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FAMILIARITY OF CROATIAN 8TH GRADERS WITH THE HISTORY OF THE USA IN TWO WORLD WARS

Introduction

Modern FL teaching advocates among other things:

- a) Familiarity with the culture(s) whose language students are learning (at all levels of learning and at all ages)
- b) Cross-curricula teaching in primary school teaching

Teaching Culture in English and other Foreign Languages

Teaching culture in foreign languages is inevitable and irreplaceable due to the nature of the language itself. In the anthropological concept of culture language is seen as a part of it and the meaning of language outside its cultural context is incomplete.¹ Language is characterized by its inseparability from culture. This inseparability is twofold. Language is a product of culture and at the same time culture is transmitted by means of language. Language and culture are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.²

Teaching grammar, structures and formulas of language has a much longer tradition than teaching culture. In the last decades of the 20th century the communicative approach to foreign language teaching emphasized the importance of teaching culture as a part of a communicative competence,³ but since then there has been no consensus on how to teach culture in a way that would be equally systematic as teaching of grammar.⁴ With the introduction of the communicative approach, it was very soon noticed that a foreign language student sees the foreign language culture through its own culture and builds a lot of stereotypes which have to be avoided.⁵ Students in primary schools, for example, started to think that British people only drink tea and predominantly talk about weather. Avoiding stereotypes started to be an important aim in foreign language teaching to young learners.⁶

Additionally, it needs to be emphasized that cultural knowledge in language learning is not only a necessary aspect of communicative competence,

¹ Damir KALOGJERA: *Kultura, jezik i primijenjena lingvistika*. U: Martin ANDRIJAŠEVIĆ–Yvonne VRHOVAC (Ur.): *Prožimanje kultura i jezika*, Hrvatsko društvo za primijenjenu lingvistiku, Zagreb, 1991, 7–15.

² Claire KRAMSCH: *Language and culture*, Oxford University Press, Oxford, 1998.

³ Yvonne VRHOVAC Yvonne: *Podučavanje elemenata strane kulture*. U: Yvonne VRHOVAC I SURADNICI (Ur.), *Strani jezik u osnovnoj školi*, Naprijed. Zagreb. 1999. 235–241.

⁴ KALOGJERA, 1991.

⁵ VRHOVAC, 1999.

⁶ Vladimir LEGAC, *Klišej i interkulturalnost u ranom učenju stranih jezika*. U: Jagoda GRANIĆ (Ur.) *Semantika prirodnog jezika i metajezik semantike*, Hrvatsko društvo za primijenjenu lingvistiku, Split–Zagreb, 2005, 429–436.

but an educational objective in its own right. Claire Kramersch noticed the fact that teaching culture in foreign language cannot be treated like teaching an additional skill to the regular existing four skills that include listening, speaking, reading and writing. The same author pointed to the fact that is always present in a foreign language class somewhere in the background, but always ready to unsettle even the good language learners when they expect it least and thus causes new challenges to their ability to make sense of the new world around them.⁷

The term *civilization* is very often used to refer to culture. It embraces culture even more, including literature, professional art, architecture, history, religion, and complex customs.⁸ No matter how it is called in foreign language contexts, teaching of civilization or teaching of culture, culture is often seen as mere information conveyed by the language, not as a feature of language itself; cultural awareness becomes an educational objective in itself, separate from language. If, however, language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency.

Cross Curricular Teaching

The fact that children's learning does not fit into subjects started to be emphasized as early as in 1967.⁹ Ever since that year the importance of Cross Curricular Teaching has been emphasized in England and the United Kingdom.¹⁰ Nowadays in foreign language learning it is often referred to as Content and Language Integrated Learning (CLIL). It is widely present in the teaching of English as a foreign language in Europe. According to Eurydice (2006), it had been implemented in more than 70% of the EU state members by 2004.¹¹ It has also been adopted in Croatia, as the new Croatian educational reform *School for Life* suggests that lexical structures should be chosen according to their connections with other subjects.¹²

All authors and all documents advocating Cross Curricula Teaching & learning and Content and Language Integrated Learning emphasize that it is important to deal with the same topic from various aspects in different school subjects. Dealing with familiar things in foreign language learning facilitates foreign language learning. Thereby one has to mention the overall general importance of repetition in dealing with all school materials in all school subjects as a didactic and a compositional procedure that is often referred to by the Latin proverb.

