language and Language Communication* defines characteristics of the educational area and objectives of the educational area, both not only for the mother tongue but also for foreign languages. In the characteristics it is stated that language teaching enables getting to know a nation's cultural heritage and traditions (FEP SGE 12).

The key competences for *Educational Area* include: Firstly, perceiving and using Czech as well as foreign languages as multiform means of processing and subsequently conveying information, knowledge and experiences acquired from interaction with the world and his/her own internal dialogue, of expressing his/her own needs and presenting his/her opinions as well as his/her independent solutions to problems and as means for further autonomous lifelong learning. Secondly, mastering the basic rules of interpersonal communication in a given cultural environment and respecting them. Thirdly, forming a general overview of the social and historical development of human society, which aids in learning respect and tolerance for the different cultural values of various language communities. Fourthly, understanding himself/herself and his/her role in a range of communication situations, and defining his/her own position in relation to various communication partners. Fifthly, working creatively with not only factual but also artistic texts, which leads to the comprehension of the semantic structure of a text and its stylistic evaluation, which has a positive effect on the aesthetic, emotional and ethical aspects of the pupil's personality. Sixthly, forming an individual, objectively critical and overall positive attitude towards literature and towards the development of habits of reading both artistic and non-artistic literature individually, which are later reflected in the pupil's lifelong reading. Seventhly, shaping value orientations, taste preferences, and observing the surrounding world as well as oneself perceptively (FEP SGE 13).

It follows from these points above that according to *FEP SGE cultural studies* occupy an important position as in mother tongue teaching as in foreign language teaching. They create suppositions for languages. Therefore they need to be given enough space in English lessons at grammar schools. One of the most difficult parts to teach *cultural studies* seems to be the fifth point that concerns working with literary texts for their

language is more demanding and covers many areas that cannot be covered enough at schools.

3.3.1. Language and Language Communication: Foreign Language

English is usually taught as the first foreign language at primary schools in the Czech Republic. Exceptionally, another foreign language but English can be taught as the first foreign language at some schools which are specialized in other languages most commonly German, French or Spanish. When students start attending grammar schools the majority of them already learn English as their first foreign language.

Foreign language for grammar schools covers following areas: receptive language skills, productive language skills, interactive language skills, language means and functions, communicative functions of the language and textual types, thematic areas and communication situations, realia of the countries of the language. Realia of the countries of the language is the equivalent for cultural studies in the Framework Educational Programme for grammar schools.

The areas that should be included into the teaching process of *realia* at grammar schools shall be (FEP SGE 18):

- *political and economic position in the world*
- *brief characteristics of the economy, society and culture*
- *relations with the Czech Republic*
- *literature, important works and authors*
- *science, technology, sport, art, significant personalities, works, achievements*
- *life and traditions, family, education, national pastimes and specialities*
- *language peculiarities and differences*
- *media and their impact on individuals and society*
- *current affairs and events of greater significance*

- *authentic materials – press, radio, film*

These ten areas go for teaching a particular language as the first foreign language at grammar schools. That applies to the English language taught at grammar schools in this case since it is the first foreign language for the majority of learners.

3.3.2. Language and Language Communication: Second Foreign Language

Second Foreign Language covers the same areas as first foreign language: receptive language skills, productive language skills, interactive language skills, language means and functions, communicative functions of the language and textual types, thematic areas and communication situations, realia of the countries of the language (FEP SGE 19).

The areas that should be included into the teaching process of realia for Second Foreign Language at grammar schools are (FEP SGE 21):

- *geographic classification and brief description*
- *historic events, famous figures*
- *lifestyle and traditions in comparison with the Czech Republic*
- *culture, arts and sport, some famous personalities and their accomplishments*
- *excerpt from significant literary works*

These five areas refer to those students at grammar schools whose English is the second foreign language they learn.

The level of the language knowledge that should be achieved at *Foreign Language* is B2 of the *Common Europe Framework of Reference for Languages* whereas the level of the language that should be achieved at *Second Foreign Language* is B1 (FEP SGE 21).

That could explain why the requirements differ in composition for they comply with two levels.

Concerning English most students start learning English as their first foreign language that is the reason why they are borne on the previous ten areas of *Foreign Language*. Students who started learning their second foreign language are supposed to be less advanced in a foreign language, that is to say B1 as they start learning the second language three or four years later than the first foreign language, depending naturally on school. Some students even do not start learning the second foreign language before starting attending grammar schools.

3.3.3. Cross-Curricular Subjects

Last but not least, what needs to be mentioned within the *Framework Educational Programme* is the chapter of *Cross-Curricular Subjects*. They are educational topics that are perceived to be topical in the current world. They constitute a compulsory part of education and therefore also concern the English language teaching. Their aim is to influence students' attitudes and sets of values. They are included throughout the whole educational system and help to connect and combine the knowledge from all subjects that students are taught. Thus the function of Cross-Curricular Subjects helps to develop and form a process of key competences in students (FEP SGE 65).

Every *Cross-Curricular Subject* contains its characteristics (the significance and position at grammar schools), their relations to educational areas as well as their contribution to the development of student's character (attitudes, values, area of knowledge, skills and abilities) (FEP SGE 65).

The content of Cross-Curricular Subjects is elaborated in thematic areas which contain a range of themes. Moreover all thematic areas have to be obligatorily comprised in the *School Educational Programme* in detail.

Cross-Curricular Subjects included in the education at grammar schools are: *Moral, Character and Social Education; Education towards Thinking in European and Global Contexts; Multicultural Education; Environmental Education; Media Education* (FEP SGE 65). They can be the content spread among all school subjects. They can be taught as an independent subject as well as they can be covered in projects, seminars, discussions as well as theatre and film performances, exhibitions, lectures, shows on radio or on TV, etc. All possibilities mentioned above can be combined, too (FEP SGE 65). As it can be seen in *Cross-Curricular Subjects* the topics are in fact very closely linked to *cultural studies*.

4. CLIL

The aim of this chapter is to explain CLIL, where it originates and how it relates to *cultural studies*.

Partly connected to teaching *cultural studies* is CLIL teaching, which is an abbreviation of *Content and Language Integrated Learning*. It is a way of teaching a curricular subject that is taught through the means of a foreign language (European Commission).

This educational approach, both language and content integrated, originates in the 1970s from the birth of communicative methods. The abbreviation CLIL was firstly used by David Marsh in 1994 (Šmídová). He is an Australian who was educated in the United Kingdom and now lives in Finland, who has contributed to the research of multilingualism and bilingual education as well as educational development in general. The word CLIL appeared then at the University of Jyväskylä two years later in 1996 as well as within the European Programme for Education in Netherlands (Šmídová).

The two pioneers who brought the CLIL to the Czech educational system were Paed. Marie Hofmanová and Doc. RNDr. Jarmila Novotná, CSc in the 1990s. Both of them participated in the research project SOCRATES – Lingua. “In the second half of the 1990’s CLIL was introduced to a limited number of upper schools in the Czech Republic. Up to six content subjects are taught in a foreign language, e.g. German, Spanish, French, Italian, English, or Russian. For successful implementation of the programme to schools, special attention needs to be paid to the development of appropriate – CLIL specific – teacher competences” (Novotná and Hofmanová).

CLIL can be taught in any subject at schools such as mathematics, history, geography, etc. According to the information of the *European Commission* it is to be found very effective in any language teaching in all sectors of education (European Commission).

However, what is needed when teaching in this way is that the teachers are native speakers or very fluent speakers who studied a particular discipline such as mathematics which can be taught in the foreign language (European Commission). “The key issue is

that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language" (European Commission).

There are two forms of CLIL, *hard CLIL* and *soft CLIL*. *Hard CLIL* represents that kind of teaching in which one part or the whole subject is taught in other but mother tongue. The aim of this form is submitted to the content. It is primarily put into practice by the teachers whose branch of study is not languages. On the other side *soft CLIL* concerns language teachers who integrate the content and topics of other subject but foreign language into their language lessons. In *soft CLIL* the content is submitted to the language as it helps to achieve the language aim (Šmídová et al.). It follows that it is *soft CLIL* that is connected to teaching *cultural studies* as it can be a part of English lessons.

The benefits of *CLIL* stated at the European Commission are the following: building intercultural knowledge and understanding, developing intercultural communication skills, improving language competence and oral communication skills, developing multilingual interests and attitudes, providing opportunities to study content through different perspectives, allowing learners more contact with the target language, not requiring extra teaching hours, complementing other subjects rather than competes with them, diversifying methods and forms of classroom practice, increasing learners' motivation and confidence in both the language and the subject being taught (European Commission). Some of the disadvantages and risks of *CLIL* in the Czech Republic stated by Šmídová and collective are: insufficient language competency of students/pupils, lack of teaching materials, and insufficient language competency of teachers (Šmídová et al.).

CLIL follows two aims. One is the content and the other is the language. Of course, it is taken into account that the language knowledge of students/pupils is limited therefore mother tongue is a natural part of the teaching. That is the main difference to bilingual teaching as the aim of them is the content, not the language (Šmídová). Šmídová and collective add a third aim which defines what strategies and skills should be developed and how (Šmídová et al.).

5. The role of *cultural studies* in teaching methods

The aim of this chapter is to have a look at teaching methods which are commonly used in foreign language teaching and then to find out whether they include the topic of *cultural studies* within them.

5.1. SUGGESTOPEDIA

Suggestopedia does not stress any importance of teaching *cultural studies* directly as it more or less stresses the importance of the method how to teach, then the physical teaching environment, part of which a great importance should be to play music (Choděra et al., *Didaktika cizích jazyků na prahu nového století* 60). The aim of this method is to teach students so that they are able to use a language for every day communication. It shall be reached through a comfortable relaxing environment (Larsen-Freeman 82). It is emphasized for students to use the language communicatively. This means that they learn the everyday language of that culture. As already mentioned fine arts are used in the classroom but they do not have to cover the culture of the learnt language (Larsen-Freeman 82). They are often used as background. How *suggestopedia* could be used for *cultural studies* is the music of the particular country whose language the students learn. The classroom could be covered with pictures, maps and realia of the country.

5.2. STROPHOLOGY

Strophology again brings the relaxing environment into focus, not the content. It connects the western and eastern techniques of relaxation. As a result of this the learner should be well concentrated, calmed down so that the atmosphere of the teaching process creates the best conditions (Choděra et al., *Didaktika cizích jazyků na prahu nového století* 65). So this method does not use *cultural studies* at all.

5.3. THE TOTAL PHYSICAL RESPONSE

The Total Physical Response (The T.P.R.) focuses the attention to communication that is learned by automating language patterns supported by pictures, nonverbal communication and moving (Choděra et al., *Didaktika cizích jazyků na prahu nového století* 65). There is no mention of teaching *cultural studies*. However, Larsen-Freeman states that culture is taught through the lifestyle of the native speakers who teach the language (Larsen-Freeman 117). It means that there is no intention to teach *cultural studies* directly but students learn just from the lifestyle of any native speaker. In addition, the lifestyle of any person of any nation is so individual that it cannot be generalized.

