Univerzita Karlova

Pedagogická fakulta

Katedra anglického jazyka a literatury

DIPLOMOVÁ PRÁCE

Perception of Religious and Mythological Lexis among EFL Users

Percepce náboženského a mytologického lexika u uživatelů angličtiny jako cizího jazyka

Bc. Martin Boško

Vedoucí práce: PhDr. Klára Lancová, Ph.D.

Studijní program: Učitelství pro střední školy

Studijní obor: Učitelství všeobecně vzdělávacích předmětů pro základní školy a
                   střední školy – anglický jazyk

2022

Odevzdáním této diplomové práce na téma Perception of Religious and Mythological Lexis among EFL Users potvrzuji, že jsem ji vypracoval pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

Praha, 5. 4. 2022

ABSTRAKT

Tato diplomová práce zkoumá vnímání mytologického a náboženského lexika u uživatelů angličtiny jako druhého jazyka s důrazem na mytologii. Nejprve se zabývá krátkým teoretickým úvodem do problematiky, načež hlavní výzkumná část popisuje a analyzuje výsledky výzkumu provedeného na několika českých základních a středních školách. Tento výzkum spočíval v zadání speciálně vytvořeného pracovního listu, který měl mimo jiné za cíl zmapovat znalosti žáků v oblasti mytologického a náboženského lexika. Celkem byly vytvořeny dvě verze pracovního listu, který byl administrován v závislosti na úrovni znalosti anglického jazyka respondenta. Zároveň se v malé míře zaměřoval na schopnost respondentů propojit informace v rámci zadaného pracovního listu. Výzkum ukázal, že většina respondentů má nějaké povědomí o mytologickém lexiku, přičemž toto povědomí se stává méně důležitým s vyšší úrovní jazyka. Nicméně se také ukázalo, že respondenti, kteří vysoce ohodnotili vlastní znalosti o mytologii, měli větší šanci na úspěch ve cvičeních založených na lingvistických disciplínách. Interference mateřského jazyka hrála velkou roli ve schopnostech anglicky vyjmenovat jména planet a ukázala na poměrně velké neznalosti respondentů tohoto tématu. V neposlední řadě se také ukázalo, že věk ani úroveň angličtiny nemají vliv na schopnost respondentů propojovat informace napříč pracovním listem.

KLÍČOVÁ SLOVA

mytologické lexikum, náboženské lexikum, vnímání, uživatelé angličtiny jako cizího jazyka, řecko-římská mytologie, Židovsko-křesťanské náboženství, výzkum

ABSTRACT

This diploma thesis explores the perception of mythological and religious lexis among EFL users with an emphasis on mythology. Firstly, it provides a brief theoretical introduction to the topic, after which the main research part describes and analyses the results of research conducted in several Czech lower and upper secondary schools. This research consisted of the assignment of a specially designed worksheet that aimed, among other things, to map students' knowledge of mythological and religious lexis. Two versions of this worksheet were created based on the level of English of the respondents. At the same time, it focused to a small extent on the respondents' ability to link the information within the given worksheet. The research showed that most respondents had some awareness of mythological lexis, with this awareness becoming less important with higher levels of English. However, it also showed that respondents who rated their own knowledge of mythology highly were more likely to succeed in linguistically based exercises. Furthermore, interlingual transfer played a large role in the ability to list the names of planets in English and indicated a relatively significant lack of knowledge on this topic. Finally, neither age nor English level appeared to affect respondents' ability to link information across the worksheet.