⁷ Claire KRAMSCH: *Context and Culture in Language Teaching*, Oxford University Press, Oxford, 1993.

⁸ Mazlish BRUSE: *Civilisation and Its Contents*, Stanford University Press, Stanford, 2004.

⁹ CENTRAL ADVISORY COUNCIL FOR EDUCATION: *The Plowden Report: Children and Their Primary Schools*, Her Majesty's Stationery Office, London, England, 1967.

¹⁰ Trevor KERRY: *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons*, Routledge, Abingdon, Oxon, England, 2015.

¹¹ EURYDICE (The Information Network on Education in Europe): *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels, 2006 <https://op.europa.eu/en/publication-detail/-/publication/756ebdaa-f694-44e4-8409-21eef02c9b9b> (15.12.2021.)

¹² MINISTRY OF SCIENCE AND EDUCATION: *Curriculum of the Subject English for Primary Schools and Grammar Schools*, Zagreb, 2019. https://skolazavot.hr/wp-content/uploads/2020/07/EJ_OSiGM_kurikulum2.pdf (11.12.2021.)

Repetitio est mater studiorum

World War I and World War II are very important topics in history teaching. Discussions about them in English lessons could increase positive attitudes towards British and American culture. Positive attitudes towards the culture whose language students are learning is a very important step for foreign language learning to be successful.¹³

English as a foreign language teachers are helped if the familiarity of their students with the facts learnt in history classes is higher. Talking about the two world wars can offer a lot of opportunities for the practice of certain language structures. In 8th grade of Croatian Primary School it can be used to practice numerals, e.g. years. Students will actively pronounce years correctly, e.g. nineteen hundred forty-one. Their attention will be again pointed to the English structure of numeral by using the word hundred which is here in singular. This structure is different from the structure of numerals in Croatian. Students will also be given opportunity to repeat the use of hyphen between tens and units in numerals (e.g. forty-one).

Talking about the two world wars in lessons of English as a foreign language offers good opportunities for teacher to revise with their students the use of Wh-questions: e.g. When did the First World War start?; Who was the president of the USA?, etc. Additionally, teachers of English as a foreign language can also revise the use of articles in the names of wars.

Description of Study**Aim of Study, Hypothesis and Its Justification**

The aim of this research study was to examine the familiarity of grade eight primary school students from the County of Varaždin with the involvement of the United States and the role of that country in World War I and World War II.

Our starting hypothesis was that most of the students would get a grade C if the questions from the questionnaire were part of a real test. (In Croatian school system, there are five grades; four positive grades: *excellent* – 5, *very good* – 4, *average* – 3, *sufficient* – 2, and one negative grade *insufficient* – 1. If we compare them with the American system, the highest grade 5 would be A, 4 would match B, 3 would be equal to C, 2 would correspond to D and 1 would represent the American failing grade F).¹⁴

Justification for our hypothesis was founded in the normal or Gaussian distribution of grades as was recorded in the analysis of Croatian grades¹⁵ According to that analysis, most of the students get a grade C, a smaller

¹³ Robert. C. GARDNER: *Motivation and Second Language Acquisition: The Socio-Educational Model*, Peter Lang, New York et. al. 2010.

¹⁴ Jasna NOVAK-MILIĆ–Mirela BARBAROŠA-ŠIKIĆ: Različiti sustavi ocjenjivanja i usporedne ljestvice, Lahor: *Časopis za hrvatski kao materinski, drugi i strani jezik, Različiti sustavi ocjenjivanja i usporedne ljestvice*. Lahor : Časopis za hrvatski kao materinski, drugi i strani jezik, 2008, 2(3), 198–209.

