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Państwowa Szkoła Wyższa im. Papieża Jana Pawła II
w Białej Podlaskiej

Towards integrating language and content in EFL contexts: Teachers' perspectives

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Halina Chodkiewicz

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Preface

Recent years have been witnessing numerous advances in teaching English as a second/foreign language as well as in teaching school and academic subjects through the medium of English. A range of approaches, with a wide support of educational systems all over the world, have promoted the view that it is beneficial to take advantage of a close relationship between language and content with the goal of integrating language and content-oriented goals in both L1 and L2 educational environments. Among the multitude of labels offered to represent the recommended approaches, it was the term CBI (Content-Based Instruction), commonly used in Canada and the USA, and that of CLIL (Content and Language Integrated Learning), introduced by the Council of Europe, that seem to have gained a great deal of recognition in recent literature. The CBI/CLIL approaches found themselves in the centre of interest of numerous L2/FL specialists involved, on the one hand, in establishing bilingual education programmes, and, on the other, responsible for designing day-to-day teaching practice. As a result, many diverse applications in practice were undertaken.

The intention of this volume is to present how nine teachers took an attempt to cope with the complexity of combining language and content objectives by designing action research studies to be carried out in the classes they taught in two different EFL educational contexts. In the subsequent chapters all the teachers explained the rationale for the goals they chose to reach by introducing selected aspects of integrating language and content practice, and then provided an evaluation of the sequence of lessons/classes they had conducted. The tasks to accomplish were a great challenge both for the five pre-service teachers (completing their MA programme) who planned and conducted a sequence of CLIL-oriented lessons as a part of a General English course in secondary school, and for the four college teachers who incorporated language-focused tasks into subject matter classes in history, culture and literature taught to English philology students. The first group of novice teachers started with exploring the basic assumptions of CBI/CLIL as one of the current approaches in EFL didactics with the view to its possible implementation in theme-based lessons at the upper-intermediate level in secondary school so that learners could additionally deal with aspects of knowledge of history, culture, or geography in English, similar to those covered by their regular school subjects in Polish. The experienced college teachers treated a CLIL-oriented approach as a kind of innovation worth pursuing in more traditionally viewed classes

emphasizing the acquisition of subject-matter knowledge so as to systematically implement language-focused objectives. All the papers included in this volume underscored the importance of the teachers' reflection on the response they gained from the students participating in their classes.

The presented volume consists of three sections. The first section, devoted to the presentation of background issues, contains a chapter by **Halina Chodkiewicz**, entitled "On a continuum between language and content teaching in CBI/CLIL-oriented settings", which takes a general look at the developments in CBI/CLIL pedagogy and explores basic concepts underlying theoretical and practical concerns in the area. The two remaining sections which present the outlines of the studies conducted by the nine teachers were grouped into two sections: Section Two – "Content focus in EFL secondary classrooms," and Section Three – "Language focus in English philology courses".

The chapter by **Anna Kiszczak**, which begins Section Two, gives an account of the study in which the practice of discipline-specific reading skills could be introduced into EFL instruction due to the implementation of the tenets of a functional language analysis approach with reference to history texts. History texts are also the key interest of the next chapter by **Agnieszka Ładna**. The purpose of this study was to give the students an opportunity to become more strategic readers of history texts by using a set of effective advanced comprehension strategies involving both lower- and higher-level thinking skills. **Sebastian Parczewski** deals with basic principles of instruction concerning social studies with the goal of providing language and content input so as to promote rich classroom interaction. The learners participating in the study were assisted in reproducing the main concepts, activating basic schemata, getting familiarized with terminology and understanding key concepts, as well as in developing critical thinking and problem solving skills. The issue of implementing selected techniques in the intercultural approach was taken up by **Patrycja Pipska**, who used a selection of British newspaper articles as EFL teaching materials. Her main goal was to help the students understand selected problems of a foreign culture, raise their awareness of different viewpoints, as well as practice the skills of comparing, interpreting and relating concepts and events belonging to two cultures. The last chapter in this section by **Sylvia Juszczyk** gives an account of a study which involved EFL secondary school learners in practising selected strategies while reading geography-based texts, including vocabulary pre-teaching, activating background knowledge, discussions, making notes, and providing visualisations.

Section Three begins with a report on the study by **Izabela Dąbrowska**, who investigated the effectiveness of multiple activity work based on close reading of British culture and specialized texts, enriched with a linguistic

inquiry into them while conducting her proseminar class. She introduced Critical Discourse Analysis strategies in order to improve the students' reading comprehension skills of current authentic materials with a view to preparing them to their future Diploma Projects. The chapter by **Daniel Sawczuk**, which deals with adding language aspects into a course in British History and Culture presents a classroom-based study in which a range of activities were offered to the students in order to enhance their written and oral production skills. The classes required integrating content reading, listening and watching tasks with the knowledge of language functions. The next chapter by **Ewa Fiutka** concerns the study into familiarizing the students with selected ideas connected with politics and media in the United Kingdom on the basis of authentic texts. The research concentrated on the skills of comparing and contrasting, text analysis and its critical evaluation, and teaching relevant vocabulary items. In the last chapter, dealing with an American story, **Marta Popławska** aimed to acquaint the students with and assist them in practising various techniques of reading literature texts and responsive writing. The students were to build an awareness of language-content relationship by performing activities based on text analysis, comparison or argumentation working independently or in a peer group.

The present volume is intended for EFL teachers working at different educational levels who are interested in introducing change into their teaching practices. It shows that useful research-based modifications can be worked out by classroom teachers with their specific goals in minds so that language and content focus can be appropriately counterbalanced depending on the needs of particular groups of learners and curricula requirements.

Halina Chodkiewicz

Section one

Background issues in CBI/CLIL pedagogy

On a continuum between content and language in CBI/CLIL-oriented settings

1. The emergence and growth of CBI/CLIL approaches

The debate on integrating content and language learning/teaching, which has been going on for more than fifty years now, has taken many routes worldwide with the view to finding efficient ways of counterbalancing content and language aspects of instruction in a wide spectrum of L2 and FL contexts. As a consequence of a high primary evaluation of immersion programmes introduced in Canada in the 1960s, in which English and French were taught as a second language through school subjects, many theoreticians and practitioners felt motivated to take an opportunity to implement similar practices in their own educational environments. Special content and language-oriented courses proved to be in need for such addressees as ethnically and linguistically diverse L2 immigrant students aiming to acquire language proficiency of L1 peers so as to prepare for their tertiary education (e.g. in the USA, Canada, Australia), parents aspiring to enrich their children L2 fluency by studying selected content subjects in the target language (e.g. in India, China and European countries), or members of the European Union communities aiming to develop multilingual and multicultural education in Europe.

The fact that a large number of varying approaches were adopted on the path to the conceptualization of content and language integration, particularly in North American context is depicted by the terms used to refer to this issue. First of all, a range of terms putting content in the first place were coined, such as: content-based instruction (CBI), content-based language teaching (CBLT), content-based language learning (CBL), content-based second language instruction or content-based ESL instruction. The second group of terms comprised those with the primary focus on the language component, that is language and content integration, integrated language and content instruction, bilingual education, languages across the curriculum, and language for specific purposes (Snow, Met and Genesee, 1989; Brinton, Snow and Wesche, 1997; Lyster and Ballinger, 2011). The enumerated terms clearly suggest that the kind of instruction adopted is either specifically directed at content to be acquired in the target language or that language is perceived as the major goal to be achieved while coordinated with the selected content.

An important development in Europe is connected with the introduction of the concept of CLIL in the 1990s, that is Content and Language Integrated Learning, which gave an impetus for the search for more effective practices for plurilingual education recommended by the Council of Europe. Five dimensions of CLIL were derived to offer a comprehensive representation of this type of educational framework, namely, culture (CULTIX), environment (ENTIX), language (LANTIX), content (CONTIX) and learning (LEARNTIX) (Wolff, 2002; Komorowska, 2010). Over the last two decades CLIL has undoubtedly become a prominent concept among many L2 researchers, educators, and administrators responsible for shaping educational policies in Europe, promoting the belief that focus on content can ensure the simultaneous attainment of second language communicative ability (e.g. Coyle, 2007; Mehisto, Marsh and Frigols, 2008; Coyle, Hood and Marsh, 2010; Genesee and Lindholm-Leary, 2013). Some researchers perceive CLIL instruction as being “strongly European-oriented”, and the term itself as being generic, indicating educational situations in which an additional language is used to teach content area subjects (Wiesemes, 2009). Lyster and Ballinger (2011), the two Canadian researchers, on the other hand, see a close similarity between CLIL and well-established North American immersion programmes as both of them pursue the goal of integrating content and language instruction. The main difference between them lies in the use of the language with the status of a second or a regional language in the case of immersion programs, and the choice of a foreign language as a medium of instruction in teaching content area subjects in CLIL-oriented courses.

It also needs to be emphasized that the spread of immersion instruction throughout Canada, the many alternative versions of CBI courses offered in the USA, as well as numerous CLIL-based teaching programmes introduced in Europe led foreign language specialists to rethinking the role content should play in the process of language learning/teaching so as to make language instruction fully contextualized and more meaningful (e.g. Brinton et al., 1997; Wesche and Skehan, 2002; Wiesemes, 2009; Dakowska, 2014). As a consequence, establishing common grounds for defining the potential relationships between the approaches focusing on language form and structures and those emphasizing the primacy of processing content of selected informational materials started to be sought. One of the first ideas of finding the balance between the two options was suggested by Met (1998).

2. Content- vs. language-driven instruction – the concept of a continuum

A multitude of educational situations in which educators and practicing teachers took an attempt to adopt the principles of a CBI/CLIL approach have brought about plentiful ideas for their implementation at different levels of educational practice. As a result, some innovative procedures were incorporated into a sequence of theme-based lessons, content-based courses were offered to teach particular school subjects, as well as full bilingual programs were designed for school curricula.

An interesting way for classifying a variety of instructional models which aimed at the integration between language and content was suggested by Met (1998), who suggested putting all the models with different curricula structures on a continuum by considering the extent to which the components of language and content were intended to engage students in classroom work. The researcher thus postulated that all the educational models be defined as lying somewhere on the continuum with its extreme points being **content-driven language programs** vs. **language driven content programs**.

Content-driven language programs are those focusing on content outcomes, with content found to be of prime importance and language as secondary. Content goals of a course or curriculum are pursued by the teacher who selects the accompanying language goals, and it is the achievement on content goals that is ultimately evaluated. In language-driven content programs, on the other hand, content serves the purpose of L2 learning. It is language mastery that is focused on with content to be acquired incidentally as students learn the language as a subject. Language objectives are set out to ensure that L2 course goals are accomplished, and content serves as a source of information to be communicated on in the classroom. Students are evaluated on language skills/proficiency with no high-stakes exams administered to assess the acquisition of content (Met, 1998).

As for content-driven language programs, they cover total and partial immersion, and language-driven content programs, on the other extreme, comprise language classes based on thematic units and language classes with frequent use of content for language practice. The middle positions are taken up by subject courses and subject courses plus language instruction (Met, 1998: p. 41). The researcher points out that the proportion of teaching language and content on the content-driven continuum, as well as the amount of explicit language instruction may vary considerably; similarly teachers' decisions can differ as to the kind and amount of content to be selected to include into language driven content programs.

The concept of a continuum of courses and curricula representative of CBI orientation introduced by Met (1998) has been found helpful in classifying a vast range of instructional frameworks adopted in different educational and socio-cultural contexts by the proponents of CBI-CLIL pedagogy (e.g. Davison and Williams, 2001; Stoller, 2004; Stoller, 2008; Nordmayer, 2010; Lyster and Ballinger, 2011; Banegas, 2012). However, Met's (1998) terms 'content-driven language programs' and 'language-driven content programs' were simplified and replaced with a reduced form of the term sounding as content-driven vs. language-driven programmes. Apart from a high recognition of the explanatory power of a continuum metaphor, it has also become common to refer to CLIL as a dual-focused educational approach, which is clearly reflected in the definition provided by Coyle, Hood and Marsh (2010) that sounds: "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1). The significance of the interdependence between language and content area teaching has frequently been forcefully underscored. Wesche and Skehan (2002) claimed that learners participating in CBI instruction are involved in a reciprocal process in which they simultaneously learn language and content as a result of understanding and using relevant concepts by the medium of L2. Yet, a word of caution comes from Lyster (2007: 26) who claims that an adequate handling of the intricacy of the relationship between language and content demands an exclusion of the cases of incidental acquisition of language aspects, as well as of teaching grammar points in a decontextualised way.

In the last two decades of the development of CLIL pedagogy in European countries, including Poland, as well as due to launching many programmes worldwide (Japan, New Zealand, China and the USA) more interest in enhancing second/foreign language attainment by integrating it with teaching content-specific subjects has been expressed (e.g. Iluk, 2000; Wolff, 2002; Dalton-Puffer, Nikula and Smit, 2010; Komorowska, 2010; Dakowska, 2014). The overwhelming number of attempts to initiate CLIL-based programmes brought about a variety of outcomes, among others those influenced by such factors as school types, the starting age of education, the level of learners' language proficiency or the length of particular language courses, just to mention a few. In 2007 Coyle pointed out that as many as 217 types of CLIL-based programmes followed in Europe could be traced. What is more, Dalton-Puffer, Nikula and Smit (2010) noted that the majority of them operate in the curriculum as content subjects taught in a foreign language, hence they tend to belong to the category of content-driven courses.

3. CBI-CLIL – explaining its theoretical underpinnings

Whatever the origins of the ideas for integrating content and language learning and teaching were, CBI/CLIL pedagogies were generally observed to ensure effective educational practice and good learning outcomes. The results of bilingual educational instruction were found to be at least as good as those of non-bilingual teaching, even though some deficits concerning the acquisition of grammar and lexical items, as well as insufficient development of speaking skills were discerned (Naves, 2009). This gave researchers a stimulus to look more closely at the explanations of the language acquisition phenomena characteristic of the learning process in CBI/CLIL contexts. For example, the acceptance of the above-mentioned continuum between content and language-driven instruction, specifically when referring to its extreme forms of instruction clearly shows a contrast between acquiring L2 naturally through learners' immersion into the language material selected on the basis of content criteria and learning a second language with a focus on its form. In naturalistic language learning conditions learners acquire aspects of content first, and only later on when the analysis of input is introduced they may gain explicit knowledge of L2. Thus immersion learners automatise procedural knowledge of a language with no work done on declarative knowledge (Bialystok, 1994; Johnson, 1996). In formal educational conditions when language is taught as a subject, it is declarative knowledge of L2 that is restructured and automatised into procedural knowledge through practice and feedback (McLaughlin, 1997; deKyser, 2007), and only when learners have gained the command of lower levels of an L2 can they start processing content successfully.

In their attempts at explaining the success of immersion some specialists also turned to Krashen's Comprehensible Input Hypothesis and its main tenet that language develops in an incidental way by exposure to comprehensible input. The hypothesis, however, was questioned on the ground of the advances in SLA studies which showed that understanding the meaning of an utterance does not guarantee its syntactic processing indispensable in language acquisition (Gass and Selinker, 2008). While observing immersion classes and problems with the development of productive language skills, Swain (1988) developed the theory of output which claims that learners can explicitly pay attention to language forms they produce and notice them, and then reformulate their hypotheses, and modify their performance. Interaction between learners was shown to play a significant role in language acquisition processes (Ellis, 2009; Dalton-Puffer, Nikula and Smit, 2010).

After a scholarly debate on the role of cognitive phenomena of language acquisition, many L2 researchers moved towards the sociocultural approach and its basic assumption that language acquisition takes place in the social world in which language users act as members of a family, educational and ideological systems, that is participants of socializing processes (Kramsch, 1993; Dalton-Puffer, Nikula and Smit, 2010). Grabe and Stoller (1997) stated that it is the sociocultural approach that can account for the effectiveness of content and language integrated learning. Vygotsky's theory of language, with its roots in constructivist learning theory, has also been referred to as a source of explanation of knowledge acquisition as a result of engagement in social experiences within a community, that is interactions with other people, social and culture artefacts (Swain and Deters, 2007). Taking a socio-constructivist view, Lyster (2007) claimed that language functions not only as a vehicle of communication, but also as a cognitive tool used by a group of learners and the teacher who participate in the co-construction of a body of the target knowledge in cooperation with one another. For Dakowska (2014), the effectiveness of CLIL in foreign language teaching arises primarily from the fact that by being organized on the basis of subject knowledge CLIL does not separate language form from its meaning and thus preserves all the properties of verbal communication. They are: the naturalness of using discourse for comprehension and production, the authenticity of the tasks involved in reasoning, problem solving and knowledge construction, as well as focus on working out adequate disciplinary knowledge representations necessary for efficient discourse processing.

4. Some attempts at modelling content and language integration as an educational framework

One of the challenges the proponents of CBI/CLIL paradigms faced concerned formulating a set of principles for integrating language and content in such educational situations in which non-language content, basically taught through school or academic subjects, was to be combined with language work intended to help L2/FL learners overcome their language deficiencies. A natural interest proved to be the development of literacy skills which play a paramount role in dealing with a body of written materials covered in subject matter courses. Texts are perceived as a source of disciplinary knowledge and language input represented through a particular genre to be processed at the grammatical, semantic, lexical and discourse levels. As noted by Colombi and Schleppegrell (2002), written texts are indispensable for the enhancement of advanced literacy skills as they involve learners in an effective use of lexicogrammatical patterns through tasks that require conscious study of language elements.

Extending our interest beyond literacy, however, is postulated by Mohan (2001) who claims that the semantic potential of language and its social function should be defined on the basis of Halliday's functional theory of language. Language thus is interpreted as a medium of learning content/subject matter and culture, that is found capable of organizing social practice. Grammatical categories concerning classification, rules or evaluation at the level of discourse can be expressed in a form of description, time, sequence and choice in practice (Mohan, 2001).

Another contribution to finding a principled way of content/language integration came from the so-called Cognitive Academic Language Learning Approach, which addressed the problem of acquiring subject knowledge by ESL learners, characterized by limited language proficiency. It was assumed that the development of ESL learners' academic language skills can be enhanced with the help of metacognitive, cognitive and socio-affective strategies (O'Malley and Chamot 1990). Although the learners were to be assessed in terms of their achievement in content learning, the development of academic language remained an equally important goal to attain. Establishing principles for CALLA-based courses has clearly been an attempt at finding an effective way of combining content and language which was to be achieved by introducing a mediating factor of strategies helpful in learning content knowledge by students making up for language deficiencies at the same time.

In order to define the relationship between content and language components in teaching Snow, Met and Genesee (1989) proposed "a conceptual framework for the integration of language and content teaching in second and foreign language classrooms" (p. 201). The basic premise of their model is the classification of language expressing content into two types: **obligatory** and **compatible language**. Language found obligatory for particular content (a text) covers structural items (nouns, verbs, rhetorical devices), functional elements (narration, information, persuasion) and strategies. Compatible language, on the other hand, draws on the relevant content so as to create context for teaching selected language points.

The concept of distinguishing between obligatory and compatible language reappeared in Gajo's (2007) CLIL model referring to L2, or even pluralistic contexts. The model assumes that in performing pedagogic tasks L2 learners process complex relationships between language knowledge, mediated through discourse opacity (metalinguistic activities), and subject knowledge, mediated through discourse density (categorization process). Knowledge coming from those two sources undergoes negotiation at the discourse level, especially with regard to information potentially controversial, biased politically or culturally, and gets integrated as an outcome of classroom interaction. The development

of language in content- language integrated processing is described by means of the two paradigms and three categories of language in each of them: (1) language in language paradigm: **content-obligatory**, **content-compatible** and **content-autonomous**, and (2) language as embedded in the negotiated target content: **content-embedded** (linguistic knowledge indispensable for communicating, establishing subject knowledge and subject paradigm), **content-useful** (indispensable for performing a task and establishing or extending knowledge), and **content-peripheral** (general links between language and subject knowledge) (Gajo, 2007: 570). It is interesting to note that Gajo's framework attempts to link the issues of content-language integration and the development of communicative competence – the key goal in foreign language instruction.

A considerable importance has been gained by Coyle's (2007) model called '4Cs' standing for content and cognition, as well as communication and culture as aspects of the content/language learning process. She also conceptualizes language-content relationship as three dimensions in language functioning: (1) **language of learning** – a particular kind of language used to aid content acquisition, (2) **language for learning** – language as a goal to be acquired by learners, as well as a way of achieving the goal (e.g. awareness-raising, strategy training), (3) **language through learning** – activating language learning and thinking processes through sociocultural contexts. Such a conception of the role of language underscores a multidimensional use of language in knowledge acquisition which characterizes educational settings where content acquisition is one of the main objectives.

The Connections Model (Bigelow, Ranney and Dahlman, 2007) assumes that it is the teacher who is responsible for integrating content with language functions primarily in the process of reading and writing (e.g. within a theme-based unit), as well as organizing the text structure by means of appropriate strategies. The teacher's decisions as to the choice of language functions and text structures to work on are to be based on learners' problems, errors, or their tendency to avoid some language aspects.

Another recent model offered to cope with language and content goals is the so-called SIOP Model. This is the model that not only addresses the problems of the implementation of a subject area curriculum but additionally recommends the use of an array of classroom techniques providing support in learning the subject-specific material, among them those connected with the use of graphic organizers or multimedia. The SIOP proponents also emphasize that working with language and content goals should contribute to the development of literacy skills, as well as to the development of a range of reading comprehension strategies helpful in L2 learning, oral practice or academic vocabulary expansion important for L2 learners (Echevarría, Vogt and Short, 2008).

Morton (2010) advocates choosing a genre-based approach which at least in its part can constitute a framework for integrating content and language learning in CLIL-oriented settings. The basic assumption of such a view is that in order to acquire subject-specific knowledge learners have to become the users of text types that serve in constructing this knowledge. Taking a genre-based approach makes it possible for teachers and their learners to construct content knowledge together by drawing on textual and linguistic characteristics of both oral and written discourse typically used in a particular content area. The researcher finds it compatible with the 4 Cs perspective on CLIL.

5. Adopting a CBI/CLIL approach: implications for classroom instruction

The confirmation of the effectiveness of the CBI/CLIL approaches as applied in numerous educational contexts all over the world has driven the attention of L2/FL specialists towards the need of providing reliable theoretical explanations of the potential success of integrated language and content instruction. On the other hand, much interest has been shown in incorporating the innovative ways of combining teaching language and content worked out on the basis of CLIL principles on the part of practicing teachers (Wiesemes, 2009). It is worth looking then at major issues that are of great significance in providing good quality research-based classroom practices.

As advocated by Coyle, Hood and Marsh (2010), for many types of CLIL-based courses to be launched first a shared vision has to be provided by the teachers who then establish a range of goals to be implemented in the classroom. Subsequently, further analysis and personalization are needed so that the teachers and groups of learners are assigned their roles, and learning and teaching can be optimized in particular contextual opportunities, with the acceptance of the existing constraints. As already mentioned, Coyle, Hood and Marsh's (2010) CLIL theoretical framework, described as 4Cs, maintains that the four basic components that determine the quality of CLIL practice comprise content, cognition, communication, and culture. Even though the four notions are not labelled in the same way by other specialists in the field, they are definitely found to play a key role in understanding of the underlying principles for CLIL-based learning and teaching.

Introducing CLIL-based instruction, undoubtedly, requires careful planning and an appropriate design so that an adequate balance in the process of integrating content and language goals at all the levels be ensured. The presentation phase of content, Coyle, Hood and Marsh (2010) assume, is devoted to working with knowledge, skills and understanding. As claimed by Echevarria

et al. (2008), it is the key concepts and vocabulary that have to be carefully selected and presented in the classroom in conjunction with the activity types best serving the needs and expectations of a particular group of learners. As for language objectives, they are not to be narrowed down to the teaching of the grammar of language since language is to be broadly approached as a meaning making resource. Coyle, Hood and Marsh (2010: 59) describe language goals as those of “language using and learning” with an emphasis on communicative power which can be understood as “different types of language used for different purposes.” The language chosen to deal with in CBI/CLIL context can be seen as the content approached from the linguistic and pragmatic point of view. It is worth noting that in recent years numerous specialists dealing with school literacies have found it useful to analyse disciplinary texts by using of the elements of functional-systemic linguistics (e.g. Schleppegrell, Achugar and Oteiza, 2004; Fang and Schleppegrell, 2008; Morton, 2010; Martin, 2013; Macnaught, Maton, Martin and Matruglio, 2013). Another important issue associated with the integration of content and language concerns the threshold level of L2 competence learners have to reach before they are able to process particular subject-specific texts in order to expand the target knowledge; language playing the role of a vehicle for learning is to be perceived in a different way than that of language treated as a goal of an independent study (Naves, 2009; Komorowska, 2010).

In conducting a CLIL-based class teachers do not only make important decisions as to the kind of input their learners will be exposed to, but are also responsible for creating opportunities for learners to efficiently process the material they are to work on. It is teachers who determine how new concepts will be explained and demonstrated to learners so that their full comprehensibility can be ensured. What is more, the target concepts need to be explicitly linked to learners’ prior knowledge (Echevarria et al., 2008; Naves, 2009). Classroom arrangements should provide stimulating environment for students to participate in interactive activities focused on a high level of verbal communication between and among the teacher and the learners. By producing both oral and written output learners get an opportunity to enhance their thinking skills. It is of high importance that learners get engaged in enhancing their cognitive abilities by processing the target content and simultaneously making use and further developing their higher-order thinking skills (hypothesizing and problem-solving) and lower-order-thinking skills (remembering, understanding and applying new knowledge) (Coyle, Hood and Marsh, 2010: 58; Lyster and Ballinger, 2011: 283).

As already mentioned, CLIL-based teaching is characterised by setting high standards for creating conditions conducive for learners' maximum engagement in the content and language learning process owing to the teacher providing a special kind of best quality assistance and playing the role of a facilitator (Coyle, Hood and Marsh, 2010; Naves, 2009). Hence the target content and language knowledge is co-constructed in classroom conditions by learners participating actively in different forms of grouping configurations and the teacher in control of the scaffolding provided (Lyster, 2007; Echevarria et al., 2008; Naves, 2009). The concept of scaffolding has its roots in a social view of education, and it indicates providing some supporting structures to learners by the teacher as a kind of temporary assistance so as to enhance the development of new understandings, concepts, and abilities. Yet, teachers' support is expected to last only when needed by the learners who at some point gain control of their tasks themselves (Hammond, 2001). Ultimately, CBI/CLIL teachers are to help learners develop autonomous learning behaviours by assisting them temporarily in the process of learning by means of using an array of different scaffolding structures such as questions, activating prior knowledge, providing hints and feedback (Mehisto, Marsh and Frigols, 2008).

The emphasis put on developing learners' autonomy in CLIL pedagogy is connected with recognizing the value of self-directed learning of students, in particular in the case of the students using efficient learning strategies (Echevarria et al., 2008). As students following CBI/CLIL programmes may need to cope with deficiencies in speaking the TL deploying some compensatory communicative strategies can be of great help to them. One way of classifying such strategies is differentiating between conceptual strategies: analytic and holistic, and linguistic ones: transfer – language switch, translation, and morphological creativity. Empirical research has shown that CLIL learners attempt to manipulate the language code when faced with some problems with terminology use. In order to continue communicating in English they employ such conceptual strategies as: circumlocutions, paraphrases or approximations (Hüttner and Rieder-Bünemann, 2010). As CLIL-oriented teaching is to a large extent based on written materials, effective strategies for processing written texts, with clearly defined goals in mind, can play a paramount role in acquiring subject matter knowledge, especially from authentic materials. Out of a range of 'reading to learn' taxonomies offered (for further discussion see Chodkiewicz, 2014), a self-report survey of reading strategies for L2 college students proposed by Mokhtari and Shorey (2002) has proved to be a powerful tool in identifying learners' reading strategies. The researchers distinguish 3 main strategy types called global-reading, problem-solving, and support

strategies. The support strategies' are considered to be of special value for reading and learning from text, and cover notetaking, asking oneself questions, paraphrasing or highlighting.

In the case when learners' command of L2 has not reached a sufficient level of proficiency, CLIL teachers may decide to rely on some use of L1. The relationship of the two languages and their use in integrated content and language teaching is a complex issue, and it has to be carefully monitored by the teacher. On the one hand, L1 use comes naturally as L1 permanently interacts with L2 in learners' minds, as proved by psycholinguistic research findings, and it is a common language for the teacher and the learners, both of whom benefit from cross-lingual pedagogy. On the other hand, both content and language learning goals can be more successfully reached when the use of L2 becomes intensified (Ortega, 2015). That is the reason why it is required that the teacher formulates some clear principles for the use of the native and the target language in CLIL settings. Naves (2009) notes that various students' responses are expected to occur in CLIL classes, however, with the development of the learner's target language command the amount of L1 responses will be decreasing. After the period of time when receptive work on the material is emphasized, students are expected to perform cognitively demanding tasks in the TL. Echevarria et al. (2008) express the view that when necessary the main concepts can be explained with the help of L1, even with reference to an L1 content area text.

6. Concluding remarks

CBI-CLIL-based learning and teaching, regarded in recent years as representative of many current innovations and reform movements in education, needs to be looked upon in terms of its theoretical underpinnings, as well as its potential for providing grounds for successful practical solutions. Several pedagogically-oriented frameworks developed recently have attempted to suggest a rationale for the most effective integration of language and content dimensions in the educational system with a second or an additional language as a medium of instruction. CBI-CLIL programmes have undoubtedly stimulated L2/FL experts' debate on the importance of defining clearly both content and language objectives, adapting content to students' language proficiency, introducing new concepts by referring to students' background knowledge and past learning experiences, as well as explaining key concept vocabulary. CLIL classrooms have also advocated the significance of creating opportunities for strategy use in performing instructional tasks.

A number of difficulties in implementing the goals of CBI/CLIL instruction have also been pointed out, such as: lack of suitable materials for particular age groups and learners' expectations, matching contents with language structures and functions, as well as evaluating learners' progress in terms of academic development, language acquisition, and learning content. Recruiting content teachers with a good command of a foreign language can also be a problem for education authorities. Yet, as shown in the present volume foreign language teachers can be well aware of their role in the CLIL-oriented classroom, and ways of integrating language and content dimensions so that they can come up with diverse practical solutions and create ample opportunities for the best quality practice in particular classroom contexts they are a part of.

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Section two

Content focus

in EFL secondary classrooms

Taking a functional language analysis perspective in designing EFL history-based lessons: from theory to practice

1. Introduction

Functional language analysis, an approach to reading which recommends conducting language-based analyses of text, may constitute a solution to the problem of teaching comprehending content area texts. The authors of the concept highlight that in order to read complex and specialized texts, such as history-related reading reference materials, one needs to approach texts in an analytical manner, decode them sentence by sentence with an understanding of the roles and functions of particular words (Fang and Schleppegrell, 2008). Hence, recognizing the importance of language structures and functions present in discipline-specific documents, engaging with texts actively and viewing them critically is urgently important for comprehending content-area texts and building disciplinary knowledge.

2. Reading history texts for educational purposes: challenges and barriers

Research studies reveal that teaching history as a school subject is closely connected with using a textbook as the main source of information that students are exposed to (Patrick and Hawke, 1982, quoted by Stahl, Hynd, Britton, McNish and Bosquet, 1996, Tyson and Woodward, 1989). However, as Vanhulle (2009) points out, it is not only broadening history knowledge that can be the goal of reading content area texts, but also helping students develop a critical perspective to the past and the present times, improving logical thinking, or enhancing their literacy skills.

There is no denying that students, many of them novice readers in a particular area, do not process discipline-specific texts in the same way as professional readers, e.g. academics do. It is diverse purposes for reading history texts that constitute one of the most fundamental differences between these two groups of readers (VanSledright and Kelly, 1996; Foster, 2011). It has been argued that novice readers predominantly focus on understanding the described events, their chronology, the actions of agents, and on finding

relationships between events and their participants (Schleppegrell, Greer and Taylor, 2008). This kind of purpose for reading is called 'knowledge-getting' (Haas and Flower, 1988, quoted by Foster, 2011: 6). Expert history readers, on the other hand, approach a text in a dynamic way and engage with it actively by investigating writers' perspectives, intentions, word choices and the possible influence of a text on its readers (Neumann, 2010).

Furthermore, professionals employ discipline-specific comprehension strategies and processes adequate to their reading goals. According to Wineburg (1991), skilled history readers draw upon sourcing heuristic which implies confirming or disproving text's credibility through investigating the source of a text before actual reading it (Hynd-Shanahan, Holschuh and Hubbard, 2004). They also get involved in the process of contextualization, that is they localize a historical text in the context, circumstances and time when the document was written to examine whether the factors mentioned could have any relevant impact on the presentation of the content (Monte-Sano, 2011; Stahl, Hynd, Britton, McNish and Bosquet, 1996). Corroboration, that is confronting multiple sources and texts on the same topic with a view to validate history information, is another characteristic feature that differentiates expert readers from novice ones (Wineburg, 1991).

L2 students reading history texts in different phases of their school or academic attainment can face numerous barriers (Foster, 2011; Pace, 2004; VanSledright and Kelly, 1996). They can be perceived as separate problems in reading history or as closely linked to each other. For instance, the roots of reading comprehension problems may lie in L1 reading comprehension ability or text difficulty that is connected with specialized syntax and morphology (Nokes, 2011). L2 readers might also lack adequate skills and strategies to deal with challenging texts or the capability of synthesising information acquired from multiple history sources (Nokes, 2011). Last but not least, learners may not be good enough at selecting the most relevant portions of the written material (Pace, 2004).

Another barrier to reading history might be related to the lack of prior knowledge or readers' misapplication and inappropriate use of their background knowledge (Nokes, 2011). In other words, poor readers look at history through the perspective of contemporary reality and tend to follow a reductionist way of thinking about the world, and consequently, they simplify historical interpretations (Nokes, 2011). This is also connected with the fact that some learners do not notice any difference between historic events and the sheer interpretations of them presented in most of content textbooks (Nokes, 2011). In other words, students tend to believe that writers are archivists, and not constructors of perspectivalised texts.

3. Characteristics of history discourse

The unquestionable intricacy of discipline-specific texts is connected with the fact that each discipline has its own characteristic features (Fang and Schleppegrell, 2010). History texts also exhibit certain attributes connected with specialized lexico-grammatical and discourse structure that are typical of this field.

History discourse involves a frequent use of nouns, noun phrases, and nominalizations (de Oliveira, 2010; Schleppegrell, Achugar and Oteiza, 2007). They are employed in order to gather and convey information, expand the data, organize various possible ways of analyzing the material, and to “structure reasoning” (de Oliveira, 2010: 195). History texts get more impenetrable and detailed as a result of the presence of complex and versatile nominalised entities. All of the discussed procedures make it easier for a writer to compress history content, however, at the same time more abstract and difficult for recipients to process.

As shown by researchers also verb types used in clauses in history texts are of great significance. Basic sub-categories of verbs present in history writings comprise: (1) action verbs which are related to events (e.g. *fight, collect, control*); (2) saying and thinking-feeling verbs which are used to write about opinions, views, beliefs and quotations (e.g. *hate, speak, suppose, suggest*); and (3) relating verbs which are employed in order to convey basic pieces of information (e. g. *are, had, was*) (Schleppegrell, Achugar and Oteiza, 2007; Schleppegrell and de Oliveira, 2006). Analyzing the verb choice in clauses of a history text may ensure not only better understanding of the text content, but also greater awareness of the perspective of the author.

Another typical attribute of history discourse is an extensive use of conjunctions and time references. Although their role is associated with the organization of content and they should help readers reason the structure of texts, they may also hamper readers’ understanding of a text due to their confusing or unclear meanings connected with a variety of functions they play in written documents (Schleppegrell, Achugar and Oteiza, 2007).

4. Functional language analysis in approaching content area texts

Functional language analysis, as claimed by Fang and Schleppegrell (2008, 2010), is an approach which can help improve students’ ability to read content area texts in a second language. The origins of this approach can be found in systemic functional linguistics which maintains that language makes it possible

to express various meanings of messages. The role of language is to structure and deliver knowledge through words (Fang and Schleppegrell, 2010).

The objective of conducting functional language analysis of discipline-specific texts is thoroughly related to exploring the three types of meanings embedded in clauses, namely, the experiential meaning (referred to actions described in clauses), the interpersonal meaning (connected with the functions of event participants) and the textual one (associated with the structure and organization of pieces of information) (Halliday 1994, quoted by Schleppegrell, Achugar and Oteiza, 2007). Fang and Schleppegrell (2008) describe a range of language analysis strategies that help readers discover the three meanings of any clause. Firstly, in order to uncover the first type of meaning – experiential – students should pay attention to processes, participants, circumstances, attributes that are present in a clause. From the lexical point of view, readers should investigate conjunctions and reference devices. Interpersonal meaning can be figured out mainly by the analysis of mood, modality, the author's perspectives, attitudes, judgments and the author-reader relation. This can be done by studying the usage of grammatical word classes. Last but not least, for the purpose of discovering textual meaning, which is helpful for students to understand the organization of text and its points, readers should identify theme structuring, the application of cohesive devices and the presence of noun groups and nominalizations (Fang and Schleppegrell, 2008).

5. A framework for implementing a functional language analysis in working with history-based texts

On account of numerous linguistic analyses of history texts, scrupulously conducted research studies as well as workshops prepared for teachers, Schleppegrell and Fang (2008) have suggested some major aspects of language which might require special treatment while teaching content reading. The authors of the functional analysis approach recommend also measures which can be taken while conducting in-class discussions based on a history-related text.

5.1 Clause theme and events identification

It is assumed that while approaching a history text readers should primarily explore the themes of the clauses. History discourse is characterized by locating grammatical circumstances at the beginning of clauses. The meaning of these circumstances is usually connected with time, place, and manner. Clause themes

can also be expressed by the use of participants of the events or related themes – the repetition of the same participants but under various names referring to the same group of people (Fang and Schleppegrell, 2008).

After analyzing clause theme, it is advisable for readers to focus on the issue of the processes that take place in a given clause, paragraph and finally, in the whole text. Fang and Schleppegrell (2008: 47) distinguish four types of processes typical of content-area reading materials, including history-related texts, namely:

- **doing processes** – in other words, actions and events;
- **sensing processes** – referring to the feeling of the actors of particular events;
- **saying processes** – connected with opinions, judgments, utterances and statements of the actors taking part in given actions;
- **being processes** – associated with descriptions of qualities and definitions (Fang and Schleppegrell, 2008).

The identification of events requires readers' careful examination of clauses, as well as of the whole text in terms of action events, but also feelings, opinions and states. What is more, students ought to realize that verbs can have literal and metaphorical meanings and therefore, the processes can sometimes be of different types, always depending on the context.

5.2 The analysis of the event actors, their roles and relationships

Research findings have revealed that readers often find it demanding to identify event actors presented in history texts (Schleppegrell, Achugar and Oteiza, 2007; Schleppegrell and de Oliveira, 2006). This may be caused by the fact that history discourse tends to contain different kinds of partakers. In other words, not only are there human actors, but there are also nonhuman participants such as nominalised noun phrases, institutions and organizations, products of human action and behaviour, abstract terms, and finally, embedded clauses. All of these categories can play the role of a participant in a clause (Schleppegrell, Achugar and Oteiza, 2007).

As noticed by Schleppegrell, Achugar and Oteiza (2007), the issue of human participants is a complex one due to a wide range of categories that can function as actors of events. What makes the issue even more complicated is that the roles of these participants are closely connected with the types of processes (Fang and Schleppegrell, 2008). By the way of illustration, as far as doing processes are concerned, one can distinguish between an actor who performs an action and a goal which is a human or nonhuman participant the

action is aimed at. The figures of sensing processes are a sayer who expresses their feelings and a phenomenon which is expressed by a thought or a feeling. In addition to this, there are a sayer and a message – the roles of saying processes. The four potential roles of being process actors are those of a carrier – the one who is described, an attribute – the quality that is described, a token – the theme of a definition and a value – the participant used to define a token (Fang and Schlepppegrell, 2008).

While reading history content materials, readers have to exhibit their capability of identifying who or what the agent or a subject of a clause is, and who or what a receiver or an object of the clause is. They should also concentrate their attention on the various types of verbs since, as pointed at by Schlepppegrell, Achugar and Oteiza (2007), the analysis of all of the aspects is necessary to explore the power relations between the event actors of a given described situation from the past.

5.3 The perspective of the author

Nowadays, it is becoming more and more common to investigate the way authors tend to depict history content by adding some distorted pieces of information that can be unrealistic, but which carry the perspective and viewpoint of the author (Fang and Schlepppegrell, 2008). This is done by conducting analyses of the word choice that is influenced by the writer's point of view or while by examining the connection and relationship between participants and events. The advocates of such an approach point out that it is the writer who, by the choice of verbs and processes, gives the power of influencing other participants and events on particular actors. Thus, studying time and cause relationship can help readers develop the awareness of the processes of perspectivisation of history facts and events (Fang and Schlepppegrell, 2008).

6. The study

6.1 The purpose of the study

The present action research study focused on the issue of improving EFL literacy skills by working with history-based texts and implementing the basic aspects of the functional language analysis approach proposed by Fang and Schlepppegrell (2008, 2010). The goals of the study were to:

1. make the students acquainted with the premises of functional language analysis and its basic terms used in exploring history-related texts;

2. engage and assist the students in the practice of conducting functional language analysis while reading history-related texts;
3. explore the students' attitudes to reading history-related texts and their response to the approach adopted for the purpose of the study;
4. investigate which aspects of functional language analysis would turn out to be most challenging for secondary school readers.

6.2 Participants

The participants of the study were 10 (6 female and 4 male) 17-year-old secondary school students who had completed one-year Pre-IB Programme and were the first form students of The International Baccalaureate Diploma Programme. The level of the students' general proficiency in English was claimed to be C1+ according to The Common European Framework of Reference for Languages (2001). All the participants were native speakers of Polish, however, it is noteworthy that one of the participants was raised in an English-speaking community in the Republic of South Africa, which could contribute to her outstanding proficiency in English. All of the students taking part in the study affirmed that they had learnt English for over six years, attended English classes at school three times per week for 90-minute sessions and once a week for a 90-minute speaking class with a native speaker, and studied English at home systematically. While five students participating in the study chose history as a subject of study in the IB Programme, the remaining five students did not learn history in secondary school at all.-

6.3 Materials

The collected data came from the four data sources, that is the pre- and post-study questionnaires, students' homework assignments, and the teacher's observations of the participants' performance in the classroom activities.

The two questionnaires used during the action research study served different purposes. **The pre-study questionnaire** (Appendix 2) was constructed to gain information about the participants' personal views on English history-related texts and their experience in both reading such materials and learning history. The questionnaire was comprised of six close-ended questions concerning the aspects already mentioned. Furthermore, the instrument included also four questions related to basic personal information about the participants. **The post-study questionnaire** (Appendix 2) was carried out after conducting the research and aimed at collecting information about the

subjects' attitudes towards the proposed way of approaching history texts, and their plans for reading history-content texts in the future. Furthermore, some questions addressed the participants' opinions on reading content texts in the EFL context and on the study itself. The questions posed were mainly close-ended ones, such as ticking, matching, ordering, and yes/no questions. Both questionnaires were carried out in Polish the reason being that the researcher wished to avoid any misunderstanding and confusion.

Homework assignments (Appendix 1) constituted a crucial research tool. Not only were they helpful for consolidating each lesson, but they were also a source of knowledge concerning the students' mastery of the material worked upon. Homework tasks were given to the students after three out of the four conducted lessons and were analyzed by the whole group during the following meeting. As each lesson had a complex multilevel design and a variety of tasks and processes were involved in it, the researcher kept a **teaching journal** in order to note down all her observations connected with the students' performance and their spontaneous reactions to the material presented during the lessons. Furthermore, the researcher noted down and described various problems the students encountered while reading and analyzing the target texts.

All the four lessons were investigated with reference to the reading tasks that required analyzing texts as performed by the students, as well as the written materials that constituted the basis for conducting the study. Thus, the texts used in the study were carefully chosen and appropriately adapted in terms of their length and information density. They were authentic reading materials taken from history-related textbooks and books. Owing to the fact that the participants' level of English language proficiency was high, the researcher decided not to alter the lexis of the texts vastly and only some slight changes were introduced. Even though each text referred to history, the issues of the Second World War in particular, the types of the sources were diverse so that the students would have a chance of analyzing various kinds of history-related reading materials.

6.4 Design and procedure

The study comprised four 45-minute classes and its primary concern was to investigate if the techniques incorporating functional language analysis could be supportive in reading English history-related texts by Polish secondary school students. Prior to conducting the first lesson, the researcher carried out a questionnaire in order to gain factual, behavioural and attitudinal information about the participants themselves, their reading habits and problems which they encounter while reading history-based materials.