KEYWORDS

Table of contents

List of Appendices

A. QUESTIONNAIRE

B. WORKSHEET A

C. WORKSHEET A – KEY

D. WORKSHEET B

E. WORKSHEET B – KEY

F. PILOT RESULTS – WORKSHEET A

G. PILOT RESULTS – WORKSHEET B

H. ACCOMPANYING GRAPHS

I. EXTERNAL APPENDIX – DATASET – ZIP FILE
   1. DATA KEY WORKSHEET A
   2. DATA WORKSHEET A
   3. DATA CALCULATION WORKSHEET A
   4. DATA KEY WORKSHEET B
   5. DATA WORKSHEET B
   6. DATA CALCULATION WORKSHEET B
   7. COMMON PART JOINT ANALYSIS

List of Figures

Appendix H

List of Tables

1 Introduction

Although there are many differences between Czech and English, these languages have one thing in common. They are European languages and as such, they have European history as their heritage. Through the process of lexical borrowing, they claimed not only the words but also the mythologies of the nations that were intertwined with them. Due to this process, we can now trace words, phrases, and idioms back through time into the era of Ancient Greece, Rome, and Old Germanic tribes. European history is, of course, not solely limited to mythology. Another unifying feature common for European languages is Christianity. When it developed, it brought a new language and new stories which affected the languages as it spread and was eventually anchored as a dominant religion on the old continent.

With these common cornerstones in place between the two languages, it begs the question, of whether the lexis connected to these features holds a special place among the rest. Do Czech students of English as a foreign language (EFL) exploit this commonality when acquiring the language? Are they able to use this to their advantage when they encounter previously unknown vocabulary? Do they perceive this lexis differently or do they not make any connection whatsoever? These are some of the questions that this thesis seeks to answer and that led to its birth.

Even though ancient mythology is not necessarily a direct heritage of the Czech nation, it is not by any means unknown. Many Czech students, for example, grew up reading or listening to books such as *Staré řecké báje a pověsti* by Eduard Petiška, or they were taught the stories as part of their History or Literature classes. The students are, therefore, often aware of certain words and idioms way before they start learning English. Consequently, even potentially high-level idioms such as "Achilles' heel", which would be opaque for students outside of Europe, can be clearly understood even by the lower-level students. They can even use this idiom to passively broaden their vocabulary, because they may safely assume that the word "heel" must necessarily mean "pata" in Czech even if they have never seen this word before and they would not be able to translate it on its own. The ability to translate the words directly, even in the imaginative language is ensured due to the nature of its origin. This means common sayings based on mythology and religion can serve as an important scaffolding in second language acquisition.

This thesis consists of two parts. The first one is theoretical, where it will briefly look at the necessary terminology and theoretical background for this thesis. The main second, practical part, will deal with the research conducted at Czech Lower and Upper Secondary schools.

2   Theoretical part

2.1   EFL users

EFL is an acronym that stands for "English as a Foreign Language". In opposition to ESL ("English as a Second Language"), which is "used commonly in the immigrant countries as USA or Canada, where many immigrants' mother tongue is not English," where learning of English is a must "in order to immerse and make themselves integrated within the immigrant areas," EFL is used to denote "English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language" (Lin and Chien 2). Therefore, as English is not an official language in the Czech Republic, nor the language of institutions, and all respondents are from this country, the respondents should be labelled as EFL users.

2.2   Perception

This term is used as "synonymous with identification, recognition, discrimination, understanding, and comprehension" (D'Arcais). Furthermore, in psycholinguistics, the term has been used to "designate such diverse processes as word recognition, the segmentation of the speech signal, judgements of similarity between two linguistic structures, and even the comprehension of connected discourse" (D'Arcais). Although this term is quite broad, this thesis focuses mainly on the first five definitions, as it seeks to discover, whether respondents are capable of using the mythological and in limited scope religious lexis without pre-teaching of these concepts. As such, tasks have been designed that explore the capabilities of respondents to identify and show understanding of different mainly mythological lexis.

2.3   Mythological and Religious lexis

For the purposes of this thesis, *mythological lexis* is defined as any word, idiom or collocation that is etymologically derived from Greek, Roman or Norse mythology. This includes names of deities, characters, creatures or whole stories that are a part of the above-mentioned mythologies. Sources for these mythologies were classical texts (e.g., *Illiad* and *Odyssey* by Homer, *Heroides* and *Metamorphoses* by Ovid, and *Poetic* and *Prose Edda*) and modern compilations (e.g., Stephen Fry's trilogy *Mythos, Heroes* and *Troy*, and Neil

Gaiman's *Norse Mythology*). These particular mythologies were chosen because they had the biggest influence on the English and Czech language.

