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Multicultural Education in English Teaching: Transcultural Approach

Diploma Thesis

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Declaration

I hereby declare that I have worked on this thesis independently and used only sources listed in the bibliography.

Brno, 20th April 2012 Bc. Kristýna Odvárková

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Annotation

The thesis deals with issues related to multicultural education implementation in English teaching. Firstly, main approaches to multicultural education are described. Subsequently, choice of transcultural approach as the main theoretical concept of the thesis is justified. Thirdly, basic school English teachers' ideas about multicultural education and its implementation as well as their current multicultural education practice are examined by means of semi-structured interviews. Finally, lesson plans based on materials present on website www.czechkid.cz are designed building on the concept of transculture and the information gained from the interviews.

Keywords

Multicultural education, transcultural approach, www.czechkid.cz, lesson plans, identity

Anotace

Tato práce se zabývá problematikou implementace multikulturní výchovy do výuky anglického jazyka. V teoretické části jsou nejprve popsány hlavní přístupy k výuce multikulturní výchovy. Následuje obhajoba volby transkulturního přístupu jako hlavního teoretického konceptu, na kterém je práce založena. Praktická část obsahuje analýzu dat získaných pomocí polostrukturovaných rozhovorů s učiteli anglického jazyka na základních školách. Předmětem analýzy jsou myšlenky učitelů spojené s multikulturní výchovou jakožto i jejich praktické zkušenosti s implementací multikulturní výchovy do výuky. Závěrečná část práce se zabývá vytvořením plánů hodin založených na materiálech dostupných na webové stránce www.czechkid.cz, které staví na konceptu transkultury i na informacích získaných během rozovorů s učiteli.

Klíčová slova

Multikulturní výchova, transkulturní přístup, www.czechkid.cz, pracovní plány, identita

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Introduction

Cross-curricular topics including multicultural education were introduced into Czech school curriculum by educational reform in 2007. It can be stated that starting from the school year 2007/2008, multicultural education implementation into school practice became compulsory for primary, secondary as well as higher educational institutions in the Czech Republic. The current multicultural educational practice of English teachers in basic schools in Brno is one of the concerns of this thesis.

Assuming that implementing multicultural education is more than suitable in English lessons, the decision was made by the researcher to conduct qualitative research with English teachers in Brno in order to find out whether multicultural education implementation in English teaching forms part of their educational practice. Furthermore, their ideas about multicultural education and its possibilities in English teaching were examined.

Not only did I want to conduct the research, but also it was clear that appropriate theoretical background will be needed for the thesis. Therefore both domestic and international literature were explored in the theoretical part of the thesis in order to find out what are possible approaches towards multicultural education.

Secondly, the sources were examined in order to discover whether multicultural education serves only for dealing with problems in society, such as majority's attitude towards minorities or whether there is any broader concept. The analysis of available resources indicated that such concept exists, i.e. transcultural approach to multicultural education. In order to familiarize with the approach, sources by Moree, Banks and Banks, Hällgren as well as Gewirtz and Cribb were explored in more detail.

The possibilities of transcultural approach implementation in educational practice form another concern of this thesis. More precisely, creation of lesson plans based on materials present on website www.czechkid.cz is one of the outcomes of its practical part. The lesson plans were subsequently offered to the interviewed teachers in order to provide them with concrete examples for multicultural education implementation in English teaching. In addition, the website was popularized by such action.

Czechkid project and its background, i.e. the Eurokid project are described in the theoretical part of the thesis.

As for the organization of the thesis, its theoretical part is structured as follows: firstly, brief description of the attitudes of Czech society towards minority groups is dealt with. Secondly, approaches towards multicultural education present in domestic and international literature are explored as well as definitions of multicultural education and multiculturalism. Thirdly, transcultural approach and its implementation in educational practice are elaborated. Finally, Eurokid and Czechkid projects are introduced.

The practical part of the thesis is concerned with the analysis of ideas of basic school English teachers in Brno on multicultural education and its implementation. The ideas are analysed in terms of their accordance with transcultural or cultural standard approach to multicultural education. In addition, current multicultural educational practice of individual teachers is described. Moreover, five lesson plans based on materials present on czechkid website are elaborated in order to provide teachers of English with wider variety of sources for multicultural education implementation based on transcultural approach.

In conclusion, the main objectives of the thesis are firstly, to research English teachers' ideas about multicultural education and find out whether they are in accordance with transcultural approach or not. Secondly, current multicultural education practice of basic school teachers of Engish is examined. Thirdly, the variety of materials for English teachers corresponding with transcultural approach is aimed to be widened by lesson plans creation.

It is important to note here that "transcultural" and "cultural standard" approach terminology is taken from sources by Moree, stating that transcultural approach is mainly concerned with individuals and their personal identifications whereas cultural standard approach deals with categorization of individuals according to their membership in cultural groups (the term "cultural group" refers to group of individuals with shared cultural experience). More elaborate characteristics of both approaches are present in the theoretical part of the thesis.

In addition, throughout the thesis, the term “minority group” or “minority” is used to refer to groups of individuals which constitute lower percentage in the society as a whole, meaning variety of groups including ethnic/racial, cultural, religious, gender or linguistic (*cf.* Grant and Lei 235).

THEORETICAL PART

1. Attitudes of Czech Society towards Minorities

In this chapter, the social psychological perspective on ingroup versus outgroup membership is going to be summarized. Furthermore, current attitudes of Czech society towards minority groups are going to be dealt with.

In the field of social psychology, it was proved that it is necessary to distinguish one's ingroup membership from the outside world to certain extent in order to be aware of one's identity (Simon 67). Social identity theory claims that members of every group are likely to discriminate towards its non-members in order to categorize (Banks and Banks 4). Similarly, Griffiths claims that "viewing someone as the 'other'... is a fundamental part of the process of creating self-awareness and ideas of identity" (qtd. in Hällgren 27). Nevertheless, such behaviour should not become destructive, as Hällgren remarks "when used as basis for legitimizing exclusion and/or subordination and/or exploitation of subordinated ethnic groups, the dialectic process between 'self' and 'other' becomes part of a racist discourse" (28).

It cannot be disregarded that the atmosphere in Czech society is somewhat unstable which can be illustrated by racial arson attack in Vítkov in April 2009, social unrest in the north of Bohemia which started in August 2011 with actions resembling to pogroms or creation of invented articles passed on to mainstream media and presented as truth (*cf*. Zvolánek).

The general opinion on the minority groups in Czech society is, however, slightly improving. Tabery indicates that the amount of sympathy towards individual minority groups was in 2010 higher than in 2009. The least favourite minority groups are Roma, Albanians, Ukrainians and Romanians. On the range of seven points, one being highly congenial and seven being highly unpleasant, 74% of respondents rated Roma 5-7 points ("Vztah Čechů k národnostním skupinám žijícím v ČR" 2).

The antipathy towards foreigners and individuals of different skin colour can be illustrated by Tabery, indicating that 31% of respondents would not like to have a neighbour of different skin colour, compared to 25% in 2009.

In addition, 23% of respondents would not like to live next to a person who is a foreigner in the Czech Republic. The attitudes are more positive concerning impaired individuals (7%) and people of different religion (11%) ("Tolerance ke skupinám obyvatel" 2).

It was proved in research by Coenders et al. that firstly, there exists resistance to multicultural society as well as the belief that there should be limits to multicultural societies in Central European countries. By multicultural society, society "made up of people from different races, religions or cultures" is understood. Secondly, there is strong opposition to civil rights for legal immigrants and finally, repatriation policies are strongly favoured (qtd. in Gaine "Race, Ethnicity and Difference within the European Union" 27).

Since the number of individuals of different citizenship than Czech is increasing as illustrated by Kubala stating that the census in 2011 showed that the number of such individuals increased by 260,5% in years 2001-2011, it is desirable that Czech majority's view of minorities in general improves.

This chapter was concerned with the attitudes of Czech society towards minority groups. It was illustrated that although the number of individuals with different than Czech citizenship is increasing and the attitudes towards members of minorities is slightly improving, there still exists reluctance to meet with minority members in real life.

2. Multicultural Education

2.1. Wider Context

The context of multicultural education in the Czech Republic is going to be dealt with in this section.

Firstly, it is necessary to be aware of the fact that various disciplines are included under the term multicultural education, such as intercultural education, human rights education, transcultural pedagogy or intercultural communication. (Jánská and Moree 16, translated from Czech). Secondly, there exist more concepts dealing with multicultural education. Thirdly, multicultural education in the Czech Republic is being dealt with considerably less amount of time than in western countries due to the fact that the first attempts to introduce it into Czech schools could not start before the fall of the iron curtain, at least at an official level. What is more, it was the educational reform in 2004 which was the first official document making multicultural education obligatory for every school starting from school year 2007/2008. It might be due to this fact that there is a lack of domestic literature on the topic. As Jánská and Moree remark, "There has not been enough discussion about the exact content and form of multicultural education. In addition, there is a lack of theoretical sources in Czech language" (9, translated from Czech).

As a result, there is a difference between understanding of the term in current international literature and local literature. Recently, there have been attempts to shift the local definitions more towards current international trends, however, the majority of materials concerned with multicultural education represents more traditional approach.

2.2.International vs Local Definitions

In this section, major theories of multiculturalism as well as the difference between local and international view of multicultural education are going to be described.

Starting in 1960s by civil rights movements, multicultural educational goals have been various. As May observes "a central claim has been that multicultural education can foster greater cultural interaction ... it has ... been touted as the best educational means of addressing and redressing long-standing patterns of differential achievement for minority students" (1).

More elaborate definition of its initial goals is given by Banks and Banks:

> Multicultural education emerged from the diverse courses, programs and practices that the educational institutions devised to respond to the demands, needs and aspirations of the various groups [underprivileged due to race, social class, gender, religion or disability] ... practicing educators use the term *multicultural education* to describe a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low-income groups and people with disabilities. (7)

More precisely, Hall understands multicultural education to be the response to the multicultural question which is described as follows:

> The multicultural question is ... the question of how we are to envisage the futures of those many different societies now composed of peoples from very different histories, backgrounds, cultures, contexts, experiences and positions in the ranking order of the world. Societies where difference refuses to disappear. (qtd. in Gaine and Gewirtz 18)

In order to acquire general overview, it is necessary to be aware of the fact that apart from multicultural education, the term multiculturalism is present in both foreign and local literature. These terms are interrelated, i.e. multicultural education practice is always based on certain theory of multiculturalism. May claims that multicultural and antiracist education form a central part of multiculturalism (11). Several theories of multiculturalism have been developed. More precisely, pluralist, liberal and critical multiculturalism theories as well as Critical Race Theory can be considered the major. Since there exists both international and local literature dealing with their characterization (*cf.* Kincheloe and Steinberg, Buryánek), only brief overview is going to be given here.

Pluralist multiculturalism is concerned with providing information concerning cultural groups in order to raise multicultural literacy, thus the differences between individual groups are being stressed. In contrast, liberal multiculturalism aims for integration and creation of equal opportunities for everyone.

Critical multiculturalism emerged in the late 1990's, stressing the fact that there exist more racisms including cultural racims as well as several different forms of inequality caused by various economic, political, educational and institutional reasons.

Difference is considered an opportunity to discover more perspectives [May (12), Jánská and Moree (18-19)]. Hällgren claims that critical multiculturalism "engages in the complexity of ethnic and cultural identity and how it is situated in wider frameworks of power etc. as well as promoting the importance of engaging in a critical dialogue and being open to controversial issues" (24). In addition, the avoidance of stereotyping related to interpretation of culture, ethnicity and identity is stressed. More preferably, the individual choice concerning identity is emphasized, however, it is stressed that not all individuals have the same variability of choices (Hällgren 27).

Critical Race Theory emerged in late 1970's and its main key points are summarized by Hällgren as follows:

> CRT ... promotes a view of the world as shaped by historical, social, political, cultural, economic, ethnic and gender values, which shape structures and have an influence on everyday lives and identity ... the core notion ... [is] to be critical ... CRT suggests that 'race' and 'races' survive in the production of thought and relations, and that they are social constructions. (Hällgren 24-25)

Nowadays, from the perspective of western scholars, multicultural education is not only a stable tool or approach, as illustrated by Liu et al., stating that multiculturalism can be defined as "a society with diverse cultures ... society's tolerance towards diversity ... the acceptance of equal societal participation" (21), it is also a process which is constantly under change. Banks and Banks claim that "Multicultural education is an idea, an educational reform movement and a process ... it is not limited to curricular changes" (1-4). Jánská and Moree state that both multicultural education and educational practice itself react to the changes in society (22, translated from Czech).

From its start, multicultural education was concerned with providing equal opportunities in education for everyone. Moreover, question of attitudes towards minority groups in society was dealt with.

The most recent development suggests that globalisation of the world be incorporated in multicultural education. As Moree observes, "the concept of multicultural education started to change and there is more and more emphasis put on the fact of the interconnectedness of the world" (94).

In contrast, multicultural education is not understood in such broad sense in most of the local literature. It appears that the aim of the sources in Czech language is in majority of cases to inform about the minorities present in the Czech Republic. In addition, the need to celebrate diversity is stressed. It is not argued here that this is not important, nevertheless, it should not become the sole aim of multicultural education as suggested by development in international literature.

The materials in Czech can be divided into subcategories. Firstly, there are materials dealing with minorities, their traditions, food, costumes, geographical and historical information about countries of their origin or development of their presence in the Czech Republic. Varianty project materials or materials published by Development and Humanitarian Aid Agency of Olomouc Region (Agentura rozvojové a humanitární pomoci Olomouckého kraje) can be named.

Secondly, practical activities handbooks for teachers are present, however, information about minorities being main focus of theirs. Cílková and Schönerová suggest practical activities aiming to provide children with information about states, nations, people as well as children of the same age; the idea of preparation of the society for the arrival of foreigners being their chief aim (11, translated from Czech). In addition, Čermáková et al. claim that they build on improving children's self-esteem as well as providing information concerning children's families, their perception and perspectives. Furthermore, information about the outside world is included in order to enable the children to realize that apart from their world, there exist different worlds which can enrich theirs (7, translated from Czech). Thus this publication represents both approaches to multicultural education, some of the aims being rather traditional, some based on different perspectives and critical thinking.

Finally, there are theoretical materials including theory of multicultural education as well as information concerning minorities in the Czech Republic. If there are any definitions of multiculturalism present in Czech literature, they are frequently related to pluralist multiculturalism.

The first Czech multicultural education definition was established by Průcha et al. stating that "multicultural education expresses attempts to create ability of people to understand and respect other cultures than their own by means of educational programmes. It has considerable practical significance in terms of creating attitudes towards immigrants, members of other nations, races, etc." (137, translated from Czech).

Průcha claims that the core of ideology of multiculturalism is the equality of cultures, racial and ethnic communities. It is stressed that differences between cultural groups should be acknowledged and respected, as well as that all cultures are equal. Moreover, members of every culture must have equal status as well as opportunities for education and living in society (239, translated from Czech).

There are materials, such as Education towards Tolerance and against Racism (Výchova k toleranci a proti rasismu) by Šišková or Varianty project handbook, in which the development of multiculturalism as well as the recent international trends are described, nevertheless, the local multicultural situation dealt with from more traditional perspective is the main core of the material.

It could be argued that the difference between local and international literature is a natural result of the fact that multicultural education is still considerably new in Czech education and society as a whole. Thus its development could be now somewhere in the 1980's as compared to the practices and goals in the international literature of that period.

Moreover, it is worth noting that the attitude towards cross-curricular topics and educational reform in general is not considered a priority by the current Czech Ministry of Education (*cf.* EDUin). In addition, the impact of living in considerably homogenous society as well as society in transition on the view of identity should be taken into consideration.

As Moree claims:

> The changes from a homogeneous to a heterogeneous society happened very quickly and the uncertainty concerning identity is very visible. Although the interpretation of categories linked to identity (like nationality) have shown some developments in the last couple of decades, we can state that the development is not quick enough to help many people to find their place in the present world. The interpretation of identity is still very static with many attempts to protect "Czechness" against outside influences. ... there is one aspect of the multicultural mosaic which shows a lot of continuity. It is that of creating an enemy. (46)

Similarly, Gaine remarks that "In their relative newness new populations generate psychological challenges for some as well as a problematising of previously implicit or explicit notions of national identity" ("Race, Ethnicity and Difference within the European Union" 25). The fact that Czech Republic itself was established in 1993 is reminded by him.

Despite the mentioned facts, from the researcher's perspective, it is important that more recent international approaches towards multicultural education are taken into account since they avoid categorization and stereotyping. Moreover, education for living and orientation in globalised world is stressed, which can be considered beneficial since globalisation influences reality of every part of the world, including the Czech Republic.

It should be mentioned that global issues are supposed to be dealt with in another cross-curricular topic introduced by the reform in 2007. Having been called Education towards Thinking in European and Global Contexts, the topic stresses some of the problems related to globalisation and interconnectedness of today's world. In general, multicultural education and education towards thinking in European and global contexts are related to each other considerably which is why it is sometimes difficult to distinguish them completely in practice.

This can be illustrated by mentioning two benefits of the latter cross-curricular topic for the pupils' development as present in basic education framework:

In the area of attitudes and values, the cross-curricular subject:

- helps to overcome stereotypes and prejudices
- forms a positive attitude towards differences and cultural diversity (VÚP 101)

This cross-curricular topic is mostly concerned with European context, the global context is in fact on margin in the framework. Therefore it can be assumed that global context does not seem important to such an extent from the official documents' perspective.

In conclusion, the majority of the local literature does not correspond with the international in several points due to the fact that multicultural education is still considerably new in Czech education. Moreover, the political situation is not favourable to its development.

2.3.Transcultural Approach

In this section, the researcher is going to focus on the less categorizing approach towards multicultural education existing in international literature which is going to serve as theoretical background for creation of lesson plans for English teachers. In addition, the teachers' answers are going to be dealt with from perspective of transcultural versus cultural standard approach.

Transcultural approach emerged as a reaction to more traditional approaches which can be termed cultural standard or culturalism, represented for instance by Hofstede in the international literature as well as Průcha in the local context. In contrast to these, categorization or differences between cultural groups are not stressed to such extent. This can be considered positive due to the fact that focusing on differences can lead to stereotyping, described by Gewirtz and Cribb stating that "Stereotyping is often linked to an essentialist position and occurs when we attempt to read off people's identities from superficial features or partial knowledge of individuals" (42).

As Carrim and Soudien remark, practices which are thought to prevent intolerance may have the opposite effect:

> ... students are positioned in stereotypical ways, are assumed to be fixed in their identities ... and the prevalent understanding of culture seems to be narrowly defined as a reference to lifestyles, particularly in regard to dress, food and language. The effect is to project differences among people in negative ways and to reinforce rather than erode racist practices... (qtd. in May 161)

Similarly, Scherff emphasizes that "social categories, such as those used to mark race and ethnicity are too often treated ... as fixed and often essentialized categories rather than multifaceted, situated, and socially constructed processes" (34). Pred's view appears similar, stating that "[It is] through participation in particular locally situated practices that individuals and groups become racialized ... regardless of the differences in their biographical background or the diversity of their previous social experiences and subjective positions" (qtd. in Hällgren 22). Gewirtz and Cribb remark that "shallower forms of multiculturalism might involve the incorporation of relatively superficial elements of the cultural heritage of learners in ways that are symbolic, or even tokenistic" (41). In addition, Banks and Banks claim that "Particular traits of visible culture, often treated in isolation, have become the basis for ... what we teach about cultural diversity in schools ... by treating cultural practices as sets of static facts, we trivialize them in superficiality ... make it seem as if culture were necessarily unchanging" (44).

Notions which lead to ascribing set of static characteristics to every member of particular cultural group are considered dangerous by Gewirtz and Cribb stating that "to fail to recognise people's identities can be damaging to their self-esteem and sense of dignity" (44).

Such practice corresponds to cultural standard approach prevailing in Czech literature as well as educational documents.

Multicultural education characteristics are described in Basic Education Framework as follows:

> Among members of minority ethnic groups, it [multicultural education] develops their specific cultural identity while at the same time introducing them to the majority culture. Members of the majority learn the fundamental characteristics of other nations living in the same country, and both groups thus can find common points of reference for mutual respect, joint activities and cooperation. (VÚP 100)

Thus nations (the term seems to refer to minority and ethnic groups in general, yet the term "nations" is used) are described by their "fundamental characteristics" on the basis of which they are introduced to the majority. Such procedure could be termed ethnicism as defined by Brah claiming that ethnicism is a state in which "ethnic difference [is considered] the primarily modality around which social life is constituted and experienced ... a group indentified as culturally different is assumed to be internally homogenous" (129).

The idea of ethnicism is related to that of cultural essentialism coined by Werbner as "the process by which particular groups come to be described in terms of fundamental, immutable characteristics" (qtd. in May 34). Such perception can lead to the notion that one's culture is superior to others, i.e. ethnocentrism coined by Sumner as "view of things in which one's group is the center of everything, and others are scaled and rated with reference to it" (13). Similarly, Nanda and Warms claim that "ethnocentrism is the notion that one's culture is superior to any other. It is the idea that other cultures should be measured by the degree to which they live up to our cultural standards" (qtd. in Samovar et al. 179-180).

Transcultural approach was devised to avoid such simplifying attempts, stressing the uniqueness of each individual as well as the multiplicity of identities one has.

The term transculture was coined by Karl-Heinz Flechsig. According to him, individuals identify themselves with abstract systems of relationships "which can be built by religion, region, profession and other possible identity-building phenomena" (Moree 98).