Subsequently, four English classes were conducted. Each of the lessons aimed at making the students acquainted with a selected aspect of functional language analysis of the target text and assisted them in performing the assigned task. Each lesson started with the pre-reading stage, which focused on some stimulating material, then the students were provided with a given type of a history text and they were asked to perform a set of relatively short reading comprehension activities. After discussing the content of the text, the students were involved in several tasks based on the principles of the functional language analysis approach. After all the lessons had been carried out, the post-study questionnaire was administered with a view to get to know the participants' standpoints and opinions on the suggested way of reading history-related texts.

Table 1 represents a more detailed plan of the study.

Lesson One – a chronicling history text		
PROCEDURES	OBJECTIVES	MATERIALS
<p>Students:</p> <ul style="list-style-type: none"> - fill a graphic organizer on the basis of their background knowledge; - match topic sentences with appropriate paragraphs; - comment on the characteristic features of a chronicling text; - identify time markers present in the history text; - match time references with their categories and find examples of such time markers in the text. 	<ul style="list-style-type: none"> - to know the role of topic sentences and identify such sentences in a history text; - to specify the characteristic features of a chronicling history text; - to recognize the main types of time markers and their roles in a history text; 	<ul style="list-style-type: none"> - McDowall, D. (2006) <i>The twentieth century: An Illustrated History of Britain</i>, Edynburg: Pearson Education Limited; - worksheet; - teaching journal; - homework.
<p>Homework:</p> <ul style="list-style-type: none"> - prepare a timeline of the major events connected with the Second World War; - match time references with their categories and find examples of such time markers in the text. 	<ul style="list-style-type: none"> - to prepare notes in the form of a graphic organizer; - to revise recognizing the main types of time markers and providing examples of them. 	

Lesson Two – a point of view history text		
PROCEDURES	OBJECTIVES	MATERIALS
<p>Students:</p> <ul style="list-style-type: none"> - identify features characteristic of a point of view history text; - match the types of processes with their definitions and the exemplary verbs typical for each of the processes; - justify the importance of recognizing the process types; - search for examples of the processes in the read text. 	<ul style="list-style-type: none"> - to become familiar with a personal account of a historical event; - to recognize the distinctive features of a point of view history text in the read paragraphs; - to understand the terms related to process types; - to know the basic classification of process types and the types of verbs typical for these processes; - to become aware of the significance of analyzing event processes and the choice of verbs; - to localize examples of the main kinds of processes in the text. 	<ul style="list-style-type: none"> - Tuttle, W. M. (1993) <i>Pearl Harbor: Fears and Nightmares: "Daddy's Gone to War": The Second World War in the Lives of America's Children</i>, Oxford University Press; - film: <i>How Pearl Harbor Was Attacked. The True Story</i> (Retrieved on January, 3, 2012: http://www.youtube.com/watch?v=srTe1r7S6s4); - worksheet; - teaching journal; - homework.
<p>Homework:</p> <ul style="list-style-type: none"> - fill in gaps in a text with the correct forms of the verbs provided for students according to the specifications about what kind of process each clause should include. 	<ul style="list-style-type: none"> - to fill in the gaps in the text logically and coherently by choosing appropriate verbs suitable for the given process types. 	
Lesson Three – an explanation history text		
PROCEDURES	OBJECTIVES	MATERIALS
<p>Students:</p> <ul style="list-style-type: none"> - discuss the specificity of an explanation history text; - identify a sentence which is a summary of the type of the read history text; - match the participant roles with their functions and corresponding process types; - analyze sentences selected from the text and defining the role of each highlighted participant; 	<ul style="list-style-type: none"> - to distinguish the facets of an explanation history text; - to substantiate their own choices concerning the tasks answers, the type of the text, and participant roles; - to know the terms connected with the fundamental categorization of participant roles and their functions; - to recognize and provide the roles of given event participants. 	<ul style="list-style-type: none"> - Stickels, R. C. (2004). <i>The 1940s</i>. Westport, CT: Greenwood Press - worksheet; - teaching journal; - homework.

Homework: - provide exemplary sentences coming from the text to the descriptions of participants given by the teacher.	- to identify in practice the connections between the roles and the functions of participants, and the types of event processes.	
Lesson Four – an exemplary history text		
PROCEDURES	OBJECTIVES	MATERIALS
Students: - predict the content of each paragraph by analyzing topic sentences; - analyze the selected parts of the text and define the process types and the participant roles in each of the sentence; - answer the questions typical for the functional language analysis.	- to predict the content of the text and the author's perspective on the basis of topic sentences; - to read history text by analyzing fundamental functional linguistic approach assumptions; - to look at a history text in a holistic way.	- The Marshall Plan Retrieved on January 3, 2013, from http://www.gcsehistory.org.uk/modernworld/coldwar/marshallplan.htm ; - worksheet; - teaching journal.
Post-study questionnaire		

Table 1. The design of the study

6.5 Results and discussion

The findings of the present action research study were drawn on the basis of the data acquired from the four sources: the pre- and post-study questionnaires, the students' homework assignments and the present author's post-lesson reflections. Both qualitative and quantitative analysis was carried out by the researcher while investigating the data collected.

6.5.1 The results of the pre-study questionnaire

The findings of the questionnaire (Appendix 2), responses to the first question, revealed that TV programs and films constituted the major source of information about history for the participants. The results presented in Figure 1 demonstrate how extensively the particular history sources are utilized by the participants. As many as 7 students declared that they read textbooks and literature dealing with history and 4 students claimed to have learnt history from popular science articles. These results confirm the unquestionable importance of history-related texts as a source of knowledge.

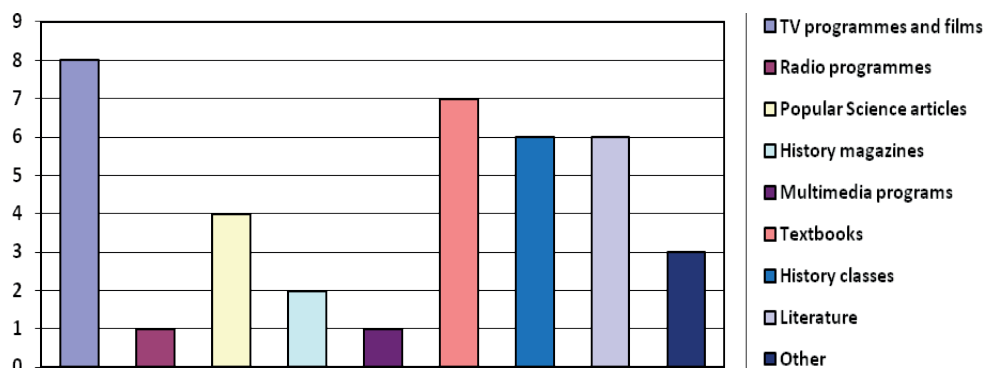


Figure 1. The sources used by the students to acquire historical knowledge

The second question asked the respondents to estimate how frequently they read history-related texts for specific purposes. Half of the students stated that they sometimes read history-content written texts in order to expand their knowledge about important events from the past, and to broaden their interests. Four out of 10 participants sometimes read history documents to understand the influence of history on the present times. However, 4 students admitted not to read history-related texts for this reason at all. The survey revealed that 4 respondents studied history documents to form their own critical standpoint on the events from the past and in order to be capable of justifying their viewpoints. As far as reading history texts for imperative educational reasons is concerned, the participants' responses were divided. Two students admitted that they very often studied history written materials in order to fulfil their educational duties, 2 participants often read history materials for the discussed purpose, 1 person – sometimes, 3 students – rarely and 1 – never. The situation may be due to the educational system incorporated by the school.

The questionnaire explored the actions performed by the participants in the process of studying history discipline-specific texts (Question 3). Responding to this query, most of the students indicated analyzing the connection between described events and people as one of the most frequently employed activities. The survey revealed that as many as 7 students pay attention to the author's personal attitude towards his or her text, and 6 respondents search for other available sources on a given topic presented in the processed text. Half of the participants declared to read a text very carefully and analyze each piece of information, whereas 3 students stated that they pay attention only to the most important pieces of data presented in a text. Two respondents maintained that they focus solely on finding answers to some questions posed by a teacher or a textbook.

The fourth question posed investigated which attributes of history-related texts were perceived by the participants as influential and significant for effective text processing. The respondents were expected to order the suggested factors from 1 to 5, when 1 means that a given aspect hugely affects text understanding, whereas 5 signifies the lack of any influence. This question revealed that for the participants the most important issue was the presence of additional explanations and comments supplied with the main text – the mean score for this answer was 1.9 – whereas the least vital aspect turned out to be the technical language used in history written documents – the mean score for this option was 2.9. As far as the density of information and the biased chronology of the events presented in a text are concerned, the mean score in both cases was 2.4, which indicates that these were not the most problematic and crucial facets of history texts. Similarly, from the responses provided it emerges that the participants believe that neither the subjectivity of the author nor the imprecise descriptions of the event actors truly hamper the understanding of the message of a text. It can be deduced, therefore, that the participants of the present study were fluent readers for whom some text imperfections might not constitute a serious burden to text understanding.

With reference to the question addressing chief general problems potentially encountered while studying history-related texts (Question 5), the vast majority of the surveyed – 7 students – stated that the most perplexing issue was the lack of historical knowledge. Another troublesome aspect of approaching the discussed type of reading materials is the specificity of history as a discipline. The structure of a history-related text and general problems with text comprehension turned out to be slightly less problematic. The language barrier was declared to be the least arduous factor hampering students' text understanding. The situation that all of the participants marked this option as the least problematic one is strongly connected with the fact that the students demonstrate very high level of proficiency in English as a foreign language.

6.5.2 The analysis of the students' performance in the study

As already mentioned, each of the lessons in the present study was devoted to a different facet of reading practice and required analyzing history-related written texts concerning diverse topics connected with the Second World War. Despite the fact that all of the classes followed the same format, a range of activities were incorporated with a view to stimulating the participants' activity and helping them understand the theoretical issues discussed.

The first lesson which centred around a chronicling type of history texts and some general features of history-based written documents, focused on the main events of the Second World War and their chronology. It was observed that the majority of the participants did not demonstrate any problems while performing reading comprehension tasks and commenting on the role of topic sentences in the target text. The key part of the lesson required that the students should discuss one of the three major types of history texts and categorize the time markers. As far as the time references were concerned, a group of 4 students experienced some problems with determining the role of such words as *firstly*, *secondly* which were not used as time markers, but as linking words helpful in organizing an argument. The first homework assignment instructed the participants to analyze the last paragraph of the text read during the lesson and fill in the table by providing the types of Time Circumstantial Meaning together with the examples of the appropriate time markers taken from the text. Most of the answers supplied by the participants concerned 'when time markers'. This situation may be explained by the fact that the students may have been best acquainted with this type of Time Circumstantial Meaning or that the paragraph they analysed contained many examples of this particular type. Six out of 10 students also provided at least one example of 'how long time marker'. What is noteworthy is that all the students supplied the correct answers and categorized the time markers into proper types of Time Circumstantial Meanings. Then the students efficiently constructed a timeline of the events described in the text read. What is more, they demonstrated their procedural knowledge concerning taking concise notes after reading long chronicling texts.

The second lesson was devoted to a point of view history text and the types of processes distinctive for history texts. Whereas the students encountered no major problems with providing examples of *Doing* and *Being Processes*, 4 students found it challenging to discriminate different instances of *Saying* and *Sensing Processes* due to the fact that some of the thinking-feeling verbs could have been misunderstood. The participants confessed that they had never before paid attention to the importance of verb choice and its function. When requested to read a short passage from a history book and fill in the blank spaces with the correct forms of the verbs provided, 8 students accomplished the activity successfully and 2 students made a mistake. The erroneous answers concerned the replacement of the verb *prevent* with the verb *avoid*, which suggests that the students identified the type of the process correctly, even though they failed to understand the meaning of these two vocabulary items.

The third lesson dealt with the explanation history text and the roles and functions of event participants. The students found it very demanding to understand the main ideas of the text and they encountered some problems

in its closer analysis. As far as the issue of human and non-human participants is concerned, the students were firstly surprised by the fact that objects or places are recognized as event partakers. However, at the end of the lesson the students faced no difficulties in providing appropriate examples of these two categories of participants. As far as conducting the analysis of Participant Roles and Functions is concerned, the majority of the students could not identify Participants Roles characteristic of being processes, that is Attributes, Values, Tokens and Phenomena. The homework assignment was based on reading theoretical descriptions of selected sentences and providing suitable examples. It turned out that supplying an example to a sentence in which the participant should be an *Attribute* proved to be difficult for the students (7 wrong answers). Most of the erroneous answers included sentences containing a *Token* instead of an *Attribute*. However, almost all of the students provided the correct answers in the case of the question in which the *event participant* was in turn an *Actor* and a *Carrier*.

The fourth lesson aimed at engaging the participants of the study in performing a basic functional language analysis of a history text. The striking majority of the students (8 out of 10) managed to complete the task of identifying the Process Types and the Participant Roles only with some minor help on the part of the teacher-researcher, whereas 2 students frequently expressed the necessity of the teacher's help. It was observed that the analysis of the text according to the rules suggested by the functional language approach proved to be successful. Yet, the most challenging part of this activity was based on answering the questions related to the perspective of the author.

Having participated in the four lessons, the students admitted that they had noticed the connection between all the presented theoretical pieces of information concerning the functional language analysis approach and active processing of history-related texts. Most of the students seemed to have understood the concept and the premises of the functional language analysis approach and could perform an adequate analysis of history texts with no major obstacles. The participants whose major was history showed more interest in exploring history content-area texts by adopting the discussed approach.

6.5.3 The results of the post-study questionnaire

The first question asked the students to evaluate the four lessons based on the implementation of the functional language analysis approach into reading English history-related texts. The questionnaire (Appendix 2) revealed that the participants' overall response to the presented way of reading and analyzing

content-area texts was positive. Namely, 9 out of 10 students appreciated the innovative manner of approaching history texts and the way of conducting text analyses by the whole class together with the teacher. All of the participants agreed and strongly agreed that the teacher's instructions concerning reading history-related written materials were helpful and constructive. The striking majority of the surveyed – 8 – students expressed their willingness to read content-area texts during English language classes.

While choosing the most useful activities (Question 2) the respondents opted for investigating the connection between the described events and actors, taking into account and analyzing topic sentences, and examining time markers. The participants also appreciated conducting analysis of the types and functions of the event actors, and paying attention to the author's attitudes towards the events described by them. This finding seems to be crucial since in the pre-study questionnaire the students claimed that this activity did not have a significant influence on text comprehension. It might be concluded, then, that after participating in the study, the students reached a different conclusion. The participants declared analyzing the types of processes and verbs used by authors of history texts as the least vital activity. What is noteworthy, the respondents did not mark any activity as totally redundant or useless.

As far as the difficulty of the texts used in the study is concerned, an explanatory text was generally recognized by the participants as the most straightforward and unproblematic (6 students). The results of the questionnaire point to the fact that there was no one type of text which could be unanimously considered as the most complex for all the students taking part in the research study.

Responding to the fourth question, which referred to the participants' plans for implementing the presented reading strategies in the future, as many as 9 students declared that while studying history texts, they were going to search for the connections between the illustrated actions and actors, and pay attention to the author's attitude towards the events described. Furthermore, the majority of the participants – 7 students – intended to take the issue of text type into consideration. This statement confirmed the present author's belief about the importance of broadening readers' awareness of the existence of the different kinds of history texts and their characteristic features. A small number of the participants – 3 students – indicated that they were going to take into account text structure and the types of verbs and processes utilized by the author of a given text. Only 1 person stated that he or she was going to analyze the content and the structure of topic sentences.

The findings of the questionnaire revealed that the majority of the students participating in the lessons appreciated an opportunity to become acquainted

with the new and innovative way of analyzing history texts. Six participants shared the view that the suggested way of reading history helped them notice a different perspective of working with history written materials (Question 5). Three of the surveyed students admitted that taking up this original approach to reading history texts might turn out to be helpful in the course of their further academic education. Only two students expressed the opinion that the presented way of reading history texts was not useful for them because they neither learnt nor enjoyed history. All in all, the students provided fully-developed justifications of their choices and evaluated the lessons they participated in from different angles.

The goals of the study were achieved as it was demonstrated that incorporating some language-focused activities into EFL instruction based on reading history texts can contribute to students' deeper engagement in reading and comprehending content area texts. The participants of the study were acquainted with the basic assumptions of the functional language analysis approach and became involved in the practice of carrying out functional language analysis while reading history, that is discipline-specific texts. Even though the students found some analysis of history texts to be demanding for EFL learners, they generally expressed positive opinions on the adopted procedures.

7. Conclusions

The action research study presented in this chapter has shown that it is reasonable to incorporate teaching discipline-specific reading skills into EFL instruction. Analyzing history content texts in conformity with the premises of a functional language analysis approach has proved useful in drawing the learners' attention to the specificity of the selected content area texts, as well as in designing effective reading comprehension practice.

It was also important to find out that the majority of the participants of the study appreciated the innovative way of analyzing and working with history-based texts and some students expressed interest in being exposed to such an approach in the future. Thus it can be concluded that the participants assessed the adopted procedures favourably and showed positive attitudes towards the study itself. The students appreciated the fact that participating in the lessons provided them with an opportunity to become acquainted with one of the recent trends in teaching disciplinary reading skills in L2 instruction.

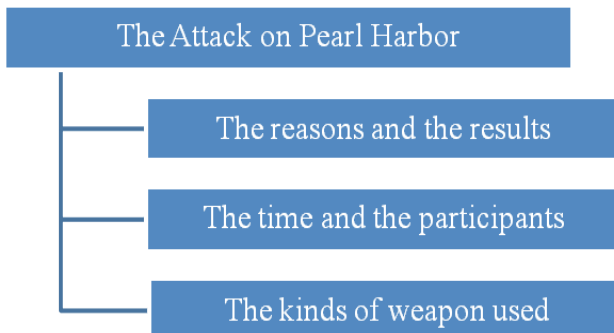
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Appendix 1. Lesson Two: A point of view history text

1. Watch the film about **the attack on Pearl Harbor**. After watching the video, discuss with your partner the following aspects of the event.



2. Match the following words and phrases given in the table with their explanations. Work in pairs.

[the entries taken from: Longman dictionary of contemporary English]

retain	rain down	air raid	blackout
blast	vivid	home front	outbreak

1. _____ - the activities and living conditions of the people who stay at home during a war
 2. _____ - the sudden start of war, disease, violence
 3. _____ - a sudden short loud sound, especially on a musical instrument or a whistle
 4. _____ - to remember ideas or information
 5. _____ - to fall from the air in large amounts
 6. _____ - having or producing very clear and detailed images in the mind
 7. _____ - a period during a war when lights in streets and buildings are turned off so that an enemy cannot see them at night
 8. _____ - an attack in which one or more planes drop bombs on a place
3. Read the text provided below as quickly as possible and choose an appropriate title for it. Compare your answer with your friends' answers.

- A) Pearl Harbor: School-age children fight the war.
 B) Pearl Harbor: Home front Families.
 C) Pearl Harbor: Fears and Nightmares.
 D) Pearl Harbor: Depression Children.

On December 7, boys and girls in the United States witnessed various kinds of adult behavior they had not seen before. Their mothers and fathers shouted and screamed. All day long, they talked about “war” and its ugly and tragic possibilities. One ten-year-old girl could take it no more. “War, war, war! That’s all I hear. I’m tired of hearing about war.” At that moment, her mother slapped her across the mouth. Another girl, nine-year-old Patty Neal, was sitting with her family around the radio and was “chattering away”, her mother asked her to be quiet, but, Patty recalled, “I kept on talking, and my mother, who NEVER hit me, slapped me, and said ‘Patty, you will remember this day.’”

Whatever unusual behavior the children observed that memorable day, the effect was generally the same: it deepened their fears. Throughout the United States following Pearl Harbor, children feared that enemy bombs might rain down on them too. Their anxieties deepened as they participated in air raid drills and blackouts. Some, afraid of bombs, after running home at 3:30 each day, were happy to announce: “We didn’t get bombed today.”

Dr. Joseph C. Solomon, a San Francisco psychiatrist who studied children’s behavior during the blackouts, observed that “the abrupt entry” of America into war “acted as a source of sudden and unexpected danger.” In San Francisco, children’s fears were stimulated by the sirens that blasted on the night of the American war declaration, air raids, blackouts and also by rumors of invading enemy troops.

Some children had nightmares so frightening that they were still vivid years later. The children often dreamed about the enemy. Born in 1933, Barbara Sackman lived in a Polish neighborhood in Toledo, Ohio. Her recurrent dream was of “Nazi tanks coming down our neighborhood main street... shooting and running over my friends.” A large group of children did not know how to share such frightening feelings with their teachers, classmates or even parents. In many of these dreams, the enemy was invading the children’s homes.

Fifty years later, anxieties generated by the war are still with some of the home front children. One is the fear of airplane sounds. Marian Hickman remembered once loving watching airplanes. Within the outbreak of war, however, “airplanes became a great source of anxiety to me as I realized they were a part of the war. Each time I would hear a plane, I’d wonder if something terrible was going to happen”. Marian Hickman, who was six when Pearl Harbor changed her life, has retained vivid memories of the war years. In fact, most of the home front children born in the 1930s have unforgettable memories of December 7, 1941, when they heard the news.

Adapted from Tuttel (1995:87-89)

4. Read the text again. Decide which statements are true (T), false (F) or not mentioned in the text (NM). Compare your answers with your friend’s answers.

1.	American children noticed the change of their parents’ behaviour on 7 th December.	
2.	The children described in the text fully understood their parents’ reaction to the news concerning the attack on Pearl Harbor.	
3.	According to dr. Joseph C. Solomon, American children were prepared for the possibility of the sudden beginning of the war in their country.	
4.	Children had dreams about the war even a long time after the end of the war.	
5.	Barbara Sackman admits that she once had nightmares about Nazi enemies shooting her Polish friends.	
6.	All the American children experiencing the war were unable to talk with anyone about their fears and anxieties.	

7.	Many adults who participated in the war, still suffer from wartime anxieties such as the fear of airplane sounds or the fear of lack of light.	
8.	Home front children who took part in the war still have not managed to forget about the negative events from their past, even though they tried to do so.	

5. Choose from the statements provided below those which may justify the hypothesis that the text you have just read is a point of view text.

Adapted from: Fang and Schleppegrell (2008:51-58)

The text presents the views of the participants.

The author highlights the importance of the chronology of the events.

There is a number of sensing and saying processes.

It is possible for a careful reader to detect whose views are being presented and highlighted.

The goal of the author is to help the reader understand the ideas and arguments made by the actors.

6. Match the types of the processes (column A) with their short definitions (column B) and with the exemplary verbs (column C). Work in small groups.

Adapted from: Fang and Schleppegrell (2008:47)

A	B	C
Doing processes	Referring to the feelings of the actors of the events.	Relating verbs (be, reflect, include, seem)
Sensing processes	Connected with actions and events.	Action verbs (use, justify, invade, derive)
Saying processes	Associated with descriptions of qualities and definitions.	Thinking-feeling verbs (assume, hold, claim, declare)
Being processes	Linked to opinions, judgments and utterances of the participants of the events.	Thinking-feeling verbs (believe, trust, fear, feel)

7. Work in pairs. Analyze the text that you have read earlier and underline the processes. Fill in the table and provide each type of the process with two instances taken from the text. The first example is given for you.

Doing processes	■ Boys and girls in the United States <u>witnessed</u> various kinds of adult behavior
	■
	■
Sensing processes	■
	■
	■
Saying processes	■
	■
	■
Being processes	■
	■
	■

8. Read the following paragraph and fill in the blank spaces with correct forms of the verbs provided. It is specified in the brackets what kind of process each gap should include. The first example is given for you.

avoid be prevent be explain

Some people (1) had unusual notions (**sensing process**) about how to prevent "fright psychosis" among American children. A week after Pearl Harbor, Eleanor Roosevelt (2)..... that (**saying process**) her son John was teaching his two-year-old son to say "boooooom" every time he hears a loud explosion. Now, she explained, the child thinks he (3) creating (**being process**) the explosion. By this method the child will not be frightened if there (4) (**being process**) a real bombing. The problem was that all Americans had to figure out how to (5) (**doing process**) all children from "fright psychosis". Invariably, the first warning was to (6) (**doing process**) panic.

Taken from: Tuttle (1995:87-98)

Appendix 2: Questionnaires

Pre-study questionnaire

1. Skąd czerpiesz wiedzę dotyczącą historii? Zaznacz krzyżykiem wybrane przez Ciebie odpowiedzi.

<input type="checkbox"/>	z programów telewizyjnych i filmów
<input type="checkbox"/>	z audycji radiowych
<input type="checkbox"/>	z prasy popularnonaukowej
<input type="checkbox"/>	z programów multimedialnych
<input type="checkbox"/>	z podręczników szkolnych
<input type="checkbox"/>	z lekcji historii
<input type="checkbox"/>	z literatury
<input type="checkbox"/>	Inne:

2. Jak często czytasz teksty historyczne z podanych powodów? Obok każdej opcji zaznacz krzyżykiem wybraną przez Ciebie odpowiedź.

	Bardzo często	Często	Czasem	Rzadko	Nigdy
Aby poszerzać swoją wiedzę na temat ważnych wydarzeń z przeszłości.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aby zrozumieć wpływ faktów historycznych na teraźniejszość.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aby zgłębiać swoje zainteresowania.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aby kształtować własne krytyczne zdanie na temat faktów historycznych i umieć je argumentować.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aby wypełnić obowiązek szkolny i wykonać polecenie nauczyciela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Jakie czynności wykonujesz czytając teksty o tematyce historycznej? Zaznacz krzyżykiem prawdziwe dla Ciebie odpowiedzi.

<input type="checkbox"/>	Analizuję strukturę tekstu.
<input type="checkbox"/>	Sprawdzam kto jest autorem i w jakich okolicznościach napisał dany tekst.
<input type="checkbox"/>	Zwracam uwagę na stosunek autora do opisywanych przez niego wydarzeń.
<input type="checkbox"/>	Sporządzam chronologiczną listę dat i wydarzeń opisanych w tekście.
<input type="checkbox"/>	Analizuję związek pomiędzy opisanymi wydarzeniami i osobami.
<input type="checkbox"/>	Czytam inne materiały poświęcone tematowi opisanemu w danym tekście.
<input type="checkbox"/>	Podchodzę krytycznie do czytanych przeze mnie informacji.
<input type="checkbox"/>	Domyślam się znaczeń nieznanymi mi słów.
<input type="checkbox"/>	Czytam tekst bardzo dokładnie, analizując każdą informację.
<input type="checkbox"/>	Zwracam uwagę tylko na najważniejsze informacje przekazane w tekście.
<input type="checkbox"/>	Inne:

4. Jak duży wpływ na rozumienie tekstów historycznych mają podane poniżej ich cechy? Zaznacz krzyżykiem wybraną odpowiedź, stosując skalę od 1 do 5 (1= bardzo duży wpływ, 5= nie ma żadnego wpływu).

Bardzo duża ilość informacji zawarta w tekście.	1	2	3	4	5
Nieprecyzyjne opisy bohaterów wydarzeń.	1	2	3	4	5
Brak dodatkowych wyjaśnień i komentarzy.	1	2	3	4	5
Słownictwo typowe dla tekstów historycznych.	1	2	3	4	5
Fakty opisane przez autora w sposób subiektywny.	1	2	3	4	5
Zachwiana chronologia opisanych wydarzeń.	1	2	3	4	5
Naukowy styl, w którym tekst został napisany.	1	2	3	4	5

5. Co sprawia Ci największą trudność w czytaniu tekstów anglojęzycznych poświęconych historii? Uporządkuj podane odpowiedzi w kolejności od 1 do 5 (1=największa trudność, 5=najmniejsza trudność).

<input type="checkbox"/>	Brak wystarczającej wiedzy historycznej.
<input type="checkbox"/>	Bariera językowa.
<input type="checkbox"/>	Specyfika tekstu historycznego.
<input type="checkbox"/>	Ogólne problemy z umiejętnością czytania ze zrozumieniem.
<input type="checkbox"/>	Struktura tekstu.

Informacje o osobie wypełniającej ankietę

Przy każdym pytaniu zaznacz krzyżykiem wybraną odpowiedź.

1. Płeć:

☐ Kobieta ☐ Mężczyzna

2. Jak długo uczysz się języka angielskiego?

☐ Mniej niż 3 lata

☐ Więcej niż 3 lata, ale mniej niż 6 lat

☐ Więcej niż 6 lat.

3. Czy poza szkołą uczysz się dodatkowo języka angielskiego?

- ☐ Tak, samodzielnie
☐ Tak, na prywatnych lekcjach
☐ Tak, w szkole językowej
☐ Nie, nie uczę się.

4. Czy w szkole uczęszczasz na lekcje historii?

- ☐ Tak.
☐ Nie.

Post-study questionnaire

1. W jakim stopniu zgadzasz się z poniższymi stwierdzeniami? Zaznacz krzyżykiem wybraną odpowiedź.

	Całkowicie się zgadzam	Zgadzam się	Nie zgadzam się	Całkowicie się nie zgadzam
Podobał mi się nowatorski sposób czytania tekstów historycznych.				
Podobało mi się prowadzenie analiz tekstów wspólnie przez całą klasę.				
Uważam, że instrukcje nauczyciela dotyczące czytania anglojęzycznych tekstów historycznych były pomocne.				
Chciałbym/Chciałabym aby na lekcjach języka angielskiego czytać inne teksty pochodzące z różnych dyscyplin naukowych.				

2. Oceń jak bardzo pomocne okazały się dla Ciebie poniższe czynności w zrozumieniu treści tekstów. Zaznacz krzyżykiem wybraną odpowiedź, stosując skalę od 1 do 5 (1=bardzo pomocne, 5= wcale niepomocne)

Ocenianie stosunku autora do opisywanych przez niego wydarzeń.	1	2	3	4	5
Szukanie związku pomiędzy opisanymi wydarzeniami i osobami.	1	2	3	4	5
Omawianie typów procesów i czasowników użytych przez autora.	1	2	3	4	5
Analizowanie typów i funkcji uczestników opisywanych wydarzeń.	1	2	3	4	5
Branie pod uwagę roli zdań wprowadzających do akapitów.	1	2	3	4	5
Badanie określeń czasu w celu chronologizacji wydarzeń.	1	2	3	4	5
Analizowanie typów tekstów historycznych i ich cech.	1	2	3	4	5

3. Który z omawianych typów tekstów historycznych sprawił Ci największą trudność? Uporządkuj je w kolejności od 1 do 3 (1=największa trudność, 3=najmniejsza trudność).

_____ tekst chronologiczny
 _____ tekst objaśniający
 _____ tekst ukazujący punkt widzenia

4. Które z podanych strategii zastosujesz czytając teksty historyczne w przyszłości? Zaznacz krzyżykiem wybrane odpowiedzi.

Będę brał/a pod uwagę typ tekstu.	
Będę analizował/a typy czasowników i procesów użytych przez autora tekstu.	
Będę przyglądał/a się strukturze tekstu.	
Będę szukał/a związków pomiędzy opisanymi wydarzeniami i osobami.	
Będę analizował/a treść i budowę zdań wprowadzających do akapitów.	
Będę oceniał/a stosunek autora do opisywanych przez niego wydarzeń.	
Inne:	

5. Czy zaprezentowany sposób czytania tekstów anglojęzycznych o tematyce historycznej zachęcił Cię do spojrzenia na teksty historyczne pod kątem analizy językowej? Zakreśl wybraną odpowiedź.

TAK	RACZEJ TAK	RACZEJ NIE	NIE
-----	------------	------------	-----

6. Uzasadnij swoją odpowiedź na pytanie 5.

.....

.....

.....

.....

.....

(liczba znaków ze spacjami: 59 925)

Agnieszka Ładna

Promoting strategic behaviour of EFL learners in reading practice based on history texts

1. Introduction

Through the years, changing trends in teaching English as a foreign language have put emphasis on different aspects of language instruction. Recent advances in applied linguistics have given more support to the need and value of incorporating a content learning component into language teaching. Such an approach to language teaching, has been referred to as Content-Based Instruction (CBI), and it has been generally perceived as a means of developing linguistic competence with the aid of subject matter content. Central to this concept is a belief in a naturally co-occurring language and content interrelationship. Consequently, the core constituent of a CBI lesson is the content matter that serves as a foundation for both learning the language and constructing knowledge within a particular domain. The choice of the subject that would serve the purpose should be carefully decided on by the instructor.

2. History as a content area subject in EFL settings

Students frequently characterize history as a subject of little or no practicability and lack of immediate usefulness in today's world (Hill, 1954; Yilmaz, 2008). However, it appears that teaching history conforms well to the CBI framework, as it provides common interdisciplinary ground for learning geography, political science, social studies, economics, literature or music (Kochhar, 2005).

History is created on the basis of previously collected facts which are open to interpretation, therefore learning it does not merely mean the sheer memorization of past events (Nokes, 2011). Acknowledging this stance can stimulate a number of involving classroom discussions and create conducive environment for developing higher-order thinking and language skills. Hill (1954) and Kochhar (2005) confirm that systematic history engagement can equip learners with a range of practical abilities, easily applicable in real-life situations. What is more, contact with history texts exposes students to a variety of language structures due to which students are likely to enrich their receptive and productive language skills (Short et al., 2011).

However, it should be borne in mind that history texts require achieving understanding at three comprehension levels: literal, critical and applied, which, considering students' usually limited historical knowledge, can create an insurmountable obstacle. What is more, the decontextualized discourse style, technical vocabulary, density of abstract concepts or a variety of writing patterns information is organized in may seriously inhibit the process of text comprehension and ultimately discourage students from further involvement (Roe, Stoodt and Burns, 1987). It also should be explicitly noted that most of all, CBI places a great demand on the instructors themselves. The expectations held towards teachers are already high, let alone in combination with history requirements. In addition to being language proficient, they need to be familiar with historical terminology and possess in-depth knowledge of its conceptual foundations (Cambridge, 2008) as to effectively conduct the classes.

Furthermore, reality reveals that resources dedicated to teaching elements of history in ESL contexts are not easily accessible or simply do not exist in sufficient amounts. For these reasons, teachers face a considerable challenge of adopting regular history coursebooks to conform to the demands of ESL instruction (Cambridge, 2008). What is important, as Hernandez underlines (2003), content materials designed for ESL should be of the same high quality as texts for standard programs in terms of both content and their level of readability.

3. Key instructional practices in text-based history lessons

In order to ensure successful implementation of a CBI history text-based course certain guidelines ought to be followed. Preferably, the syllabus should be derived from the target subject and modified in order to incorporate language-related issues. A selected reading text should be of a manageable length and written in an understandable manner, with lesser density of ideas but still with a degree of challenge (Cho and Reich, 2008). What is more, such a document should include diverse external text and follow-up activities to support reading comprehension and increase attractiveness.

It is also suggested that the so called conceptual understanding be developed by emphasizing concept's attributes, providing examples, encouraging and guiding students to discover its essence and ultimately applying it in new contexts (Rentel, 1971). In 2001, Anderson and Krathwohl presented a revised Bloom's taxonomy containing verbs reflecting cognitive processes identifying four dimensions of knowledge: factual, conceptual, procedural and metacognitive. This classification proves to be crucial when teaching comprehension as it helps to ensure that students activate their thinking and learning processes at all the levels with the use of question formation activities for example (Anderson and Krathwohl, 2001).

It is highly important to provide students with sufficient amount of time to understand and perform instructions. Verbal explanation should be concise and concrete as well as adjusted to the level of students' language proficiency and reinforced by the usage of body language, objects or illustrations (Cho and Reich, 2008). It is advisable to continuously monitor for comprehension and rephrase the information or switch to the native language if necessary. Teachers should also provide a model of carrying out the assignment in order to eliminate any misunderstandings and allow for a further autonomous students' performance (Echevarria, Vogt and Short, 2008).

Another idea of lowering the level of text difficulty is rewriting the reading in order to simplify the vocabulary and sentence structures that influence the degree of understandability (Roe, Stoodt and Burns, 1987). Difficult or technical words should be glossed and reviewed before the reading task begins. Text accessibility can be also enhanced by highlighting essential information using bold type rich text features such as glossary, bold words, pictures or tables. Basic knowledge of a variety of text patterns that organize content according to a certain principle can be also helpful in tackling a history text.

4. ESL reading strategies in enhancing content processing in a CBI lesson

As the primary source of information on the subject of history comes from written works, training students in reading strategies is of great importance. Typical ESL reading activities can be effectively transferred to a CBI course. Learners should be familiarized with a succinct explanation of each strategy and provided with a possibility to practice it before and while engaging in the reading process.

The pre-reading phase serves as an introductory and preparatory stage for further involvement with a text. It should be fairly brief and engaging for students. It stresses the need of approaching a text consciously which entails making predictions about the text, speculating on possible scenarios and establishing connections with students' background knowledge. Teachers should help students clarify the purpose for reading, draw their attention to text features and explain history-specific terminology (Allen and Landaker, 2005).

The while-reading stage is the most vital one as it comprises the processing of the text itself. It gives students the opportunity to confirm previously made predictions and conducted analysis. The learners should be introduced to a variety of strategies that can help them effectively manipulate any text. Reading-oriented practice should involve examining the text structure, making annotations and markings, as well as creating graphic representations of the text content.

In addition to this, students can be provided with a number of guiding questions that will help them draw attention to the relevant parts of the text and make use of context clues to derive meaning of an unknown word or concept.

In the post-reading stage, students are encouraged to reflect upon what they have read. Apart from internalizing the content, history education aims at teaching problem solving skills that promote among others the use of critical thinking. Students should be elaborately instructed on how to recognize the main idea and text structure in order to improve their summarizing skills which will in turn impact better information recall and text understanding (Allen and Landaker, 2005).

5. The study

5.1 The purpose of the study

The present action research study utilized a set of history texts with a view to raising the students' awareness of the usefulness of reading strategies in simultaneous language and content learning, as opposed to the typical EFL language-focused sessions. Thus, the overall intention of the researcher was to familiarize the students with the possibility of learning the language via the exploitation of content knowledge. The emphasis was put on the application of selected EFL reading strategies while approaching history-related texts. More specifically, the objectives set forth were the following:

- to investigate the learners' experience concerning the reading process, as well as their attitudes and expectations towards a history lesson;
- to combine intensive language and reading strategy practice with the study of history topics by designing and conducting four lessons concerning the course of events between 1920s-1940s in the USA history;
- to assess the students' content knowledge and their ability to recognize and use various reading strategies;
- to examine the participants' opinions on the quality of the conducted lessons and functionality of the utilized reading strategies.

5.2 Context and participants

The participants of this study were 9 second-year students attending one of the upper secondary schools in Lublin. They were 4 female and 5 male students, aged 17-18. They majored in physics and maths and were selected for the study

by English teacher on the basis of their command of English. All of them had at least 8 years of formal English instruction and they were generally recognized as approaching the upper-intermediate level of proficiency in English. The group met three times a week for a 45-minute General English session and covered the coursebook *New Matura Solutions* (OUP).

5.3 Materials

The four lessons revolved around history-related texts that promoted extensive use of reading strategies. Every lesson introduced or recycled the previously learnt reading strategy that was explained in a bubble located before each follow-up activity. This routine allowed for even greater reinforcement of the reading strategy since the teacher's oral instruction could have been still less memorable than the visual form at the students' fingertips.

Texts. The history-related passages were taken from two history textbooks: *An Illustrated History of the USA* by Brian O'Callaghan (1999) and *Creating America: A History of the United States* written by McDougal Littell (2001). The texts were scanned for the presence of overly difficult vocabulary, complex grammar and density of concepts, and appropriately shortened to condense the crucial information, facilitate the work and make them suitable for time constraints of a single lesson unit. The readings were further enriched with external and internal text features such as: photographs, diagrams, glossaries, subheadings, bullet points, words with special markings or modified to follow a certain text structure pattern (Appendix 1).

Worksheets. With each successive worksheet a new date and name of the period discussed appeared on a timeline to show chronology and interrelationship between the events. Each lesson was divided into pre-, while- and post- reading stages and included a variety of text-related activities that intended to promote strategy awareness along with providing practice opportunities both during the classes and at home. Apart from many other visuals, a video clip was exploited as well in order to complement and synthesize the information that appeared in the text with the information in the video footage. Ready-made graphic organizers were used to break the content down into its constituent parts and illustrate the text in a more digestible form.

Questionnaires. Whereas the pre-study questionnaire was administered in order to investigate the students' language background along with expectations towards the research, the post-study questionnaire sought to probe the participants' feedback on the quality and functionality of the instruction given. Both consisted primarily of closed-ended questions with a possibility to add a supplementary open response (Appendix 2).

Test. Its aim was to assess the students' content knowledge and their ability to recognize and use various reading strategies. It was divided into two parts: the first measured the students' knowledge of the historic events discussed, and the second checked the learners' ability to deal with a newly encountered history-related text by choosing correct answers and identifying the names of strategies used. The test consisted almost entirely of closed-ended questions where the students were asked to mark the correct answer or insert the appropriate name of the strategy from the list provided (Appendix 3).

5.4 Design and procedure

The study lasted from 4th to 15th March 2013. It started with the students filling in a pre-study questionnaire, which lasted approximately 20 minutes. Then a sequence of four lessons followed.

The overall format of each text-based lesson unit, which was organized into pre-, while- and post- reading phases, enabled the students to synthesize the information in effect led to fostering their higher thinking skills. The first phase commenced with preparing the students for the reading process by familiarizing them with both conceptual foundations and practical application of the particular reading steps. The while-reading stage was facilitated by the use of miscellaneous strategies such as: guiding questions, analyzing external text features or marking and annotating the text. The post-reading phase focused on enhancing the concept and content comprehension while engaging the students at different levels of understanding the content. Activities were performed individually, in pairs, groups or through the whole class participation and briefly reviewed and discussed by the teacher. Each lesson cycle was closed with a homework assignment and a short summary of the lesson.

The final meeting served the aim of administering the post-study questionnaire and the test verifying the students' knowledge of the content matter and reading strategies discussed during the session, which took approximately 35 minutes. The table below demonstrates in detail how the four lessons conducted were structured in terms of their objectives and activities focusing on particular reading strategies.

Pre-study questionnaire	
Lesson 1- The Roaring Twenties	
Objectives	<ul style="list-style-type: none"> - to activate the prior knowledge - to model a strategic reading approach - to utilize predicting, marking, synthesizing and categorising skills - to practice deducing, identifying the internal structure and summarising strategies - to understand the text globally and in detail - to elicit different levels of text understanding - to practise the behaviours of effective, strategic readers
Activities	<ul style="list-style-type: none"> - locating the event on a timeline and participating in a lead-in discussion - predicting the content of the text based on the period name, text features and discussion - reading and marking the text - answering questions following the revised Bloom's taxonomy - synthesizing and categorising information from the text to complete a table - deducing the meaning of the words using context clues - identifying text structure of reading extracts
Homework	- the students choose one out of three summaries that matches the content of the text and then correct some serious mistakes the remaining ones contain
Materials	<ul style="list-style-type: none"> - two texts based on extracts from Littell (2001) and O'Callaghan (1999) - worksheet and video clip: Assignment Discovery: Roaring 20's
Lesson 2- The Great Depression	
Objectives	<ul style="list-style-type: none"> - to understand the text globally and in detail - to know the basic terms and concepts used in the text - to know the types and a role of the internal text organization - to promote and practise the behaviours of effective and strategic readers
Activities	<ul style="list-style-type: none"> - locating the event on the timeline and participating in a lead-in discussion - predicting the content of the text using a topic anticipation guide - marking and annotating while reading - correcting false assumptions after reading - completing a graphic organizer - completing a text structure quiz - analyzing the organizational pattern of the passage - completing the table by matching the text structure type with proper signal words - deducing meaning of words from the context - putting the events in a chronological order - summarising the text using a frame
Homework	- the students write their own test questions with 3 short answers with only one correct, that is based on the information in the text
Materials	<ul style="list-style-type: none"> - a text based on an extract from Littell (2001) - worksheets

Lesson 3- The New Deal	
Objectives	<ul style="list-style-type: none"> - to recognize the value of the external text features - to understand the text globally and in detail - to guide the students through the process of reading - to know the basic terms and concepts used in the text - to practise the behaviours of effective, strategic readers - to reflect on their reading skills
Activities	<ul style="list-style-type: none"> - answering the lead-in questions - analyzing the external text features of two versions of the same text - identifying external text features and determining their role in the process of text understanding, completing a table with the information - completing an awareness raising quiz on the role of external text features - defining the main idea of three chosen paragraphs using the given formula - answering text comprehension questions - deducing meaning of concepts using context and completing sentences - completing a graphic organizer
Homework	- the students complete a graphic organizer – causes and effects of The New Deal
Materials	<ul style="list-style-type: none"> - a text based on an extract from Littell (2001) - worksheets
Lesson 4- The Arsenal of Democracy	
Objectives	<ul style="list-style-type: none"> - to understand the text globally and in detail - to know the basic terms and concepts used in the text - to practise working autonomously and in pairs - to practise the behaviours of effective, strategic readers
Activities	<ul style="list-style-type: none"> - predicting the content on the basis of the photographs - locating the event on the timeline and participating in a lead-in discussion - analyzing the text using guiding questions - matching words from the text with provided synonyms - answering comprehension questions - finding a needed term on the basis of the provided definitions - determining whether the given statements are in agreement or not with the content of the text - stating the most important information from the text
Homework	- the students complete the WWII timeline with the information from the text
Materials	<ul style="list-style-type: none"> - a text based on an extract from O'Callaghan (1999) - worksheets
Lesson 5- Achievement test	
Objectives	- to evaluate the students' content knowledge, reading comprehension, and the awareness of the reading strategies
Activities	- closed-ended exercises covering the content matter along with strategies discussed and practiced during the lessons
Post-study questionnaire	

Table 1. The design of the study

5.5 Results and discussion

The following section discusses the data collected from the sample of 9 respondents who participated in the present action research study as investigated by means of the four instruments: the pre- and post-study questionnaires, the researcher's informal observations and the achievement test.

