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Elements of content and language integrated learning in the British history and culture course for English Philology students

1. Introduction

Among many approaches to foreign language teaching, CLIL (Content and Language Integrated Learning) seems to be universal enough to comply with the European Higher Education Area objectives that specify the expected learning outcomes for a given qualification, including *knowledge*, *skills* and *attitudes* (<http://www.ehea.info/article-details.aspx?ArticleId=65>). An important document, namely *The European Framework for CLIL Teacher Education*, as explained by Marsh et al. (2010: 6-11), defines major principles to be followed by professional teachers implementing curricula designed for teaching selected content subjects and an additional language in an integrated manner. Such curricula also aim to develop several interdependent key competences that describe the basics of lifelong learning. The key competences include: communication in the mother tongue and foreign language(s), digital competence, learning to learn, social and civic competences, and cultural awareness and expression.

European standards in education also demand that a very careful approach to evaluation and assessment be taken. That is why the standards of the national qualifications framework are to be compatible with ramifications of the European Higher Education Area (EHEA). *The European Framework for CLIL Teacher Education* specifically accounts for a distinction between formative and summative assessment and their role in CLIL-oriented teaching. Formative assessment helps analyse students' learning (attitudes, skills and knowledge) over longer stretches of time in order to improve learning and teaching. It also contributes to building learner and teacher autonomy including the capacity to better manage learning. Summative assessment, based on discrete-point testing of a student's learning is typically connected with external testing validated by statistical measures which are used to make very important decisions about students (e.g., pass/fail) and/or teachers (e.g., adequate/ inadequate teaching performance) (<http://www.ehea.info/article-details.aspx?ArticleId=65>).

2. Content and language integrated learning and English Philology studies

It is noteworthy that English Philology studies naturally fit in the system where apart from the mastery of the target language students are to get familiarized with many philology-related issues by studying such subjects as linguistics, literature, history and culture as well as practical English. The study in all those areas will contribute to the development of their disciplinary knowledge, skills and attitudes as well as shape their attainment of key competences central to European educational systems.

Contemporary English Philology students display considerably varying levels of proficiency in English when starting higher education courses. This determines their performance in the classroom and motivation levels throughout the whole course of studies. Obviously, especially the less able ones are bound to encounter remarkable problems while learning academic subjects in the areas of linguistics, British and American literature, history and culture, or EFL didactics. Taking a CLIL approach can be of help here as research findings clearly demonstrate that CLIL modules appear particularly functional in the mixed-ability classes in which even average C-grade students do considerably well (Mehisto et al. 2008: 21-23). Such lower achievers can still learn to speak another language and gain many socio-cultural skills that will enrich their professional careers and personal lives in the future.

When approaching history/culture oriented texts, it is indispensable to see meaning in grammar, vocabulary and non-language (photos, charts, and other visuals). Fang and Schleppegrell (2011: 105) claim that functional language analysis strategies enable students to successfully approach and process the language of advanced literacy, facilitating their deeper comprehension of meaning hidden in complex patterns of grammar. The researchers also highlight the importance of the classroom conversation about the wording that accounts for time and cause, agency, judgment and interpretation, which fosters disciplinary learning and critical thinking as learners observe how language contributes to the presentation of particular events. Obviously the focus on the language in CLIL pedagogy cannot be a random approach, but certain principles have to be followed.

3. Supporting language learning in content classes: some general guidelines

When incorporating language aspects into content-oriented classes, it is important to select appropriate language to teach with reference to a particular subject area. A suggestion for solving this problem comes from Mehisto et

al. (2008: 104) who believe that it is imperative to distinguish between the language students absolutely have to learn to acquire the specific content (thus called content-obligatory) and the language that might be helpful, but is not absolutely necessary for attaining in-depth knowledge of the subject matter (content-compatible language). This distinction also helps teachers in the strategic sequencing of the language and content objectives.

Apart from this, there are some other general guidelines provided in order to ensure successful language learning in content classes. The selected four areas, which can impact the effectiveness of CLIL-oriented classes, and which have been found central to the present author's project, are presented in the sections to come. They concern skills integration, building adequate scaffolds, recycling of ideas and language, and fostering students' motivation.

Mehisto et al. (2008: 108) claim that integrated-skills classes serve the CLIL pedagogy really well, helping to make the most of language learning as students are provided with input while reading and listening and have an opportunity to produce some output whilst speaking and writing. Skilful **integration of input and output** in a series of activities results in enhancing the students' language skills while simultaneously familiarizing them with the relevant content area. However, as concluded by Coyle et al. (2010:92), it is not enough just to look at the content, accessibility and comprehensibility of the input material, but also at the set task. The type of a task the teacher gives will determine how students process the material and how they express their understanding.

University of Cambridge ESOL Examinations (2010: 7) emphasize the importance of scaffolding in TKT-CLIL (Teaching Knowledge Test: Content and Language Integrated Learning). They see it as an indispensable tool for proper adaptation of selected source materials into CLIL classrooms and provide a list of further strategies for **building scaffolds**, namely: adjusting language level of the main text, subheading texts, introducing substitution tables, word banks, glossaries, boldfacing key vocabulary and structures, breaking down tasks into small steps, providing constructive feedback, use of language frames, use of L1 and use of models for production of language.

Additionally, a CLIL teacher needs to constantly **reuse and recycle ideas and language** both within each lesson and throughout the unit as a whole. Students need constant reassurance that they have grasped the key points and ideas, even if they have not understood every word. In CLIL pedagogy recycling or revisiting language means practising language that learners have seen previously. Mehisto et al. (2008: 106) recommend using loads of repetition to ensure a sense of security in the classroom and to let the meaning sink in.

Many researchers have agreed that motivation as an affective factor can enhance the quality of language learning. In the CLIL classroom it can have

different roots and take different forms. Coyle et al. (2010: 89) claim that motivation can simply stem from an interest in the subject area or arise as a response to a challenge. **To make class tasks stimulating** Dale et al. (2010: 18) suggest activating prior knowledge and finding ways to connect it to the newly gained material. This in fact accounts for deep learning that fosters the creation of new concepts that can be later used for, problem solving in unfamiliar contexts.

To make the most of intrinsic and extrinsic motivation, a CLIL teacher has to remember that the former is related to the need to have contact with the native culture and speakers of the target language and the latter is linked to achieving success such as passing an exam with a view to satisfying parents or getting a new job (Coyle, 2010: 89). In reality it means that firstly it is advisable to invite guests, organize field trips, set up a project with another school or create assignments that require students to use native-language resources such as music, video clips, blogs or home pages, and secondly to appreciate students' effort and achievement by providing clear feedback even on their partial successes. Admittedly, public recognition serves right as every student feeds on well chosen moments in the spotlight (Mehisto et al., 2008: 106-109).

4. The need of incorporating production-oriented activities into CLIL pedagogy

As noted by researchers and teachers following the CLIL principles in classroom practice, it is far more challenging to successfully teach productive than receptive skills (Chodkiewicz, 2011: 14). Admittedly, as Mehisto et al. (2008: 107) emphasize, it is necessary to create numerous opportunities for students to use language in order to communicate their ideas. Peer-cooperative work like groupwork and pairwork prove to be valuable especially when the focus of attention is on problem-solving activities.

What is more, since a range of language communicative functions such as informing, defining, analyzing, classifying, predicting, inferring, explaining, justifying, etc. tend to be predominant in lessons dealing with particular content areas, applying these functions in an informed way should help students acquire concepts, learn how to ask questions, explain understanding, demonstrate mastery, and generally prepare for future learning in subject matter areas (Cloud et al., 2000: 113-138). Harmer (2004: 24) notes that the study of language functions recommended by Communicative Language Teaching advocates and their implementation in foreign language instruction has had a profound effect upon the design of language teaching materials, making a purposeful use of language a major factor in the choice of a syllabus type as well as teaching techniques.