5.4. COMMUNITY LANGUAGE LEARNING

Community Language Learning (CLL) considers the role of the teacher as counsellor and the role of the learner as a client/patient. It is based on the mutual interaction among the learners and their teacher. The student's book does not play any significant role in the teaching process (Choděra et al., *Didaktika cizích jazyků na prahu nového století* 72). Again there is no explicit mentioning of teaching cultural studies. A great space is given to the initiative of learners. Whatever they come up with is included into the lesson. In this case if they set up some topic connected to the *cultural studies* they will be taught it. However, Larsen-Freeman says in her chapter about Community Language Learning that culture is integrated with language as it can be included within some dialogues and conversations (Larsen-Freeman 102). Teaching *cultural studies* in this method is not explicit as students watch the native English speaking teacher how they behave and what they do.

5.5. THE SILENT WAY

The Silent Way shares certain principles that cognitive psychologists and transformational-generative linguists came in 1960s with. Learning a language must be a

process of own thinking and discovering the rules of the language, not a product of habit production (Larsen-Freeman 51). “Languages of the world share a number of features. However, each language also has its own unique reality, or spirit, since it is the expression of a particular group of people. Their culture, as reflected in their own unique world view, is inseparable from their language” (Larsen-Freeman 64). This method uses partly some topics that are connected to cultural studies. These topics that Larsen-Freeman mentions are books for American cultural settings and introduction to the literature (Larsen-Freeman 68). However, as it can be seen, these topics include only one part of English speaking countries and that is the American culture.

5.6 THE GRAMMAR TRANSLATION

The Grammar Translation Method has been known since the Classical languages such as Latin and Greek were taught in Ancient Greece and Rome. Not only in the ancient time but also in the 20th century it was a common method to be used in the education system (Larsen-Freeman 4).

This method works partly with the topics that are included in *cultural studies*. It works with authentic literary materials, passages from books. The procedure is as it follows: students read an extract from a literary work and then they translate it into their mother tongue. Any questions concerning the text are asked and answered in their native language. Most attention is given to reading and writing and little to speaking and listening. Students also compare the differences of vocabulary of their mother tongue and their target language, they learn grammar rules, learn vocabulary (Larsen-Freeman 10). The goal and purpose of this method is to be able to read literature in the language studied. Through the translating the literary works of the target language students learn about some aspects of the particular culture (Larsen-Freeman 11).

5.7. THE DIRECT METHOD

The Direct Method can be considered to be the opposite of the Grammar Translation Method. Its aim is to communicate in the target language and there is no translation allowed (Larsen-Freeman 18).

Depending on the topic taught the *Direct Method* uses many objects such as maps, realia, pictures to the learners to understand the meaning as the lesson is held entirely in the target language. Through geography and pointing to the objects students do not only learn the language but also they get some information at least about geography (Larsen-Freeman 23). The aim of the method is to communicate in the foreign language. It is much easier to learn the language through associations presented by different objects and through geographical or some cultural facts students understand the meaning of words more quickly as they sometimes already know the facts from their mother tongue.

5.8. THE AUDIO-LINGUAL METHOD

The Audio-lingual Method was developed during the Second World War in the USA based on descriptive linguistics and behaviourism (Larsen-Freeman 31). It was used for military purposes as soldiers had to learn the target language very quickly. The main principle is a dialogue which consists of everyday behaviour and it is practised by drills (Larsen-Freeman 40) therefore there is no aim and space to teach *cultural studies*.

5.9. THE COMMUNICATIVE APPROACH

The aim of *The Communicative Approach* is to have a communicatively competent student who is able to use a language in a social context. The teacher manages the classroom activities and establishes the situations for communication so that students can

learn to communicate by communicating (Larsen-Freeman 131). Students are given authentic materials that can include newspaper articles, broadcasting and through which the culture of the native speakers is depicted in its common reality (Larsen-Freeman 136).

5.10. CONCLUSION OF TEACHING METHODS

These methods are common methods that are used nowadays. There are only few of them which utilize *cultural studies* in their techniques.

The method which makes the use of cultural studies the most is *The Communicative Approach*. The other one is *The Direct Method* that uses highly geographical information as it combines it with pictures and visuals. *The Grammar Translation Method* uses only the part of *cultural studies* as it only uses literary texts which are translated. They are used for language purposes and not for the literary interpretation or for the work as itself then but indirectly students can learn something about the particular culture and be inspired by some thoughts.

Cultural studies are indirectly taught in *The Total Physical Response* and *The Silent Way*, however, partly in both, since students learn the culture and lifestyle from the native speaker who teaches the language in *The Total Physical Response*. The topics in *The Silent Way* are books for American cultural settings and introduction to the literature. So again, they include only one part of English speaking countries, which is the American culture.

The other methods mentioned in this diploma thesis do not mention the cultural studies in particular.

Practical part

6. Introduction to the Practical Part

The practical part of this diploma thesis will consist of three mainstays. The goal of each part is to look into a different section of teaching *cultural studies*. The first part searches for the student's books that are currently used at grammar schools. The second one will analyze the books and the third one will be a questionnaire aimed at English teachers at grammar schools. The end result of the survey of all parts will be a complex analysis of teaching cultural studies at Czech grammar schools. The result should also reveal the current situation of teaching *cultural studies*.

In the first part there will be research carried out that should reveal what kind of student's books are currently used at grammar schools in the Czech Republic. The research will be based on searching the websites of grammar schools which should state the English books used at these schools.

The second part of the research will depend on the results of the first one. Its results will be included in it. It means that those three books which will be mostly used at Czech grammar schools currently will be analyzed from the point of view how much information they include from the area of *cultural studies*.

The third part will be comprised of an anonymous questionnaire that will be sent to every English teacher at grammar schools in the Czech Republic. The language of the questionnaire will be in Czech because it will be sent mostly to Czech teachers of English. The second reason is to encourage the teachers to fill in the questionnaire as if it is in their

own mother tongue and it should take them less time to complete it. Their time would be saved and more of them could be willing to fill it in.

At the end of all the analyses the current situation of teaching cultural studies at Czech grammar schools will be compared with the requirements of the *Framework Educational Programme* in the Czech Republic.

7. Research of the English Student's Books Used at Czech Grammar Schools

There is a great range of choice of English student's books at the market in the Czech Republic, which enables the educators to consider the selection of the student's book that will be used in their English lessons.

The survey about the situation what English student's books are contemporarily used at grammar schools in the Czech Republic was mainly carried out personally by phoning some chosen grammar schools and asking what English student's books are being used in them. Secondly, the other possibility of finding out the information was to search the websites of grammar schools; however, only some of the grammar schools' websites stated what books are used in the English lessons. This is the main reason why a great part of this survey was possible to be done only by phone.

The research was accomplished at 161 grammar schools out of 388 grammar schools in the whole Czech Republic, including state grammar schools, public grammar schools, sport-oriented grammar schools and church grammar schools.

The total amount of student's books used in the English lessons at Czech grammar schools nowadays found out from the research was 185. Some grammar schools stated more books that are used in different classes.

The number of books evaluated from the survey was 41. The following list includes their titles found out from the research: *Maturita Solution*, *New Headway*, *Headway*, *Headway Talking Points*, *New English File*, *FCE Gold Plus*, *Angličtina v kostce*, *First Certificate Masterclass*, *Time to Talk*, *Click on*, *Challenges*, *New Opportunities*, *English Plus*, *Complete PET*, *Eurolingua*, *English Plus*, *Gate Way*, *Ready for FCE*, *Project*, *Fast Class*, *First Choice*, *Exam Excellence*, *Premium*, *Success*, *New Success*, *Matrix*, *New Matrix*, *Laser*, *Rising Star*, *Straightforward*, *English Speaking World*, *Objective First Certificate*, *Cambridge English Worldwide*, *PET Result*, *CAE Result*, *Maturita Activator*, *Upstream*, *Face 2 Face*, *Inside Out*, *New Hotline*, *Activate*, *Progress to First Certificate*.

The book that is statistically mostly used at Czech grammar schools is *Maturita Solution*. The number of schools that claimed to use this book in their English lessons is 73 out of 161.

The second book that is used at the schools is *New Headway*. The number is 36, which is about half compared to *Maturita Solution*.

Just closely behind this is *New English File*. This takes the third place, with the 22 schools using this book.

Much fewer schools use *New Opportunities*, which is 15, and *Success* 11. The rest of the student's books mentioned above are used only by one, two or three schools.

8. Analysis of the English Student's Books

The research of what English student's books are used at Czech grammar schools revealed the three mostly use ones are: *Maturita Solution*, *New Headway*, *New English File*. All of these books will be separately analyzed from the point of view of how much information about *cultural studies* they contain. The final aim is to compare all these publications with the requirements of *Framework Educational Programme* in the Czech Republic and ascertain whether they correspond to them or not.

The analyses of these three student's books will be performed on their three student's books according the levels such as Pre-Intermediate, Intermediate and Upper-Intermediate. Some of the grammar schools stated they only manage to teach Pre-Intermediate, Intermediate levels during the four year course. The others claimed that they also manage to teach Upper-Intermediate; however, they usually start with the Intermediate level. This phenomenon can even occur within one school, mainly based on how good the class is.

The analyses will be carried out in the following way. The first one will consider the topics. The second one will analyse the kind of activities that are used to display the topics. The third one will monitor the English-speaking countries and their frequency in the whole textbook.

8.1. Maturita Solution

Maturita Solution is a series of student's books that were published by Oxford University Press. This book was particularly given assent by the Czech Ministry of Education in the list of approved books for secondary education, in particular for the English language, in 2009. At the back cover of all the three series it is cited that "the course covers all Maturita topics and task types".

8.1.1. Maturita solution Pre-Intermediate

8.1.1.1. The Topics

The topics from this book can be divided into nine categories such as: sport, society, literature, personalities, holidays and feasts, media, movies, songs; places – cities, towns, countryside, nature, and sights.

What appears the most frequently throughout the first part of book is the topic *personalities*. They come from the world of sport, technology, literature and current celebrities. What is found to be really surprising is that the proportion of occurrence among the ‘popular and famous celebrities’ and the less popular from literature is quite balanced. Each category occurs in the same frequency. The personalities from sport appear four times, writers appear five times as well and celebrities from the film world four times, too. There is only one personality as a representative from the world of technology.

Nevertheless, all the information about these people is superficial and covers only a few sentences about each personality. Of course there are two significant exceptions. These are William Shakespeare and Christopher Paolini. The articles about these writers and their work are longer and more detailed.