5.5.1 The results of the pre-study questionnaire

The initial area of interest explored was the students' experience with reading in terms of the range and frequency of reading strategies used, reading habits and the quality of the instruction received during the English classes.

As for the background data concerning the respondents, the majority of the students (6) defined their level of English command using the school grade scale as very good, which confirmed the information received from their English teacher. The group almost unanimously declared that they have been learning English over eight years on average. The majority of the students either attended or have been still attending some additional language courses and all of them declared to study English autonomously at home.

The pre-study questionnaire revealed that the majority of the participants maintained contact with English texts outside of the school context mainly through textbook texts and websites, which may indicate practical reasons for reading in English as opposed to the need for extensive reading. When it comes to the degree of difficulty that particular aspects of reading caused, the respondents pointed to vocabulary and language structures as the most troublesome aspects of reading in English with instruction being the least problematic one. The findings of the pre-study survey unanimously indicated that the most frequent activity, performed by all the students, was answering comprehension questions, but as it later turned out, mainly in the form of multiple choice items. Very little attention seemed to be devoted to all the other alternatives with the graphic organization being the most neglected element of the EFL reading instruction. The predominantly used strategy was deducing the meaning of unknown words from context (8 participants), however, 8 respondents stated that they did not organize content visually or write any summaries. Surprisingly, a number of the students declared to have examined external text features and access the background knowledge before approaching the text in English (respectively 7 and 6).

The pre-study questionnaire also looked briefly into the participants' perspective on the utility of history content and elicited their attitude towards history as a school subject. The questionnaire showed that the reasons underlying the contact with history can be driven by two opposing motives. The most frequently selected arguments for learning history were willingness to strengthen a bond with the nation and cherish patriotic attitudes (5 answers), and history engagement seen merely as a part of their school obligation (4 answers). The participants did not deny the subject's relevance, but at the same time they found it uninteresting. Yet, 8 respondents declared their willingness to undertake a history course in English, which could indicate that the students considered this combination to be a more exciting and challenging alternative to regular history or English classes. This shared curiosity towards the history lesson in English could have had a positive effect on the course of the study.

5.5.2 The results of the test

The test consisted of two parts, each aiming at obtaining different goals. The first section assessed the extent to which the students acquired the history content and the other one concentrated on determining their strategy awareness and ability to read history-related texts in English.

The first part covered the material discussed during the four classes and consisted of 12 multiple choice questions, each set of 3 questions addressed a different period in the history of the US. In this part, the students can be awarded a maximum of 12 points, a point per correct answer. The scope of the test items was broad and checked the knowledge of general and detailed information covered four lessons.

The second part of the test attempted to evaluate the participants' reading ability and strategic awareness. The students were given a new history-related passage concerning the event that took place after the last period discussed during the study. The students could deduce this information from the dates and context provided in the text. This part consisted of 10 text-based questions, with 9 multiple choice questions and one open-ended question. In addition, the students were asked to identify the type of reading strategy tested via the particular item. The main aim was to examine the learners' understanding of the text and their familiarity with reading strategies reviewed during the study. Choosing the correct answer and determining the type of strategy practiced, the students scored two points, one for each element, with total amounting to 23 points.

The range of the scores in the reading comprehension component was 5 points. The highest (13) score was obtained only by one student. The average score for the whole group was very similar to the results gained in the content knowledge component and amounted to 79%. The range of the results that measured the students' ability to identify and name different strategies was relatively small – 3 points. The maximum score was gained by two participants, and the average of the whole group amounted to 84%.

	Students' scores									
Test components	S1	S2	S3	S4	S5	S6	S7	S8	S9	Mean (%)
Content knowledge (max. 12p.)	10	10	7	10	8	8	12	11	9	81
Reading comprehension (max. 13p.)	11	9	8	12	9	11	13	10	9	79
Reading strategy awareness (max. 10p.)	9	8	7	10	8	10	9	7	8	84
Total (max. 35)	30	27	22	32	25	29	34	28	26	80
Mean (%)	86	77	63	91	71	83	97	80	74	

Table 2. Overall test results

The overall test scores from the two test components are provided in Table 2 above. The average for the whole group amounted to 80 %, which can be defined as good. The range between the final scores is 12 points, which is relatively low. The highest result was 34 points and the lowest 22 with the maximum of 35 points. To sum up, all of the parts appeared to be of equal difficulty as the results expressed in percentage indicate small differences in scores. Generally, satisfactory results of the test showed that performing content-based tasks in an EFL classroom ensured a good level of text comprehension and knowledge acquisition, as well as proved helpful in raising the students' awareness of the use of efficient reading strategies.

5.5.3 The results of the post-study questionnaire

The post-study questionnaire intended to examine the participants' feedback on the quality and utility of the action research study they had been involved in. It consisted of 10 questions, out of which 9 were close-ended and one open-ended. A substantial number of the students' responses exhibited

a favourable evaluation of the lessons conducted. The first lesson on “The Roaring 20s” enjoyed the greatest recognition. This could be attributable to the use of a video clip, which added variety to the reading task as well as to the fact that it was the very first encounter with the teacher-researcher and the students were highly motivated about participating in the study. The students pointed to the activities as the most attractive element of the lessons and 4 students found them to be very well prepared. The opinions on the remaining components of the lesson differed and were distributed fairly equally along the grading scale. Three students enjoyed the texts the least, and two evaluated the lesson topics and class involvement as only acceptable. The most frequently chosen grade was four out of five.

An open-ended question attempted to obtain feedback and encourage the students to put forward suggestions that they might have as far on the format of the study is concerned. Regrettably, most of the students skipped this item which may indicate their unwillingness to contribute or simply lack of reservations towards the study. Only one student expressed his desire for the inclusion of more visual materials to aid the text understanding. The majority of the learners agreed that the lessons enhanced their knowledge of the USA history. What is more, 6 out of 9 learners stated that the lessons helped them organize and comprehend the reading process as well as understand the importance of reading strategies and offered a way of dealing with unknown vocabulary. Five students did not think the lessons had generated their interest in history content.

Marking the text was recognised as the most useful strategy. The two other strategies that were considered equally functional were graphic organisation of the content and deducing the meaning of words using context clues. After having been exposed to visual aids during the study more participants considered them valuable than before the study. It could be assumed that the particular strategies which were acknowledged as effective by the students would continue to be used by them in the future.

The majority of the participants perceived learning history as a component of foreign language instruction to be a valuable alternative for learners of different ages and levels of language proficiency. There were only two answers stating that this would be a valid option mainly for students with good English skills but no one conceded this to be mostly justifiable for students with extended knowledge on history, which could be seen as a positive standpoint of the part of EFL learners.

5.5.4 Teacher's reflections

Apart from the already discussed data examined with formal tools, the teacher-researcher recorded some of her personal observations on the application of the reading strategies in the four lessons. Approaching the text commenced usually with establishing the purpose for reading. The participants of the study coped with this strategy well but they seemed to have underestimated its value for the reading process. In the course of time the quality of lead-in conversations was lowering which could have been caused by the increasing difficulty of the questions posed or particular content knowledge necessary to engage in the discussion. However, the students had no major problems with predicting the content of the texts which could be to some extent attributable to their prior background knowledge activation.

When exposed to two versions of the same text with one being deprived of the text features and the other containing a range of text elements, the students immediately acknowledged the contribution of the latter to text understanding. It can be stated then that directing the students' attention to this issue initiated a more perceptive and conscious approach to reading. On the other hand, the strategy of identifying the internal text structure was attributed little value by the group. Although the students had no problems with determining the text organization of some short passages, it remained difficult for them to identify a particular pattern when processing a longer text. This could have been caused by the fact that the texts did not usually follow a uniform organization which appeared to be problematic for the learners to have been noticed and comprehended.

The task of formulating the main idea of the text caused the students a great deal of difficulty. The "about-point" activity proved to be beneficial as it offered a sentence frame to be filled in by the learners which helped them summarise what the content was about and what the point of the subject matter was. What is more, the learners displayed some problems with processing the information in the text and synthesizing it with the facts from the video clip. This may have resulted from the fact that the group had little experience with the content before the study started.

The class appeared to be familiar with the strategy of deducing meaning from the context but it was not due to it having been a part of the previous formal instruction but a natural and automatic behaviour of approaching any text in English. The activities dedicated to practising this strategy attempted to use context clues to understand not only the unknown words but also concepts. The latter appeared to be more challenging for the students as this required rephrasing the idea conveyed by the term.

The participants of the study were acquainted with scanning the text for some details as such a procedure frequently functions as an inseparable element of working with any text. Owing to the annotating skills practiced simultaneously with this strategy, finding the required information in the text did not take much time during the classes. The students had well-developed annotation skills as a consequence of using them in other contexts, but surprisingly enough they were not accustomed to taking notes during the English classes, which might suggest limited exposure to longer reading passages in the EFL instruction.

Furthermore, the learners had some difficulties with completing the summary frame which could have been related to the lack of experience with summary writing or problems with formulating the main ideas of the reading passage. Oral summary was not successful either, since the students recalled random facts they could remember instead of focusing on the most important ones. However, the learners particularly enjoyed creating their own text-based questions and asking the rest of the class or the opposite group for the answer. As it can be presumed, the questions that promoted higher order thinking skills were more difficult to ask but at the same time more beneficial for the students. The group stated that they were used to answering multiple choice questions rather than questions that required thinking and formulating their own responses.

The concept of guiding questions introduced in the study as a revision of all the strategies covered in the history-based lessons promoted the students' autonomous work. The participants liked the idea of following the questions and clues provided in the worksheet but after a while the researcher got the impression that they were getting bored with performing the activity individually thus the students were asked to pair up and consult their answers with a partner and then the teacher.

Some learners had difficulties with critical evaluation of the text but prompting and guiding them through the process brought positive results, that is the group felt more confident in expressing their ideas as the main aim was to initiate discussion and make the students aware that English texts serve not only as a source of language but also as content that is open for the reflection.

6. Conclusions

The four EFL lessons analysed in this chapter were independently designed and conducted to meet the objective of combining historical content with learning language and practicing selected reading strategies. The lessons were embedded in the CBI context which exposed the students to history-related expository texts

that functioned as a source of content, discipline-specific language and stimuli for incorporating reading strategies. The group of participants in the study, nine upper-secondary school learners shared general enthusiasm towards their task. All the steps undertaken by the teacher-researcher aimed at improving the quality of the students' reading process by providing them with a model approach of managing expository texts. The students were exposed to a wide range of reading strategies and challenged to understand the target passages at different levels of comprehension. The whole process was reinforced by a set of engaging and visually attractive text-based activities.

The achievement test served the purpose of measuring the participants' content knowledge and ability to comprehend a text while recognizing and using various reading strategies. The results gained by the group were considered to be satisfactory or even moderately high. The students reached all of the three objectives of the test with almost equal proficiency, which may indicate their comparable degree of difficulty. The ultimate aim of the study was fulfilled as the students' opinion on the quality of the conducted lessons and functionality of the utilized reading strategies were carefully examined. The students generally found the lessons interesting, classroom tasks well-prepared. Marking the text was recognized as the most pragmatic reading strategy and the sizeable percentage of the students started to appreciate the contribution of graphic organizers to the text understanding.

The majority of the participants perceived learning some aspects of history in the EFL classroom as a valuable alternative for learners of general English at different levels of English proficiency. There were no major reservations voiced towards the lesson form or content, apart from expressing a need for a greater presence of additional visual materials to support the comprehension process. Furthermore, the students almost unanimously agreed that the lessons enhanced their knowledge of the USA history.

The experience gained and the results yielded in the course of the study had broadened the author's understanding of the issues of developing linguistic competence with the aid of subject matter content and beneficially influenced its participants. Yet, the period of time that the study lasted was insufficient to provide a comprehensive work in helping EFL learners in applying reading techniques; it rather exposed the learners to the problem and made them aware of the areas that needed further practice. It successfully directed the students' attention and initiated a more perceptive and conscious approach to reading subject-specific texts in a foreign language.

The findings of the study imply that secondary school learners doing a General English course at the upper-intermediate level of proficiency can be successfully involved in reading subject-matter expository texts. This will not

only change the classroom routine, give learners an opportunity to gain selected domain knowledge in an attractive form, but it will also create perfect grounds for introducing and practising a wide range of reading strategies needed for their future academic and professional lives.

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Appendix 1: Lesson One – lesson plan and materials

-THE ROARING TWENTIES-

The Roaring Twenties
1919-1929

Activate your prior knowledge

Use what you already know to understand something new

1. Answer the questions.

1. Which changes in technology and culture influence your life the most?
2. What happens to a country when rapid changes take place?

2. Check all the words that you would expect to find in a text about the Roaring Twenties.

Predict

When you predict you make reasonable guesses about the content.

1. animals	2. poverty	3. unemployment	4. engine	5. sport
6. music	7. disaster	8. cooking	9. fashion	10. prosperity
11. youth	12. culture	13. freedom	14. crisis	15. sleeping
16. death	17. climate	18. entertainment	19. dance	20. nostalgia

Mark the Text

While reading circle key events, number the paragraphs
and make some notes in the margin.

3. Read the text marking the key information and paying attention to the questions included in Activity 4.

THE ROARING TWENTIES

Youth and Fun



Girls dancing the Charleston, gangsters carrying machine guns, Charlie Chaplin playing comical tricks and American movies filling the cinema screens of the world. These are some of the pictures that come into people's minds when they think of the United States in the 1920s. During the decade, youth and its culture were celebrated. For the first time, young people as a group rebelled against the values of the past and the authority of their elders. The under-25 generation wanted fun and freedom. Many of them experimented with new fashions, attitudes, and ways of behavior.

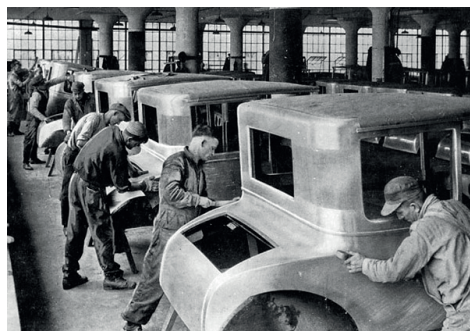
← Many new pastimes were enjoyed during the Roaring Twenties. Among the trends was a dance called the Charleston.

Economic Well-being

The United States was very rich in these years. Because of the First World War, other countries owed it a lot of money. It had plenty of raw materials and plenty of factories. The growth of industry made many Americans *affluent*. Millions earned good wages, thousands invested money in successful firms so that they could share in their profits. Many bought cars, radios and other new products with their money. Their motto was "Live now, pay tomorrow" - a tomorrow which most were convinced would be like today only better, with even more money swelling their wallets.

Technology Changes American Life

American factories produced more goods every year. The busiest were those making automobiles. The electrical industry also *flourished*, it made hundreds of thousands of refrigerators, vacuum cleaners, stoves and radios. Other advances in technology improved life. New machines *turned out* products faster and cheaper. Once-costly items were now available to many consumers. The United States became the first nation in history to build its way of life on selling vast quantities of goods that gave ordinary people easier and more enjoyable lives. Between 1919 and 1929 such mass-production factories doubled their output.



A Search for Heroes



Sporting events of all types—baseball, football, hockey, boxing, golf, and tennis—enjoyed rising attendance. Sports figures captured the imagination of the American public. They became heroes because they *reinstated* Americans' belief in the power of the individual to improve his or her life. Businessmen became also very admired in the 1920s. Men like Henry Ford were widely admired as the creators of the nation's prosperity.

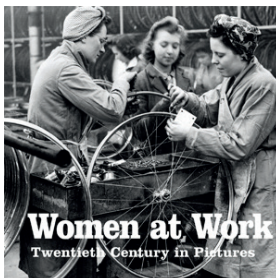
←Babe Ruth, a baseball player and the greatest single sports hero of the period.

Government Policies

American governments in the 1920s were controlled by the Republican Party who believed that if the government *attended* the interests of the businessman, everybody would become richer. Businessmen whose firms were doing well, they claimed, would take on more workers and pay more wages than. In this way their growing wealth would benefit everybody. To help businessmen Congress placed high import taxes on goods from abroad. The aim was to make imported goods more expensive, so that American producers would have less competition from foreign rivals.

New Roles for Women

The 19th Amendment to gave women the right to vote. Amendment (ERA), states that rights. After these political personal freedom. They drove college. The prosperity of the opportunities in offices, retail professions.



the United States Constitution Then in 1923, The Equal Rights men and women have equal changes women gained more cars, played sports or went to 1920's opened them new job stores, factories, and other

New President

In 1928 the American people elected a new President, Herbert Hoover. Hoover was sure that American prosperity would go on growing and that the poverty in which some Americans still lived would be remembered as something in the past. He said that there would soon be "a chicken in every pot and two cars every garage." Looking at the way their standard of living had risen during the 1920s, many other Americans thought the same.

4. Answer the questions below.

State the main idea

Main idea is the most important topic or the most general idea of the text.

HIGHER AND LOWER LEVEL THINKING SKILLS

Building a ladder to understanding

Remembering

1. What is the main idea of the text? Define term 'the Roaring Twenties'.
2. What role did sport fulfil in people's lives?

Understanding

3. What were the effects of using mass production in making goods?
4. Explain the government's role in the economy.

Applying

5. Infer possible consequences of the 1920's motto: „Live now, pay tomorrow”.
6. What would have happened if people hadn't been interested in buying new products?

Analyzing

7. What is the relationship between the end of the WWI and the USA's prosperity?
8. Read the last paragraph. Does the author imply something?

Evaluating

9. Evaluate the way the Roaring Twenties changed women's position?
10. Rank the changes made in 1920s from the most important to the least.

Creating

11. You have a wheel, line, rug, ladder, bulb. Invent a product using these things. Describe it and state its purpose.
12. How would you advertise a new product? Write its commercial.

Create a graphic organiser

Graphic organizer is a visual representation of the ideas in the text.

5. Complete the graphic organizer by identifying the main areas of change in the 1920s and providing appropriate examples from the text. You will watch a video clip on the Roaring Twenties, please add information that hadn't been mentioned before.

The Areas of Change in the 1920S

	technological			
Examples from the text:				

Deduce meaning

When you come across an unknown word look for the clues in the context to help you understand its meaning.

6. Circle the answer that is the closest in meaning to the words in boldface. Underline the clues that helped you.

1. The growth of industry made many Americans **affluent**. Millions earned good wages, thousands invested money in successful firms so that they could share in their profits.

a) *rich*

b) *brave*

c) *greedy*

2. Between 1922 and 1927, the number of cars on the roads rose from under eleven million to over twenty million. The electrical industry also **flourished**, it made hundreds of thousands of refrigerators, vacuum cleaners, stoves and radios.

a) *protected*

b) *produced*

c) *grew*

3. New machines **turned out** products faster and cheaper. Once-costly items were now available to many consumers.

a) *advertised*

b) *produced*

c) *exported*

4. Sports figures captured the imagination of the American public. They became heroes because they **reinstated** Americans' belief in the power of the individual to improve his or her life

a) *rebuilt*

b) *respected*

c) *dictated*

5. Republicans believed that if the government **attended** the interests of the businessman, everybody would become richer.

a) *interrupted*

b) *controlled*

c) *took care of*

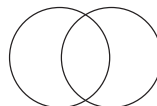
Identify text structure

Text structure is the way in which information is organized and presented in the text.

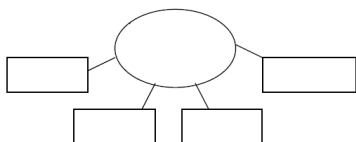
Sequence organizes the information in the passage in order of time



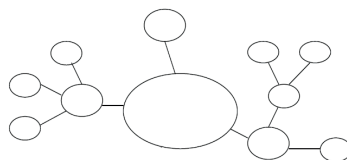
Compare and contrast discusses the similarities and differences of two or more things



Cause and effect explains the results of something



Description characterizes things, people or phenomena



7. Read the extracts from the reading and decide on a type of text structure that it represents.

1. Girls dancing the Charleston, gangsters carrying machine guns, Charlie Chaplin playing comical trick and American movies filling the cinema screens of the world. These are some of the pictures that come into people's minds when they think of the United States in the 1920s.

Text structure:

3. Sports figures captured the imagination of the American public. They became heroes because they reinstated Americans' belief in the power of the individual to improve his or her life. Businessmen became also very admired in the 1920s.

Text structure:

2. The United States was very rich in these years. Because of the First World War, other countries owed it a lot of money. It had plenty of raw materials and plenty of factories. The growth of industry made many Americans affluent.

Text structure:

4. The 19th Amendment to the United States Constitution gave women the right to vote. Then in 1923, The Equal Rights Amendment (ERA), states that men and women have equal rights.

Text structure:

Summarise

Summarising means being able to rephrase the important ideas of a text in a short form.

8. Out of the three summaries below choose one that matches the content of the text *"The Roaring Twenties"*. Two other summaries contain some serious mistakes, try to correct them.

1. The „Roaring Twenties,” is an era of common welfare. The new goods like cars, radios are produced and imported by the Western factories which changed the lives of Americans in the way that they no longer searched for other pastimes. Women are able to do things they did not do before like attending the mass meetings. Prosperity also provided Americans with the trust in the political system.

2. It is a century that rejoices in the name of youth, entertainment and freedom. The economic well-being of USA is mostly the effect of the Second World War and the remaining debts made by the Southern countries. The country is flooded with new goods and experiences social, cultural, technical and important religious transformations. The society looks for idols in political circles and opened new job opportunities for women in business offices, retail stores, factories, and churches.

3. World War I is over, and a new decade has begun. There is peace in the world and prosperity at home. It is a time of exciting social, cultural, economic, and technological change. You see new products and new ideas coming into your life. The government protects national businesses and supports women's new role in the society. People don't worry about tomorrow and enjoys the country's well-being.

Appendix 2: Questionnaires

Ankieta przed badaniem

1. Część dotycząca pracy z tekstem

1. Jak często czytasz lub czytałeś/aś w domu teksty w języku angielskim? Zaznacz krzyżykiem wybraną odpowiedź.

☐ bardzo często ☐ często ☐ czasami ☐ rzadko ☐ nigdy

2. Jakie teksty czytasz lub przeczytałeś/aś w j. angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

☐ komiksy
☐ powieści, opowiadania

- ☐ czasopisma, gazety
- ☐ instrukcje
- ☐ broszury, katalogi
- ☐ napisy do filmu, teksty piosenek
- ☐ teksty popularnonaukowe
- ☐ teksty podręcznikowe
- ☐ strony internetowe
- ☐ inne:

3. Na skali od 1 do 5 uszereguj podane poniżej aspekty pracy z tekstem w j. angielskim pod względem trudności jaką Ci sprawiają. (1- najczęściej trudności; 5- najmniej trudności).

- ☐ słownictwo i struktury językowe
- ☐ treść tekstu
- ☐ treść polecenia
- ☐ ćwiczenia sprawdzające zrozumienie tekstu
- ☐ długość i budowa tekstu

4. Jakie zadania najczęściej wykonujesz podczas pracy z tekstem w czasie lekcji j. angielskiego. Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- ☐ odpowiadam na pytania do tekstu
- ☐ konstruuję wypowiedź pisemną dotyczącą tematu poruszonego w tekście
- ☐ dyskutuję na temat tekstu z innymi uczniami
- ☐ wykonuję ćwiczenia leksykalne na bazie tekstu
- ☐ przedstawiam treść w formie graficznej
- ☐ robię notatki
- ☐ wyciągam wnioski i odnoszę się w sposób krytyczny do materiału
- ☐ inne.....

5. Jakie strategie wykorzystujesz czytając w j. angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

	Tak	Nie
a) przewiduję o czym będzie tekst	<input type="radio"/>	<input type="radio"/>
b) analizuję zewnętrzne aspekty tekstu (fotografia, wykres, tytuł itp.)	<input type="radio"/>	<input type="radio"/>
c) wyznaczam sobie cel czytania	<input type="radio"/>	<input type="radio"/>
d) łączę informacje znalezione w tekście z własną wiedzą	<input type="radio"/>	<input type="radio"/>

e) robię notatki w trakcie czytania tekstu , podkreślam pewne rzeczy	<input type="radio"/>	<input type="radio"/>
f) domyślam się znaczenia nieznanymi słów na podstawie kontekstu	<input type="radio"/>	<input type="radio"/>
g) formułuję pytania odnośnie treści tekstu	<input type="radio"/>	<input type="radio"/>
h) formułuję główną myśl tekstu	<input type="radio"/>	<input type="radio"/>
i) przeglądam tekst w celu znalezienia potrzebnych mi informacji	<input type="radio"/>	<input type="radio"/>
j) analizuję wewnętrzną organizację tekstu	<input type="radio"/>	<input type="radio"/>
k) tworzę schemat graficzny treści np. w postaci mapy myślowej	<input type="radio"/>	<input type="radio"/>
l) streszczam tekst własnymi słowami	<input type="radio"/>	<input type="radio"/>
m) inne	<input type="radio"/>	<input type="radio"/>

2. Część dotycząca pracy z zagadnieniami historycznymi

6. Dlaczego uczysz się historii? Zaznacz krzyżykiem wybraną/e odpowiedź/i .

- ☐ aby dowiedzieć się o ważnych wydarzeniach w dziejach ludzkości
- ☐ aby zrozumieć teraźniejszość i przygotować się na to co niesie przyszłość
- ☐ aby wzmocnić więź z narodem i pielęgnować postawy patriotyczne
- ☐ aby lepiej zrozumieć inne narody poprzez poznanie ich dziejów i kultury
- ☐ aby rozwijać się intelektualnie
- ☐ uczę się tylko i wyłącznie z obowiązku, jako jednego z wielu przedmiotów
- ☐ inne

7. Uważam, że historia jest Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- ☐ ważna
- ☐ ciekawa
- ☐ nudna
- ☐ trudna
- ☐ niepotrzebna
- ☐ inne

8. Czy chciałbyś/abyś uczyć się historii w języku angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- ☐ tak
- ☐ nie

3. Informacje o osobie wypełniające ankietę

1. Płeć. Zaznacz krzyżykiem wybraną odpowiedź.

- ☐ mężczyzna
☐ kobieta

2. Jak oceniasz twój poziom języka angielskiego zgodnie ze skalą ocen szkolnych ? Zaznacz krzyżykiem wybraną odpowiedź.

- | | |
|------------------------------------|--------------------------------------|
| <input type="radio"/> celujący | <input type="radio"/> dostateczny |
| <input type="radio"/> bardzo dobry | <input type="radio"/> dopuszczający |
| <input type="radio"/> dobry | <input type="radio"/> niedostateczny |

3. Jak długo uczysz się języka angielskiego? Zaznacz krzyżykiem wybraną odpowiedź.





- ☐ mniej niż 4 lata
☐ od 4-8 lat
☐ powyżej 8 lat

4. Czy uczysz się bądź uczyłeś/aś j. angielskiego poza szkołą? Zaznacz krzyżykiem wybraną odpowiedź.

- ☐ tak, w szkole językowej
☐ tak, na prywatnych lekcjach (korepetycje)
☐ tak, samodzielnie
☐ nie uczę się j. angielskiego poza zajęciami w szkole

Ankieta po badaniu

1. Zaznacz na skali w jakim stopniu podobały Ci się przeprowadzone lekcje.

		1. The Roaring Twenties					
Nudne	1	2	3	4	5	Ciekawe	
							
	2. The Great Depression						
Nudne	1	2	3	4	5	Ciekawe	
							
	3. The New Deal						
Nudne	1	2	3	4	5	Ciekawe	
							
	4. The Arsenal of Democracy						
Nudne	1	2	3	4	5	Ciekawe	
							

2. Oceń w jakim stopniu dany komponent przeprowadzonych zajęć o tematyce historycznej spełnił twoje oczekiwania. Zaznacz krzyżykiem odpowiednią wartość na skali od 1 do 5; gdzie 1 = w stopniu niedostatecznym; 5 = w stopniu bardzo dobrym.

a) tematyka zajęć	1	2	3	4	5
b) tekst	1	2	3	4	5
c) ćwiczenia	1	2	3	4	5
d) język instrukcji	1	2	3	4	5
e) tempo pracy	1	2	3	4	5
f) zaangażowanie klasy	1	2	3	4	5
g) atrakcyjność i sposób organizacji zajęć	1	2	3	4	5

3. Napisz co zmieniłbyś/łabyś w formie lub treści przeprowadzonych zajęć:

.....

.....

.....

4. Przeczytaj podane stwierdzenie dotyczące zajęć i zaznacz krzyżykiem wybraną odpowiedź.

Zajęcia:	Tak	Nie
a) poszerzyły moją wiedzę historyczną dotyczącą USA		
b) wzbudziły zainteresowanie tematyką historyczną		
c) pomogły mi zrozumieć istotę strategii czytania		
d) pomogły uporządkować i zrozumieć proces czytania		
e) pokazały mi nieznane dotąd strategie czytania		
f) pomogły mi skupić uwagę na istotnych elementach i funkcjach tekstu		
g) uświadomiły mi jak radzić sobie z nieznanym słownictwem		

5. Oceń przydatność strategii czytania w zrozumieniu tekstu. Zaznacz krzyżykiem wybraną odpowiedź.

Strategie	Przydatna	Nieprzydatna
a) wyznaczanie celu czytania		
b) dyskusje wprowadzające w tematykę tekstu		

c) przewidywanie treści tekstu		
d) analiza zewnętrznych elementów tekstu		
e) określenie wewnętrznej organizacji tekstu		
f) czytanie tekstu dla zrozumienia najważniejszych myśli		
g) przedstawianie zagadnień w postaci graficznej		
h) domyślanie się znaczenia nieznanymi pojęć i słownictwa npd. kontekstu		
i) wyszukiwanie w tekście określonej informacji		
j) streszczenie treści tekstu		
k) przewodnik z pytaniami do tekstu		
l) formułowanie pytań dot. treści tekstu		
m) robienie notatek i podkreślanie informacji podczas czytania tekstu		
n) krytyczna analiza i ocen informacji w tekście		

6. Co myślisz o nauczaniu historii w języku angielskim? Dokończ stwierdzenie zaznaczając wybraną odpowiedź krzyżykiem: Myślę, że mogłoby to być dobre rozwiązanie.....

- ☐ głównie dla osób z biegłą znajomością języka angielskiego
- ☐ głównie dla osób z rozległą wiedzą historyczną
- ☐ dla osób w różnym wieku i o różnym stopniu znajomości języka i zagadnień historycznych

Appendix 3: Achievement Test

TEST YOUR CONTENT KNOWLEDGE

The Roaring Twenties

1. Which of the following statements characterizes best economy of the 1920s?
 - a) an emphasis on import of goods from abroad
 - b) a drop in the wages of workers
 - c) increasing wealth for the agricultural sector
 - d) a shift to the production of consumer goods
2. All of the following were major areas of change in the 1920s except for:
 - a) Technological changes
 - b) Economic changes
 - c) Cultural changes
 - d) Religious changes
3. The Ninetieth Amendment...
 - a) gave women the right to vote
 - b) allowed Americans to elect U.S. senators directly
 - c) prohibited the manufacture, sale, and consumption of alcohol
 - d) placed high import taxes on goods from abroad

The Great Depression

4. What event is typically considered the beginning of the Great Depression?
 - a) The stock market crash of October 1929
 - b) The Tariff Act of 1930
 - c) The election of Herbert Hoover as president in 1928
 - d) The passage of legislation known as the New Deal in 1932
5. All of the following were causes of the Great Depression except for:
 - a) The business boom of the 1920s made people overly confident
 - b) Many people borrowed money they couldn't repay
 - c) Business produced more goods than they could sell
 - d) People had invested most of their money in the manufacturing industry
6. The Great Depression ended when:
 - a) More money were printed and placed into circulation
 - b) WWII started causing an economic recovery
 - c) President Hoover was elected
 - d) The bank were closed

The New Deal

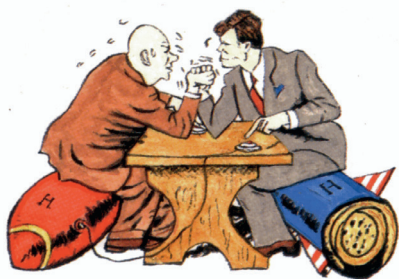
7. What was the New Deal?
 - a) A reform program meant to encourage people to work hard, save money, and fix the nation's economic problems by themselves
 - b) Dozens of new programs designed to help the nation through its economic crisis and put people back to work
 - c) A proclamation due to which all banking transactions stopped
 - d) Was a series of radio addresses given by FDR between 1933 and 1944
8. What group benefited from Social Security Act?
 - a) Farmers
 - b) Older Americans
 - c) Racial minorities
 - d) Unionized workers
9. Roosevelt worked with a panel of experts. What was it called?
 - a) the Brain Trust
 - b) the Smart Trust
 - c) the Great Bunch
 - d) the Big Bunch

World War II

10. The effect of the isolationist attitudes and the Neutrality Acts of 1935-1937 were:
 - a) lending some money and defence supplies to the Allied countries
 - b) encouraging trade between the United States and the nations at war
 - c) preventing United States involvement in European wars
 - d) encouraging peaceful settlement of problems between fighting nations
11. The diplomatic strategy behind the Lend-Lease program was to:
 - a) continue American neutrality at all costs during World War II
 - b) support non-Communist nations at the close of World War II
 - c) support American business interests in Europe
 - d) support Britain's war efforts against Germany without the US entering World War II
12. What is the most accurate description of the US policy towards Japan between 1900 and 1941?
 - a) US supported Japan's territorial ambitions
 - b) US attempted to restrict Japan's growth and power
 - c) US encouraged Japan to develop a strong industrial base
 - d) US had no interest in Japanese policies

The Cold War

After World War II, the relations between the United States and the Soviet Union became more and more strained. This led to an era of confrontation and competition that lasted from 1946 to 1990 known as the Cold War. The tensions existed because the two countries had different goals. The Soviet Union wanted to keep Germany weak and control the countries between it and Germany. The Soviets also wanted communism, as a superior system, to spread to other nations. On the other hand, The United States believed that economic growth was important to keep peace in the world. The American leaders wanted to promote democracy throughout the world. They also believed that the free enterprise system was necessary for economic growth.



In February 1945, before the war was finally over, Roosevelt, Churchill, and Stalin met at Yalta to plan the post-war world. The first issue was Poland. Churchill and Roosevelt wanted the Poles to choose their own government. Stalin, however, believed that Poland should be Communist. He agreed to include members of the old Polish government and to allow free elections in Poland as soon as possible. Roosevelt, Churchill, and Stalin agreed to issue the Declaration of Liberated Europe. It declared the right of all people to choose the kind of government they wanted to live under. The meeting then focused on Germany. Stalin wanted Germany to pay heavy **reparations**. Roosevelt argued that Germany pay **reparations** with trade goods and products instead of cash. This contributed to tensions between the United States and the Soviet Union.



Truman was suspicious of Stalin. He was also strongly anticommunist. He demanded that Stalin hold free elections as he promised at Yalta. The Soviets refused to commit to uphold the Declaration of Liberated Europe. Pro-Soviet Communist governments would eventually be established in the Eastern Europe and the countries came to be called satellite nations. They had to remain Communist and friendly to the Soviet Union. Churchill called the Communist takeover in Eastern Europe the creation of the iron curtain, separating the Communist nations of Eastern Europe from the West.



Diplomat George Kennan believed that if the United States could keep the Soviets from increasing their power, then eventually the Soviet system would fall apart. Kennan's suggestions led to the rise of the policy of containment. The policy called for keeping communism within its present territory through the use of

diplomatic, economic, and military actions. In March 1947, Truman went before Congress to ask for funds to fight the Soviets in Turkey and in Greece. His speech became known as the Truman Doctrine. It pledged that the United States would fight communism worldwide.

The European economy was in ruins after the war. In June 1947, Secretary of State George C. Marshall set up the Marshall Plan, which would give European nations American aid to rebuild their economies. Marshall offered the aid to all nations that planned a recovery program. The Soviet Union and its satellite nations rejected the offer. The Marshall Plan put billions of dollars-worth of supplies and food into Western Europe. It weakened the appeal of communism there. It also opened new markets for trade.



Test your reading skills

Reading strategies:

predicting , recalling facts and details, identifying the main idea, deducing the meaning of the word from context, summarizing, identifying text structure, using graphic organization, understanding the concept, analyzing text features, marking the text, questioning

Ex. 1. Mark the correct answer and write down the name of reading strategy practiced through each question using the terms from the box above. You can use each term only once but there is one extra term that doesn't describe any of the questions below.

- | | |
|---------------------|---|
| Strategy practiced: | 1. What do the cartoons suggest? |
| | a) the US intervention in the USSR economy and political life |
| | b) the balance of power between the US and the Soviet Union after the WWII |
| | c) the disagreement between the US and the U.S.S.R. |
| | d) the USSR's unsuccessful attempt to overrun the rest of the world |
| Strategy practiced: | 2. The text is mostly about... |
| | a) political differences among Western leaders and the peoples they represented |
| | b) planning the post-war world by the US and the Soviet Union |
| | c) growing tensions between the United States and the Soviet Union after World War II |
| | d) the economic policies of the United States and the Soviet Union |

- Strategy practiced: 3. What terms from the list below should be underlined in the text as the most important?
-
- a) the Cold War, the Declaration of Liberated Europe, satellite nations, the iron curtain, containment, the Truman Doctrine, the Marshall Plan
 - b) the Cold War, the Declaration of Liberated Europe, communism, the iron curtain, containment, the Truman Doctrine, the Marshall Plan
 - c) the Cold War, the Declaration of Liberated Europe, satellite nations, the iron curtain, reparations, Truman, the Marshall Plan
 - d) the Cold War, the Declaration of Liberated Europe, democracy, the iron curtain, containment, Kennan, the Marshall Plan
- Strategy practiced: 4. Which sentence illustrates correctly the difference on the goals of the US and the USSR after WWII?
-
- a) USSR wanted to weaken the Germany and support the Western countries; US wanted to control the Germany
 - b) USSR wanted to invade Eastern countries; US believed that industrial development was more important
 - c) USSR wanted to spread communism to other countries and US wanted to build its economy back up
 - d) USSR wanted to promote communism and US wanted create a new system of power
- Strategy practiced: 5. Reread the 1st paragraph and decide on the way in which information is organized in the text.
-
- a) description
 - b) sequence
 - c) compare and contrast
 - d) cause and effect
- Strategy practiced: 6. Finish the sentence: Declaration of Liberated Europe....
-
- a) gave all nations the freedom of choice when it comes to electing the government
 - b) allowed for choosing the new government as soon as the ruling party agrees
 - c) increased the power of the Communist Party in the government
 - d) says that all people have the right to choose from the USSR candidates
- Strategy practiced: 7. Circle the definition that explains the word reparations in paragraph 2.
-
- a) credit
 - b) errors
 - c) the payment of damages
 - d) forgiveness

- Strategy practiced: 8. What was the underlying goal of the Marshall Plan?
- a) to contain Soviet expansion in the Eastern Europe
b) to repair European economies to prevent the spread of communism
c) to support the growth of the industries in the countries friendly to the US
d) to Americanize Western European nations
- Strategy practiced: 9. Decide what would term 'the hot war' as opposed to 'the cold war' mean.
- a) that the relations between the US and the Soviet Union improved
b) that another country joined the war
c) that „heat” of gunfire came into play
d) that the countries developed rapidly
- Strategy practiced: 10. Complete the chart by defining the following Cold War terms using your own words.

.....	a) Iron curtain	
.....	b) The Truman Doctrine	
	c) Satellite nations	
	d) Policy of containment	

(liczba znaków ze spacjami: 68 203)

Sebastian Parczewski

Working on selected social studies texts with EFL learners: combining oral and reading skills

1. Introduction

There have been many approaches to teaching English, be it as a foreign or as a second language. Some of them, such as Communicative Language Teaching (CLT), put an emphasis on enhancing communicative competence in EFL classrooms, or advocate learning through the sense of touch as in the case of Total Physical Response (TPR). The last decades, however, have witnessed a prolonged interest in an approach called Content Based Instruction, Content-Based Language Teaching or Content and Language Integrated Learning. Both ELT theoreticians and practitioners have been influenced by the key assumption of CBI/CLIL according to which language and content are inextricably linked to each other, and therefore cannot be separated in the teaching and learning process.

As it is claimed that social studies is the most suitable subject for language and content integration (King and Terry, 1995), the prime aim of the present chapter is to give an account of the way in which the integration of oral interaction and reading skills might be adopted as a general procedure in planning a set of EFL lessons based on social studies texts. This will be done by discussing an action research study conducted by the present author in one of Lublin upper-secondary schools.

2. Rationale for integrating language and content in the social studies classroom

On the basis of a comprehensive analysis of ELT literature touching upon the problems mentioned above it is possible to enlist a rationale for content-based instruction in the ESL social studies classroom (King and Terry, 1995; Cruz and Thornton, 2009).

1. In order to achieve academic success, learners should attain Cognitive Academic Language Proficiency – CALP (formal language of textbooks, higher-order thinking skills) and Basic Interpersonal Communication Skills – BICS (asking and answering simple recall questions, conversing about one's experiences). ESL social studies learners are exposed to rich language input (topic-

specific vocabulary) and are encouraged to draw conclusions, make comparisons and contrasts, determine relationships, etc.

2. Language and content are closely linked to each other, which ensures exposure to input in meaningful context. Social studies instruction in content-based classrooms treats learning as a holistic process in which the integration of both receptive and productive skills enables the natural use of language.

3. Language is a means of instruction. However, it is not the language itself that prevails in the classroom but content which is delivered within the frames of linguistic structures. Social sciences content provides ample opportunities for natural language acquisition, highlighting focus on meaning (content) rather than on linguistic structures.

3. Basic features of social studies instruction in ESL contexts

An analysis of academic literature regarding the characteristics of ESL social studies (e.g. Cruz and Thornton, 2009; King and Terry, 1995; Duff, 2001) makes it possible to provide an array of its features, which are worth considering in more detail.

1. **Conceptual planning and learning:** ESL students are exposed to a plethora of concepts that are crucial for understanding the content. Unlike other content areas that provide students just with facts applying just to single cases, conceptual learning allows for transfer to other contexts.

2. **Study and intellectual skills:** prerequisite for achieving academic success. Students may be required to create and analyse graphic organizers, find cause-effect relations, summarize texts, work with maps, identify problematic situations, analyse the problems, etc.

3. **Cooperative learning skills:** working in small or large groups, learners are induced to interact with their peers, which results in the development of BICS and CALP.

4. **Discovery and exploration:** students are to hypothesise and investigate on their own rather than expect to be given the answer. Moreover, learners are believed to be more intrinsically interested in their own discoveries.

5. **Background knowledge:** social sciences play a key role in the acculturation of ESL students due to emphasizing its pivotal importance in the learning process. Learning by content area helps learners better operate in the country that they have not understood fully.

As shown above, there are some characteristics of social studies instruction that are associated with content-based ESL contexts. Many of them like conceptualization, cooperative study and learning skills, discovery and expla-

nation are also strongly advocated by representatives of Content and Language Integrated Learning.