Analogically, *religious lexis* is defined as any word, idiom, or collocation that is etymologically derived from biblical stories. This also includes the concept of biblical names (see 2.3.1).

Every lexical item used in this research was consulted with different etymological dictionaries as was every unanticipated solution provided by the respondents to avoid incorrect conclusions in the analysis.

2.3.1   Biblical names

One of the tasks in both worksheets relates to the concept of biblical names. As the name suggests, these are names that appear in *the Bible*. Names that belonged to this category were taken from Herbert Lockyer's *All the Men of the Bible/All the Women of the Bible Compilation* and were also consulted with the *Behind the Name* website.

2.4   Curriculum

Although there was intentionally no pre-teaching before the handing out of the worksheets, the topic of mythology and religion was introduced to students during the course of their education. The curriculum in the Czech Republic is guided mainly by two curricular documents – *Rámcový vzdělávací program* (Framework Education Programme; FEP) common for all schools of a given type, and *Školní vzdělávací program* (School Education Programme; SEP) which each school creates individually.

As per *Rámcový vzdělávací program pro základní vzdělávání*, which guides the curriculum of primary and lower secondary education, ancient culture should be taught in History classes as a part of "Nejstarší civilizace. Kořeny evropské kultury" teaching block, as is Christianity and Judaism together with "Křesťanství a středověká Evropa" block. When looking at *Rámcový vzdělávací program pro gymnázia*, which guides the curriculum of Grammar Schools, mythology is a part of philosophy teaching block in Basics of Civics and Social sciences, while ancient culture is a part of History ancient block as is Christianity and Judaism, which is also in "Thinking in European and Global Contexts".

When looking at SEPs, as every school creates them individually, only two were chosen to be featured here – one from primary and lower secondary school (*Základní a Mateřská škola Mladá Boleslav; Školní Vzdělávací Program pro Základní Vzdělávání*), one from a Grammar school (*Akademické gymnázium Štěpánská; Školní Vzdělávací Program*), both having the most respondents in the research in their school type which makes them the most relevant. As for the first one, mythology is part of History classes in the seventh grade, as is Christianity and Judaism. Additionally, antiquity is also introduced in History classes in the sixth grade. Concerning the chosen Grammar school, ancient culture or mythology is taught in History classes (first grade), Latin classes (depending on the chosen field of studies), Czech Language and Literature classes (first grade), and Basics of Civics and Social sciences classes (fourth grade). Christianity and Judaism are likewise taught in the same blocks.

Given the fact that SEPs are obligatory for schools to fulfil, it can be safely assumed that students should have some latent prior knowledge on these topics at least in the Czech language.

2.5 Interlingual transfer

In this research, the errors produced by the respondents are as important as their correct answers, and it is, therefore, meaningful to think about how these errors occurred. A certain percentage of these errors can be attributed to so-called "interlingual transfer". This occurs when a source of error can be attributed to the producer's native language as it acts as a "source of hypothesis formation" and "a source of linguistic knowledge they draw upon to fill in the gaps in their developing interlanguage" (Mahmoud, *Interlingual Transfer of Intralingual Errors*). As per Brown, "the beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference" (224). Therefore, given that respondents for this research were students, we can expect it to be an important factor for their performance.

As Mahmoud notes in *Interlingual Transfer in EFL Vocabulary Learning and Teaching,* when the influence of the native language is negative and leads to an error, we call this a negative transfer, while when the language transfer is helpful and leads to positive production, it is called a positive transfer which is harder to detect. Furthermore, he notes, that the negative transfer is manifested by "(1) translation (…), foreignization (i.e.

phonological or morphological modification of an L1 form to sound like a FL form), (3) code mixing/switching" (Mahmoud). For the purposes of this research, the last two named will be the most significant. An example of foreignization can be the usage of the word "Saturnus", while an example of code-switching can be the usage of "Uran" instead of "Uranus". Additionally, an example of a positive transfer can be the use of "Mars", although, it cannot be definitely proven.