The next occurring topic is *films*. It covers description of characters from them as well as comments of experts about the films, talking about mentioned films, also speaking about the films students like, reading a review on a film. Last but not least the directors and actors of the films are referred to. This topic is dealt with eight times in the student’s book.

The topic occurred seven times in the book was *sport*; however it was dealt with only within one unit in the book. The topic covered four personalities from the sport area as well as events from the history of sport, one bibliography and one contemporary sport event.

The next passage to be mentioned is *literature*. The last two units point at this topic six times. Compared to the other ones they are worked on in greater details: two influential writers of the British past and one contemporary well known writer. To each of these articles their biographies are supplied with their pieces of work and supplemented either

with some information about a character from their books or generally about one of their books. There is one exercise in which students are supposed to match authors with their piece of work.

The category including *society* displays four topics. All of them concern the United Kingdom. Two of them include the whole British society that is how superstitious they are and their love of sending text messages. The next two topics relate to British teenagers how they spend their leisure time and their fashion.

Traditions should always be a part of any book for foreign language teaching. This book is not an exception. The topic is dealt with six times in quite good details: British Christmas, Mothers day, Easter, Thanksgiving and tradition in the UK of cheese rolling and The Nothing Hill Carnival.

Throughout the whole book, there are four *songs* for listening. Concerning *media* there is one article about the newspaper *The New York Times* and one exercise to practise grammar; however, it is an article about a British magazine.

The last category includes *nature, cities, towns, sights, countryside* and they appear in the book nine times. Most of these topics are *towns* and *sights*.

8.1.1.2. Activities

The activities that are used to present *cultural studies* include: reading, speaking, listening and exercises. Listening to any topic that is connected with *cultural studies* appears in seven activities, out of which are four *songs*. The rest is two listening activities connected to films and one to literature. There are only three exercises to *cultural studies*. One is to match the *personalities* from the countries they come from. The second one practises passive on an article about a British magazine and the third one is matching authors and their books. Speaking is performed only six times. The activity that appears most frequently is reading. It emerges 37 times in the whole book, representing every topic mentioned above. The activity that did not appear in the whole book was writing.

8.1.1.3. Frequency of Single English-speaking Country

Two countries that appear in *Maturita Solution* are United Kingdom and the USA. The only other country that is mentioned here (and mentioned only once) is Australia. It is only covered in a speaking activity where students are shown a picture of Opera House in Sydney and students are supposed to say what they know about it. No other English speaking countries ever appear in the student's book.

8.1.2. Maturita Solution Intermediate

8.1.2.1. The Topics

The topics from this book can be divided into nine categories such as: politics, sport, society, literature, personalities, tradition: holidays and feasts; media, movies, songs, places - in particular sights, technology and art.

What appears in this intermediate level of *Maturita Solution* is the topic of *politics*. There is no general introduction to the politics of any English speaking country. The topic stands in one article that is about Green Party in the United Kingdom. It depicts the programme of this party, their voters and some information from its history. There is also a mention of three other political parties that play an important role in this country. There is nothing particularly said about these parties, only the fact that they are the most voted. However, this article gives the reader a comprehensive picture about the Green party and within the article the British political system is only looked into very briefly. Nevertheless, the article is not about the political system but about one political party. There is no information about the political systems of other English speaking countries.

Surprisingly, what topics were filled in rather frequently in the pre-intermediate students book are in this higher level very rare. Throughout the whole book there are two *songs*. The category of *personalities* turns up only three times and it concerns only celebrities from movies.

The entire topic that is dealt with from the branch of *media* is advertising that is aimed at schools. The article about advertising does not only cover only the reflection from the USA but also the reflection from the UK.

The category of *society* remained proportionally the same as in the pre-intermediate level. There were four contributions to this topic. The themes that are discussed in the articles or interviews are the social problem of obesity and the influence of MC Donald's, emigration of EU members to the UK and general opinions about Londoners and Americans.

Technology is devoted only once in the whole book; however, it is dealt with in great detail in comparison to other articles and topics. The article from this field concerns the history, usage and function of CCTV cameras. Part of the article is about satellites and what they are used for.

Concerning *tradition* the one article is devoted to the topic Poppy Day. Again, although it is one of the two representatives for tradition in this book, it includes many pieces of information about the remembrance including its history and how it is remembered nowadays. This topic is prepared in two exercises. One is reading about the whole reminiscence and the other is listening to people what they say about it. There is one article about Liverpool festival separated from the units in the section at the end of the book called "Get ready for B2 exam".

Another newly appeared topic is the item of *fine art* in this intermediate level. There are two articles which introduce contemporary artists and one article about a group of conceptual artists, painters and photographs.

Surprisingly many articles were made to depict some historical events compared to the pre-intermediate level. Six articles were devoted to the *history* from different fields such as development of British holidays, Brothers Wrights' flight, history of two worst jobs, etc.

The topic that is reduced compared to the previous student's book is the theme 'places'. Whereas it appears there nine times, it only appeared in the intermediate level twice. In the first case it mentioned places that can be visited in Edinburgh but nothing

general about the city. There is one article about Sydney Opera that is again separated from the units in the section of the book called “Get ready for B2 exam”.

The last topic to be mentioned in the book is connected with *literature*. It applies to the British poet Yeats. Firstly, there is some listening aimed at his life and principal questions to it as the next step. It is enriched by reading one of his poems. Again the poem includes missing words that the students should fill in from a box.

8.1.2.2. Activities

As in the pre-intermediate level of *Maturita Solution* the activities that are used to present any topic of *cultural studies* are reading and listening as the most dominant way of learning. Speaking occurred even less than in the previous level. To be concise it appeared only once. Exercises were few and far between and usually consisted of filling in or matching two columns. Listening on any topic appears seven times, out of which are four songs. The most used activity to present *cultural studies* is reading. To put it in numbers twenty-two times. One exercise that appears here is to match couples that belong together. They are all representatives of famous people from the history up to presence.

Activities are combined in some cases, for instance listening plus filling in words or reading and filling in words, speaking and matching.

The activity that did not appear in the whole book again was writing on English speaking cultural studies.

8.1.2.3. Frequency of Single English Speaking Countries

As in the pre-intermediate student's book of *Maturita Solution* the only countries are the United Kingdom and the USA to be chosen as candidates for the English speaking world. Again, Australia is only mentioned once. In the previous level there is a speaking activity on Sydney Opera where students are shown a picture of this sight. They are just supposed to say what they know about it. In this intermediate level the topic of the Sydney

Opera continues, however, it is not elaborated as a speaking activity. There is a whole article on it.

No other English speaking countries ever appear in the student's book, again.

8.1.3. Maturita Solution Upper-Intermediate

8.1.3.1. The Topics

This *Maturita Solution* Upper-Intermediate devotes many articles to *media*. Most of them are authentic articles about different topics from various areas and countries, starting with incredible stories, continuing with criminal cases and ending with ordinary daily news. One text deals with the development of British newspaper in history and present time. Part of it distinguishes tabloids versus quality newspapers (called Broadsheet in the UK), also giving also an example of them. Another text is dedicated to the topic that is very often spoken about and it is the 'paparazzi'. It informs about the history of the word and the problems that occur in the famous peoples' lives. The last topic connected to *media* is Game Shows that appear on TV. Two of them from the USA and one of them from the United Kingdom are dealt with and in three cases, contestants are spoken about.

The next rather frequent topic is *society*. One great article deals with the still existing division of English social classes and what factors can be observed to distinguish and recognise them. Another article discusses Facebook and what influence and consequences it can have when putting information on it. One of the very rare examples from the New Zealand society is an article about religions. Another article deals with consumerism and wasting food in US society. The last paragraph of this article comments on the amount of food waste in the United Kingdom. To balance the state of negative information one article deals with organic food and farming in the United Kingdom. It informs about the statistics that more and more Britons want to eat more healthily. There are also some statistics in a different article about the British people what pets they have got at home. The other one is about the total personal depth in the United Kingdom with the development over the years 1993 – 2007 which is depicted in a graph. The last

statistics is about the amount of money and relationships in the United Kingdom and how they are connected.

The topic *music* is covered in two articles. One of them is about the band of elderly singers *The Zimmers* and the second one is in contrast about British recording artists with an example of their song. Tied to the group is information on The Brit School in London, which is used as an example of school education.

Personalities are in the book as well. The very first and larger article in unit one is about the BBC research on who Britons consider are the ten greatest Britons. It mentions names from politics, literature, music, sport, etc. Another two articles inform about an American and a New Zealander who climbed the highest mountain in the world, both physically challenged. There is a lot of space given to the biography of Jimmy Wales, who is the founder of Wikipedia. A very short article is devoted to a British anthropologist Jane Goodall.

Topics such as Crimean War, History of Pulitzer Prizes and migration to the United States of America are part of *history*. There are also around two sentences about the threat of nuclear war between the USA and USSR 1950s – 1990. There is also the case of a sailing couple that crashed and survived months in the Pacific Ocean during the 1970s.

The next topic is *literature*. All articles that are connected to literature are long enough and give a good amount of information. One of them is an excerpt from George Orwell's book *Down and Out in Paris and London*. Another one is a book review that provides the readers with the information about *Animal Farm* by George Orwell. Another space is given to H. G. Wells and his work. An extract from the novel *War of the Worlds* is chosen as an example of his work. The last piece of literature world is a book written by a 16 year old teenage girl who looks into the problems between parents and teenagers in the United Kingdom.

Last but not least is the topic *places*. They are deputized for the information about Cambridge University. The Australian Great Barrier Reef is a topic that is discussed alongside the problems of Global Warming.

The last topic is *technology*. It deals with two topics. The first of them is space exploration and the second is the creation of the virtual world.

8.1.3.2. Activities

The most frequent activity is reading. There are more than thirty pieces of reading in the Upper-Intermediate *Maturita Solution*. Speaking appears here about seven times, mostly connected to pictures of famous people. A piece of speaking concerns one English saying “Money can’t buy happiness” that students are supposed to discuss. Throughout the whole book there are only four pieces of listening each of which is connected to a different topic.

There is only one writing task that is connected to *cultural studies* in this Upper-Intermediate *Maturita Solution*. Students are supposed to write down 200 – 250 words about a person who contributed greatly to the World knowledge. They are given four pictures of such people as Albert Einstein, Bill Gates, Jane Goodall, Marie Currie (three of them come from English-speaking countries) to give them ideas who to write about. They can choose, however. It can happen, of course, that students will choose a person from a different country, nevertheless the probability of choosing a representative from an English-speaking country is quite high as there is a great choice of personalities who are worldwide known and contributed to the world knowledge.

The last activities to be mentioned are two graphs, one of them depicting debts in the United Kingdom and the other depicting the popularity of pets among Britons. Both of the graphs are used for speaking activity.