4. Selected principles of social studies instruction in CBI classrooms

Social studies classroom instruction is based on a set of principles to be followed both by learners and the teacher. In recent years, a number of scholarly publications discussing teaching social sciences from a content-based ESL perspective have appeared (e.g. Meyer, 2010; Cruz and Thornton, 2009; Short, 2002). Their study makes it possible to distinguish the following basic principles worth touching upon in more depth. They are:

- providing language and content input to promote rich classroom interaction;
- promoting scaffolding and cooperative learning;
- promoting conceptual-linguistic task-solving;
- encouraging situated learning to enhance learners' interactional competence.

In order to promote rich classroom interaction teachers should provide comprehensible language that is just beyond the students' proficiency level; it needs to be challenging and meaningful but also **multi-modal** (Stoller, 2002), i.e. subject matter content is to be presented visually (charts, maps, diagrams, etc.). This enables multi-resource teaching and provides a sound basis for a deeper understanding of the content and complexity of the issues taught by means of a second language. Teachers should also provide activities that require an interactive use of the target language as this enhances the language acquisition process (Meyer, 2010; Gass and Selinker, 2008).

Scaffolding learning should be an instructional element of social studies classroom on account of the fact that it pushes learners towards task accomplishment by means of appropriate structuring. ESL teachers should also promote cooperative learning which entails "the instructional use of small groups so that students work together to maximize their own and each other's learning" (Gillies, 2008: 26). Both scaffolding and cooperative learning are thought to enhance Cognitive Academic Language Proficiency, Basic Interpersonal Communication Skills, as well as higher-order thinking skills.

ESL teachers in content-based classrooms should also promote problem (task) solving (Heine, 2010) as it activates both content and language-specific information processing, so relevant in CBI/CLIL contexts. The more strongly the concept is linked to a particular item of information, the better it will be rooted in memory and, consequently, recalled better. The core elements of the

conceptual-linguistic task-solving model are: (1) construction of a mental representation of a task (understanding the task), (2) reception of language (being exposed to written input), and (3) production (mental thought is expressed by means of linguistic format). What is more, the model entails not only the factors and processes in solving a task but also the learner's variables, such as personality traits, intelligence, prior knowledge, which are believed to have a bearing on the student's problem-solving performance.

Situated learning, as proposed by Mondada and Pekarek (2004), perceives learning as a process greatly dependent on the learners' active participation in social practices and engagement in tasks that promote talk-in-interaction (Lave and Wenger, 1991). It encourages both theoreticians and instructors to put the learner in a new perspective so as to shed light on what happens inside the learner when engaged in a task in a particular social context. Moreover, the interactional nature of classroom tasks is conducive for learning on account of the fact that they are deeply based on social interaction.

In a similar vein, ESL learners should also enhance interactional competence (Celce-Murcia, 2007) being comprised of three elements: knowledge on language-specific speech acts (e.g. expressing one's opinions, problems; exchanging information), turn-taking and non-verbal communication. As generally known, developing communicative competence is vital for second language learning as it facilitates comprehending the management of social interactions and the use of language functions, such as apologizing, complaining, or introducing oneself. One can note then, that the main goals established for enhancing interactive skills in teaching social studies overlap, to a large extent, with those put forward by current communicative language teaching methodologies.

5. The study

5.1 The purpose of the study

The general objective of the study is to investigate to what extent EFL learners involved in processing social studies content can rely on text-referenced information and background knowledge (non-text-based) while performing a range of text-based speaking activities.

The specific goals for the study were:

1. to assist the learners in comprehending the target social studies texts by using selected text-based speaking activities (e.g. reproducing the main concepts/ideas, activating basic schemata) involving critical thinking and problem solving;

2. to familiarize the students with relevant terminology and help them un-

derstand key concepts in the area;

3. to help the students develop non-linguistic academic skills (critical and problem solving skills, higher-order thinking);

4. to elicit the students' evaluation of the text-based speaking activities used and vocabulary learning techniques implemented to facilitate the acquisition of the content-relevant terminology.

5.2 Participants

The study was conducted in one of upper secondary schools in Lublin. The participants, 6 girls and 5 boys, were second grade students, aged between 17 and 18, with an extended social studies programme. Most of them attended some extracurricular English language classes in a private school or had private tutoring. All of the participants had been learning English for more than 6 years and their level of proficiency was upper-intermediate apart from a few students' language proficiency which was lower than that of their peers. As observed by the teacher during the study, the students were a closely-knit group with high motivation and broad content-specific knowledge in school subjects taught in L1.

5.3 Materials

It is important to highlight the fact that the coursebook the students used *New Matura Success: Upper-Intermediate* by Jane Comys-Carr, Jeniffer Parson and Renata Raczyńska (2012), which is based on the national English language curriculum, does not provide any text-based speaking activities representative of content-based ESL instruction. As a consequence, the group of the students taught by the present author had not had a chance to broaden the knowledge of social studies through the medium of English despite following an extended social science curriculum in Polish. Such an opportunity was created for the learners by a sequence of the four theme-based lessons dealing with the political life in Great Britain which were carried out as part of the present study.

Texts. Each of the four lessons was based on a text concerning a particular aspect of the British political life, that is (1) the British parliamentary monarchy, (2) the two-party system in Britain, (3) sovereignty, and (4) the British electoral system. The key criterion for the selection of the topics was their relevance for the study as well as the extent to which the four text-based speaking techniques selected for the study (discussion, simulation, problem-solving, and oral presentation) could be implemented in such a way as to ensure better acquisition

and retention of language and content-specific knowledge, as well as the use of adequate schemata. Three texts came from an ESL coursebook dealing with legal issues (Riley, 2006), and one was taken from the Internet website (<http://www.dadalos.org/int/Parteien/grundkurs4/gb/merkmale.htm>). Due to the frequent use of highly sophisticated vocabulary and the density of ideas covered in these texts, some of them were shortened. During one lesson the learners were provided with an English-Polish glossary covering difficult vocabulary items.

Worksheets (see Appendix 1). There was one worksheet per lesson. Their design was strictly determined by the topic of a particular lesson. All the activities were self-prepared by the author and they followed the same sequence. Starting with the focus on the topic in order to **activate the learners' background knowledge** (e.g. making predictions on the basis of a set of pictures or a definition, creating definitions by learners, etc.) the subsequent activities engaged the students in a text-based work combined with **vocabulary work** (matching, multiple choice questions, translation, filling graphic organizers and missing gaps, answering open-ended questions, etc.) whose key objective was to draw attention to the content and vocabulary items included in the text. The four types of speaking activities (**discussion, simulation, problem-solving, oral presentation**) implemented during the last part of each lesson provided the students with ample opportunities to retain both the content of the text as well as lexical items they were exposed to.

Interview with the teacher aimed to gather information on speaking activities used with the students' during their English classes, common communication and reading comprehension problems as well as their stance to speaking English in the classroom.

Questionnaires (see Appendix 2). The **pre-study questionnaire** addressed such issues like: the experience of reading social studies texts in English, the source of learners' knowledge about current political world events, their likes/dislikes concerning topics covered in social studies L1 curriculum. Moreover, the students were asked about their experience regarding various factors affecting social studies text comprehension or their preference of vocabulary focus techniques as well as their attitude towards speaking techniques and factors affecting speaking English. The **post-study questionnaire** aimed to find answers to the questions addressing reading comprehension and communication problems that the students had faced during the study as well as to their attitudes towards the speaking techniques used.

Classroom observation protocols (see Appendix 3) were also used so as to reflect on each lesson and identify certain aspects of classroom interaction (teacher-class, student-student patterns) after the lesson. Moreover, the stu-

dents' attitude to the speaking activities was also described. As for their design, the protocols consisted of nine yes/no statements with some additional space for the observer's comments.

5.4 Design and procedure

For the purpose of the study the group of eleven students met twice a week for two 45-minute lessons within a two weeks time. As far as the interview with the teacher is concerned, she was asked 6 questions in Polish connected with such issues as: text-based work, techniques of introducing new vocabulary, her experience with the implementation of various speaking techniques, the students' attitude to speaking English in the classroom as well as communication-al/interactional problems which her students usually faced. The second phase of the study was the seven-question pre-study questionnaire which was filled in by the students in fifteen minutes' time in the first lesson.

Then the four lessons followed whose aim was to exploit the four specifically selected text-based speaking techniques in a social studies reading-oriented class. During **the first lesson** devoted to the British parliamentary monarchy the students were exposed to the whole-class discussion during which they had to express their opinions on abolishment of monarchy in the United Kingdom. In a similar vein, **the second lesson** concerning the two-party system provided students with ample opportunities to practise speaking. This time, working in pairs, the learners were involved in a simulation during which one of them was a member of the Conservative Party and the other of the Labour Party. Equally important, **the third lesson** was the students' oral presentation on the British electoral system. In order to prepare for it, they worked on a graphical representation of its content in groups. During **the fourth lesson** the learners practised speaking by means of a problem-solving task regarding the notion of the parliamentary sovereignty. The general scheme of the lessons was very similar. The students were presented with a pre-reading activity (serving as an attention-raising tool, background knowledge check and text-related vocabulary focus). Then they were exposed to a content-specific text which was followed by a comprehension check. Finally, there was a text-based speaking activity giving the students ample opportunities to revise and consolidate all the information from the text they read.

One of the most important elements of every lesson was the two-part self-prepared classroom observation protocol. It served as an efficient tool for observing and evaluating certain interactional aspects relevant for the present study. It was filled in by the author during a five-minute break between the lessons.

At the end of the fourth lesson the students filled in the post-study questionnaire which was administered to obtain the data on the efficiency of the implemented speaking techniques, identify both reading and communication problems the students faced, etc. Table 1 below shows the design of the whole study.

Interview with the teacher	
Pre-study questionnaire	
Lesson One <i>Great Britain as an example of the parliamentary monarchy</i>	
TASKS	OBJECTIVES
<ul style="list-style-type: none"> – predicting the relationship between three photos, – selecting the most important information in the text, – filling in a graphic organizer with information from the text, – looking for Polish equivalents of English words, – answering comprehension questions, – whole-class discussion about abolishment of monarchy in Great Britain 	<p>Students:</p> <ul style="list-style-type: none"> – have basic knowledge about three British state organs, – implement the strategy of predicting on the basis of three photos, – use the strategies of skimming and scanning, – complete a graphic organizer with information from the text, – take part in a whole-class discussion expressing their opinion, – use English-Polish glossary for better reading comprehension
Classroom-observation protocol	
Lesson Two <i>Assumptions of the classical two-party system</i>	
TASKS	OBJECTIVES
<ul style="list-style-type: none"> – predicting the relationship between the photos and the topic of the lesson, – identifying and highlighting important ideas covered in the text, – creating a text-based definition of two-party system, – paraphrasing words and phrases occurring in particular context in the text, – interpreting information provided in the text, – text-based simulation concerning Britain's leave from the European Union 	<p>Students:</p> <ul style="list-style-type: none"> – know the major assumption of the British two-party system, – implement the strategy of predicting on the basis of photos, – use the strategies of skimming and scanning, – take part in a text-based simulation, – use their background knowledge for the oral task accomplishment

Classroom observation protocol	
Lesson Three <i>The notion of sovereignty on the basis of the relation between the British Parliament and other state organs</i>	
TASKS	OBJECTIVES
<ul style="list-style-type: none"> – predicting the term on the basis of its definition, – translating English collocations with the word sovereignty into Polish, – deciding which words fit the context given on the basis of the text, – interpreting the meaning of the title of the text, – identifying a problem covered in the text, – filling in a problem-solving diagram and discussing its results 	Students: <ul style="list-style-type: none"> – understand the notion of sovereignty, – know different collocations with this word, – interpret the meaning of the title, – identify a problem in the text, – are involved in a problem-solving speaking task trying to solve the problem mentioned in the text by filling in a diagram
Classroom observation protocol	
Lesson 4 <i>The British electoral system</i>	
TASKS	OBJECTIVES
<ul style="list-style-type: none"> – matching English words from the text with their Polish equivalents, – filling in gaps in the text with its missing fragments, – working on a group project, – delivering an oral presentation on the British electoral system, – deciding on the meaning of words on the basis of the context in which they appear in the text 	Students: <ul style="list-style-type: none"> – know the characteristic features of the British electoral system, – use the strategies of skimming and scanning, – prepare a group oral presentation on the electoral system in Britain, – work independently from the teacher
Classroom observation protocol	
Post-study questionnaire	

Table 1. Design of the study incorporating four speaking activities into social studies texts

5.5 Results and discussion

In order to meet the key aims of the present study, and to collect and analyse all the data needed the author as a researcher-teacher implemented the research tools described above starting with the interview of the teacher.

5.5.1 The interview with the teacher

Interviewing the teacher helped the author to identify a few crucial problems relevant for a better understanding of the learning problems of the students he was going to work with. The teacher drew attention to the fact that the students had significant problems with understanding vocabulary and grammar structures while performing reading comprehension tasks. She believed that the most effective vocabulary learning technique in the group was guessing from context. She also added that the learners had already gained vast experience in terms of exposure to role-plays/simulations and discussions/debates. However, certain communication problems could be observed, such as peer-pressure and anxiety. Furthermore, as far as the students' general attitude to speaking English in the classroom was concerned, the teacher pointed to the fact that the learners were aware of the need of oral skills enhancement in order to communicate effectively. Apart from peer-pressure in oral interaction two other interactional problems were highlighted, namely frequent code-switching and uneven distribution of time for speaking in pairs (less and more talkative students).

5.5.2 The results of the pre-study questionnaire

As already mentioned, the aim of the pre-study questionnaire was to obtain information concerning the subjects' prior experience with reading social studies texts as well as their attitude towards speaking English. Only 3 out of 11 students stated that they had prior contact with social studies texts in English. As for the main sources of the students' knowledge on current political and social events (Question2, Figure1) the television (10 responses) as well as the Internet (9 responses) were identified as the main sources the students used. Many students also derived their knowledge from social studies lessons, the press and radio (7 answers each). The English language coursebooks and literature seemed to be hardly used as a source of gaining information on the subject (see Figure 1) .

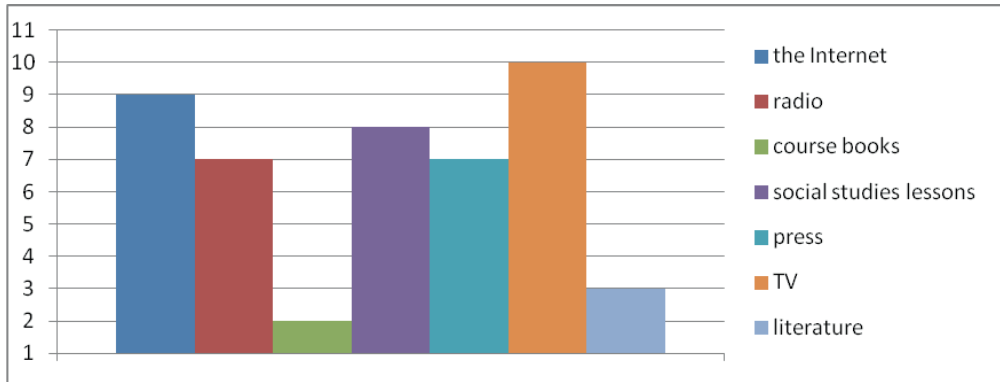


Figure 1. Sources of the subjects' knowledge on current socio-political events (N=11)

In the subsequent question the students were asked to rank seven social studies lesson topics from the most to the least interesting. There was no consistency among the answers provided by the respondents. The human rights were found to be the most interesting topic covered in the social studies curriculum, although political systems/forms of government along with international relations were also indicated as relevant. As for the most serious problems the students found while reading social studies texts (Question 3) they were sophisticated vocabulary and the lack of background knowledge, as shown in Figure 2 below.

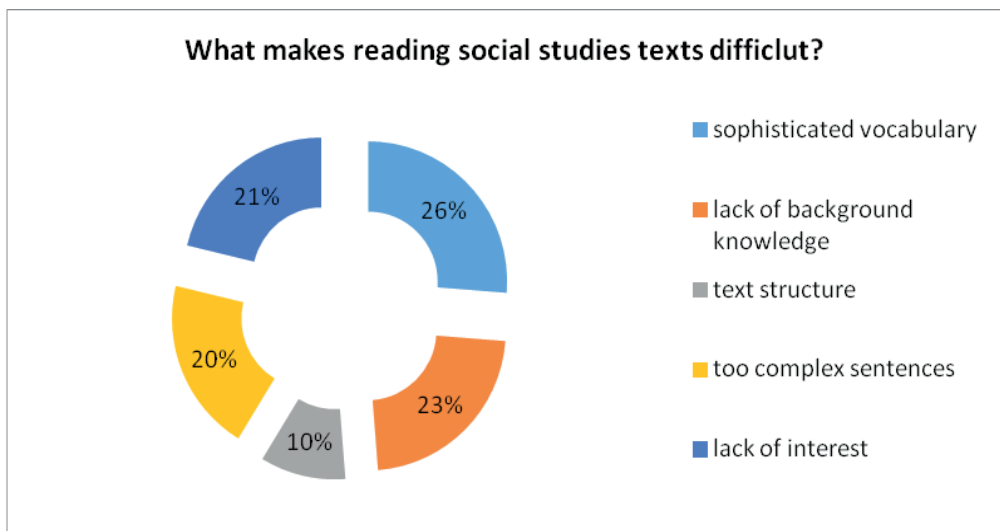


Figure 2. Problems faced by the subjects while reading social studies texts

Responding to Question 5 on the effectiveness of vocabulary presentation techniques, the students found explanation in L1 or L2, providing a synonym/antonym of a word most effective and multiple-choice tasks the least effective. Guessing word meanings from context, highlighted by the regular English teacher during the interview, was found to be the third-most effective technique by the students. Therefore, a discrepancy between the English language teacher's observation and the subjects' response should be noted. In ranking the negative impact on speaking skills the respondents (10 out of 11) indicated the lack of vocabulary as the dominant factor having a negative impact on oral performance. Equally important, 4 students pointed to pronunciation as insignificant for speaking skills, and strangely enough, the lack of ideas was found to have a highly detrimental effect on speaking just for one person.

5.5.3 The results of the post-study questionnaire

The prime aim of the post-study questionnaire was to establish whether there was a shift in the students' attitude towards the text-based speaking activities as they perceived them before and after the 4 lessons conducted for the purpose of the study. Secondly, not only were the students asked about both reading- and speaking-related problems but they also had to estimate the frequency of using a particular way of preparing for oral reproduction of the major text-based concepts and ideas.

First, the participants provided 9 (out of 11) positive answers to Question 1 – whether the vocabulary focus techniques they were exposed to helped them to acquire the target vocabulary. As far as Question 2 is concerned, it was the same question as Question 4 in the pre-study questionnaire. Table 2 presents the number of the students who found the particular reading aspects as most problematic before the study and after the study.

The reading aspects	The number of the students reporting them as most problematic	
	Before the study	After the study
Sophisticated vocabulary	3	3
Lack of background knowledge	3	2
Text structure	1	2
Too complex sentences (syntax)	2	3
Lack of interest	2	1

Table 2. The comparison of the reading problems the students faced before and after the study.

It can be concluded that the differences between the students' responses before and after the study were marginal. Generally, it was content-related vocabulary that was found by 3 students to be the greatest obstacle in reading social studies texts. A slight drop was observed between the answers concerning the lack of appropriate schemata (background knowledge) before and after the study, and a minor rise in the students' responses concerning the text structure. In a similar vein, too complex sentences (syntax) proved to be a little more challenging than the students believed before the study. The lack of interest in a topic was noted to be less problematic after the study.

As far as the respondents' perceptions of the impact of the four speaking activities practiced on their attitude towards speaking are concerned, the four techniques (1) role-play/simulation, (2) discussion/debate, (3) oral presentation, (4) problem/task-solving were identified as the second, the first, the fourth and the third places respectively before the study. This changed into the first place for discussion/debate and oral presentation, with no change of place for role-play/simulation and problem/task-solving after the study. Thus, it was satisfactory to observe that oral presentation had changed its status and began to be perceived by the learners as a valuable speaking technique.

The fourth question, a multiple-answer question, aimed to find out what problems the students had to tackle while performing oral activities. The students reported relatively few problems they encountered. Four responses considered vocabulary, 3 – lack of ideas, and peer pressure and grammar were mentioned by only 2 learners. Pronunciation was found to be the least problematic as it was mentioned only by one student. It is worth noticing that vocabulary was also mentioned as the most problematic issue in speaking English in ESL social studies classes in the pre-study questionnaire.

Question 5 analysed the frequency of the students' use of the particular strategies to prepare for oral reproduction of the main concepts/ideas of the texts. The averages were calculated (the max.= 5.0) for each strategy. According to the subjects, the most frequently used strategies were paraphrasing and classmate's help (3.9), whereas note-taking was implemented slightly more infrequently (3.5). Then using an original text without any elaboration followed (3.0), and the least frequently used strategy was text summary (2.5).

5.5.4 Classroom observation protocols

Four classroom observation protocols were completed by the author of the study a few minutes after each lesson had been finished. They were designed and incorporated into the study on account of their value as a tool facilitating

the discovery of such aspects of classroom work as general classroom interaction and speaking activities-based work. The data collected made it possible to draw some conclusions that are presented in the sections to follow.

1. All the oral production-oriented activities seemed to motivate the students to make their contributions. The subjects shared their broad knowledge in the field of social studies. Less able and shy learners attempted to be active in the course of the four lessons.

2. The subjects used English as a means of communication during most of the time devoted to practising oral skills. No code-switching was observed during the study. The students were noticed to manage to carry on talking despite communication breakdowns. Their problems most often concerned lexis, that is content-specific vocabulary, English equivalents of Polish words, and synonyms of the words occurring in the text.

3. Exposure to visual resources helped the teacher elicit schemata-based knowledge from the subjects effectively as well as it seemed to facilitate their oral production (graphic organizer in Lesson One or the problem-solving diagram in Lesson Two).

4. Group work as well as whole-class interaction seemed to be highly conducive to oral language production. Involved in a discussion, the learners had a chance to present their opinions on the topic, and had numerous opportunities to reduce anxiety caused by speaking in public. The tasks enabled them to reproduce various concepts and ideas covered in the text they read. Furthermore, they could practise turn-taking as well as fluency in oral communication. The problem-solving task ensured collaboration among the group members providing all the students with equal chances to speak before the very while-speaking phase.

6. Conclusions

On the basis of the results of this action research study, one cannot deny the great value integrating reading skills and oral interaction in EFL contexts has. The present study has markedly proved that incorporating oral interaction into text-based work in social studies oriented lessons can be extremely effective in terms of English language instruction. The comprehensive analysis of the classroom-based data collected for the study revealed some interesting outcomes, which can be briefly enumerated as follows.

1. The subjects showed that not only the knowledge acquired during the lessons but also appropriate content schemata are indispensable in performing oral activities in social studies classrooms.

2. The students' attitude to oral presentation as a text-based speaking activity changed considerably for the better after the study. While at the beginning of the study just two students out of eleven marked it as useful in practising oral skills, at the end of it the technique received the highest mark.

3. Discussions along with role-plays proved to be the most useful text-based speaking techniques in dealing with social studies texts.

4. Group work and whole-class interaction were observed to be more conducive for knowledge retention and oral skills practice than pair work

5. The learners' insufficient vocabulary range as well as the lack of ideas turned out to be the biggest hindrance during oral work.

It is unquestionable that in order to arrive at further conclusions a large-scale study involving a representative group of students is needed, then more reliable and generalizable results can be arrived at.

Nowadays many English language instructors point to the fact that EFL coursebooks as well as the curricula followed leave too little space for oral interaction in classroom conditions. The pressure of time caused by preparations for state exams, the emphasis on grammar and vocabulary knowledge and heavily text-centred work are not conducive to emphasizing oral language production. Therefore, instead of planning non-text-referenced speaking activities, making students rely solely on their background knowledge, English language teachers can simply incorporate elements of oral interaction to the already existing coursebook materials. This in turn can be highly effective not just in terms of content knowledge retention but also in enhancing learners' communicative skills. In a similar vein, oral reproduction of concepts and language items from texts makes the learning process natural, contextualized and meaningful for EFL learners.

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Appendix 1: Lesson 1 – Great Britain as an example of the parliamentary monarchy

Activity 1. Answer the question: What is the relationship between the following pictures?



Taken from: <http://www.google.com>

Activity 2.

Work in groups of 3. Read a passage concerning one particular state organ. Read it briefly. Highlight the most important ideas and transfer them into the appropriate place in the diagram.

State organs of the UK

The constitutional principles, rules and practices of the United Kingdom have never been codified; they derive from statute law, from common law, and from conventions of the constitution which are not laws at all, but political practices which have become considered as indispensable to the smooth working of the machinery of government. The monarchy, followed by the legislative and executive of government will be discussed in turn.

a. **The monarchy** is the most ancient secular institution in the United Kingdom, with a continuous history stretching back over a thousand years. The monarchy is hereditary and the present title to the Crown derives from provisions of the Act of Settlement of 1701 which secured the Protestant succession. This succession cannot now be altered, under a provision of the Statute of Westminster, 1931, except by common consensus of the member states of the Commonwealth which **owe allegiance** to the Crown.

Queen Elizabeth II, who succeeded to the throne in 1952, is, in addition to being an integral part of the legislature, the head of the judiciary, the commander-in-chief of the armed forces of the Crown and the temporal head of the established Church of England. The monarchy in the United Kingdom has evolved over the centuries from absolute personal authority to the present constitutional form by which the Queen reigns but does not rule. Her Majesty's government governs in the name of the Queen who must act on the advice of her ministers. The Queen summons, prorogues (dismisses at the end of

a session) and dissolves Parliament; she usually opens new sessions of Parliament with a speech from the throne in which the major governmental policies are outlined. These acts form part of the Royal Prerogative, defined by *Dicey* as "the **residue** of discretionary or arbitrary authority, which at any given time is left in the hands of the Crown." Prerogative rights are of legislative, executive and judicial character. The Monarch must give the **Royal Assent** before a Bill which has passed all its stages in both Houses of Parliament can become a legal enactment (Act of Parliament). The Monarch's consent and approval is required before a Cabinet can be formed or a minister takes up office. As Head of State the Monarch has the power to sign international agreements, to **cede** or receive territory, and to declare war or make peace.

The Monarch confers honours and makes appointments to all important offices of state, including judges, officers in the armed services, diplomats and the leading positions in the Established Church. As the 'fountain of justice', it is only the Monarch who is able to **remit** all or part of the penalties imposed upon persons convicted of crimes through the exercise of the prerogative of mercy on the advice of the appropriate minister.

GLOSSARY

to owe allegiance - winnym lojalność

to cede - odłączać (ziemię)

to remit - darować (karę)

residue - pozostałość

the Royal Assent - podpis-zgoda monarchy

II

b. **Legislature**. - Parliament is the legislative organ and is constitutionally composed of the Monarch, the House of Lords, and the House of Commons. The Queen in Parliament represents the supreme authority within the United Kingdom.

The *Parliament at Westminster* legislates for the United Kingdom, for any one of the

constituent countries, or for any combination of them. It may legislate on certain 'excepted' and 'reserved' matters for Northern Ireland, subject to the provisions of the Northern Ireland Constitution Act, 1973. It may also legislate for the Channel Islands and the Isle of Man, under certain conditions, although these islands possess their own ancient legislatures. The Parliament Act, 1911 provides that the life of one Parliament may not exceed five years. Parliament consists of two Houses: the House of Lords and the House of Commons.

The *House of Lords* is for the most part still a hereditary body. It consists of the Lords Temporal and the Lords Spiritual. The Lords Temporal include hereditary **peers** and peeresses who have not disclaimed their peerages under the Peerages Act, 1963; life peers and peeresses created by the Crown under the Life Peerages Act (1958) in recognition of public service; and the Lords of Appeal in Ordinary. The House of Lords is presided over by the Lord Chancellor who is *ex officio* chairman of the House. The Lords Spiritual include the Archbishops of Canterbury and York, the Bishops of London, Durham and Winchester, and the 21 most senior diocesan bishops of the Church of England.

The *House of Commons* is an elected and representative body; members (at present 650) are elected by almost universal adult suffrage to represent constituencies in England (523),

Scotland (72), Wales (38) and Northern Ireland (17). The law relating to Parliamentary elections is contained in substance in the Representation of the People Act, 1949, as amended. Any British subject aged 21 or over, not otherwise disqualified (as for example, members of the House of Lords, certain clergy, **undischarged** bankrupts, civil servants, holders of judicial office, members of the regular armed services and the police forces) may be elected a Member of Parliament (M.P.). Members are paid a salary and

an allowance for secretarial and office expenses; after a Parliament is dissolved all seats are subject to a General Election. By-elections take place when a vacancy occurs during the life of a Parliament, as when a member dies, is elevated to the House of Lords or accepts an 'office of profit' under the Crown. The *Speaker of the House of Commons* is elected by the members from the members to preside over the House immediately after each new Parliament is formed. He is an impartial arbiter over Parliamentary procedure and the traditional guardian of the rights and privileges of the House of Commons.

GLOSSARY

constituent	składowy
provide	gwarantować, zapewniać
preside over	przewodniczyć
to amend	poprawiać
an arbiter	mediator, osoba rozstrzygająca spór
concurrence	zgodność
to clarify	wyjaśnić
peer	członek Izby Lordów
undischarged	niespłacony

III

c *Executive*. - The government consists of the ministers appointed by the Crown on the recommendation of the Prime Minister, who is appointed directly by the Crown and is the leader of the political party which for the time being has a majority of seats in the House of Commons.

The office of Prime Minister dates from the eighteenth century and is the subject of a number of constitutional conventions. The Prime Minister is the head of the government and presides over meetings of the Cabinet; by convention he is always a Member of the House of Commons. He consults and advises the Monarch on government business, supervises and to some extent co-ordinate the work of the various ministries and departments and is the principal spokesman for the

government in the House of Commons. He also makes recommendations to the Monarch on many important public appointments, including the Lord Chief Justice, Lords of Appeal in Ordinary, and Lords Justices of Appeal.

The Cabinet is the nucleus of government; its members consist of a small group of the most important ministers who are selected by the Prime Minister. The size of the Cabinet is today about 23 and its principal function, much of the work being carried out in Committee, is to determine, control and integrate the policies of the government for submission to Parliament. The Cabinet meets in private and its deliberations are secret; no vote is taken, and, by the principle of 'Cabinet **unanimity**', collective responsibility is assumed for all decisions taken. The central government ministries and departments **give effect to** government policies and have powers and duties conferred on them by legislation, and, sometimes, under the Royal Prerogative. Each is headed by a minister who is in most cases a member of either the House of Lords or the House of Commons. There are over 100 ministers of the Crown at the present time; they include departmental ministers (e.g., the Secretary of State for Foreign and Commonwealth Affairs; Chancellor of the Exchequer (Treasury); Secretary of State for Social Services); non-departmental ministers (e.g., Lord President of the (Privy) Council, Paymaster-General, (additional ministers in departments whose work is heavy); and junior ministers (usually known as Parliamen-

tary Secretary or Parliamentary Under-Secretary) in all ministries and departments. The Lord Chancellor and the Law Officers of the Crown deserve special mention at this point. The Lord High Chancellor of Great Britain presides over the House of Lords both in its legislative capacity and as a final court of appeal; he is a member of the Cabinet and also has departmental responsibilities in connection with the appointment of certain judges. He advises on, and frequently initiates, law reform programmes with the aid of the Law Commissions, the Law Reform Committee and *ad hoc* committees. The four Law Officers of the Crown include, for England and Wales, the Attorney-General and the Solicitor-General; for Scotland, the Lord Advocate and the Solicitor-General for Scotland. The English Law Officers are usually members of the House of Commons and the Scottish Law Officers may be. They represent the Crown in civil litigation, prosecute in certain exceptionally important criminal cases, and advise government on points of law.

GLOSSARY

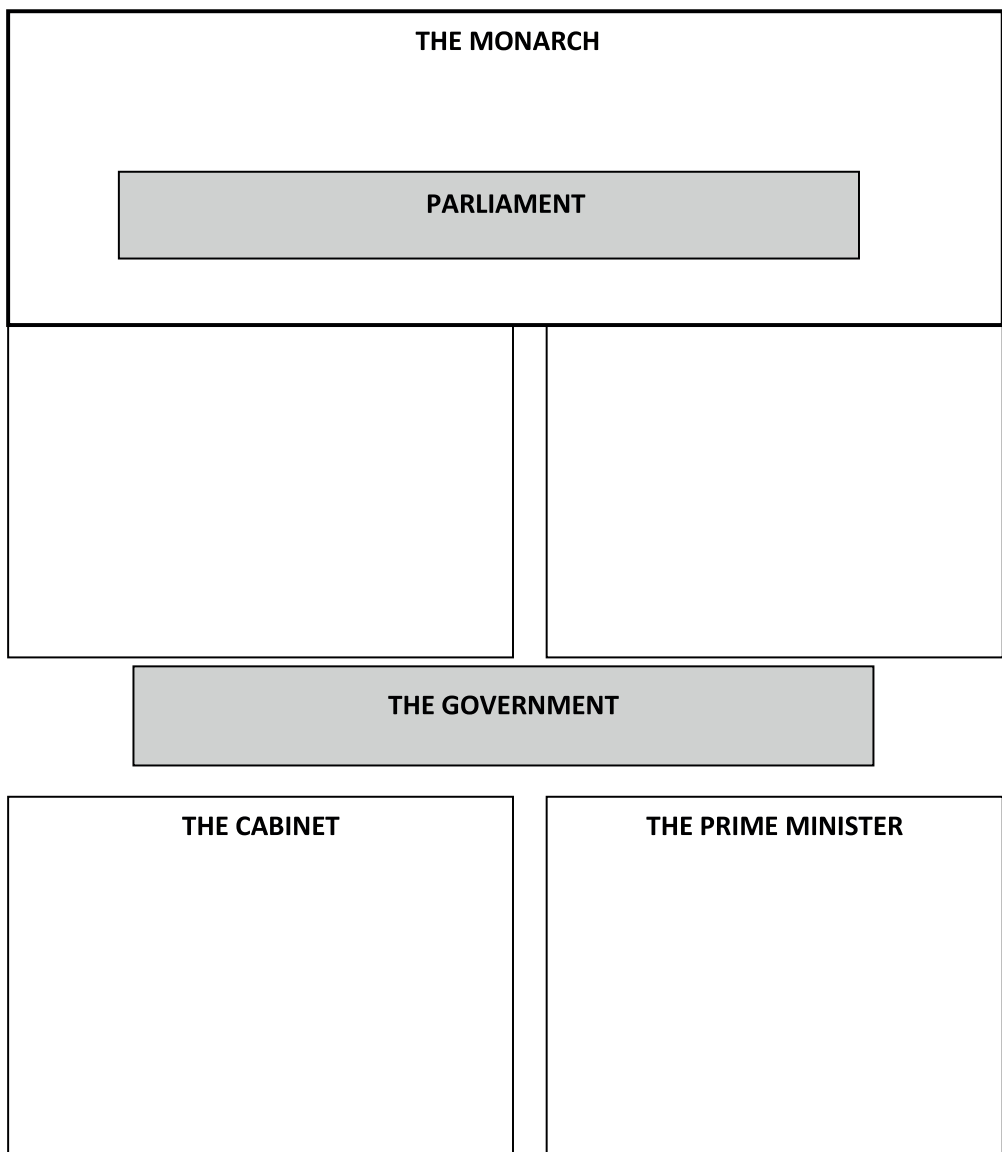
to supervise
to give effect
unanimity

nadzorować
wcielać w życie
jednomyślność

Adapted from Riley (2006)

Activity 3.

Fill in the following graphic organizer with the information that you **chose and highlighted** in the text concerning your state organ. Then tell your group mates what you have learned about it. When you have finished, listen to other members of the group sharing with you the newly acquired knowledge about other state organs and fill in the diagram with the information provided.



Adapted from Riley (2006)

Activity 4.

You will take part in a class discussion which will try to answer the question: *Should monarchy in Britain be abolished?* Before it starts, think about in which group you would like to seat: the advocates or the opponents of monarchy? Then join your group and try to think about arguments referring to the text you have read.

Activity 5.

Read the whole text and find in the text English equivalents of following words. Numbers of paragraphs where the words appear will help you.

MONARCHY

- a) postanowienie (2)
- b) dziedziczny (2)
- c) zwołać (np. obrady parlamentu) (3)
- d) uchwała, dekret (4)

LEGISLATURE

- f) zrzucać się (prawa do czegoś) (3)
- g) z urzędu (zwrot łaciński) (3)
- h) powszechne prawo wyborcze (pełnoletnich) (3)

EXECUTIVE

- i) trzon, rdzeń (3)
- j) cywilne postępowanie (prawne) (3)
- k) nałożony (obowiązek) (3)

Activity 6.

Answer the following questions:

1. What, in your opinion, does it mean that *the Queen reigns but does not rule*?
2. How do you understand the term *the Royal Prerogatives*?
3. What is the most rudimentary principle of the British constitution? How can you explain it?

Appendix 2: Questionnaires

Pre-study questionnaire

1. Have you ever read a text in English concerning social studies? Put a cross next to your answer.

YES ☐NO ☐

2. Where does your knowledge about current political and social events come from? Put a cross next to the chosen answers.

☐ the Internet ☐ radio programmes ☐ course books ☐ social studies lessons

☐ press ☐ TV programmes and movies ☐ literature ☐ other:.....

3. Which of the following topics would you consider as interesting and therefore relevant in learning social studies? Rank them according to the scale (1-7), where 1= most interesting and 7= least interesting.

political systems/forms of government	_____
political parties	_____
human rights	_____
party systems	_____
international relationships	_____
legal acts (e.g. constitution)	_____
electoral systems	_____

4. What, in your opinion, makes reading social studies texts difficult? Mark the answers given using the scale from 1-5, where 1 = most difficult and 5= least difficult.

sophisticated vocabulary	1	2	3	4	5
lack of background knowledge about the topic	1	2	3	4	5
text structure (organization of paragraphs, etc.)	1	2	3	4	5
too complex sentences	1	2	3	4	5
lack of interest in the topic	1	2	3	4	5

5. Which of the following ways of presenting vocabulary do you find effective? Rank them according to the scale (1-6), where 1= most effective and 6= least effective.

a) equivalent in native language
b) synonym/antonym
c) guessing the meaning on the base of context
d) explanation in mother tongue or foreign language
e) visual representation
f) multiple-choice

6. What types of speaking activities should, in your opinion, be frequently used while practising oral skills? Put a cross next to your answers.

- ☐ role-plays/simulations ☐ discussions/debates ☐ oral presentations
- ☐ problem/task-solving ☐ oral drills (repetitions) ☐ communicative games

7. Which of the following factors have a negative impact on speaking English? Rank them according to the scale (1-5), where 1= lowest impact and 5= highest impact. Refer to your own experiences.

lack of vocabulary pronunciation anxiety poor grammar

lack of ideas other: _____

Put a cross next to chosen answer

1. Gender: ☐ Woman ☐ Man
2. How long have you been learning English?
☐ less than 3 years ☐ more than 3 years but less than 6 ☐ 6 years or longer
3. Do you learn English apart from your language classes at school?
☐ Yes, on my own ☐ Yes, in language school ☐ Yes, in private tutoring
☐ No, I do not

Post-study questionnaire

1. Did the vocabulary learning techniques you were exposed to help you in its acquisition?
 Circle the chosen answer and justify it.

YES RATHER YES RATHER NO NO

.....

.....

2. What problems did you encounter while reading the four texts? Rank the texts according to the scale (1-6), where 1= least problematic and 6= most problematic.

lack of interest in the topic	
text structure	
complex syntax	
background knowledge	
difficult vocabulary	

3. Do you think that the text-based speaking activities had a positive impact on your attitude towards speaking? Mark the answers given using a scale from 1-5, where 1= huge impact and 5= low impact.

role play/simulation	1	2	3	4	5
discussion/debate	1	2	3	4	5
oral presentation	1	2	3	4	5
problem/task solving	1	2	3	4	5

4. What major problems did you have while performing oral activities? Circle 3 answers.

peer-pressure
lack of ideas

pronunciation

grammar

vocabulary

other:

5. What did you do in order to prepare for oral reproduction of the main concepts/ideas of the texts you read? Mark the answers given using a scale from 1-5, where 1= never and 5= very often.

I took down notes	1	2	3	4	5
I paraphrased the most important parts of the text	1	2	3	4	5
I wrote a summary of the text	1	2	3	4	5
I used visual aids (graphic organizer, diagram, etc.)	1	2	3	4	5
I asked my classmate for help	1	2	3	4	5
I used the original version of the text	1	2	3	4	5

Appendix 3: Classroom Observation Protocol

Observation Date		Observer		Class	Recorded
		Sebastian Parczewski		2 D	YES / NO
School					
Topic of the lesson					
Speaking activity implemented in the lesson					
Students #	Absent	Time Start			
Females _____	_____				
Males _____	_____	Time End			
Total _____	_____				

Speaking activities & student interaction		YES	NO	Comment
1.	Students had enough time to accomplish the speaking activities.			
2.	Instructions provided by the teacher were clear for students.			
3.	The speaking activity/-ies seemed to increase the learners' participation in the lesson			
4.	Students were using English as a means of communication during most of the time devoted for practising oral skills.			
5.	Even though students faced communication breakdowns, they managed to carry on talking.			
6.	Exposure to visual resources (e.g. photos) help the teacher elicit schemata-based knowledge from the subjects.			
7.	Visuals implemented in the pre-speaking phase of the lesson (like graphic organizer, problem-solving diagram, etc.) seemed to facilitate learners' oral production.			
8.	Group work/Whole-class interaction seemed to be conducive for oral language production.			
9.	The students asked teacher for clarifications in terms of speaking task accomplishment (instructions, hints, providing learners with vocabulary items/ideas, etc.)			

(liczba znaków ze spacjami: 53 003)

Patrycja Pipska

Implementing selected techniques of the intercultural approach in newspaper-based EFL lessons

1. Introduction

As for many years foreign language courses have tended to focus on the linguistic aspects of the English language, teaching culture was neglected in many EFL settings. However, such phenomena as globalization, rising immigration to the English-speaking countries or numerous opportunities for contact with people who belong to a different cultural background create the need for including culture into language courses. Despite this, many teachers of English are still reluctant to incorporate the cultural component into their classrooms and those who do integrate language and culture teaching prefer to focus on factual knowledge. As a solution, glottodidactics proposes a new approach to teaching culture that is called the intercultural approach which is not merely yet another set of techniques and procedures used to teach culture. It is also a new way of viewing culture and its place in language learning and teaching. The present paper aims at presenting a two-week action research study conducted by the author and based on implementing certain techniques recommended by the intercultural approach to teach some aspects of the culture of Great Britain through the medium of the newspapers.

The inseparable relationship between language and culture is one of the key arguments for incorporating culture into foreign language teaching and learning. Culture is constantly “mediated, interpreted and recorded — among other things — through language” (Kramsch, 1995:3). It has not always been given place in language teaching and learning, but nowadays researchers and educators acknowledge that one cannot teach language without teaching culture. Brown (1994:165) equates the two stating that “the acquisition of a second language, except for specialized, instrumental acquisition, is also the acquisition of a second culture.” Thus the researcher gives support to the view that teaching culture is to be treated as an indispensable component of L2/FL instruction.

2. Defining the intercultural approach

Since the end of the 1990s culture teaching in foreign language classrooms has followed a new direction which is now recognized as the intercultural approach. It aims at achieving four main goals: helping learners develop the intercultural competence as well as the linguistic competence, preparing them to interact with foreigners, equipping them with understanding and acceptance of members of foreign cultures with different viewpoints, convictions and conduct, and making students aware of the enriching nature of such interactions. The key premises for these are respect and equality as well as integration of culture and language teaching, content-based language teaching and integrating information and topics from various disciplines (Byram, Gribkova and Starkey, 2002; *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, 2001)

One of the main aims of the intercultural approach is developing intercultural competence. Byram, Gribkova and Starkey (2002) define it as:

the ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality (p.10).

This definition emphasizes that students should become intercultural mediators who will be able to avoid stereotyping and, instead of perceiving people through ready-made categories, they will observe and discover the qualities of foreign cultures. Although there is no one perfect model of an interculturally competent person, the widely cited and accepted model of intercultural competence is the one which is based on five components: knowledge, attitudes, skills of comparison, of interpreting and relating, skills of discovery and interaction and critical cultural awareness (Byram, Gribkova and Starkey, 2002).

3. The search for principles of teaching culture

A set of principles has been outlined by specialists involved in researching the issues of the integration of culture into foreign language teaching. The basic ones are worth having a closer look at.

Adopting a learner-centred approach. The approach poses a new role of the teacher who, instead of providing students with ready-made answers and ideas, designs the lesson in such a way that students take the roles of discoverers drawing their own conclusions and inferring them from the information or sources of information supplied by the teacher and sometimes reflecting also on students' own environment (Byram and Planet, 2000).