One of the well-trying classroom speaking activities in content based instruction is role-playing (University of Cambridge ESOL Examinations, 2010: 7). Lenz (1981: 40-48) claims that this type of activity ensures learners' participation and aids developing language skills used in real life situations. Thanks to purposeful interaction it constitutes a link between the subject matter and the outside world, giving learners the impression of gaining the knowledge that could be easily applied. Additionally, Westhoff (2004: 61) claims that role-playing tasks not only mirror authentic communicative situations, but also have a purpose, thereby involving multi-faceted processing. The teacher's responsibility is to provide the learners with opportunities to communicate meaningfully so, as Yalden (1983: 133) puts it, it is essential to develop such teaching techniques which focus on authentic language and give the learners the foretaste of real English.

Another challenge in the CLIL classroom is how to promote and teach the other productive skill, namely writing (Dale et al., 2010: 133). To support learners the teacher might use guided writing which serves as a scaffold to independent writing. Teachers discuss and model writing strategies with students encouraging them to use acronyms, templates, and writing frames (<http://literacyonline.tki.org.nz:2009>). University of Cambridge ESOL Examinations (2010: 8) assure that these language frames serve as ways of support for writing and speaking at word, sentence and text levels. They help learners to start, connect and develop ideas found in curriculum subjects. All this facilitates independent writing where the student will write for a specific purpose with a clear understanding of what form achieving this purpose will take.

To determine to what extent all the above is to enhance English Philology students' learning a sample content subject, there is a need for action research on the subject matter. The present author devised and conducted such a research project whose findings are presented below.

5. The study

5.1 The purpose of the study

The main objective for the present researcher-teacher was to incorporate the study of language functions into content-based classes devoted to teaching the British History and Culture Course offered in English Philology studies in Pope John Paul II State School of Higher Education in Biała Podlaska with the intention of introducing some production-oriented modifications into the course in the future years. In particular, the purpose of the study was:

- 1) to design a sequence of a five-class cycle, including revision and a test;
- 2) to help the students acquire the knowledge concerning the UK member countries as part of the syllabus requirements;
- 3) to introduce a range of classroom activities enhancing the students' written and oral production skills by means of integrating content-oriented reading, listening and watching activities with the knowledge of the selected language functions.

5.2 Participants

The study was conducted in two first-year groups of English Philology in March and April 2014. The examined groups consisted of 32 students, 12 male and 20 female students.

The majority of them (27 students) claimed to have learned English for more than six years, four of them learned it for 4-6 years and one respondent for less than four years. Generally, it can be assumed that the students felt confident at B1+ level of proficiency in English as specified by the Common European Framework of Reference for Languages, which is compatible with the Basic Matura examination, in which they received top scores (22 out of 32 respondents). Slightly more than a half of the participants (17 out of 32), could cope with the language tasks at B2 level, but only 6 students could do so with confidence, which is confirmed by their very good results in the Extended Matura Exam (compatible with B2 level).

Such a diverse range of school-leaving exam results implies that the teacher faced a mixed-ability group of students with varying individual capabilities as even though the striking majority of them had had more than a six-year English learning experience, they had mastered the target language to a different degree.

5.3 Materials

All the materials used during the study were carefully selected with the intention of making classes both attractive and effective.

Some of the **texts** were taken directly from the course textbook *Past Simple Learning through History* by Ronder and Thomson, and others were adapted from relevant authentic materials such as political speeches, song lyrics, films, talk shows and game shows. All of the materials were accompanied by **multimedia presentations** and **worksheets** devised by the researcher. The design of the power point presentations and worksheets followed a relatively similar pattern to give participants a sense of security while acquiring contents rather than overwhelm them with too much variety in form.

The researcher chose to set **homework assignments** for the students so as to ensure their self-study, which in turn served different purposes from extra practice to systematization and revision of class work. **Recorded in-class speech samples** together with a summative **test** made it possible to check to what extent the class objectives were met, or in other words, to what degree the students had developed the presupposed skills.

The **pre-study** and **post-study questionnaires** provided grounds for an in-depth analysis of the students' initial and final attitudes towards the classes they had participated in and elicited their opinions on the subject matter they had studied.

5.4 Design and procedure

The study was an attempt to design a part of a new British History and Culture course that is intended to include six study cycles, each one consisting of five classes, the last two being revision and a test, respectively.

As planned, the study embraced five 90-minute classes, which constituted one sample study cycle. Before the teaching procedure began, the students were given the pre-study questionnaire. The first three classes about the UK member countries, namely Northern Ireland, Scotland and Wales, were relatively similar in format with the required background textbook reading and its comprehension check paired with an in-class approach to and analysis of topic related contemporary authentic materials. All of them closed with homework.

Class four – the revision – was divided into two parts: (1) based on the worksheet with a round-up matching tasks, (2) based on a power point Millionaires template, which enabled a role play. During the staged game show the students were divided into four teams of four within which they were supposed to negotiate the answer to the question and choose the correct answer out of the four options justifying their choice and possibly explaining why the other ones were inaccurate. The fifth class, the summative test, combined tasks checking knowledge of the subject (62% of the test content) and tasks checking different aspects of language (38%). After the test the students filled in the post-study questionnaire evaluating not only what they had learned during the CLIL-based study, but also the whole mini cycle they had been exposed to. Table 1 presents a more detailed account of the study.

Pre-study questionnaire	
Class 1 – Ireland/Northern Ireland	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - reading comprehension questions - searching for necessary information - note-taking - studying the grammar chart - identifying language functions - forming opinions – a 3-tier-strategy - completing the model of opinion making - putting sentences in the right order <p>Homework: completing the opinion about the peace process in Northern Ireland by filling in the gaps with the relevant modal verbs in their past form</p> <p>Preparation for the next class: background reading about Scotland and the reading comprehension tasks</p>	<p>Students will:</p> <ul style="list-style-type: none"> - understand the historical and cultural background of the conflict in Northern Ireland - create definitions of history/culture related terms - see meaning in grammar - learn how to express a well-structured opinion on history/culture related issues - form opinions about historical events using modal verbs in the past - learn topic related vocabulary - learn to select the necessary information from historical texts and audio-video materials and practise critical thinking skills - evaluate given historical/cultural events, institutions or figures - be familiarised with the historical background of the issues to be discussed
Class 2 – Scotland	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - matching terms with visual representations - note-taking - reading comprehension questions - defining cultural terms - relating examples to definitions - making associations - drawing cultural inferences - forming opinions – a 3-tier-strategy <p>Homework: writing three model-based opinions about (1) Scottish-English union, (2) patriotism in the past, (3) patriotism now; writing a referendum speech including reference to the discussed language functions</p> <p>Preparation for the next class: background reading about Wales and the reading comprehension tasks</p>	<p>Students will:</p> <ul style="list-style-type: none"> - learn topic related vocabulary - be familiarised with the basics of history and culture of Scotland - understand the concept of Lowland-Highland division in Scotland and its political repercussions - understand the idea of patriotism now and in the past - practise the skills of opinion-making - practice writing skills referring to concepts and events from source texts and audio-video materials - be familiarised with the historical background of the issues to be discussed

Class 3 – Wales	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - matching terms with visual representations - note-taking - reading comprehension questions - defining cultural terms - making associations - multiple matching listening task - comparing and contrasting by filling in the gaps with linking words <p>Homework: a short paragraph comparing and contrasting the standards of living in particular UK countries</p>	<p>Students will:</p> <ul style="list-style-type: none"> - learn topic related vocabulary - be familiarized with the historical and cultural background of Wales - understand the concept of Welsh nationalism and patriotism - practise skills of comparing, contrasting, interpreting and relating concepts and events from written and audio-video materials
Class 4 – Revision	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - multiple matching task - filling in the gaps - identifying cross-cultural differences - defining cultural terms - making associations - a role-play with a multiple choice task - recording sample speeches <p>Homework: preparation for a summative test</p>	<p>Students will:</p> <ul style="list-style-type: none"> - revise terminology and facts connected with the particular UK countries - systematize the knowledge of basic divisions among the UK members - apply their knowledge of the UK countries while communicating in a staged game show <i>Who Wants to be a Millionaire?</i> - apply various language functions to succeed in a real-life like situation - be assessed in terms of successful communication
Class 5 – Summative test	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - filling in a chart - matching patriotism concepts with the particular UK member countries - forming a model-based opinion - matching exemplary sentences with definitions - comparing and contrasting - forming definitions 	<p>Students will:</p> <ul style="list-style-type: none"> - know basic facts and figures concerning history and culture of the UK countries - understand how patriotism is shown in particular parts of the UK - be able to use skills of opinion-making together with comparing, interpreting and relating concepts and events concerning the UK member states
Post-study questionnaire	

Table 1. The design of the study.