8.1.3.3. Frequency of Single English Speaking Countries

Cultural studies of the United Kingdom reach the highest number of all English speaking countries in the Upper-Intermediate *Maturita Solution*. Almost thirty activities concern the United Kingdom. The USA takes the second place of appearance in the book

with slightly more than ten contributions. Two more countries are introduced: Australia and New Zealand, both of them twice. However, two of the articles contribute partly to the general knowledge of these countries. Australia is mentioned in the connection to the Great Barrier Reef and one authentic article about a negligible case from newspaper about a cat which saved somebody's life. New Zealand gives information about the research into religion. The second article is about the first blind New Zealander who climbed Mount Everest.

8.2. New English File

New English File is a series of student's books that were published by Oxford University Press. Each level consists of two books book A and book B. Book A consists of the lessons 1, 2, 3, 4 and book B of 5, 6, and 7. This book has not got any given assent by the Czech Ministry of Education like *Maturita Solution*. At the back cover of all the three series there is the information which book corresponds to B1 and B2 of *Common European Framework of Reference*.

The book seems to be convenient for secondary education as the first visual impression is that it is aimed at teenagers, as many topics in this book would appeal to pupils within the age group.

The articles that are covered in the pre-intermediate and intermediate level are always adapted from some newspaper which is stated on the side of the article. However, the upper-intermediate student's book contains original newspaper articles. Of course not every article is connected with *cultural studies*; however, many of them are.

8.2.1. New English File Pre-Intermediate

8.2.1.1. The Topics

The most common topic that can be found in this level is *personalities*. It appears in the book about eleven times. It covers actresses and actors, photographers, film directors, screenwriters and photographers. They are usually covered within readings but also one listening and one speaking. Connected to the topic of personalities are *songs*. There is the song *Imagine* by John Lennon that is linked to an article about the singer shown as a practical example of his work that is known not only in the English-speaking world. There are also two exercises in which students match song to their authors or bands.

Half connected to *sport* and half to *history* topic is one very short article about a history of a football match. There are no articles and information about the topic *sport*. However, as far as the topic *history* there are two short articles, one of them about the history of a journalist as well as an author, which can be again a part of literature. For the topic *literature* there is one main article about J.K. Rowling and another very short one about the character Sherlock Holmes.

Only one topic depicts *nature* and this is about crocodiles in Australia.

The last topic is *technology*. There is one listening exercise that is not only interesting from the point of view of *cultural studies* but also from the point of view gender themes. It reveals the inventions that were discovered by women. It gives the article a very interesting edge as the technology and women are not usually discussed side by side.

8.2.1.2. Activities

What appears in this book again is that most activities for *cultural studies* are readings (about 14 reading activities). One reading is rather full-length and gives a general picture about the topic and it is the reading about Audrey Hepburn. The rest of the readings are very short, written in a few sentences such as two or three. There are only four listening and three speaking activities. There is also one conversation attached in one piece of

listening which is about women's inventions. Two exercises cover matching songs and their artists.

8.2.1.3. Frequency of Single English Speaking Countries

The balance between the occurrences of English-speaking countries repeats in the same way as in *Maturita Solution*. More than 90% of the topics of *cultural studies* take the United Kingdom and the USA. The country that is mentioned apart the UK and USA is Australia in two readings. One is extremely short about an Australian inventor and the other about Australian crocodiles.

There is one unit in the whole book that does not cover any topic of *cultural studies* at all.

8.2.2. New English File Intermediate

8.2.2.1. The Topics

For the first time this edition of *New English File* the topic *food* is mentioned. It informs about the food that can be served in English restaurants through listening. This activity is preceded by a speaking activity about the food in the USA.

Sport is represented with the information about two sportsmen, one of whom is from South Africa. There is also an article about some US sportsmen who comment and share their opinion on a particular topic.

The topic *society* is broadly covered in few areas. One article is about the facts where the British go on holiday. Another article speaks about the cultural differences between English and Russian manners. Then a piece of listening follows in which people talk about habits and behaviour in the UK.

From *history* there is one article about the case of Jack the Ripper and even an authentic extract from one of his letters. The topic is also accompanied by the film production about this case. One article connected also to *history* as well as *education* is about the education and methods of teaching at schools back to 1950s. What follows are problems in education in the UK nowadays. Another topic from the *society* is a research on gossiping in the UK. Last topic that is mentioned in this field is a social website '*Friends Reunited*'.

Literature is covered in two readings, one about a contemporary thriller writer and the other about a crime story writer plus one extract from the author's book through the listening.

Places to go and visit are chosen from four countries: Canadian Rocky Mountains, New York City's Manhattan and London tube map, which is used for a speaking activity in pair work, and Australia's desert.

Last but not least is the world of *personalities* covered within three articles. One is about the group Pink Floyd, the history of one of their song and the children who sang it. The second article covers the world of filming with a few titles of movies and starring actors and actresses. The third article includes famous people of the time, who inspire the world and can be considered the heroes of the time (politicians, businessmen, singers, football players).

Throughout the whole book there are two *songs*.

8.2.2.2. Activities

Repeating again, as in the previous books and levels the only activities connected to *cultural studies* that appear in here are reading, listening and speaking. Within the whole book there are two speaking activities. The appearance or reading is excessively tripled to listening (16 times versus listening 5 times).

8.2.1.3. Frequency of Single English Speaking Countries

Five English-speaking countries are reflected in the whole book: the USA, the United Kingdom, Canada, Australia and South Africa. The most cited country is the United Kingdom. However, the USA appears in the book very often as well. Australia, South Africa and Canada are occupied here, each only once.

From the Canadian environment there is one representative and that is a song. South Africa is referred to in the field of sport, that is to say there is an article about a South African sportswoman. A very short article depicts New Zealand's capital Wellington.

8.2.3. New English File Upper-Intermediate

What is a common feature in this *New English File* Upper-Intermediate is that there are many articles from newspaper that are not adapted anymore as in the previous two levels. All these newspaper articles concentrate on various areas that are analysed in 8.2.3.1.

8.2.3.1. The Topics

The most occurring topic is *society*. An article about *National stereotypes* deals with the characteristics of people of a particular country. This listening includes English, Scottish, Irish and Americans. The following article covers national stereotypes of many countries including the English. An excerpt from Kate Foxe's book *Watching the English* gives a range of how the English dress. There is also some statistics about driving in the USA and a survey of sleep at night of some professions in the UK. A great deal is devoted to the community of the Amish in the USA. One of the articles connected to the topic *society* deals with community service as a suitable punishment for young people in the UK.

The second most appearing topic is *personalities*. It covers famous personalities such as musicians, top models, actors as well as a name of an Australian cartoonist William Green. There are also included people that are not so famous but who contributed to the world by their doing. As an example can be an environmentalist, judge, economist, theatre critic, sport journalist, magician, etc. There is one American *song* in the whole book.

The topic *history* is closely connected to *personalities*. It covers famous people from the points of historical moments such as the day the first man stood on the moon. Martin Luther's short biography is provided with a sample of his speech, the sample of abdication of the British king Edward VIII with his short life story. Also the Winston Churchill's small piece of information but very significant piece of information about his personality is accompanied by an extract of one of his speeches. There are also some articles from different areas. One of them depicts catastrophes, past cases of a US judge and also some incident stories.

Places are covered in two pieces of listening about London which are within one unit and one reading. They cover tour in the city and eating out in it. Also *sport* is included only in one listening about free running.

Literature is greatly elaborated in four different topics. The first book is an extract from *Air Babylon* by Imogen Edward-Jones. The second topic that is introduced are 'mini sagas' with four examples of this genre. The next example is an extract from Bruce Holland Rodger's book *Little Brother* that does not only include reading but also listening of the excerpt. The last piece is *Oliver Twist* by Charles Dickens that is partly comprised in speaking (consisting of students' knowledge about the book) and partly in listening about the *Oliver Twist* film.

Last but not least is an example of some paintings by an American painter. These serve to describe the pictures.

The last two topics that are to be mentioned are *technology* and *festivals*. The first topic reveals the scientist Sir Isaac Newton and his discovery. The second one informs

about a few music festivals. One of the festivals is spoken in greater detail: the *Promenade concerts*.

8.2.3.2. Activities

The occurrence of reading is almost tripled to listening. Listening appears about nine times and mostly on its own, sometimes it is accompanied by reading. Speaking is the least turning out activity of the book. It is often combined with picture describing, commenting on books and films or comparing some facts with the students' own country.

8.2.2.3. Frequency of Single English Speaking Countries

New English File Upper-Intermediate includes in its activities *cultural studies* of five countries. The most occurring country is the United Kingdom which is present in about twenty-five articles. The USA appears twice less than the UK. Canada is represented in one listening which is an interview with a Canadian actor Trevor White who speaks about his performances. Australia is opened to view two personalities: a geologist and a cartoonist. Ireland is exemplified in one listening about the characteristic of the Irish nation.

8.3. New Headway

New Headway is a set of student's books that is published by Oxford University Press. The first edition was published in the year 2000 and the last one, which is in the fourth order, in 2012. The edition that is chosen to be analysed is the second one that was published in 2005. This edition is the most probable to be used at grammar schools as the edition published in 2012 it would be used only by one class.

8.3.1. New Headway Pre-Intermediate

8.3.1.1. The Topics

The most appearing topic from the whole book is *personalities*. It covers film stars as well as famous singers. The same phenomenon occurs in the previous books of *New English File* and *Maturita Solution*.

From the world of *music* there is an interview with a band and another interview with a singer who gives the very basic information about London. Closely related is the topic *places* as it is the second most appearing topic in the student's book. The articles are mostly about cities or towns such as New Castle, Detroit, Quebec as well as Yellowstone National Park and polar circle in Canada.

Society covers two topics. One of them depicts society and communities in London in a rather greater detail. The second topic concerns homeless selling street news as a social medium.

The only topic covering *technology* is one article about the invention of Google. *Literature* is represented by Mary Shelley and her piece of work *Frankenstein*.

The last topic that is mentioned in the book is the *film* industry. Relatively broadly dealt is James Bond film and Drama Queen.

8.3.1.2. Activities

Reading is the most frequent activity in this book that appears in this level ten times. The articles about *technology*, *literature*, *places* and *nature* are always connected with reading. Quite well-balanced in number of occurrence is listening that appears seven times. The types of topics that relate to listening are films, personalities and music. Speaking is supplied five times. Again, this activity is used when asking students about their knowledge of a personality. There is one exercise of filling in the information about celebrities.

8.2.1.3. Frequency of Single English Speaking Countries

Three English-speaking countries are covered in this pre-intermediate *New Headway*. These countries are the United Kingdom, the USA and Canada. The frequency of the USA as well as the United Kingdom's *cultural studies* is the same. Canada is to be seen in two activities. One of them is listening in which there are about two sentences about Quebec. The second one concerns nature in the form of reading and that is the information about the polar circle in Canada.