Thus every individual has their multiple identities which can change in time. This does not imply that there do not exist differences between individuals or groups of individuals, however, differences between cultural groups are not the chief focus of transcultural approach.

According to Flechsig, the differences between individuals are caused by the fact that different individuals have different systems of relationships as well as identities. These systems are associated with culture. More specifically, individuals relate differently for instance to: the environment; time conceptualisation; active or passive life style; hierarchy, power; communication forms and styles; individual or group identity preference; way of thinking (inductive or deductive, analogous or discursive) (qtd. in Moree 98).

Thus during interaction, dealing with individuals as members of cultural groups is not of utmost importance. In contrast, the focus is put on finding out what particular interacting individuals have in common, indicating similar items they relate their identity to.

Similarly, following Kuper's ideas, Banks and Banks claim that:

> The essence of a culture is not its artifacts, tools, or other tangible cultural elements, but how the members of the group interpret, use and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in the modernized societies; it is not material objects or other tangible aspects of human societies. People in a culture usually interpret the meanings of symbols, artifacts and behaviors in the same or similar ways. (8)

Such approach is similar to that of Flechsig, concentrating on individuals more than groups. Nevertheless, it is admitted that members of the same culture are likely to have similar perspectives. In the researcher's opinion, this is not in contrast to Flechsig's approach, it is possible that different members of identical culture have different perspectives, however, it is very likely that their perspectives are similar to certain extent. Concerning behaviour, the mechanisms are similar, Banks and Banks observe that "membership in particular culture does not determine behavior but makes certain kinds of behavior possible" (13).

According to Banks and Banks, it is important that positionality is taken into account when dealing with one's identity. They remark that "positionality ... means that important aspects of our identity (for example our gender, race, class, and age) are markers of relational positions rather than essential qualities. Their effects and implications change according to context" (167). This implies that one's identity is not a set of static characteristics that can be ascribed to individuals, but rather a set of relations which can influence individuals' perspective. Not only do these relational positions affect individual, but also the context in which individual is present, i.e. the context affects the way the positions manifest themselves. Similarly, Gewirtz and Cribb point out that:

> the process of identity construction is not a neutral or innocent one but involves us strategically positioning ourselves in relation to others ... people do not necessarily identify with the groups they are classified by others as belonging to, and even when such group identity is a part of someone's self-identity, it may only be one small aspect of that identity. (40-44)

Thus it is possible that individuals identify with specific group to higher or lower extent and at the same time, the group does not necessarily need to be one expected by the others. If one is white Christian woman, the main aspect of her identity can be her race, religion or gender as well as anything else. The rest of her group memberships are likely to contribute to construction of her identity, however, they can also be marginalized. Such view of identity is very similar to Flechsig's perception.

Apparently, the view of identity in transcultural approach is different from that of cultural standard approach. According to Gewirtz and Cribb, "identities are about the way we think and the people we want to be" (40). Taylor claims that identity is "…person's understanding of who they are, of their fundamental defining characteristics as a human being, and that recognition, absence of recognition or even misrecognition can play a part in the formation of identity" (75). By misrecognition, others' view of one's identity is meant. Thus it is possible that if one is reassured that their identity should correspond with other idividuals' perception, one's own identity is misrecognized.

Taylor claims that "Nonrecognition or misrecognition can inflict harm, can be a form of oppression, imprisoning someone in a false, distorted and reduced mode of being" (75).

Gewirtz and Cribb perceive identity as follows:

> [Identities] are fluid, contingent, plural and hybrid. That is to say, in actively constructing our identities, we draw on a range of representations, and the way that we combine these representations is different in different contexts and at different times. The hybrid nature of identity means that new identities are frequently created through the combination of different discursive elements ... they incorporate a set of beliefs, values and commitments, and in some cases a corresponding set of attitudes and dispositions. (40-41)

According to Banks and Banks, identity is dynamic as well as multiple. As Moree claims "people have to build many identities during their lives ... identity is something that can be shaped and reshaped" (131). This is related to Bauman's theory of fluid identity.

More precisely, Scherff describes fluid and shifting view of identity as follows:

> [identity is] individuals' way of being in particular contexts, including how they view themselves and are viewed by others in any given social space. How we define ourselves is, of course, complex and includes, for instance, how our perceptions of others' views of us influence our views of ourselves and vice versa and how our sense of who we want to be – or need or are allowed to be – shifts according to where and with whom we are located. (37-38)

Transcultural approach is sometimes labelled multiple-identities or intersectional, their meaning very similar. Hällgren states that "Intersectionality has recently become of much interest among researchers in Sweden (and elsewhere) as they have come to realise that factors shaping identity and experience are multiple rather than distinctive" (25). Thus, identity is not shaped by a single item, in contrast, more aspects need to be taken into account when dealing with the issue of identity.

More precisely, Hällgren remarks that "Intersectionality refers to how 'race', gender, class, nationality and sexual orientation interact with each other, and how their combination can play out in various settings" (26).

In addition, in his multiple-identities approach, Banks suggests that one's identity functions on national, regional as well as global level (Moree 130). Castells suggests that there exists crisis of individual and collective identity including social, cultural, religious as well as ethnic identities. According to him, it is necessary to search for new identities (qtd. in Hällgren 37).

Individual approach to identity is considered beneficial by Simon who views it as a tool to prevent ethnocentrism:

> members of different groups should come to see themselves and each other not as representatives of their respective groups, but as separate individuals or persons with unique characteristics ... undifferentiated favouritism towards ingroup members and undifferentiated mistreatment of outgroup members are replaced with greater perceptual and behavioural variability as a function of the individuality of the interaction partners (136).

Consequently, by following transcultural approach towards multicultural education, it is possible to minimize the danger of considering one's cultural group better than others. More precisely, it is necessary to learn to perceive and subsequently stress the uniqueness of each individual as well as one's unique system of identification with particular cultural groups. Although categorization is natural during intercultural encounter, difference within each cultural group should be emphasized in order to avoid ethnicism as well as ethnocentrism.

In conclusion, transcultural approach is characteristic by its focus on individuality, fluid and shifting identity, context dependent behaviour and consequent diversity within seemingly homogenous cultural groups.

2.4.Transcultural Approach in Education

In this section, the implications of transcultural approach in education are going to be elaborated since it is necessary to find out what are the possibilities of its incorporation into educational practice.

It is clear that the goals of multicultural education shift if transcultural approach is taken into account. Multicultural education should no longer provide information about cultural groups only and present it as unchanging as well as possible to apply to every member of certain cultural group, stressing the differences between groups. Preferably, as Moree suggests, it should focus on pluralist thinking and individual approach (98). It is necessary to focus on common features of individuals in relation to their unique identifications.

Banks remarks that while teaching in agreement with transcultural approach, it is important to stress the variability within each cultural group as well as the fact that each culture is changing in the course of time. In addition to change, cultural continuity is present. He claims that materials based on cultural standard approach may not be suitable for dealing with such ideas. Therefore focus on individuals in the classroom is suggested (44). Similarly, Jánská and Moree stress that life experience of teachers as well as that of their students forms the basics of the approach (13, translated from Czech).

Concentrating on identification of individuals in the classroom with particular cultural groups enables understanding of behaviour of such individuals. Banks and Banks claim that "the more we know about a student's level of identification with a particular group and the extent to which socialization has taken place within that group, the more accurately we can predict, explain, and understand the student's behavior in the classroom" (14). This applies to both in-class as well as out-of-class groups. In addition, Gewirtz and Cribb remark that "Recognising a person's identity is to see them and treat them in the way they want to be seen and treated ... recognition makes good pedagogic sense as it increases the chance of learners feeling engaged, involved and interested" (44). Thus if the students' identities are recognized by the teacher as well as by other students, it is more likely that interest, involvement as well as engagement in classroom activities and education in general will increase.

It is necessary to provide the students with a secure space in which they are not afraid to reveal their identifications with particular culture groups, sharing their life experience with other individuals in the classroom or observing who is more similar or more alienated to one's perception of the world (Banks 51-52). Small steps of building trust are involved which cannot be realized in one lesson or one week. Therefore, it is appropriate to focus on multicultural education frequently as well as continuously.

Gewirtz and Cribb suggest that "teachers actively and continuously engage with the identity projects of learners by talking with and listening to them" (42). Although this may seem obvious, they claim that the importance of dealing with issues of identity continuously as well as listening to what students have to say is essential:

> If we are interested in affirming people's actual identities – i.e. who *they* think they are – rather than in relating to them through our own categorisations and generalisations, then we have to treat them as individuals, not categories, and this involves being ready to listen to and learn from them ... the discerning of people's actual identities is not something that can be done on a one-off basis because, as we have discussed, identities are not fixed but are fluid, hybrid and evolve and are negotiated over time. (42)

Thus, not only is it necessary to perceive students as individuals but also considerable amount of time has to be involved to understand students' identities as well as to perceive how these identities evolve in the course of time. In addition, Gewirtz and Cribb point out that there are identities which do not deserve to be treated equally to other, such as those inclining to racism or sexism (42). Therefore it is desirable that students are taught how to reflect on their own identities as well as those of other individuals. Gewirtz and Cribb claim that one of the main educational goals is "to continually question the beliefs, values and commitments that make up [students'] identities" (45).

If individuals are able to reflect on their identities as well as the phenomena of which such identities are built, consequently, they are enabled to differentiate which identities could become harmful, which deserve to be encouraged and which are manifestations of difference only (Fraser qtd. in Gewirtz and Cribb 43).

There exist obstacles when dealing with students' identities as pointed out by Gewirtz and Cribb:

> educators have to attach weight both to who learners think they are (i.e. to their dominant and residual identities) and who they might become (i.e. their emergent identities). This entails problematising and disrupting identities as well as recognising them. The dilemma here is how to problematise and disrupt identities without damaging learners' self-esteem and dignity, which is in some measure dependent upon recognition (45)

This indicates that teachers should be careful while dealing with students' identities so as not to cause harm to their self-esteem. It is suggested that recognition of one's identity is the most important step by which the disruption of possibly non-desirable identities is enabled.

In conclusion, to implement transcultural approach into educational practice, it is desirable that the following issues are taken into consideration: security in the classroom, targeting students' emotions, pluralist thinking, recognition of identities of both the students and the teacher, individuality in general as well as individuality and life experience of not only the students but also the teacher. In addition, it should be born in mind that the aspects named involve considerable amount of time since it is necessary to include them into teaching continuously and regularly.

3. Czechkid

3.1.Eurokid

In this section, the reasons of creation as well as the aims of Eurokid project are going to be elaborated since the project forms background for Czechkid, i.e. website dealing with multicultural issues, Czech version of Eurokid project outcome.

The project was designed as a part of European Comenius project building on a template of website www.britkid.org which is a website supporting intercultural education and anti-racism in Great Britain designed by professor Chris Gaine from University of Chichester and his team. The purpose of Eurokid project was to design similar website suitable for Spain and Sweden as well as elaborate the British mutation. Therefore, specific multicultural issues in particular countries needed to be taken into account.

The principle of the website is a group of teenagers meeting and talking to each other about "issues of acceptance, difference, racism, mixed cultures, (multiple) identities, and integration. Their 'talks' in the three websites—written in each country's language(s) and in English—as well as the characters, are based on original research (via interviews and questionnaires)" (Gaine et al. 317). More elaborate description of the principle is given by Gaine concerning Britkid, stating that "The characters show us their homes, introduce us to some members of their families, and tell us something about themselves and their lives. If they are religious they give some information about their beliefs" (Gaine, "Britkid in the classroom"). Thus the life experience and stories of the characters form the basic ground for dealing with multicultural issues.

The websites were designed for practical classroom use, their aim being described by Gaine et al. as follows:

> Promoting mutual understanding among people from different socio-cultural and linguistic backgrounds, and ... producing websites which address issues of difference, conflict and diversity within the partner countries, and also common issues such as the Roma, the position of refugees, persisting anti-Semitism, linguistic differences, and the growth of non-Christian religious minorities ... the aim of "Eurokid" is to produce high-quality intercultural learning and teaching materials, with teacher support, freely accessible to schools on the Internet. (323)

Each of the websites was designed for young teenagers from twelve to sixteen years of age and their teachers which is why they are visually attractive, the main characters being teenagers. In addition, English versions of the websites were written in informal language. Moreover, there are methodological materials for the teachers present in order to provide help in coping with the website in the classrooms.

The process of creation of individual websites was different in each of the countries. Swedish mutation built on real interviews with adolescents which were recorded whereas the most important British factor was researchers' experience with multicultural issues. Spanish mutation was based on interviews with immigrant students and their parents as well as on research concerned with observation of students' behaviour at school (Noguera and Domínguez 402-406). Adolescents of various minority groups were interviewed in each of the countries, the interviews concentrating on their life experiences, family, future, language, prejudice they encountered, etc. The content of the websites was modified building on the information gained from the interviews (Gaine et al. 323-324).

The information included in the websites serves for questioning prejudice, stereotyping, myths as well as inaccurate generalizations concerning minority groups including women (Gaine et al. 324). In addition, the question of nationality versus citizenship is raised. In order to question typical way of thinking about particular minorities; jokes, expressions the characters like and do not like are included as well as public attitudes about race myths, crime, discrimination, the experience of refugees, etc. Moreover, suggestions how it is possible to cooperate, what can be learned from each other, multiple identities as a result of marriages of people from different ethnic groups become a part of the dialogues between the characters (Gaine et al. 326).

It is important to note that the variability within minority groups is dealt with, thus, individual characters should not be taken as representatives of particular minority groups but as a vehicle to access particular issues. In order to avoid stereotypes, details were elaborated concerning the characters' life experience as well as the uncertainties within their British identity. Concerning the number of the characters, Gaine claims that he considers nine characters to be the maximum in order to enable the reader to understand the dialogues between the characters without confusion ("Author's Dilemmas").

It is possible to work with the individual countries' mutations elsewhere since English is used as second language, i.e. the whole website can be switched into English. Gaine et al. claim that Britkid was frequently used in several countries, such as Italy or Finland, it is then possible to work with particular websites elsewhere than in the countries of their origin despite the fact that multicultural issues in particular countries can differ. In addition, although white majority students were its original target group, Britkid was acclaimed by minority students. Finally, the users claimed that it was easier to deal with difficult issues using Britkid (326).

Concerning possible class organization while using Eurokid; group work, individual work and whole-class work are suggested (Gaine et al. 327). Multicultural topics, such as minority groups present in particular countries, countries of origin of particular characters, legislation, etc., serving as a background for the dialogues are elaborated in the section for teachers (Moree 149). The background is needed in order to provide the teachers with basic information so that they feel safer working with the website. In addition, the teachers are enabled to answer students' possible questions or help them to interpret the content of the website. As Hällgren remarks:

> the theoretical reasoning [is] needed to interpret complex phenomena. Here the teacher's role is ... important in guidance and interpretation. Students ... suggest that they would not have gained the same benefits [from working with Swedkid], had they not been able to interact and ask questions of a knowledgeable teacher. (39)

Presently, only British version is functioning, it is not possible to access Swedish and Spanish version. In addition, Dutch version was designed in 2003. Its website www.dutchkids.nl is still functioning, however, neither the materials for teachers nor the information concerning the website are accessible in English.

In conclusion, Eurokid project aimed to create freely accessible websites which would serve as a tool for teachers to raise questions of racism, prejudice as well as discrimination in their classrooms. The project's target group were teenagers from 12 to 16 years of age. In addition, it is possible for the teachers to work with the website in various ways, some of them being suggested in materials for teachers present on the website.

3.2.Czechkid

Czech mutation of Eurokid website is going to be dealt with in this section since it forms the basis for the lesson plans elaborated in the practical part of this thesis.

The Czech mutation was designed by Dana Moree from Charles University in Prague and her team consisting of scholars, NGO professionals as well as students of Faculty of Humanities of Charles University in Prague. The reason of its creation was the uncertainty of teachers interviewed during Moree's research in 2007 concerning teachers' ideas about multicultural education. In order to have something concrete to work with and thus have a basis for research on classroom practice of multicultural education, Moree decided to design a tool which would enable the teachers to reflect upon their multicultural education practice. While searching for appropriate tool, Moree encountered the Eurokid project firstly dealt with in 1998 in Great Britain. (Moree 147-148).

Transcultural approach was chosen as theoretical background for czechkid since there was enough literature based on cultural standard approach. In addition, both constructivist and behavioral approaches to teaching were included in order to enable every teacher to choose what suits them the best. Moree claims that her aim was to "offer a mixture of methods which would be suitable for both groups of teachers" (Moree 149). By both groups, the teachers who prefer either constructivist or behavioral approach are meant, constructivist being more modern, including group work or pair work as well as discussion, active learning and critical thinking. In contrast, behavioral approach is the more traditional one, preferring frontal teaching and whole-class organization as well as transferring information to the students. During her research, Moree found out that especially the older generation of teachers prefers behavioural approach (Moree 87).

The usage of personal narratives was chosen as a means of mediating the content. In addition, by the use of narratives the reader is enabled to take different perspectives. (Moree 150). Thus, the narratives enable the students to identify with the characters as well as perceive different perspectives than that of their own or that of sole character.

Since personal interests and identifications are described in case of every character, the reader is aware of their perspective.

Furthermore, the characters "meet" each other and each character's perspective is brought into the interaction. The reader may have preference towards perspective of particular character, nevertheless, since other perspectives are encountered by means of the dialogues, it is necessary to perceive more perspectives than one's own. Critical thinking is activated in order to take particular perspectives into account as well as reflect on one's own. This is in correspondence with transcultural approach as noted earlier in the theoretical part of this thesis.

Not only are different perspectives included in czechkid, but also the variability within minority groups is stressed by particular personal identifications and interests of the characters. For instance two included Roma characters differ in terms of family background, view of religion, language, interests as well as future plans. Similarly, two characters which can be perceived as proper Czech differ considerably.

In order to include as much as authentic perspectives as possible in the Czech context, firstly, a list of topics which should be elaborated in the dialogues was created. Since the topics are available in Moree 151-152, only some of them are going to be mentioned here, such as vegetarians, Roma accused of theft, jokes, islamophobia or unemployment. In addition, it was necessary to question the idea of Czechness which corresponds with Gaine's concern with nationality versus citizenship issues. Therefore, some of czechkid characters were designed so that it is arguable whether they are Czech or not. In contrast, there are two characters who can be labelled as Czech without doubt. Since the attitude towards Roma appears to be the most problematic in the Czech Republic, two Roma characters were included, illustrating the diversity within the group. Moreover, characters related to Czech-Slovak relationship as well as Czech-eastern Europe relationship were included as well as a refugee and Vietnamese characters.

The website functions on three levels of multicultural educational goals – affective, cognitive and behavioural. As Moree claims, more recent international literature does not deal with these goals (106), nevertheless, it is necessary to include students' emotions into the practice of multicultural education.

Gaine et al. describe the realization of this fact in Sweden:

> in 1992 a number of government agencies were jointly given the task of trying to influence young people's perspectives on, and behaviour towards, immigration, immigrants and ethnic minority groups. They came to the conclusion that it is difficult to change perspectives by information alone—an appeal to the emotions is also important. (322)

Not only affective factors have to be taken into account, but also behavioural and cognitive factors. Concerning cognitive goals, it is necessary that students' critical thinking is involved, i.e. students should be able to take different perspectives and accept them. The affective level is concerned with students' positive self-image as well as their ability to accept the uniqueness of each individual. Finally, it is important to be able to relate positively towards different minority groups. The behavioural level deals with social skills building (Moree 103-104). Some of the dialogues between the characters "give information about the life of ethnic groups, some of them provoke critical thinking, and others provide different points of view and different value systems. Some dialogues motivate ... to think about possible actions in the situation presented" (Moree 156). Although it is possible to achieve all of the three levels by working with the dialogues, it needs to be noted that it depends on the methods the teachers use while working with the dialogues (Moree 158).

Apart from functioning on the three levels, the website is based on the topics present in Basic Educational Programme which makes it appropriate for multicultural education implementation in Czech educational context. The dialogues are supplemented with theoretical background related to particular dialogues as well as methodical handbook for teachers including lesson plans based on working with the website.

The lesson plans are written in Czech, their content is described by Moree as follows:

> Every lesson plan in the methodology is structured: there is a reflection question for teachers; a small introduction to the particular topic from a pedagogical perspective (what can we do with such a topic in the classroom); pedagogical goals which can be achieved by a particular activity; different teaching strategies are presented in order to enable teachers to choose how to work with their students (working in small groups, discussion, individual work, etc.); descriptions of the activity and notes for teachers. (157)

Creation of lesson plans for teachers is unique in terms of Eurokid project since none of the mutations is supported by methodological handbook. In addition, the theoretical background present on the website is considerably wider than that of other mutations. Nevertheless, more lesson plans aimed for teachers of English are going to be designed in the practical part of this thesis since it is argued that it is important to provide the teachers with as variable sources as possible.

In conclusion, czechkid is a unique tool for multicultural education implementation in classroom practice operating on all levels of multicultural educational goals. Being based on transcultural approach to multicultural education, czechkid provides the teachers with possibility to work more with individuality and multiplicity of identities than categorization.

4. Summary of the Theoretical Part

In the theoretical part of the thesis, concepts forming background for the practical part are elaborated as well as wider context of multicultural education implementation in the Czech Republic.

In the first chapter, general attitude of Czech society towards members of minorities is illustrated by data gained from censuses as well as public opinion polls. In addition, a selection of recent events related to the attitude towards minorty groups in the Czech Republic is made.