5.5 Results and discussion

The research findings will be discussed taking into account a compilation of the following: the pre- and post-study questionnaires, the writing assignments, the recorded speech samples and the test with a view to evaluating the effectiveness of the applied CLIL-oriented tasks and strategies.

4.4.1 The results of the pre-study questionnaire

The pre-study questionnaire consisted of 12 questions divided into three parts. The first three questions have already been analyzed (see Section 5.1). The remaining sample is analyzed below.

The fourth question helped to assess the frequency of the students' contact with history/culture based texts or audio-visual materials. Out of 32 respondents, 12 gave promising answers declaring that they used such materials either *very often* or *often* (4 and 8 respondents, respectively). The remaining ones expressed a rather moderate interest, though, claiming that they took advantage of the abovementioned materials only *sometimes* (13 students) or even *rarely* (7 students). By and large, it can be concluded that the majority of the participants of the study were relatively indifferent to the field of history and culture.

Question 5 aimed to obtain the information on the types of history/culture based sources used by the students prior to the study. The participants were asked to tick all the options that held true for them. The survey revealed that films, video-clips and websites were the most popular choices made; they were respectively chosen by 27, 25, and 24 students. This indicated what kind of materials would be worth using during the study so as to attract the interest of the recipients.

The focal point of Question 6 was to find out how challenging a few suggested aspects of learning history and culture appeared to be for the participants. They were asked to rate the level of difficulty in each case, where 1 meant easy, and 5 stood for very difficult. It was revealed that the students considered remembering facts and figures as the least problematic – the mean score was 2.9. The remaining areas amounted to the less impressive mean score 3.5. With only slight differences in ratings they came as follows: (1) evaluating given historical/cultural events, institutions or figures, (2) learning vocabulary and structure, (3) defining terms connected with history and culture, (4) comparing and contrasting given historical/cultural events, institutions or figures.

Questions 7 and 8 were to make it possible to establish the students' assumptions concerning the attractiveness and effectiveness of the chosen study materials and tasks with the intention of verifying their expectations after the study. The students were supposed to rate the suggested materials and tasks as (1) attractive, (2) effective, (3) both attractive and effective, or 4] neither attractive nor effective.

Of the given options the history/culture textbook was mainly perceived as effective by a half of the respondents. This indicates that even though students do not take pleasure in studying textbooks, they learn considerably well from them. It cannot go unnoticed, however, that 1 in 4 students declared a very negative attitude towards historical textbooks as well as source materials marking them as neither attractive nor effective. The remaining students suggested that the options of source materials most often came to be seen as both attractive and effective in the case of the leading audio-video materials (21 responses), recent written authentic materials (16 responses) and visual aids paired with arte facts (14 responses) to historical source texts – still supported by more than a third of the participants (12 responses).

As for the planned tasks, the students considered the tasks as effective giving priority to the focus on related structure (17 responses) and vocabulary (16 responses) together with comprehension questions (16 responses). Other tasks mainly regarded as effective covered: note-taking (15 responses) and focus on language functions (14 responses).

A discussion and a role-play, generally perceived as both attractive and effective, indicated the students' desire for performing oral communication tasks during the classes. However, the ratings were rather inconclusive in the case of writing assignments and focus on language functions since they generated the most contrasting viewpoints with correspondingly 11 and 14 responses for their effectiveness as opposed to 9 and 10 responses for their lack of attractiveness or effectiveness.

Question 9 investigated the level of the students' motivation and willingness to study History and Culture of Great Britain as an obligatory subject. Out of 32 study participants just above a third were very highly (3 respondents) or highly motivated (9 respondents) to study the subject in question, whereas half of the group expressed a rather average eagerness to attend the course. This dominant tendency was not disturbed by the striking minority of those who felt low motivation (3 students) or none at all (1 student). Apparently, the target group was likely to pose a risk of remaining uninvolved if the researcher failed to fulfill their expectations regarding the types of sources and tasks which they previously rated as both attractive and effective.

By means of Question 10 the author aimed to find out if the students were aware of the seven language functions listed while approaching history and culture materials. The results came as expected with only 1 in 4 learners providing affirmative responses in contrast to the remaining three-quarters either dismissing the claim of paying attention to the language functions (8 learners) or feeling uncertain about it (16 learners). The findings made it legitimate for the researcher to set CLIL-like objectives for the study so that the students could learn not only about history and culture of Great Britain but also about certain aspects of the language use, which could enhance their topic-related performance.

The eleventh question was devoted to the students' presuppositions whether the systematic knowledge of the language functions could aid successful comprehension and communication in English. In response to this question most answers were affirmative (26 participants), whilst the rest of the students either disagreed (1 participant) or felt unsure of it (5 participants).

In the last question (Question 12) the students were to specify the expected usefulness of the listed language functions in the context of discussing British history/culture relates issues. Among the top-ranked language functions were the ones that generated the recognition of about three quarters of the surveyed students, namely giving an opinion (24 students), offering solution and giving information (23 students each), and finally comparing and contrasting (22). All of the above were to be practised during the classes.

4.4.2 The analysis of the students' homework assignments

Homework set for the students served the purpose of ensuring their self-study and revision of the discussed material as well as enhancing their productive skills. The participants were supposed to do homework after the first three classes of the study cycle.

After **the first class** the students were to complete an opinion about the peace process in Northern Ireland filling in four gaps with the relevant modal verbs in their past form (see Appendix 1). To do it successfully, the students had to consider the suggested language function in each case. Three quarters of the surveyed students responded accurately, whereas the remaining students made one mistake in different sentences. What is worth noticing, though, is that the mistakes were connected with the grammar form rather than the choice of a modal verb, which implies that after the class all the students were able to associate the particular modal verbs with meaning and the relevant language functions.

Having attended **the second class**, the participants were expected to learn about the political situation in Scotland and consider the language functions applied in the patriotic speech of a historical leader. This time, homework included four production-oriented tasks. The first three activities intended to check if the students could apply knowledge gained during the present and previous class and create opinions about (1) the Scottish-English union and (2) patriotism now and (3) then in accordance with the 3-tier strategy. It was specified above each line what type of sentence was required to meet the standards of the formula. Finally, the participants had to write (4) a pro-independence referendum speech sticking to the points describing a good communicator and underlining the target language functions. It was possible to receive 3 points for each opinion (1 point for each of the following criteria: content, coherence and cohesion, and accuracy; half points were also awarded).

The opinions about the Scottish-English union went far worse than the ones about patriotism now and then. The mean score for the first opinion was 1.7 with extremely contrastive individual scores from 0.5 the lowest to 3.0 the highest. The mean score for the remaining two opinions was 2.5. The difference in scores might have resulted from the fact that the former task was a completely independent answer with the students relying only on the source materials, while the latter task offered some guidelines in the form of preparatory activities which listed some examples and brainstormed ideas. The fourth home task, namely the written speech, amounted to the mean score 7.2. The maximum score – 10 points – was awarded for the following criteria: 3 points for content, 2 points for coherence and cohesion, 2 points for accuracy and 3 points for the underlined sentences with six examples of different language functions (half points were also awarded). On the positive side, three quarters of the students scored above 3.5 out of 5 points for content/coherence/cohesion, and 2 out of 3 points for the underlined exemplary language functions. On the negative side, nearly a quarter of the students received 0 points for accuracy.

One of the focal points of **the third class** was comparison and contrast. The students were then asked to read a given text with statistics concerning different spheres of life in the UK, and using a class model, write a paragraph comparing and contrasting the standards of living in particular countries at a particular time. The same evaluation criteria were applied again, namely 1 point for content, 1 point for coherence and cohesion and 1 point for accuracy. Nearly three-quarters of the students scored 2.5 out of 3 maximum points, which is neatly reflected by the mean score 2.3. The task also served as a transition stage to the revision class about all the UK member countries.