8.2.1.4. Occurrence of Cultural Studies

There are twelve units in the pre-intermediate *New Headway*. Half of the units usually depict one topic on *cultural studies*, the other half usually two or sometimes three. There is one unit that does not contain any reference to *cultural studies*. It is the first unit.

8.3.2. New Headway Intermediate

8.3.2.1. The Topics

The topic of *personalities* is again the most frequent topic from various professions. *Films* appear here in the connection with books as the titles of books and films are covered in one speaking exercise. Surprisingly this level of *New Headway* contains three articles linked to literature. One of them is about the English writer Jonathan Swift. The second one informs about the life of the American writer Ernst Hemingway in a rather great detail. The last one is about the Native American folk tale.

There is one *song* within the whole book.

History is included in total different occasions. One of them is partly connected to English speaking countries as it is an article about the story how pizza got to the USA. The second one is from another field and it is about Neil Armstrong on the Moon.

Places display information about three famous cities such as London, New York and Toronto. One article covers the topic from *nature* as it shows the oldest tree in the world.

The last topic to be solved is *society*. The themes are an unusual story of a man, three interesting professions and one piece of information about clown doctors. A topic that is rather broadly elaborated is Good Manners. This theme mentions short references to the manners from other English-speaking countries such as the USA, Canada, the United Kingdom and Ireland.

8.3.2.2. Activities

Reading and listening are activities, both appearing in the book five times. The most used activity is reading. Reading is mostly accompanied by speaking or listening.

8.3.2.3. Frequency of Single English Speaking Countries

For the first time the English-speaking country that appears considerably most frequently is the USA. The United Kingdom is covered in five articles, but very rarely.

8.3.3. New Headway Upper-Intermediate

8.3.3.1. The Topics

The mostly spoken topic in this book is *Personalities*. Starting with a famous British cook Jamie Oliver and continuing with the characters that starred in one of the most famous American sitcom *Friends* as it is a part of *film*, too. Another quite in detail information is revealed about John Travolta and Marilyn Monroe as the representatives of the American film actors. The last two personalities mentioned are the British singer Robbie Williams with the American Frank Sinatra in connection to their collective project.

In *history* there are three topics that the attention is paid to. One of them is conspiracy theory that occupies the cases of Diana Spencer, J. F. Kennedy and Elvis Presley. The next one deals with Apollo Moon landing. The last one concerns the history of colonization of today's USA which is covered in one reading and one speaking activity about the Indians.

The topic *places* is covered in one article and it refers to London. The reading is created from a point of view of a person who says some pieces of information about the capital of the United Kingdom. Partly connected to *places*, one article is an authentic demonstration from a tourist tour guide Lonely Planet.

The last topic to be discussed is *literature* which elaborates the information about English-speaking writers. The first writer is a Canadian author Margaret Atwood. The article offers an example of her novel that won Booker Prize in 2000 *The Blind Assassin*. The second one is a British writer Hilaire Belloc who was of French origin. The article portrays some of his poems from his book for children *Cautionary Tales for Children*.

8.3.3.2. Activities

The same result as in most of the student's book is revealed in the Upper-Intermediate *New Headway*. Reading is the most frequent activity to be used to depict information about the English speaking countries. It appears in the book sixteen times. Contrary to expectations, listening is covered in the whole book only twice. The activity that bolsters up its status is speaking. In the previous two levels of *New Headway* the frequency of speaking does not exceed listening. In this level it was surpassed about three times. Speaking usually accompanies reading as additional questions to be spoken about. There is also one exercise that is accompanies Belloc's *Cautionary Tales for Children*. One poem has gaps which are to be filled with missing words by students, from a box into the poem.

8.3.3.3. Frequency of Single English-speaking Countries

There are three English-speaking countries that appear in the articles in this Upper-Intermediate *New Headway*: the USA, the United Kingdom and Canada. The occurrence of the United States of America and the United Kingdom is in number the same, whereas Canada is mentioned only in one article. It is in the connection with one of the literature representatives Margaret Atwood and her extract from her book *The Blind Assassin*. There is no other reference to any English-speaking country but these three.

8.4. Results of the Student's Books Analyses

The first important information from the analyses of the books is that *cultural studies* are dealt with in them.

There is one common feature for all three publications of student's books and that is the frequency of the English-speaking Countries. It is the United Kingdom and the USA that appear mostly in these books. Their *cultural studies* are present in most of the articles. In all publications the other English-speaking countries such as Australia, New Zealand, Canada or South Africa appear very rarely but not in all publications. Even the pieces of information about these countries are not saying much about them. The topics that are mostly present are *personalities*, mainly from the world of celebrities. Again the information about them often seems fragmented, not having much value. The other topics that are not forgotten are *film, history, places, society, technology, sport* and *music*. The topic contently full and enough extensive is *literature* as it offers the information about authors and shows excerpts from their books.

When compared to *Framework Educational Programme for Secondary General Education*, there are topics which are not mentioned in the analyzed student's books. For instance there are no relations displayed with the Czech Republic as well as language differences between the English and Czech. There is one crucial reason for it. These books are all published by Oxford University Press and are written only in English. They are

aimed at other non-English-speaking countries therefore they are only in English. The other topics of *Framework Educational Programme* are more or less covered in the books.

Furthermore, more than half of the topics are done within reading. Speaking and listening appear much less. Writing that is connected to *cultural studies* appears only once and it is in *Maturita Solution Upper-Intermediate*.

To conclude, *cultural studies* are present in every analyzed student's book in of this thesis. They cover a range of topics mostly in every unit; however, there is sometimes missing compactness of the topics.

9. Questionnaire Research among English Teachers

9.1. Context and Description of the Questionnaire

The survey was carried out among English teachers of grammar schools in all regions in the Czech Republic. Most of the grammar schools state the email addresses of their teachers on their websites. For finding out the right person who teaches English it is needed that schools state names, email addresses and teaching subjects of their teachers, which some grammar schools do not do so. This information could have been detected from the schools' timetables in some cases.

The research was accomplished from 20th March to 2nd April. The respondents were sent an email with an accompanying letter (see Appendix I) in which they found a link that would enable them to enter the online questionnaire. It was not a standardized questionnaire.

The final number of English teachers that were sent the questionnaire was 1397. 100 emails failed in delivery and returned back to the sender. So the total number of emails to have been delivered to the set addresses was 1297. The final number of respondents to the online questionnaire was 336, which means that the return was 25%.

The questionnaire consisted of nine questions that were displayed at the same time so that the respondents could move back or forward to any of the questions. At the beginning of the online questionnaire there were two accompanying sentences to introduce the questionnaire and who the questionnaire is for. There were two yes/no questions, two open format questions, two closed ended questions, three half-closed questions. Most of the questions were multiple choices.

The questionnaire was sent to the teachers of the English language who teach it in the last four years of secondary education at grammar schools.

9.2. The Aim of the Questionnaire

The aim of the questionnaire was to address the teachers of the English language and find out whether they teach *cultural studies*, how much they teach them, what materials they use to teach *cultural studies*, what topics they teach from the *cultural studies*, what English-speaking countries they mostly teach, what activities they use to teach *cultural studies* and in which grades they teach them.

9.3. The Results of the Questionnaire

The first question of the questionnaire (see Appendix II) runs: “Do you teach cultural studies in your English lessons?” Out of the 336 respondents 334 answered “yes” and two answered “no”. In percentage 99.4 % of respondent teachers do teach *cultural studies* and 0.6% do not teach them at all.

“What part of your English classes is dedicated to cultural studies?” is the second question (see Appendix III). 279 respondents stated their answers in numbers and 58 did not write any numbers in percentage but they commented it in different ways. Most respondent teachers (68) stated that they teach *cultural studies* in 20% of their English classes, 59 stated 30% of their classes, 23 wrote 15% of the classes, 19 teachers stated 25%, 15 stated 5%, 12 teach 40% of their classes. Only 17 teachers came out with 50% and 11 teachers stated that they teach *cultural studies* more than in 50% of their English classes.

The third question (see Appendix IV) is: “Does the student’s book, which you use in your lessons, contain enough materials for cultural studies?” 144 respondent teachers, which is 42.86%, answered yes or rather yes. 191 respondents, which is 56.84% stated that their books did not include enough materials for teaching *cultural studies*. One respondent, 0.3%, answered ‘I don’t know’.

“Do you use any extra materials for teaching cultural studies?” the fourth question sounds. Yes was answered by 328 respondents, that is 97.62% of addressees. No was answered by 8 people, which is 2.38% from all respondents.

The fifth one: “If you answered ‘yes’ in the previous question state sources and names of publications.” The most appearing answers were: the Internet, Magazines Bridge and Friendship, Angličtina – Maturitní témata, Reálie anglicky mluvících zemí, own materials, Wikipedia, You Tube, British Council, authentic publications such as excerpts from literary works, etc.

The sixth question: “What area from cultural studies do you concentrate in your classes on?” More than 200 respondents stated traditions, geography, history, literature, educational system, politics and sport to be the areas that they concentrate on. Social aspects of life, media and language differences between English and Czech answered more than 100 respondents. The respondents had a chance to add their own comments or answers. Among the added replies were places of interests, nature, life style, current events, global problems, connections between the Czech history and an English-speaking country history, art, symbols, music, personalities, mental and cultural differences, nature.

“What English-speaking countries do you concentrate in your classes on?” is the seventh questions. Great Britain and the USA had 329 and 320 respondents, Australia followed with 256 respondents, Canada with 238, New Zealand with 181, Ireland 100, Northern Ireland 97. 19 respondents added such extra answers as The Republic of South Africa, India, the countries of Commonwealth, the Caribbean.

The eighth question is: “What types of activities do you apply when teaching cultural studies?” Most of the respondents, 90.77% (in numbers it is 305), answered reading. 82% (278 teachers) apply paper/presentations of students, lecture is done by 77.08% (259) respondents, speaking by 76.49% (257) respondents, listening by 75.89% (255), projects by 51.19% (172). Writing is the least used activity to be applied in teaching *cultural studies*. 29 respondents added such own answers as films, documentaries, power point presentation, group work, online activities, interactive board, etc.

The last question is: “In what grades of secondary education do you teach cultural studies?” 234 (69.64%) respondents stated that they teach them in all four grades of secondary education. 130 (38.69%) stated the fourth grade, 104 (30.95%) in the third grade, 26 (7.74%) in the second grade and 6 (1.79%) in the first grade.

9.4. Discussion and Conclusion

A very surprising answer is stated in the first question as two respondents state that they do not teach *cultural studies*. Fortunately, it is only two people; however, it is given by *Framework Educational Programme* for grammar schools in the Czech Republic that *cultural studies* must be taught at grammar schools. A possible explanation why two teachers do not teach them is that some teachers divide their roles within one class and each of them teaches something else (one cultural studies, the other grammar and vocabulary).