2.6 State of research

As of *March 2022*, the author is not aware of any research published that is similar in nature to that of this thesis. The search for published papers was performed on websites *Web of Science, ResearchGate,* and *Scopus* using keywords *mythological lexis, mythological vocabulary, mythology EFL/ESL, religious lexis, religious vocabulary, religion EFL/ESL, Christianity EFL/ESL, and Judaism EFL/ESL.* Nevertheless, there were some papers published that touched upon the topic of mythology and English teaching, which is loosely connected to the topic of this thesis. Some of the most relevant papers are listed below.

Jia Fan and Sun Yu in their paper *The Application of Greco-Roman Mythology Learning in English Vocabulary Teaching from the Perspective of Etymology* looked at the etymology of words of Greco-Roman origin with a particular interest in mythology. They observed these expressions through etymology and categorized them according to etymological motivation into "direct use, metaphorical use, semantic transfer and derivation." Their aim was to "enrich existing English vocabulary teaching methods." They also suggest that adding a cultural dimension to vocabulary teaching can "enhance the interest and efficiency of both vocabulary teaching and learning."

Jay Linksman in his article entitled *Teaching mythology creatively* suggests different ways how to teach mythology in classrooms. He suggests techniques like "letter writing, composition, mythology newspaper or mythology games" to make this topic enjoyable for the students in junior and senior English high schools.

Ji Xiaobin in his paper *Teaching "Greek and Roman Mythology" in a CLIL classroom* deals with the teaching of this topic in a course for first-year English majors. This is to "improve students' language and cognitive level" as they were "no longer satisfied with a shallow

understanding of language." In his paper, Xiaobin goes through the selection of teaching materials (e.g., the *Illiad* and *Odyssey*) and also mentions the stages of 4C framework in the course.

Ruishu Wang and Wanbing Shi in their paper *Teaching Objectives and Strategies of Greek and Roman Mythology for College Students* discuss teaching strategies of Greek and Roman mythology course from four aspects: "pre-class preparation, classroom practice, homework assignment and course evaluation." Their overall goal is to "promote students' language ability, cultural awareness, literary appreciation ability, artistic aesthetic ability and learning ability" which they claim was achieved effectively through this course.

3 Research

3.1 Aims and Research questions

This research and the worksheets used have three main aims.

1. To discover how students perceive mythological and religious lexis in English,
2. To analyse students' ability to transfer learnt knowledge from Czech classes into English,
3. To test the logical capabilities of students, and their attention span, and to observe whether students can transfer newly received information in between indirectly connected tasks.

This thesis also seeks to answer the following research questions.

1. Does religious self-identification lead to a better performance in religious tasks?
2. Does higher confidence in mythological or religious knowledge self-assessment lead to a better performance in the questions corresponding to that topic?
3. How much does the level of English enhance the performance of respondents regardless of their prior knowledge of religion and mythology?
4. How much does the age of respondents affect their ability to connect information throughout the test?
5. What is the effect of L1 interference on errors in lexis that is similar to that of the respondent's L1?
6. What is the effect of English level on the performance in lexicological/etymological tasks?

3.2 Methodology

3.2.1 Worksheet variants

Two worksheet variants were created for the purposes of this research. Worksheet A was aimed at respondents with the English level (CEFR) ranging between A2 and B1, while Worksheet B was aimed at respondents with the English level ranging between B2 and C2. Worksheet A mainly contained simplified versions of tasks that were given in Worksheet B. Only two Tasks (i.e., Task 3 and 5) differed completely, although the overall aim of the task

remained the same. These variants were created mainly due to language and time concerns, with higher-level students being able to complete tasks more quickly than lower-level students. Timewise, both Worksheets were roughly aimed at 35 minutes to accommodate for potential problems during physical administration within a 45-minute class. Both worksheets also featured a bonus task which was there to prevent the boredom of quicker students.

For Worksheet A and Worksheet B that were given to respondents, see Appendices B and D respectively. Furthermore, each worksheet is also complemented with keys in which suggested timing for the tasks is also present. For the key to Worksheet A, see Appendix C, and for the key to Worksheet B, see Appendix E.

