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

1. Introduction

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

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

2. General issues in teaching geography in English medium classes

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

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

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

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

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

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

3. Designing a CLIL geography lesson – efficient classroom techniques

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

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

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

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

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

4. Vocabulary presentation techniques in CLIL geography classrooms

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

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

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

5. The study

5.1 The purpose of the study

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

The specific objectives of the study were:

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

5.2 Participants

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

5.3 Materials

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

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

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

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

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

5.4 Design and procedure

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

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

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

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

<table>
<tr><th colspan="2">Pre-study questionnaire</th></tr>
<tr><th colspan="2">Lesson one: A meeting with Australia part I</th></tr>
<tr><td colspan="2">Materials: adapted from: http://www.australian-information stories.com/australian-flag.html; http://en.wikipedia.org/ wiki/Great_Barrier_Reef</td></tr>
<tr><th>Tasks and strategies</th><th>Objectives</th></tr>
<tr><td>- completing the map with the names of the states, territories and cities
- completing vocabulary self-awareness chart
- watching a video clip about the Great Barrier Reef and answering some questions
- scanning the text to find answers to comprehension questions</td><td>Students will:
- consolidate their knowledge of the states and territories of Australia
- use pre-taught words to consolidate the meaning of new lexical items by doing different vocabulary activities
- use the strategies of skimming and scanning</td></tr>
<tr><th colspan="2">Lesson two: A meeting with Australia part II</th></tr>
<tr><td colspan="2">Materials: adapted from: http://www.aussie-info.com/identity/fauna/ http://www.australian-information-stories.com/climate-of-australia.html</td></tr>
<tr><th>Tasks and strategies</th><th>Objectives</th></tr>
<tr><td>- discussing the meaning of the English words along with their Polish equivalents
- completing the semantic map
- true/false reading comprehension task
- matching English vocabulary items with their Polish equivalents
- comparing the climate of Australia and Poland</td><td>Students will:
- use pre-taught words to consolidate the meaning of new lexical items by completing different vocabulary activities
- be familiarized with basic information about Australian animals and climate
- combine the strategies of skimming and scanning for better comprehension
- practice skills of comparing, interpreting and relating concepts from two countries</td></tr>
<tr><th colspan="2">Lesson three: India – Land of diversity part I</th></tr>
<tr><td colspan="2">Materials: adapted from: http://www.geographia.com/india/ ; http://www.mrdowling.com/612-monsoon.html</td></tr>
<tr><th>Tasks and strategies</th><th>Objectives</th></tr>
<tr><td>- writing down associations connected with India
- writing down Polish equivalents of the English words
- reading the text and completing the map with the names given
- creating simple definitions of given words
- watching a video clip
- answering comprehension questions</td><td>Students will:
- activate background knowledge
- use pre-taught words to consolidate the meaning of new lexical items by completing vocabulary activities
- be familiarized with basic information about Indian geographical features and monsoons
- implement the strategy of predicting
- use the strategies of skimming and scanning
- use the strategy of making notes</td></tr>
</table>

Lesson four: India – Land of diversity part II	
Materials: adapted from: http://www.indif.com/India/himalayas.asp ; http://www.en.wikipedia.org/wiki/Religion_in_India	
Tasks and strategies	**Objectives**
- matching the English words with their English definitions - filling the gaps with the words given - making notes according to the hints given - matching English words with their English synonyms - creating sentences with the chosen words - discussions after reading a text	Students will: - use pre-taught words to consolidate the meaning of new lexical items by completing vocabulary activities - be familiarized with basic information about the Himalayas and religions in India - use the strategy of making notes - use the strategies of skimming and scanning - for better comprehension - take part in a discussion, expressing personal opinions
Post-study questionnaire	

Table 1. The design of the study

5.5 Results of the study

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

5.5.1 Results of the pre-study questionnaire

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

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

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

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

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

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

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

5.5.2 Results of the post-study questionnaire

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

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

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

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

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

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

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

5.5.3 Results of the vocabulary test

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

6. Conclusions

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

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

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

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

gorge ☐
vegetation ☐
snowcapped ☐
valley glacier ☐
mountain chain ☐
peak ☐
fertile ☐

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

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

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

The Himalayas:

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

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

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

Activity 3. Work in pairs.

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

- the highest mountain chain
- main characteristics of the Himalayas

Read your answers to student A.
Now exchange your roles.

b) Student B: reads aloud the second paragraph of the text to student A.
Student A: makes some notes according to the hints:
- the meaning of the name Himalaya
- positive aspects of the Himalayas
- the highest peak of the Himalayas

Read your answers to student B.