¹⁵ ZRNO, Željko: *Neke primjene normalne (Gaussove) distribucije*, Zbornik Radova Međimurskog Veleučilišta u Čakovcu, 2011, 2(2), 129–143.

percentage grades D and B, and the smallest amount of students get grade F and A in real tests. The authors based their hypothesis also on the information that they obtained from the conversation they had with history teachers from primary schools (the questions from the questionnaire were shown to history teachers teaching students from our sample and the authors of this research study also grounded their hypothesis on the predictions of those teachers) as well as from the information they gathered from school records about students' average grades in history.

Participants

A total of 104 participated in this study. At the time of data collection all of them were 14 or 15 years old and they were all students attending 8th grade of an 8-year-long Croatian primary school. They were from three schools in the city of Varaždin which is the capital of the county with the same name. Varaždin is located in the northwestern part of the Republic of Croatia with a population of 50,000. These particular students were chosen because their teachers granted access to the classes. They were all native speakers of Croatian and all of them had been learning English at school from Grade 1 and had been taught history since Grade 5. English is taught two periods per week in Grades 1-4 and three periods in Grades 5-8, whereas History as a school subject is taught in Grades 5-8 on a two-period weekly basis.

Procedure

The research was completed before the start of the Covid-19 pandemic. It was completely voluntary, anonymous and in line with the Code of Ethics. The students filled out the questionnaire in their schools. The research was conducted in cooperation with school principals who had received written request from the Department in Čakovec – Faculty of Teacher Education which is part of the University of Zagreb. History and teachers of English as a foreign language had collected the signed consents of the students' parents.

The researchers visited each class to administer the survey at a time that had been prearranged with school principals and teachers. They first briefly introduced themselves to the participants and then explained the purpose and the nature of this study and provided instructions about how to answer the questionnaire. There was no time limit and the pupils had no problems in answering the questionnaire. It usually lasted for about 15 minutes. Students filled out the questionnaire during regular school classes. Each student completed the questionnaire independently.

Instrument

The survey was based on a self-constructed instrument. It was a questionnaire with 15 items. The authors wanted it to have similarities with a 10-minute written quiz that students are used to filling in following several lessons dealing with one unit (short tests of that kind are quite common in Croatian primary schools; now

they have to be preannounced, which was not the case in the past). 14 items were multiple-choice questions (13 contained three alternatives and one only two alternatives) and one item was a true-false statement. All the questions were carefully selected. The multiple-choice items were all written as WH-questions. They dealt with the materials that are covered in the school subject History as part of the regular and obligatory curriculum in primary schools in Croatia.¹⁶

The questionnaire was produced in Croatian, because the authors aim was not to test students' knowledge of English, but their familiarity with the data learned in the school subject history. However, in their construction of the questionnaire, the authors tried to form items that would also be suitable for a later use in English as a foreign language classes as part of a culture background class with language practice. The language practice that the authors had in mind were numerals with the emphasis on the years (e.g. nineteen hundred forty-one) and the names of the months (in Croatian we use different terms; e.g. *September* is *rujan*) the use of wh-questions, use of articles (e.g. the difference in the use of articles between *The Second World War* and *WWII*. The first one requires the use of the definite article and in the second one it is omitted).

Analysis and Discussion of Research Findings

The data are analyzed separately for each item of the questionnaire. This is done quantitatively and qualitatively. Furthermore, we give an overall analysis of the results by providing the percentages of correct answers per each question (Table 1) as well as by giving the percentages of students per different numbers of correct answers (Table 2).

The first question was:

When did the First World War start?

- a) in 1915
- b) in 1914
- c) in 1913
- d) in 1916

Students were asked to circle the year of the start of World War I. Four years were given. The correct answer was in 1914. A vast majority of the students (86%) circled the correct answer, which was: *in 1914*. 9% of the students circled *in 1915*, 2% of the students in the sample circled *in 1913* and 3% of students *in 1916*.