The major limitation of using writing assignments as research instruments was that their evaluation involved a degree of relative subjectivity on the part

of the author. Another drawback was that checking homework in-class was reduced to lock-step analysis of one sample student response. Nevertheless, it was worth a try as all the home tasks being collected helped the researcher to assess the students' mastery of the practised skills and made it possible for the students to obtain feedback on their progress in the subject matter.

4.4.3 The analysis of the students' speech samples

The speech samples were recorded during a revision class which took the form of a role-played game show *Who Wants to be a Millionaire?* Working in groups of four, the students were supposed to negotiate and present their final answer choosing one of four options. They could use three lifelines, namely the audience, a phone call or fifty-fifty. The rationale for this task was to revise the course content knowledge and let the students use the language spontaneously in order to observe which of the previously analysed expressions corresponding to particular language functions would be in use.

Out of 15 questions in the game show only 2 were answered inaccurately, which implies the satisfactory level of the newly gained content knowledge. However, the actual justifications of particular choices were quite often limited (above a third), which, in turn, may mean that some of the students lacked either fluency to express themselves freely or the ability to consolidate the knowledge of the topic that would allow them for an elaborate answer.

As far as the language functions are concerned, the students expressed the following: an opinion, certainty, doubt, speculation, suggestion, agreement and disagreement with only three cases of giving advice (*If I were you, I would choose D...*). Although a quarter of students used more advanced phrases corresponding to the target language functions, such as *Beyond the shadow of a doubt, I choose...* (certainty) or *I'm in two minds about this question...* (doubt), the more frequently used expressions were rather basic, e.g. *I think, the right answer is...* (opinion), *It's definitely C* (certainty) or *I guess, it's probably B because...* (speculation and justification). Finally, there were many problems in maintaining accuracy in the responses they produced (especially grammar).

Generally, well above a half of the responses could be treated as really successful, both in terms of content and quality of language. Apparently, to achieve even more satisfactory results there arises a need for revision of the preparatory stage for this activity. This might be, for example, a clear demonstration of what is expected of the students, possibly in a form of an analysis of a sample video of the live game show with a contestant providing an extensive answer with an array of language functions to observe.

4.4.4 The results of the test

The test consisted of six tasks amounting to 25 points altogether and was devised by the author with a view to checking both content and language area emphasized during the study cycle. 62% of the tasks were content-oriented testing the students' knowledge of the UK member countries, whilst the remaining 38% concerned different aspects of language functions. The mean result of the test taken by 32 students was 72%, which can be treated as a considerable success. Both groups of the tasks generated a comparable total, with 71% for the content-based and 73% for the language items, which implies that CLIL objectives were accomplished as the students managed to achieve two goals at the same time. Thus it can be concluded that a proper balance of focus on the two CLIL areas was ensured.

In comparison with the extended school-leaving exam results, the abovementioned test results looked slightly more impressive even though there was a certain degree of comparability. In both cases the majority of the students scored results within the range of 60-70%, with some students reaching 80% (9 versus 6 respondents), and only a few fitting in the 40-59% level (3 respondents each).

The first task in the test was a chart which required that the students fill in some detailed information concerning geography, population and the like of the UK member countries. There were six blanks, half a point each, which amounted to 3 points maximum. The mean score for this task was 2.4 – that constitutes 80% of the maximum score. This content-based memory checking task appeared fairly easy. The second task was based on matching three opinions to the corresponding Celtic countries. The achievement on this task reflected the whole test result as the mean score was 1.1 against 1.5 in total, which meant 74%.

The third task generated the score of 63%, with the mean 1.9 (3 points altogether). The rationale for this task was to create an opinion about patriotism in one of the UK countries following the 3-tier strategy, where 2 points were awarded for content/coherence/cohesion and 1 for accuracy. However, the result was considerably weakened by 4 students who got 0 points for this task, either misunderstanding the instruction (1 participant) or failing the activity in all respects (3 participants). Only 6 of the students provided top-marked neatly structured answers.

The fourth task was the matching one – the students had to link the language functions to the corresponding illustrative sentences underlined in the political speech. With 3.5 points to get, the mean was 2.4, which amounted to the average of 68% in the achievement range. Whereas the most often confused language

functions were expressive and performative (19 wrong answers each), only 1 student failed to recognize the interrogative function.

Task 5 was based on gap filling and its aim was to check the students' ability to apply linking words. The learners were supposed to compare and contrast nationalist parties of Northern Ireland, Scotland and Wales on the basis of the background reading they had done. The results of this task can be viewed only in positive terms as the mean was 2.7 against 3 points maximum (90%). The last task was content-based and consisted of 11 points of interest – in each case the student was asked to describe one of the two terms, dates or historical figures provided. The mean score, this time, was 7.5, which stood for 68% of the task range.

Despite average motivation to study History and Culture of Great Britain as part of curriculum, the students involved in the present study managed to develop the target subject matter knowledge at a fairly satisfactory level. The final mean 72% corresponds to the general proficiency level of the participants of the study as shown by the comparison with the Extended Matura and other school-leaving exam results.

4.4.5 The results of the post-study questionnaire

The focus of Question 4 was to assess the level of the participants' interest in each of the first four conducted classes. The students were asked to rank how interesting each of the classes was, where 1 meant boring, and 5 – interesting. The class about Scotland proved to be most enjoyable with the mean score circa 4.6, and as many as 20 out of 32 students giving it the maximum score. The three remaining classes (the revision block, the classes about Northern Ireland and Wales) were evaluated comparably, with the mean score from 4.3 to 4.2, respectively. It must be concluded, then, that the classes won acclaim in terms of interest they generated (see Table 2 below).

The particular classes/ their focus	Number of students' responses (n=32) 1=boring 5= interesting				
	1	2	3	4	5
Northern Ireland	0	0	5	13	14
Scotland	0	0	1	11	20
Wales	0	1	5	12	14
Revision	0	0	5	12	15

Table 2. The students' interest in the particular classes.

The purpose of Question 5 was to assess the level of attractiveness vs. effectiveness of the classes. The striking majority (23 participants) concluded that the class time was both attractive and effective. A quarter of the remaining respondents also saw the classes in the positive light, claiming that they were mainly attractive (5 participants), effective (2 participants) or effective but hard (1 participant). Only one participant considered the whole study cycle as neither attractive nor effective.

The sixth question asked the students to describe changes they would introduce to the type of classes they had been exposed to. The students mentioned a fast pace of the classes and information overload of the material covered. Some of the students suggested that with such a great amount of the material, they should be given either a list of topic-related terminology or a set of possible test questions to prepare at home.

By means of open-ended Question 7, the researcher found out which tasks employed during the study deserved a recommendation for the future course of History and Culture of Great Britain. Among the most preferable ones the role-played game show *Who Wants to be a Millionaire?* as well as watching and analyzing audio-video materials, songs and films appeared. Pairing the aforementioned with the common praise of the slide-show presentations assisting the classes, it can be assumed that the participants appreciated the use of technology which facilitated different forms of visualizations in the classroom.

There were also voices of approval of the tasks inducing the use of productive skills like writing a referendum speech or opinions on the materials studied as well as comparing and contrasting Welsh celebrities. Approximately a third of the surveyed also valued the language tasks, especially those focusing on vocabulary and grammar. In general, the students appreciated variety of the activities they were to perform.

In Question 8 the students were asked to declare whether they agreed or not with the list of the statements regarding the impressions they gained after participating in the present action research study. All of the students felt that they had broadened their knowledge about the UK member countries. Nearly 9 in 10 maintained that thanks to the classes they had learned to express a well-structured opinion on history/culture related issues. The rest of the sentences were much more often approved than negated by the striking majority of the participants, which confirms the fact that the classes were very helpful in meeting the listed CLIL-like objectives. It can yet be observed that note-taking practice generated the least impressive result as only above a half of the respondents admitted that they had improved this skill during the classes.