Establishing “a sphere of interculturality” and finding the “third place”. The principle of establishing “a sphere of interculturality” in the language classroom was formulated by Kramsch (1993:205) who stated that only by setting students’ own culture against the target culture can they understand the latter. She also highlighted the fact that culture teaching should not consist solely of transfer of information but should include non-judgemental reflections on both cultures, which would be possible from the so called “third place” found somewhere between the two cultures: the target one and the native one.

Adopting the comparative approach. Comparing and contrasting is one of the most important principles of the intercultural approach. The comparative approach assumes a crucial role of seeking similarities and dissimilarities between the target and the native culture which is supposed to raise the knowledge of culture as well as provide a basis for successful intercultural communication (Ho, 2009).

Ensuring the objectivity of teachers and materials. Despite the learner’s centeredness, it is the teacher who creates the learning environment and provides the materials and therefore the sources of information from which students discover the target culture. The obvious conclusion is that a subjective teacher and subjective materials lead learners to view the target culture by means of ready-made but untrue misconceptions. Teachers have to avoid cultural imperialism and ensure that students do not regard one culture as superior (Brown, 2007).

Creating open and tolerant educational environment. The atmosphere of tolerance and openness is an absolute must if the teacher wants to train students to be appreciative and respectful of other cultures.

Using authentic materials. Intercultural approach requires using a variety of materials, preferably authentic ones as they provide a direct source of information about the target culture. Authentic materials, for example films, television shows, news broadcasts, photographs, websites, the press and texts used on a daily basis which usually have some specific purposes like restaurant menus or travel brochures, arouse learner’s interest and motivation (Peterson and Coltrane, 2003). They bring to the classroom a sense of novelty and “doing” something else than the traditional learning.

4. Some problems and solutions in teaching culture

Some language teaching contexts provide limitations and teachers attempting to include culture content may face a few problems. Still, they can resolve them and use solutions proposed by educators and researchers in the field.

One of the problems concerns **assessing intercultural competence**. Some elements of the intercultural competence, for instance attitudes and tolerance, are particularly difficult to assess (Byram, Gribkova and Starkey, 2002). Possible solutions include indirect assessment tools like self-report questionnaires or direct assessment tools like projects and portfolios or combining both assessment techniques (Sinicrope, Norris and Watanabe, 2007).

Also **managing students' prejudices** can be an important task for a foreign language teacher. Today, students have unlimited access to information about the target culture, but the bulk of this information is rooted in stereotypes and hence the cultural information that students acquire is ingrained in stereotypes as well. A possible solution is to implement critical discourse analysis in the classroom. This approach is used to investigate how a particular text, especially an authentic one, "reproduce[s] or resist[s] racism, abuse of social power, dominance and inequality" (Byram, Gribkova and Starkey, 2002:27).

Lack of the teacher's knowledge can prove to be a problem in some contexts; many teachers feel that their knowledge of the target culture is insufficient to teach it to EFL learners. However, according to the intercultural approach, the teacher's role is not to transmit information but to provide students with opportunities for cultural discovery, to promote the comparative approach, to raise students' self-awareness, to prepare them to handle day-to-day intercultural communicative situations and to develop their tolerance. To achieve all these aims the teacher does not have to be an expert in the target culture (Byram, Gribkova and Starkey, 2002).

An EFL classroom is often perceived to be **an artificial context for learning culture**. Some adversaries of including culture into an EFL syllabus claim that the EFL classroom provides context that is artificial for culture teaching. However, the supporters of taking the intercultural approach believe that the language classroom can form a reasonable starting point for developing intercultural competence.

Apart from general theoretical guidelines presented above, EFL teachers are in need of specific techniques which may be implemented in classroom settings. Some possible instructional options that can contribute to the development of intercultural competence cover, among others: the comparison method, culture assimilators, culture capsule, drama, culture island, role play, culture wallchart and many other (Chastain, 1988; Corbett, 2010; Hughes, 1995; McGroarty and Galvan, 1985, quoted in Bandura, 2007; Tomalin and Stempleski, 1993). The study reported in the sections to come aimed to demonstrate how the implementation of the techniques discussed can contribute to good quality foreign language teaching with a focus on the development of intercultural competence.

5. The study

5.1 The purpose of the study

The present chapter focuses on teaching some aspects of British culture in a general English EFL course through the medium of British newspapers by using techniques that stem from the intercultural approach. The idea behind the study comes from the current interest in incorporating the elements of culture into EFL classrooms and the relative absence of culture in the context of teaching English in Poland, a fact observed by the author of the study. Consequently, the study aims at establishing whether the British press and selected techniques recommended by the intercultural approach can be found helpful in learning culture in the EFL classroom.

The specific goals of this study were:

1. to familiarize the students with samples of articles from the British press and their value for learning aspects of culture;
2. to equip the students with understanding of some problems of a foreign culture and raise their awareness of its different viewpoints and convictions;
3. to practice skills of comparing, interpreting and relating concepts and events from two cultures;
4. to teach the students culture-loaded vocabulary;
5. to increase students' interest in using newspapers as a means to learn a foreign culture.

5.2 Context and participants

The participants of the study were a group of 17-year-old students attending the second grade in one of the state upper-secondary schools in Lublin, ten girls and seven boys. The assumed level of English was upper-intermediate, but the performance of a large number of students was below this level.

5.3 Materials

The four conducted lessons were based on culture-focused texts and worksheets. Apart from that, two questionnaires were administered and the students' written homework was collected, all of which served as a source of data analysis.

Texts. Each of the four lessons was based on one text that described a certain cultural phenomenon dealt with during the lesson. All the texts taken from British newspapers were adapted in terms of their length and vocabulary complexity and shortened so as to make them suitable for 45-minute lessons. A glossary with difficult vocabulary items was attached to each text.

Worksheets. The four worksheets were specifically designed for each lesson to match the given topic and article. All the activities offered were self-prepared by the author of this paper.

Questionnaires. Two types of questionnaires were delivered: two general questionnaires (pre- and post-study) and four short Polish-culture questionnaires. The pre-study questionnaire aimed at obtaining information concerning the students' experience in using the British press as well as their attitudes towards learning culture during the English lessons and their associations with Britain, its people and culture. The Polish culture questionnaires contained questions about students' perceptions and experiences concerning some Polish culture phenomena. Their aim was to raise the students' awareness of certain cultural phenomena and to prepare them to engage in a comparative analysis of specific issues in the Polish and the British culture. The post-study questionnaire was designed to enable the students to evaluate the four lessons.

Homework. After each lesson the students were given written homework which comprised two essays, a letter to the editor, and a description of a self-designed British tea room, each one with a 150-word limit. The assignments were designed to measure the students' understanding of a given cultural phenomenon and their ability to decentralize from one's own culture.

5.4 Design and procedure

The study lasted two weeks and took four 45-minute lessons. At the beginning of the first week the pre-study questionnaire was administered. Then the students filled the four short questionnaires. During the following two weeks four lessons were carried out with the aim of introducing to the students the idea of teaching the British culture through the medium of the British press. All the lessons started with presenting the results of the short questionnaires which they had already filled. The next stages of the lessons were: a warm-up task (e.g. answering questions or making a list of associations), reading comprehension activities combined with a culture focus, (e.g. true/false tasks, filling graphic organizers or finishing sentences), a speaking activity (involving the technique of finding the "third culture" by taking a perspective of another person when discussing cultural phenomena) and culture-loaded vocabulary tasks (involv-

ing both receptive and productive knowledge). At the end of each lesson the students were given written homework. At the end of the second week of the study, the post-study questionnaire was conducted. Table 1 below presents the details of the design of the study.

Pre-study questionnaire	
Short Polish culture questionnaires	
Lesson 1 – Multicultural Britain	
Article “A house with many mansions” (The Economist: February 1st, 2007)	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> – filling a graphic organizer – skimming while reading – taking the perspective of another person – matching phrases with definitions and pictures – identifying origins of the phrases <p>Homework: a short essay on one of the questions: 1. Is Poland a multicultural country? Why? 2. Would you like to live in a multicultural country? Why?</p>	<p>Students will:</p> <ul style="list-style-type: none"> – understand the term “multiculturalism” – know the ethnic minorities that live in Britain, their geographical distribution and situation in the British society – know the positive and the negative facets of mass immigration to Britain – know idioms and phrases connected with nationality and immigration – practice skills of comparing, interpreting and relating concepts and events from two cultures
Lesson 2 - Tea rooms in Britain	
Article “Where everything stops for tea” (The Guardian: October 6th, 2001)	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> – making associations – filling a graphic organizer – drawing cultural inferences – matching phrases with definitions and filling in sentences <p>Homework: writing a description of a self-designed British tea room</p>	<p>Students will:</p> <ul style="list-style-type: none"> – know the concept of a “tea room” and its features – know idioms and phrases containing the word “tea” – practice skills of comparing, interpreting and relating concepts and events from two cultures
Lesson 3 - British social classes	
Article “Class rules” (The Guardian: October 20th, 2007)	
Tasks and strategies	Objectives

<ul style="list-style-type: none"> – identifying factors determining social class - filling in the sentences – drawing cultural inferences – taking the perspective of another person – matching phrases with definitions <p>Homework: a short essay involving placing a British woman in a particular class and providing rationale for the choice</p>	<p>Students will:</p> <ul style="list-style-type: none"> – know the social classes that exist in Britain and the basic facts concerning those social classes – know phrases connected with social divisions – practice skills of comparing, interpreting and relating concepts and events from two cultures
Lesson 4 - British love for the woods	
Article “Care for your local ash tree” (The Guardian: October 31st, 2012)	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> – true/ false reading comprehension task – finishing sentences – drawing cultural inferences – identifying ways of raising nature conservation awareness – taking the perspective of another person – matching phrases with definitions and filling in sentences <p>Homework: writing a letter to a newspaper with reaction to an ecological problem</p>	<p>Students will:</p> <ul style="list-style-type: none"> – know basic facts concerning the British attitude to forests – know idioms and phrases containing words connected with forests – practice skills of comparing, interpreting and relating concepts and events from two cultures
Post-study questionnaire	

Table 1. Design of the study.

5.5 Results and discussion

The data obtained from the pre- and post-study questionnaires filled in by the students were analysed in terms of frequency of specific answers as well as the opinions provided by the students. The written homework assigned after each lesson was evaluated in terms of the accomplishment of the goals that had been set out for them.

5.5.1 The results of the pre-study questionnaire

Question 1 probed the students’ general attitudes towards learning culture. The majority of students (11 out of 17) agreed that learning culture of a given country is important when learning the language of that country. Four students totally agreed with this opinion. In the case of the second statement 12 students agreed that FL lessons should deal with the culture of the countries in which

people speak that language whereas 3 students completely agreed. Eleven students agreed with the statement "I would like to know more about the culture of the English-speaking countries" and 5 students completely agreed with it.

The purpose of Question 2 was to find out how the students evaluated the usefulness of different culture-learning techniques. The students found the teacher's lecture and discussing current events most useful, and they also appreciated watching films and doing projects. Acting out scenes and reading literary texts were viewed as hardly useful or not useful at all. As for analyzing differences and similarities between cultures, listening to songs, listening to the radio and reading newspapers and magazines the students' answers varied. Approximately half of the group regarded them as useful or very useful whereas the others as hardly useful or not useful at all.

In the following question the students ranked different aspects of the British culture in terms of their interestingness. There was no one aspect that was viewed consistently as the most/least interesting. In general, the students declared less interest in history, the political system, non-verbal communication, literature, art and music and education (i.e. ranked more often as 6th or higher). Geography, holidays and customs, daily life and family life, culinary traditions and dishes, youth culture and subcultures (i.e. ranked more often as 5th or lower) proved to be of more interest to the students

Question 4 was designed to examine the students' sources of knowledge about Great Britain. All the students admitted that they had obtained information about Great Britain from the Internet. A number of students selected television and films (16), English lessons (12), and talks with other people (7). Other sources of information such as the press and contacts with the British people (4 choices), and literature and travelling to Great Britain (3 choices) were marked less frequently.

The aim of the fifth question was to find out whether the students had had any experience with the British press. Whereas 12 students admitted that they had had contact with certain kinds of the British press, 6 students declared no contact with it. Journals and on-line press editions were mentioned by 6 students and *Newsweek* by two of them. Five students had had contact with daily newspapers and some of them mentioned their titles (*The Times* mentioned twice). None of the students had ever had contact with Sunday newspapers.

The last question the students responded to revealed different kinds of associations they had with 'Britain', 'the British culture' and 'the British people'. The analysis of the data proved to be particularly difficult as the students greatly varied in their perceptions of the categories of culture, the country and the people, and what is more, the same associations appeared with reference to all the three categories. Therefore, the author decided to count the occurrences of

the students' associations collectively disregarding the categories introduced. The most frequent associations mentioned by the students were London (mentioned by 10 students), the queen and the royal family (9 students), tea (8), left-hand traffic (6), Big Ben (5), islands (5) and double-deckers (4). Among some other interesting but less frequent associations there were also Poles working in Britain, obesity, Shakespeare, top hats, the Parliament, English breakfast, rain, the underground and tourists. The students also mentioned some character features. Some students perceived the British as open, helpful, friendly or articulate. Other students viewed them as lazy, selfish, rude and calculating.

On balance, it seems that the students' experience with British culture was fairly limited as it was mainly based on TV, films or on-line papers, rather than on real-life contacts with the country and the people. This could be concluded from the fact that only five students stated that they had had some contact with daily newspapers whereas none of them had seen Sunday newspapers. Moreover, they adhered to very common associations concerning Britain, the British culture and the British people and were not able to classify their views as belonging to one of the three categories.

5.5.2 The results of the post-study questionnaire

The introductory question was to investigate the students' opinions about using the British press when learning about the culture of Great Britain. Whereas 8 students agreed or totally agreed that the lessons had motivated them to broaden their knowledge of the British culture, 8 students disagreed or totally disagreed with this statement. Thirteen students claimed that the British press was useful for learning about the British culture, 3 students did not agree with this opinion. While 6 students admitted having problems with using the newspaper articles, 9 students did not experience any difficulties. Some students did not have any opinion concerning the statements.

The purpose of the second question was to establish whether the students would like to use the British press in four different situations in the future. Out of 17 students, 8 students answered that they would like to use the press in the future while 9 students claimed they would not, 10 students would be willing to use the press in learning English independently, and 12 students in learning about the British culture. As far as reading for pleasure is concerned, only 7 students provided a positive response to the question. Thus it can be concluded that the press was perceived by the students as a useful tool in learning about the British culture. However, as for some students the articles were difficult, they would not treat press reading as reading for pleasure.

In the subsequent question the students were asked to rank the lessons from the most to the least interesting. The lesson about the British tea rooms was found to be the most interesting to be followed by a less interesting lesson on the British social classes. The least interesting lessons were the ones about multiculturalism in Britain and the British attitude to the forests.

Question 4 aimed to find out how the participants assessed the techniques implemented during the four lessons. The two techniques, evaluated as particularly useful were: filling sentences on the basis of the text and written statements (12 answers) and expressing one's point of view (13 answers). The students did not present a consistent view as far as filling tables and graphic organizers were concerned. The short questionnaires, on the other hand, were evaluated by 11 students as not useful or hardly useful while 6 students perceived this technique as useful or very useful.

Question 5 was exactly the same question as Question 6 in the pre-study questionnaire. Its purpose was to establish whether the students' associations with Great Britain, the British and the British culture changed after the four press-based lessons they had participated in. With the results analyzed collectively, disregarding the three categories, it was revealed that some students mentioned 'multiculturalism', 'tea rooms' and 'forests', the three associations connected with the material discussed in the lessons. However, only one of the students included 'social classes' in Britain, which was also the topic of one of the lessons. This points to the fact that the students broadened their knowledge of the British culture, especially with reference to multiculturalism and tea culture. Moreover, the students, like in the pre-study questionnaire, mentioned different character features. Some of the positive ones like helpfulness, openness or sociability contrasted with the British found to be not very expressive and aloof.

5.5.3 The analysis of the students' written homework

After each lesson the students were given written homework connected with the topics of the lessons. The idea behind the assignments was to check whether the students understood the particular cultural phenomena and whether they were able to apply the knowledge gained during the lesson in their written work. However, not all the students handed in their homework when instructed to do so.

Homework 1. In general, the students stated that Poland is not a multicultural country and they provided some reasons for that. The essays showed that the students varied in their perceptions of multiculturalism. On the whole, their opinions were based on stereotypical views of multiculturalism with little attention paid to economic and political issues dealt with in the lesson.

Homework 2. Almost all of the students correctly identified the characteristics of traditional tea rooms. To a large extent they based their descriptions of a self-designed tea-room on the examples discussed during the lesson. Thus they mentioned the traditional elements of their appearance (closely resembling a grandmother's house, namely wooden floors, flowers, pine tables etc.), specific menu (a wide range of tea flavours, home-made cakes, sandwiches, fruit and scones) and staff (kind waitresses with a good sense of humour dressed in uniforms). It can be concluded that the students understood the concept of a tea room. Nevertheless, four students misunderstood one element of the characteristics of the staff. A traditional tea room would employ friendly-looking like women dressed in mob caps and aprons whereas the students wrote that they would employ beautiful, young waitresses dressed elegantly.

Homework 3. This seemed to be the most difficult task of the four assigned. Only one student placed the British woman in the correct social (middle) class. Some students did not understand this phenomenon completely commenting that the social class distinction system is unjust. Whereas in Poland these opinions seem rational, in Britain social classes are still present in the daily life. One may conclude that some students found it difficult to respond to a cultural phenomenon absent in Poland.

Homework 4. The students had to take a stand on an ecological question bearing in mind the attitude of the British. Six students wrote that nature is very important and that when animal welfare is at stake people should act reasonably. Many students proposed alternative solutions. One student stated that forests are not that important and that ecological protests are irresponsible and shameful. In conclusion, the students showed a varying degree of understanding of the cultural phenomena presented throughout the study. Putting themselves in somebody else's position and trying to view culture not from the perspective of a Polish student proved to be demanding for some of them. Others found it less difficult and correctly predicted decisions and reactions of a Briton who would face the tasks assigned to the students.

5.5.4 The analysis of the students' responses to lesson topics and classroom tasks

The most difficult task in **Lesson 1** was the one that required understanding culture by leaving the position of a foreigner and trying to adopt the position of a British person. The students talked about multiculturalism from their own points of view rather than from those of the people whose roles they played. Such tasks were repeatedly challenging for the students throughout the study.

Lesson 2 was the most successful as despite the lack of the students' knowledge about and experience with tea rooms they had the fewest problems with performing the tasks. Tea was something that the students associated the British with. They were able to make some correct associations with the British tea drinking tradition like adding milk to tea. Moreover, tea being connected with the students' daily lives brought the lesson closer to their day-to-day experience. The results of the short questionnaire showed that the students considered tea as important and popular in Poland. The reading comprehension tasks were fairly easy for the students who correctly identified the characteristic features of British tea rooms. The students also efficiently completed an activity that required pointing out the source of a cultural misunderstanding.

Lesson 3 was the most difficult for the students. The topic of the social class system in Britain was completely new to the students, which was revealed by the short questionnaire results. The students found it difficult to accept the fact that the same phenomenon is differently approached by two cultures.

In **Lesson 4**, devoted to the British attitude to the woods and nature, the students had difficulty with performing the reading comprehension tasks. It might have been difficult for the students to understand the ideas different from those represented in their own culture, that is the contrast between the approach in which nature is not that important and does not convey any deeper meaning connected with the Polish identity, and the British approach to the woods and nature discussed in the article.

As far as the **culture-loaded vocabulary activities** are concerned, the students did not have many problems with them. Though numerous vocabulary items could not be directly translated into Polish, the students managed to understand them on the basis of their definitions or exemplary sentences. Moreover, they were able to use them in such productive activities as filling in the sentences.

To sum up, the study proved that it is possible to teach culture to the EFL secondary school students at the upper-intermediate level, yet they have to be provided with proper training in an open and tolerant school environment ready for treating culture as concepts, attitudes and behaviours rather than facts and figures. Some students found it difficult to comprehend concepts or ideas that were completely different from those they knew from their own environment. They tended to look at the British culture or even judge the British culture from the perspective of the Polish culture. Trying to remain objective is definitely the most difficult aspect of any intercultural encounter. This is also what needs systematic training and numerous communicative situations with people from other cultures as the students lacked this kind of training and appropriate experience.

6. Conclusions

The need to incorporate the culture dimension in EFL teaching is now undeniable. The present study has shown that adopting the principles of the intercultural approach accompanied by the use of authentic materials, in this case newspapers, may result in working out efficient procedures for teaching culture in EFL lessons. The analysis of the data revealed some interesting results summarized below.

1. The students found the approach implemented in the study useful for learning culture and would like to adopt it in the future.
2. The study affected the students' perceptions of the British culture and enriched their knowledge of Great Britain and its inhabitants.
3. The study also showed a need to prepare Polish students of English to study culture in a different way from that known to them before implementing the intercultural approach in its complete version. The most difficult problem for the students was to remain objective and stop viewing other cultures through the lenses of being a Polish student.

However, to fully confirm the usefulness of the intercultural approach an extensive empirical research is necessary.

The changing nature of EFL students' encounters with the native speakers of English requires teachers to redefine their attitudes towards culture teaching as well as the means by which they teach culture. Nevertheless, for many teachers this seems a formidable task. The intercultural approach appears as a solution to those teachers who are insecure about what and how to teach when it comes to culture during their English lessons. This chapter has dealt only with some general principles and selected instructional practices the intercultural approach can offer to foreign language teachers.

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Appendix 1: Lesson 2 - British tea rooms

adapted from: The Guardian, Saturday 6 October 2001

Where everything stops for tea

There is nowhere else in the world where they take the ritual so seriously. Stephen Cook recommends some of the best tea rooms in Britain

Stephen Cook

Apoplexy, catarrh, tuberculosis, and gallstones: when tea first came to Britain in the 17th century, the merchants claimed it could cure all of man's illnesses. But what can it do for us as a new 21st-century anxiety descends and we feel that the world has changed?

The consumption of tea has gone down by 30% in the last decade, and the Tea Council is fighting back with new information about the healthy properties of tea, which are more modest and scientifically based than in the 17th century. But the new guide to English tea shops suggests that the institution remains strong and is developing and adapting to modern habits.

Where fat isn't an issue

Joanne Harris thinks the English tea shop draws on nostalgia for something most of us never had - the cake stands, the doilies and the decorative spoons, the kind of crockery you only see in your oldest granny's house.

"I think that when we go to these places, we always take it with a lot of salt," says Harris, author of the cult novel *Chocolat*. "We know it's a bit of a joke, but it's a comfortable joke and one we feel great affection for. The whole ritual is something we never bother with in ordinary life, because who's around for afternoon tea? Who can normally spare an hour at four o'clock, for heaven's sake?"

Her favourite tea shop is Betty's in Harrogate. "When I was a child, political correctness didn't exist, and I used to dream of living in a big house with a maid called Jane and a cook and a gardener, and Betty's is based on the assumption that we all remember something like that."

Margaret Thornby's Guide to the Tea Rooms of Britain features 259 places. They range from thatched cottages to luxury hotels, listed buildings to converted barns, restored railway stations to museums and galleries.

1. Badgers - a Victorian-style tea room in a light and airy building where the cakes are home-made and wheeled to your table on a trolley by staff who wear uniforms. The ultimate treat is the Victorian tea - a three-tiered cake stand creaking with sandwiches, cakes and scones. Unit 27, Victoria Shopping Centre. Monday-Saturday 9.30am to 5pm, and Sundays 11.30am to 4.30pm.

2. The Old Bakery Tea Rooms - a bakery for more than 100 years, and you can sometimes see the owner emerging from the kitchen with plates of fruit, cheese or cherry scones still warm from the oven. It's a traditional sort of place: flowers on the tables, embroidered linen, friendly welcome. Special feature: window display of home-made cakes. Queen's Head Court, Newark, Nottinghamshire. Tuesday - Saturday, 10am to 4pm.

3. The Corn Dolly - a 17th-century cruck-framed building with wooden floors and pine tables. There's good service and a big dresser supporting home-made cakes, some of them with three layers of sponge. A wide range of set teas includes savoury options like the Gamekeeper's Tea. 115a East Street, South Molton, Devon. Monday to

"And so there are plump, jolly waitresses who all have a warm sense of humour and make cheerful conversation. They wear mob caps and frilly aprons and say things like, 'You should eat more, sweetheart, you're looking a bit peaky'.

A big contrast to Betty's are the tea shops she saw in Paris when her book was being made into a film with Juliette Binoche. "You couldn't possibly ask for something like a fat rascal or chocolate cake because you'd be served by a perfectly dressed young waiter in black Armani, who would look at you as if to say, yes, and I know what shape you're going to be after eating that."

'Where everything stops for tea' – glossary:

nostalgia - a feeling that a time in the past was good, or the activity of remembering a good time in the past and wishing that things had not changed

doily - a circle of paper or cloth with a pattern of holes in it that you put under things to protect the surface below, or for decoration

crockery - cups, dishes, plates etc

take sth with a lot of salt - to not completely believe what someone tells you

mob cap - a light cotton hat with a decorative edge, worn by women in the 18th and 19th centuries

apron - a piece of clothing that covers the front part of your clothes and is tied around your waist, worn to keep your clothes clean, especially while cooking

peaky - looking pale and ill

scone - a small round cake, sometimes containing dried fruit, which is usually eaten with butter

Introduction – Questionnaire on tea rooms (results)

1. Which drink is more popular in Poland?

	votes
tea	11
coffee	5

2. How do Poles usually drink tea?

a. when? -> *morning* (9), *afternoon* (1), *after dinner* (3), *evening* (1), *all day* (2)

b. where? -> *at home* (12), *at a café* (1), *everywhere* (4)

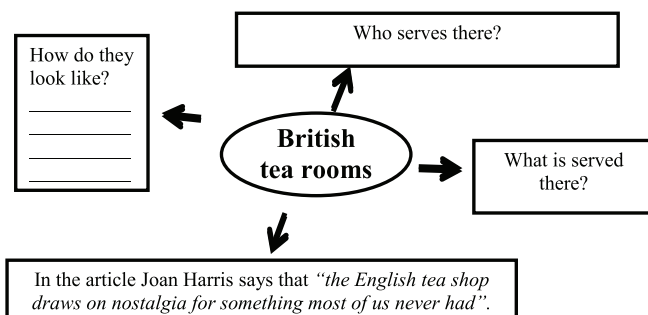
3. A tea room is a place which primarily serves tea and other light snacks.

Are there any tea rooms in Poland?

	votes
yes	5
no	12

Activities

- The British are often associated with tea drinking. In pairs, make a list of associations that you have with tea drinking in Britain.
- Read the text about tea rooms in Britain quickly and check whether your associations from the previous task were correct. Is tea really so popular in Britain nowadays?
- Read the text again and fill the graph with information about British tea rooms.



- Read the description of the three tea shops again. Now imagine a following situation. A foreign tourist comes to Britain. He's thirsty and decides to have a cup of tea. He enters Badgers and orders 'Victorian tea'. After a few minutes he gets a whole plate of various cakes and biscuits. He's surprised and thinks that the waitress made a mistake. Did she? What is the source of such a misunderstanding? Discuss in groups of three or four.

5. Vocabulary – phrases and idioms with tea

a. In English there are many phrases and idioms connected with tea. Read the phrases below and try to match them with their definitions.

- | | |
|---------------------------|----------------------------------|
| a. tea and sympathy | f. tea sandwich |
| b. high tea | g. tea party |
| c. be no tea party | h. not for all the tea in China |
| d. not be your cup of tea | i. a storm in a teacup |
| e. low tea | j. as good as a chocolate teapot |

1. _____ -> to not be the type of thing that you like
2. _____ -> to be very difficult or unpleasant to do
3. _____ -> if you say that you would not do something, you mean that nothing could persuade you to do it
4. _____ -> a small prepared sandwich meant to be eaten at afternoon teatime to keep off hunger until the main meal
5. _____ -> kindness and attention that you give someone when they are upset
6. _____ -> a situation where people get very angry or worried about something that is not important
7. _____ -> a meal of cold food, cakes etc eaten in the early evening (typically between 5pm and 7pm)
8. _____ -> someone or something that is completely useless
9. _____ -> a small meal snack typically eaten between 3pm and 5pm
10. _____ -> a small party in the afternoon at which tea, cake etc is served

b. Now fill the sentences with the correct phrases and idioms with tea.

1. 'It's 6 pm so I think it's high time for our
2. I think you should let me invite a few people and organize a little or something.
3. The test was It was so difficult that half of the class failed it.
4. "Would you like to live in Warsaw?" "Definitely no.!"
5. I don't know why I have to learn Math. I think it's
6. Sometimes sad people want practical advice and sometimes they just want
7. My mum hasn't even started to cook the dinner so let's have a not to starve.
8. I think it's all - there's probably no danger to public health at all.
9. 'I'm a bit hungry. At 4 pm I'm finishing work so maybe we'll go for
10. Jazz just - I prefer classical music.

Homework

You are going to set up a traditional tea room in London. Basing on the text decide what characteristics it will have. Think of what will be served, who will serve, how the place will look like. Write a short plan (on a separate sheet of paper).

Appendix 2: Questionnaires

Pre-study questionnaire

1. To what extent do you agree with the following sentences? Circle the options that you choose.

A – I totally agree

B – I agree

C – I disagree

D – I totally disagree

E – I don't have any opinion

a. Learning the culture of a country is important when learning the language of that country.	A	B	C	D	E
b. The foreign language lessons should also include the culture of the countries where that language is used.	A	B	C	D	E
c. I would like to know more about the culture of the English-speaking countries.	A	B	C	D	E

2. To what extent are the following techniques useful when learning about the culture of a foreign country? Circle the options that you choose.

1 – not useful

2 – hardly useful

3 – useful

4 – very useful

a. teacher's lecture	1	2	3	4
b. analyzing differences and similarities between cultures	1	2	3	4
c. watching films	1	2	3	4
d. listening to songs	1	2	3	4
e. listening to the radio	1	2	3	4
f. reading newspapers and magazines	1	2	3	4
g. discussing current events	1	2	3	4
h. reading literary texts (for example poems)	1	2	3	4
i. doing projects	1	2	3	4
j. acting scenes	1	2	3	4
k. other:	1	2	3	4

3. Which aspects of the British culture are you most interested in? Rank them from 1 to 10 where 1 means the most interesting aspect and 10 the least interesting.

- a. geography _____
- b. history _____
- c. holidays and customs _____
- d. literature, art and music _____
- e. the political system _____
- f. education _____

- g. daily life and family life _____
- h. culinary traditions and dishes _____
- i. non-verbal communication _____
- j. young people's life and subcultures _____

4. What are the sources of your knowledge about Great Britain? Tick the options that you choose.

- ☐ a. English lessons
- ☐ b. the press
- ☐ c. the Internet
- ☐ d. talks with other people
- ☐ e. contacts with the British people
- ☐ f. travelling to Great Britain
- ☐ g. television and films
- ☐ h. literature
- ☐ i. other:

5. With what types of the British press have you ever had contact? If you remember the titles, please write them on the dotted lines.

- a. daily newspapers [],
- b. Sunday newspapers [],
- c. popular magazines [],
- d. thematic magazines [],
- e. on-line press editions [],
- f. other [] what?

6. What are your three first associations with...?

- a. Great Britain
 - 1.
 - 2.
 - 3.
- b. the British people
 - 1.
 - 2.
 - 3.
- c. the British culture
 - 1.
 - 2.
 - 3.

Information about the person filling in the questionnaire.

1. Gender.

Woman ☐ Man ☐

2. How long have you learnt English?

- ☐ less than 2 years
☐ between 2 and 5 years
☐ between 5 and 8 years
☐ more than 8 years

3. Do you learn English outside school? Tick all the options that fit.

- ☐ Yes, in a language school
☐ Yes, I have private lessons
☐ Yes, I learn on my own
☐ Yes, other:
☐ No, I learn English only at school

Post-study questionnaire

1. To what extent do you agree with the following sentences? Circle the option that you choose.

A – I totally agree

B – I agree

C – I disagree

D – I totally disagree

E – I don't have any opinion

a. Lessons during which the British press was used have motivated me to expand my knowledge of the culture of the English-speaking countries.	A	B	C	D	E
b. The British press is useful while learning about the British culture.	A	B	C	D	E
c. Using the British press during the English lessons was not difficult for me.	A	B	C	D	E

2. Would you like to use the British press in the following cases in the future? Circle the chosen answers.

- a. during English lessons YES/NO
b. while learning English independently YES/NO
c. while learning about the British culture YES/NO
d. while reading for pleasure YES/NO
e. other:

3. Decide to what extent the four lessons about the British culture have been interesting for you. Rank them from 1 to 4 where 1 means the most interesting lesson and 4 the least interesting.

- a. multiculturalism in Britain _____
- b. British tea rooms _____
- c. British social classes _____
- d. British attitude towards the forests _____

4. To what extent were the following tasks used during the last four lessons useful for expanding your knowledge of the British culture? Circle the options that you choose.

- 1 – not useful
- 2 – hardly useful
- 3 – useful
- 4 – very useful

a. short questionnaires about elements of the Polish culture and comparing cultural phenomena in Poland and Great Britain	1	2	3	4
b. filling tables and graphic organizers on the basis of the text	1	2	3	4
c. filling sentences on the basis of the text	1	2	3	4
d. written statements	1	2	3	4
e. expressing one's point of view	1	2	3	4

5. What are your three first associations with...?

a. Great Britain

- 1.
- 2.
- 3.

b. The British people

- 1.
- 2.
- 3.

c. The British culture

- 1.
- 2.
- 3.

Appendix 3: Short Polish culture questionnaires

Questionnaire 1 - multiculturalism

Please briefly answer the following questions:

1. How often do you meet foreigners in Poland? (Once a day? Twice a week? Never? etc.)

.....

2. How often do you think people from towns smaller than Lublin meet foreigners in Poland?

.....

3. Is there in your neighbourhood, city or school...? Underline your answer.

- | | |
|--|---------------------|
| • a restaurant or a pub run by a foreigner | Yes/No/I don't know |
| • a mosque, a synagogue or a temple | Yes/No/I don't know |
| • a non-Polish doctor or nurse | Yes/No/I don't know |
| • a non-Polish teacher | Yes/No/I don't know |
| • a non-Polish student | Yes/No/I don't know |

4. What ethnic minorities live in Poland? (you may give the answers in Polish)

.....

5. What is the proportion of ethnic minorities in the population of Poland? %

Questionnaire 2 – tea rooms

1. Which drink is more popular in Poland? Tea or coffee?

2. How do Poles usually drink tea?

a. when?

b. where?

3. A tea room is a place which primarily serves tea and other light snacks.

Are there any tea rooms in Poland? Yes / No

If Yes, what do they look like?

Questionnaire 3 – social classes

1. What social classes are present in Poland? (you may give the answers in Polish)

.....

.....

2. What decides about belonging to a given social class in Poland? Tick the chosen answers.

- ☐ family background _____
- ☐ age _____
- ☐ salary _____
- ☐ place of living _____
- ☐ education _____
- ☐ lifestyle _____
- ☐ property _____

3. Which class do you feel you belong to? Why?

my social class:

because:
.....
.....
.....

Questionnaire 4 – woods

1. Are ecological issues important in Poland? YES/NO

2. Do ecological issues often appear in the Polish media? YES/NO

3. What ecological issues are or were dealt with in the Polish media?

.....
.....

4. Do people in Poland care about the forests? YES/NO

5. What is your personal attitude towards ecological protests?

.....
.....

(liczba znaków ze spacjami: 51 552)

Teaching geography-related vocabulary and aspects of content knowledge in an EFL secondary school classroom

1. Introduction

Incorporating a range of texts on selected aspects of geographical subject matter knowledge accompanied by geography-related vocabulary work in EFL lessons does not seem to be a common procedure in secondary school practice. By referring to the CBI and CLIL theoretical principles, however, EFL teachers can gain a better understanding of the benefits of introducing some elements of subject matter content into typically language-focused classes. It has been shown that content and language integrated learning exerts a positive influence on both vocabulary and content knowledge acquisition, and therefore it can become a welcome addition to General English lessons (e.g. Dueñas, 2003). What is more, it appears to be a more creative and effective way of teaching English as a second/foreign language.

The present chapter discusses some theoretical considerations concerning the use of CLIL methodology in subject matter instruction, specifically geography, as well as practical guidelines to be followed by an EFL teacher in classroom settings. Apart from discussing the core assumptions of content and language integrated learning and teaching, the basic issues concerning geography instruction are also focused upon as a background for designing and conducting the action research study reported on in this chapter.

2. General issues in teaching geography in English medium classes

Learning geography has many benefits for primary and secondary school learners, namely it can help them develop on different planes: intellectual as well as social ones. Geography equips learners with abilities which may prove useful in the future. It gives them an opportunity to express themselves while participating in fieldwork investigations. Nevertheless, there are some important concepts, skills and processes that students need to understand to expand their knowledge, and it is the teacher's task to choose the best methods to help learners study the subject of geography.

It has to be noted that apart from being taught as an ordinary school subject in L1 national curricula, in recent years, with the development of CBI-CLIL methodology all over the world, geography has become one of the most commonly selected subjects taught in CLIL schools (Zaparucha, 2009). Undoubtedly, teachers have at their disposal a variety of interesting topics and plentiful easily accessible materials. However, making sure that neither language nor content are neglected or simplified when integrated in a geography lesson is not an easy task. In UK National Curriculum (2007) geography is described as a powerful tool which can help students comprehend the rapidly changing world. It is also assumed to expand learners' ability to notice, assess and explain everything that takes place in the natural environment as well as people's interrelationship with it. Students have an exceptional opportunity to learn to think spatially, make use of technology, maps or visuals in order to process the information. Another advantage of teaching geography is that it encourages learners to be worldwide citizens by investigating their own places of living, values and duties. Intercultural competence also gained through the learning of geography in English can be claimed to be an additional value in content and language integrated learning (Piotrowska, 2009).

As already mentioned, geography instruction also means that teachers have to concentrate on a range of concepts, skills and processes that characterize this field. Among others, learners have to understand such key concepts as:

- place – shows its unique and distinctive features;
- scale – exerts an impact on our interpretation of what we observe or feel,
- interdependence – informs about the cause and effect relationship between two events,
- physical and human processes – help students understand changes that take place and predict their influence on places and people,
- environmental interaction and sustainable development – students need to comprehend the connection between human and physical worlds and their influence on the environment,
- cultural understanding and diversity – concerns the ways in which people, places, cultures and environment differ or are similar.

What is more, learners should be able to gather information from different sources, think creatively and constructively, assess evidence, draw and give explanation for conclusions as well as be critical while investigating some issues. (The National Curriculum, UK, 2007). Finally, it is important for students to be able to skilfully use different fieldwork tools such as ICT, make use of maps, atlases, globes, images, data as well as create their own plans or maps with the usage of geographical techniques. Last but not least, students have to get to know geographical vocabulary to freely express their knowledge (The National Curriculum, UK, 2007).

In order to cope with the task of teaching geography in English teachers need to possess both an excellent command of spoken and written English and a vast geographical knowledge. They have to be able to present new material clearly and properly as well as verify the pronunciation of key content vocabulary. Depending on the learners' language skills teachers have to tailor an input task and support it according to the goals aimed at. Using pupils' L1 during the lesson may sometimes be a good idea when it comes to comprehension and fluent communication (*Teaching Geography Through English*, 2012). It is also crucial in the case of better students as it can help them to expand their autonomy and higher order thinking skills. However, teachers should generally try to use their native language at a minimum. Some problems in teaching geography through the medium of English can be caused by a lack of appropriate materials, which have to be suitable for the learners' level of language proficiency (Zaparucha, 2009 b). Unfortunately, most of the existing materials have to be modified to make sure that neither content nor language is too complex for a particular group of students. The best solution for the teachers seems to be producing materials by themselves or adapting them from the Internet. The last problem to be mentioned is assessment. A valuable form of evaluation in which students show their knowledge of a language and content is the so-called performance assessment (*Teaching Geography Through English*, 2012).

3. Designing a CLIL geography lesson – efficient classroom techniques

Preparing an effective CLIL geography lesson requires from teachers good planning. They have to consider many different factors that can influence the outcome of the lesson. First of all, teachers' role is to trigger students' background knowledge and to create opportunities to ensure their involvement in the subject matter. It is also important to provide learners with a variety of resources as well as contexts and to conduct fieldwork investigations outside the constraints of the classroom. Of special value are collaborative tasks. The teacher should also assist learners in expanding their thinking skills in L2 and provide them with efficient vocabulary practice, particularly work on revising difficult vocabulary (The National Curriculum, UK, 2007; *Teaching Geography Through English*, 2012).

In addition, in order to make learning geography a stimulating experience for learners, teachers have to introduce appropriate activities into their lessons. This gives students some degree of freedom so that they can become active explorers of different topics, as well as not only providing them with knowledge, but also entertainment is worth recommending (Cachinho, 2005).

Geography lessons should offer students motivating topics, innovative methods and techniques, pleasant working conditions and opportunities for discussions of the problems that are close to them. Learners should play the role of active participants during the lesson, not just passive receivers. The solution is to focus more on students and their needs, as well as introduce ICT, selected literature or inspiring discussions. As has been observed, the use of ICT (Information and Communication Technology) can help find a variety of source materials, aid students' comprehension by visualization, as well as act as an incentive to explore diverse ideas or take up challenges (Westhuizen and Richter, 2010). In addition, it offers more control over students' learning, instant feedback, and high-quality teaching (Yeung, 2010).

A viable link exists between geography and literature, that is poetry, novels, short plays and folk tales (Hume, 1996). While reading selected literary texts learners can have an opportunity to develop their understanding of geography, and develop more positive attitudes toward learning this subject matter by reading interesting texts. As generally accepted, the literature-based approach also enhances learners' fundamental reading comprehension skills.

As suggested above, discussions are also assumed to be a significant type of class activity in teaching and learning geography. Kagoda (2009) emphasizes the fact that a discussion enables students to work collaboratively, thus be less dependent on the classroom teacher. Students can share their experience and views more successfully when assisted by the teacher. That is the reason why teachers need to possess vast background domain knowledge to encourage students to take active participation in the discussion, as well as to support their use of English (Bowering and Leggett, 2007). It cannot be forgotten that a group discussion is also a valuable tool because it gives students a chance to present their own ideas, enhance their communication skills, and develop their confidence. Contributing in a discussion positively influences expanding higher order thinking skills, develops partnership and produces long-term understanding (Kagoda, 2009).

4. Vocabulary presentation techniques in CLIL geography classrooms

The last issue to discuss concerns vocabulary presentation techniques. It is vital to introduce a variety of them since students have different learning styles. Therefore teachers have to adapt their teaching to satisfy learners' needs. A literature review of vocabulary presentation techniques provides a great number of different strategies, the major ones being: visuals, gestures and mime, English definitions, L1 definitions, illustrative situations, example

of a type, synonyms, antonyms, scale, translation and keywords. Referring specifically to teaching geography, some other supplementary strategies that help students reflect on the way in which vocabulary is presented and explained to students should be concentrated on, such as: explanation of word classes, spelling, pronunciation, checking understanding, using guiding questions, providing correction or taking notes. Kovacs (2010) suggests distinguishing five general classes of such strategies: (1) checking understanding, (2) eliciting and presenting vocabulary, (3) supporting meaning acquisition and retrieval, (4) consolidating meaning and form and (5) correcting. The strategies most commonly used by practicing teachers such as checking understanding, synonyms, L1 translation, illustrative situations and guiding questions most often appear in different combinations, and their value lies in the fact that they can appeal to different learning styles of the learners.

The study reported in this chapter deals with the issue of using geography texts in EFL classrooms with the aim of enhancing learning outcomes. This can be done by employing a range of effective strategies helpful both in content and vocabulary learning.

5. The study

5.1 The purpose of the study

The purpose of the study conducted by the present author was to design a sequence of EFL lessons based on geography-focused topics. The primary aim was to work on a selection of texts while introducing a set of vocabulary items relevant for the discussion of the topics chosen for the study.

The specific objectives of the study were:

1. to design a sequence of lessons dealing with selected geography topics, and teach students a selection of geography-related words;
2. to give the students an opportunity to learn the target content-related vocabulary by means of different techniques (Polish equivalents, English synonyms, descriptions of words, pictures, definitions in English);
3. to identify the students' difficulties in reading geography-focused texts in English;
4. to involve the students in practicing some efficient strategies in content-based reading (vocabulary pre-teaching, activating background knowledge, working independently on difficult vocabulary items, discussions, making notes, visualizations).