The second question was:

When did the United States enter World War I?

- a) in 1915
- b) in 1916
- c) in 1914
- d) in 1917

In this question, students were asked to circle the year of the entrance of the United States into World War I. The options were *in 1915, in 1916, in 1914 and in 1917*. Less than half of the students (41%) knew the right answer: *in 1917*. One

¹⁶ MINISTRY OF SCIENCE AND EDUCATION: *Decision on the Adoption of the Curriculum for the Subject History for Primary Schools and Grammar Schools in the Republic of Croatia*. Narodne novine, 2019 (27)52-69.

fifth (20%) chose 1915, 30 % circled 1916, and 9% opted for the starting point of that war in Europe, i.e. 1914. This low result was disappointing for the authors and students' teachers as they all expected a much higher number of correct answers.

The third question was:

Who was the president of the United States during World War I?

- a) *Georges Clemenceau*
- b) *David Lloyd George*
- c) *Woodrow Wilson*
- d) *Franklin Delano Roosevelt*

This was a little more difficult question than the previous one. Four alternatives were given as the name of the president of the United States during World War I: *Georges Clemenceau*, *David Lloyd George*, *Woodrow Wilson*, and *Franklin Delano Roosevelt*. Despite being a more difficult question than the previous one, 5% more of the tested students (46%) circled the correct answer than on the previous one. Almost the same percentage (45%) circled the later president from WWII. 3% of students circled the French war minister from the Versailles conference Georges Clemenceau and 6% the name of the British prime minister David Lloyd George who led the British delegation at the same peace conference. The reason for such a high percentage of students choosing the wrong president from the Second World War instead of the First World War probably lies in the fact that this survey was held in May when students had recently heard the name Roosevelt in their History lessons and they had already forgotten the name of the US president from WWI. They had probably known that the other two were not Americans.

The fourth question was:

Whom did the United States join while entering World War I?

- a) *Entente Powers*
- b) *Central Powers*

Only two alternatives were given here; the names of the two real alliances and no additional traps. Still, 14% did not know the correct answer and 86% of the surveyed students knew that the USA joined Entente Powers. The authors of the paper in agreement with students' History teachers tend to say that this result was only mediocre.

The fifth question was:

When did World War I end?

- a) *in 1918*
- b) *in 1919*
- c) *in 1917*
- d) *in 1920*

In the fifth question our surveyed students were supposed to give the year when World War I ended. The options were: *in 1918*, *in 1919*, *in 1917* and *in 1920*. The counting of the circled answers has shown that 71% of the students circled the correct answer in 1918, 14% circled in 1919, 2% in 1917 and 13% of the surveyed students circled in 1920. This leads us to conclusion that this fact has to be revised with the students as this occasion marked a very important moment in the history of our nation as well of other European nations.

The sixth question was:

Is the statement „President Roosevelt encouraged the creation of the League of Nations.” true or false?

- a) true
- b) false

In this sixth question only two alternatives were given and the students had to agree or disagree with the statement. Although this seems to be a very easy question and a very easy task, it proved to be a very tough one. Almost the same percentage of the students, i.e. one half opted for each of the two suggested answers; In question 6 students were asked to circle whether the following statement was true or not: More than half of the students circled the wrong answer *yes*, 52 % and only 48% of the students that had participated in this research study circled the right answer *no*. The reason for such a large number of incorrect answers might have been the same as the reason for incorrect answers in the third question, i.e. in the fact that much more time had passed since students heard about the League of Nations than about President Roosevelt as the survey was conducted in the summer semester of the school year.

The seventh question was:

When did the Second World War start?