Concerning the second chapter, firstly, the context of multicultural education in the Czech Republic is briefly described. Secondly, comparison of multicultural education understanding in local and international literature is present. Furthermore, the main concepts of multiculturalism are dealt with. Most importantly, transcultural approach and its implementation in education is elaborated.

The chief focus of the third chapter is czechkid project. Based on transcultural approach to multicultural education, czechkid forms the basis for creation of lesson plans in the practical part of the thesis. Firstly, the background of the website, i.e. Eurokid project is dealt with. Secondly, the methodological as well as the theoretical aspects of czechkid are examined, concentrating on its correspondence with transcultural approach.

PRACTICAL PART

1. English Teachers' Ideas About Multicultural Education

This chapter is concerned with qualitative research conducted by means of semi-structured interviews with seven basic schools teachers of English in Brno. Firstly, methodology of the research as well as characteristics of the sample are described. Secondly, teachers' ideas about multicultural education are analyzed as well as their need for materials for multicultural education implementation in English teaching. In addition, analysis of current multicultural education practice of the teachers is present. Finally, conclusions are drawn, forming the basis for the second part of the practical part, i.e. creation of lesson plans for implementation of multicultural education in English teaching.

1.1. Methodology of the Research

The objectives of the qualitative research as well as the methods used are going to be described in this section.

1.1.1. Research Objectives and Research Questions

The main objective of the research is to find out what are English teachers' ideas about multicultural education as well as whether they correspond with transcultural or cultural standard approach. Since there is lack of literature as well as materials concerned with transcultural approach, it can be assumed that teachers' understanding is going to be based rather on cultural standard approach. Finally, the need for materials for implementation of multicultural education in English teaching is examined.

The research questions were designed as follows:

1. What ideas do teachers of English have on multicultural education?

2. Does English teachers' understanding correspond with cultural standard approach?

3. Is there need for materials suitable for multicultural education implementation into English teaching among the teachers?

1.1.2. Research and Data Collection Methods

The founders of grounded theory, i.e. Strauss and Corbin define qualitative research as "any type of research that produces findings not arrived at by statistical

procedures or other means of quantification" (10). The definition is more elaborated by noting that "qualitative analysis ... [refers to] a nonmathematical process of interpretation, carried out for the purpose of discovering concepts or relationships in raw data and then organizing these into a theoretical explanatory scheme" (11). Thus qualitative research enables the researcher to discover initially unpredictable realities by means of interpretation of the data gathered.

Since it was assumed that there is possibility of such initially unpredicted phenomena in English teachers' understanding of multicultural education as well as unpredicted factors influencing its implementation into English teaching, qualitative research was chosen as research method. Moreover, the choice of such research method allows the researcher to examine areas which have not been researched to high extent (Strauss and Corbin 11). It is argued that ideas of Czech basic school teachers of English on multicultural education represent such area since the researches related to teachers as well as multicultural education in the Czech Republic are concerned with teachers in general (Moree, Badalová, Kalejová) or teachers from other educational institutions than basic schools (Moree).

Semi-structured interviews were chosen as method of data gathering in the research due to their flexibility. Gavora et al. remark that interview allows the researcher to go deeper in terms of respondent's attitudes. Furthermore, it is considered efficient exploration tool, i.e. tool for exploration of previously under-researched issues (136-137, translated from Czech).

Concerning semi-structured interview, Gavora et al. claim that it is partially prepared, i.e. frame questions are available to the researcher, however, it is possible to adapt existing questions or include new ones depending on the development of interview content (202, translated from Czech). Since it was assumed that it is possible that different issues are important for the teachers concerning multicultural education, it was necessary that possible changes in the interviews be allowed. Furthermore, clarification of the questions was enabled to higher extent by using semi-structured interviews.

During the research, three teachers, all coming from the same school, could not be interviewed individually due to lack of their time. Therefore, focus group method was used to interview this particular group of teachers. Although the most convenient size of a focus group is considered to be six to eight participants, Steward et al. claim that it is possible to conduct focus group interview with less participants (58). Vaughn et al. claim that focus group interview is characterized by relative homogenity of the group of participants, focus on eliciting participants' perceptions, feelings, attitudes, and ideas about a selected topic as well as informality of the interview conditions (5).

The basic set of questions was identical for all participants in the research and was structured as follows:

1. How would you characterize the classes in which you teach?
2. What's your opinion on multicultural education?
3. What role does multicultural education play in present Czech society?
4. Does the school leadership support you in implementing multicultural education into your teaching?
5. What methods do you use for multicultural education implementation?
6. Describe a situation in which you felt as successful multicultural teacher.
7. Do you cooperate with other teachers at your school?
8. Have you encountered any obstacles while implementing multicultural education into English teaching?
9. Which of your life experiences influenced you the most to implement multicultural education into your teaching?
10. What do you want to achieve as a teacher?

The questions can be categorized into four groups. Firstly, questions number one, four and seven are concerned with the school environment. For successful multicultural education implementation, it is beneficial that the whole school is open to its implementation. In addition, the cross-curricularity of the topic can be easier achieved by cooperation among the teachers. Moreover, the structure of the classes in terms of diversity can encourage multicultural education implementation. Question number one can serve as indicator of teachers' preference towards particular students' characteristics, such as their background, their knowledge or their behaviour.

Secondly, questions number two and three deal with the attitude of the teachers towards multicultural education in general as well as their understanding of the term. The societal context is stressed in question number two.

Thirdly, questions five, six and eight were included in order to examine the current practice of the teachers concerning multicultural education as well as possible obstacles the teachers encountered during the practice.

Finally, questions nine and ten deal with experience of teachers and their teaching goals. As indicated by Hammer and Merryfield, personal experience of the teachers influences their willingness to implement multicultural education into their teaching. More precisely, "the experience of being underprivileged or direct reflected experience of intercultural encounter" can raise one's sensitivity towards multicultural diversity (qtd. in Moree 64). Question number ten is concerned mainly with teachers' preference of either passing on knowledge or shaping students' attitudes or behaviour.

It is important to note here that questions three, six, nine and ten were taken from research by Moree conducted in 2007. The conductor of the research was contacted and expressed interest to find out whether teachers of English implement multicultural education in their teaching (*cf.* Appendices).

To summarize this section, the main objectives of the qualitative research were indicated, i.e. to examine teachers' ideas about multicultural education, their current practice, their understanding of the term as well as their need for materials for multicultural education implementation. In addition, use of qualitative research as well as semi-structured interviews was justified.

1.2.Characteristics of the Research Sample

In this section, the choice of the research sample as well as its characteristics are going to be dealt with.

The target population of the study is formed by basic school teachers of English in Brno. Convenience sampling was used in order to select the members of the sample. In addition, the choice of the research sample was conditioned by the structure of particular schools in terms of attendance by majority or minority students.

As remarked in the theoretical part, Eurokid was originally designed for majority schools, nevertheless, minority students also benefited from the use of the websites. Since the concern of the research is to examine issues related to multicultural education in general, not only majority schools were included in the research so as to observe whether there is difference between multicultural education implementation in majority and minority schools. Thus three schools with predominance of majority students and two schools with predominance of minority students were contacted to participate in the research.

Moreover, general profile of the majority schools was taken into account. Therefore, a school which specializes in languages was included into the sample. The purpose of its inclusion was to find out whether multicultural education implementation in English teaching differs if the students have more contact with English than others.

As a result, seven teachers from five schools were included into the sample.

1.2.1. Characteristics of the schools

The following information was gained either by researcher's observation or from annual reports present on the websites of the schools. Corresponding links are not provided so as to preserve anonymity of the schools.

School A is situated in the center of Brno and specializes in work with socially disadvantaged pupils due to the fact that it forms catchment area of socially excluded locality. More precisely, its population contains majority of Roma pupils. It is attended by approximately 460 pupils including preparatory grade. In general, it is considered highly progressive in terms of its focus on community and inclusive learning, career counselling, use of active learning methods as well as whole-day educational programme including wide range of informal education possibilities realized by after-school activities.

School B is situated close to center of Brno, it is attended by 645 pupils and is considered prestigious due to good results of its students in comparative tests and high school entrance exams. English is taught starting from first grade, additionally, second foreign language starts to be taught in sixth grade. There are international student teachers' assistants present in certain language classes.

Since the interest of parents to enroll their children in the school is high, the school states that it tests the applicants in terms of their language competence, stating that successful applicants usually come from families in which education is considered the highest priority.

School C is located at the outskirts of Brno and is attended by 553 pupils. The after-school activities include primarily sports as well as foreign languages. In addition, the school cooperates with the town quarter in which it is situated in various terms so as to contribute to the community life. Finally, bullying prevention is stressed in the school documents.

School D is situated near center of Brno and it is attended by 564 pupils. It contains classes with natural sciences and ICT specialization. Furthermore, Dalton teaching methods are incorporated into education on primary and secondary levels. The school claims focus on gifted pupils as well as pupils with specific learning difficulties. More precisely, acceleration of subject matter is enabled to individually integrated gifted pupils. In addition, environmental education is emphasized.

School E is attended by approximately 200 pupils of which majority are Roma. Similarly as school A, it is attended by pupils from socially excluded areas. Community learning, project learning as well as bullying prevention is emphasized in the school documents. School E cooperates with school A in terms of grants including for instance best practices transfer or raising quality of socially disadvantaged pupils education as well as focus on basic education completion with subsequent educational or professional development.

1.2.2. Characteristics of the teachers

At the beginning of each interview, information concerning age, years of practice as well as subjects currently taught was provided by the teachers.

Overview of the information gained is presented in the following table:

	Gender	Age	Years of practice	Subjects taught
T1	F	65	20	English
T2	F	26	2,5	English, health education, civics
T3	F	51	27	English
T4	M	33	6	English
T5	F	30	6	English, health education, civics
T6	F	31	6	English, history
T7	M	36	10	English

It can be observed that the research sample varies in terms of gender as well as age of the participants. Similarly, the number of years of practice differs according to the age of the teachers. It can be considered beneficial that both genders as well as different generations of teachers are included into the sample since the diversity of the sample is thus raised.

In conclusion, the research sample includes five schools which differ in terms of specialization as well as attendance by minority or majority students. Seven teachers from the schools were interviewed, differing in terms of gender, age, as well as years of practice.

1.3.Application of Data Collection Method

The process of conduction of semi-structured interviews as well as sorting of the data gained is going to be elaborated in this section.

The interviews were held from February to March 2012. The first contact with the teachers was made either through personal contact with school's leadership or personal contact with the head of English subject circle. Interestingly, majority of the teachers contacted was willing to participate in the research which had been unexpected by the researcher. It can be assumed that it was due to the personal contact with the schools that the contact was successful. The duration of each interview ranged from twenty minutes to sixty minutes.

Apart from one group of three, the teachers were interviewed individually. In each case, the setting of the interview was the school where particular teachers work, either a classroom or teacher's office.

Concerning the structure of the interview, firstly, the respondents were acquainted with the research as well as the purpose of the interview. In addition, their anonymity was guaranteed. Furthermore, the researcher asked for permission to record the interview as well as publish the information gained in the thesis. The possibility of subsequent use of the lesson plans created as a part of the thesis was emphasized.

Secondly, the researcher asked prepared set of questions while modifying it according to the current needs. For instance if clarification of the questions was required by the respondents, it was provided to them. Furthermore, additional questions concerning particular issues raised by the respondents were asked.

Finally, either link to czechkid website or its demonstration was provided to the respondents. Subsequently, i.e. after transcription and translation of the interviews, the researcher sent the data to the respondents for authorization.

The data collected by means of the interviews were recorded by means of computer, translated into English, transcribed, coded and categorized. More precisely, open coding was used, defined by Strauss and Corbin as "analytic process through which concepts are identified and their properties and dimensions are discovered in data" (101). The codification was carried out by means of computer, i.e. Word document was divided into parts by colouring and commentaries. Similar codes were sorted into wider categories which are dealt with in the following section of the thesis.

In conclusion, the process of gaining data by means of semi-structured interviews was described in this section.

1.4.Analysis and Interpretation of the Data

In this section, the data gained in semi-structured interviews are going to be analyzed and interpreted. The results of the research are going to be summarized. Furthermore, attempt to answer the research questions is going to be present.

1.4.1. Teachers' and students' interest in multicultural education

In one case, the teacher expressed her interest in multicultural education:

I find it an interesting aspect of education. (T1)

Moreover, although teachers' understanding of the term is diverse, positive attitude towards multicultural education can be noted in three cases:

This [cultural issues concerning English speaking countries] is included there [in pupils' textbooks]... and I definitely like it since they should of course have an overview of the countries where English is spoken and for example about the people there, what they are or aren't used to. I think it's definitely important ... It is definitely good to talk about this with children. (T2)

I would then say that it is very good ... to learn something new. (T3)

... if it means integrating for instance pupils of different nationalities into our society, I definitely think that it's a good thing. (T7)

In addition, two teachers stressed the interest of the pupils in multicultural issues:

It can be seen that they are interested in it. (T3)

They are highly interested in these stories or comparison of ... if I tell them how this or that works in a foreign country, that I visited a country and they are immediately like "Ms teacher, show us photos! ... I think that multicultural education is interesting then, to talk about different people, minorities, states. (T2)

1.4.2. Need for Materials and More Space for Multicultural Education

One of the teachers expressed her need for wider multicultural education implementation in the Czech Republic:

it seems to me that in our country ... that this is something which should be given more space (T3)

Interestingly, the current multicultural education practice of this particular teacher is not very rich, nevertheless, she expressed her interest in materials suitable for multicultural education implementation.

I definitely would [welcome materials for multicultural education implementation] because if we take for example conversation classes, there are no materials, no textbook, at least as far as I know, for basic schools. We make everything, worksheets, exercises, everything on our own, I would appreciate it then. (T3)

Furthermore, T1 expressed her need for materials suitable for multicultural education as well as general guidelines for multicultural education implementation:

if you have any material which makes sense, which would be possible to adjust, to grasp, to work with, then bring it on! I can imagine how I'd implement it, for instance ... We've got certain bridges built then, however, a thorough material ... kind of manual ... what to do exactly, where to head ... what could be important ... I would like something ... what the direction is, I will follow it ... I don't want you to tell me go from point A to point B ... but rather there is this kind of goal and you can take for instance this direction, OK?

It can be observed that the respondent perceives lack of material not only concerning classroom practice itself, but also general guidelines for teachers indicating the goals of multicultural education.

1.4.3. Teachers' Understanding of Multicultural Education

Firstly, I am going to concentrate on perceptions of teachers which seem to be rather cultural standard:

I think that it is very good for the children if they can learn some of the facts about the countries they are for instance learning about or if there are the Chinese or Vietnamese here, they can find out something from them if there's the possibility. (T3)

Thus for T3, the chief focus in multicultural education is put on learning facts about particular countries, including countries of origin of her students. Dealing with culture is reduced to presentation of selected information. This indicates tendency towards more traditional, behavioural teaching methods as well as cultural standard approach in terms of concentration on static characteristics of particular countries as wholes.

In one case, the teacher's understanding is related especially to promoting equality between individuals:

... if it means integrating for instance pupils of different nationalities into our society, I definitely think that it's a good thing ... if there is a subject like this at high school or at basic school, the pupils realize that everyone is the same, everyone has got the same rights, the same responsibilities and simply that people are equal. (T7)

Promotion of equality definitely forms important task of multicultural education, however, if it is considered its sole task, cultural standard perspective prevails. Interestingly, this teacher's experience made him view multicultural education as natural:

I come from honest family, I think and therefore I was inculcated with this since childhood ... these thoughts. It sometimes has smell of idealism but ... in fact ... I have also read a lot ... from our or world literature ... and one is influenced by this indirectly, that it doesn't even occur to them to think in any other way. I consider this natural ... also because I spent the year in Britain ... it was something very common there, they don't even think about it exclusively.

T7 remarks that sometimes promotion of equality to high extent may seem exaggerated and unnatural. Thus it is important to find natural manner of handling such thoughts, especially in classroom practice.

Secondly, there are teachers whose opinions on multicultural education can be understood as mixture of cultural standard and transcultural approach. More precisely, T2 describes her view of multicultural education as follows:

I teach children that they should be tolerant towards the various minority groups here in the Czech Republic but also when they travel abroad, for a holiday. That they can meet people who are different, everyone isn't the same ... someone doesn't have to like us and at the same time we don't have to like everyone ... They should be tolerant, then, no discrimination or so ... that even though they [members of minority groups in the Czech Republic] are different, we have to accept them as they are ... because for instance if we wanted to move somewhere else [live in a foreign country] ... how they [people from foreign country] would view us.

Here, the emphasis is put on promoting tolerance towards minority groups as well as individuals who appear different. The key factor of multicultural education is thus to cope with differences among members of majority and minority groups or individuals coming from different countries. Furthermore, the difference of minority groups should be accepted by the majority. The focus on differences between cultural groups is characteristic for cultural standard approach. However, simultaneously, the perspective of individuals who can be considered different should be taken into account according to T2. Thus, in her opinion, students should be able to take different perspectives which corresponds with transcultural approach.

Finally, approach of respondent appears to be transcultural. T1 views multicultural education as follows:

so if you could confirm to me that multicultural education means that a person learns not only about their closest surroundings, but also about their wider family circle, about their schoolmates, co-citizens, the state, Europe ... and if I understand it correctly, then they are learning about cultural habits ... or maybe traditions?

Thus, according to T1, multicultural education commences with study of one's close surrounding and subsequently deals with other individuals in the classroom followed by concern on urban, national and global level. This perspective is similar to multiple-identities approach by Banks, stating that each individual should have personal, national and global identity. Furthermore, T1 remarks that multicultural education is concerned with studying cultural habits or traditions. Since traditions are not considered the sole concern of multicultural education by T1, transcultural approach appears to prevail in her understanding.

It can be observed that understanding of multicultural education is considerably diverse among the teachers. Their approaches stretch from cultural standard to a mixture of approaches to prevalence of transcultural approach.

1.4.4. Multicultural Education Practice

Firstly, in six cases, the respondents mentioned textbook use in order to teach about culture. Interestingly, majority of the teachers interviewed work with identical textbooks.

I think that today, this issue is a part of every modern foreign language textbook ... we've got Project textbooks published by Oxford and I would say that this is a must there. However, I don't think that we deal with this particularly, we don't. I am now speaking for myself. (T4)

Thus for T4, textbook is the chief source of materials to deal with culture. The textbooks used at his school are considered sufficiently equipped to fulfill the task.

Similarly, T5 states that in her lessons, textbook is the main material for dealing with culture, however, it appears that she does not find it sufficient:

I think that the students are getting familiar with different cultures in their textbooks but not to such a big extent.

In addition, T3 considers textbooks the main source of information concerning culture, complemented with videos concerned with English speaking countries:

We work with Project textbooks and there are these Culture Pages there, we work with this then. Once we finish the unit, we do the Culture Pages. We also have videos which fit to the oldest Project textbooks, to the first edition but they are still possible to work with ... we have "Window on Britain", we work with it too then ...

Furthermore, T7 remarks that different cultures are incorporated in the textbooks used at his school:

Well, of course in the textbooks ... the textbooks are published in England and the pupils can see that some of the children are black and that's the way it is. There are also some ... from the Asian countries and so on ... indirectly maybe yes, then [culture is dealt with in his English lessons], they can see it in the photos, in the pictures in their textbooks.

In practice of T1 and T2, textbooks are also used to deal with culture, however, simultaneously, criticism of either textbook content or overuse of textbooks is present:

if you have a look at the Project [referring to a textbook] from which we learn, there are children of different skin colour, of different nationalities. What I don't like about it is that if you have a look at it, there are ... good looking people only. I would include someone who is for instance impaired or ... someone who is not a pure beauty, as they say. Because throughout the textbook, they can see nice, pleasant pictures only. (T2)

Such observation is related to dealing with certain categories of difference while excluding other. Banks and Banks state that "school practices and policies are now increasingly interested in addressing some categories of difference" (209). T2 does not avoid textbook use, however, she is capable of taking critical perspective concerning the materials used.

Furthermore, T1 claims that:

The basics are articles in the textbook, however, I must stress that I use textbook only occasionally since I don't think that it's the best thing to use ... we've got good textbooks, Way to Win which we have from the sixth to the eighth grade and there are ... I use them for reading and listening ... and there are for instance about children who ... how they live in India ... and Germany and of course in England and this is a kind of basis.

It is indicated here that according to T1, it is necessary to complement textbook use with different activities in order to deal with culture.

Since the teachers interviewed appear to use a variety of strategies as well as materials to complement textbook use, examples from their practice are going to be dealt with in the following articles, including conversation classes practice, project work, intercultural encounters, lectures, personal experience or cross-curricularity of multicultural education practice.

According to T2 and T3, cultural issues are incorporated into conversation lessons at schools in which they work:

and we also deal with this a lot in conversation lessons. That's compulsorily optional subject, not all children have it then but some of them choose it, usually in the ninth grade. We have time for this there then but again for things to which they can relate, for instance public holidays, which are celebrated, how they are celebrated, British schooling, cuisines and eating habits ... there is also health system, they learn something then. (T3)

T3 claims that if one is teaching about culture, it is important to select information accessible for the students.

Furthermore, T2 remarks that:

We also have a student here now ... from Turkey ... who helps us with a variety of lessons, we share her at both primary and secondary level and she prepares different activities for the children, for instance about Turkey ... about the country in general, or about cuisine ... or in my conversation lessons, she prepares various topics and they can have conversation with her.

Thus English teaching practice at school in which T2 works is occasionally related to direct intercultural encounter with international student.