5.2 Participants

The subjects of the study were a group of fourteen 16-17-year-old students (8 boys and 6 girls) who have learnt English for more than six years. Moreover, they had six hours of English per week at an intermediate level and followed a bilingual programme where Spanish was their second language. The participants of the study were motivated, focused and willing to cooperate with the teacher. They particularly liked pair and group work and worked effectively. Most of the activities assumed to be covered during the lessons were successfully accomplished.

5.3 Materials

The main research tools for carrying out the study were the texts and a set of activities designed by the researcher-teacher, presented to the students in the form of worksheets.

Texts. For each lesson the teacher prepared different geography-based texts taken from the Internet. In order to make them accessible for the learners, they had been appropriately adapted. The goal was to find such texts which would be demanding, but also interesting and involving at the same time.

Worksheets. The author strived for making the lessons as attractive and appealing to the students as possible. To make this happen she came up with many activities which varied in form, such as: comprehension questions, matching, true/false questions, an information gap activity, a gapped text, discussions, gap filling or completing a semantic map. They aimed at either practicing the target vocabulary or consolidating content knowledge. The words that the teacher assumed to be unfamiliar to the students were explained before reading the text.

Questionnaires. To learn about the students' feelings, opinions and preferences, two types of questionnaires were administered to them: the pre- (before the four lessons) and the post-study questionnaire (after the four lessons) (Appendix 2). The former aimed at getting to know about the students' attitudes towards learning geography, their reading strategies, possible problems while reading and their best ways of learning vocabulary. The latter focused mainly on the learners' evaluation of the conducted lessons. Both questionnaires were written in Polish and included open- as well as close-ended questions.

Test. In order to check whether the students had learnt all the target vocabulary, they were given a test at the end of the study. The five tasks designed for the study focused on verifying the receptive mastery of the lexical items practised. (Appendix 3). The students could be awarded the maximum amount of 5 points per task.

5.4 Design and procedure

To carry out the study, four geography-related lessons were conducted. The primary focus of all the lessons was on reading a sequence of various geographical texts, and then completing a set of vocabulary and reading comprehension activities. Before the study, the learners were asked to fill in the pre-study questionnaire containing a few questions concerning their opinions, attitudes, problems when it comes to learning geography as well as vocabulary and reading.

The main goal of all the lessons was to introduce some kind of innovation to the traditional way of teaching English. Apart from that, the focus was on acquainting the students with a few geographical facts and teaching them lexical items linked to a particular topic. The first two lessons were devoted to Australia and pupils had a chance to get to know some information about the origins of the Australian flag, the Great Barrier Reef as well as Australian fauna and climate. The next two dealt with India. During those lessons the participants were expected to raise their awareness of religious diversity existing in India, to better understand the phenomenon of monsoons, the Himalayas and Indian geographical features.

The plan for each lesson was structured in a similar way. At the beginning of a lesson the learners were familiarized with topic-related vocabulary, and then having read the particular text passages they were asked to complete various vocabulary and reading comprehension activities. The worksheets contained activities which aimed at enhancing reading comprehension, speaking, writing and listening skills. During the lessons the students had an opportunity to activate their background knowledge, or were provided with it if necessary. What is more, in the course of the lesson they were required to use a map, complete different vocabulary tasks, answer comprehension questions, come up with their own English definitions of the words provided, have a discussion and perform other activities. Finally, they found out a few ways of learning new words and could practice some effective reading strategies as well as. In the last meeting, the pupils were asked to fill in the post-study questionnaire with the aim of getting to know their opinions about the lessons conducted. Apart from that, they were also given a test to verify their knowledge of vocabulary taught and practiced throughout the course of the study.

Table 1 below presents the details of the design of the study.

Pre-study questionnaire	
Lesson one: A meeting with Australia part I	
Materials: adapted from: http://www.australian-information-stories.com/australian-flag.html ; http://en.wikipedia.org/wiki/Great_Barrier_Reef	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - completing the map with the names of the states, territories and cities - completing vocabulary self-awareness chart - watching a video clip about the Great Barrier Reef and answering some questions - scanning the text to find answers to comprehension questions 	<p>Students will:</p> <ul style="list-style-type: none"> - consolidate their knowledge of the states and territories of Australia - use pre-taught words to consolidate the meaning of new lexical items by doing different vocabulary activities - use the strategies of skimming and scanning
Lesson two: A meeting with Australia part II	
Materials: adapted from: http://www.aussie-info.com/identity/fauna/ http://www.australian-information-stories.com/climate-of-australia.html	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - discussing the meaning of the English words along with their Polish equivalents - completing the semantic map - true/false reading comprehension task - matching English vocabulary items with their Polish equivalents - comparing the climate of Australia and Poland 	<p>Students will:</p> <ul style="list-style-type: none"> - use pre-taught words to consolidate the meaning of new lexical items by completing different vocabulary activities - be familiarized with basic information about Australian animals and climate - combine the strategies of skimming and scanning for better comprehension - practice skills of comparing, interpreting and relating concepts from two countries
Lesson three: India – Land of diversity part I	
Materials: adapted from: http://www.geographia.com/india/ ; http://www.mrdowling.com/612-monsoon.html	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - writing down associations connected with India - writing down Polish equivalents of the English words - reading the text and completing the map with the names given - creating simple definitions of given words - watching a video clip - answering comprehension questions 	<p>Students will:</p> <ul style="list-style-type: none"> - activate background knowledge - use pre-taught words to consolidate the meaning of new lexical items by completing vocabulary activities - be familiarized with basic information about Indian geographical features and monsoons - implement the strategy of predicting - use the strategies of skimming and scanning - use the strategy of making notes

Lesson four: India – Land of diversity part II	
Materials: adapted from: http://www.indif.com/India/himalayas.asp ; http://www.en.wikipedia.org/wiki/Religion_in_India	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - matching the English words with their English definitions - filling the gaps with the words given - making notes according to the hints given - matching English words with their English synonyms - creating sentences with the chosen words - discussions after reading a text 	<p>Students will:</p> <ul style="list-style-type: none"> - use pre-taught words to consolidate the meaning of new lexical items by completing vocabulary activities - be familiarized with basic information about the Himalayas and religions in India - use the strategy of making notes - use the strategies of skimming and scanning for better comprehension - take part in a discussion, expressing personal opinions
Post-study questionnaire	

Table 1. The design of the study

5.5 Results of the study

The main results of the study were formulated on the basis of the data obtained from the pre- and post-study questionnaires, as well as the results of the vocabulary test. How were the data analysed?

5.5.1 Results of the pre-study questionnaire

The purpose of the first question was to examine the learners' opinions about the geography-related lessons they had participated in. Responding to Question 1 eight students (out of 14) declared that they had not found them interesting. It seems that in general they do not take pleasure in learning geography. The remaining six students stated that they enjoyed participating in geography lessons.

The aim of the subsequent question (Question 2) was to elicit the participants' opinions regarding the importance of the skills and knowledge developed in geography classes. The answers provided to this question revealed that 10 out of 14 respondents found shaping their own world view and identity as important or very important. The majority of the students (8) thought that the understanding and acceptance of the diversity of the world, people and cultures as well as acquiring knowledge which helps to solve problems, understand the supervening changes were either very important or at least important while learning geography. Half of the students answered that using maps, atlases or

other teaching aids was rather important. Finally, none of the students stated that acquiring knowledge which helps to solve problems, understand the supervening changes is unimportant at all.

In Question 3 the learners were asked if they would like to have some topics connected with geography incorporated into their English lessons. Eight of them gave a positive answer. On the basis of the responses to this question, it was possible to conclude that the students were willing to expand their knowledge from that subject area. They found improving their language skills simultaneously also an important goal to achieve.

In the next question (Question 4) the students assessed the effectiveness of the different ways of learning new vocabulary items. Their responses revealed that the majority of the learners found all the ways of learning unknown words provided as effective or very effective. Eight respondents believed that pictures were very helpful. This might suggest that the students who participated in the study were mainly visually oriented learners. Except for an English synonym, none of the participants marked any other option as not effective.

The purpose of the subsequent question (Question 5) was to investigate the difficulties that the students encountered while reading texts. The learners did not find problems with the language of the texts and reading comprehension. Two students mentioned text structure and density of ideas as being problematic to them. However, 9 out of 14 students stated that they had problems with concentration and 6 students expressed the view that time constraints prevented them from successful completion of a reading task.

The focus of the last question were the subjects' preferences for the use of a particular strategy or strategies when reading difficult texts. The majority of the students (9 of 14) found a discussion to be a valuable strategy when handling problematic texts. Another important strategy pointed out by 6 learners was vocabulary pre-teaching conducted by the teacher before reading the text. Visual aids were considered useful by 4 respondents. The types of strategies that were the least popular included providing background knowledge, guessing the meaning of unknown words from context and making notes (2 students choosing each strategy).

5.5.2 Results of the post-study questionnaire

In the first question the participants used a scale from one (=boring) to five (=interesting) to assess the attractiveness of the four geography-related lessons conducted for the purpose of the study. The students' answers varied; the majority of them found the lessons neither boring nor interesting. Two

students marked three lessons as boring and one student found all of them as such. On the basis of the analysis of other responses of that particular student, it could be concluded that he or she did not like geography at all. What is more, only one subject found Lesson 1 and Lesson 2 interesting.

In the subsequent question (Question 2) the students were asked to state the degree to which they agreed with the statement: *Learning geography during usual English lessons is an effective and attractive way to develop your language skills* (the scale from 1 = I do not agree to 5 = I totally agree). On the basis of the data gathered, it can be assumed that the majority of the participants (7 out of 12) agreed with the given statement to a certain degree (marked 3). Two students reported that they either did not agree or totally agreed.

The purpose of the next question (Question 3) was to find out whether the participants regarded the conducted geography-related lessons as easy or difficult by using the scale from 1 = very easy to 5 = very difficult. Whereas half of the subjects found the lessons moderately difficult, one student marked all of them as very easy. None of the subjects viewed them as very difficult.

Responding to Question 4 the majority of the learners (9 out of 12) admitted that reading geography texts during English classes was valuable as it enhanced their reading comprehension skills. The participants who provided a negative answer justified their opinion claiming that they did not like geography at all, or that that subject matter was very boring for them.

When asked whether they thought that pre-teaching of key vocabulary facilitated understanding of the text (Question 5), most of the respondents (10) gave a positive answer. All of them reported that it helped them as they did not have to guess the meaning of unfamiliar words from context, and as a result they comprehended more of what they read. Two students, however, stated that they preferred to read the text first and then work on vocabulary having the context provided.

The focus of the last question (Question 6) was the subjects' opinions regarding the inclusion of topics from different content areas into EFL lessons. Most students (9 out of 12) declared that they would like to learn other subjects through the medium of English, as they could get to know something new, interesting and useful. Moreover, they thought that it would be a change from usual, monotonous classes. The rest of the group (3 students) who provided a negative answer claimed that topics from other subjects were neither valuable nor interesting.

5.5.3 Results of the vocabulary test

The purpose of administering the final test was to check the students' vocabulary knowledge gained during the four geography lessons. The test consisting of five tasks (with 5 points awarded for each of them) was taken by 12 students and it revealed satisfying results in terms of the marks they obtained – 22.67 was the average result. It proved that the students were very well prepared for it and had learnt the most of the vocabulary taught. However, this could also mean that the activities may have been too easy for the participants. The easiest task proved to be the fourth one in which the subjects were asked to match the target words with their synonyms. The most problematic task was the last one, in which the students had to write down the synonyms given for the words in the box.

6. Conclusions

The present chapter has dealt with the issue of integrating language and content with reference to teaching English as a foreign language. The study reported in this chapter has shown that it is possible to transcend the confines of generally adopted forms of learning and teaching in a traditional FL class by incorporating elements of geography, and make this process an interesting and more educationally satisfying experience. Taking into consideration the results obtained from the questionnaires and the vocabulary test, a number of conclusions have been reached. As the results of the test showed, the set of carefully prepared activities contributed to the mastery of subject-related vocabulary and provided some good quality practice of reading comprehension skills. The responses to the questions concerning the effectiveness of incorporating geography topics during English classes demonstrated that the learners found it an attractive way of improving their language skills and would like to experience such lessons again in the future.

To sum up, it can be said that the study ended up with success. Despite some limitations, the author managed to achieve all the intended goals and the subjects seemed to be rather positively oriented towards a CLIL aspect added to their classes, which can bring so many advantages to the teaching and learning a second/foreign language.

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Appendix 1: Lesson 4 – India – Land of diversity – Part 2

Activity 1. Match the English words with definitions by writing down an appropriate letter in the brackets. Work in pairs.

gorge	<input type="checkbox"/>
vegetation	<input type="checkbox"/>
snowcapped	<input type="checkbox"/>
valley glacier	<input type="checkbox"/>
mountain chain	<input type="checkbox"/>
peak	<input type="checkbox"/>
fertile	<input type="checkbox"/>

- a) mountains connected or next to each other forming a line
- b) covered in snow
- c) plants in general
- d) a top of a mountain
- e) a large mass of ice, which moves slowly down the path between the mountains
- f) a deep narrow valley with steep sides
- g) able to produce good crops

Activity 2. Read the text about the Himalayas in India and fill in the gaps using the words given:

vegetation, snowcapped, fertile, valley glaciers, mountain chain, gorges, peak

The Himalayas:

1. Some of the highest mountains in the world are located in northern India. These are part of the Himalaya mountains. Being the world's highest, the Himalayas is characterized by its great height, complex geologic structure, peaks, large, deep river....., and rich.....

2. They were given the name Himalaya which means “home of snow”, because snow never melts on their high..... The Himalayas prevent cold wind of Central Asia from entering India and stop Southwest monsoon winds helping drop rain and making India..... The Himalayas form the planet's highest mountain region, containing 9 of the 10 highest peaks in the world. Among these peaks are the world's highest mountain, Mount Everest (8848 m), which is on the Nepal-Tibet border.

Adapted from: <http://www.indif.com/India/himalayas.asp>

Activity 3. Work in pairs.

- a) Student A: reads aloud the first paragraph of the text to student B.
Student B: makes some notes according to the hints:
 - location of the highest mountains

- the highest mountain chain
- main characteristics of the Himalayas

Read your answers to student A.

Now exchange your roles.

b) Student B: reads aloud the second paragraph of the text to student A.

Student A: makes some notes according to the hints:

- the meaning of the name Himalaya
- positive aspects of the Himalayas
- the highest peak of the Himalayas

Read your answers to student B.

Activity 4. Match the words given below with their synonyms by writing down an appropriate letter in the brackets. Work in pairs.

1. established ☐
2. associate ☐
3. existing ☐
4. diversity ☐
5. adherents ☐
6. faith ☐
7. uphold ☐
8. worship ☐

- | | |
|-------------------------|-------------------|
| a) belief | e) preserve, obey |
| b) recognized, accepted | f) variety |
| c) adore | g) believers |
| d) connect, link | h) present |

Activity 5. Choose four words from the given below and write one sentence with each of them. Then read your sentences to a partner.

establish	associate	faith	worship
existing	diversity	adherents	uphold

Activity 6/ Read the text about the religions in India. Then look at the pictures and discuss the following points:

- the importance of religion in India
- religions in India
- religious diversity
- religious freedom

Compare the status of religion in India and Poland

The Religions of India

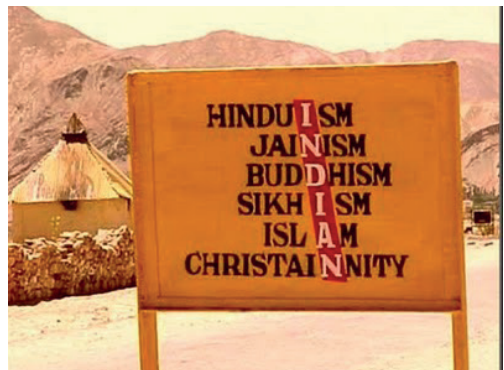
India is the birthplace of four of the world's major religious traditions; namely Hinduism, Buddhism, Jainism and Sikhism.

Throughout its history, religion has been an important part of the country's culture. Religious diversity and religious tolerance are both **established** in the country by law and custom. A vast majority of Indians **associate** themselves with a religion.

According to the 2001 census, Hinduism is the majority religion with 80.5% of the population of India. Islam (13.4%), Christianity (2.3%), Sikhism (1.9%), Buddhism (0.8%) and Jainism (0.4%) are the other minor religions **followed** by the people of India. This **diversity** of religious belief systems **existing** in India today is a result of, besides existence and birth of native religions, assimilation and social integration of religions brought to the region by traders, travelers, immigrants, and even invaders and conquerors.

Zoroastrianism and Judaism also have an ancient history in India and each has several thousand Indian **adherents**. India has the largest population of people adhering to Zoroastrianism and Bahá'í Faith anywhere in the world. Many other world religions also have a relationship with Indian spirituality, like the Baha'i **faith** which recognizes Lord Buddha and Lord Krishna as manifestations of God Almighty.

The Constitution of India declares the nation to be a secular republic that must **uphold** the right of citizens to freely **worship** and propagate any religion or faith. The Constitution of India also declares the right to freedom of religion as a fundamental right.



Taken from: <http://wisdomquarterly.blogspot.com/2011/02/freedom-from-religion-liberation.html>

Activity 7. Read the text again and decide if the following statements are true or false. Write T or F in the brackets.

1. Diversity of religions in India does not exist. ☐
2. Hinduism is the main religion in India. ☐
3. People from abroad contributed to the variety of religions in India. ☐
4. India has the biggest number of adherents of Zoroastrianism and Bahá'í Faith. ☐
5. People of different religions are not tolerated in India. ☐

Appendix 2: Questionnaires

Pre-study questionnaire

1. Czy uważasz lekcje geografii prowadzone w Twojej szkole za ciekawe? Zaznacz, krzyżykiem wybraną odpowiedź, a następnie uzasadnij swój wybór.

TAK ☐NIE ☐

.....

.....

2. Jak ważne, Twoim zdaniem, są podane poniżej umiejętności, kształtowane podczas lekcji geografii. Zaznacz krzyżykiem odpowiednie pole.

	Bardzo ważne	Ważne	Raczej ważne	Raczej nieważne	Nieważne
a) Kształtowanie własnego światopoglądu i tożsamości					
b) Rozumienie oraz akceptacja różnorodności świata, ludzi, kultur					
c) Nabywanie wiedzy pomagającej rozwiązywać problemy, rozumieć zachodzące zamiany					
d) Korzystanie z map, atlasów i innych pomocy					

3. Czy chciałbyś/abyś aby na lekcjach języka angielskiego pojawiały się tematy związane z geografiami? Zaznacz krzyżykiem wybraną odpowiedź i uzasadnij ją.

TAK ☐NIE ☐

.....

.....

4. Na skali od 1 do 5 oceń na ile skuteczne, Twoim zdaniem, są podane poniżej sposoby uczenia się słownictwa (1- nieskuteczny, 5- bardzo skuteczny).

	1	2	3	4	5
Ekwiwalent w języku ojczystym					
Synonim w języku obcym					
Opis					
Rysunek					
Definicja słownikowa w języku angielskim					

5. Co sprawia Ci trudność w czytaniu tekstów? Zaznacz wybraną/e odpowiedź/i.

- ☐ Bariera językowa
- ☐ Struktura i budowa tekstu
- ☐ Brak podstawowej wiedzy na dany temat
- ☐ Słabo rozwinięta umiejętność czytania ze zrozumieniem
- ☐ Ograniczenia czasowe
- ☐ Problemy z koncentracją
- ☐ Mnogość zawartych informacji
- ☐ Inne.....

6. Którą/e z niżej podanych strategii radzenia sobie z trudnymi tekstami uważasz za pomocną/e?

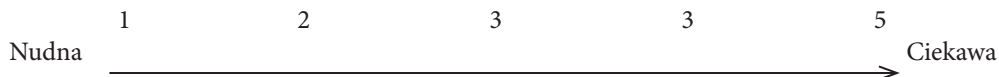
- ☐ Wyjaśnienie nieznanych słówek przez nauczyciela przed przystąpieniem do czytania
- ☐ Poszerzenie wiedzy na dany temat przez nauczyciela przed czytaniem
- ☐ Samodzielne radzenie sobie z trudnym słownictwem
- ☐ Wspólna dyskusja i omówienie tekstu po przeczytaniu
- ☐ Pisanie notatek
- ☐ Wizualizacje
- ☐ Inne.....

Post-study questionnaire

1. Zaznacz na skali w jakim stopniu podobały Ci się przeprowadzone 4 lekcje.

	1. Exploring Australia (The flag and The Great Barrier Reef)				
	1	2	3	3	5
Nudna					Ciekawa
	→				
	2. Exploring Australia (Australian fauna and climate)				
	1	2	3	3	5
Nudna					Ciekawa
	→				
	3. India – Land of diversity (Indian geographical features and monsoons)				
	1	2	3	3	5
Nudna					Ciekawa
	→				

4. India – Land of diversity (The Himalayas and religions in India)



2. W jakim stopniu zgadzasz się z poniższym stwierdzeniem:

Uczenie się geografii na lekcjach angielskiego jest dobrym i ciekawym sposobem na rozwijanie swoich umiejętności językowych.

Wybraną odpowiedź zaznacz krzyżykiem na skali od 1 do 5, gdzie 1 oznacza nie zgadzam, a 5 całkowicie się zgadzam.

1	2	3	4	5

3. Czy przeprowadzone 4 lekcje o tematyce geograficznej były dla Ciebie trudne?

Wybraną odpowiedź zaznacz krzyżykiem na skali od 1 do 5, gdzie 1 oznacza bardzo łatwe, a 5 bardzo trudne.

1	2	3	4	5

4. Czy uważasz, że czytanie tekstów o tematyce geograficznej na lekcjach języka angielskiego jest wartościowe, ponieważ pozwala rozwijać umiejętność czytania ze zrozumieniem? Zaznacz krzyżykiem wybraną odpowiedź, a następnie uzasadnij swój wybór.

TAK ☐

NIE ☐

.....

.....

5. Czy sądzisz, że zapoznanie się z nieznanym słownictwem przed przystąpieniem do czytania ułatwia jego rozumienie? Zaznacz, krzyżykiem wybraną odpowiedź, a następnie uzasadnij swój wybór.

TAK ☐

NIE ☐

.....

.....

6. Czy chciałbyś/abyś, aby w przyszłości na lekcjach języka angielskiego pojawiało się więcej tematów związanych z innymi dziedzinami nauki, jak np. geografia? Zaznacz krzyżykiem wybraną odpowiedź, a następnie uzasadnij swój wybór.

TAK ☐

NIE ☐

.....

.....

Appendix 3: Vocabulary Test

1.) Translate the following words into Polish:

- hemisphere –
- heritage –
- coast –
- pollutant –
- mammals –

2.) Underline the correct word in each sentence.

- a) Farming in these extremely arid/temperate conditions is made possible only with forced irrigation.
- b) The first thing that hits you is the heat and the incredible, oppressive humidity/desert
- c) Two severe droughts /heatwave have left people with very little food - everyone is hungry.
- d) San Francisco and Tokyo are both located in earthquake zones/grassland.
- e) Britain has a changeable but relatively temperate/equatorial climate without extremes of cold and heat.
- f) When the land is exposed to the harsh tropical/grassland sun and torrential rain, it quickly becomes infertile.

4.) Fill the gaps with the missing words. The number of letters has been provided.

- a) Its climate can be milder than its northerly l _ _ _ u _ e would suggest.
- b) Maria's going t _ e _ _ n _ in the Himalayas this year.
- c) The island's l _ _ _ s _ a _ _ is similar to Hawaii's.
- d) We have seen many maps showing how oil could be obtained from central Asia or Russia, bypassing the Arabian P _ _ i _ _ l _ .

5.) Match the words on the left with their definitions on the right by putting down an appropriate letter next to the word.

1. landslide	a) to supply land or crops with water
2. equator	b) a flat sea animal that has five arms forming the shape of a star
3. snowcapped	c) an imaginary line drawn around the middle of the Earth that is exactly the same distance from the North Pole and the South Pole
4. irrigate	d) covered with snow
5. starfish	e) a group of stars that forms a particular pattern and has a name
6. constellation	f) a sudden fall of a lot of earth or rocks down a hill, cliff etc

6.) Write down the synonyms (given below) for the words in the box.

preserve/obey; connect/link; accepted/recognized; variety

Words	Synonyms
diversity	
associate	
established	
uphold	

Section three

Language focus
in English Philology courses

Izabela Dąbrowska

Cross-disciplinary literacy: supporting cultural content study through language analysis

1. Introduction

To function successfully in the present-day world people need to develop special literacies enabling them to move across various content fields. It is the more important as they increasingly wish to learn to understand the world on their own from their personal interactions with others, cultural conventions or the omnipresent exposure and interaction with public media, including the most powerful resource – the Internet (Wallace, 2003: 8). However, one's own independence in discovering how the world is structured and run and how it is described in the language sphere is very often illusory. It thus becomes crucial to advocate solutions which highlight the need to read and reason with information of varying types and complexities. Such an attitude may help to engage with the broad knowledge that in today's world transcends national and cultural borders.

As indicated, the main mode through which most of the sources provide information is language in a written or spoken form. Accordingly, to strengthen one's understanding of the way it is used in different subject areas it is indispensable to develop the ability to discern how it is employed to mean and act. The most common form through which language works in different subject matters is text seen as "the primary medium through which disciplinary knowledge is produced, stored, communicated and critiqued" (Fang and Schleppegrell, 2011: 9). Its comprehension and critical evaluation may enhance one's "greater control over a wide range of language use in daily life" (Wallace, 2003: 48). It may further effectively influence one's future active participation in a society as reading and understanding texts is an integral part of everyday life.

2. Critical reading as an educational challenge

Having the above in mind, it may be said that comprehending advanced knowledge of numerous disciplines is a must in the present day world. However, acquiring such a skill requires apprenticeship that could develop one's expertise. Educational environment becomes a prime place to be involved in critical

literacy as it is where students most often engage with their first disciplinary texts, reflect on them and evaluate the points of specialised information. The same pertains to language learners who engage in instructional activities that simultaneously support academic literacy development and content-areas learning. These include, among others, interacting with text, asking and answering questions and focusing on textual structures or discourse features of different types (Fang and Shleppegrell, 2011: 3). Such efforts help students analyse the ways in which languages, be it national, vernacular or foreign, construct knowledge templates. Furthermore, these activities enrich content learning by fostering students' cognitive development and flexibility (Lyster, 2007: 3).

The rationale for more critical literacy in education is unquestionable. What makes it a challenge is the fact that at lower levels students are not ready to engage with texts constructed in complex language patterns. With time, as the instruction becomes more formalised, they encounter more sophisticated language structures (Halliday, 1993; Fang and Shleppegrell, 2011). It is not the linguistic complexity of the text though that becomes the main challenge. Instead, as Fang and Shleppegrell emphasise (2011: 4), it is how advanced textual markers are used to function in particular fields. Advanced disciplinary knowledge requires more specialised language patterns as complex meanings cannot be precisely conveyed in everyday language. Students need to recognise the way the information is packaged to build up larger meaningful units. This may further enable them to accumulate knowledge and advance in the field. Besides, by scrutinising content-specific linguistic forms, they can also learn how to discern authors' viewpoints; a crucial aspect of critical reading (ibidem).

3. Analytical models in education – Critical Discourse Analysis

There are several models that help increase students' proficiency by teaching content not *in*, but *with* and *through* the foreign language. One of the most popular is the functional language analysis approach (FLA). The approach was initially developed by linguist Michael Halliday (1978) to be later used by educators and researchers. With time, it provided a foundation for pedagogical principles in teaching culture, history, literature or science by showing how features enable the text to mean what it does (Wallace, 2003; Fang and Schleppegrell, 2011). The approach provides a meaning-based metalanguage that can be employed to talk about texts. Furthermore, FLA offers concrete strategies that enable teachers to be explicit about how language works to present complex, technical and abstract information in different content areas.

By showing students how language is designed to build up knowledge, the approach offers practical solutions for supporting their engagement with texts. It allows them to do detailed analysis and recognise language forms that are typical and functional in particular content fields. This way students simultaneously learn through language and about language. This in turn facilitates their better understanding of content matters as it engages them with the purpose and values of the discipline into which they are apprenticed. Finally, they may become independent readers in their disciplines (Fang and Schleppegrell, 2011: 12).

FLA has become an influential stand in education and has helped other analytical resources like a related Critical Discourse Analysis (CDA), which holds much promise for educational research. As Rogers (2003: 3) admits, those using CDA approach can describe, interpret and explain the relationship among language and important issues like economic trends, national policies or educational practices. Besides, it allows for identifying patterns of language use at the societal level, which are of educational and cultural significance (Wallace, 2003: 46).

The CDA model was widely accepted and popularised by Fairclough (1992, 1995, 2003). His analytical procedures involve a three-tiered scheme which includes description, interpretation and explanation of discursive relations and social practices at the local, institutional and societal domains of analysis. At the local level, it relates to a particular text, i.e. a newspaper text, or a school board report. The institutional domain concerns a more abstract sphere and discusses how institutions facilitate or constrain the local level. Finally, the societal domain discusses policies and narratives that shape the lower levels (Fairclough, 2003: 10).

The presented analytical framework was further developed by incorporating elements of systematic functional linguistics. These comprised genre, discourse and style as the three properties of language that operate within and among the local, institutional and societal domains (Chouliarki and Fairclough, 1999: 7). Such a widened approach won the recognition as it let analysts move between a micro- and macro-investigation of texts. As Rogers (2003: 7) underlines, the procedures made CDA a systematic method rather than a haphazard analysis of discourse and power. Further, it became more accessible to apply than other alternative theoretical models (Richardson, 2007: 38). Undeniably, the method provides a metalanguage framework on which students can draw to sharpen their cultural awareness while analysing chosen languages stretches (Wallace, 2003: 37).

Fairclough's analyses were credited with considering such vital issues as the questions of social injustice or institutional power. They were primarily conducted at MBA courses and business environment to instruct marketing specialists, managers and businessmen how to design their specialised texts. However, they were criticised for their tending to focus on the critique of large-scale media and formal bureaucratic institutions and regularly neglecting to analyse context (Widdowson, 1998).

4. Gee's CDA model

A more practical and accessible strand in CDA was initiated by Gee's work (1999/2011). It became very influential in educational environment as it offers a range of creative analyses of stories, video-games, policy documents or other popular texts such as labels, advertisements and the like. Additionally, as Collins (2004: xxiii) admits, Gee's framework features a synthesis of insights from formal and functional linguistics, cognitive sciences and post-modern literary theory. It involves historical and sociological research on society, schooling and literacy, to which New Literacy Scholars refer as fast capitalism. In the approach, the top-down model of doing business or conducting classroom activities has been abandoned for a 'community of practice,' which is characterised by joined problem solving and flexible and creative working style in the construction and distribution of knowledge.

Gee (2004: 48) uses the term discourse with a small 'd' to talk about language in use, or the way language is used in social context to 'enact' activities and identities. Little 'd' refers to language bits or the grammar of what is said. In his view, the basic premise of the whole enterprise of discourse analysis is to understand **how** people write or say things (i.e. what **form** they use). This helps to constitute **what** they do (i.e. what **function** the text performs). In turn, what is written or said informs **who** the text's participants are at given time and about the place where the social practices take place (i.e. it determines participants' social identities). In short, texts are seen as choices, artefacts, made by authors and publishers about events or entities which highlight and foreground required information.

By analysing the wording that constructs the participants' roles and the place where the social practice happens, students can get access to more abstract levels of judgement and interpretation. They can identify "socially recognized ways of using language," which for Gee equals with improving literacy (cited in Lankshear and Knobel, 2007: 3). It is so as CDA involves, beside relating form and function, empirical analyses on how such form-function relationships

correlate to specific social practices and their nature. It thus seems logical to place main emphasis on grammatical and semantic analysis because it can be very productive in understanding social usage of linguistic messages (Fairclough, 2003: 6). It may help to see texts as strategies in which content is more or less explicit through the structure of their narratives.

What is more, Gee's (1999: 28-29) analytic procedures include a set of connection-building activities that includes describing, interpreting and explaining the relationship between language bits (small 'd') and cultural models, situated identities and situated meanings (big 'D'). By starting with traditional sets of grammar units such as nouns, verbs or clauses, through analysing how they create patterns which signal **whos-doing-what** and finally how these collocate with one another in types of texts, students become confident in their discoveries. Further, when they see how these traditional language bits help to mark linguistic features like: deverbalised nouns, complex predicates, passive-active voice or agency, they learn distinctive features of academic language. This in turn enables them to understand longer stretches of social language use and their characteristics in big Discourse (Gee, 2011: 49-50).

Big 'D'iscourse refers to the ways of representing, believing, valuing and participating with the language bits. It includes language bits but also the identities and meanings that go along with particular ways of speaking. This distinction facilitates understanding that the form of language cannot exist independent of its function and speakers' intentions. In this respect, Discourse is not merely a pattern of social interactions but it is connected with identity and the way texts are distributed (Gee, 1999: 60). Seeing how Discourse operates can move students beyond mere 'reading off the effects' achieved due to particular grammar choices (Wallace, 2003:35).

In short, Gee (2004: 39) notes that language does not occur in isolation but in specific social contexts. It occurs between people, in particular places, in particular circumstances and at particular times. Most often it is accompanied by particular semiotic signs such as gestures, dress or symbols. Further, it is influenced by a range of values, beliefs, emotions or ideologies. So discourse occurs within Discourses. For Gee, Discourses are characteristic social and cultural ways of talking and writing about, as well as acting with and towards people and things. These ways are circulated and sustained within various texts, artefacts, images, social practices and institutions. Only then can they cause that certain perspectives or states of affairs seem to be taken as 'normal' and others as 'deviant' or 'marginal' (Gee, 2000).

The distinction between the little 'd' and the big 'D' is crucial for students as they may start with small semantic or grammar elements to successfully learn about more complex ideas like semantic change, representation, power or

ideology. Gee's scheme gives a few hints at how the small pieces develop one's ability to analyse social languages, situated meanings, cultural models and Discourses. As he emphasises, it is "a potentially powerful tool for research in education" (Gee, 2004: 40). Its skilful application can lead to certain sorts of hypotheses and consideration of certain issues. Such hypotheses and issues can in turn lead to fruitful discoveries between discourse analysis and other methods of research in areas like sociology, political theory, and so forth. In Rogers' view (2004: 3-8), hypothesising involves, for example, being critical, which the researcher sees as questioning and not taking for granted everything that language presupposes; being reflexive, i.e. considering how one's positionality impacts one's interpretation of things; or being comparative; that is paying attention to texts' similarities, differences and the implications which these may have.

Thus, it may be said that Gee's (2008) understanding of discourse analysis is agreeable with modern definition of learning. As he stresses "there is no knowing a language without knowing the cultural models that constitute the meaning of that language for some cultural groups" (p. 114). Also Rogers sees it as "a type of social interaction in which knowledge is distributed across people and their tools and technologies, dispersed at various sites and stored in links among people, their minds and bodies and specific affinity groups" (p. 138). Such a view of learning allows for an interrelation of work in CDA, situated cognition and socio-cultural approaches to language and literacy. In contrast, Fairclough (2004: 225) assumes learning to be part of a theoretical reflection on semiotic aspects of social transformation and as a general discussion of structural determinants and social change. Again, he appears to relate his work to grand issues, often unattainable at the lower academic level.

To test the applicability of the approach in the undergraduate context, some cultural texts were selected to be analysed from a two-fold perspective, i.e. one that combines traditional work with linguistic analysis. The following section attempts to find out whether providing instruction that goes beyond subject and content learning may lead to enhancing students' reading comprehension skills and raising their cultural awareness.

5. The study

5.1 The purpose of the study

The action research study reported in this chapter concerns the issue of maximising students' competencies through introducing a varied methodology of teaching British culture. It introduces a framework where work on some chosen

current cultural issues is supplemented with linguistic analyses of authentic materials devoted to the selected topics. It was assumed that the learning process might become more interesting and efficient through the application of cross-curricular tasks engaging students in different levels of text comprehension.

The main objectives of the project were:

- to enhance students' reading comprehension skills through the application of CDA strategies in approaching culture-related texts;
- to investigate whether multiple activity classes involving a close reading of cultural texts would be beneficial to students' understanding of authentic materials seen as socially and culturally constructed texts communicating desired messages.

5.2 Participants

The tested group included 11 second-year undergraduate students of English in the Department of Neophilology in Pope John II State School of Higher Education in Biała Podlaska. All of them had some prior experience in learning basic linguistic terminology covered in the introductory linguistics course as well as the most important issues in the course on British culture. Further, they all had chosen the translation specialisation, which made their participation in the project more meaningful. Their future Diploma Projects were also to involve doing a thorough linguistic enquiry into selected cultural or specialised texts.

5.3 Materials

The classes utilised authentic British cultural materials (**texts**) which, beside traditional content textbook excerpts or articles, included accompanying subject-related texts in the form of a speech, blog sample, advertisement or newspaper article (app.1). Besides, before the project was administered, the students were asked to fulfil **the pre-study questionnaire** (app. 2), whose aim was to check their reading exposure to different authentic cultural texts and to investigate their familiarity with basic linguistic concepts which are encountered in texts to achieve required meanings. In order to help the students focus on discursive markers, a specially designed **worksheet** enumerating most common linguistic features was provided during each class. **The post-study questionnaire** (app. 3) was to collect information on the conducted classes and the functionality of the applied methodology as perceived by students. It was also meant to check whether the practical work done on authentic materials enriched the students' skills and understanding of the applied linguistic strategies in creation of the

intended meanings. Most of the questions were close-ended although both in the pre-study and post-study questionnaires there appeared options for students to add some supplementary remarks and express their opinions.

As for the following **homework** activity, it was aimed at making the students apply newly practised skills of critical reading and showing that they were capable of discerning the acquired concepts in new materials. Additionally, they were supposed to demonstrate that they were able to understand how discourses may influence people's opinions or enhance messages meanings by making texts become clearer, more persuasive, emotional, etc.

5.4 Design and procedure

The study comprised an introductory class, during which the study's objectives were presented and the pre-study questionnaire was filled in. The questions concerned the students' attitudes and exposure to authentic materials and their familiarity with basic linguistic concepts. What followed was a four-class programme of dual-focused approach to culture. Each class, lasting an hour and a half, consisted of two distinct parts, i.e. one focusing on content issue and the other one on language analysis. Such a framework allowed for an introduction of British culture texts directly related to content-based work which included tasks activating and extending prior knowledge, exploiting reading strategies, learning and practising specialised vocabulary. The other part of the class introduced authentic materials related to the subject matter, where students were supposed to identify discourse markers characteristic of a particular cultural genre. Then, they were to argue about the form of the material, its structural means; its function, i.e. an expression of persuasion, approval or criticism; and the author's perspective towards the particular issue. Both content and language parts were explored through the techniques exploiting reading texts and identifying structures of the text types. Such a dual or multiple focus approach fosters learning and teaching of both content and language (Mehisto, Marsh and Frigols, 2008: 29).

All the classes the students participated in involved some traditional work on the texts, i.e. reading, answering questions, learning new vocabulary and concepts. The activities were designed to check the students' previous knowledge, practice content and language through talking and arguing about the matter as well as expanding vocabulary in the form of newly encountered terms and concepts. The other part of the class involved doing some CDA on a text relating to the main theme. The purpose of this activity was to show the students how meaning is created in order to correlate the form with the function of the text and exemplify the perspective from which the text is to be understood. Furthermore,

it was to exemplify the character of the text (genre), which Fairclough (2003: 26) understands as “a way of acting” through its social organisation and control of linguistic variation, whose recognition however requires routine experience (Branston, 2006:45). At the end of the project, the students were asked to fill in the post-study questionnaire, whose aim was to check on their newly acquired competences and attitudes towards a dual-focus methodology.

Table 1 below presents a detailed description of the design of the classes, with their implemented class activities, additional homework as well as objectives set by the teacher.

Pre-study questionnaire	
Class one: British parliamentary system	
Materials: texts on State Opening of Parliament and Prime Minister’s post (www.parliament.uk); David Cameron’s speech (www.conservatives.com)	
Tasks	Objectives
<ul style="list-style-type: none"> - activating prior knowledge to talk about the British political system ; - doing comprehension reading tasks; - inferring meanings of new items from the text; - discussing Prime Minister’s roles on the basis of the text; - identifying discourse markers in the parliamentary speech; Homework: identify speech markers in 2009 Obama’s inaugural address to the Congress	Students will have: <ul style="list-style-type: none"> - revised and expanded the usage of lexical items relating to the working of parliamentary system in Britain; - learnt about the language of persuasion, criticism or approval expressed by linguistic means; - developed their abilities in identifying speech discursive markers; Theoretical support: McCarthy and Carter 1994; Matheson 2005; Richardson 2007;
Class two: Higher Education System in Britain	
Materials: Martin Hall’s article: ‘The end of the British public university?’, <i>National Student Fee and Support System. Facts and Figures</i> . 2013; The University of London advert in <i>The Economist</i> , Mar-Apr. 2013;	
Tasks	Objectives
<ul style="list-style-type: none"> - skimming the text and identifying changes in the educational system; - understanding and discussing the author’s attitudes towards reforms in universities - drawing cultural inferences about the present and future educational prospects in Britain - matching new vocabulary items with definitions - identifying means of students’ support on the chart - analysing discursive markers in an advert Homework: identify the promotional, narrative and conversational markers in an advert from a British university	Students will have: <ul style="list-style-type: none"> - understood the changes in the British educational system; - learnt new concepts connected with studying, i.e.loans, tax, benefits, family allowances, etc. - related the educational system transformation to economic development in Britain; - recognised commercial and persuasive discursive practices in university adverts; - recognised features of hybrid genres; Theoretical support: Fairclough 2003; Richardson 2007; Hutchby (2006);

Class three: Scottish vote on independence, September 2014	
Materials: excerpts from Vernon Bogdanor's <i>The New British Constitution</i> (2009); the article: 'Westminster effect on independence' from <i>The Scotsman</i>	
Tasks	Objectives
<ul style="list-style-type: none"> - true/false comprehension tasks to the text; - guessing the meaning of new concepts from the context; - drawing cultural inferences about the British attitudes towards the referendum; - identifying elements of a typical press article and their functions; - identifying the ideological stance towards a controversial issue <p>Homework: identify attitudes towards Scottish independence in the quality British article, i.e. from <i>The Times</i></p>	<p>Students will have:</p> <ul style="list-style-type: none"> - understood the reasons for Scots' desires to become independent and the latest developments in the devolution process on the Isles; - known the economic and social disparities between the countries in the UK; - practiced their skills in identifying a news article structure and features; - noticed the discursive markers of expressing approval, disapproval or identity; <p>Theoretical support: Fowler 1991; Matheson 2005; Richardson 2007; Faiclough 2003;</p>
Class four: Immigrants in the United Kingdom	
Materials: The latest statistics from ONS; The article: The Polish paradox from <i>The Economist</i> , Dec, 2014; postings from the BBC blog (April, 2014)	
Tasks	Objectives
<ul style="list-style-type: none"> - interpreting the figures from the 2013 migrants' arrivals to Britain; - drawing inferences about the present concerns and prospective issues connected with migrants; - identifying reasons for Poles' coming to Britain and their impact on the local job and property market; - recognising the discursive means of marking the otherness and attitudes in postings; <p>Homework: identify markers of otherness in any postings on the Internet</p>	<p>Students will have:</p> <ul style="list-style-type: none"> - understood how sensitive the issue of migration is in Britain; - known the latest data on diversity of the British population; - practiced vocabulary connected with the issue; - recognised markers of otherness, negative and positive connotations, predication strategies; <p>Theoretical support: Richardson 2007; van Dijk 2000; Hesmondhaigh 2006; Polito 2011;</p>
Post-study questionnaire	

Table 1. The design of the study

Due to the limited time and scope of the study, the students were not assessed on their understanding of the applied discourse features after the four-class programme was completed. Their ability to practically use the linguistic means introduced and practised during the classes could be manifested in their homework tasks which the students were encouraged to do.

5.5. Results and discussion

The outcomes of the study were based on the data coming from the two questionnaires, i.e. the pre- and post-study findings obtained from the response to the questions included in both documents aiming at eliciting the students' attitudes and feelings towards their experiences with dealing with authentic texts, be it written and spoken. Further, questions 2-4 in the post-study questionnaire, in which students were to give points, were supposed to check the level of new class design attractiveness (the varied content of the tasks) and the level of difficulty (the linguistic analysis). All questions, both the ones where students were asked to circle an appropriate option or appoint a number of points, were to demonstrate their ability or inability to utilise tasks fully and/or find out whether a dual-focused approach to cultural texts might further their critical reading skills.