- a) in August 1938
- b) in September 1940
- c) in September 1939
- d) in August 1939

The seventh question marked the transition from WWI to WWII and the students were asked to provide the month and the year of the start of the Second World War. The results reveal that a very satisfactory percentage knew the correct answer as 82% of the students had chosen the correct answer: *in September 1939*. 10% of the students circled *in August 1938*, 5% circled *in September 1940*, and 3% circled *in August 1939*. This question can also illustrate that some students can choose any randomly given figure and not only real traps.

The eighth question was:

When did the United States enter World War II?

- a) in 1939
- b) in 1941
- c) in 1942
- d) in 1940

Although students in Croatian primary schools learn the exact date and the starting event, the authors were generous and asked students only to circle the year when the United States had entered World War II and so the alternatives suggested as possible answers were: *in 1939, in 1941, in 1942 and in 1940*. The correct answer was in 1941. A much small percentage knew the correct answer than on the previous question. The starting point of the American involvement in the Second World War was correctly circled by 59 % of the students in our sample. 4% of the students thought that it happened in the same year when that war started in Europe, 27% chose the year of 1942 and 10% circled that the United States had entered World War II in 1940. If compared with the question on the starting point of the that war in general, the lower percentage of correct answers to this

question can confirm to us that it is easier for students to know the facts that are closer to them due to greater geographical proximity.

The ninth question was:

Who attacked Pearl Harbor?

- a) *Germany*
- b) *Italy*
- c) *France*
- d) *Japan*

In question 9 students were asked to circle the name of the country that attacked Pearl Harbor. This question offered four choices as answers: Germany, Italy, France and Japan. The results have shown us that a considerable percentage of the tested students (85% of them) knew the correct answer, which was Japan. 13% of the students circled Germany, 2% Italy and nobody opted for France. Although the percentage of correct answers is relatively high, the authors cannot be quite sure that it is absolutely satisfactory.

The tenth question was:

Whose is the territory where D-Day happened?

- a) *British*
- b) *French*
- c) *American*
- d) *German*

The correct answer here was circled by 63% of the tested primary school students in the County of Varaždin. 14% of them thought that that this landing operation had happened on the British territory 11% circled German territory and a considerable percentage of 12% thought that it had taken place somewhere on the American continent.

The eleventh question was:

Who fought as enemies in the Pacific War?

- a) *The US and Germany*
- b) *The US and China*
- c) *The US and Australia*
- d) *The US and Japan*

The options given here as answers were: *the US and Germany, the US and China, the US and Australia and the US and Japan*. The correct answer was the US and Japan. 7% of the students circled the US and Germany and the same percentage opted for the US and China, 1% circled the US and Australia and 85% of the students in this sample circled the correct answer, the US, and Japan, which lead us to our conclusion that quite a quite a satisfactory percentage of students gave the correct answer.

The twelfth question was:

When did World War II end?

- a) *in 1945*
- b) *in 1943*
- c) *in 1946*
- d) *in 1942*

The alternatives that were given to students as suggestions for the year of the end of the Second World War were the following: *in 1945, in 1943, in 1946 and in*

1942. The correct answer in 1945 was circled by 88% of the surveyed students. Small groups of students opted for other three suggested answers: in 1945, 2% circled 1942, 3% circled 1943, 7% circled the year of 1946. Both the percentages of correct and incorrect answers were within expectations.

The thirteenth question was:

Who were the presidents of the United States during World War II?

- a) *Wilson and Roosevelt*
- b) *Roosevelt and Truman*
- c) *Churchill and Roosevelt*
- d) *Churchill and Truman*

The task of finding the names of the correct US presidents that ruled and led that country during the challenging time of World War II seems to have been rather difficult for the students in our sample because their answers happened to be fairly evenly distributed across the four suggested options were: Wilson and Roosevelt got 22%, Churchill and Roosevelt came by 27%, Churchill and Truman secured 19%, whereas the correct suggestion picked up 32%. It is reassuring that this correct option gained the highest percentage, but nevertheless it was less than one third of the tested students.

The fourteenth question was:

Which Japanese cities were bombed by the U.S. with an atomic bomb in World War II?