Similarly, T4, T5, T6 as well as T1 have experience with either intercultural projects or intercultural excursion including direct intercultural encounter as a part of their English teaching practice:

Last year, we also had a project with an international group of artists ... [the students] got familiar with culture of the particular countries ... they also learned welcome greetings in the artists' mother tongues ... (T5)

The output was a theatre performance which they had to rehearse. They were divided into different working groups, they were singing, dancing, building the scene and so on while communicating in English ... the children got familiar with the countries from which the artists came ... in fact quarter of year before the project itself started. I think that I was successful there. Since everyone had their activities prepared ... they made posters ... for the particular artist... (T4)

During the project described, international encounter with specific purpose was organized for the students. It appears that the main focus was put on cooperation among the participants in order to reach common goal. Such practice can be considered beneficial since possible differences between individuals are not stressed. On the contrary, cooperation between individuals with different cultural background involves development of common problem solving strategies as well as raising intercultural sensitivity. Such practice can be considered as related to transcultural approach.

The teachers remarked that similar intercultural project is being organized in identical school:

Our ex-student is going to bring a pack of eight pupils with her, she studies in Italy. (T4)

They come from different countries and they are going to speak about the countries ... there should be Albania, Bulgaria, Bosnia and so on, from all over Europe. (T6)

They've got this kind of project with which they travel around Europe and they should present ... our pupils are going to take part in groups in which they signed up voluntarily, it's nothing compulsory ... they should, if they manage to make it, cook something, they should introduce ... each nationality should present their own country, their typical dish and ... everything is going to be presented in English. (T4)

Thus this project is taken rather from cultural standard perspective since it is concerned with presenting information related to each country or nationality without following reflection on possible changing characteristics of countries or nationalities. Similarly, differences within particular country or among individuals with particular nationality are omissioned.

T1 described her experience with intercultural encounter as follows:

I was teaching at another school and I took ten pupils ... on the Czech-Austrian border, I told them I can't speak Czech anymore starting from now, cope with it yourself. We went to Vienna for a whole-day trip, we arrived to the school ... and they begged and pleaded, but I was like "I don't understand". So they were helping each other, using their arms and legs, drawing ...

We had an opportunity there [in the Austrian school] to realize ... because there are Muslims there, there are Americans ... and the children might have... even when they were back here in Brno, they were surprised that they [the Muslims] for instance don't eat meat. ... I would say that this was the deepest I got into this, where it was possible to touch it [multicultural diversity], they cooked dinner for us, showed us their costumes, sang for us ... and the pupils were really astonished and this was the closest contact when I had a feeling that they [the pupils] gained something.

Similarly to the previously described project, this example can be understood as rather cultural standard since static characteristics of particular country of origin appear to form the core of the project. Nevertheless, the students were forced to cooperate as well as communicate in foreign language so as to cope with the situation which can be considered beneficial for development of team skills.

Not only are direct intercultural encounters used to teach about culture, but also indirect encounter with different cultures mediated through lectures or films:

... for April, we've ordered ... the authors call it show and it should be about Australia and New Zealand in English. Sixth graders till ninth graders are going to participate in this, according to the level then. (T3)

we are now going to go to One ... World [referring to a film festival about human rights issues]. We have this included in ... law and there are going to be various debates about this ... multicultural ... that there are various national ... or people coming from different countries where this or that is forbidden or which have different rights. (T2)

It is appropriate to note here that it can be observed in quotation by T2 that talking about specific groups can cause difficulties for the teachers to express themselves without hesitation since the terms may be confusing. In addition, there are expressions which can be perceived politically incorrect in the society.

In addition, T2 considers personal experience of her own suitable for teaching about culture:

I've been to China ... last year ... when we were talking about the holidays, about what we were doing in English lessons ...

... we also talk about norms or etiquette in civics and I told them [the pupils] that people can behave completely differently in each country and I gave examples ... since ... China had truly ... surprising ... behaviour for us ... or habits ... I sometimes tell them in civics or in English how they [people in China] behave, men towards women and so on ... Then I was asking the children where have they been or what they experienced ... It kind of gave me a kick ... the people there really behave quite strangely from our perspective, I became more interested in children's experience then.

Since for T2, the experience described was important as well as unusual, it became a part of her teaching practice. Her view of behaviour of members of different culture forms illustration of different social norms, serving to emphasize the differences in behaviour of members of different cultural background. In addition, the experience made her interested in experience of her students. Thus cultural standard as well as transcultural approach is mixed in this teachers' practice since apart from emphasis on differences between cultures, personal experience is taken into account.

For T1, comparison of different cultural habits forms a part of teaching about culture:

I've got a little programme ... cuisines ... European cuisines, so there are for instance meals and when they [the pupils] see it they say "we eat this too" or "I would never eat that" ... There are other activities either on the Internet or my own ideas ... there are things ... for instance with the food that I look up some information in English for them, it can be short articles with photos, we go to the computer lab, everyone gets their bit and there is a kind of cooperative activity. We are comparing cuisines, for instance.

The comparison of various cuisines is complemented with cooperative activity between the students. Thus selected information about various cultures becomes a tool for activity serving to raise the cooperation between the individuals in the classroom.

Finally, cross-curricularity of multicultural education practice as well as focus on current events in the Czech Republic related to multicultural education is stressed by T2:

When something is happening here in the Czech Republic during the week ... when a discrimination is happening or when they hear something about their co-citizens of different nationality for instance, we have the news [in lessons of civics] in which we can deal with this, talk about it ...

In English, I teach them various expressions. They enrich their vocabulary then by these issues ... We also talk about ... different ... about the ethnic issues, about various discrimination, Jews, we deal with this then and sometimes I use this in English too, that we talked about this in civics and that that's the way it is. I sometimes try to link this then.

Since T2 is teacher of various subjects, the interrelation of the subject matter is incorporated into multicultural education practice of hers.

In conclusion, the practice of individual teachers is very diverse. The examples illustrate both cultural standard and transcultural approaches to multicultural education practice. Sometimes both approaches are mixed during single activity.

1.4.5. Making Multicultural Education Attractive for the Students

Since the teachers are more experienced than the researcher in education practice, it was decided that this section is going to be concerned with teachers' ideas about raising the attractivity of multicultural education to their students.

Firstly, T1 and T7 remark that it is through music or other specific areas of interest that their students' interest in multicultural education can be raised:

Concerning culture, I would say that we get the deepest in terms of music ... It is obvious that they [the pupils] don't know for example when I ask whether this singer is American, British, Japanese or German, they haven't got a clue which is why I give them these kind of individual tasks. To be concrete, the day before yesterday, there was this ninth grader who ... Stevie Wonder, he was completely stunned so I told him OK, you'll search the Internet, find his biography and you'll read it to us ... we've got pupils who got deeper into this because they have a specific hobby, for instance dancing ... or playing a music instrument, and this, because they get out of Brno and meet their peers of the same race, if I may use the term. (T1)

In the first example, student's personal interest helps to inform the rest of the students in the class about particular country whereas in the second example, specific interest of the students enables them to travel.

In addition, T7 remarks that:

In the second volume of Chatterbox [a textbook], there is a comics which is present throughout the whole textbook, there is one episode in each unit and the main hero is a singer Michael Clacton who is a kind of alter ego of Michael Jackson, the children here like it very much then, since Michael Jackson is very popular here.

Thus it is possible to raise students' interest in issues related to culture by choosing suitable characters in materials used in the classroom.

Secondly, stories can be used in order to deal with more sensitive issues:

We deal with this by reading little articles about someone who is a hero or on the contrary a coward ... (T1)

T1 uses stories in order to provide her students with secure space. Thus the students are not forced to provide personal information of their own but have possibility to relate to characters from particular story and express their opinion by dealing with behaviour of someone else. Such practice is beneficial for multicultural education implementation since students are not forced to reveal sensitive issues of their own directly. As remarked earlier in this thesis, this is one of the principles on which Eurokid websites function.

Thirdly, as mentioned in the previous section of the thesis, it is personal experience that appears to make students interested:

They are highly interested in these stories or comparison of ... if I tell them ... that I visited a country ... if one talks about it, they remember it very well and they talk about it when I examine them, they remember it ... children were asking "How does this or that work there then?" and whether there is the communism there and so on. They didn't perceive it as a free lesson ... (T2)

In addition, providing students with freedom to create one's own opinion is considered beneficial by T4:

I don't want to impose my opinion on them, I think that they should be able to create their own. If one tries to push them into something, they don't accept it anyway. ... I take this from my own experience, I am very stubborn, if someone is trying to push me into something, I don't accept it even if it's only because of someone trying to push me.

Thus for T4, it was his personal experience that made him try to activate students' critical thinking. In recent international literature, development of critical thinking is considered of high importance in multicultural education (Moree 131).

Finally, emotions of students are targeted in order to raise interest in issues related to culture:

I looked up a little article ... about African children ... and the pictures were truly heartbreaking ... I kept the picture in the multimedia classroom. And they saw the picture when they entered the classroom ... "What is it?" ... I kept maybe three or four minute amount of time and they stared and kept silent. ... something happened there and then we started talking about it and I asked them whether they would say that this was poverty or if it was what they are experiencing. And we reached kind of conclusion ... and I in fact asked them what words they needed to describe the picture. It was ill, sores, blown up belly and it somehow linked and the children were leaving ... in a frame of mind ... "Don't they really have anything to wear?" and "How come that they don't have shoes?" (T1)

Thus in this case, the emphasis on students' emotions enabled initiation of discussion concerning poverty among the students and the teacher.

To conclude, to raise the interest of students in multicultural education, students' specific areas of interest, emotions, personal experience of the teachers, activation of critical thinking as well as the possibility of relation to fictional characters are involved by the teachers. Such strategies are in correspondence with international literature.

1.4.6. Obstacles to Multicultural Education Implementation

In six cases, obstacles to multicultural education implementation were mentioned either directly or indirectly by the respondents. Since possibility of unwillingness of the teachers to implement multicultural education is contained in the obstacles, it is argued that their inclusion into the thesis is necessary. Such obstacles form the core of this section.

Firstly, the difficulty to overcome the influence of the opinions towards minority groups in students' surroundings on their attitudes towards such groups is perceived as obstacle.

... the white at majority schools feel distaste towards different nationalities which can have roots in their family, their parents may think this way and pass it on the children. Unfortunately, they think this way and it is difficult for the teachers to disprove it. (T7)

The difficulty of such task is mentioned in the theoretical part of this thesis. Apart from continuous and frequent involvement of the students in multicultural education, it is suggested that different perspectives are taken into account in order to overcome the outside influence on students' attitudes.

T2 describes strategy of hers to cope with the fact as follows:

It is definitely good to talk about this with children so that they get a different ... I'm not saying that their parents have this kind of opinions but there can be kind of dislike for a certain minority group at home and certain opinion which the children keep hearing constantly and if they don't hear anything else at school, they tell themselves that their parents are always right. But if Ms teacher said something else, there might be ... they can think about it then. Children should have kind of basics ... they should know what happened and what could be happening again in future and they should have an attitude to this so that they aren't indifferent. I am then trying to make them interested in their surroundings ... in everyone, even if it isn't Czechs or people of white skin colour. (T2)

The teacher is thus providing her students with historical overview as well as different perspective on issues of diversity.

Secondly, the indifference of the students as well as their sensitivity towards personal issues is stressed by T1:

Roma pupils aren't used to perceive more than their closest family. The progress is if they perceive their schoolmates, which shows, to be concrete, when talking about family. They themselves are astonished that their schoolmate has got four brothers and three sisters. That's a surprise for them. They are closed in their families, clans to such an extent that it is very difficult to help them cross this border. This is the first aspect. The second aspect is that they are constantly on alert that someone wants to hurt them, that someone wants to humiliate them, ridicule, which makes making personal contact quite difficult.

It is suggested by T1 that her students are not willing to make personal contact or to be interested in other individuals. It can be argued that to certain extent, this can be true not only for minority students but also for members of majority. It is then necessary to deal with sensitive issues by mediated content, i.e. to use stories or personal experience of individuals outside the classroom to which the students can relate.

Thirdly, one respondent claimed that selected information concerning different cultures may be unattractive for the students:

I don't think that uniforms, different educational system, different lesson distribution, cuisine, costumes, culture ... that they [the students] are interested ... you should really bear this in mind when creating the materials. (T1)

According to T1, information concerning different cultural practices is not considered interesting by the students. It seems that cultural standard perspective dealing with specifics and differences of particular groups is not always appropriate.

Furthermore, reactions of students to particular information concerning culture can be surprising:

They are quite interested in this [information concerning different cultural practices] but sometimes their reactions are ... for instance when something is very different from what it's like in our country, the reactions can be quite negative. "How can they do it like this?" (T3)

The respondent suggests that certain reactions of the students may be rather uncomfortable. In such situation, different perspectives may be stressed by the teacher, for instance the students may be asked whether they think that some of Czech traditions can be perceived unusual by members of different cultures.

Concerning obstacles in cooperation with other teachers during longer projects, T4 observes as follows:

if one wants to bring something new, one encounters certain resistance since everyone has their own line which is natural. You have to persuade, make the others interested. I think that it's possible to say this in general, you have to persuade the others that what you came up with is amazing, unique, fantastic and that everyone should try it. If you succeed in this, there's no problem then. ... Well, maybe ... I'm generalizing now.

According to T4, it is important that members of the project team are certain that it is important to take part in particular project.

The consequences of different motivation of members of project team are elaborated by T5:

As a part of the whole project, there were some clashes since each teacher's motivation was different and some of them didn't want to do it.

Moreover, cooperation may be influenced by the environment in which members of the project team are present:

Nevertheless, I have to say that during the stay out of Brno without the everyday problems ... everyone relaxed somehow ... we were able to communicate with each other very well. When one returns to the stressful environment here and they have to cope with their problems in their offices, one doesn't want to see some things and isn't willing to make compromise for instance. (T4)

Finally, the fact that multicultural education is not considered a part of English teaching forms obstacle to its implementation.

Well, it's one of the cross-curricular topics, we definitely deal with this here then, however, it doesn't fit my competence, I am language teacher, in fact. (T7)

Thus T7 considers multicultural education to be suitable in subjects different than language arts. Nevertheless, this particular respondent expressed his interest in czechkid after being shown the website.

To summarize this section, the majority of teachers encountered obstacles in multicultural education implementation, namely students' indifference, sensitivity towards personal issues, dullness of certain topics, surprising reactions of the students, difficulties in cooperation with other teachers or reliance on multicultural education implementation in subjects different than language arts. It is argued that majority of the obstacles can be encountered, however, considerable amount of time and personal commitment have to be involved.

1.5. Summary of Research Results

The qualitative research was concerned with firstly, examination of teachers' ideas about multicultural education. Secondly, inclination towards cultural standard or transcultural approach was observed. Finally, the need for materials suitable for multicultural education implementation was researched.

It was indicated that teachers' understanding of multicultural education is considerably diverse. Firstly, two respondents appear to consider promoting tolerance towards minority groups the main aim of multicultural education. Secondly, one respondent tends to focus on different cultural practices in different countries. Thirdly, one respondent tends to take similar perspective as Banks in his multiple-identities approach, i.e. personal, national and global identity should be explored by multicultural education. In one case, the importance of critical thinking was stressed, however, not in direct relation to multicultural education. Finally, the rest of the respondents did not reveal their personal understanding of multicultural education, focusing rather on informing students about English speaking countries.

Concerning teachers' approach to multicultural education, two teachers tend to take rather cultural standard perspective, stressing the promotion of tolerance as well as the differences between particular cultural groups. In addition, the mixture of cultural standard and transcultural approaches could be observed in one case with tendency to focus on differences between groups as well as taking different perspectives. As mentioned in the previous article, one teacher appears to take transcultural perspective, more precisely, multiple-identities approach perspective. Finally, one teacher views critical thinking as highly important, however, it is not linked to multicultural education itself.

The teachers interviewed use wide variety of strategies as well as methods to teach about culture including intercultural encounters, textbook use, lectures, project work, use of stories, personal experience, etc. Interestingly, the practice of the teachers appears to be more cultural standard than their approach to multicultural education. Transcultural approach emerged mainly during project work or use of stories, either fictional or personal.

Most of the teachers view multicultural education as important, nevertheless, two of the teachers do not incorporate it in their lessons of English either due to lack of time or due to reliance on teachers of subjects different than English.

In terms of need for materials for multicultural education implementation, four of the teachers expressed their interest. It could be observed that there is uncertainty present concerning multicultural education implementation.

As for the differences between the schools in the research sample and their relation to multicultural education, only one difference was observed, i.e. one respondent remarked that multicultural education is not the core issue of a minority school since there are more important issues to be deal with, such as economic support of minority pupils in terms of gaining financial support from international grants.

The chief obstacles in multicultural education according to the teachers are as follows: the indifference of the students in other individuals in general, the unwillingness to make personal contact, the surprising reactions of the students which may be uncomfortable for the teacher, the difficulties in cooperation between teachers as well as the difficulty to change students' opinions influenced by their surroundings. The obstacles to multicultural education are going to be taken into account in lesson plans creation in the following chapter.

2. Lesson Plans Creation

This chapter is concerned with the process of creation of lesson plans based on materials available on website www.czechkid.cz. Firstly, general rules are going to be described as well as the target group of the lesson plans. Secondly, process of creation of lesson plans is going to be elaborated. In addition, the choice of individual activities is going to be justified. Finally, conclusions are going to be drawn as well as suggestions for the future.

2.1. Target Group of the Lesson Plans

The designers of czechkid website claim that it is suitable for teenagers of thirteen to fifteen years of age. Since the researcher's field of study is basic school education and thus the interviews in the previous chapter were conducted with basic school teachers, the target group of the lesson plans is identical. Nevertheless, it is possible to further adapt the lesson plans in order to make them suitable for younger or older learners.

Furthermore, the diversity of schools in the research sample in terms of general level of students' language skills resulted in design of lesson plans suitable for pre-intermediate to upper-intermediate students. Such level of students is assumed after consulting the teachers in terms of characteristics of their classes. Individual lesson plans were designed to suit particular level with possibility of difficulty reduction or increase. Such possibilities are suggested in particular lesson plans.

As for the diversity within the classes, mixed ability is natural and present in majority of classes, therefore the teachers should be able to adapt the lesson plans according to needs of their students. Such task may be easier for schools with policy of division of students into classes according to level of their language skills appearing in six cases in the research sample.

In addition, since in majority of schools in the research sample it is not possible to use computer in every lesson, the lesson plans were designed so that it is possible to work with them without computer in four cases. In one case, the computer is needed for certain activities within the lesson plan. Moreover, computer may be used further during work with czechkid since the lesson plans created form only minor sample of possibilities of czechkid inclusion in English teaching.

2.2.General Rules Followed

The activities were chosen so as to involve as many language skills as possible in order to make each lesson diverse and possibly attractive for the students, nevertheless, reading and speaking are the chief skills targeted since two of the teachers in the research sample stated that they lack materials for conversation classes.

In addition, various senses are targeted in the lesson plans so that various types of learners have possibility to learn in the most suitable manner. By various types of learners, students with different mixture of multiple intelligences are meant. Multiple intelligences theory was developed in the early 1980s by Gardner, claiming that "human cognitive competence is better described in a set of abilities, talents or mental skills ... intelligences" (6). According to Gardner, there are seven basic types of intelligences, i.e. musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal and intrapersonal. If all senses are involved in a lesson, visual, musical, bodily-kinesthetic as well as linguistic intelligences are targeted. If communicaton is involved, linguistic as well as interpersonal intelligences are targeted, etc. It is beneficial to include as many intelligences as possible into a lesson. Such attempt is going to be present in the lesson plans.

Furthermore, the lesson plans aim to contain variety as well as coherence. Harmer claims that teachers should "plan a lesson that has internal coherence but which nevertheless allows students to do different things" ("How to Teach English" 122). By coherence, the logical pattern of the lesson is meant, i.e. the existence of connection between the individual activities present in the lesson (ibid.). Variety incorporates the notion that students are to be involved in different types of activities as well as introduced to a wide selection of materials (Harmer "The Practice of English Language Teaching", 258).

The duration of each lesson plan is forty-five minutes since it is usual length of lessons in Czech schools, including schools in the research sample.

Concerning the graphic matters, black and white colours are used predominantly in the lesson plans so that it is possible to print them out without coloured printer. As for the font used, Comic Sans MS was chosen in order to enable learners with specific learning difficulties easier reading of the text. In addition, use of italics was reduced.

To make the difficulty of the lesson plans suitable for the learners, it was necessary to simplify the content of czechkid website so that the materials can be used in class directly without translation. Simplification of selected website content is elaborated further in sections dealing with individual lesson plans.

As for the structure of the lesson plans, firstly, the level of difficulty is stated, followed by description of aims of particular lesson. Furthermore, the estimated duration of the lesson plan as well as individual activities is included. Finally, the procedure is described. In each lesson plan, the procedure is finished by homework suggestions for the teachers.

In order to inform teachers about target group of the lesson plans, introduction which is present before the lesson plans was designed. Explanation of abbreviations use is included in the introduction as well as the possibility of contacting the researcher for possible comments.

2.3.Lesson Plan A

Lesson plan A represents example of model lesson aiming to introduce czechkid characters to the students. Since introduction of all characters present on the website would involve more than forty-five minutes, five characters were chosen by the researcher.

Firstly, introduction part was designed to serve as motivation for the students. To involve communication, the students are asked what they want to know about newly encountered person. The students are put into small groups for the activity to raise their involvement in communication.

Secondly, information gap activity is included to inform the students about particular characters. Communication of the students is raised by the activity since to complete the task, it is necessary to ask for the missing information. As for the anticipated complications, the students are not to show particular worksheets to each other in order to enable communication in English. If such condition is not fulfilled, the aim of the activity is not achieved.