In the second question respondents were supposed to fill in the percentage of how much space they give *cultural studies* in their classes. Many of them even added their own comments. The average is from 20% to 30% of their classes. Many of them stated that they spend less time teaching *cultural studies* in the first two years, but still they teach them for in the last two years of secondary education as students have to be prepared for Maturita Exam. Some even stated that they teach *cultural studies* in conversation lessons. Some commented that the topic appears every lesson in the student's book. However, it is very individual to say it in percentage how much time the teachers spend on *cultural studies*. The important fact is that they do teach them. The number to state was supposed to make them think about it.

More than half of the teachers were not contented with the amount of facts about *cultural studies* in student's book as almost 15% of them were absolutely not satisfied and about 42% were rather not satisfied. According to the student's books analyses in this diploma thesis there are snatches of information about many topics that do not give general picture of *cultural studies*. Some topics that should be covered in English classes according the *Framework Educational Programme* are even not mentioned. Only 5.36% that is 18 teachers were absolutely satisfied with the information in the student's book which they found as sufficient for teaching.

Fortunately, 97% of teachers do use extra materials for teaching *cultural studies*. From the three analyzed books in this thesis the information about *cultural studies* is not sufficient. There are some topics missing and that is why they need to be expanded by extra materials. Interestingly, the magazine *Bridge* is one of the mostly spread materials

among the extra used ones as well as *Friendship*. Teachers also use editions that are specialized in Maturita topics. The Internet, in particular *Wikipedia* is stated, is a source for information search about *cultural studies*. It is a very easy source for getting information; however, it does not always depict true information as not every article is controlled on it.

The topics that the teachers mostly concentrate on are *traditions* in the first place (88.69% of them). The main reason for it can be that if they learn a foreign language they need to know some information about the countries' traditions in order to understand a particular culture as the main aim of learning a language is to communicate. The second topic from *cultural studies* is *geography* (87.5%). A very interesting fact since *Framework Educational Programme for Secondary General Education*, does not mention teaching *geography* within *cultural studies* at grammar schools, however, it is important to know geography as one of the base information of *cultural studies*. 50% and more teachers also teach *history, literature, educational system, politics, sport, social aspects of life and media*. About 40% of teachers state that they teach the *language differences* between Czech and English, which is a compulsory part to teach according *Framework Educational Programme SGE*. As the respondents had a chance to add their own information many of them added the topics as: symbols, places of interest, all aspects covered in Maturita topics, etc. There was a comment of a bilingual teacher who stressed the understanding of cultural differences as such.

The results from the seventh question were not much surprising. The most gone over *cultural studies* are Great Britain and the USA. Both of them received almost 100%, Great Britain took the first place as the most discussed English-speaking country. The reason why it is Great Britain in particular may be that both the Czech Republic and Great Britain are members of the European Union. Great Britain, as the only representative of the English language in Europe, is a suitable candidate to be chosen in the English classes, and also even for the reason to support common traditional European thinking of realizing mutual roots. The fact that the USA was chosen to be the second most taught English-speaking country can be deduced from the size of the country and its position and influence in the world. More than 50% of respondents stated to teach Australia, Canada and New Zealand. Of course, these countries are the most significant representatives of

Commonwealth so they shall be covered in the lessons. Interestingly, about one third of teachers also marked off Northern Ireland and Ireland.

As the results of student's book analysis showed reading to be the most dominant activity to be taught within *cultural studies*. The results of the questionnaire were confirmed in the same way as 90% of teachers use reading as the most common activity. Paper/presentations of students and teachers lectures, speaking and listening were the following activities. All these should be a part of everyday teaching since they enable miscellaneous perception and learning at the same time. Some respondents added extra possibilities to the given answers. The most appearing were watching films, serials and documentaries. All these ways of teaching usually have very good effects on students. Their brains are activated in more dimensions and watching anything engages also their feelings, motivation. Their interest in the topic should also increase.

Concerning the grade in which *cultural studies* are taught 70% of teachers stated that they teach *cultural studies* continuously in all four grades of Secondary Education at grammar schools. Whether intentionally or not the topic *cultural studies* is present almost in each unit/module/lesson of every modern English student's book. More than 30% of teachers answered to include *cultural studies* in the third and fourth grade of the secondary education, which are the last two years. Only 8% include them also in the second year and 2% in the first year. Most probable reason for these facts can be the fact that the closer to Maturita Exam the more *cultural studies* are included into the teaching process. Students even have extra seminars in the third and fourth grade which they can choose. These seminars are specialized to widen the subject matter of a particular subject and prepare students for the final Maturita exam. These are usually extra two lessons a week in which there is more space to teach *cultural studies* and other Maturita topics.

10. An Example of a Lesson Plan

The practical example of a lesson plan will be carried out in two classes of two different years. The topic chosen will be Australia, mainly for one reason. From the analyses of the English student's books it was found out that it is Australia among other English-speaking countries that is neglected within the foreign language teaching. The lesson will introduce basic facts about the country from different fields in various activities.

The materials for this lesson plan are enclosed on the CD at the back cover of this Diploma thesis.

Lesson Plan

Name of the teacher: Jana Kovářová	Time: 45 min
Group (course number): 3E, 3A	Address of the school: Gymnázium Na Vítězné pláni 1160
Level: Intermediate	Date: .24.04. 2013

Overall Objectives of the lesson:

- Students can speak about general facts about Australia such as geography, history, traditions.
- Students will have learnt typical Australian vocabulary.

Materials used: own made materials, Maturitní témata, youtube.com video

Technology: Interactive Whiteboard, computer

Time	Stage/ Procedure/	Interaction
3 min.	<p>T asks Ss to work in pairs and brainstorm as much information about Australia as they can in one minute. When they are finished the whole class comes up with the information orally. T prepares the technology.</p>	<p>S - S Ss-T</p>
3 min.	<p>Every student is asked by T to come to the interactive whiteboard and match either one territory or one state with the map of Australia. After this activity students each place seas and oceans to the map.</p>	<p>T - Ss</p>
4 min.	<p>A questionnaire should reveal whether the students know basic information about the country that they could remember from other lessons e.g. geography. It contains six questions and each of them has four possibilities for the answer". The correct answers are revealed by the programme on the board.</p> <ol style="list-style-type: none"> 1. What's the capital of Australia? (answers: Perth, Sydney, Canberra, Melbourne) 2. The Area of Australia is (1,500,000 sq km, 7,700,000 sq km, 10,000,000 sq km, 750,599 sq km) 3. What's the population of Australia? (10,000,000; 20,000,000; 30,000,000; 40,000,000) 4. What's the official language in Australia? (French, English, Aboriginal, Australian) 5. Who is the head of the state? (president, queen/king, pope, prime minister) 6. What's the political subdivision? (five territories and five states, two territories and six states, six territories and two states, seven states and one territory) <p>Teacher asks additional questions to these six questions e.g. <i>What's the name of the queen?</i></p>	<p>T - Ss Ss - Ss</p>
	<p>Students are divided into pairs and each pair receives two or three small pieces of paper on which there is one famous Australian place that is informed about. They have two or three</p>	<p>Ss - Ss</p>

12 min.	<p>minutes to read the information and decide how they are going to present it in front of the class.</p>	
	<p>T observes Ss and walks around the class in order to answer potential questions about unknown vocabulary.</p>	
	<p>Then the couples come to the interactive whiteboard and present the place. When the place is presented the task is to find the places on the map of Australia on which there are yellow spots that should be matched to the places written in left column of the page.</p>	T - Ss
4. min.	<p>Each student gets a piece of paper with seven events of Australian history. Their task is the put them into chronological order. Then it is checked with the whole class when a student is asked to read one event.</p>	S T - Ss
	<p>Listening:</p>	
14 min	<p>Students will listen to an interview between Nicole Kidman and David Letterman.</p>	
	<p>Before listening some vocabulary must be pre-taught: pretend, shrimp, peculiar animals, squirrel, vicious, barbie, cuddly, dopey, white tailed deer, funnel web spider, eucalyptus.</p>	T - Ss Ss - Ss
	<p>There are four questions students should concentrate on while listening:</p>	
	<p>Where is Nicole from?</p>	
	<p>When does she go to Australia?</p>	
	<p>How does she spend Christmas and where?</p>	
	<p>What animals is she speaking about?</p>	
5 min.	<p>The last five minutes are spend on revising the information about Australia and at the same students are shown the seventh slide with pictures of the places and animals that were spoken</p>	T - Ss

	<p>about on the interactive board.</p> <p style="text-align: center;"><u>HW.</u></p> <p>Students get a text about Australia with missing information that was partly mentioned in the lesson. The information that was not mentioned during the lesson will be found in the attached handout that students receive.</p>	
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The lesson plan was carried out in two classes at grammar school. The first one was the third grade that is one year before finishing secondary education. Surprisingly, the students of this class did not know quite a lot of information such as confusing the capital Canberra for Sydney. Most of the lesson plan was new to some of them. Curiously, the younger students, the first grade of secondary education, were reacting very quickly and knew rather most of the information. It was expected with the younger class that the speed of the lesson would have to be slowed down as the class should have less knowledge in English as well as factual geographical information. This was not counted with at all that the class would be generally better than the older students. Even their level of the language was almost comparable to the third grade. The level of the English language of some of the students from this class was even higher than of their older mates.

There was one disadvantage. The program on the interactive board was working in the lesson with the third grade but it did not work with the first grade. There must have been a slight change in the lesson plan. While the students were brainstorming the information about Australia one of them was asked to draw the map of Australia on the blackboard. Students did not work with the pictures, maps and questionnaire on the interactive board. They received them on a piece of paper, they draw on the blackboard and the questionnaire was performed orally.

A very successful exercise was listening to the interview between Nicole Kidman and David Letterman. Nicole Kidman talks about her country Australia, how Christmas is

celebrated there, what animals live there, etc. She also speaks about the films she has acted in. Students get a personal image on this country from the point of view of a person who comes from Australia. A great advantage of this show is that students can listen to Nicole Kidman's Australian English and David Letterman's American English.

At the beginning, there was a threat that the lesson plan was too overloaded with many activities; however, the plan was managed completely with both classes. It turned out that a lot of work can be done about one English-speaking country within one 45 minute lesson.

Conclusion

This diploma thesis deals with teaching *cultural studies* at Czech grammar schools. Working on this Diploma thesis was both enriching, as well as challenging. *Cultural studies* is not a topic that can be found in any textbook for teachers; on the contrary. It was rather difficult to find any information or theory to *cultural studies*, mainly in foreign literature. Czech authors, such as Choděra and Hendrich, devoted some chapters to this; however, none of them mention in their books what should be included when teaching *cultural studies*. Choděra gives few examples such as history and geography, Hendrich further states literature, art, science and other spheres of culture. Both authors use the term *language-cultural studies* in which it is stressed that foreign language should be compared to mother tongue and differences and similarities should be pointed out. *The Framework Educational Programme* lists among the other topics *language peculiarities and differences*. That could be referred to Choděra and Hendrich's *language-cultural studies*.