- a) *Tokyo and Nagasaki*
- b) *Okinawa and Tokyo*
- c) *Hiroshima and Nagasaki*
- d) *Okinawa and Hiroshima*

Question 14, as the penultimate question, asked the respondents to single out the names of the cities that the United States had bombarded with an atomic bomb during World War II. Four pairs of Japanese cities were offered as answers: *Tokyo and Nagasaki*, *Okinawa and Tokyo*, *Hiroshima and Nagasaki*, and *Okinawa and Hiroshima*. The highest percentage circled the correct answer: *Hiroshima and Nagasaki*. Nobody circled *Okinawa and Tokyo*, *Tokyo and Nagasaki* were chosen by 3% and *Okinawa and Hiroshima* by 2% of the surveyed students from our sample. This high percentage made the authors of this paper and the students' history teachers quite happy.

The fifteenth question was:

What was the name of the atomic bomb research and development undertaking?

- a) *London Project*
- b) *Michigan Project*
- c) *New York Project*
- d) *Manhattan Project*

The fifteenth and final item of the questionnaire asked the surveyed students to find the name of the research and development undertaking that produced the first nuclear weapon. Four alternatives were given as possible answers. The surveyed students circled them in the following way: the correct answer *London Project* was circled by the highest percentage, which was 74%. It was followed by *Michigan Project* with 17%, *New York Project* with 5% and *London Project* with

4%. This was not thought to be a too easy question. However, it was correctly answered by almost three quarters of the sampled students. This leads us to the conclusion that it is easier for students to remember bombastic information that they find interesting.

Table 1 below reveals that the highest percentage of correct answers (95%) was achieved on question 14. Students in our sample achieved the second best result on question 12 (88% of correct answers). They achieved 86% of correct answers on the the first and the fourth question. This was followed by questions 9 and 11, where they obtained 85% of correct answers. The final in this series in the above 80% of correct answers was question 7 with 82% of correct answers. Question 15 and question 5 had correct answers in the above 70%-range (with 74% for question 15 and 71% of correct answers for question 5). Question 10 was the only answer with answers in the 60%-range (63%). The eighth question got 59% of correct answers as the only one in the 50%-range. There were 3 questions with the percentage of correct answers in the 40s: question 6 received 48% of correct answers, question 3 46% and question 2 41%. The surveyed students obtained the lowest percentage on question no 13 with only 32% of correct answers.

Question Numbers	Percentages of Correct Answers
1	86%
2	41%
3	46%
4	86%
5	71%
6	48%
7	82%
8	59%
9	85%
10	63%
11	85%
12	88%
13	32%
14	95%
15	74%

Percentages of Correct Answers for Each Question (Table 1)

It can be seen from Table 2 that only 4,81% of the tested students answered all the 15 questions correctly as well as that the lowest number of correct answers was three, which was obtained by 7.41%.

In Croatia, students are supposed to have more than a half of correct answers in order to pass the test. In our case, the minimal number of correct answers to achieve that goal would be eight. If we look again at Table 2 we can see

that 17,31% of the surveyed students would not pass the test. 14,43 % of them would be given grade D, 31,7% would get grade D, 23,07% would get grade B, whereas only 12,5% of the tested students would be given the highest grade A. This tells us that the most students would get a grade C 31.7%, which is less than one third of the total number of the surveyed students. Since most of the students would get a C grade, this tells us that our starting hypothesis has been confirmed by the findings of this research study.