Personal information of particular characters present on czechkid website was simplified for the activity. More precisely, information concerning categories such as family, religion or hassles was shortened.

In addition, possibly difficult items were either substituted by easier items or complemented by translation into Czech or paraphrase in English. Since it was assumed that students practise use of Wh- questions by the activity, expressions blanked were chosen in order to enable use of such questions. To simplify the activity, hints for the questions were provided.

Thirdly, poster creation is included so that bodily-kinaesthetic intelligence of students is involved. In addition, display of the posters in the classroom enables the students to revise information concerning the characters if necessary. Moreover, shortening as well as summary of information is practised by the activity. Furthermore, presentation skills are practised by providing schoolmates with meaningful information.

Finally, the homework task enables the students to relate to particular character as well as reflect on their own life experience. If the task is complemented by presentation to the class, the life experience of the students is taken into account by their schoolmates.

2.4.Lesson Plan B

In lesson plan B, examples of activities aiming to raise coherence of the class are included by incorporating reflection on similarities between the students as well as the categories they identify with. As mentioned in the theoretical part of the thesis, such practice is crucial for transcultural approach implementation. In addition, not only is relation to czechkid characters raised, but also information concerning characteristics of particular characters is revised.

Firstly, the teacher reveals their own categories of identification which can contribute to willingness of the students to reveal their own identifications.

Secondly, the students are concerned with particular character's categories of identification. Thus it is not necessary to reveal one's own identifications straightly. In contrast, fictional characters are the main subject of the activity. Furthermore, the characters are compared in terms of their identifications and the similarities of the characters are stressed as well as the fact that one's understanding of particular categories can differ from other individuals.

Thirdly, personal categories of the students are targeted. Secure space is provided to those who do not want to reveal their categories completely by making the display of the Daisy sheet voluntary. Communication between the students is enhanced by finding similarities between the students in class as well as reflection on the categories. Furthermore, the differences between individuals within particular categories are emphasized by means of students' personal reflection.

Finally, the homework enables the students to examine categories of individuals in their surroundings.

2.5.Lesson Plan C

Similarly to lesson plan D and E, the lesson plan represents possibilities of working with particular dialogue present on the website. The dialogue was chosen since it refers to insults related to categorization of individuals which are common in the society. Building on researcher's personal experience, it is argued that such insults are frequent among teenagers.

Firstly, the dialogue present on the website was simplified since its difficulty is considerably high. More precisely, the content was reduced to information most important from the researchers perspective. In addition, Czech translation of more difficult items was included as well as English paraphrase of items which could cause understanding problems. Since the dialogue is written in informal English, the researcher aimed to reduce its difficulty and simultaneously preserve the informality of the dialogue.

Secondly, the dialogue is divided into three parts in order to make its reading less demanding as well as less time-consuming. Independent search for information, summarization as well as communicating the content of the text to the rest of the class are included in the post-reading activities.

After-reading activities involve communication in small groups in order to raise the involvement of students in answering questions related to the dialogue. Furthermore, questions targeting the feelings of particular characters as well as students are included in the Questions sheet. Thus reflection on the dialogue involves relation to the character. Perspectives of different characters need to be taken into account by the students which is correspondent to transcultural approach. Finally, real life examples are to be provided by the students in order to link the dialogues with practice.

Thirdly, students are acquainted with informal English by comparison with informal Czech. Thus the understanding of the meaning is raised. In addition, the attractivity of the dialogue may be raised since informal language is commonly used among teenagers.

Finally, homework task further links the dialogue with practical life of the students. By observing their surroundings, examples of prejudice related insults are to be found by the students.

2.6.Lesson Plan D

As mentioned in the previous section, the lesson plan includes more examples of working with particular dialogue present on czechkid website. Dialogue concerning minority groups media picture was chosen due to the possibility of linking it to practical life of the students.

Firstly, similarly to the dialogue dealt with in the previous section, simplification of the dialogue was involved in the design of the lesson plan. More precisely, shortening, Czech translation as well as paraphrase in English were involved. Futhermore, the dialogue was divided into three sections to make its reading less demanding.

Secondly, relation of the students to the characters is raised by including hot chair activity. The activity provides students with space for taking characters' perspectives by role playing individual characters which have contrasting opinions.

Thirdly, independent search for information is included in the lesson plan by students' search for media reports. In addition, the link to practice is provided by the activity as well as summary and presentation of the information found.

Homework task involves students in search for more reports from other than Internet media sources.

2.7.Lesson Plan E

Since the activities included in lesson plan E are similar to those in lesson plan C and D, only minor details are discussed in this section.

Dialogue concerning globalisation was used as the chief material in lesson plan E since it deals with fast food restaurants which are popular among teenagers. It is argued that visiting such restaurants is considerably popular among teenagers.

The post-reading activities include questions aiming to make students reflect on their experience. Thus it is possible to relate to the dialogue to higher extent.

Poster creation is included in the lesson plan since it provides bodily-kinaesthetic types of students with possibility to learn in the most suitable manner. In addition, summarization and revision of the information is involved.

Homework task aims to make students cooperate outside classroom with concrete outcome, i.e. poster presentation to the rest of the class.

2.8.Conclusion

By creation of five lesson plans, the variety of materials based on transcultural approach for basic school teachers of English was widened. Four of five lesson plans do not involve computer use in order to make them easier to implement.

During the creation of the lesson plans, the difficulty of materials present on czechkid website was reduced in order to make them more suitable for pre-intermediate to upper-intermediate learners. Simplification involved shortening of the information as well as English paraphrase and Czech translation. In addition, the informality of the materials was aimed to be preserved during simplification. It is argued that such simplification is considerably time-consuming and thus could form obstacle to czechkid use in English teaching. It is suggested that more material present on the website be simplified to make it more accessible for basic school teachers of English.

Furthermore, the potential of the website being considerably rich, it is argued that the lesson plans created represent only minor possibility of czechkid use in English teaching. Nevertheless, the activities included in the lesson plans can serve as examples for teachers of using czechkid in multicultural education implementation in English teaching.

In addition, the implementation of the lesson plans in practice does not form part of this thesis. To evaluate their efficiency, further examination of their implementation is needed.

By providing email address of the researcher in the introduction part to the lesson plans, contact with teachers who will possibly implement the lesson plans is enabled. Moreover, the lesson plans are going to be implemented in future teaching practice of the researcher.

3. Conclusion

The diploma thesis was concerned with transcultural approach to multicultural education as well as its implementation into English teaching.

The qualitative research conducted with basic school teachers of English showed that teachers' understanding of multicultural education as well as their multicultural education practice vary considerably. The understanding stretches from cultural standard approach to transcultural approach, different mixture of both approaches being in the middle of the scale. Multicultural education practice of the teachers includes rich variety of teaching methods and strategies, the teachers are not afraid of experimenting as well as trying new methods, nevertheless, uncertainty of the teachers concerning multicultural education is observable.

To reduce such uncertainty, czechkid website was introduced to the teachers of English. Thus they were informed about material which can be used for multicultural education implementation in English teaching. In addition, five lesson plans building on material present on czechkid website were designed in chapter seven of the thesis.

During the creation of lesson plans, it was discovered that material present on czechkid website needs to be simplified in order to suit basic school students of English. Such simplification involves considerable amount of time and thus can form obstacle to czechkid use in multicultural education implementation in English teaching. Thus it is suggested that apart from the material in the lesson plans created in the practical part of the thesis, more material present on the website be simplified and made accessible for basic school teachers of English.

In the theoretical part of the thesis, it was examined that categorization is avoided in transcultural approach to multicultural education. It is desirable that basic school teachers of English have access to materials based on the approach, yet English version of the most thorough and well-accessible material based on the approach, i.e. czechkid is quite demanding in terms of difficulty for basic school students of English. It is suggested that the accessibility of the material is raised by simplification of its content. Examples of such simplification are included in five lesson plans created in the practical part of the thesis.

Resumé

The diploma thesis is concerned with transcultural approach to multicultural education and its implementation in English teaching. In the theoretical part, major approaches to multicultural education are described. Furthermore, transcultural approach is chosen as the chief theoretical background of the thesis. Local as well as international literature is examined in order to illustrate predominance of particular theoretical approaches to multicultural education present in local and international context. Finally, material based on transcultural approach, i.e. czechkid website is described in the theoretical part of the thesis since it forms background for creation of lesson plans in the practical part of the thesis.

In the practical part of the thesis, firstly, seven basic school teachers of English are interviewed by means of semi-structured interviews. Subsequent analysis of the data gained is concerned with teachers' ideas about multicultural education as well as its implementation in English teaching. Tendency towards transcultural or cultural standard approach is examined. Furthermore, possible obstacles to multicultural education implementation from teachers' point of view are dealt with.

Secondly, five lesson plans suitable for multicultural education implementation in basic school English teaching are designed in the practical part of the thesis. The lesson plans are based on material available on czechkid website. Moreover, transcultural approach forms the theoretical background of the lesson plans. The process of creation of individual lesson plans is elaborated and obstacles encountered are described.

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Appendices

Interview 1

R: How would you characterize the classes in which you teach?

T1: OK, there are of course almost 98% of Roma pupils at our school which ... and this is going to be my personal attitude only, I don't want this to sound as the whole school's voice, since we of course differ significantly due to our age, etc. For me, each Roma pupil is a challenge. These pupils come with certain habits from the primary school, certain abilities and skills and I would say that in terms of competence, they are at the third quarter of their journey. This means that if one has, for instance in English itself, the primary education stage well built-up, it is possible to lean on it. Then when the pupils come to me, they are interesting, partly educated, somehow prepared and it seems that we recently succeed in them being willing to educate. They have their particularities, about which we are going to talk later. I would then finish this chapter if it is enough for you.

R: Yes, thank you very much. What is your opinion on multicultural education in general?

T1: Definitely, I find it an interesting aspect of education, but unfortunately, my opinion from the practice at our school interferes.

R: That's exactly what I'm interested in.

T1: Perfect ... I just need to be sure, so if you could confirm to me that multicultural education means that a person learns not only about their closest surroundings, but also about their wider family circle, about their schoolmates, co-citizens, the state, Europe ... and if I understand it correctly, then they are learning about cultural habits ... or maybe traditions?

R: This is one of the approaches, in fact. Then there are other approaches saying that everyone has their personal history and that when we meet someone whose personal history differs

T1: yes, differs...

R: that despite of that we can find things which we have in common and it's possible for us to talk and cope with each other then.

T1: Yes, yes, thank you, we've settled on the correct line then. So I think that we don't deal with this enough in English [meaning the subject], because we don't reach further than the family horizon.

Since Roma pupils aren't used to perceive more than their closest family. The progress is if they perceive their schoolmates, which shows, to be concrete, when talking about family. They themselves are astonished that their schoolmate has got four brothers and three sisters. That's a surprise for them. They are closed in their families, clans to such an extent that it is very difficult to help them cross this border. This is the first aspect. The second aspect is that they are constantly on alert that someone wants to hurt them, that someone wants to humiliate them, ridicule, which makes making personal contact quite difficult. We deal with this by reading little articles about someone who is a hero or on the contrary a coward, what ... I've got a little programme ... cuisines ... European cuisines, so there are for instance meals and when they see it they say "we eat this too" or "I would never eat that". I would say that these are, how to put it, little balloons which one slowly releases. ... And then there is another aspect, since we've got pupils who got deeper into this because they have a specific hobby, for instance dancing ... or playing a music instrument, and this, because they get out of Brno and meet their peers of the same race, if I may use the term, so they ... have this kind of antenna and managed to make their baloon fly a little higher. However, in general I would say that we are on the margin and if you have any material which makes sense, which would be possible to adjust, to grasp, to work with, then bring it on! I can imagine how I'd implement it, for instance.

R: I'm glad to hear this. What role does multicultural education play in present Czech society?

T1: Well, I come from a generation which for long years didn't live with anyone else than ... I would say fellow tribesmen, but I don't like the expression ... with people who speak the same language. I've been noticing the Vietnamese community for years, however, I have no idea about their culture, only somehow individual experiences, for instance, and this is my own experience from maternity hospital, a Vietnamese came and started singing to his wife by her bed, which charmed me. But this is the top of my knowledge about the Vietnamese community. So for long years, lots of people didn't have the information. It changed after the revolution, however, I think that what people think hasn't changed ... in the group of people above maybe fifty, forty ...

I'm not very sure of the lower border... I think that not many people are interested in what is happening behind their door, not speaking about across the borders. Why would they need to know? But what I find great is, since I've got six grandchildren from 21 to 13 years old, which is quite a good sample, that they travel abroad, write letters, e-mails, skype and are also growing, for instance in terms of English and they don't participate in activities against anyone, anyhow, against people of different skin colour. I think that they are interested in other people's lives. I have the impression. Of course, I can't speak for the whole group ... but I think that it is good that the borders opened and that people are getting to know each other not only behind their fences. I would see this as a good way to go.

R: OK. Do you feel support from the school leadership for implementing multicultural education in your lessons?

T1: Definitely yes. There is no need to comment on this here.

R: Not at this school, I see. Could you describe a situation in which you felt that you're a successful multicultural teacher?

T1: OK ... My personal friend Christine Freehauf from international school in Vienna is a teacher who teaches at school in which pupils from all around the world from 10 to 18 years old are educated.

R: Oh, we've been there with my school.

T1: Great, I don't have to tell you what the school is about then. I find my personal success ... there were two things which linked there, in fact ... I was teaching at another school and I took ten pupils.

On the Czech-Austrian border, I told them "I can't speak Czech anymore starting from now, cope with it yourself". We went to Vienna for a whole-day trip, we arrived to the school ... what was pleasant was that both English and German were spoken, the local teachers were able to switch between the languages, which caused our teachers to want to learn English, but this is just by the way. So in terms of teaching when we ... because I told my students to write what they are expecting from it ... from the visit. "That I'm going to eat well" was a marvellous answer. Of course I expected something completely different, but I was quite amused, I told myself "I'll teach you, you rascals".

OK, we arrived there then and they begged and pleaded, but I was like "I don't understand". So they were helping each other, using their arms and legs, drawing and a pupil who happened to be an arrogant and ignorant goose and who said that there's no use in learning [English], that German is spoken in Europe and when we were on our way back, I gave them the same paper and asked them what happened and what are they taking back with them and this pupil answered in one laconic, nevertheless amazing sentence: "I think I am going to start learning English" ... We had an opportunity there [in the Austrian school] to realize ... because there are Muslims there, there are Americans ... and the children might have... even when they were back here in Brno, they were surprised that they [the Muslims] for instance don't eat meat. ... I would say that this was the deepest I got into this, where it was possible to touch it [multicultural diversity], they cooked dinner for us, showed us their costumes, sang for us ... and the pupils were really astonished and this was the closest contact when I had a feeling that they gained something and the bonus was the realization that he is going to study more. This was an experience which had a real impact then.

R: Which methods and materials do you use when implementing multicultural education into English teaching? Do you have any source which you are using?

T1: I see. The basics are articles in the textbook, however, I must stress that I use textbook only occasionally since I don't think that it's the best thing to use. There are other activities either on the Internet or my own ideas because I know what my students are like and I know on what level they are. Nevertheless, we've got good textbooks, Way to Win which we have from the sixth to the eighth grade and there are ... I use them for reading and listening ... and there are for instance about children who ... how they live in India ... and Germany and of course in England and this is a kind of basis.

Secondly, there are things ... for instance with the food that I look up some information in English for them, it can be short articles with photos, we go to the computer lab, everyone gets their bit and there is a kind of cooperative activity. We are comparing cuisines, for instance. Concerning culture, I would say that we get the deepest in terms of music ... It is obvious that they don't know for example when I ask whether this singer is American, British, Japanese or German, they haven't got a clue which is why I give them these kind of individual tasks.

To be concrete, the day before yesterday, there was this ninth grader who ... Stevie Wonder, he was completely stunned so I told him OK, you'll search the Internet, find his biography and you'll read it to us. We built these kind of bridges then. It can be searching through the Internet, literature, magazines, textbook, personal information provided by me, I also ask them whether they are aware of this or that. We've got certain bridges built then, however, a thorough material ... kind of manual ... what to do exactly, where to head ... what could be important ... there are kind of little balloons again which I release towards them. From what I've experienced with them, it seems that we made a progress but I am not completely sure which is what I don't like. I would like something ... what the direction is, I will follow it ... I don't want you to tell me go from point A to point B ... but rather there is this kind of goal and you can take for instance this direction, OK?

R: I see. Have you encountered any obstacles while implementing multicultural education into English teaching?

T1: I see. Concerning organizational or material questions, I wouldn't see any obstacle since I personally am able to find my own ways and if it's something I can't figure out myself, we've got an amazing deputy headmaster which is what you have perhaps found out yourself ... I wouldn't say that I've encountered an obstacle. I would rather say ... that I can sometimes see in the children's eyes ... sometimes even in their questions that they are extremely taken aback or surprised and I am now going to tell you a concrete example. I looked up a little article ... about African children ... and the pictures were truly heartbreaking ... because they keep telling us ... our children ... how desperate, how poor they are so I kept the picture in the multimedia classroom. And they saw the picture when they entered the classroom. There was ... sand in which there were three children toddling ... with big bellies and with this kind of little flies around their mouth ... so they entered the classroom and stood staring. "What is it?" ... I kept maybe three or four minute amount of time and they stared and kept silent. ... And something happened there and then we started talking about it and I asked them whether they would say that this was poverty or if it was what they are experiencing. And we reached kind of conclusion ... and I in fact asked them what words they needed to describe the picture. It was ill, sores, blown up belly and it somehow linked and the children were leaving ... in a frame of mind ... "Don't they really have anything to wear?" and "How come that they don't have shoes?"

And suddenly there popped ... And of course I couldn't keep myself from telling them in the end "You won't be saying that you're poor anymore, my darlings, will you? Because this is poverty."

R: Does cooperation with other teachers function or is each of you rather on your own?

T1: I would say that this ... we might deal with this in subject groups circle, but not as the whole school. I would say that we haven't got to this issue yet, it might happen in future.

R: OK. This is a bit personal question - which of your life experiences influenced you the most to implement multicultural education into your teaching?

T1: Of course. Children who left for England, Canada, the U.S. ... and who were returning. They in fact left and again arrived with this family bubble of theirs. They might have stayed there for a fortnight, two months, half a year, two years but if I tell you that a child who had been attending a Dutch school for five years and was learning English there couldn't answer any question and when I asked her what was she doing during the lessons, she told me that she had been sitting in front of a computer completing tasks all over again, I was surprised ... but to get to the multiculturalism. When I for example asked what was American or British school life and family life like ... they don't know. They didn't explore it. This is truly kind of phenomenon of this bubble around me, my family is the basics and I'm not interested in anything else.

I would then say that this made me try to make them a bit acquainted with ... using the materials I was talking about earlier but I'm not completely sure whether they are able to accept this as important information. I don't want to be pessimistic, but I think that they aren't. I don't think that uniforms, different educational system, different lesson distribution, cuisine, costumes, culture ... that they are interested ... you should really bear this in mind when creating the materials. What would help the most would be to persuade them at first that this is important, interesting for them. I can't ... I don't know how to deal with this yet, I'm not doing this well ... or not well, I can imagine that it could be dealt with differently.

R: What is important is that you are trying to deal with this.

T1: Of course, I can't let it go.

Interview 2

R: How would you characterize the classes in which you teach?

T2: When you come to this school, you jump onto a train which is in motion, I replaced a teacher who left and inherited her classes. She had ... here, the classes are divided into capacity groups and she always had the weakest groups. The teachers who had better groups kept them so that the classes don't switch their teachers too often. It is different in terms of conversation classes in which we want the students to hear more teachers or more accents. We also have a student here now ... from Turkey, [mentioning the students' name] who helps us with a variety of lessons, we share her at both primary and secondary level and she prepares different activities for the children, for instance about Turkey ... about the country in general, or about cuisine ... or in my conversation lessons, she prepares various topics and they can have conversation with her. The children also have another conversation lesson with her ... they can also take this class, the seven graders. I have lower capacity groups then.

R: Those are lower capacity groups in this school which specializes in languages...

T2: They are definitely doing well, the children here are very skilful ... so they are doing well despite the lower group they are in. Of course there are children who ... are struggling, but if I compare it to other schools it is very ... for instance when I was doing my teaching practice, it can be observed that it is possible to work with the children here even in the weaker groups.

R: What's your opinion on multicultural education? I mean your personal point of view only.

T2: Since I teach civics, I teach children that they should be tolerant towards the various minority groups here in the Czech Republic but also when they travel abroad, for a holiday. That they can meet people who are different, everyone isn't the same ... someone doesn't have to like us and at the same time we don't have to like everyone, but they don't have to like us at the same time. They should be tolerant, then, no discrimination or so. I teach this in civics too then.

Concerning English, of course ... even if you have a look at the Project [referring to a textbook] from which we learn, there are children of different skin colour, of different nationalities.

What I don't like about it is that if you have a look at it there are ... good looking people only. I would include someone who is for instance impaired or ... someone who is not a pure beauty, as they say. Because throughout the textbook, they can see nice, pleasant pictures only.

Otherwise they encounter these issues... for instance there is this English across the curriculum at the end of each unit in which they have an insight into different countries, different states ... how things are or aren't dealt with there. They get kind of general overview of English speaking countries in English then, Canada, the U.S., Britain ... this is included there and I definitely like it since they should of course have an overview of the countries where English is spoken and for example about the people there, what they are or aren't used to. But it is present mainly in civics and I can also use it that people just aren't the same and that they should tolerate each other. ... We also talk about ... different ... about the ethnic issues, about various discrimination, Jews, we deal with this then and sometimes I use this in English too, that we talked about this in civics and that that's the way it is. I sometimes try to link this then.