5.5.1 The pre-study questionnaire's findings

The pre-study questionnaire (see app. 2) consisted of eight questions, most of which were close-ended. The first three were designed to collect data concerning the students' exposure to authentic materials, their reading habits as well as their likes and dislikes. The remaining ones, i.e. 4-8, checked on their familiarity with the most common discourse features encountered in texts and their significance. Besides, the students were supposed to indicate whether they saw any correlation between textual markers and the texts' syntax and meanings.

As far as exposure to authentic materials is concerned (Question 1), all the 11 students marked that they read some such materials which were not connected with their course of study. Likewise, most of them (9 students) did not indicate any problems with finding them in libraries or media. The answers to other questions were not so definite. While 6 students found reading authentic texts essential, 5 did not. The ratio of choices concerning the introduction of more authentic materials was the same. The last question, i.e. "Do you think that thorough work on 'text' might be helpful in one's life?" brought the most varied results: 4 students indicated "yes," 3 "no" and 4 chose the option "no idea."

When asked about their preferences in reading authentic texts (Questions 2 and 3), students were more consistent in their choices. The most popular genres, which were read quite often or very often, turned out to be books/stories – 11 answers, magazine/newspaper articles as well as Internet web-pages – ten responses. Other popular choices were: memoirs (5), letters (4) and

cartoon strips (4). The least attractive genres, read rarely or never, turned out to be: leaflets (7), manuals (6), speeches (5), memoirs (4) and advertisements (4 choices). These findings are not surprising as such answers could easily be anticipated.

Question 4, which concerned the students' understanding of the importance of the correlation between the use of structural and grammatical means and the text's meaning, brought some interesting results. The most important category that the students indicated as essential in understanding text properly was vocabulary (6 crucial; 4 important and 1 useful); then came grammar/linking forms – 6 useful; 3 important; 1 crucial and 1 quite useful; and title/subtitles/headings ranked as the third with 6 useful; 2 important, 2 quite useful and 1 crucial. The category of layout/paragraphs proved to be vital as the answers important, useful and quite useful each gained three approvals. There was also one crucial and one not important. What is most striking was the lowest assessment of ranking in the category genre/type of text. Four students found it not important, 2 - quite useful, 3- useful, while the other 2 marked important.

The results in the last category contrast with the next question's findings (Question 5). When asked whether they would agree that knowledge of the structure of the text, its elements and their functions might enhance their literacy skills, 7 out of 11 students gave a positive answer, 2 – negative, whereas the remaining 2 students left the question unmarked. Some of those whose answers were positive provided such additional remarks as: "it can help in better understanding the text," "it is easier to understand the text" or even "if you know what function the text has, you can try to guess the meaning of unfamiliar words from the context." There were also those who found the knowledge useful for their writing class. They added: "it is easier to write a text which is clearer, more understandable and readable," "it helps how to write clear work" or "it can help to write better."

Most students (10 respondents), when answering Question 6, indicated that there are other classes in the curriculum which concern the relationship between the text structure and its meaning. They pointed mainly to Writing (6 students) and Reading (3). There were also single mentions of Integrated Skills, Proseminar and Literature.

Question 7, designed to investigate the most common textual elements which organise its form, and function as well as indicate situational context and the author's perspective, showed that the majority of the students felt quite confident about structural and lexical tools. The students declared that they had no difficulty with understanding transitivity (10 choices) metaphors (10), narrative/sequence of elements (9), tenses again (9), modality (7) and reference strategies (6). Other elements scored far fewer points of confidence,

i.e. presuppositions – 5, predication strategies – 4, and metonymy – 3. There were also those who declared that they did not know some textual markers; polysemy – 6 indications, puns – 7, metonymy – 3 and predication – 2. Some marked the option “I am not sure if I understand how [these means] work.” The students were mostly unfamiliar with: predication strategies – 5 choices, presuppositions – 4, and reference strategies, polysemy, puns, metonymy – each 3 indications. There were also single choices attached to the remaining categories. The intention of this question was to collect the students’ opinions before they did the study in order to gather some necessary data for the comparative analysis with the post-study questionnaire findings.

Finally, Question 8 asked the respondents to reflect whether there should be more systematic work that correlates form, function and situational context of any text to be done in classes on British or American literature. The majority, 6 students, opted for “I don’t know” while the remaining 5 expressed their interest in the modified design of the classes.

All in all, the results of the pre-study questionnaire showed that the students read authentic materials quite often, and felt quite confident about their linguistic knowledge. Additionally, they saw the usefulness of possessing such knowledge and generally understood the importance of noticing linguistic categories in more advanced critical reading.

5.5.2 The post-study questionnaire’s findings

As for the post-study results (see app. 3), some answers seem to have stood in sharp contrast to the teacher’s expectations, the initial students’ choices and the declared skills and abilities. First of all, the students did not fully confirm the researcher’s hypothesis that they would enjoy a more varied class where various cultural texts are examined in relation to their content and language input (Question 1). Besides, not all the respondents were completely convinced that doing a linguistic analysis should be a common practice of any cultural instruction. Four chose the option – “it might be useful,” 3 – “it is a good idea” but only 3 – “I totally agree.” The other findings proved the initial assumptions included in the post-study questionnaire. Most participants (9 out of 11) expressed their conviction that using authentic material should become a regular practice (4 marked the option “I totally agree,” 5 – “it is a good idea”). They were also convinced in their majority that greater awareness of the way language is used to construct certain cultural texts (genres) and their voices might be helpful outside classroom environment (5 chose “I totally agree,” and 4 – “it is a good idea”). Additionally, most students seemed to be satisfied with the balance between the two major parts of the class.

As for the content of the classes (Question 2), it turned out that the most enjoyable one was the issue of popular media and blog culture, the one on payments in educational system was ranked the second, then came the issue of Scottish Independence vote and finally the one about the British parliamentary system and David Cameron's policy. With regards to the content of textual analyses (Question 3), the results were slightly different. Again, the most interesting one turned out to be the blog sample. The advertisement ranked as the second, the speech as the third and the article from *The Scotsman* as the least interesting one. However, when difficulty or ease of the linguistic analysis was judged (Question 4), the students found the blog sample the easiest to do (22 scored points), the article from *The Scotsman* turned out slightly more difficult (24 points), then came the advertisement (25 points). The speech gained way more in the difficulty ranking and scored the highest number of points (35).

Having completed the study, the students expressed their satisfaction at the results (Question 5). They seemed to appreciate their increased ability to recognise discourse features in the authentic materials employed in the classes. In most cases they felt more confident about their usage and meaning. As for the syntactic means, 6 participants of the study said they were more confident about the identification and understanding of the proper usage of tenses, 5 remarked the same about transitivity, three about modality. There were also those (4 students) who said they were more confident about the narrative/sequence of elements in a cultural text. Presuppositions were found to be the most difficult aspect to discern and apply in the target critical reading activities. Furthermore, about half the group (5 students) expressed their satisfaction at their better understanding of predication and reference strategies. Rhetorical tropes also scored well. Six students marked hyperbolas and metaphors as the linguistic means which became more meaningful to them. A few; that is 3 respondents, remarked the same about metonymy and puns.

Not all of these answers seem credible as some students appear to contradict themselves. For example, while the whole group of respondents declared that they felt confident about the use of tenses in the pre-study questionnaire, in the post-study one, 6 remarked that they felt more confident about their applications after the project. This may indicate that the students were either reckless about their filling in forms or that they do understand the way tenses are employed and what they mean but they did not realise how consistent and purposeful their usage is in real textual contexts. The same remark could be made about transitivity or modality.

The results of the study show that it seems meaningful to involve students in practical analytical work on text in a more systematic way. It is both beneficial for their confidence about grammar as well as proper understanding of the

meaning and use of lexical items. Furthermore, in the course of the study, it was also observed that, irrespective of the students' language competence level, they were capable of pointing out some discourse features of a particular genre satisfactorily.

Additionally, the respondents admitted that the language skills they gained would help them outside the classroom environment. Most of them were convinced that they would benefit from the applied methodology in everyday life. That conviction appears real as, when asked to enumerate the reasons why politicians, journalists or bloggers use the discourse features in the way found in the materials (Question 6), they remarked: "to make the text stronger," "to make the text richer," "make the work more interesting," "to influence people's opinions" or "to show their attitude towards the issue" and "mark their own perspective." Having such opinions in mind, it might be said that the project turned out to be successful.

In short, it seems that analysing cultural texts from a dual-focus perspective, followed by additional individual work on the part of the students, enhanced their reading comprehension skills. It is also hoped that it made them more aware of how the application of certain linguistic means may reinforce communicating desired messages in particular genres. Definitely, understanding authentic materials requires much more experience and expertise but providing the students with a balanced content and language practice may ease the process.

6. Conclusions

To fully evaluate the conducted study, one needs to consider its limitations, which causes that the final outcomes cannot be treated as definite. They might rather function as reflection on the innovative programme conducted within a month's period. Still, it may be said that doing any form of discourse analysis that enables correlating form and function with the study of social and cultural practices and, at a more advanced level, with the study of linguistic patterns, seems indispensable in today's world saturated with advertisements, blogs, slogans, etc. This places the CDA approach at the heart of any educational enterprise these days when new methodological explorations call for providing instruction that goes beyond subject and content learning.

Gee's procedure offers one such solution that involves convergence of curriculum areas through practical skills. Definitely, the approach requires more attention to questions of application and some further quantitative research. However, it appears that the conducted study has contributed to making students more proficient in their critical abilities and the learning

process itself becoming more meaningful. Additionally, it seems that Gee's analyses and arguments go well with the present-day impulse to push critical approaches forward towards practice-based learning that is sensitive to current everyday situations in media and cultural events. It may fulfil the desire to make the concepts of critique, discourse analysis and content inquiry available to a readership of larger groups of practising teachers and students.

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Appendix 1: Lesson one

Rt. Hon David Cameron's Speech at the State Opening of Parliament (May 8, 2013)

Task 1. Answer the following questions:

a) What is the name of the political system in Great Britain?

.....

b) Has such a political system any advantages in the present day world?

.....

c) Who are the most important state personalities in Great Britain?

.....

Task 2. Read the following information of the State Opening of Parliament in Britain and answer the questions provided below:

The State Opening of Parliament marks the formal start of the parliamentary year and the Queen's Speech sets out the government's agenda for the coming session, outlining proposed policies and legislation. It is the only regular occasion when the three constituent parts of Parliament – the Sovereign, the House of Lords and the House of Commons – meet.

State Opening happens on the first day of a new parliamentary session or shortly after a general election. The State Opening of Parliament for the 2014-15 session will take place on Wednesday 4 June 2014.

State Opening is the main ceremonial event of the parliamentary calendar, attracting large crowds and a significant television and online audience. It begins with the Queen's procession from Buckingham Palace to Westminster, escorted by the Household Cavalry.

The House of Lords official known as 'Black Rod' is sent to summon the Commons. The doors to the Commons chamber are shut in his face: a practice dating back to the Civil War, symbolising the Commons' independence from the monarchy. Black Rod strikes the door three times before it is opened. Members of the House of Commons then follow Black Rod and the Commons Speaker to the Lords chamber, standing at the opposite end to the Throne, known as the Bar of the House, to listen to the speech.

The Queen's Speech is delivered by the Queen from the Throne in the House of Lords. Although the Queen reads the Speech, it is written by the government. It contains an outline of its policies and proposed legislation for the new parliamentary session.

When the Queen leaves, a new parliamentary session starts and Parliament gets back to work. Members of both Houses debate the content of the speech and agree an 'Address in Reply to Her Majesty's Gracious Speech'. Each House continues the debate over the planned legislative programme for several days, looking at different subject areas. The Queen's Speech is voted on by the Commons, but no vote is taken in the Lords.

Adopted from: <http://www.parliament.uk/about/how/occasions/stateopening/>

- a) When does the State Opening of Parliament take place?
- b) Who is present at the ceremony?
- c) Who gives speeches on the day and days after?

Task 3. Explain the meaning and importance of the following entities:

- a) the Queen's Speech
- b) the parliamentary year
- c) the Black Rod
- d) 'Address in Reply to Her Majesty's Gracious Speech'

Task 4. Read the following text on Prime Minister's duties and decide whether he has judicial, executive or legislative powers. Justify your answer.

The Prime Minister is the leader of the Government. He or she is the leader of the party that wins the most seats at a general election. After a general election the Queen calls upon the leader of the largest party to form the Government. The Prime Minister chooses the other Members of the Government and has a residence and offices at 10 Downing Street. In Parliament the Prime Minister sits on the Government frontbench near the despatch box in the House of Commons. He or she is also an MP. The Prime Minister has powers to appoint judges, propose the creation of life Peers and make appointments to senior positions in the Church of England. The title of Prime Minister does not constitutionally exist - the Prime Minister's actual title is First Lord of the Treasury. The current Prime Minister is David Cameron.

Adopted from: <http://www.parliament.uk/site-information/glossary/prime-minister/>

.....

.....

.....

Task 5. Analyse the below excerpts from David Cameron's speech by taking into account the categories and distinctions provided below:

(....)

Mr Speaker as a result of the work in the last session, this government has now cut the deficit by a third.

Cut net immigration by a third.
Cut crime by more than 10 per cent.
Cut taxes for 24 million.
Capped benefits.
Capped the increase in rail fares.
Frozen fuel duty; helped to freeze council tax.
Cut billions from the bloated cost of government.
...and yes, secured a real terms cut in the EU budget too.

This is just the start of clearing up the mess left by the Party opposite.
Three years can only begin to undo the damage of the previous thirteen.
But already it is the record of a government on the side of hard working people who do the right thing.
And this Queen's Speech sets out the next steps forward in this vital task.

(...)

Mr Speaker, just as there are great challenges in our world today.

So there are also great opportunities.
We must link Britain to the fastest growing parts of the world - from India to Indonesia, from Brazil to China.
We must forge new trade deals that will bring new jobs and greater prosperity.
We must use our commitment to open economies, open governments and open societies to support enterprise and growth right across the world.
That is exactly the agenda Britain will be driving at the G8 in Northern Ireland.
And I will be discussing these issues in the coming days when I travel to meet my counterparts in Russia, America and France.

But Britain will not seize these opportunities ourselves unless we are able to take the tough decisions needed here at home.

That's what this Queen's Speech is all about - rising to the challenge of preparing this country for the future.
We are in a global race - and the way we will win is by backing families who work hard and do the right thing.
To do that we must get the deficit down - not build up even more debts for our children.
We must restore our competitiveness, so British businesses can take on the world.
We must reform welfare and pensions so it pays to work and pays to save.
And we must reform our immigration system so that we attract people who will contribute to our country and deter those who will not.

Every one of these issues is addressed head on in this Queen's Speech.

And on every one of these issues the Opposition would take us in the wrong direction.

On the deficit - they would increase it.

On our competitiveness - they would put up taxes not cut them.

And on welfare reform - they have opposed every step we have taken to make our system affordable and to support people to get into work.

(...)

These are the consequences of a Leader of the Opposition too weak to stand up to his Shadow Chancellor.

And the Leader of the Opposition has a long history of this weakness.

Too weak to stand up to his party on welfare reform...

... too weak to stand up to the Unions on strikes...

... too weak ever to stand up to Gordon Brown when in government.

And too weak to apologise for his party's reckless over-spending, even after Gordon has gone.

He is the living embodiment of a new dictum: the weak are a long time in politics.

(...)

Mr Speaker, our determination to end the last government's something for nothing culture is also why we will continue to pursue our welfare reforms to ensure that it pays to work.

But that is not the only thing our welfare reforms have in common.

The truth is that whatever welfare reforms we have promoted.

The Leader of the Opposition has been against every one.

We said families shouldn't be allowed to receive more than £100,000 in Housing Benefit.

He said they should.

We said no out-of-work household should be able to claim more than the average working family earns.

He said they should.

We said benefits shouldn't go up by more than 1 per cent while workers' wages are being cut.

He said they should - and he wants our children shackled with more debt to pay for it.

The party of Labour has become the party of welfare - and the whole country can see it.

On this side of the House we are standing up for hard working people.

This is a Queen's Speech that will back aspiration and all those who want to get on.

This is a Queen's Speech that will make our country competitive once again.

This is a Queen's Speech that will cut our deficit, grow our economy, deliver a better future for our children and help us to win in the global race.

And I commend it to the House.

Source: www.conservatives.com/News/Speeches/2013/05/David_Camerons_Speech_at_the_State_Opening_of_Parliament.aspx

Worksheet: fill in the following worksheet with appropriate examples of discursive markers.

Form – textual organisation - syntactic means:

a) tenses and their meanings

.....

.....

.....

b) transitivity (passive/active voice)

.....

.....

c) modality (its meaning)

.....

.....

d) presuppositions

.....

.....

e) narrative/sequence of elements

.....

.....

Form – textual organisation - lexical choices:

a) predication (nominalisation)

.....

.....

.....

b) reference strategies

.....

.....

.....

Form – textual organisation - rhetorical tropes:

a) hyperboles

.....

.....

b) metaphors

.....

.....

c) metonymy

.....

.....

d) polysemy

.....

.....

e) puns

.....

.....

Function: what is achieved due to grammatical and lexical choices:

.....

.....

.....

.....

Situational context: what is said and who is involved in the process:

.....

.....

.....

.....

Author's perspective: understanding the overall impression of the text

.....

.....

.....

6. What do the above characteristics of the politician's speech tell us about David Cameron's rhetoric abilities?

.....

.....

.....

.....

Appendix 2: The pre-study questionnaire on literacy

1. Circle the answer which you think is true about you:

- Do you read any authentic English materials not connected with your course of study? yes / no
- Do you find reading authentic English materials essential in your daily life? yes / no
- Do you have any problems with finding the authentic materials you are interested in ? yes /no
- Do you think there should be more authentic materials introduced in class work? yes / no
-
- Do you think that thorough work on 'text' might be helpful in one's life? yes /no/ no idea

2. How often do you read the following authentic materials (texts)? Indicate your choice by putting a cross in the appropriate box column:

category	never	rarely	sometimes	quite often	very often
leaflets					
cartoon strips					
advertisements					
manuals					
magazine/newspaper articles					
speeches					
letters					
memoirs					
Internet webpages					
books/stories					

3. Which three of the above text types do you regard as the most attractive to work on:

(1).....; (2).....; (3); and which are the least attractive to read: (1); (2).....; (3)

4. Decide how important are the following categories in understanding a text properly? Indicate your choice by putting a cross in the appropriate box column:

category	not important	quite useful	useful	important	crucial
vocabulary					
grammar/linking forms					
title/subtitles/headings					
layout/paragraphs					
genre/type of text					

5. Would you agree that knowledge of the structure of the text, its elements and their functions in the text might enhance your literacy skills? yes / no

If **yes**, try to indicate in what way:

6. Are there any classes in your curriculum that help you understand the relationship between the text structure and its meaning? yes/ no

If **yes**, which classes are these:

.....

7. Understanding any text properly (critical discourse analysis) involves knowledge about the structure of the text and its elements, i.e.:

- **Form** - How the text is organised (i.e. tenses/voice/number)

- **Function** - What is achieved due to grammatical or lexical choices in the text

- **Situational context** - What is said helps understand who is involved in the process

- **Author's perspective** - How the message is structured (form), what is achieved in the process (function) and who is involved (situational context)

Having in mind the above distinctions, which of the following terms used in a thorough textual analysis on text structure are you familiar with?

Textual analysis and its tools				
		I understand how it works	I don't understand how it works	I am not sure if I understand how it works
Lexical means				
	predication (nominalisation)			
	reference strategies			
Rhetorical tropes				
	hyperboles			
	metaphors			
	metonymy			
	polysemy			
	puns			
Syntactic means				
	syntax (tenses)			
	transitivity (active/passive)			
	modality			
	presuppositions			
	narrative/ sequence of elements			

8. Do you think that there should be more systematic work that correlates **form**, **function** and **situational context** of any text which is done in classes on British/American culture?

yes / no / I don't know

Appendix 3: The post-study questionnaire on literacy

1. Mark to what extent you agree with the following statements. Circle the most appropriate option.

- A – I totally agree
 B – It is a good idea
 C – It might be a useful
 D – I don't really know
 E – I disagree

Using authentic materials in studying British culture should be a common practice	A	B	C	D	E
Doing a linguistic analysis of a text related to the lesson's subject should be a common practice	A	B	C	D	E

Practising integrated skills is helpful in one's everyday life, outside the classroom environment	A	B	C	D	E
---	---	---	---	---	---

2. Which of the four lessons did you enjoy most? Rank them in the scale from 1 to 4, with 4 being the most interesting one.

- a) The State Opening of the British Parliament
- b) The issue of the Scottish Independence vote
- c) Fees in the English universities
- d) Popular media and blog culture

3. Which of the four textual analyses did you enjoy most? Rank them in the scale 1 to 4, with 4 being the most interesting one.

- a) David Cameron's speech in Parliament
- b) an article from *The Scotsman*
- c) an advertisement of academic courses from *The Economist*
- d) a blog sample about immigrants from the BBC

4. Which of the four textual analyses did you find most difficult? Rank them in the scale 1 to 4, with 4 being the most difficult one.

- a) David Cameron's speech in Parliament
- b) an article from *The Scotsman*
- c) an advertisement of academic courses from *The Economist*
- d) a blog sample about immigrants from the BBC

5. Which of the following discourse aspects of textual organisation have become much easier for you to identify and understand? Circle the most obvious one/ones.

syntactic means: tenses and their meaning; transitivity (passive/active voice); modality (its meaning); presuppositions; narrative/sequence of elements

lexical means: predication (nominalisation); reference strategies

rhetorical tropes: hyperboles, metaphors; metonymy; polysemy; puns

6. Can you enumerate any reasons why politicians, journalists or bloggers use the above mentioned textual markers so often?

(liczba znaków ze spacjami: 67 223)

Daniel Sawczuk

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-tried 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 Shane 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)

Ewa Fiutka

Integration of content and language in culture classes at English Philology

1. Introduction

In the world of global economy where multilingualism is considered a great asset, researchers are constantly searching for new ways to improve foreign language teaching and learning. CLIL (Content and Language Integrated Learning) seems to be compatible with the new demands. It is becoming recognised as a valuable approach to adopt when teaching factual content and aspects of language which can help EFL students develop their language competence effectively by means of students' communication skills as well as immerse in the target language culture. Such instructional goals can be successfully dealt with in the culture classes at the tertiary level of education. The development of an adequate range of vocabulary and academic reading skills within particular areas of study becomes a major focus of many educationists nowadays. As a result, students are given an opportunity to understand the reading material better and, what follows, they can improve their writing and interpreting skills.

2. CLIL in culture classes

Content and Language Integrated Learning (CLIL) has been associated by some foreign language specialists mainly with primary and secondary schools. However, now it is clear that this approach can be applied also at the tertiary level of education. The CLIL approach is based on "the dual-focused form of instruction" (Coyle, Hood and Marsh, 2010: 2) which assumes that there are two focal points – the factual content and the language which need proper consideration in L2/FL teaching. Content and language are inseparable and interdependent but equally important, unlike in the case of such English classes in which content is treated as a vehicle for the presentation of linguistic structures or vocabulary. In the CLIL environment, content is assessed on equal terms with language although it is content that determines the use of particular phrases or structures in the learning process. The content-language interconnection is further reinforced by the fact that language learning is more successful when students additionally gain new factual knowledge (Banegas,

2012: 113). For this reason, in the case of English Philology, academic subjects focused on culture can be a natural field for accepting the CLIL framework for organising classroom instruction. The specificity of English studies necessarily demands a complete immersion in the target language, therefore English is the language of instruction in most of the subjects at English Philology. Culture or history classes are no exception in this respect. That is why they focus on content and language integrated learning as if by definition. The content concerning the cultural aspects of the British studies is combined with the language of instruction, which is English.

Moreover, the phenomenon of culture has been defined as part of the 4Cs Framework (Coyle, Hood and Marsh, 2010: 42), which includes content, communication, cognition, and culture. These elements constitute the basis for any CLIL teaching. In the case of culture classes, the factual content, combined with cognition, is necessarily associated with the element of culture whereas communication becomes an indispensable aspect of social interaction during these classes. Therefore, culture is an important factor in CLIL teaching, and that is why a subject like History and Culture of the United Kingdom provides an excellent opportunity for the development of integrated content and language by means of cultural knowledge.

3. Vocabulary and language learning

The development of vocabulary is essential for the progress in any language learning. As the applied linguist David Wilkins stated “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (1972, quoted by Thornbury, 2002). That is why in content-based subjects there is a need to focus, apart from the factual content, on teaching students the words and phrases which they later find useful not only in the discussion of the particular subject, for example the culture of the United Kingdom, but also in their everyday life.

Vocabulary is inevitably linked to language used in culture classes, both by the teacher and the students. In the case of culture classes, an additional element should be emphasised, namely the so called culture-loaded vocabulary, which influences the growth of culture awareness among students. They are able to understand other cultures better and, what follows, their own culture as well, which is an essential skill in the global world of the Internet and international exchange of information.

Depending on its function, the language in class can be interpreted as falling into one of three categories in the so-called language triptych (Coyle, Hood

and Marsh, 2010). The first category is the **language of learning** which involves the specific discourse used in a particular subject. In the case of culture classes, focus on vocabulary is inevitable since the very nature of the subject demands the knowledge of new lexical items and phrases from the students, e.g. vocabulary related to politics ('hung parliament', 'Prime Minister', 'elections', 'civil service'), law ('barrister', 'solicitor', 'prosecution'), religion ('parish', 'vicar'), education ('public school', 'A-levels'). Undoubtedly, these examples do not exhaust the range of vocabulary acquired by the students during culture classes. However, they show how, through the very discussion of the topic, new words are introduced and become part of the students' knowledge both in terms of culture and language. Moreover, what is worth emphasising, CLIL classes are frequently the only option for students to gain access to such culture-loaded vocabulary which is usually virtually non-existent in traditional FL language classes.

The next type in the language triptych is the **language for learning** which focuses on the skills needed in the students' fulfillment of their tasks. In culture classes, the emphasis should be put on the language of communication and exchanging information during pair or group work as well as the lexis necessary for comparison and contrast or the interpretation of given texts.

Finally, the third category is **language through learning** which embraces all the vocabulary that emerges during the classes as a result of the students' interaction with the teacher and with other students. Thus, the range of vocabulary is not limited to the words the teacher decides to focus on but is extended also to other words which come up during the classes and are often from outside the topic of the lessons.

The major advantage of these three categories of language used in culture classes lies in the fact that they add to the cultural awareness of students. However, the new vocabulary also widens the general knowledge of the language. This is one of the decisive factors in students' preparation for dealing with authentic materials as the use of them is essential in the CLIL approach.

4. Authentic reading materials in foreign language settings

Authenticity is one of the characteristic features of the CLIL approach (Pinner, 2013: 46). It may be understood as referring to the communication in authentic situations concerning the content of particular lessons. However, what is essential for the CLIL environment is the authentic texts, the use of which in class clearly is highly advantageous for students who thus have access to the language used in real-life situations. Authentic material adds to the engagement of the students who feel more motivated to use English in such situations

unlike the unnatural role-plays in language classes. Moreover, this motivation is linked to the learning aims of the whole course, which additionally strengthens the authentic aspect of the CLIL-oriented classroom.

One of the goals of developing vocabulary in a second/foreign language is to assist the students in their ability to read authentic materials and further to enhance their writing skills. Authentic reading material can be presented in every class, even in tests. The reading texts provide models for the students' own texts, both in terms of content and language. This approach is by no means a novelty since, as underscored by Morton (2010), "[s]uch practices are already common in L1 history teaching in the UK for example, where teachers in history lessons make repeated references to how the content is to be organised in essays" (p. 94). Thus, the texts processed during the classes might become a basis and inspiration for the students' texts in the form of essays or short paragraph answers in the test.

The amount of the reading material used in content-based classes may vary depending on the topic and the availability of the sources. In some classes, the reading might comprise only a few sentences, in others – a longer text can be worked upon. The types of texts incorporated into the course depend on the goals the teacher wants to achieve. If the focus is on enhancing reading skills, the texts tend to be longer, but if the informational content is of major significance, much shorter texts are offered. Such an approach is no novelty since it has already been adopted by history specialists. This is how it was explained by Voss and Silfies (1996): "learning from an expanded history text should primarily be a function of reading-comprehension skill and not of prior knowledge, whereas learning from an unexpanded history text should primarily be a function of prior subject-matter knowledge and not of reading-comprehension skill" (p. 48). No matter whether the goal the teacher has in mind is to focus on the factual content or the development of reading skills, the material may consist of authentic texts, adapted or unabridged, taken usually from newspapers, academic books, or Internet sources.

5. FL students' skills development through reading culture-based texts

Authentic materials, apart from being a valuable source for the expansion of FL students' knowledge of vocabulary, provide an excellent opportunity for the development of their reading skills. Not only do they enhance their vocabulary and awareness of grammatical structures, but also enable the students to become familiar with various styles, registers and genres of the text. The principles of 'genre-based pedagogy' (Morton, 2010: 84) assume that students

first focus on the characteristic features of different text genres, and only then attempt to build their own texts structured in a similar kind.

Moreover, a range of text types students are exposed to makes it possible for them to form their own interpretations and opinions, which might later be juxtaposed with the views of other readers. Duff and Malley (2010) describe this phenomenon in the following way: "This ready-made opinion gap between one individual's interpretation and another's can be bridged by genuine interaction" (p. 6). Thus, the requirement of including all 4 Cs of CLIL teaching can be fulfilled. Content of factual knowledge is combined with cognition, which assumes developing thinking skills. This process takes place by means of interaction with other students, or communication. Finally, all these elements further reinforce the students' cultural awareness.

Additionally, the fact that students are exposed to a variety of text types has one more positive aspect, emphasised by CLIL teaching, namely it strengthens students' independence in learning and gaining knowledge. Coyle, Hood and Marsh (2010) underline the view by stating that: "CLIL is not about the transfer of knowledge from an expert to a novice. CLIL is about allowing individuals to construct their own understandings and be challenged" (p. 54). The teacher does not give ready-made answers, but rather encourages students to prepare their own responses on the basis of the material provided. This attitude is linked to the general change in the teacher's position, discernible in the CLIL environment, namely the shift "from instructional to participative classes" (Pavón Vázquez, 2013: 72), which reinforces the independent position of the student in this approach.

Such independence is additionally strengthened by another feature of CLIL, namely the possibility to make use of students' other skills apart from the linguistic ones, which can be referred to different kinds of intelligences, as pointed out by Deller and Price (2007): "The linguistic intelligence, which is prevalent in language teaching, is supported by the intelligences required for particular subjects so that, for example, the musical, kinaesthetic, and logical/mathematical intelligences are on a more equal footing" (p. 7). Thus, the weaknesses of some students may be compensated by other students' strengths in the same field so that the students can "operate collaboratively and work effectively in groups" (Coyle, Hood and Marsh, 2010: 29).

The interpretative skills together with the student's growing independence come down to a characteristic feature of the CLIL approach which is no longer teacher-centred or student-centred but "thinking-centred" (Pavón Vázquez, 2013: 73). This term includes not only the skills mentioned above, but also involves the necessity to consciously focus on the process of learning itself. Moreover, the building up of problem solving strategies and cooperative work are significant abilities which could be developed within the CLIL classroom.

These skills and abilities add to the student's rising linguistic and factual competence which further on leads to their growing self-confidence and sense of achievement – indispensable elements of success in any sphere of life, language learning included. All of these aspects became essential guidelines for the study the outline of which is presented beneath.

6. The study

6.1 The purpose of the study

The general goal of the present study was to implement some principles of the CLIL approach into History and Culture of the United Kingdom classes in order to ensure some degree of the efficiency of the integration of cultural content and language in the students' work. However, the study had the following specific goals as well:

1. to enable the students to understand basic ideas connected with politics and media in the United Kingdom;
2. to familiarise the students with selected authentic texts concerning politics and media in the United Kingdom;
3. to practise the skills of comparing and contrasting as well as analysing the text and its critical evaluation;
4. to teach vocabulary concerning a number of issues related to politics and media.

6.2 Context and participants

The study was carried out in the Department of Neophilology in Pope John II State School of Higher Education in Biała Podlaska in one group of first-year English Philology students throughout the whole academic year. The course consisted of 15 ninety-minute classes each term, focusing on history in the first term, and on culture in the second term. However, the conclusions presented in the article concern the culture part solely. The number of the students in the group varied from 15 initially to 10 at the end of the term. Their command of English was quite good. In the pre-study questionnaire, most of the students estimated their level of English at 3 ("I make mistakes in English but I have no problems in communicating"), only two students chose 4 ("I speak English quite well but I make a few mistakes"). However, as observed by the teacher some of the students still had problems with communicating their ideas in English and committed numerous mistakes.

6.3 Materials

In the present study selected authentic texts were used so as to provide adequate models for the students' own texts they would create in the future. For this purpose, the teacher designed worksheets containing texts from newspapers, textbooks and Internet sources. Moreover, two questionnaires were administered to the students so that their opinions concerning the study could be taken into account.

Texts/Worksheets. For the worksheets, mostly authentic reading materials were used – texts from newspapers, textbooks and Internet sources. However, some texts were also chosen from the course handbook (*Britain for Learners of English* by James O'Driscoll, 2009). They were treated also as reading materials which could be worked upon with some language aspects in mind. Some additional vocabulary exercises for those texts were provided, also with the aim of processing the reading material more fully and extensively (see Appendix 1 for a sample lesson plan and materials).

Vocabulary exercises. To make the students aware of the importance of the words related to the topic, the particular vocabulary items were written down by the teacher separately on the board when they appeared during the class. Sometimes, however, the vocabulary was simply revised at the end of the lesson in the form of the students' self-reflection on the words which they themselves found essential for the understanding of a given topic. Naturally, the students encountered other words and phrases which they found problematic. That is why some exercises to recycle the new vocabulary were constructed, which mostly required matching the words with their meanings, or inserting the words in gapped sentences.

Questionnaires. The pre-study questionnaire was given to the students before the classes in order to find out about their attitude towards the subject and their understanding of the necessity of acquiring information on the topics related to history or culture of the UK. After the three classes on the political parties, the Parliament and the media had been conducted, the students were asked to fill in the post-study questionnaire so as to see if any changes had taken place as far as their attitude towards the subject was concerned (Appendix 2).

6.4 Design and procedure

The study was carried out on the basis of the classes of History and Culture of the United Kingdom. The discussion in the sections to come will concentrate on three sessions concerning the political parties, the Parliament and the me-

dia. Each class lasted ninety minutes. The class on the political parties was the first out of 15 sessions devoted to History and Culture of the United Kingdom in the second term, the class on the Parliament was the third, whereas that on the media – the tenth. Moreover, the classes were preceded by the pre-study questionnaire and followed with the post-study questionnaire. The details concerning the structure of the three classes reported on in this chapter are presented below.

Pre-study questionnaire	
Lesson 1 - Political system in the United Kingdom.	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - scanning the text for specific information - processing the information in the political manifestos - working in pairs and peer correction - writing a summary 	<p>Students will:</p> <ul style="list-style-type: none"> - become familiar with the issues concerning the political parties in the UK and basic differences between them; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - practise writing a summary; - learn and use the vocabulary concerning politics; - understand that learners can learn, no matter which language they are using.
Lesson 2 - The Parliament in the United Kingdom.	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - scanning the text for specific information - working in pairs - matching words with definitions 	<p>Students will:</p> <ul style="list-style-type: none"> - become familiar with the issues concerning the British Parliament; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - learn and use the vocabulary concerning the British Parliament; - understand that learners can learn, no matter which language they are using.

Lesson 3 - The media in the United Kingdom.	
Tasks and strategies	Objectives
<ul style="list-style-type: none"> - skimming the text for general information - working in pairs - matching words with definitions 	Students will: <ul style="list-style-type: none"> - become familiar with the issues concerning the British media; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - practise exchanging information; - learn and use the vocabulary concerning the media; - understand that learners can learn, no matter which language they are using.
Post-study questionnaire	

Table 1. The design of the study

The basic aim of the classes was to reinforce the impact of the language on the students without losing on the factual content. This intention was contained in the global goal assumed for the course which served as a preparation for the end-of-term examination, based on a set of open-ended questions. The earlier versions of the examination had been focused mainly on quiz questions, which, on the one hand, were easy to respond to in terms of their informational content, but on the other hand, neither encouraged real learning of the language, except for some new vocabulary items, nor reinforced thinking or interpretation skills. As generally known, answers to open-ended questions are much more difficult to deal with as they demand not only the knowledge of the subject matter but also more advanced language skills, sentence structure awareness as well as abilities of summarising and interpreting the factual information. Therefore, the global goal of preparing students for the examination in fact meant teaching them to be able to find, select, evaluate and interpret the most important information, and then to be able to present the outcomes of this process in a written form.

In order to prepare the students for open-ended tests also the students' skills and abilities which would be of particular significance for that task had to be worked upon. To be able to write a short text, the students had to be provided with essential vocabulary and appropriate textual material which could serve as a model and inspiration for their own writing. Hence, two major aspects were considered particularly significant for the classes conducted for the purpose of the study, that is the development of vocabulary and the provision of authentic reading materials. Those two premises became the focal points of the classes designed for the purpose of this study.

6.5 Results and discussion

The reception of the CLIL-oriented classes by the participants of the study was evaluated on the basis of the questionnaires which were anonymously filled in both at the beginning and at the end of the term. Unfortunately, not all students who participated in the classes filled in the questionnaires. That is why the pre-study questionnaire was completed by 10 students and the post-study questionnaire – by 6 students. However, still their responses allowed to draw some conclusions concerning the students' approach to the CLIL classes. Beneath, the most common answers are outlined in order to show the main tendencies in the students' responses.

6.5.1 The results of the pre-study questionnaire

The first question in the pre-study questionnaire concerned the students' attitudes towards learning History and Culture of the United Kingdom in English. Five out of 10 students who completed the questionnaire found this subject of study quite difficult, probably because of the subject itself, which was not popular among the students, but also due to English as the language of instruction, which they were not accustomed to using in situations other than typical practical English classes. However, only one student estimated the classes to be very difficult, whereas 3 students claimed that they were quite easy, which meant that the subject-specific knowledge they were exposed to was not beyond their capabilities of comprehension. One student did not answer that question.

The problem of the usefulness of the classroom activities implemented during the classes of History and Culture of the UK was tackled in the subsequent question. Power Point presentations were highly appreciated by 6 students, source materials by 5 students and the activities offered by 4 students. All these students estimated the aforementioned classroom activities as very useful. A summary was considered as quite useful by 5 students. Six students claimed films, handouts and pictures to be quite useful. What might be interesting is that only vocabulary exercises were generally considered as not very useful – 4 students chose this option whereas one student found them absolutely not useful.

The level of the students' interest in the techniques used during the classes of History and Culture of the UK was the focal point of the third question. The use of films and pictures was generally found very interesting by the students (7 and 5 students respectively), Power Point presentations by 6 students, summaries by 7 students, group and pair work by 8 students, whereas handouts were

considered as quite interesting by 7 students. Source materials were estimated to be quite or not very interesting by 4 students, similarly to vocabulary exercises usually estimated as not very interesting (4 students).

The next question dealt with the usefulness of the above mentioned classroom activities for the development of the students' language skills. Handouts were estimated as very useful by 6 students, whereas Power Point presentations and vocabulary exercises were equally labelled as quite or very useful. Group and pair work as well as source materials and summaries were mostly found by the students to be quite useful (4 students) while as many as 7 students claimed films to be quite useful. Only pictures were considered as not very useful (5 students).

In the fifth question, the students were asked to suggest any other useful classroom activities to be introduced into the classes of History and Culture of the UK but no suggestions came from them.

The subsequent question (Question 6) focused on the usefulness of the classroom activities for the revision before examinations. Summaries (5 students) and handouts (7 students) were found to be most useful; films, group and pair work, and vocabulary exercises were given an equal number of 5 answers each for 'quite useful' and 'not very useful'. Power Point presentations and source materials were estimated as not very useful by 4 and 5 students respectively, whereas pictures were considered as not very or absolutely not useful (4 responses in each case) .

Then the students were asked to assess the usefulness of the aspects of knowledge and skills acquired while studying History and Culture of the UK for their further teaching career (Question 7). The students generally believed it very useful to concentrate on reading and writing, culture-related vocabulary, as well as understanding and interpreting factual information and discussing problems (6-7 responses); the ability to analyse texts and to distinguish between fact and opinion were found to be quite or very useful (3-5 responses).

The last question concerned the usefulness of particular language and intellectual skills and abilities which the students are capable of developing during History and Culture of the UK classes, in the students' life in general. Reading skills were found to be very useful by 7 students, similarly vocabulary and writing skills (6 students) as well as the ability to discuss problems (5 students). The ability to analyse texts (5 students) and to distinguish between fact and opinion (6 students) were usually estimated as quite useful. The students were equally divided as to factual information and claimed it to be quite or very useful (5 responses each).

6.5.2 The results of the post-study questionnaire

In the first question of the post-study questionnaire, the students were asked to evaluate three classes, concerning the issues of the political parties, the Parliament and the media in the UK. They liked the class on the media most (4 out of 6 students), the class on the Parliament was described as 'quite liked' (4 students). However, the students' responses to the class on the political parties could be equally divided into negative views ('I did not like it at all') and positive views ('I liked it very much') – 3 responses each.

The extent to which various components of the classes fulfilled the students' expectations was the major point of the second question. The organisation of the classes got the highest score (5 students gave the maximum 4 points in this respect) whereas the pace of work and engagement of the group was awarded 3 out of 4 points by 4 students. The topic and exercises were given 3 or 4 points by 6 and 5 students respectively.

In the subsequent question, the students were asked to provide their suggestions concerning changes or potential improvements to be introduced into the classes in History and Culture of the UK. However, most students did not provide any ideas, some only suggested incorporating more group work into the classroom practice.

The next question (Question 4) consisted of 5 statements concerning the classes the students had participated in. Having the choice between positive and negative answers, in most cases the students agreed with the statements given. Only 1 student negated the statement "They have aroused my interest in history", and 2 students did not agree with the statement "They taught me to tell the difference between more and less important facts."

The last question concerned the perception of the usefulness of various classroom activities employed by the teacher in the classes in History and Culture of the UK. The students almost unanimously evaluated Power Point presentations and handouts as very useful (5 responses). Summaries, films, activities, pictures and vocabulary exercises were also generally considered as very useful (3-4 responses), although some students found them quite useful (1-3 responses). When it comes to source materials, the students gave an equal number of responses, varying from not very useful to very useful.

6.5.3 Discussion

Although the present study was based on a small sample, there are some tendencies which are discernible in the data collected by the teacher-researcher. They concern the students' attitudes to CLIL as an approach adopted in teach-

ing History and Culture of the UK, as well as their views on learning English and developing the abilities useful for their future career and everyday life.

The students generally liked the classes as all of them gave 3 or 4 out of the total 4 points, the exception being the class on political parties with 2, 3 and 4 points given by 2 students in each case. The class on the media gained the greatest number of points (4 out of 6 students gave 4 points), which could be ascribed to the very fact of being more attractive and closer to the students' interests than the topics dealing with the political issues. The students also approved of the exercises and the organisation of the classes, although they emphasised the need for greater involvement of all the students in classroom activities. This is indeed the problem in teaching content-based subjects in English since, on the one hand, students need to be familiarised with relevant factual knowledge which frequently has to be revised at home before the class, but on the other – they must convey the subject matter knowledge in a foreign language which they are often shy and not self-confident enough to use.

On the whole, the culture classes proved interesting and useful for the students who unanimously admitted that CLIL-oriented classes developed their knowledge as well as reading and critical thinking skills, which were the major goals undertaken by the classes reported on in this chapter. The students also found particular classroom techniques appearing in the culture classes useful, especially the use of Power Point presentations. Yet, interestingly, in the questionnaire filled in at the beginning of the term, they were rather skeptical about the use of Power Point presentations, which might indicate that they did not have much opportunity to get acquainted with this kind of medium of conveying knowledge. In the post-study questionnaire at the end of the term the students also appreciated films and handouts. This result is by no means surprising as the visual materials can enliven content-based classes as well as facilitate the students' comprehension of particular topics. Well-designed handouts, on the other hand, help in systematising the information presented and in students' further preparation for tests and examinations.

Nonetheless, there was a noticeable but worrying tendency, visible from both questionnaires. Namely, while assessing the usefulness of a range of classroom activities exploited in the history and culture classes, the students did not acknowledge the value of vocabulary exercises and source materials. This might have been caused by the fact that the students were accustomed to the traditional approach to history and culture courses taught in secondary school which focused on retaining dates and events rather than understanding processes or changes. Such long-term developments in history can be discussed on the basis of the reading material, especially authentic sources, but this demands more analytical thinking skills from the students than in the case of listening to the teacher's lecture concerning those changes.