The topics written in *Framework Educational Programme for Secondary General Education* were examined in the analyses of the three most used student's books in the practical part of this Diploma thesis. It was clear that some topics are not included in these books, such as *political and economic position in the world; relations with the Czech Republic, language peculiarities and differences*. Clearly, these British publications cannot include *language differences* as they are all one-language (publications of British origin) aimed at other but English-speaking countries. The other topics listed in *The Framework Educational Programme* are frequently mentioned in these books, mainly famous personalities from the world of films, music, and sport. Even though these personalities are mentioned regularly, the articles and activities that mention them did not cover them in depth. Surprisingly, personalities from literature and their work are much more detailed. Of course, all these books also cover the top of *cultural studies* of other countries as well. In addition, the English language holds special position as this is an official language in multitude of countries. Because of this, it makes sense that cultural aspects of the most significant English-speaking countries should be covered in English lessons. However, the analyses of the three most used English student's books showed that it is mostly the United Kingdom and the USA that are mainly covered in these books. There are other English-speaking countries, such as Canada, Australia, New Zealand, and South Africa, however

references to these occur there extremely rarely. Furthermore, when they do appear, they often display information that does not represent or say anything important about the country. For example, one significant story is of an Australian man whose life was saved by a cat – this is hardly representative of Australian culture.

We saw some incredibly significant results from the questionnaire sent to English teachers of grammar schools. In general, the most important information obtained from it was the fact that nearly all of the teachers (apart from two) do teach *cultural studies* in their lessons. Since student's books do not cover some areas that should be taught in English *cultural studies* lessons, it is necessary to use extra materials in the lessons. The survey has revealed that 98% of them do use extra materials in their lessons. This emphasises that extra information must be provided by teachers, in order to supplement the lack of *cultural studies* covered in student's books. Teachers stated great amount of materials that are available either in paper form or on the Internet. As our society is so fast paced teachers must remember to provide up to date the information on the countries they are teaching about. Of course, some of the information does not change, such as geography. Traditions can change; however, depending on the lifestyle anything can change. Nowadays in the time of communication technology, these transformations can be observed in real life. Simultaneously, the information provided by the teacher should be always verified to prevent cultural misunderstandings.

In conclusion, if *cultural studies* are taught at grammar schools in the Czech Republic they have to be accompanied by extra materials, as the student's books do not contain enough of the required topics, as stated in *Framework Educational Programme*. Finally, teaching *cultural studies* enables students to better understand a culture and even understand the background of the language. Learning about someone's culture brings people together, creates friendships and enriches this life. Teachers mediate *cultural studies* in the English lessons! Now, that is so fascinating!

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Appendices

Appendix I: Accompanying letter for English teachers

Appendix II: Do you teach cultural studies in your English lessons?

Appendix III: What part of your English classes is dedicated to cultural studies?

Appendix IV: Does the student's book, which you use in your lessons, contain enough materials for cultural studies?

Appendix V: Do you use any extra materials for teaching cultural studies?

Appendix VI: What area from cultural studies do you concentrate in your classes on?

Appendix VII: What English-speaking countries do you concentrate in your classes on?

Appendix VIII: What types of activities do you apply when teaching cultural studies?

Appendix IX: In what grades of secondary education do you teach cultural studies?

Appendix I

Vážená paní magistro, vážený pane magistře,

jmenuji se Jana Kovářová. Jsem studentkou oboru anglický jazyk se zaměřením na vzdělávání na Pedagogické fakultě UK v Praze. Provádím výzkum, který je součástí mé diplomové práce na téma Výuka reálií v 21. století. Obracím se proto na Vás s velkou prosbou o vyplnění krátkého dvouminutového dotazníku, který je anonymní. Dotazník najdete v následujícím odkazu:

<http://realie2013.vyplnto.cz/>

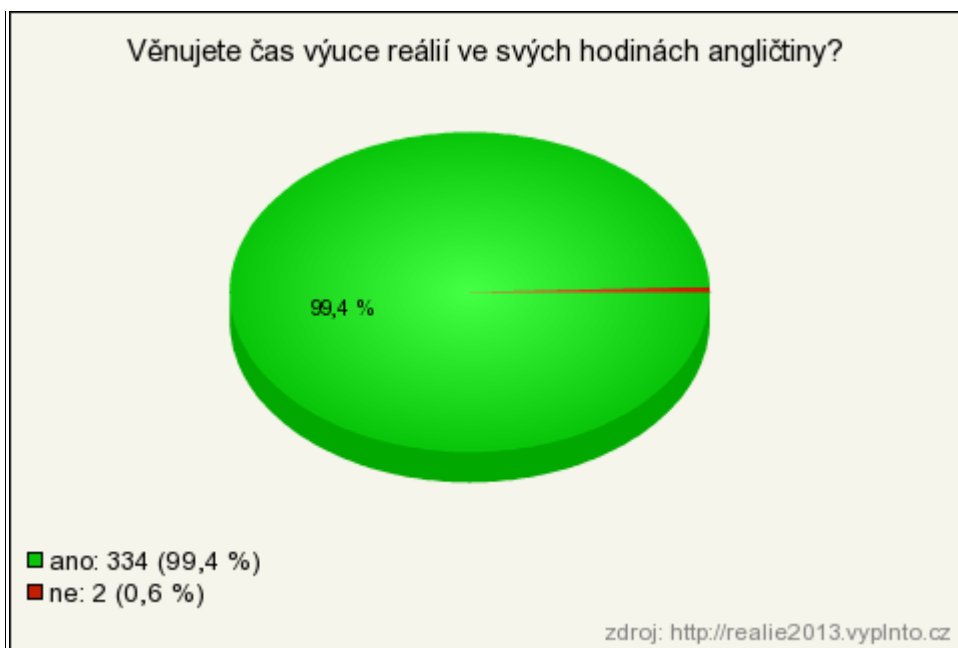
Dotazník se týká reálií anglicky mluvících zemí při výuce angličtiny na gymnáziích (4 ročníky vyššího gymnázia). Reáliemi se myslí věcné údaje, či charakteristická dílčí fakta o dané anglicky mluvící zemi.

Děkuji vám za Vaši spolupráci.

S pozdravem

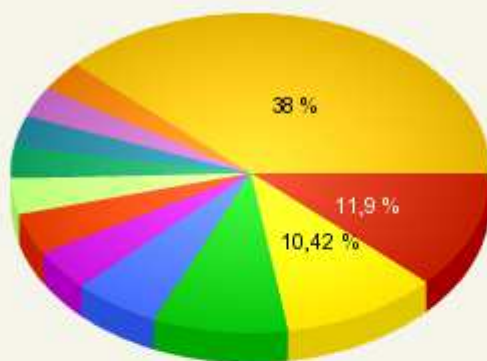
Bc. Jana Kovářová

Appendix II



Appendix III

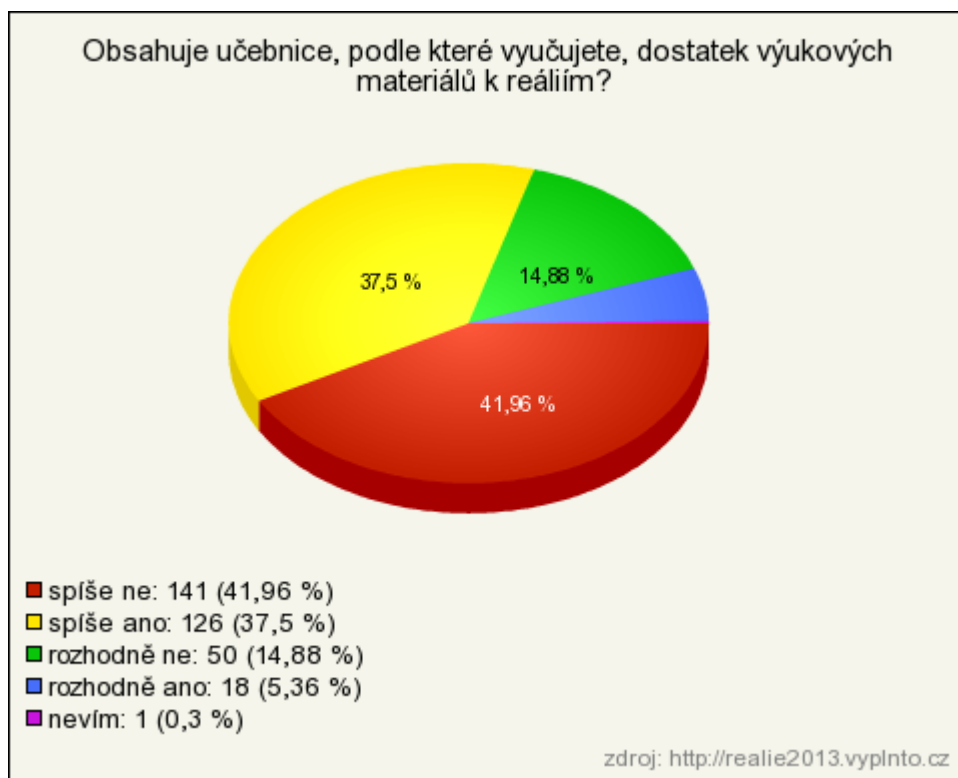
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- 20: 40 (11,9 %)
- 30: 35 (10,42 %)
- 10: 31 (9,23 %)
- 20%: 20 (5,95 %)
- 15: 14 (4,17 %)
- 30%: 14 (4,17 %)
- 25%: 12 (3,57 %)
- 10%: 11 (3,27 %)
- 5: 10 (2,98 %)
- 50%: 10 (2,98 %)
- 25: 10 (2,98 %)
- Ostatní odpovědi: 129 (38 %)