R: Great. What methods do you use when teaching about these issues?

T2: I use a lot of discussion in civics. I let them ... sometimes I give them something to read concerning this and then for instance ask them to present the information. When something is happening here in the Czech Republic during the week ... when a discrimination is happening or when they hear something about their co-citizens of different nationality for instance, we have the news in which we can deal with this, talk about it ... that even though they are different, we have to accept them as they are ... because for instance if we wanted to move somewhere else ... how they would view us ... and they of course have different kinds of reactions. I use a lot of discussion then. In English, I teach them various expressions, they enrich their vocabulary then by these issues.

R: Have you encountered any obstacles while implementing multicultural education into your teaching, both English and civics?

T2: Well, these pupils aren't ... they don't boycott your work ... on the contrary, they are highly interested in these stories or comparison of ... if I tell them how this or that works in a foreign country, that I visited a country and they are immediately like "Ms teacher, show us photos! Tell us how you liked it there!" ...

They are glad of this if they don't have to write a test or anything ... that if one talks about interesting things ... they are quite enthusiastic and they want to hear about it and are interested in it and enjoy it and I would say that if one talks about it, they remember it very well and they talk about it when I examine them, they remember it. I think that multicultural education is interesting then, to talk about different people, minorities, states.

R: Do you think that the school leadership encourages you to talk about these things?

T2: Definitely. They don't order us or forbid us to talk about anything. ... The question is ... if we deal with minorities or discrimination of minorities, they talk about this in other subjects, for instance in history. They then say "Oh, we've heard about this", so it is linked. They don't forbid us anything, on the contrary, they send us that a book has been published ... about these issues ... they forward e-mails to us if they get something. I think that we can ... we can deal with these things then. In any case, it is one of the cross-curricular topics. We of course have the syllabus and I think that no one would try to skip anything ... and if multicultural education is included there, everyone likes to ... if one has the information which could be interesting for the pupils, then one tells them.

R: I see. Have you got enough materials to use when you teach about these issues?

T2: I think that there is quite a lot information concerning these topics in textbooks, each teacher has a general overview of what is currently happening and for me, it is civics that help me a lot ... for instance the information I learned at the university. Then there are various projects concerning this, for instance racism, we are now going to go to One ... World [referring to a film festival about human rights issues]. We have this included in ... law and there are going to be various debates about this ... multicultural ... that there are various national ... or people coming from different countries where this or that is forbidden or which have different rights. They are going to hear about this too then.

I am trying to ... we arranged this with a colleague of mine for instance. There is also a programme on these rights in English, however, it is for older students whom I don't teach. I haven't checked it then ... I've only seen that it's in English but the sixth and seventh graders whom I teach wouldn't probably cope with it. Since I've been here for two years now, I got the sixth grade, I'm their form teacher. I had them last year and now I teach them civics.

I might have them the next year, in their eighth grade if I stay here ... so ... in fact I might move somewhere else, I could see that they should deal with these things from a different perspective, I would then search for new information from a different perspective.

R: What role does multicultural education play in present Czech society?

T2: I think it's definitely important. People are a bit ... they hurry a lot, they are mainly focused on themselves and if someone is different, they have lots of objections ... and they are always ... dissatisfied, they complain ... It is definitely good to talk about this with children so that they get a different ... I'm not saying that their parents have this kind of opinions but there can be kind of dislike for a certain minority group at home and certain opinion which the children keep hearing constantly and if they don't hear anything else at school, they tell themselves that their parents are always right. But if Ms teacher said something else, there might be ... they can think about it then. Children should have kind of basics ... they should know what happened and what could be happening again in future and they should have an attitude to this so that they aren't indifferent. I am then trying to make them interested in their surroundings ... in everyone, even if it isn't Czechs or people of white skin colour.

R: Could you describe a situation in which you felt that you're a successful multicultural teacher?

T2: Well, if we talk about this ... I've been to China ... last year ... and when we were talking about the holidays, about what we were doing in English lessons ... we also talk about norms or etiquette in civics and I told them that people can behave completely differently in each country and I gave examples from this country since if you travel in Europe, the behaviour is more or less similar but China had truly ... surprising ... behaviour for us ... or habits. I sometimes tell them in civics or in English how they [people in China] behave, men towards women and so on. It is from my own experience then and it was fine because one doesn't talk about what they read or heard but talks from one's experience. I felt that I am telling them the truth then or something based on facts, what I experienced and children were asking "How does this or that work there then?" and whether there is the communism there and so on. They didn't perceive it as a free lesson ... or not a lesson, it was like fifteen minutes ... I felt that I am really talking about my experience then.

R: Do you cooperate with other teachers?

T2: I think that we know who teaches what and that we are always discussing things ... what to do ... “Have you got any map about food?” ... “Yeah, of course, I’ll lend it to you” ... I don’t know, in general ... “How did you do this or that?” “I didn’t mention this, I preferred doing this part”. I consult one colleague of mine concerning health education a lot, then I consult other concerning civics ... or we got the e-mail concerning the project, “Are we going to do anything?” “Yeah, sure, could you order it?” “Yeah, I could”. So I would say that we cooperate quite a lot, not only in these subjects, but also in English.

R: Which of your life experiences influenced you the most to implement multicultural education into your teaching?

T2: ... Well, definitely visiting of the country. ... Then I was asking the children where have they been or what they experienced. In civics, when I was telling them of different habits of different people, I also asked them whether they have been to any country. It kind of gave me a kick ... the people there really behave quite strangely from our perspective, I became more interested in children’s experience then. I would say that if one travels and meets ... the teachers too ... that they are given a kick if they have something to tell ... they don’t invent anything. ... Definitely my experience then. If there is something in the textbook, I don’t avoid it, on the contrary, I focus on these issues so that they know how things work in other countries. Definitely, I don’t avoid this, also since I teach civics. I am quite glad that we can talk about this in English then too.

R: What do you want to achieve as a teacher?

T2: Most importantly, I want to see the results behind me. If the children for example ... if they remember what one tells them and I can see that they learned something, that I passed something on ... this is the most important thing for me. If they don’t have good results in a test, I ask myself what did I do wrong ... for instance whether I have explained the grammar in an unclear way or something. ... It is then the feedback, that the children tell you the sentence ... or not the sentence that one said but that they remember what we were talking about. That’s the aim of each lesson, I would say. ... I would also like to have more time to educate myself further.

Since if one wants to have private life, then there's the work, then you have to correct an exercise book, then you have to ... I don't know, attend a meeting ... of course, it's a job what we're talking about here but I enjoy it very much and I wouldn't change it for anything else. I really enjoy it extremely but I would like to educate myself more, to have more time for education.

Interview 3

R: How would you characterize the classes in which you teach?

T3: It varies a lot. We've got some selective classes in which the students are very skilful and then we have classes ... of course if we take the most skilful ones and put them into one group, the other groups become weaker. I teach in both the weaker and the stronger groups. However, I have more of those where the gifted children are. Those aren't language classes, we call them language groups. We divide them at the end of the second grade. They've got one English lesson in the first grade, one lesson in the second grade and then they are divided at the end of the second grade. They are usually divided by their form teacher. Sometimes the deputy headmaster can be involved in this. She's got her own voice. Once divided like this, they continue in the same group till the ninth grade but we've set it so that mutual switches are possible, that when the children are in the second grade ... since it is quite soon, sometimes it turns out that they don't keep up with the pace of the rest of the group when they are divided in the second grade. They can return then. On the contrary, if it turns out that someone in the weaker group is skilful, they can be transferred to the better group.

R: I see. Are there any pupils who come from abroad at this school?

T3: Yes, there's a Vietnamese, a Chinese, there was a Ukrainian, there was Slovak nationality and that would be it as far as I can remember.

R: What's your opinion on multicultural education? I mean your personal point of view only.

T3: I think that it is very good for the children if they can learn something of the facts about the countries they are for instance learning about or if there are the Chinese or Vietnamese here, they can find out something from them if there's the possibility.

They are quite interested in this but sometimes their reactions are ... for instance when something is very different from what it's like in our country, the reactions can be quite negative. "How can they do it like this?" I am trying to explain to them then that each enrichment ... when they hear how things are dealt with somewhere else or how they can be dealt with differently, is rather beneficial for them ... when their horizons are broadened in this way. I would then say that it is very good, if there's enough time for it, to learn something new and it can be seen that they are interested in it. They like doing this, for instance if I show them a video in English lessons ... but again, it is predominantly the question of English speaking countries in English lessons. There isn't enough time to deal with other countries.

R: Have you encountered any obstacles while implementing multicultural education into English teaching?

T3: We work with Project textbooks and there are these Culture Pages there, we work with this then. Once we finish the unit, we do the Culture Pages. We also have videos which fit to the oldest Project textbooks, to the first edition but they are still possible to work with ... we have "Window on Britain", we work with it too then and we also deal with this a lot in conversation lessons. That's compulsorily optional subject, not all children have it then but some of them choose it, usually in the ninth grade. We have time for this there then but again for things to which they can relate, for instance public holidays, which are celebrated, how they are celebrated, British schooling, cuisines and eating habits ... there is also heath system, they learn something then.

R: What role does multicultural education play in present Czech society?

T3: I don't know whether I've got enough overview but ... it seems to me that in our country ... that this is something which should be given more space. Because as I've been observing this recently ... these xenophobic spirits and so on, it seems to me that they are rather increasing. I don't know if this is related to the situation of the society, to the economic situation or so ... I'm not an expert on this but I think that these issues are not given much space and that it can be observed.

R: Does the school leadership support you in implementing multicultural education into your teaching?

T3: Definitely, in these terms yes, I must say that the leadership supports us ... if we need to buy something or order something ... for April, we've ordered ...

the authors call it show and it should be about Australia and New Zealand in English. Sixth graders till ninth graders are going to participate in this, according to the level then. We are trying, if we find out about something ... and if we think that it could be accessible for the children in terms of both their level and their knowledge ... we try to arrange it then and the school leadership is quite supportive. I think that they are aware of the fact that English and foreign languages are important for the children, they are trying to support it.

R: Could you describe a situation in which you felt that you're a successful multicultural teacher?

T3: ... I would rather remember a situation in which I felt as a good teacher of English but multicultural teacher ... I am happy if my students pass entrance exams to for instance selective grammar school, for instance grammar school X ... straight to a class specializing in English or if they continue with English to a college or if I hear that they, after having passed college or high school, that they travel abroad where they sometimes feel more comfortable in terms of the language ... that they know something already. I think that there is a couple of things like this then. But to specify in to the multicultural area, I don't know. ... I can't remember anything concrete.

R: That's OK. Have you encountered any obstacles while implementing multicultural education into English teaching?

T3: I am not aware of anything, I don't think so.

R: Do you cooperate with other teachers?

T3: Well, we are forced to, I'll use the expression, and we've already got used to it. We do projects in which teachers of different subjects cooperate ... and it's for instance a history project in which English participates. Concerning ancient Egypt for example, teachers of English participate ... industrial revolution, we also participated. Or if I need something from art teachers, they support me in English. This functions then, we've got used to it.

R: When did you start with this?

T3: It's ... in fact it's not so long ago, it's since the school education programmes started to be valid. It can be four or five years then.

R: Concerning the school reform, in what terms do you benefit from it?

T3: Well ... for me personally ... I feel that I have more freedom, that we could ... of course, there is a certain frame set but that we can move more freely, we could adjust the subject matter in certain grades so that it suits us better and so that it is possible to manage to go through the required better. It is more comfortable in these terms, the problem comes if pupils from other schools come here. Since they have different textbooks for instance, they can have different knowledge concerning certain issues. This can be a problem sometimes but it is possible to cope with it.

R: Which of your life experiences influenced you the most to implement multicultural education into your teaching?

T3: Well, maybe the fact that my uncle, my father's brother, used to live in Britain in certain period of his life, in England and then in Ireland which I had the opportunity to visit in 1983 which of course wasn't very common at that time. I was at college already and that's perhaps it. ... I have to say that I had been studying English already at that time, I studied it at high school and elementary school, I had the possibility and it was at high school where I had an excellent English teacher ... and I was at college when I got abroad.

R: What do you want to achieve as a teacher?

T3: Well ... maybe make my students not afraid of the language, that they aren't afraid to talk which was my problem for a long time ... I felt restrained since I heard the mistakes I was making and I think that it preserves till today a bit. I would like the students not to be afraid to talk then and not to be afraid of mistakes since it's normal to make some. And ... I would like them to build an attitude to the subject and if possible to develop it further, after the basic school. They don't have to be excellent experts but I would like them to be able to read something in the foreign language for instance and to understand it.

R: The last question is whether you would appreciate any materials to work with in multicultural education.

T3: I definitely would because if we take for example conversation classes, there are no materials, no textbook, at least as far as I know, for basic schools. We make everything, worksheets, exercises, everything on our own, I would appreciate it then.

Interview 4

R: How would you characterize the classes in which you teach?

T4: Well, I don't think it's possible to generalize it, I am afraid I can't ... each class is completely different.

T5: Well, the selective classes might be often better in English. ... We've got normal classes here, there are two of these in one grade and then there is one selective class in each grade which specializes in maths and informatics and these are kind of more skilful.

T4: However, it's always question of interest. Some classes focus more on the language, some less ... the collective usually learns it ... from each other. The pupils which have some interest are able to persuade the rest of the group.

T5: The rest can be influenced by the atmosphere in the lesson too. If someone wants to disrupt the lesson, the others may join them, why would they make any effort?

T4: And it can be one person only in the whole group.

R: Are there any students from abroad in this school?

T4: They are due to come tomorrow. Our ex-student is going to bring a pack of eight pupils with her, she studies in Italy, for more specific information, ask our colleague.

T6: They come from different countries and they are going to speak about the countries.

T4: They've got this kind of project with which they travel around Europe and they should present ... our pupils are going to take part in groups in which they signed up voluntarily, it's nothing compulsory. It will be in the kitchen which we have for our pupils here at school and they should, if they manage to make it, cook something, they should introduce ... each nationality should present their own country, their typical dish and ... everything is going to be presented in English.

T6: There should be Albania, Bulgaria, Bosnia and so on, from all over Europe.

R: I see. Have you got any students from abroad in this school?

T5: Yes, there are Vietnamese, Ukrainian, former Yugoslavia, Albania, Italy, Africa ... I am not sure about the country now.

R: What's your opinion on multicultural education?

T6: What do you mean by the term?

T4: Exactly, I don't have an opinion, I don't know what you mean by the term.

R: I am in fact interested in what you imagine under the term since it is present in the school educational framework and it is talked about. Therefore I would like to know whether you link this to anything specific.

T4: I think that today, this issue is a part of every modern foreign language textbook ... we've got Project textbooks published by Oxford and I would say that this is a must there. However, I don't think that we deal with this particularly, we don't. I am now speaking for myself.

T5: That's the way it is. I think that the students are getting familiar with different cultures in their textbooks but not to such a big extent. Speaking about what's present in the textbooks. We haven't had any projects apart from the one tomorrow.

T6: They can deal with this in their annual projects, I think that this can also be included here.

T5: Yes, there were projects about the U.S., Australia.

T6: I think that this is also what multiculture represents.

T4: There was the European language day project once ... it was kind of bigger, if you can remember. Teacher X did some greetings in languages all over the world and so on. It was some two years ago, I think. It was a whole project day, but I can't remember the details.

T5: Last year, we also had a project with an international group of artists, it was called ... They also got familiar with culture of the particular countries.

T4: The output was a theatre performance which they had to rehearse. They were divided into different working groups, they were singing, dancing, building the scene and so on while communicating in English.

R: I see. Does the school leadership support you if you want to bring something new into your teaching?

T6: I think we don't deal with this in particular.

T5: We kind of do what we want but if we want to do something special, it is usually supported, I think.

Everyone does their own and I can't say that there were any problems. ... Except for trips to foreign countries, for instance, but we finally managed to break through this.

T4: We're going to go this year...

T5: It was the only thing which wasn't supported by the leadership but we managed to...

T4: Concerning this, there were other reasons too, they were afraid that something could happen ... from the point of view of older colleagues, I won't name Mr headmaster ... the older I get, I can see it more, one realizes the dangers.

R: They had a bad experience then.

T4: Well, maybe...

T6: Or they didn't have any.

T5: We can't speak for someone else but there was this general fear of what could happen.

R: Could you describe a situation in which you felt that you're a good multicultural teacher?

T4: Multicultural teacher, what is it? I am not multicultural teacher.

R: Well, I can tell you some of other teachers' answers. They talked about having pupils of different nationality in their classes, about going abroad...

T5: What was definitely successful was the project last year. The children got familiar with the countries from which the artists came ... in fact quarter of year before the project itself started. I think that I was successful there. Since everyone had their activities prepared ... they made posters ... for the particular artist...

T4: Teachers of geography were involved in this too, they provided specific information about the countries, we language teachers, in turn, translated the script of the play itself...

T5: They also learned welcome greetings in the artists' mother tongues ... I would say that this functioned very well then.

R: Did the students seem interested in this?

T: Yes, they were motivated from the start, almost all of them, quite a lot, I would say so.

R: Have you encountered any obstacles while implementing multicultural education into English teaching?

T4: It is the same as with every project ... if one wants to bring something new, one encounters certain resistance since everyone has their own line which is natural. You have to persuade, make the others interested. I think that it's possible to say this in general, you have to persuade the others that what you came up with is amazing, unique, fantastic and that everyone should try it. If you succeed in this, there's no problem then. ... Well, maybe ... I'm generalizing now.

R: I see, thank you. Concerning the cooperation between yourself, it seems to function well.

T4: It's excellent, the best experience.

T6: We are always able to agree on things ... in the end.

T4: We haven't fought each other yet.

R: What about cooperation with the others?

T5: With other teachers? Well ...

T4: It depends on the character...

T5: We don't have to cooperate to such an extent.

T4: We're a big school which is why everything is dealt with in corresponding teacher's offices. One has to and wants to make compromises with their colleagues and we also see each other, foreign language teachers I mean, most often. We prepare and plan Dalton together, we have to communicate with each other then. Concerning bigger projects ... of course, we should be able to function as a whole which was the case of the X project during which we also went out of Brno and we stayed there two days.

T5: As a part of the whole project, there were some clashes since each teacher's motivation was different and some of them didn't want to do it.

T4: Nevertheless, I have to say that during the stay out of Brno without the everyday problems ... everyone relaxed somehow ... we were able to communicate with each other very well. When one returns to the stressful environment here and they have to cope with their problems in their offices, one doesn't want to see some things and isn't willing to make compromise for instance.

T5: There was cooperation, perhaps rather kind of teambuilding during the weekend though. After returning here, more problems emerged.

T4: Definitely.

T5: It's question of the amount of people here at school too.

T4: I just remembered that we also make a Christmas fair here and the money collected goes to our adopted Edwin from Kenya, we payed his uniform, he's attending high school now, he's going to finish.

R: Which of your life experiences influenced you the most to implement multicultural education into your teaching?

T5: I would say that this is more in general, I haven't got any specific experience but concerning the newspaper ... and the information which comes from the media ... I definitely talk about this a lot ... since I know from different sources that what is presented by the media differs from the reality. Sometimes the difference is huge. I definitely pass this on them then.

R: Which methods do you use when you do this?

T5: There's no method, I would say. I simply explain it to them. I also use examples.

T4: I don't know ... I don't want to impose my opinion on them, I think that they should be able to create their own. If one tries to push them into something, they don't accept it anyway. ... I take this from my own experience, I am very stubborn, if someone is trying to push me into something, I don't accept it even if it's only because of someone trying to push me. However, everyone has their own ways.

T5: I am not pushing them into anything though, I just explain it to them.

T4: As I said, this is just my opinion. Simply ... I am this kind of person which is why I have to do it differently. If T5 is able to persuade people around her like this, why not. It's not anything against you [aimed at T5].

T5: I see but I didn't like that you said that I persuade them. I don't, I just tell them and they handle the information as they like.

T4: And we agreed again.

R: Yes, I can see it in practice now.

Interview 5

R: How would you characterize the classes in which you teach?

T7: Well, I would characterize it as follows – 99% percent of my pupils are of ... Roma nationality and if we think about ... average intelligence which is present here, it would be way below 100, below-average intelligent pupils. There can be two or three out of ten who are more or less skillful ... in languages, in English in my case. In general, it is very poor here. If we speak about English teaching, I teach the basics. If I try to explain some grammar rules here, I encounter a lot of misunderstanding, it is more about vocabulary, games, different activities and songs, colouring, we make posters and so on.

R: I see. What's your opinion on multicultural education?

T7: Multicultural education ... if it means integrating for instance pupils of different nationalities into our society, I definitely think that it's a good thing. I've been to England for a year and it's completely natural there ... that the school is attended by pupils of several nationalities. I think that it's going to work like this in our country too and that it's only good since the fertility rate is low now ... the insufficiencies are compensated by this ... the gap in our population. I don't see any problem in this.

R: What role does multicultural education play in present Czech society?

T7: I have already answered this, in fact. The compensation of the population gap and ... definitely, if there is a subject like this at high school or at basic school, the pupils realize that everyone is the same, everyone has got the same rights, the same responsibilities and simply that people are equal.

R: Do you incorporate multicultural education into your lessons?

T7: Well, it's one of the cross-curricular topics, we definitely deal with this here then, however, it doesn't fit my competence, I am language teacher, in fact.

R: You don't deal with this in English lessons then.