3.2.2 Focus of the research

Both worksheets were focused mainly on Graeco-Roman mythology and marginally on Judaeo-Christian religion. In total, 7 tasks focused exclusively on mythology, 1 task focused exclusively on religion, and 2 tasks focused half on mythology and half on religion. The intention was always to focus mainly on the mythological part which was presumably more familiar to respondents given the cultural background of the Czech Republic and complement the mythological part with religion to effectively use the allotted time of one 45-minute class. As a result, only items that were deemed most representative for religion were chosen to be explored in this research which were to serve mostly as a prompt for respondents to think about the etymology of words in English and other languages. Furthermore, what we now mainly consider to be mythology was once part of religion which invited the opportunity to connect the two topics in this research as it is similarly connected in the Czech curriculum (see 2.4). Finally, religion is potentially a very problematic topic to research in our schools and has to be treated sensitively which was also the reason for the very limited inclusion of religion in this research.

3.2.3 Respondents

The data was gathered in a period between September 2021 and January 2022 and both paper and computer versions of the worksheets were distributed. In total, Worksheet A was filled out by 74 respondents (61 in a paper version and 13 in a computer version), and Worksheet B was filled out by 85 respondents (75 in a paper version and 10 in a computer version).

Respondents were gathered from 8 different schools in the case of Worksheet A and from 5 schools in the case of Worksheet B. Respondents were aged between 14 and 35 and their self-assessed English level ranged between A1-A2 and C2 with one native speaker. This self-identified native speaker was after some deliberation included in the results, as they had only one English parent and spoke mainly in Czech. Specific information about the respondents is broken down in the following tables (see tables 1-3). The number of respondents was affected by the COVID-19 pandemic situation.

Table 1

Self-assessed English level of respondents

	English Level									
	A1-A2	**A2**	**B1**	**B1-B2**	**B2**	**B2-C1**	**C1**	**C1-C2**	**C2**	**Native**
Worksheet A	3	32	14	4	19	0	1	1	0	0
Worksheet B	0	0	6	2	51	6	13	4	2	1
Total	3	32	20	6	70	6	14	5	2	1

Table 2

Age distribution of all respondents

	Age																
	14	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**29**	**35**	**NA**
Worksheet A	17	20	1	7	11	7	2	2	1	1	1	1	0	1	1	0	1
Worksheet B	0	1	28	22	22	3	1	1	0	0	2	1	1	1	0	1	1
Total	17	21	29	29	33	10	3	3	1	1	3	2	1	2	1	1	2

Table 3

The type of school of all respondents

	Lower secondary	**Upper secondary**	**BA students**	**MA students**	**Not a student**
Worksheet A	25	37	8	1	3
Worksheet B	0	76	5	4	0
Total	25	113	13	5	3

3.2.4 Pilot phase

The pilot phase of this research took place during the first half of February 2021 and the purpose of this phase was to test whether respondents would be able to fill the worksheets out as was intended by the author and to make sure that the wording of the tasks was clear and correct. During this time, both Worksheet A and Worksheet B were piloted in electronic version through Google Forms, each by 11 different respondents. Both worksheets were piloted mainly by students of the Faculty of Education of Charles University. This was due to the COVID situation at the time when getting the worksheets to the students of Upper-Secondary school was almost impossible. The added benefit for this approach was also that students of this faculty would scrutinize the tasks from both the teacher's and the student's perspectives. Links to these worksheets were shared in several University Facebook groups and anyone in these groups with sufficient knowledge of English was able to participate in this phase. The age of respondents ranged between 14 and 30. The English level (CEFR) of respondents ranged from A2 to C1 for Worksheet A, and from B2 to C2 for Worksheet B. Both Worksheets were piloted by religious and non-religious respondents. Respondents were also asked to self-rate their knowledge of Religion and Mythology and this self-rating ranged from 0 (no knowledge) to 5 (excellent knowledge) in both categories by respondents of both Worksheets. When this phase was evaluated, the main focus was on the principle of the functionality of these tasks rather than the correctness of answers given by the respondents and the responses from this phase were not included in the final analysis.