The aim of the ninth question was to find out whether the students accepted the concept of a CLIL-like test which checked both the knowledge of the subject and some aspects of language. The respondents were supposed to finish the given statement either by ticking one of the two suggested options or inventing the ending on their own. Three quarters of the surveyed declared that such a test was a good idea, because it not only motivated them to learn history and culture of Great Britain, but also made them focus on the language they used. Nevertheless, nearly 1 in 5 maintained that that kind of test was a bad idea, because it proved too challenging to learn two things at the same time, so in effect the students learned close to nothing.

In the last question (Question 10) of the post-study questionnaire concerning the content balance of the CLIL-like test, the participants were to specify the expected percentage of history and culture content versus language aspects. In general terms the results appeared to be inconclusive, as the students took advantage of 6 out of 8 suggested options. The two most popular divisions were that of 80-20% and 70-30% where, within each pair, history and culture corresponds to the first figure and language aspects to the second one. The former division attracted support of nearly a third of the respondents (10 students) whereas the latter was accepted by a quarter of them (8 participants). The findings might serve as an inspiration for the future teacher of the course as it is likely that in the following years students of English Philology may express similar preferences concerning the contents of the course tests.

6. Conclusions

The purpose of this chapter was to report on the study that implemented selected elements of Content and Language Integrated Learning approach into English Philology history and culture classes. The benefits of such an approach have been highlighted in particular with reference to improving the students' production skills through a beneficial combination of content-based reading, listening and watching activities with the study of language functions.

A comprehensive account of the study conducted by the author closes the chapter with a short discussion of the main research findings.

1. The researcher's aim of introducing CLIL-based mini study cycle into the British History and Culture of Great Britain course within formal constraints of the national qualifications framework and the EHEA was accomplished.
2. Nearly all of the participants benefited considerably well from the CLIL-like approach not only by broadening their knowledge of the UK member countries, but also by learning how to compare and contrast history and culture related issues as well as how to form well-structured opinions on them.

3. The striking majority of the participants found the classes both attractive and effective, which enhanced their motivation to learn the subject they generally considered as rather redundant prior to the action research.
4. The students particularly appreciated the selection and adaptation of the contemporary authentic audio-video materials which served as a bridge way between the past and the present as well as a valuable frame of reference.
5. The students identified the role-played game show *Who Wants to be a Millionaire?* as the most useful oral production activity where they could apply the newly gained knowledge together with some conscious usage of the previously analyzed expressions corresponding to particular language functions.
6. The expected balance between teaching content vs. language in the future was identified in the students' CLIL-like summative tests as that of 80-20% or 70-30%.
7. To ensure even greater success of the discussed study cycle in terms of achievement, the researcher could have either limited the scope of information covered during the classes providing more practice time in class or could have specified more precisely which content areas ought to be prepared for the test.

All points considered, it is worthwhile to familiarise EFL students with the functions of the language on the basis of a variety of history and culture related materials so as to enable them to see meaning not only in the function-specific vocabulary but also in grammar, which in turn, should facilitate their production skills in the topic-based and more general context.

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Appendix 1: Class materials – worksheet (class 1)

Ireland/Northern Ireland: Background to Conflicts and the Way Out; Modal Verbs as a Tool in Forming Opinions






Section 1: Reading

A Before you read – think and discuss

Britain and Ireland are separated by just a short stretch of sea. However, the long history between the two countries has not always been happy.

- Has your country fought with any of its neighbours?
- What do neighbouring countries fight about?
- How can ancient conflicts be solved?
- What, if anything, do you know about Ireland and its history?

TASK 1. How can you associate the following pictures with Anglo-Irish relations? Skim the text to find justifications to your answers.

				
1] The flag's name:	2] Distribution of Protestants in Ireland: most of them are in	3] Memorial's name:	4] 19th century PM of Britain –	5] Home rule:
		1922 – the UK		
6] ULSTER:	7] Sinn Féin:	8] The country's full name:	9] IRA-	10] A blessed Good Friday –

B Read the text

'THAT CLOUD IN THE WEST'

'You have a starving population, an absentee aristocracy and an alien Church ... That is the Irish question.'

Benjamin Disraeli (later British prime minister) to Parliament, 1844

It has been said that Ireland suffers from having too much history and this is certainly true of its history with Britain. Direct British influence over Ireland dates back to the reign of King Henry II in the late 12th century, and since then, Anglo-Irish relations have rarely been harmonious.

The United Kingdom of Great Britain and Ireland was formed by an Act of Union on 1st January 1801 after the Irish Parliament in Dublin voted itself out of existence. Britain, always the dominant power in the relationship, feared that Ireland would become the base for a French invasion. One historian has said, 'From a British point of view the Union was little short of military necessity.'

The Union made Irish grievances against the British worse. Many of the problems stemmed from the inequality between the two sections of the population. Most of the population (85 per cent) was Catholic, but most of the land was owned by English Protestants. To make matters worse, since the

17th century, British rule had identified Roman Catholics as enemies of the constitution and denied them all political rights. When the prime minister, William Pitt the Younger, tried to reverse this situation, King George III prevented him. He claimed this would be to go against the oath he had sworn on becoming king in 1760, as 'defender of the faith' – the Protestant faith.

Although Catholics were eventually granted political rights in 1829, Ireland's fragile economy had reached breaking point. A major problem was the staggeringly rapid growth of the population. By 1845, this had passed 8 million, or over one-third of the population of the United Kingdom. Such growth proved unsustainable when a fungal disease destroyed half the Irish potato crop in 1845. A near-total crop failure followed in 1846 and again in 1848. As Ireland's population was largely dependent on the potato for food, over one million people died of starvation and disease. An even greater number were forced to emigrate – to Canada, Australia, New Zealand, the United States and Great Britain. To this day, most people believe that the British government could and should have done far more to help the starving Irish. Ireland was the only country in Europe to have a lower population in 1900 than it had in 1800.

The late 19th century saw growing unrest in Ireland, with Charles Stewart Parnell leading calls for Home Rule. Anglo-Irish relations were dominated by the actions of the Liberal politician W. E. Gladstone. After the general election of 1868, Gladstone was the leader of the largest political party in Parliament. He received his formal summons from Queen Victoria to form a new government while chopping down trees on his family estate. He carefully put down his axe and told the bemused messenger: 'My mission is to pacify Ireland.'

Gladstone's mission was a failure, but arguably a heroic one. Gladstone was head of four separate governments between 1868 and 1894 and introduced various laws dealing with the Irish church, the land, the legal system and voting rights. There were those who thought that the Irish question obsessed him. His goal was not independence for Ireland but political freedoms within the UK similar to those enjoyed by Scotland today. To this end, in 1886 and 1893 Gladstone introduced Home Rule Bills that aroused feverish debate. On one occasion, there was even a fight in Parliament involving some 80 MPs. Ultimately, though, both bills were rejected and the British Liberal Party came close to collapse.

Gladstone suffered savage personal criticism over Home Rule for Ireland. Lord Randolph Churchill (Winston Churchill's father) called him 'an old man in a hurry'. One Conservative MP said he was 'half-cracked'.

Despite the criticism, Gladstone's party thought that it had cracked the Irish question in 1914. The Liberal government of H. H. Asquith managed to pass a Home Rule Bill almost identical to Gladstone's. But in carrying through this reform, Asquith faced a significant new enemy – armed Loyalists from Ulster. These Ulster Unionists threatened civil war in Ireland if Home Rule (they called it 'Rome Rule') was forced on them. Civil war was averted by the outbreak of the First

Glossary

bemused	puzzled, confused
half-cracked	half-mad
Ulster	the nine most Protestant counties of Ireland (situated in the north-east)
paramilitary	organized like an army

World War, with the Home Rule Act being suspended for its duration. By 1918, however, Irish politics had been transformed by the rise of Republicanism. The Republican political party Sinn Féin ('we ourselves') demanded complete independence from the United Kingdom. Home Rule was now dead and violence followed.