T7: Well, of course in the textbooks ... the textbooks are published in England and the pupils can see that some of the children are black and that's the way it is. There are also some ... from the Asian countries and so on ... indirectly maybe yes, then, they can see it in the photos, in the pictures in their textbooks. We've got Project 1 and 2 textbooks for the secondary level and Chatterbox for the primary. ... In the second volume of Chatterbox, there is a comics which is present throughout the whole textbook, there is

one episode in each unit and the main hero is a singer Michael Clacton who is a kind of alter ego of Michael Jackson, the children here like it very much then, since Michael Jackson is very popular here.

R: Does the school leadership support you in implementing multicultural education into your teaching?

T7: Well ... I think that we have different worries here, different problems. Nevertheless ... in fact, our school survives thanks to EU grants ... and we support and subsidize the pupils we've got in every way possible thanks to different grants. You can see it here [referring to a pupil in the classroom], that they've got no teaching aids, we give them everything, we've got everything ... which is a way of supporting this, isn't it.

R: Could you describe a situation in which you felt that you're a good multicultural teacher?

T7: ... I used to teach in different school where it was the other way round, there were one or two pupils of this Roma nationality in a class and when I was their form teacher, the Roma pupils were able to function normally in the class, we managed to include them there, to the collective. Similarly here, there is 98% percent of them and if there are one or two ... we behave and approach completely the same towards them and their schoolmates in fact don't think about it, that someone is white and someone is black. ... Everyone is equal.

R: Which is sometimes not the case in the society.

T7: Definitely, the white at majority schools feel distaste towards different nationalities which can have roots in their family, their parents may think this way and pass it on the children. Unfortunately, they think this way and it is difficult for the teachers to disprove it.

R: Do you cooperate with other teachers here?

T7: Well, we've got a meeting every month and the problems related to school functioning are dealt with there. We also have different external meetings where we deal with our problems ... for instance X or Y school we've got supervisions where teachers from schools attended by socially disadvantaged pupils are present and if speaking of my subject ...

... some of the lessons are divided into stronger and weaker groups, we of course pass information on then, since different teachers teach the groups, we exchange information. If someone improves a lot, we put them into the better group and the other way round – if someone worsens, we put them into the weaker group. The cooperation is taking place on all levels. I think that there's a good team at our school, we stand together, if there's a problem we stay together and we try to solve it together.

R: Do you find the supervisions useful?

T7: Well, it's definitely an interesting encounter leaded by ... it's kind of guided discussion leaded by a psychologist, I think and ... it's a good thing but it usually takes a lot of time, we have to be there for four hours and the topics are covered during the first two hours and then they are repeated all over again. It's beating the dead horse towards the end but we definitely benefit from it somehow ... one finds out how things are dealt with elsewhere, what the problems are like elsewhere, although you discover that they are the same everywhere. There are many things that can be inspiring though ... the drawback is that sometimes it's almost pain in the ass for us since we have to be there from twelve to four o'clock, everyone is bored towards the end. ... If we sat in a pub even without the psychologist and talked about this, it might be more effective than this.

R: Which of your life experiences influenced you the most to implement multicultural education into your teaching?

T7: Well ... I come from honest family, I think and therefore I was inculcated with this since childhood ... these thoughts. It sometimes has smell of idealism but ... in fact ... I have also read a lot ... from our or world literature ... and one is influenced by this indirectly, that it doesn't even occur to them to think in any other way. I consider this natural ... also because I spent the year in Britain ... it was something very common there, they don't even think about it exclusively.

R: What do you want to achieve as a teacher?

T7: Well ... I have already achieved something, I had taught at different school for five years, preparing students from a selective class for high school entrance exams, I taught Czech there and the results were very good.

I ... raised in fact several good classes, not only in terms of Czech but also in other subjects, English, I taught history and geography too which is why I think that there are some results behind me. I also work in a language school ... where one again sees the result, the progress.

Speaking of this school, one has to set small aims here since one cannot expect anything big. Nevertheless, I would like to move them somewhere so that they master the language passively at least, so that they are able to cope with the common situations, understand what's used for instance in IT a bit, what they hear in music, in films. I would like them to gain at least something in the lessons although I know that this is a big and demanding aim, hardly achievable. However, I can say that we're partly succeeding, that after the year and a half, they didn't leave unmarked, that I left a trace and if it goes like this in future, it would be great.

INTRODUCTION TO THE LESSON PLANS

Dear teacher,

The following lesson plans were designed for basic school teachers who would like to implement multicultural education in lessons of English. Each lesson plan builds on materials available on website www.czechkid.cz.

The target group of the plans are students of 13-15 years of age, the estimated level is stated at the beginning of each plan. The materials from the website were simplified to make them easier for the students, however, if you think they are too easy for your students, there are links to czechkid website in the plans where you can find the materials in their original version.

Some of the ideas included in the lesson plans were taken from czechkid methodological materials by Dana Moree (MOREE D. a kol. *Czechkid. Metodické náměty pro pedagogy*. Praha: British Council 2007).

It should be noted that the abbreviation **Ss** stands for **students** in the lesson plans.

I hope that the plans will be of use for you and recommend exploring czechkid website further because there are much more ideas to base on when implementing multicultural education in English teaching.

If you have any comments, questions or ideas for improvement of the lesson plans, don't hesitate to contact me on ok8@seznam.cz

Kristýna Odvárková

LESSON PLAN A

Level: intermediate

Aims:

- make students acquainted with 5 characters present on www.czechkid.cz
- practise Wh- questions (What, Where, How many, When, Who)
- practise cooperation among the students in the class
- raise students' interest in czechkid, enable them to relate to the characters

Duration: 45 minutes

Material: 5 big sheets of paper (preferably in a size of a person), coloured markers, 1 Pictures of Characters worksheet, appropriate number of Info Gap sheets (according to the number of the students, one **a** or **b** sheet/1 student, a+b parts of the sheet = material for a pair of students)

Procedure:

1. **Introduction (7 min)**
   - **a**. a. tell the students that they are going to meet five people this lesson
   - **b**. divide them into two groups
   - **c**. the groups brainstorm what they usually want to know about a person they've met for the first time
   - **d**. each group presents what they want to know
     - **i**. summarize the suggestions, add those categories from czechkid which weren't mentioned (name, family, religion, food, language, hobbies, plans, hassles)
     - **ii**. ask the Ss how would they ask about the individual categories in English
2. **meeting the characters (13 min)**
   - **a**. divide Ss into five groups
   - **b**. give each group picture of one czechkid character **without name**
   - **c**. give each student in the group gap info sheet a or b (more students can have a or b)
     - i. 4 a,b – a bit more difficult in terms of reading skills
     - ii. *(=Italics)*...translation, (bracketed word)...hint for the question
     - iii. to make the task easier, cut the worksheet into pieces according to individual categories and tell the students to deal for instance with hobbies only
   - **d**. the students in the group ask the rest of the group about the missing information

i. encourage keeping the worksheet secret - providing information by communication, not by showing the worksheet to each other

ii. encourage use of English Wh questions

iii. Ss can use dictionaries or ask T about unknown words

3. **creating character poster (13 min)**

   a. give each group big sheet of paper (in a size of a person would be the best)

   b. the groups draw big person on the sheet (they can make it look like the character in the picture you gave them)

   c. the groups write the most important information on the worksheet (they can also stick some information)

4. **presenting the poster to the rest of the class (11 min)**

   a. everyone in the group should participate
   b. the other groups listen
   c. after the presentation, the other groups tell what the character presented has in common with their own character
   d. stick the posters on the classroom walls if possible or keep them, it is possible to work with them later

5. **homework (2 min)**

   a. the students think about what they have in common with the character, about their own family, hobbies, hassles, etc.
      i. you can give them a written task – create poster about themselves, they might present it to the class (if you decide to do this, the students need to trust you and their classmates that they can write about themselves without hesitation)

Pictures of Characters

Magda(1)

Jožo(2)

Ali(3)

Andrea(4)

Daniel(5)

1a

Name: Magda

Family: parents are Czech

Dad _____ (name, job)

Mum – Helena, research worker in a laboratory

active – the family liked riding bikes, now _____don't have much time

Religion: Catholic

goes to church sometimes

Food: eats _____

at home – simple food, lot of greens (=*vegetables*)

likes a good sirloin _____

doesn't eat meat on Friday

Language: mother tongue: _____

at school - English and German

good at _____, likes them

Hobbies: writing poetry and short stories

going on trips, getting to know our own country

reading - love stories, long novels, poetry

playing the guitar

cycling

_____ in the winter

doesn't like _____

Plans: go to _____, or to teacher training college

help children

help people

Hassles: gets straight A's at school (=*samé jedničky*)

they call her a _____

wears glasses

doesn't have many friends

1b

Name:

Family: parents are _____ (nationality)

Dad – Tomáš, civil servant at a ministry (=*úředník*)

Mum – _____ (name, job)

active – the family liked bike rides, now mum and dad don't have much time

Religion: Catholic

goes to _____ sometimes

Food: eats everything

at home – simple food, lot of greens (=*vegetables*)

likes a good sirloin steak
doesn't eat _____ on Friday (type of food)

Language: mother tongue: Czech

at school - English and _____ (foreign language)

good at languages, likes them

hobbies: writing poetry and short stories

going on trips, getting to know our own country

reading - love stories, _____, poetry

playing the_____ (musical instrument)

cycling

skating in the _____ (season of the year)

doesn't like group sports

Plans: go to university, or to teacher training college

help _____

help people

Hassles: gets straight A's at school (=*samé jedničky*)

they call her a swot (=*šprt*)

wears glasses

doesn't have many _____

2a

Name: Jožo

Family: parents are _____ (nationality)

Dad – business manager, 6 years ago – a good offer for work in the Czech Republic

Mum – _____ (name, job)

lived in _____, a little town under the High Tatras

Religion: Mum – Catholic, goes to church every Sunday

Dad – _____,doesn't believe in anything

Sometimes goes to church

interested in other _____ and philosophies

believes in something, doesn't know what, still looking

Food: Loves salads, _____ is not for him (fast food restaurant)

gnocchi with goat's cheese or potato with cabbage

Mum's pizza

Language: likes languages

knows English and _____, is learning German

at home they speak Slovak

Czech is his second language

hobbies: plays the drums, has band with Jami (his friend)

loves mountain sports (_____, climbing, orienteering)

Hiking

Plans: travel to Asia, maybe India – see their philosophy

study at university (_____ or something scientific (=*vědeckého*))

Hassles: Czech isn't his native (=*rodný*) language

writing Czech is not easy for him, Czech and Slovak grammar are different

Some teachers don't realise this (=*neuvědomují*)

makes many mistakes in _____, dictations

2b

Name: _____

Family: Parents are Slovak

Dad – _____, 6 years ago – a good offer for work in the Czech Republic

Mum – healthcare sister

lived in Poprad, a little town under the High Tatras

Religion: Mum – Catholic, goes to church every _____ (day of the week)

Dad – atheist, doesn't believe in anything

Sometimes goes to church

interested in other religions and philosophies

believes in _____, doesn't know what, still looking

Food: Loves salads, KFC is not for him

gnocchi with goat's _____or potato with cabbage (food made from milk)

Mum's pizza

Language: likes _____

knows English and Spanish, is learning German

at _____ they speak Slovak

Czech is his second language

hobbies: plays the _____, has band with Jami (musical instrument)

loves mountain sports (skiing, climbing, orienteering (=*orientační běh*))

Hiking

Plans: travel to _____, maybe India – see their philosophy

study at university (architecture or something scientific (=*vědeckého*))

Hassles: Czech isn't his native (*rodný*) language

writing Czech is not easy for him, Czech and Slovak grammar are _____

Some teachers don't realise this *(neuvědomují)*

makes many mistakes in essays, dictations

3a

Name: Ali

Family: Dad - comes from Zimbabwe, _____ in Czechoslovakia, met Ali's mum

older sister – Nela, she's 18

he and his sister don't look very "Czech", both of them were born here, it is home for them

Religion: he's an _____ - not Christian, not Muslim

Mum – baptised, she doesn't go to church

Dad - comes from Christian family, in Africa – gods and spirits are all around, in _____, trees

Food: Svíčková is the best, cooked by his Nana (=*babička*)

Likes _____ restaurants

Language: mother tongue: _____ (language)

knows English well, learns German, doesn't like it

When he was a kid, parents spoke Czech and _____

hobbies: Orienteering (=*orientační běh*), the Scouts, plays _____

Orienteering - you must use your brain

the Scouts – he's the _____, has got a group of kids around ten years old

hard work, creating programme

in the Scouts he's Aleš, nobody cares that he's black

seeing new things, visiting interesting places

Plans: see Africa, Zimbabwe, meet Dad's _____, see how they live

try and get into college, grammar school or business academy

Hassles: he doesn't look like (=*nevypadá jako*) everyone else – noticeable (=*nápadný*)

everyone remembers him

_____ look at him strangely, turn their eyes away (=*uhýbají pohledem*)

when he meets someone for the first time, they start speaking English

they see he speaks Czech well, they start asking about his family

3b

Name: Ali

Family: Dad - comes from _____, studied in Czechoslovakia, met Ali's mum

older sister – Nela, she's 18

he and his sister don't look very "Czech", both of them were born here, it is home for them

Religion: he's an atheist - not Christian, not Muslim

Mum – baptised, she doesn't go to _____ (place)

Dad - comes from Christian family, in Africa – gods and spirits are all around, in animals, trees

Food: Svíčková is the best, cooked by his _____ (a person)

Likes Chinese restaurants

Language: mother tongue: Czech

knows _____well, learns German, doesn't like it (language)

When he was a kid, parents spoke Czech and English

hobbies: Orienteering (=*orientační běh*), the Scouts, plays the guitar

Orienteering - you must use your _____ (part of your body)

the Scouts – he's the leader, has got a group of kids around _____years old

hard work, creating programme

in the Scouts he's Aleš, nobody cares that he's black

seeing new things, visiting interesting places

Plans: see _____, Zimbabwe, meet Dad's family, see how they live

try and get into college, grammar school or business academy

Hassles: he _____everyone else - noticeable (=*nápadný*)

everyone remembers him

people look at him strangely, turn their eyes away (=*uhýbají pohledem*)

when he meets someone for the first time, they start speaking _____ (language)

they see he speaks Czech well, they start asking about his family

4a

Name: Andrea

Family: lives with her _____ on a housing estate (=*sídliště*)

many friends, most of them are white

people look at her _____ just because they had bad experience with other Roma

knows many whites who behave worse than Roma, but Roma stand out (=*vyčnívají*) more

Religion: _____ – Catholic (members of family)

religious festivals - go to church, meet Mum's family, go home with them, celebrate at home - many pictures of the Virgin Mary and the Baby Jesus (=*Panna Marie*) in her bedroom – one picture, she asks for help when there is a test at school

Food: loves vegetables, _____, vegetable soups

Mum sometimes cooks Roma food, goju or holubky, her favourite is pišot – doughnuts (koblížky) - sweet or salty

family meetings – meat

Language: Can't speak Romany, her parents speak Czech

Started learning _____ – starts to understand why she is different to other people sometimes

not many _____kids speak Romany now, many families forgot the_____, traditions, customs

hobbies: Dancing

Reading – _____ books

At the weekends goes to disco

Plans: Study cultures, Roma culture – learn about Roma history, traditions, customs

Organise music _____

Help Roma

Hassles: lives among whites, no problem, but in the start, white people were afraid

skinheads – afraid of attack, when she goes from disco they shout insults, for the first time, she was very scared,_____ a lot

always center of attention, people hold their bags, stare (zírají)

4b

Name: _____

Family: lives with her parents on a housing estate (=*sídliště*)

many friends, most of them are _____

people look at her suspiciously (=*podezřívavě*) just because they had bad experience with other Roma

knows many whites who behave worse than Roma, but Roma _____ more

Religion: Parents – Catholic

religious festivals - go to church, meet Mum's _____, go home with them, celebrate
at home - many pictures of the Virgin Mary and the Baby Jesus (=*Panna Marie*)
in her _____– one picture, she asks for help when there is a test at school

Food: loves vegetables, salads, vegetable soups

Mum sometimes cooks Roma food, goju or holubky, her favourite is pišot – _____ - sweet or salty

family meetings – meat

Language: Can't speak Romany, her parents speak Czech

Started learning Romany – starts to understand why she is different to other people sometimes

not many Roma kids speak Romany now, many families forgot the _____, traditions, customs

hobbies: Dancing

Reading – history books

At the weekends goes to _____

Plans: Study cultures, Roma culture – learn about Roma history, traditions, customs

Organise music festivals

Help _____

Hassles: lives among whites, no problem, but in the start, white people were _____

skinheads – afraid of attack, when she goes from disco they shout insults, for the first time, she was very scared, cried a lot

always center of attention, people hold their bags, stare (=*zírají*)

5a

Name: Daniel

Family: _____ younger sisters (number)
Dad – works in a warehouse
Mum – _____ (job)
Dad's mother lives with them

Religion: faith is a private matter (=*soukromá záležitost*)
family is together for religious festivals, big celebration, when someone is born
or _____
mule= souls of the dead

Food: eats everything
Mum cooks every day_____ (place)
festivals - pašváre = smoked chops
hamburgers with lots of ketchup and _____

Language: at school –bad marks in Czech
speaks _____ with Grandma (language)
with friends – mix Czech and Romany
teachers don't appreciate that he speaks 2 languages
some words don't exist in Czech

hobbies: _____- skinhead attack when he was 13 – protection (sport)
football
doesn't like being at _____
go out with lads (=*friends*)

Plans: box professionally or be a _____
have a gym
parents tell him to study, white people will not send their kids to his gym
if the gym is good, people will come

Hassles: he has to show everyone that he's better than other Roma
work - three times didn't get a _____ because he's Roma
people say that Roma don't work, but it is difficult to find work if you are Roma

5b

Name: _____

Family: two younger sisters
Dad – _____ (job)
Mum – housewife
Dad's _____ lives with them (person)

Religion: faith is a _____
family is together for religious festivals, big celebration, when someone is born or dies
mule= souls of the dead

Food: eats everything
Mum cooks every day at home
festivals - pašváre = _____
hamburgers with lots of ketchup and onion

Language: at school –bad marks in _____ (school subject)
speaks Romany with Grandma
with friends – mix _____ and Romany
teachers don't appreciate that he speaks 2 languages
some words don't exist in Czech

hobbies: box - skinhead attack when he was 13 - protection
football
doesn't like being at home
go out with lads (=_____)

Plans: box professionally or be a trainer
have a _____
parents tell him to study, white people will not send their kids to his gym
if the gym is good, people will come

Hassles: he has to show everyone that he's better than other Roma
work - three times didn't get a job because he's Roma
people say that Roma don't _____, but it is difficult to find work if you are Roma

LESSON PLAN B

Level: pre-intermediate

Aims:

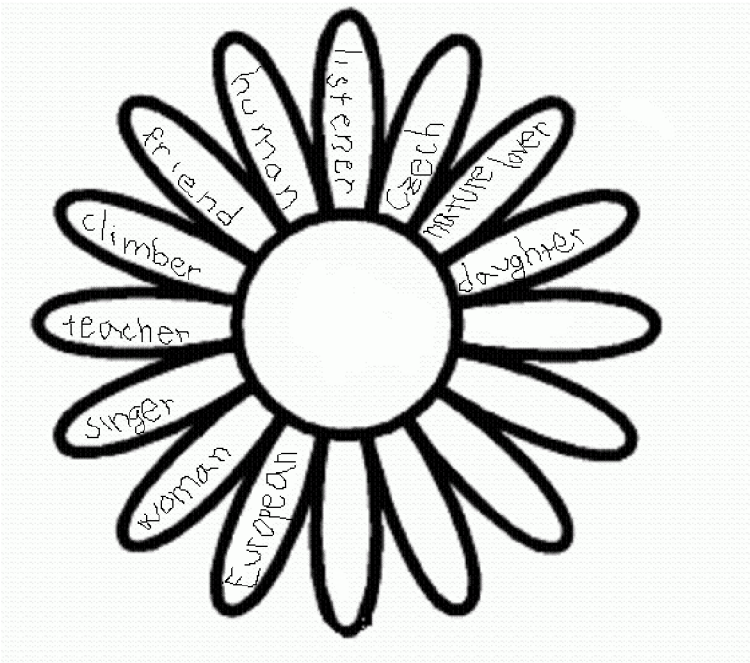
- Revision of information about czechkid characters
- raise Ss' relation to the characters
- raise the coherence of the class (by stressing things Ss have in common)
- practise present simple (+/- ... I am/I am not, he is/he is not, etc.; questions ... Are you ...? Do you ...?)

Duration: 45 minutes

Material: appropriate number of Daisy sheet (2 per each student)

Procedure:

1. **Introduction (3 min)**
   - **b**. Draw a big daisy on the blackboard
   - **c**. Demonstrate the activity
     - **i**. Tell Ss about the categories you identify with
     - **ii**. Fill in the leafs of the daisy so that there is one category in each leaf
     - **iii**. The resulting picture can look for instance like this:



2. **Thinking about categories of czechkid characters (14 min)**
   - **d**. Give each student 1 daisy sheet
   - **e**. Everyone chooses 1 czechkid character and fills in the daisy for the character

i. Allow Ss either to work with computer or to mingle in the class and look at big czechkid characters worksheets on the walls to get the information needed

f. Ss get into groups (1 character = 1 group)

i. Compare what they've filled in

ii. Encourage them to talk about why their daisies differ even though they refer to the same character (the categories can have different names, we can understand them differently, for example someone can think that being a friend and a partner is the same, etc.)

iii. Get into circle and ask Ss what differences they found

iv. Tell the Ss to put their daisies in the middle of the circle and ask what categories do the characters have in common

v. Encourage the Ss to talk about the similarities (she likes books and he also likes books, etc.)