Number of Correct Answers	Percentages of Students
15	4.81%
14	7.69%
13	15.38%
12	7.69%
11	16.35%
10	16.35%
9	10.58%
8	3.85%
7	10.58%
6	1.92%
5	3.85%
4	0%
3	0.96%
2	0%
1	0%

Percentages of Students per Numbers of Correct Answers (Table 2)

Concluding Remarks and Implications for Future Studies

The questions in this questionnaire were based on the syllabus and the history textbooks used in Grade Eight of Croatian primary schools. As most of the students would get a grade C, we can conclude that our starting hypothesis has been confirmed as well as that they have achieved moderate results. However, we cannot be satisfied with the achieved results, primarily with the students' familiarity with the years associated with the two world wars and the involvement of the US in those wars. Students should be more familiar with the names of US presidents during the two world wars and their postwar activities. Furthermore, cooperation between history teachers and teachers of English as a foreign language should be encouraged. Repeating facts learned in history lessons later in English as a foreign language classes will help students to consolidate their knowledge. Dealing with the familiar facts from history lessons in English as a foreign language classes will lower the foreign language anxiety and ease the students' communication in English as a foreign language. Familiarity with positive roles of US involvement in two world wars will facilitate the creation of

positive attitudes in English as a foreign language students and positive attitudes will increase students' motivation. Better communication, positive attitudes about the American nation and lower anxiety will facilitate learning of English as a foreign language.

The authors of this paper think that similar research studies should be done to check the familiarity of students with other topics, so that new opportunities for Content and Language Integrated Learning could be found.

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Abstract

This is a presentation of a research study that was conducted on a sample of 104 Grade Eight primary school students from the County of Varaždin in Croatia. Participants in the research were 104 students from several primary schools in the County of Varaždin. The aim of the study was to find out some facts about the familiarity of the tested students with the role of the USA in two world wars. The researchers have used a self-structured questionnaire. The results have shown that participants in the study are not very familiar with American presidents during that time, but they are more or less pretty well informed about other major facts about the involvement of the USA in World War I and World War II.

Key words: research study, primary school students, familiarity of Croatian 8th graders with American history; US involvement in two world wars

Appendix

The original questionnaire in the Croatian language

- Kada je počeo Prvi svjetski rat?
a) 1915. b) 1914. c) 1913. d) 1916.
2. Kada je SAD ušao u Prvi svjetski rat?
a) 1915. b) 1916. c) 1914. d) 1917.
3. Tko je bio predsjednik SAD-a tijekom Prvog svjetskog rata?
a) Georges Clemenceau b) David Lloyd George
c) Woodrow Wilson d) Franklin Delano Roosevelt
4. Kome se SAD pridružio ulaskom u Prvi svjetski rat?
a) Antanti b) Centralnim silama
5. Kada je završio Prvi svjetski rat?
a) 1918. b) 1919. c) 1917. d) 1920.
6. Je li ova izjava točna?
Predsjednik Roosevelt je osnovao Ligu naroda.
DA NE
7. Kada je počeo Drugi svjetski rat?
a) Kolovoz 1938. b) Rujan 1940.
c) Rujan 1939. d) Kolovoz 1939.
8. Kada je SAD ušao u Drugi svjetski rat?
a) 1939. b) 1941. c) 1942. d) 1940.
9. Tko je napao Pearl Harbor?
a) Njemačka b) Italija c) Francuska
d) Japan

10. Na čijem teritoriju se odvijao Dan D?
a) britanskom b) francuskom c) američkom
d) njemačkom
11. Tko se borio u ratu na Tihom Oceanu?
a) SAD i Njemačka b) SAD i Kina
c) SAD i Australija d) SAD i Japan
12. Kada je završio Drugi svjetski rat?
a) 1945. b) 1943. c) 1946. d) 1942.
13. Tko su bili predsjednici SAD-a tijekom Drugog svjetskog rata?
a) Wilson i Roosevelt b) Roosevelt i Truman
c) Churchill i Roosevelt d) Churchill i Truman
14. Koje gradove je SAD bombardirao tijekom Drugog svjetskog rata?
a) Tokyo i Nagasaki b) Okinawa i Tokyo
c) Hiroshima i Nagasaki d) Okinawa i Hiroshima
15. Kako se zvao projekt za razvijanje atomske bombe?
a) Projekt London b) Projekt Michigan
c) Projekt New York d) Projekt Manhattan