Since 1922, there have been two Irelands. Northern Ireland has remained part of the UK, while the rest of the country has been independent. But Catholic Republicans in Northern Ireland, opposed to any part of Ireland remaining under British rule, ultimately rose up against the dominant Protestant majority. Between the late 1960s and late 1990s, Northern Ireland was scarred by violent civil conflict known as the Troubles. Over 3,700 people lost their lives as a result of terrorist bombings and shootings by the Catholic IRA, Protestant UDA and other paramilitary organizations. Many innocent people also died as the result of actions by the British army and Ulster police. In the early period of Tony Blair's premiership, the Good Friday Agreement (1998) was signed, effectively ending hostilities. There was widespread celebration and Blair said he felt 'the hand of history' on his shoulder. Perhaps there was an answer to the Irish question after all.

C Check your facts!

- 1 'Britain has been directly involved in Irish affairs for over a thousand years.' True or false?
- 2 Britain wanted a union with Ireland in 1801 mainly because it feared:
 - a) a French invasion from Ireland.
 - b) an Irish invasion from France.
 - c) an Irish-French invasion.
 - d) all of the above.
- 3 Why did George III refuse to give Irish Catholics political rights?
- 4 How much of the Irish potato crop was destroyed by disease in 1845?
 - a) 30 per cent
 - b) 50 per cent
 - c) most of it
 - d) all of it
- 5 Why did Queen Victoria call on Gladstone to form a government in 1868?
- 6 'Gladstone's mission was to give Ireland its independence.' True or false?
- 7 'Gladstone tried so hard with Ireland only because it made him popular.' True or false?
- 8 What stopped the Irish getting Home Rule in 1914?
- 9 How long did the Troubles last?

D What do you think?

- 1 Was 'the United Kingdom of Great Britain and Ireland' truly a united kingdom? Explain your answer.
- 2 The British could **not** fairly be blamed for:
 - a) the fungal disease in potatoes.
 - b) poverty and starvation in Ireland.
 - c) mass Irish emigration.
 - d) injustice suffered by Catholics.
- 3 Gladstone was probably chopping down trees because:
 - a) he was an old man in a hurry.
 - b) he was half-cracked.
 - c) he was trying to pacify Ireland.
 - d) he found the exercise beneficial.
- 4 '... the Irish question had finally been cracked' means that it had been:
 - a) solved or answered.
 - b) divided into two parts.
 - c) judged to be mad.
 - d) asked in the right way.
- 5 During the Troubles, the two groups who wanted British rule in Northern Ireland to continue were:
 - a) the British and Irish governments.
 - b) Republicans and Loyalists.
 - c) the British Army and paramilitary groups.
 - d) Loyalists and the British government.

FAMINE

Section 2: Topic development

A The famine

- 1 Look at this photo. What do you think the sculpture shows?
- 2 This memorial to the famine stands in Dublin, capital of the Republic of Ireland.
 - a) Who do you think each of the figures is? How do the figures relate to each other?
 - b) Is this memorial different from traditional statues and civic monuments?
 - c) How does it make you feel?
 - d) How do you think it makes ordinary Dubliners feel as they go about their lives?
 - e) Can you think of any other memorials like this?
 - f) Do you think this kind of memorial is a good or bad idea?



B What could have been done to help the Irish?

To this day, most people believe that the British government could and should have done far more to help the starving Irish.

- 1 Read the text below, which develops the point made in the extract above, and discuss the difference in meaning between *could have*, *should have*, *might have* and *needed to*.

Many Irish historians have argued that the British government

could have taken steps to ensure that imported food was distributed to those Irish in greatest need.

should have been willing to treat the famine crisis in Ireland as an imperial responsibility and to pay for relief.

might have prohibited the export of grain from Ireland.

Historians also add two other ideas:

The amount of money that the government spent on public works in Ireland *needed to be* much higher.

The poor-law system of providing relief for the starving Irish *needed to be* much less restrictive.

- 2 Think about one of the biggest disappointments in your life. Write about what happened and how you feel about it now. Then write sentences about what a) *would have happened*, b) *should have happened*, c) *could have happened* and d) *might have happened* instead.

FORMING OPINIONS about HISTORICAL EVENTS using MODAL VERBS in the past

TABLE 1

SPECULATION	CRITICISM	NECESSITY
<p>must (+95%)</p> <p>could</p> <p>HE may (+50%) <u>HAVE DONE IT</u>.</p> <p>might</p> <p>Can't (-95%)</p> <p>couldn't</p> <p>would (n't)</p>	<p>could</p> <p>ought to</p> <p>HE should (n't) <u>HAVE DONE IT</u>.</p> <p>needn't</p>	<p>HE <u>needed</u> <u>TO DO IT</u>.</p>
<p>(3-tier strategy)</p> <p>1. Topic sentence (e.g. expressing SPECULATION, CRITICISM, NECESSITY)</p> <p>2. Justification / Example</p> <p>3. Result / Solution</p>		

Many Irish historians have argued that the British government

could have taken steps to ensure that imported food was distributed to those Irish in greatest need.

should have been willing to treat the famine crisis in Ireland as an imperial responsibility and to pay for relief.

might have prohibited the export of grain from Ireland.

Historians also add two other ideas:

The amount of money that the government spent on public works in Ireland **needed to be** much higher.

The poor-law system of providing relief for the starving Irish **needed to be** much less restrictive.

TASK 2. Study the model of opinion making with the application of modal verbs. The sentence from the source material functions as a TOPIC SENTENCE expressing CRITICISM. Check what the remaining two sentences express.

1. Many Irish historians have argued that the British government could have taken steps to ensure that imported food was distributed to those Irish in greatest need. (TOPIC SENTENCE - CRITICISM)
2. For instance, there were large families with many children whose working fathers were unable to support them in times of crisis. (EXAMPLE - FACT)
3. Most probably, the working men of those families would have appreciated the government aid and in return would have worked as hard as they could helping economy to stand on its feet. (RESULT - SPECULATION)

TASK 3. Complete the model of opinion making with the application of modal verbs. The sentence from the source material functions as a TOPIC SENTENCE expressing SPECULATION. What do the remaining two sentences express? Fill in the gaps using the right verb forms.

1. Many Irish historians have argued that the British government might have prohibited the export of grain from Ireland. (TOPIC SENTENCE - SPECULATION)
2. The grain would (be used) to make bread which could (become) the basis of everyday diet in times of potato failure. (JUSTIFICATION -)
3. Consequently, many Irish people could (survive) and the relations between Britain and Ireland would(be) much better then. (RESULT -)

TASK 4. Complete the model of opinion making with the application of modal verbs. The sentence from the source material functions as a TOPIC SENTENCE expressing NECESSITY. Put the jumbled parts of the remaining two sentences together to express SPECULATION.

1. Many Irish historians have argued that the amount of money the government spent on public works in Ireland needed to be much higher.
(TOPIC SENTENCES - NECESSITY)
2. For example,
[railways/ could/ and/ they/ built/ more/ have/ bridges.]
(EXAMPLE - SPECULATION)
3. As a result, and
[on agriculture/ wouldn't have relied/ Irish people/ completely/]
[in times of/ other source of income/ could have found/ potato famine.]
(RESULT - SPECULATION)

TASK 5. Study the lyrics of the song and complete the opinion of Shinead O'Connor about Irish famine filling in the gaps with the right verb forms. The first sentence functions as a TOPIC SENTENCE expressing SPECULATION. What do the remaining four sentences express?