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

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

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

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

establish	associate	faith	worship
existing	diversity	adherents	uphold

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

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

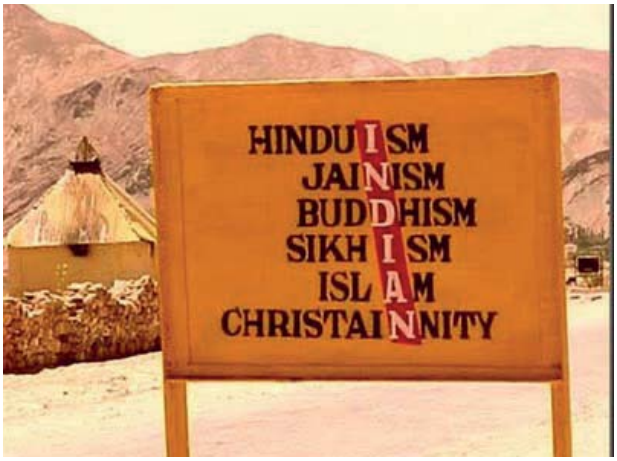
Compare the status of religion in India and Poland

The Religions of India

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

Throughout its history, religion has been an important part of the country's culture. Religious diversity and religious tolerance are both **established** in the country by law and custom. A vast majority of Indians **associate** themselves with a religion.
According to the 2001 census, Hinduism is the majority religion with 80.5% of the population of India. Islam (13.4%), Christianity (2.3%), Sikhism (1.9%), Buddhism (0.8%) and Jainism (0.4%) are the other minor religions **followed** by the people of India. This **diversity** of religious belief systems **existing** in India today is a result of, besides existence and birth of native religions, assimilation and social integration of religions brought to the region by traders, travelers, immigrants, and even invaders and conquerors.
Zoroastrianism and Judaism also have an ancient history in India and each has several thousand Indian **adherents**. India has the largest population of people adhering to Zoroastrianism and Bahá'í Faith anywhere in the world. Many other world religions also have a relationship with Indian spirituality, like the Baha'i **faith** which recognizes Lord Buddha and Lord Krishna as manifestations of God Almighty.
The Constitution of India declares the nation to be a secular republic that must **uphold** the right of citizens to freely **worship** and propagate any religion or faith. The Constitution of India also declares the right to freedom of religion as a fundamental right.





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

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

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

Appendix 2: Questionnaires

Pre-study questionnaire

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

TAK ☐ NIE ☐

……
……

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

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

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

TAK ☐ NIE ☐

……
……

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

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

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

☐ Bariera językowa

☐ Struktura i budowa tekstu

☐ Brak podstawowej wiedzy na dany temat

☐ Słabo rozwinięta umiejętność czytania ze zrozumieniem

☐ Ograniczenia czasowe

☐ Problemy z koncentracją

☐ Mnogość zawartych informacji

☐ Inne……..

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

☐ Wyjaśnienie nieznanych słówek przez nauczyciela przed przystąpieniem do czytania

☐ Poszerzenie wiedzy na dany temat przez nauczyciela przed czytaniem

☐ Samodzielne radzenie sobie z trudnym słownictwem

☐ Wspólna dyskusja i omówienie tekstu po przeczytaniu

☐ Pisanie notatek

☐ Wizualizacje

☐ Inne……..

Post-study questionnaire

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

1. Exploring Australia (The flag and The Great Barrier Reef)

1 2 3 3 5

Nudna Ciekawa

2. Exploring Australia (Australian fauna and climate)

1 2 3 3 5

Nudna Ciekawa

3. India – Land of diversity (Indian geographical features and monoons)

1 2 3 3 5

Nudna Ciekawa

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

1 2 3 3 5

Nudna → Ciekawa

2. W jakim stopniu zgadzasz się z poniższym stwierdzeniem:

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

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

1	2	3	4	5

3. Czy przeprowadzone 4 lekcje o tematyce geograficznej były dla Ciebie trudne?
Wybraną odpowiedź zaznacz krzyżykiem na skali od 1 do 5, gdzie 1 oznacza bardzo łatwe, a 5 bardzo trudne.

1	2	3	4	5

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

TAK ☐ NIE ☐

……

……

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

TAK ☐ NIE ☐

……

……

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

TAK ☐ NIE ☐

……

……

Appendix 3: Vocabulary Test

1.) Translate the following words into Polish:

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

2.) Underline the correct word in each sentence.

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

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

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

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

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

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

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

Words	Synonyms
diversity	
associate	
established	
uphold	

(liczba znaków ze spacjami: 44 419)