As for the students' approach to vocabulary learning, it reveals their inability to understand the very nature of CLIL-oriented instruction. Culture classes seemed to be separated from the use of language skills for the students who failed to see the connection between the two aspects in dealing with subject matter knowledge. The present study was carried out with the first-year students who had not been previously accustomed to English as a medium of conveying knowledge, and therefore not fully aware of interconnection between particular skills and abilities. However, such perceptions of a lack of the integration between content and language need to be changed into a conviction that working out a balance between the two is what can ensure that English philology students can achieve the expected outcomes.

Additionally, the students seemed to underestimate the significance of the skills of analysing the text or distinguishing between fact and opinion for their further career and life. This approach suggests that the students focus more on factual content and, to some extent, on the language in culture classes, but tend to neglect the interpretative skills which are indispensable in virtually every sphere of life. Therefore, there is a deep need to make the students more aware of the fact that while learning any subject in philological studies, they not only acquire useful factual information and necessary linguistic competence but simultaneously gain new skills, independent of the language they are taught in. This combination of a range of skills and abilities developed in diverse spheres of learning and everyday existence seems to be the essence of CLIL classes which further facilitate the interconnections between various aspects of life both at a professional and interpersonal level.

7. Concluding remarks

Despite some drawbacks revealed in the survey, the results of the analysis of the questionnaires showed that introducing the elements of a CLIL approach can offer an adequate ground for teaching a course of History and Culture of the United Kingdom to English philology students. As pointed out, it seemed to be effective in teaching selected aspects of subject matter knowledge through the medium of a foreign language, simultaneously raising the level of language awareness among the students. Not only were they given an opportunity to improve their language competence but also their thinking skills, which was the major aim of the present study. The linguistic and interpretative skills are of great significance for the students' future career. Therefore, CLIL ought to be adopted as one of the leading approaches towards language and content teaching in the age of globalism and internationalism. This approach is, however,

still not used frequently enough in EFL contexts, which will hopefully change in the future as CLIL provides a great opportunity of combining content, communication, cognition, and culture in instructional settings, culture classes in philological studies being an excellent example.

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Appendix 1: Lesson plan / materials

Lesson Plan – The political system in the United Kingdom

Level: B2 (first-year students of English Philology)

Timing: 90 minutes

GLOBAL GOAL: develop reading and writing skills

Aims:

- To present the political programme of the leading British parties.
- To make learners aware of their being responsible for their own learning.
- To help learners understand that learning can be achieved in a second language.

Teaching objectives:

Content:

- Political parties in the UK.
- Basic differences between the political programmes of these parties.

Cognition:

- Provide learners with opportunities to understand the key concepts and apply them in different contexts.
- Encourage knowledge transfer about the political parties in the UK.
- Vocabulary building, learning and using.

Culture:

- Become aware of the differences between the main political parties.
- Understand that learners can learn, no matter what language they are using.

Communication:

- Language of learning: vocabulary related to politics (manifesto, devolution, welfare, budget, assembly, etc.)
- Language for learning: phrases used in comparing and contrasting, in asking questions
- Language through learning: language needed to carry out activities and any new vocabulary emerging from the students' explanations or from the activities

Instruments for assessment:

- The teacher monitors pair and group activities.
- The students' interaction with other students (in pairs or in groups).
- The students' participation in all tasks and activities.

Resources:

- Whiteboard
- Worksheets
- Pens and paper

Teaching/learning activities:

1. **Warm up:** General overview of the topic.
2. **Previous knowledge:** the students discuss the concepts of the British constitution and Parliament.
3. **Work on reading material:** the students process the political manifestos of the Conservative Party and the Labour Party in order to discern the differences between them:

Worksheets:

1. Two conflicting views of Britain – 2001 (adapted from: Paul Harvey, Rhodri Jones. *Britain Explored*. Harlow: Pearson Education Limited, 2002. 32-33):

Read the text and answer the questions below:

Two conflicting views of Britain – 2001

	From a Conservative Party leaflet	From the Labour Party website
Crime	We would end Labour's early re-release programme which has allowed 23,000 prisoners back on to the street before half their sentences have been served.	Crime doubled under the Conservatives... We are proud to be the first government in nearly half a century to go to the electorate with crime lower than when it entered office.
The National Health Service	We would encourage the growth of the private health sector for those who choose to use it.	While we are modernising and investing in the NHS, the Tories' 'Patients' Guarantee' is a Trojan horse for the break-up of the NHS. So-called non-urgent operations such as hip operations would go to the back of the queue and the Tories would encourage people to go private and pay for their own operations.
Transport	The railways are overcrowded, unreliable, dirty and expensive. Fuel prices have rocketed. We would invest in roads, make Railtrack carry out a proper investment programme and reduce the cost of fuel.	The transport system we inherited in 1997 was suffering from a huge investment backlog, ever increasing traffic congestion and crumbling roads. The Tories did not believe in public transport, and it showed.
Education	We believe that standards and funding should be administered by parents and governors rather than by Central Government.	Labour is delivering... The Tories' £16 billion cuts guarantee will hit schools hard. Their 'free schools' policy would cause chaos for schools. It would destroy the vital central co-ordination of services for special needs children.
Europe	The Conservative party will fight the next election on a promise to keep the Pound Sterling, rather than adopt the Euro.	The logic of the Tories' position is to pull out of Europe, putting more than three million jobs, dependent on the single market, at risk.

In 2001 which of the biggest British political parties supported the following policies?

- a. local administration of schools
- b. encouraging people to pay for private health care
- c. allowing people out of prison early
- d. not joining the European currency
- e. cutting petrol prices

2. Political manifestos from 2005 (adapted from: Conservative Election Manifesto 2005 and The Labour Party Manifesto 2005):

Match each of the postulates with the Conservative or Labour Party:

A long-term settlement for pensions.

A neighbourhood policing team in every community.

A strong Britain in a reforming Europe.

Abolition of regional assemblies.

Every 16-year-old offered school, college, training or apprenticeship.

Full employment in every region and nation.

Giving head teachers the power to expel disruptive pupils.

Global action on climate change.

Lower taxes.

No one waiting more than 18 weeks from referral to treatment. No hidden waits. Free choice of hospital.

No to the Euro and EU Constitution.

Our Budget will cut wasteful government spending.

Recruitment of an extra 5,000 police officers each year.

Setting in train 24-hour surveillance at ports of entry to control immigration.

Shorter waiting times and cleaner wards at hospitals.

Stronger local government, with local communities able to make the key decisions about their own neighbourhoods.

Universal, affordable childcare for three to 14-year-olds and a Sure Start Children's Centre in every community.

3. Political manifestos from 2010 (adapted from: The Conservative Manifesto 2010 and The Labour Party Manifesto 2010):

Mark C (Conservative Party) or L (Labour Party) next to each of the following postulates:

Field	Postulate	C	L
Economy	Cut in wasteful spending and one-year freeze on public sector pay		
	No rise in income tax		

Education	Every secondary school will be refurbished or rebuilt		
	National curriculum focused on traditional subjects (history, science, maths) in primary schools		
	Schools – small, autonomous institutions run and set by parents, teachers, etc.		
Health	Financial incentives for hospitals to link payment with quality		
	New 24/7 urgent care service		
	Stop closures of maternity wards		
Immigration	Annual limit on non-EU economic migrants		
	Control immigration		
Crime	Intervene earlier to prevent crime		
	Prison sentence for carrying a knife		
Public services	A new National Care Service for the elderly		
	Neighbourhood groups to take over failing public services		
Families	Double paternity leave from two to four weeks		
	Tax breaks to promote marriages		
Defence	More money for the troops in Afghanistan		
	The best medical care for soldiers during their recovery		
Environment	To make all new homes zero-carbon from 2016		
	To make the UK “the world’s first low-carbon economy”		

4. **Group work:** the students write the main points of the political programmes of the parties; peer correction

Write down the postulates of the Conservative Party and the Labour Party. Next, exchange your notes with another group and add any necessary points.

5. **Ending the lesson:** the students think about the main vocabulary that is essential for the lesson

6. **Assessment.**

Appendix 2: The questionnaires

Pre-study questionnaire

1. Learning History and Culture of the UK in English is:

1 – very easy 2 – quite easy 3 – quite difficult 4 – very difficult

2. How do you estimate, from 1 (not useful) to 4 (very useful), the usefulness of the following classroom activities, implemented in the classes of History and Culture of the UK?

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Working with handouts	1	2	3	4
f. Picture description and analysis	1	2	3	4
g. Vocabulary work	1	2	3	4

3. How do you estimate the level of your interest in the following classroom activities from 1 (uninteresting) to 4 (very interesting)?

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Group and pair work	1	2	3	4
f. Working with handouts	1	2	3	4
g. Pictures description and analysis	1	2	3	4
h. Vocabulary exercises	1	2	3	4

4. How do you estimate the usefulness of the following classroom activities for the development of your language skills from 1 (not useful) to 4 (very useful)?

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Group and pair work	1	2	3	4
f. Working with handouts	1	2	3	4
g. Pictures description and analysis	1	2	3	4
h. Vocabulary exercises	1	2	3	4

5. What other classroom techniques would you suggest?

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6. How do you estimate the usefulness of the following classroom activities for the revision before your exams/tests from 1 (not useful) to 4 (very useful)?

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Group and pair work	1	2	3	4
f. Working with handouts	1	2	3	4
g. Pictures description and analysis	1	2	3	4
h. Vocabulary exercises	1	2	3	4

7. Which aspects of knowledge and skills acquired while studying History and Culture of the UK might be useful in your further teaching career from 1 (not useful) to 4 (very useful)?

a. understanding / analysing / interpreting				
factual information	1	2	3	4
b. ability to analyse texts	1	2	3	4
c. culture related vocabulary	1	2	3	4
d. ability to distinguish between fact and opinion	1	2	3	4
e. reading skills	1	2	3	4
f. writing skills	1	2	3	4
g. ability to discuss problems	1	2	3	4

8. Which aspects of knowledge and skills acquired while studying History and Culture of the UK might be useful in your life in general from 1(not useful) to 4 (very useful)?

a. factual information	1	2	3	4
b. ability to analyse texts	1	2	3	4
c. vocabulary	1	2	3	4
d. ability to distinguish between fact and opinion	1	2	3	4
e. reading skills	1	2	3	4
f. writing skills	1	2	3	4
g. ability to discuss problems	1	2	3	4

Information about the person filling in the questionnaire:

1. Gender: Male / Female

2. How long have you been learning English?

- a. 1-4 years
- b. 5-8 years
- c. more than 8 years

3. How do you estimate your level of English?

- 5 – I speak English fluently and make almost no mistakes.
- 4 – I speak English quite well but I make a few mistakes.
- 3 – I make mistakes in English but I have no problems with communicating.
- 2 – I make a lot of mistakes and have quite a lot of problems with communicating.
- 1 – I make a lot of mistakes and have a lot of problems with communicating.

Post-study questionnaire

1. How much did you like the following classes? Use a scale from 1 (I did not like it at all) to 4 (I liked it very much).

a. Political parties	1	2	3	4
b. Parliament	1	2	3	4
c. Media	1	2	3	4

2. To what extent did these components fulfill your expectations? Use a scale from 1 (They did not fulfill my expectations) to 4 (They fulfilled my expectations fully).

a. The topic	1	2	3	4
b. Exercises	1	2	3	4
c. Pace of work	1	2	3	4
d. Engagement of the group	1	2	3	4
e. Organisation of the lesson	1	2	3	4

3. What would you like to change or improve in the classes on the UK history and culture?

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4. Decide whether you agree with these statements:

- a. The classes have developed my knowledge of the UK culture. yes / no
- b. They have aroused my interest in history. yes / no
- c. They have improved my reading skills. yes / no
- d. They taught me to tell the difference between more and less important facts. yes / no
- e. They have developed my critical thinking skills. yes / no

5. To what extent did the following classroom techniques turn out useful in the lessons of the UK culture? Use a scale from 1 (not useful) to 4 (very useful).

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Working with handouts	1	2	3	4
f. Picture description and analysis	1	2	3	4
g. Vocabulary work	1	2	3	4

(liczba znaków ze spacjami: 50 037)

Marta Popławska

An American short story course: an attempt at integrating content and language learning

“Reading is a kind of travel, an imaginative voyage undertaken while sitting still. Reading is immersion; reading is reflection.” (Schwarz, 2008: 3)

1. Introduction

Teaching literature in a foreign language at university level brings multiple challenges connected with the level of students’ general knowledge, expertise in literary theory or literary analysis as well as their language skills. Having the above-mentioned ideas in mind, the author of the study attempted to research into and employ alternative approaches and methods in order to diversify literature classes and adapt them to the needs of today’s students, also the struggling ones. Literature classes seem to provide almost perfect CLIL setting, where literary theory and literary analysis can be naturally combined with language analysis and learning. Thus, the following paper describes American Short Story classes that were conducted from CLIL perspective and seeks to inquire into the issue of integrating literature reading with writing skills. Numerous advantages suggest that content and language learning might be beneficial for students giving them an opportunity to develop their knowledge of and sensitivity to cultural as well as linguistic issues, additionally enhancing their independence and confidence in the learning process.

2. Foreign literature classes – traditional vs. current approaches

Literature classes at university level come in various shapes and sizes. Although most of them share the objective of using authentic texts as primary sources, there are multiple approaches and techniques employed in the course of teaching/learning literature. The choice depends among others on teachers’ preferences, students’ attitudes and levels of motivation or simply their knowledge and experience. When discussing the issue of teaching literature in a foreign language, one is faced with one more dilemma connected with students’ language competence. The general level of proficiency in a foreign language as well as of various components including reading competence should be considered as crucial factors determining the teacher’s choice of

teaching methods to be implemented in classroom context. As the epigraph to this article states reading literature is “a kind of travel” in which the reader is able to discover the world around him/her but it is also “immersion”. Although what D. R. Schwarz most probably meant was immersion into someone else’s thoughts and visions, one cannot deny the fact that it is primarily immersion in the language the writer chooses to use. Therefore, literature classes can become an opportunity to develop students’ knowledge of and sensitivity to cultural as well as linguistic issues.

Traditionally, foreign literature classes at university or other institutions of tertiary level have aimed at gaining content knowledge rather than developing students’ ability to focus on the language of a given work of art. In her overview of various university programmes for English studies in Poland, Aleksandrowicz-Pędich (2003) notices that for many years since World War II literature was considered a subject of major importance and was taught from historical and critical perspective only. As a result, as the author claims “programy literatury przeładowane były literaturą dawną, a podawana i następnie egzekwowana wiedza często miała charakter encyklopedyczny. Chronologiczna prezentacja literatury, zwłaszcza angielskiej, powodowała konflikt pomiędzy złożonością językową i tematyczną literatury dawnej, uczonej na niższych latach studiów a możliwościami językowymi studentów” [“literature syllabi were overloaded with old literature and the knowledge given and tested was often of an encyclopaedic character. The chronological presentation of literature, especially English literature, caused a conflict between the linguistic and thematic complexity of old literature taught to first- or second-year students and language capabilities of the students”]. (Aleksandrowicz-Pędich, 2003: 43) A similar argument can be found in Reichl’s work entitled *Cognitive Principles, Critical Practice: Reading Literature at University*, in which the author points out that “theoretically, a CLIL-setting would imply a focus on both content and language teaching. Practically, hardly any language teaching seems to happen in literature classes” (Reichl, 2009: 191). She also argues that “students are expected by their teachers to bring along sufficient reading skills and strategies to be able to understand the more complex notions of sometimes difficult, language-sensitive texts,” which “stands in stark contrast to the description of beginning BA students at level B2” (Reichl, 2009: 192). As a consequence, traditional approaches seem to miss certain opportunities which have been made available due to the development of CLIL perspective.

3. Literature courses in a CLIL-oriented classroom: the benefits of the approach

As many scholars notice, language cannot be studied only as a lexico-syntactical system separated completely from culture and knowledge or, in other words, content that is inherent in its use (Aleksandrowicz-Pędich, 2003: 35; Bernhardt, 2011: 84, Chodkiewicz, 2011: 13). Taking this one step further, one could argue that teaching the elements of culture cannot be detached from teaching language use. Thus, the CLIL approach, which can be defined as “planned integration of contextualised content, cognition, communication and culture into teaching and learning practice” (Coyle, Hood and Marsh, 2010: 7), seems to emerge as a useful tool for comprehensive and effective teaching of foreign language learners. This becomes even more significant when we take into consideration the growing number of students who have major problems with grammar, whose language skills appear insufficiently developed, who “lack the way to explore the intricacies and interests of the words on the page” (Scholes, 2002: 165). Furthermore, as Reichl (2009) points out, “it is decisive whether students see their classes as contributing to a whole or as separate units of learning with an inherent and implicit aim only” (p. 150). Thus, an additional benefit of adopting a CLIL approach in the classroom is connected with its holistic attitude, which promotes perceiving the language learning process as complete and intercorrelated across all the language-based subjects.

Another advantage offered by CLIL is that it ensures an effective implementation of a shift from teaching to learning, or in other words focusing on student-centred learning. In her discussion of different problems connected with learning and teaching literature at university, Reichl (2009) emphasises that “this shift implies a change in the understanding of the roles of student and teacher in a university context: while the learner is suddenly the focus of interest and a great deal more responsible for his/her learning processes, the teacher turns into someone who provides opportunities for learning, s/he turns into a learning facilitator, a learning coach and a learning mediator” (p. 161). Literature classes become more interactive and student-led, the researcher argues, and we can avoid engaging students in a traditionally used “guessing game” where students try to guess the answer to the teacher’s questions, yet when they are unable to do it “the teacher finally solves the puzzle for them” (Reichl, 2009: 153). With a CLIL approach, we reverse the traditional priorities and course objectives, focusing our attention on the process of understanding rather than the very product itself. Thus, when designing CLIL materials the teacher should “include a lot of pair work, group work and cooperative learning techniques” and the tasks given should “require students to talk, compare and

contrast, discuss and draw conclusions – initially orally and then in written formats” (Coyle, Hood and Marsh, 2010: 88).

In discussing the need for a “thinking curriculum for CLIL”, the authors of *CLIL: Content and Language Integrated Learning* underscore that it should aim to connect thinking processes to knowledge construction and thus involve lower-order thinking (remembering, understanding, applying) and higher-order thinking (analysing, evaluating and creating) (Coyle, Hood and Marsh, 2010: 30). This seems to be a perfect starting point for teaching and learning critical thinking as well as critical reading skills. These skills, indispensable for educated graduates, were described by Wallace (2003) in the following way:

the ability to critique the logic of texts, to note inconsistencies and lack of clarity, (...) [aiming] to help people see logical anomalies in texts and in arguments of all kinds, and to encourage independence of thought, (...) to critique not just micro features of specific texts but attend to wider implications which relate to the circulation of dominant discourses within texts and so ultimately to the power bases of society (p. 27).

Hence, as Fang and Schleppegrell (2011) notice, “engaging all students as readers and writers across subject areas is also a matter of social justice” (p. 9). Equipped with critical reading skills students gain independence in judgement as well as an opportunity of “effective participation in a democratic society” (Fang and Schleppegrell, 2011: p. 9). In different types of guidebooks on critical thinking for students one can clearly notice that the skills meant cover finding arguments and recognising their importance, persuading and arguing, explaining and summarising, identifying reasons and drawing conclusions, reading between the lines and behind surfaces, and finally presenting a point of view in a clear and logically structured way (see e.g. Brink-Budgen, 2000; Cottrell, 2011). In order to support the development of students’ critical skills the classes should follow a well-known pattern of progression – from superficial and simple to complex issues, from discussing images to analysing concepts, from receptive to creative skills, from verbal to written analysis.

Last but not least, the consequence of following a CLIL approach in the literature classroom is the motivational factor. Students are more willing to study literary texts when they see that the tasks they perform are manageable, effective and efficient, and that the skills and competences they acquire can be transferred to other fields of study, and, what is more, that the new input can be linked with their previously acquired knowledge. Using the elements of a CLIL approach creates numerous opportunities for both general English teachers and literature instructors to work on the enhancement of both advanced literacy skills and foreign language competence by either using literature during language classes in EFL settings or adding language focus to English language literature classes (Reichl, 2009: 196).

4. The study

4.1 The purpose of the study

The following action research study aimed at examining the usefulness of integrating content-based learning and language learning in English language literature classes held at the undergraduate level in Neophilology Department. The course discussed in this chapter was a one-semester course of American Short Story and was designed to broaden the students' knowledge of American literature as well as to develop their reading and writing skills.

As part of the curriculum, the students had already completed among others a two-semester course in Introduction to Literary Theory, three-semester courses in British Literature, as well as Reading and Writing in Practical English. All of the above-mentioned classes appear to be essential in the course of studying general English but they also serve as an indispensable introduction to the course in American Short Story.

Generally speaking, it becomes clear that the students should have already acquired quite broad background knowledge and some experience in reading different literary texts, including short stories. Yet, it should also be noted that reading literature in a foreign language is especially demanding and in spite of the fact that the students seemed willing and interested, the tasks they were presented with aimed at giving them additional support through this complex process.

The purposes of the present study were:

1. to help the students understand selected literary texts written in English by enhancing their reading and writing skills;
2. to acquaint the students with and assist them in practising various techniques of close reading and writing;
3. to involve the students in classroom activities based on text analysis, comparison or argumentation that require peer interaction as well as independent and critical thinking;
4. to build the students' awareness of the necessity of integrating content and language learning, as well as to give them an opportunity to observe how effective such an instructional approach can be.

4.2 Participants

The group consisted of 12 participants, 9 female and 3 male second-year undergraduate students of English in the Department of Neophilology in Pope John Paul II State School of Higher Education in Biała Podlaska. The students

majored in teaching English as a Foreign Language and their minor was the culture and literature of English-speaking countries. Their level of English proficiency seemed to be satisfactory, and could be described as that of B2/C1 as specified by the Common European Framework.

4.3 Materials

Texts. During the course in question the students worked primarily with original versions of short stories written by American authors, all of them considered to be the classics of the genre. The texts were selected with the aim of familiarizing students with the history of American short story as well as providing them with an opportunity to practice English language skills. Short stories, as the name suggests, are usually short narratives which “will normally concentrate on a single event with one or two characters, more economically than novel’s sustained exploration of social background” (Baldick, 1996:204). Thus, being of moderate length and complexity, they seem a perfect choice for conducting this kind of action research study which attempts to enquire into the issue of integrating literature reading and the practice of writing skills.

Worksheets. Apart from the texts of stories, the teacher prepared worksheets (see Appendix 1) with close-reading activities whose role was clarifying and simplifying the process of text reception. They included reconstructing story events, analysing the setting of the story, comparing and contrasting characters/ situations/ scenes, drawing conclusions on the basis of presented evidence, etc. Most of the tasks aimed at drawing the students’ attention to the language used by the writers and showing them how to discover ideas behind individual words and sentences. During the later stages of the lessons, the tasks centred around various written assignments like collecting and arranging arguments/ examples/ quotations, which eventually led to writing full essay outlines and essays.

Questionnaires. The author of the study designed two questionnaires for the purpose of the study (see Appendix 2 and 3). The goal of the pre-study questionnaire, which consisted of 7 close-end questions, was to collect some important data about the participants, find out what their reading preferences were, as well as elicit their opinions concerning the difficulties they found in reading in English, and the usefulness of selected reading techniques. The students were also asked to evaluate their competence as readers of English as a foreign language, and to determine their level of motivation to study American literature. The post-study questionnaire, on the other hand, gave the students an opportunity to evaluate the course in question. The questionnaire included two

closed-ended questions focusing on the students' evaluation of the usefulness of given techniques implemented in the classroom as well as asking about their opinions on the course and one open-ended question asking the students to comment on the course discussing its positive sides, its drawbacks as well as suggesting further changes.

Both questionnaires used predominantly closed-ended questions asking the participants to mark their answers on a scale or to choose one or more of the given options.

4.4 Design and procedure

The present action research study was conducted during one-semester course in American Short Story. The students met once a week for a 90-minute class. The first meeting was devoted to the general discussion of reading issues, with the teacher-researcher trying to learn about the students' reading preferences as well as to draw their attention to the very process of reading and the challenges connected with reading in a foreign language. Additionally, during the first meeting the teacher posed a number of questions to review the students' knowledge of reading strategies, short story structure and American culture in general. All the remaining sessions were proper classes dealing with the analysis of selected American short stories combined with the practice of reading and writing skills.

Most of the classes of the present study followed the same pattern starting with activating or extending background knowledge and finishing with a writing project. First of all, the students were asked to do the preliminary reading of the stories at home, which gave each student a chance to go through the text at their own pace without the pressure or other inconveniences connected with classroom reading. Next, each lesson included a small-scale internet-based research project assigned individually or in pairs, which required the students to retrieve and compile information in the form of a short presentation of the writer and his/her achievements, literary style or themes discussed. The main part of each lesson centred around activities which checked and/or assisted comprehension of a given text, with students asked to reconstruct story events, to complete charts comparing and contrasting characters, elements of the setting or particular scenes. Most of those tasks required the students to reread a given short story, to find appropriate passages, to select scenes and examples, to analyse and synthesise information, and most importantly to draw conclusions.

The pattern of the classes also included a shift from reading activities to written assignments. However, before the students were asked to write an essay, they worked on activities revising their knowledge of a given essay structure and style, possible methods of organization or commonly used transitional words. Taking into consideration the time-consuming nature of written tasks, the teacher assigned writing essays as homework but supervised the process of writing essay outlines during the classes. After the essays had been evaluated by the teacher, the students whose compositions did not fulfil the established essential requirements were obliged to correct or rewrite the first versions of their essays. Although this part of the student work was done at home, it served as a very important teaching tool, allowing the students to analyse their own writing mistakes and giving them practice in written analyses.

Lastly, the research study concluded with the post-study questionnaire, its purpose being, as already mentioned, the course assessment.

Table 1 below presents the structure of the four lessons designed especially for this action research study including the types of classroom activities implemented, as well as a list of objectives aimed at by the teacher-researcher providing the students with appropriately balanced content and language practice.

Pre-study questionnaire	
Class 1 – Washington Irving “The Legend of Sleepy Hollow”	
Tasks and activities	Objectives
-reconstructing story events -analysing the setting of the story; contrasting the realistic and supernatural elements -comparing/contrasting the characters -revising the structure of comparison and contrast essay, revising transitional words showing comparison and contrast -arranging arguments, writing an outline Homework: writing a short essay of comparison and contrast based on literary analysis	Students practise: -reconstructing story events and identifying short story structure elements (exposition, climax, resolution) -finding appropriate passages of the story describing the setting and the characters -using appropriate quotations/descriptions/information as arguments for a comparison/contrast essay -essay writing

Class 2 – Edgar Allan Poe “Ligeia”	
Tasks and activities	Objectives
<ul style="list-style-type: none"> -reconstructing story events -analysing the setting of the story -comparing/contrasting the characters -analysing vocabulary which the author uses to create the atmosphere of the Gothic – completing a table, dividing into categories -analysing the definition of Gothic fiction and identifying the elements of the Gothic employed in the short story -revising the structure of an argumentative essay, revising transitional words introducing arguments -arranging arguments, writing an outline <p>Homework: writing a short argumentative essay based on literary analysis</p>	<p>Students practise:</p> <ul style="list-style-type: none"> -reconstructing story events and identifying short story structure elements (exposition, climax, resolution) -finding appropriate passages of the story describing the setting and the characters -using appropriate quotations/descriptions/information as arguments for an essay -essay writing
Class 3 – Charlotte Perkins Gilman “The Yellow Wall-Paper”	
Tasks and activities	Objectives
<ul style="list-style-type: none"> -reconstructing story events -analysing the setting of the story -analysing the characters, narration type -identifying and analysing passages in which the narrator describes the wallpaper -identifying major themes and motifs of the story – drawing conclusions -revising the structure and vocabulary of a process description essay -writing an outline <p>Homework: writing a short process description essay based on literary analysis</p>	<p>Students practise:</p> <ul style="list-style-type: none"> -reconstructing story events and identifying short story structure elements (exposition, climax, resolution) -finding appropriate passages of the story describing the setting and the characters -using appropriate quotations/descriptions/information as elements of the process description essay -essay writing
Class 4 – John Cheever “The Swimmer”	
Tasks and activities	Objectives
<ul style="list-style-type: none"> -summarising the story briefly -analysing realistic aspects of the story – establishing the conventional plot line and setting -analysing fantastic properties of the story -detailed analysis of realistic and surrealistic descriptions, focus on descriptive vocabulary – places, weather and season changes -tracing the pattern of revelation in the story -identifying major themes and motifs of the story – drawing conclusions -arranging arguments, writing an outline <p>Homework: writing a short argumentative essay based on literary analysis</p>	<p>Students practise:</p> <ul style="list-style-type: none"> -summarising the story -finding appropriate passages of the story describing the setting and the characters -using appropriate quotations/descriptions/information as arguments for an essay -essay writing
Post-study questionnaire	

Table 1. The design of the study

4.5 Results and discussion

The results of the research study in question will be discussed with reference to the pre- and post-study questionnaires as well as the teacher's observations of the effectiveness of the approach chosen and the classroom tasks implemented.

4.5.1 The results of the pre-study questionnaire

The first findings of the pre-study questionnaire concerned the students' general reading experience and preferences (the first two questions). When asked how often they read, the students answered that they did it sometimes (7 students), often (4) and very often (1). When asked to specify the type of texts they read, the equal number of the respondents chose novels and internet websites (9 responses), which should not be surprising as students are obliged to read novels on a regular basis as part of their curriculum and the Internet appears to be a natural source of knowledge for young people nowadays. Other choices included: short stories (5), magazines (4), newspapers (3), comic books (2), and poetry (1).

Question 3 concerned the students' evaluation of their competence in reading in English as foreign language. The majority of them perceived their competence as intermediate with only one student marking elementary and one advanced competence. The answers seem to confirm the fact that the students' reading skills and foreign language skills are still not fully developed and require additional attention from the teacher, justifying at the same time the choice of CLIL methods for literature classes.

When asked what, in their opinion, makes reading a literary text in English difficult (Question 4), the students did not give uniform answers. Nine out of 12 students pointed to sophisticated vocabulary as posing serious problems; for 7 students too complex sentences seemed to be quite or even very difficult; 4 students chose lack of interest in the topic and low motivation as serious obstacles to effective reading of foreign literary texts. Text structure/genre as well as lack of background knowledge about the author and historical/cultural context did not seem to be as challenging for the respondents (chosen as very difficult by 1 student and 2 students respectively).

Question 5 asked the students to reflect on the usefulness of different techniques employed during literature classes. The biggest number of respondents appreciated watching a film version of a literary text (12 students) and group discussions (11). Other popular choices included the teacher's lecture (9 students), reconstructing story events (8), comparing/contrasting characters

and themes (8), working in pairs/small groups (7), comparing/contrasting two novels or short stories (7). The least popular techniques turned out to be writing reflective diaries (3 answers) and writing essays (2). These results seem to confirm the author's hypothesis that today's students rely greatly on audio-visual technology in the process of learning. On the other hand, they also seem to appreciate more traditional classroom techniques like group discussions or the teacher's lecture, while at the same time they are not willing to get involved in any kind of writing tasks.

Additionally, in the last question of the pre-study questionnaire 8 of 12 students participating in the study agreed that reading the literature of a particular country was important when learning the language of that country and decided that American literature classes should also include activities focusing on language practice. Furthermore, all of the students wanted to know more about the literature of the United States of America. However, those answers appear to stand in contrast to the ones given in the last question of the pre-study questionnaire. When asked about the level of their motivation and eagerness to do a course in American Literature, 5 students defined it as average, two as low while only five as high or very high.

4.5.2 The results of the post-study questionnaire

The most important point in both questionnaires concerned the usefulness of various techniques employed in the process of analysing a fictional work of art in English in the classroom (Question one of the post-study questionnaire). Generally speaking, it can be observed that after completing the course in American Short Story the students changed their opinions concerning the techniques focused upon, noticing their usefulness and helpfulness. Before the course 8 students thought that comparing and contrasting characters or themes could be useful (or very useful) whereas after the course their number grew to 12, which means all the students taking part in the study expressed such a view. Reconstructing story events was graded as useful by 8 students in the pre-study questionnaire and by 11 students in the post-study questionnaire, and 7 students appreciated working in pairs and small groups before as compared to 10 students after the course. The biggest increase can be noticed as far as writing essays is concerned, with only 2 students marking it as useful in the pre-study questionnaire and as many as 8 students in the post-study questionnaire. It appears then that the students appreciated writing tasks despite their challenging and time-consuming character. The numbers did not change for group discussions (11 students thought them to be helpful before and after the course) and comparing/contrasting two short

stories (7 students thought it to be helpful before and after the course) . What seems quite surprising is that there were 2 students who changed their mind after the course and decided that watching a film version of a literary text was not very useful; on the whole, all the students marked it as useful or very useful before and 10 students after the study. This finding might suggest that there were students who appreciated working with a written text for literary analysis rather than relying on visual aids.

When assessing the course in the post-study questionnaire (Question 2), all of the students agreed that it had broadened their knowledge about American literature and culture, 10 respondents confirmed that the classes had helped them in the process of reading and understanding short stories as well as helped them focus on important elements/parts of the short story and draw conclusions. As many as 9 students said that the course had showed them some new strategies and techniques of analysing a literary text, and finally, 8 students felt inspired to read more short stories or other literary texts.

The third question was open-ended and it asked the students to comment briefly on the usefulness of the techniques introduced during the classes as well as changes that could be introduced in the future to a course of a similar kind. Generally, the students enjoyed the classes and appreciated the use of worksheets distributed by the teacher. One person remarked that writing essays was a challenging task but it helped the students understand the texts better. Most students did not have any suggestions for changing the lesson organization or methods used. Only two respondents wanted to watch film adaptations more often, and one person suggested devoting more time to one piece of literary work of art. On the whole, these results seem satisfying and prove that the project was effective as the students appear to have appreciated adopting basic principles and techniques of a CLIL approach in a literature-based course.

4.5.3 Analysis of the students' written essays

One of the research tools used in the present action research study which provided important data were essays assigned as homework after each of the presented classes. This task was introduced with the aim of developing students' writing skills, enhancing their independence and critical thinking skills as well as revising and systematising the knowledge acquired during the classes.

As far as language issues are concerned, one of the most common problems that the students had was the correct use of grammatical tenses to describe characters and events. The students found it difficult to adopt one point of view, i.e. present or past, and be consistent with the tenses they used. Additionally,

maintaining a proper level of language formality proved to be quite challenging for some students who overused informal words or phrases, e.g. “The narrator goes nuts”, “Ligeia finally rises from the dead which is extremely *creepy* and Gothic-like” or presented poor style, e.g. “The narrator is still obsessed with his deceased wife while his second wife, Rowena, lies in bed, dying. As Rowena dies, the narrator sits in the chair near her bed and smokes opium, *does it show his real feelings?! That is how he loves her?!*” (italics added by the author).

Another issue which proved to be challenging was preparing outlines and adhering to the planned structure of the essay. Although every time a new essay type was introduced the students revised its structure, many of them still found it difficult to plan the essay properly and make its structure clear and coherent. Furthermore, it appears that more attention should be given to the use of quotations in essays. Most students did not have any problems with finding appropriate quotations to support their arguments but some of them clearly lacked knowledge or practice how to incorporate chosen quotations into their essays, how to introduce and comment on them properly.

All these problems seem to confirm the need for a stronger focus on language matters and the need to introduce new and varied methods into the process of teaching/learning literature. Moreover, writing essays based on literary analysis proves to be a helpful teaching tool, giving students additional language practice as well as an opportunity to develop critical thinking skills including the ability to express one’s point of view in a clear and logical way.

6. Conclusions

Following a constant need to update the discussion on improving instruction in philological and language departments at undergraduate level this paper has sought to analyse the usefulness and effectiveness of integrating content and language learning in the literature classroom. When designing the American Short Story course in question, the teacher focused on teaching the elements of literary theory and history as well as enhancing reading comprehension by integrating reading and writing tasks. The first reason for implementing the above-mentioned approach into the teaching-learning process was an attempt to face and react to the problems affecting today’s students, who have been brought up in the visual age, who often complain that reading literature is difficult or boring, and who are in need of developing solid language competence. By introducing a shift from general to detailed comprehension, from individual images to whole concepts, from literal to more abstract analysis the teacher aimed to make the reading process easier and more attainable. By introducing a

shift from activities completed in pairs or groups to individual tasks the teacher aimed at building students' self-confidence and motivation to progress. Finally, by introducing a shift from receptive to productive skills, from reading to writing the teacher intended to show the students how they can further develop as conscious readers, to encourage critical thinking and to make them see the process of writing as "a way of coming to a better, more critical and informed understanding of a literary text" (Reichl, 2009: 294). All in all, as suggested by Schwarz, precision of thought, clarity of expression, logic of argument are invaluable and indispensable skills for every educated person, especially the graduates of humanities (Schwarz, 2008: 82).

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Appendix 1: Class 1 – “The Legend of Sleepy Hollow” by Washington Irving

Task 1. The Plot

Work in small groups. Reconstruct the story events in bullet points.

-
-
-
-
-

Task 2. The setting

Work in pairs. Find appropriate passages in the story and analyse its setting. Complete the table.

REALISTIC DESCRIPTIONS	SUPERNATURAL ELEMENTS

Conclusions::

Task 3. The characters

Work in pairs. Find appropriate passages in the story and analyse its characters. Complete the table.

	Personal information	External appearance	Personality/behaviour	Other
Ichabod Crane				

Brom Van Brunt				
Katrina Van Tassel				

Conclusions: _____

Comparison and contrast essays

A comparison and contrast essay discusses only similarities, only differences or both comparison and contrast is used. The essay may be arranged in one of the following patterns. It is acceptable to use either of them, but you cannot mix them in one paper.

Study the two patterns below carefully, noting the differences in structure that each presents.

- **Pattern A: Subject-by-Subject Method.** Present all the information about X, and then present parallel information about Y. This pattern tends to work better for shorter papers, and those with few subtopics.

First: All of X:

point 1 (plus support)

point 2 (plus support)

point 3 (plus support)

Second: All of Y:

point 1 (plus support)

point 2 (plus support)

point 3 (plus support)

The danger built into Pattern A is that the writer can end up with two separate essays instead of one unified comparison and contrast essay. To ensure unity, take note of the following guidelines:

- Each subtopic in Part I must also be discussed in Part II.
 - Subtopics should be discussed in the same order in both parts.
 - Subtopics in Part II should generally include reminders of the point made about the same subtopic in Part I.
- **Pattern B: The Point-by-Point Method.** Present one point about X, and then go to the parallel point about Y. Move to the next point, and do the same thing. This pattern tends to work better for long papers and those with many subtopics.

First X: point 1 (plus support)

Then Y: point 1 (plus support)

Then X: point 2 (plus support)

Then Y: point 2 (plus support)

Then X: point 3 (plus support)

Then Y: point 3 (plus support)

► **Guidelines for a Successful Comparison-Contrast Essay:**

- Use specific and relevant examples for support.
- Give equal treatment to both elements that you are discussing
- Use transitional words or phrases to help the reader understand the similarities and differences in your subject.
- Conclude your paper by restating your thesis, summarizing the main points, and give the reader the final 'so what' of the major similarities and/or differences that you discussed.

(Based on Skwire and Swire 2008: 155-184)

Task 4.

Complete the table with appropriate transitional words.

meanwhile	same as	similarly	likewise	although
on the contrary	at the same time	in addition	unlike	just as
in contrast	conversely	compared to	at the same time	on the other hand
even though	as well as	correspondingly	however	but

Phrases That Show Comparison (Similarities)	Phrases That Show Contrast (Differences)

Task 5.

Using the chart from TASK 3 write down major differences in the presentation of the story's two male characters and arrange them in one of the patterns (subject-by-subject or point-by-point).

Task 6.

Write an essay of comparison and/or contrast discussing the following topic:

'The Legend of Sleepy Hollow' is a humorous and supernatural – or rather, mock-supernatural – story which can be seen as being about the opposition of two American types, and which in its crisis is a kind of symbol of the fate of New England Puritanism.

Remember about a proper introduction and conclusion for your essay!

Appendix 2: Pre-study questionnaire

1. How often do you read? Tick (✓) the chosen option.

☐ very often ☐ often ☐ sometimes ☐ rarely ☐ never

2. What kind of texts do you usually read? Tick the chosen option (✓).

☐ novels ☐ short stories ☐ poetry ☐ comic books
☐ magazines ☐ newspapers ☐ internet sites ☐ other

3. How do you see your competence as an English language reader (elementary, intermediate, advanced)?

4. What, in your opinion, makes reading literary texts (especially novels and short stories) in English difficult? Mark the answers given using the scale from 1 to 5, where 1 = most difficult and 5= least difficult.

lack of background knowledge about the author, historical and cultural context	1	2	3	4	5
text structure, genre	1	2	3	4	5
sophisticated vocabulary	1	2	3	4	5
too complex sentences	1	2	3	4	5
lack of interest in the topic, low motivation	1	2	3	4	5

5. In your opinion, to what extent are the following techniques useful when reading/analysing a fictional work of art (in English) in the classroom? Circle the options that you choose.

1 – not useful 2 – hardly useful 3 – useful 4 – very useful

a. teacher's lecture	1	2	3	4
b. comparing and contrasting characters/ themes	1	2	3	4
c. reconstructing story events	1	2	3	4
d. working in pairs or small groups	1	2	3	4
e. group discussions/debates	1	2	3	4
f. acting out scenes	1	2	3	4

g. comparing and contrasting two novels/short stories	1	2	3	4
h. watching a film version of a literary text	1	2	3	4
i. writing essays	1	2	3	4
j. writing reflective diaries	1	2	3	4
k. doing projects	1	2	3	4

6. To what extent do you agree with the following sentences? Circle the options that you choose.

A – I totally agree

B – I agree

C – I disagree

D – I totally disagree

E – I don't have any opinion

a. Reading the literature of a country is important when learning the language of that country.	A	B	C	D	E
b. American literature classes should also include activities focusing on language practice.	A	B	C	D	E
c. I would like to know more about the literature of the United States of America.	A	B	C	D	E

7. What is your level of motivation and eagerness to do a course in American Literature as part of the curriculum? Tick the relevant option (✓).

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

Appendix 3: Post-study questionnaire

1. To what extent were the following techniques used during the course helpful when reading/analysing a fictional work of art (in English)? Circle the options that you choose.

1 – not useful

2 – hardly useful

3 – useful

4 – very useful

a. comparing and contrasting characters/ themes	1	2	3	4
b. reconstructing story events	1	2	3	4
c. rereading the text/ finding appropriate passages to support arguments	1	2	3	4
d. working in pairs or small groups	1	2	3	4
e. group discussions/debates	1	2	3	4
f. comparing and contrasting two novels/short stories	1	2	3	4
g. watching a film version of a literary text	1	2	3	4
g. writing essays/ essay outlines	1	2	3	4

2. Read the following statements and decide whether you agree or not.

American short story classes:

broadened my knowledge about American literature and culture	I agree	I disagree
inspired interest in reading short stories or other literary texts in general	I agree	I disagree
helped me in the process of reading and understanding of short stories	I agree	I disagree
helped me focus on important elements/parts of the short story and draw conclusions	I agree	I disagree
showed me some new ways/strategies/techniques of analysing a literary text	I agree	I disagree

3. Comment briefly on the usefulness of techniques introduced during the classes. Would you change or add anything to make the classes more interesting and effective?

(liczba znaków ze spacjami: 44 535)

Tematyka poszczególnych rozdziałów niniejszego tomu wyraźnie wskazuje, jak ważne jest zintegrowanie języka i treści w nauczaniu takich przedmiotów jak historia, geografia, nauki społeczne oraz rozwój kompetencji interkulturowej poprzez język angielski w szkole średniej, a także jak istotnym elementem studiów neofilologicznych są kursy poświęcone historii i kulturze krajów anglojęzycznych i jak wiele zmian można wprowadzić w ich realizacji. Jednym z celów przeprowadzonych badań jest, według Autorów, próba zmian dotychczasowych form nauczania i uczenia się na takie, które bardziej angażują studentów, ćwiczą myślenie krytyczne, a także rozwijają sprawności językowe, wiedzę i słownictwo tematyczne. Taka struktura pracy wynika z celu, jaki przyjęła Redaktorka, a mianowicie pokazania, jak nauczyciele odpowiedzieli na wyzwanie nauczania języka i treści, jakie przygotowali zajęcia i jaki efekt przyniosły ich działania.

Redaktorka pracy szkicuje rozwój zmian w traktowaniu nauczania treści przez język obcy, wskazując na jego zalety i wymagania stawiane nauczycielom. Podkreśla, że jest to koncepcja przyciągająca obecnie uwagę zarówno badaczy jak i praktyków. Taka argumentacja w pełni uzasadnia przygotowanie i opublikowanie recenzowanego tomu.

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