<p>fragment of “Famine” by Sinead O’Connor OK, I want to talk about Ireland Specifically I want to talk about the „famine” About the fact that there never really was one There was no „famine” See Irish people were only allowed to eat potatoes All of the other food Meat fish vegetables Were shipped out of the country under armed guard To England while the Irish people starved And then on the middle of all this They gave us money not to teach our children Irish And so we lost our history And this is what I think is still hurting me See we’re like a child that’s been battered Has to drive itself out of it’s head because it’s frightened Still feels all the painful feelings But they lose contact with the memory And this leads to massive self-destruction alcoholism, drug addiction All desperate attempts at running And in it’s worst form Becomes actual killing And if there ever is gonna be healing There has to be remembering And then grieving So that there then can be forgiving There has to be knowledge and understand- ing All the lonely people where do they all come from</p>	<p>Sinead O’Connor believes that:</p> <ol style="list-style-type: none"> 1.All the historians who wrote about Irish famine must..... (be) wrong, as there never really was one. (TOPIC SENTENCE - SPECULATION) 2. The English shouldn’t (ship) meat, fish and vegetables out of Ireland in the 19th century. (JUSTIFICATION -) 3. If the English hadn’t done it, the Irish wouldn’t (starve). (CLARIFICATION -) 4. Also, Ireland might (save) its history if Irish children hadn’t stopped learning their native language. (RESULT -) 5. Now everyone needs to (remember) and understand what really happened and after some grief the Irish may.....(for- give) the British. (SOLUTION -)
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THE TROUBLES

TASK 6. Answer the questions:

1. Can you explain the difference between
A] *Catholic Republicans or Nationalists* and
B] *Protestant Loyalists or Unionists* in Northern Ireland?
2. Why did we have such a tense situation in N. Ireland?

TASK 7. Read the text to find out about the ‘Troubles.’

Since 1945 successive British governments failed to address discrimination against Catholics in Northern Ireland. In the late 1960s there was a new and intensive wave of protest in Northern Ireland, which was met by continuing lack of reform and by police overreaction. Into this increasingly explosive situation stepped **the Provisional (‘Provos’) Irish Republican Army (IRA)**, which had separated from the long-established “Official” IRA in 1969 and which gained support after 13 Roman Catholic civil rights demonstrators were killed by British troops in Londonderry on Jan. 30 **1972 (Bloody Sunday)**. The Irish province was brought under **direct rule from London**. The IRA started an increasingly violent campaign against the **British Army in Ulster** in the 1970s (e.g. almost 500 people were killed in 1972). Also, there were many Catholic demonstrations and **hunger strikes** (**Bobby Sands** died of hunger in prison in 1981). The so-called “**Troubles**” lasted for over three decades. The Protestant and Catholic communities got divided and created their own paramilitary organizations fighting each other. There were also constant clashes between the IRA and the British Army which was supposed to keep peace in Ulster. Both the **Protestant (Unionists or Loyalists)** and the **Catholic (Nationalists or Republicans)** communities have illegal secret armies fighting a bloody war. On the Catholic side, are the IRA (Irish Republican Army) and INLA (Irish National Liberation Army). Both these organizations want to achieve a united Ireland by violent means, but they are criticised today by the government of the Irish Republic. On the Protestant side are the UDA (Ulster Defence Association) and the UVF (Ulster Volunteer Force).

GLOSSARY: **failed to address** – was unsuccessful in dealing with, **lack of reform** – no reforms, **overreaction** – aggressive behaviour, **clashes** – battles, **by violent means** – in an aggressive way

TASK 8. Watch the video and prepare to put the jumbled summary sentences in the right order.

A. Gerry and his friends began running away crying: ‘the Brits are after us.’	1.
B. After the riot IRA members caught Gerry together with his friends and threatened to kill them if that was going to happen again.	2.
C. Gerry and his friends were stealing lead on the roof of some building.	3.
D. The British soldiers didn’t manage to deal with the situation and backed out.	4.
E. Gerry’s father begged IRA men to give his son another chance.	5.
F. Fellow Irishmen got organised very quickly and started a riot to defend their boys.	6.
G. Gerry was playing with some metal stick which looked like a gun from a distance so the British patrol mistook him for a sniper and started shooting at him.	7.

GLOSSARY: **back out** [bæk aʊt] – move back, **lead** [led] – metal used in building construction (Pb), **riot** [ˈraɪət] – unlawful, often violent disturbance of the public peace, **defend** [dɪˈfend] – protect, **begged** [begd] – asked

TASK 9. Answer the questions referring to the video.

1. Do you know the title of the film? Do you think it’s a fictional story?
2. Which city does the whole scene take place in? How do you know?
3. When is the film set? What decade?

4. Does it look like a democratic country? Why? Why not?
5. Why did we have the British army in Northern Ireland? What did it mean to both communities?
6. Why were the IRA men so angry with Gerry?
- A] Because he might have led the British soldiers to the house with all IRA's gear and weapons. They might have lost all of it.
 - B] Because he must have planned this riot before without informing the IRA.
 - C] Because he has already been warned three times not to steal lead any more. He should have looked for other source of income.

THE WAY OUT - THE GOOD FRIDAY AGREEMENT

TASK 10. Read the text to find out about the 'Good Friday Agreement.'

Within weeks of his election, Blair struck a hard bargain with the IRA and Sinn Féin: peace talks would be renewed, but if Sinn Féin could not persuade the IRA to abandon violence, it would be excluded from the negotiations. Sinn Féin and the IRA accepted Blair's terms and announced a new cease-fire. The IRA cease-fire secured a long and involved series of negotiations, in which the Belfast Agreement of 1998 (also known as **the Good Friday Agreement**) seemed to have at last brought peace to Northern Ireland.

The key points of the Agreement were:

- The establishment of a **Northern Ireland Assembly** (~PARLIAMENT), composed of **109 members** elected by proportional representation, with an **Executive Committee of 12 members** (~GOVERNMENT), thereby ensuring cross-community representation at both levels.
- The assembly to have **the power to legislate**, with its first task to establish a North-South ministerial council to **develop cooperation on all-island** and cross-border issues.

Unionist suspicion and concern about fundamental reforms to the traditional power structure of the province meant, however, that the implementation of the agreement became a really hard task. In **August 1998**, the Real IRA detonated a bomb in **Omagh** killing 29 people. In addition, major Protestant political party DUP and the Orange Order both rejected the agreement. However, 71% of the people in Northern Ireland accepted the deal in a referendum in 1998. Indeed, it took almost another decade to arrive at what looked like a final resolution, when in **2007 the Northern Ireland Assembly** was restored on the basis of power sharing between two political parties that had before been bitter enemies, **Sinn Féin** and the Ian Paisley-led **Democratic Unionist Party (DUP)**. One of the keys to success was disarmament of IRA in 2005.

GLOSSARY: **abandon** – stop, **excluded** – eliminated, **terms** – conditions, **announced** – said publically, **cease-fire** – official stop of military activity, **implementation** – introduction, **rejected** – not accepted, **restored** – made again, **bitter** – fierce, strong, **disarmament** – official laying down all the weapons

TASK 11. What was done to stop the violence? Did all the paramilitary groups respect the agreement? Choose the right option.

A] The Good Friday Agreement was signed between the leaders of Irish Catholic and Protestant political parties as well as the British Prime Minister Tony Blair. ‘The Troubles’ continued because the Catholics were given too much freedom and the Protestants never accepted that.

B] The Good Friday Agreement was signed between the leaders of Irish Catholic and Protestant political parties as well as the British Prime Minister Tony Blair. The problems disappeared straight away as people on both sides were fed up with constant violence.

C] The Good Friday Agreement was signed between the leaders of Irish Catholic and Protestant political parties as well as the British Prime Minister Tony Blair. However, some Catholics objected to accepting the terms of the agreement and planted a car bomb in Omagh which killed 29 innocent people and wounded many more.

TASK 12. Do you think that nowadays there are frequent acts of Protestant-Catholic violence in Northern Ireland? Justify.

HOMEWORK

TASK 13. Look at the opinion about the peace process in Northern Ireland expressed in accordance with the 3 tier strategy. Consider the suggested language function (in the brackets) and fill in the gaps with the relevant modal verbs in their past form (the infinitive given in the brackets). Use the knowledge you have gained during the class.

1. Personally, I feel that the disarmament of IRA (take place) before the Good Friday Agreement of 1998. (TOPIC SENTENCE – CRITICISM)

2. If this had happened, the Real IRA extremists (not be able to) conduct the Omagh bombing several months after the settlement. (JUSTIFICATION: - SPECULATION)

3. Consequently, 29 innocent people (not die) and Irishmen, in general, (have) a chance to enjoy peace a decade earlier than it happened in reality. (RESULT – SPECULATION 2x)

Sections 1, 2 were taken from Ronder, D., Thompson, P. (2012: 120-123).