3. **Thinking about students' categories (12 min)**

a. Give each student a new daisy sheet

b. Tell them to fill it in for themselves

c. When finished, Ss mingle in the class and try to find 5 categories they have in common with their schoolmates

i. Encourage them to ask (Do you like books? Are you a daughter? Are you a pupil?,...) and answer (Yes, I am, No, I am not,...)

4. **Discussion (8 min)**

a. When finished, get into circle and talk about the similarities

i. If the Ss want, they can put the daisies in the middle of the circle

ii. Encourage each student to talk

b. Ask the Ss why they chose particular categories, what makes them important

c. Ask what makes them similar to other people in particular category and what makes them different

d. Ask the Ss if all people that choose certain category (e.g. woman) are the same or whether they can differ

5. **Summary (5 min)**

a. Stay in the circle

b. Ask the Ss what influences the categories (it can probably be one's interests, one's gender, age, relationships, religion..)

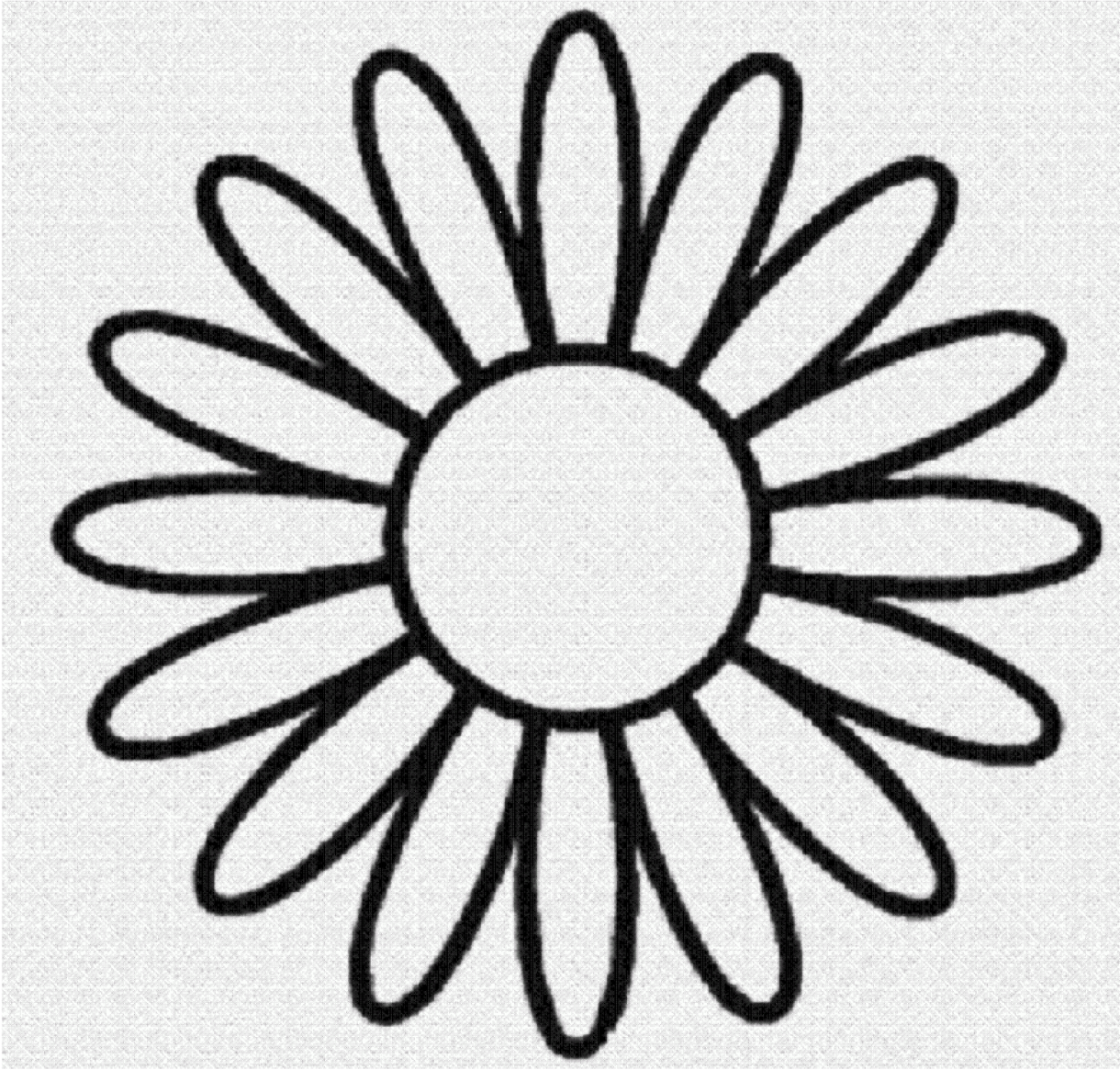
c. Sum up by saying that everyone decides their categories on their own, that it is a personal choice and that some of the categories can change in time

6. **Homework (3 min)**
    - **a**. The Ss can give the daisy to their friends, parents or siblings and see if there are any similarities
    - **b**. They can make a table comparing the categories, write a short article about what they found or present their findings to the class

Remark: Daisy activity can be altered by "a test" for the Ss, the procedure is as follows:

a. Give each student blank sheet of paper
b. Start the test by giving the fist question: Who are you?
c. The Ss answer
d. The next question: Who are you?
e. Ask ten questions like this (or more if Ss are not bored)
f. Discussion – the same as with Daisy activity

DAISY SHEET



LESSON PLAN C

Level: upper-intermediate

Aims:

- Inform Ss about prejudice related expressions
- Make Ss acquainted with informal English (get on sb's nerves, put sb into one bag with...., you don't like it, no?, guy, cos, bloody,...)
- Practise taking different perspectives

Duration: 45 minutes

Material: Appropriate number of Dialogue sheets (each student has 1 part of dialogue sheet = 1 Dialogue sheet per 3 students), 2 Questions sheets

Procedure:

1. **Introduction (5 min)**
   - **a.** Ask Ss what is prejudice (they can think and consult it in pairs or groups)
   - **b.** Encourage them to give examples of prejudice
   - **c.** Ask whether there are any bad names that can insult groups of people
2. **Reading (13 min)**
   - **a.** Cut the dialogue into 3 pieces
     - **i.** In the dialogue, there are certain words either translated into Czech or there is a hint for their meaning, you can delete them or keep them there to make the text easier for the Ss
     - **ii.** The dialogue is simplified, the original version is available at http://czechkid.eu/l08b.html
   - **b.** Give each student a piece of the dialogue
   - **c.** Ss form groups, each group has its piece of the dialogue (there are going to be 3 groups then)
   - **d.** The Ss read their part
   - **e.** In groups, they try to deal with unknown words
     - **i.** Encourage them to use dictionary, computer or the help of their group mates
     - **ii.** Stress that the aim is to understand the meaning of the text as a whole, not every expression in the text
   - **f.** Ss summarize their part of the dialogue to the rest of the class
3. **Discussion (15 min)**
   - **a.** The Ss form different groups – in each group, there are people who read part 1, part 2, part 3 of the dialogue
   - **b.** The groups try to answer the questions on Questions sheet
   - **c.** Sit in a circle
   - **d.** The groups share their ideas with the rest of the class
   - **e.** Volunteers can read the text while dramatizing it
     - **i.** Encourage them to express their feelings, exaggerate

e. Ask the Ss to summarize:

- **i**. what is prejudice
- **ii**. why can calling someone a name can cause harm
- **iii**. what are people's feelings when they are called a name related to categorization

4. Informal English (10 min)

- **i**. stay in the circle
- **ii**. ask the Ss to go through the text again to find the following expressions: , no?, guy, cos, bloody
- **iii**. can they say what the expression would be like in Czech? If not, give hints or translate
- **iv**. ask what the expressions have in common
- **v**. if they don't know, give hints and then tell them that they cannot be found in their textbooks because they are words used when speaking to friends, people that you know very well
- **vi**. ask them to give examples of such words in Czech

5. Homework (2 min)

a. tell the Ss that till next lesson, they should observe their surroundings and notice situations similar to that in the dialogue
b. they can count how many times such situation occurred and who was insulting whom

DIALOGUE: Gypsies, slit-eyes, terrorists

Andrea (to Daniel): Did you hear that? That guy (=boy) said, "There are some stinking gypsies standing in our way".

Daniel: I don't care ……. and I am a gypsy – but I don't stink!:)

Andrea: Yeah, but it's not about being a gypsy or not, it's about someone insulting you, no?

Daniel: Yeah, but I can't go and beat them up, no? ……..My friends call each other gypsies too, and they don't care!

Andrea: But it still gets on my nerves (makes me crazy) that he has to say gypsies! He doesn't have a problem with where you're standing, he's got a problem cos (=because) you're a Roma! It's stupid!

Jami: Sometimes people point at me and say: "Bloody Arab, we've got terrorists here now ". Everybody with a dark complexion is an Arab for them, and Arab means Muslim means terrorist. And yeah, it gets on my nerves.

Jožo: Yeah, that's maybe true. I saw on the TV that they deported some Indian from the USA, just because she was too dark for them.

Suong: Everyone's got their problems! Here they call us slit eyes (= rákosníci).

Jožo: Yeah, they call us "čoboli". People throw all their ideas about people into one bag and then invent insults for you.

Dan: Yeah …. but it's not just Czechs who do it … Roma call white people "gadjo" - and it's not a nice word! Don't you have a word, Suong?

Suong: Uhh, we have the word "tay". But it's stupid to label (=onálepkovat) someone.

Jami: But it is important because everyone thinks that you're a terrorist and that they've got to be careful.

Suong: That's true, I'm more insulted (=uražená) when people say that I'm Chinese. Chinese people look much different to Vietnamese!

Andrea: But why are you angry about this? It's not an insult, no??

Suong: Maybe it's because they put us together into one bag and don't know anything about us.

QUESTIONS FOR YOU

1. Why are Suong, Andrea and Jožo angry when people call them names?
2. How do they feel?
3. Have you ever been called a name?
4. Has anyone judged your character only by the way you look?
5. How did you feel? What did you do? Did you tell them anything?

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LESSON PLAN D

Level: intermediate

Aims:

- Inform Ss about the relation of media to the negative picture of minority groups in the society
- Make Ss acquainted with informal English (you know, guys, don't you ...?,...)
- Practise taking different perspectives
- Practise summarizing information

Duration: 45 minutes

Material: Appropriate number of Dialogue sheets (each student has 1 part of the dialogue sheet = 1 Dialogue sheet per 3 students), computers

Procedure:

1. **Introduction (3 min)**
    a. Ask Ss what is media
    b. Encourage them to give examples (they can work on the examples in groups, you can also brainstorm examples as a whole class)
    c. Ask whether they watch news or read them in the newspaper/on the Internet
2. **Reading (8 min)**
    a. Cut the dialogue into three pieces
        i. In the dialogue, there are certain words either translated into Czech or there is a hint for their meaning, you can delete them or keep them there to make the text easier for the Ss
        ii. The dialogue is simplified, the original version is available at http://czechkid.eu/l03h.html
    b. Give each student a piece of the dialogue
    c. Ss form groups, each group has its piece of the dialogue (there are going to be 3 groups then)
    d. The Ss read their part
        i. They work on the unknown words by means of dictionary, computer or the help of their group mates
        ii. Stress that the aim is to understand the meaning of the text as a whole, not every expression in the text
    e. Ss summarize their part of the dialogue to the rest of the class
3. **Talking about media (5 min)**
    a. Sit in a circle
    b. Ask Ss whether they have come across similar approach of media as in the dialogue
    c. If yes, encourage them to give examples
4. **Hot chair (7 min)**
    a. Tell the Ss that you need 2 volunteers
    b. One student is going to be Pavla, one Andrea
    c. Pavla sits in her chair, the Ss can ask her any question they want
        i. Encourage them to ask about Pavla's feelings, thoughts, why does she think that Roma steal, what makes her think that, etc.

    d. The same procedure with Andrea
        i. The Ss can ask her why is she angry, why she thinks that the media don't tell the truth, etc.
    e. Conclusion: what one sees/hears/reads in the media does not have to be true, such news can cause harm to people

5. **News Searching (9 min)**
    a. ask Ss to go to the computer and find examples of positive and negative news about minorities
        i. the news can be in Czech
    b. The Ss form groups of four
    c. tell them to prepare summary of their findings in English (3 minute summary maximum)

6. **Presenting the findings (10 min)**
    d. sit in a circle
    e. Ss present their findings
    f. Conclusion – was it easier to find positive or negative news? Why do yu think it is attractive for the media to come up with negative news?

5. **Homework (3 min)**

    c. tell the Ss that till next lesson, they can find more news in other than Internet media

DIALOGUE: Roma people steal

Everyone is sitting in the clubroom of the skiing course in the front of the TV, which is broadcasting (=vysílá) a story about the increase in pickpocketing (=people steal more).

Pavla: It's true, you know. Mum tells me that at the shop where she works, people steal things. She thinks it's the gypsies.

Andrea: Oh sure (=jasně), that's really (fakt) objective. Every time someone steals it's got to be a Roma.

Olga: …or a Ukrainian…

Tim: Is that what you guys (=lidi) really think?

Andrea: What, you don't think that? Don't you watch the telly or read the papers? Have you ever heard anything good about the Roma?

Olga: They also say on the TV that Ukrainians are stealing jobs from the Czechs or that they're all in the mafia …. They don't say that some of them finished university….

Pavla: Right, so you're telling me these reports are lying, or what (=nebo co)?

Jožo: So you're telling me they're not? Just tell me the last time (=naposledy) you saw a good report about these ….. foreigners ?!

Daniel: …What about Vlastík from Superstar…??

Andrea: That's different …. that's show-business … they talk about it because it sells!

LESSON PLAN E

Level: intermediate

Aims:

- Inform Ss about globalisation
- Make Ss acquainted with informal English (so what, yuck, fancy,you mad or what?,...)
- Practise taking different perspectives
- Practise summarizing information

Duration: 45 minutes

Material: Appropriate number of Dialogue sheets (each student has 1 part of the dialogue sheet = 1 Dialogue sheet per 3 students), 2 Questions sheets, A2 format sheets (so that 4-5 students can share 1 sheet), coloured markers

Procedure:

1. **Introduction (3 min)**
    - **d.** Ask Ss whether they sometimes go to MacDonalds, KFC or similar fast food restaurants
    - **e.** Why do they go there? Do they like the food? Is it modern to go there? Is it cheap?
7. **Reading (8 min)**
    - **a.** Cut the dialogue into three pieces
        - **i.** In the dialogue, there are certain words either translated into Czech or there is a hint for their meaning, you can delete them or keep them there to make the text easier for the Ss
        - **ii.** The dialogue is simplified, the original version is available at http://czechkid.eu/l06c.html
    - **b.** Give each student a piece of the dialogue
    - **c.** Ss form groups, each group has its piece of the dialogue (there are going to be 3 groups then)
    - **d.** The Ss read their part
        - **i.** They work on the unknown words by means of dictionary, computer or the help of their group mates
        - **ii.** Stress that the aim is to understand the meaning of the text as a whole, not every expression in the text
    - **e.** Ss summarize their part of the dialogue to the rest of the class
8. **Answering questions (9 min)**
    - **a.** Ss form small groups (3-5 people/1 group)
    - **b.** Give each group 1 Questions sheet
    - **c.** Ss try to answer the questions
        - **i.** Each student should take part in the discussion
    - **d.** Ss summarize the answers on a sheet of paper/the can remember them
9. **Discussion (7 min)**
    - **a.** Sit in a circle
    - **b.** Each group summarizes their answers

c. If necessary, clarify the meaning of the term globalisation (increasing connectivity of the modern world in all spheres of people's lives, i.e. in the economic, social, cultural, technical and political)
d. Ask Ss to think of three advantages and three disadvantages of globalisation individually
e. The Ss can share their ideas if they want

10. **Globalisation Poster (13 min)**
    a. Ss form small groups (they can be the same as during answering the question on Questions sheet)
    b. Give each group A2 format sheet of paper
    c. Ask them to make a poster about globalisation
        i. Encourage use of colours, drawing pictures
        ii. Globalisation pro and cons should be included
11. **Display of the poster (3 min)**
    a. The Ss stick their posters on the classroom walls to show them to other groups

5. **Homework (2 min)**

    d. In groups, prepare presentation of your globalisation poster

DIALOGUE: We are hungry

The gang (=a group of friends) is sitting in the park, getting hungry!

Daniel: God, I'm hungry …

Suong: Anyone fancy (=wants) a MacDonald's?

Jožo: You mad (=are you mad) or what?! I'm not going there.

Andrea: Why not?

Tim: Yuck (=fuj), you don't know what they stick (=strkají) in that stuff. It's just plain (= totálně) unhealthy, and the worst thing is everything's fried.

Magda: And I think that they put some kind of addictive substance (=návyková látka) to it.

Jožo: Yeah? What makes you think that? (= Why do you think so?)

Magda: Because I always have a craving (=really want) for one. Plus my parents never let me (=allow me) have one.

Pavla: You're not the only one, I like them too. They're definitely better than the UBG they dish out (=vydávají) in the school canteen.

Jami: UBG? What's that?

Pavla: You don't know? It means Universal Brown Gravy (=sauce), they pour it over (polejí) your plate, and every day they call it something different.

Jožo: It doesn't matter (= it's not important) that MacDonald's is healthy or not, but it's everywhere. And that cow you eat, for example, they import it (=dovážejí) from Argentina.

Suong: And so what? (= a co jako?)

Jožo: Isn't it a bit strange (= trochu divné) that they bring a cow from South America when we've got enough of them here?

Tim: And how do you know that they bring the cows from Argentina?

Jožo: Everyone knows that …

Tim: That's a bit of a flimsy (=chabý) argument.

QUESTIONS FOR YOU

1. Do you know anyone like Jožo? (a person who doesn't go to fast food restaurants because they are everywhere)
2. Do you travel to foreign countries?
3. Are there the same fast food restaurants as in the Czech Republic? Is it good or bad?
4. What words do you think of when you hear the word globalisation?
5. What is globalisation? Does it influence you? (think about traveling, music, food, clothes)

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Correspondence with Dana Moree

Záložky Pomůcky Nástroje Nápověda

Email (0) | Lišák.cz » Rychlé tipy » P...

Od: Kristýna Odvárková [mailto:ok8@seznam.cz]
Odesláno: čt 5.1. 2012 12:30
Komu: Dana Moree
Předmět: Czechkid ve výuce angličtiny

Dobrý den,

jsem studentka pedagogické fakulty Masarykovy univerzity v Brně a nedávno jsem byla na Vaší přednášce na FF MUNI, která se týkala projektu Czechkid.

Protože píšu diplomovou práci o možnostech multikulturní výchovy v hodinách angličtiny na druhém stupni ZŠ, Czechkid mě velmi zaujal a inspiroval. Rozhodla jsem se, že vytvořím pracovní plány pro učitele AJ, kde by byl hlavním nástrojem Czechkid. Chci se proto zeptat, zda je něco, co v Czechkidu postrádáte nebo potřebujete blíže rozpracovat, mohla bych svůj výzkum tímto směrem zaměřit.

Dále by mne zajímalo, zda nemáte tipy na informace o literatuře vztahující se k otázkám multikulturní výchovy, která by byla co nejaktuálnější a snad i dostupná v České Republice. Nejnovější materiály, ke kterým jsem se v Brně dostala, jsou většinou z let 2007-2009, tak mě napadá, že musí existovat i něco aktuálnějšího.

Ještě jednou moc díky za inspiraci a skvělý nástroj pro učitele Aj.

S pozdravem,

Kristýna Odvárková

Záložky Pomůcky Nástroje Nápověda

Email (0) | Lišák.cz » Rychlé tipy » P...

Od: Dana Moree <moreedan@fhs.cuni.cz>
Předmět: RE: Czechkid ve výuce angličtiny
Datum: 9.1. 2012, 12:09

Odpovědět | Odp. všem | Přeposlat | Tisk | Smaž | Smaž jako SPAM | Další akce ...

Dobrý den,
moc děkuji za e-mail, jsem ráda, že se Vám Czechkid líbí! Myslím, že nápad na Vaší práci je dobrý, z mého hlediska by bylo zajímavé podívat se na to, jak jsou angličtináři MKV vůbec otevření (třeba na nějakém uzavřenějším vzorku několika sousedících škol nebo škol z jedné oblasti).
Moc děkuji i za nabídku, ale aktuálně mě nic nenapadá kromě oné zvědavosti, jak jsou učitelé nakloněni začleňování MKV a jaké s tím mají zkušenosti. To mě zvolna vede k dalšímu bodu.
Co se literatury týče, tak nevím, jelsti víte o mé monografii na dané téma z roku 2008, How teachers cope with social and educational transformation. Tam jsem prezentovala výsledky výzkumu na dané téma, ale situace se od té doby zase změnila a bylo by zajímavé vidět, kam se posunula. Knihu Vám v případě zájmu mohu zaslat na dobírku poštou za 120 Kč.
Jinak na Czechkid je spousta literatury, zkuste se také podívat do European Educational Research Journal. Tam ale najdete spíše evropský kontext. Co se ČR týče, tak se obávám, že moje kniha je poslední, která vyšla.
Držím palce do další práce!
Mějte se hezky
S pozdravem
Dana Moree