zdroj: <http://realie2013.vypinto.cz>

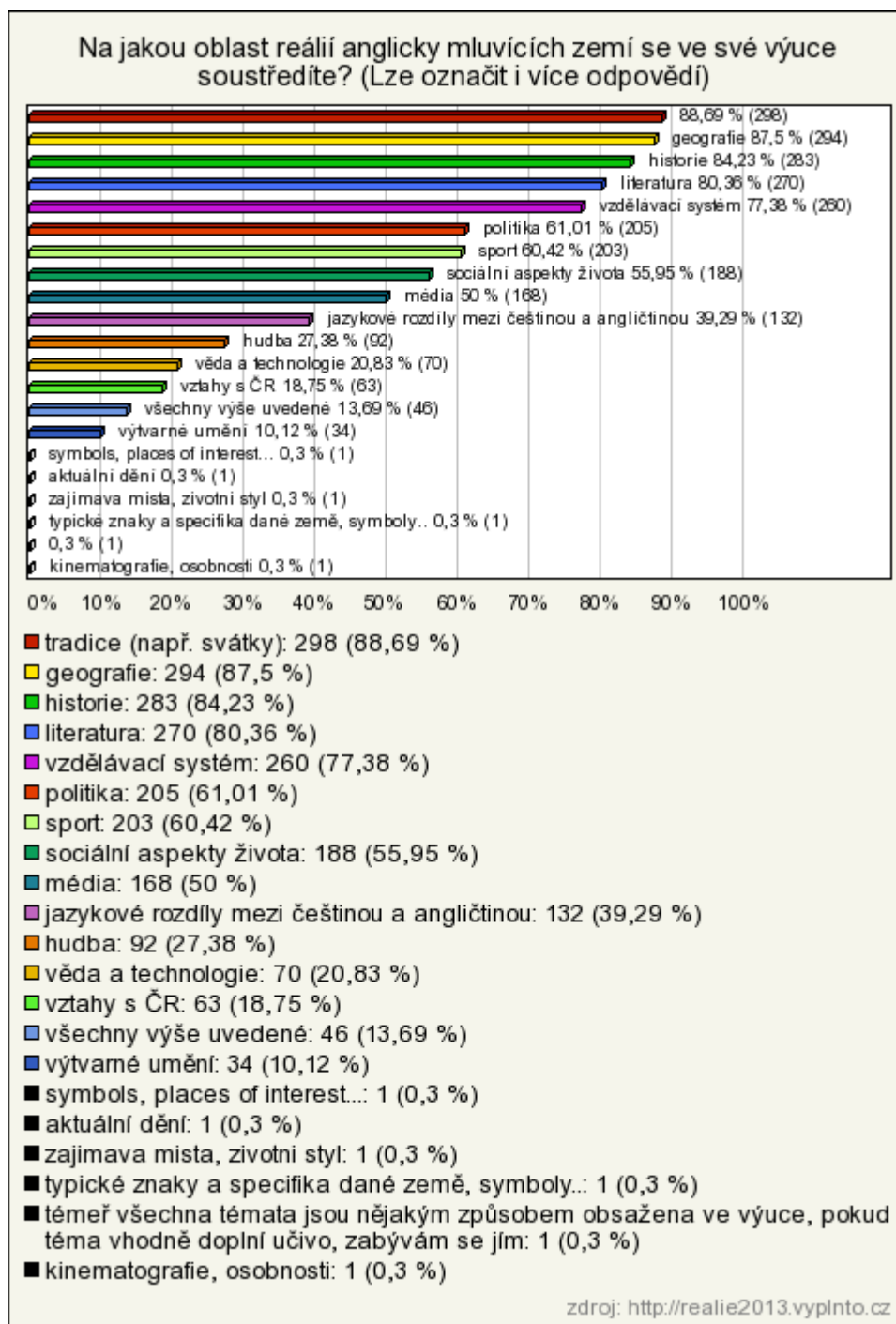
Appendix IV



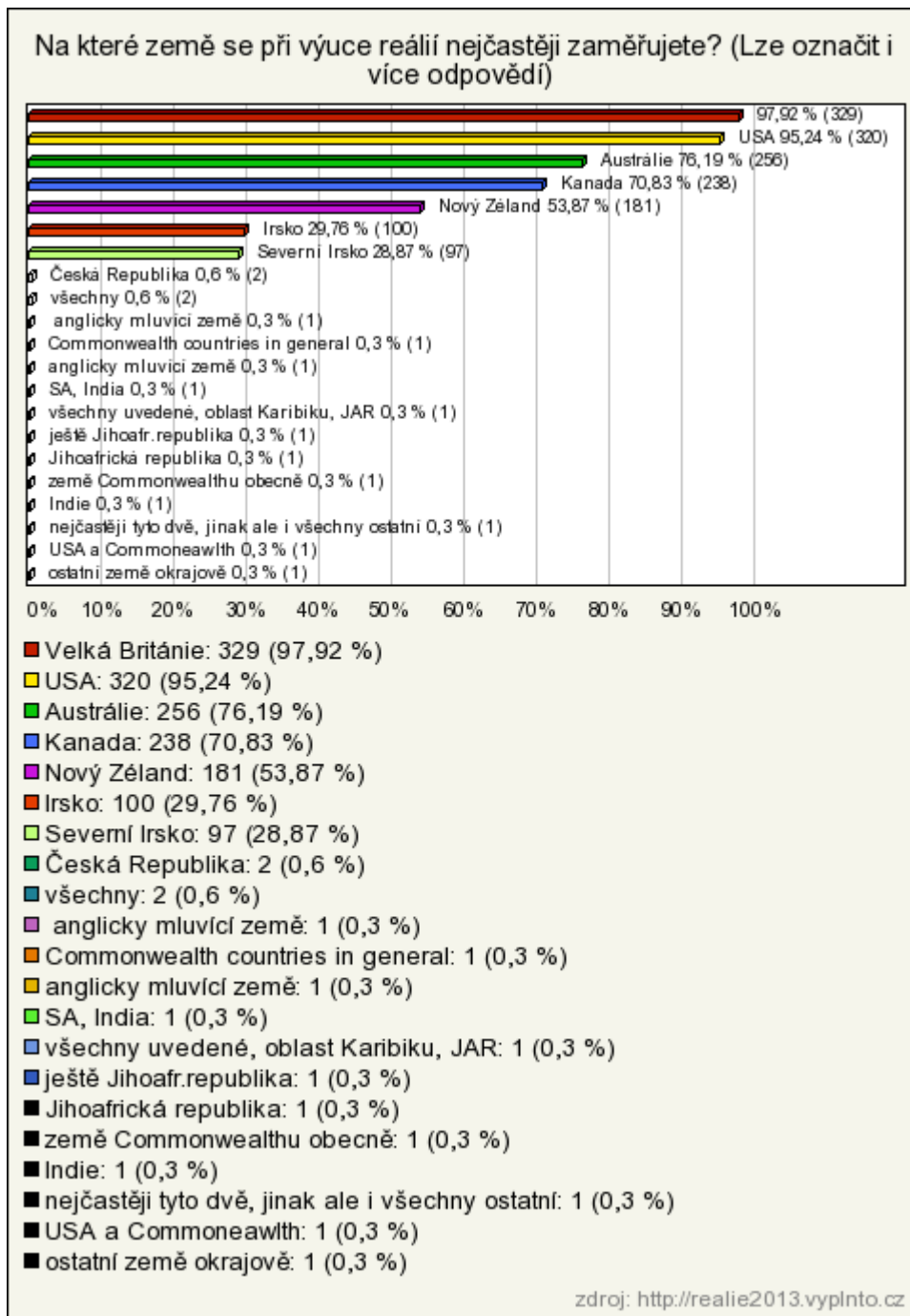
Appendix V



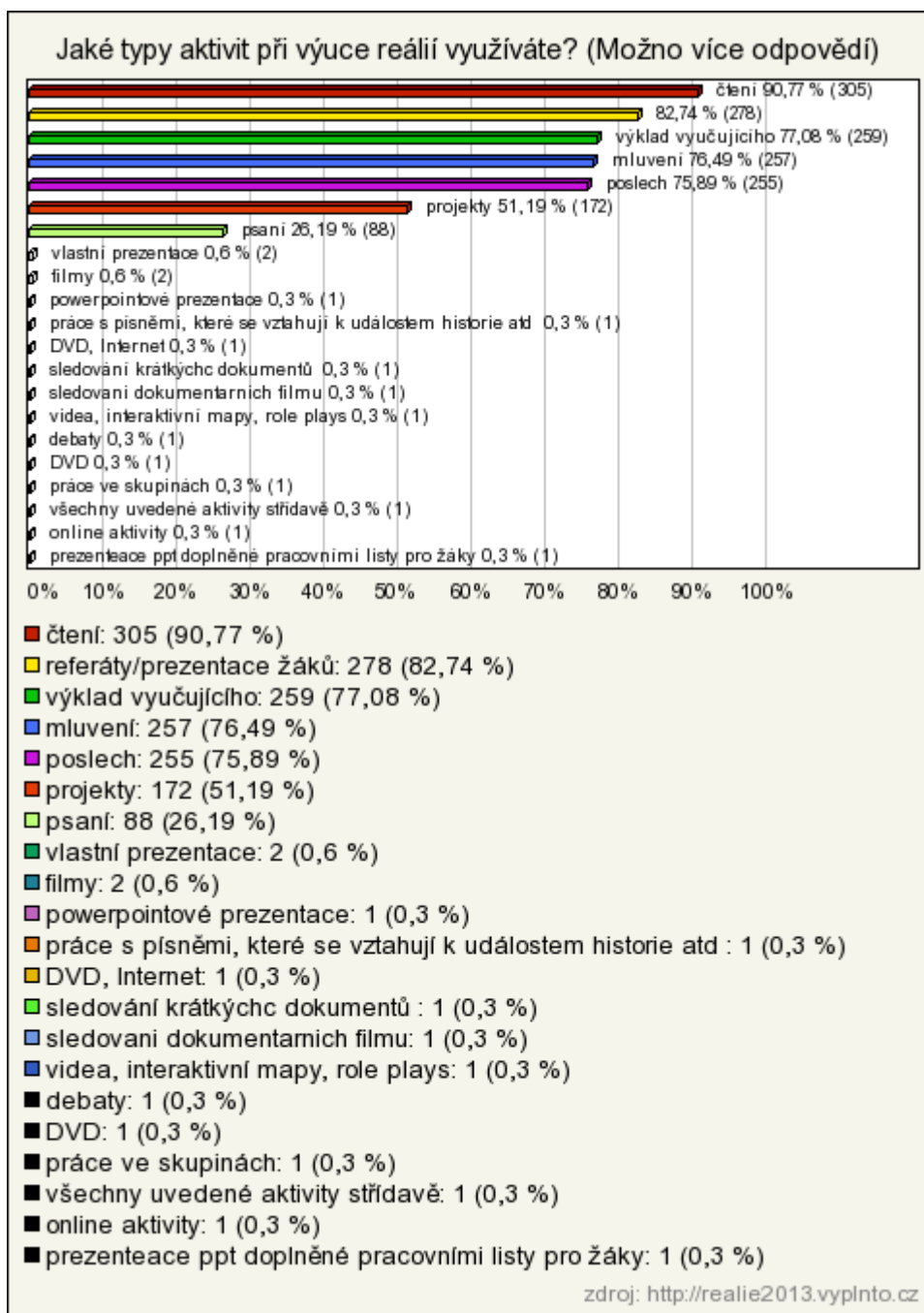
Appendix VI



Appendix VII



Appendix VIII



Appendix IX