Table 1 was adapted from Evans, V., Dooley, J. (1998: 169-170) and Evans, V. (2003: 64- 76).

Tasks 2, 3, 4 were adapted from Ronder, D., Thompson, P. (2012: 123).

Tasks 7, 10 were adapted from O’Driscoll, J. (2009: 118-120).

Tasks 1, 5, 8 were adapted from www.

Tasks 6, 9, 11, 12, 13 and Glossaries were self-prepared.

Appendix 2: questionnaires

Pre-Study Questionnaire

I. INFORMATION ABOUT THE RESPONDENT

1. Sex. Tick the right option (✓):

☐ male

☐ female

2. How long have you been learning English? Tick the right option (✓):

☐ less than 4 years

☐ 4-6 years

☐ above 6 years

3. What was your school-leaving exam result in English (e.g. the Matura Exam)? Tick the right option(s) (✓):

Extended Matura Exam: ☐ above 80%

☐ 60-79%

☐ 40-59%

☐ below 40%

Basic Matura Exam: ☐ above 80%

☐ 60-79%

☐ 40-59%

☐ below 40%

Other: ☐ above 80%

☐ 60-79%

☐ 40-59%

☐ below 40%

II. PART ASSOCIATED WITH WORKING ON HISTORY/CULTURE ORIENTED TASKS

4. How often do you read, watch or listen to *history/culture based* texts or audio-visual materials? Tick (✓) the chosen option.

☐ very often

☐ often

☐ sometimes

☐ rarely

☐ never

5. What kind of *history/culture based* materials have you already read, watched or listened to? Tick the chosen option (✓).

☐ cartoon strips

☐ lyrics

☐ books

☐ video-clips

☐ textbooks

☐ cartoons

☐ magazine

☐ films

☐ websites

☐ other:

6. Mark in the chart below how difficult particular aspects of learning history or culture of a given country seem to be for you (1 – easy; 5 – very difficult).

☐ vocabulary and structure

1 2 3 4 5

☐ remembering facts and figures

1 2 3 4 5

☐ defining terms connected with history and culture

1 2 3 4 5

☐ comparing and contrasting given historical/cultural events, institutions or figures

1 2 3 4 5

☐ evaluating given historical/cultural events, institutions or figures

1 2 3 4 5

7. Mark which of the following study materials you believe you would find *attractive* (A), *effective* (E), *both attractive and effective* (B), *neither attractive nor effective* (N) in the course of learning on History and Culture of Great Britain classes.

☐ history/culture oriented textbook

☐ historical source texts (e.g. a private letter of somebody from a given period)

- ☐ recent written authentic materials (e.g. magazine articles)
☐ audio-video materials (use of technology in class)
☐ visual aids and artefacts

8. Mark which of the following tasks you believe you would find *attractive (A)*, *effective (E)*, *both attractive and effective (B)*, *neither attractive nor effective (N)* in the course of learning on History and Culture of Great Britain classes.

- ☐ comprehension questions
☐ written assignment related to the topic
☐ note-taking
☐ discussion about the subject matter of the material
☐ role-play
☐ focus on related vocabulary
☐ focus on related structure (grammar)
☐ focus on the functions of the used language
☐ other:

9. What is your level of motivation and eagerness to study History and Culture of Great Britain as part of curriculum? Tick the relevant option (✓).

- ☐ very high ☐ high ☐ average ☐ low ☐ none, I just have to study it

III. PART ASSOCIATED WITH WORKING ON LANGUAGE FUNCTIONS

10. Do you pay attention to the language functions (as described in the chart below) when you read, watch or listen to materials in English? Tick the relevant option (✓).

- ☐ yes ☐ no ☐ hard to say

A] phatic function	language is used to establish an atmosphere or maintain social contact between the speaker and the hearer.
B] directive function	language is used to get the hearer to do sth.
C] informative function	language is used to tell something, to give information, or to reason things out.
D] interrogative function	language is used to ask for information from others.
E] expressive function	language is used to reveal the speaker's attitudes and feelings.
F] evocative function	language is used to create certain feelings in the hearers.
G] performative function	language is used to do things or to perform acts.

11. Do you believe that gaining systematic knowledge about language functions could help you in more successful comprehension and communication in English? Tick the relevant option (✓).

- ☐ yes ☐ no ☐ hard to say

12. Which of the following language functions seem to be most useful when discussing British history/culture related issues? Tick the relevant options (✓).

<input type="checkbox"/> Making a complaint	<input type="checkbox"/> Giving information
<input type="checkbox"/> Expressing love or anger	<input type="checkbox"/> Comparing and Contrasting
<input type="checkbox"/> Persuading someone	<input type="checkbox"/> Explaining a process
<input type="checkbox"/> Giving advice	<input type="checkbox"/> Expressing certainty
<input type="checkbox"/> Offering solution	<input type="checkbox"/> Expressing doubt
<input type="checkbox"/> Asking for something	<input type="checkbox"/> Expressing suggestion
<input type="checkbox"/> Criticizing	<input type="checkbox"/> Agreeing
<input type="checkbox"/> Speculating	<input type="checkbox"/> Disagreeing
<input type="checkbox"/> Hiding the truth (lie)	<input type="checkbox"/> None of the above
<input type="checkbox"/> Giving opinion	

Post-Study Questionnaire

1. Sex. Tick the right option (✓):

☐ male

☐ female

2. How long have you been learning English? Tick the right option (✓):

☐ less than 4 years

☐ 4-6 years

☐ above 6 years

3. What was your school-leaving exam result in English (e.g. the Matura Exam)? Tick the right option(s) (✓):

4. Mark in the chart to what extent you liked the classes about each UK member country (1 – boring; 5 – interesting).

Northern Ireland	1	2	3	4	5
Scotland	1	2	3	4	5
Wales	1	2	3	4	5
Revision	1	2	3	4	5

5. How did you find the classes on the whole? Circle the option that appeals to you most.

A] attractive

B] effective

C] both attractive and effective

D] neither attractive nor effective

E] other:

6. What changes would you introduce to the classes on the UK member countries? Consider both form and content.

7. What tasks given during the classes are definitely worth recommending for the future course of History and Culture of Great Britain?

8. Read the following statements related to the classes and tick (✓) the chosen answer.

The classes helped me to:	YES	NO
A] broaden knowledge about the UK member countries		
B] arouse interest in history and culture of the UK member countries		
C] learn topic-related vocabulary		
D] practise note-taking		
E] form definitions of history and culture related terms		
F] learn how to express a well-structured opinion on history/culture related issues		
G] understand how to use modal verbs to express speculation, criticism and necessity regarding historical issues		
H] understand how to use linking words to compare and contrast history/culture related issues		
I] analyse and write a political speech with regard to various language functions		
J] practise giving advice to and persuading classmates when discussing history/culture related issues		
K] practise expressing suggestion and giving advice to classmates when discussing history/culture related issues		

9. What do you think about a test on *History and Culture of Great Britain* combining both tasks checking your knowledge of the subject and tasks checking different aspects of language (grammar, vocabulary, text comprehension etc.). Finish the statement ticking (✓) one of the options you agree with or come up with your own ending.

This kind of test is

[] a good idea because it not only motivates students to learn something about history and culture of Great Britain, but also makes them focus on the language they use

[] a bad idea because it proves too challenging to learn two things at the same time, so in effect students learn nothing

[]

10. What balance content would you recommend for a test on *History and Culture of Great Britain* combining both tasks checking your knowledge of the subject and tasks checking

different aspects of language (grammar, vocabulary, text comprehension etc.)? Circle the option that appeals to you most.

- A] 100% history and culture vs. 0% language aspects
- B] 90% history and culture vs. 10% language aspects
- C] 80% history and culture vs. 20% language aspects
- D] 70% history and culture vs. 30% language aspects
- E] 60% history and culture vs. 40% language aspects
- F] 50% history and culture vs. 50% language aspects
- G] more than 50% of language aspects
- H] doesn't matter

(liczba znaków ze spacjami: 76 821)