The results of this phase showed that most tasks were clearly articulated and needed only small adjustments such as replacing "Can you…" questions with "Write down…" sentences or expanding the wording of the task to be more explicit. In task 5 the number of words required was added to clear up the confusion, as was the requirement for them to be words of different meanings. This condition was added to prevent students from entering words that were derivations of each other (e.g., chronology, chronological, chronologically) which are technically correct, but did not serve the purpose of this task.

The only task that seemed to require more attention was Task 3 (Short story). Originally, both worksheets had the same story in this task which ended up being too challenging for lower-level students. As a result, the original story was left as a task in Worksheet B where

it was more successful, although an example was added to provide students with further guidance (this example was originally intended to be in place, but it was accidentally omitted when the paper worksheet was transferred into the electronic version). In Worksheet A, this short story was replaced by a completely new story that used much simpler language more suited towards the intended A2-B1 English level.

For a summary of the results from the piloting phase see Appendices F and G.

3.2.5 Worksheet Assessment

All data was gathered in a dataset Excel file which contained data from both worksheets. Dataset features a general information sheet for both worksheets which explains the meaning of present variables. Dataset was created manually and contains all data that was available from the gathered worksheets exactly as they appeared in the physical or digital version. This data was gathered anonymously from respondents and even the author is unable to connect the given data to a particular respondent in most cases. This data was gathered in a locked sheet for both versions of the worksheet to prevent accidental alteration. Additionally, this dataset also contained three sheets where all calculations were made using Excel functions. Due to the nature of the file, the inability to enclose the file in the thesis itself, and the restrictions placed on possible appendix files by the university, this file was split into 7 compressed CSV files, and handed in together with this thesis as an external appendix through the *Student Information System*.

Responses that were skipped were treated as wrong in score calculation, while misspellings of a correct answer were treated as correct unless otherwise specified.

3.2.6 Correlation coefficient

As a way to explore the relationship between certain variables, the *Pearson correlation coefficient* was employed in the analytical part of the thesis through the use of the *CORREL* function in Excel ("CORREL function"). In order to interpret the correlation, Guilford's rule of thumb was used which claims about the values of correlation following:

0-0.2	Slight; almost negligible relationship
0.2-0.4	Low correlation; definite but small relationship
0.4-0.7	Moderate correlation; substantial relationship
0.7-0.9	High correlation; marked relationship
0.9-1	Very high correlation; very dependable relationship

(Guilford 219)

Furthermore, there is a distinction between *positive correlation* where the variables rise or fall together, and *negative correlation* where one variable rises, the other falls (Guilford 137). The negativity of a correlation will be represented by a negative sign in front of the number. Additionally, the term *weak correlation* will be used interchangeably with *low correlation*, and *strong correlation* will be used interchangeably with *high correlation* throughout this thesis as these terms are more common.

3.3 Results and Data analysis

In this section, we will look at the questionnaire and the tasks that were present within the two worksheets. Under each sub-section, the tasks will firstly be introduced and the reasoning and aims behind them discussed. Finally, the results of these tasks in both versions of the worksheet will be analysed.

3.3.1 Questionnaire

Both versions of the worksheet contained a quick questionnaire. The purpose of this was to provide context for the knowledge of respondents for answering the different research questions. The questionnaire, which took up two A4 pages, had 7 separate questions and in its head were also, besides the date, two more informative fields (i.e., English level and Age). For the paper version of the questionnaire, which was a part of both Worksheets, see Appendix A.

The first question asked the respondents whether they are religious.

The second and the third question asked respondents to self-rate their knowledge of mythology and religion. The scale ranged from 0, for no knowledge, to 5, for excellent

knowledge. As a guideline for the respondents, under each category were suggested idioms, names, and other lexis to illustrate what might constitute an excellent knowledge in these categories.

The last four questions consisted of tick boxes which inquired the experience of respondents in categories of games, movies, TV shows and books. These questions were to complement the self-rated image of the potential knowledge of the respondents. The categories contained works with religious and mythological themes.

Results – Worksheet A

As for Worksheet A, 61 (82.43%) of respondents stated they were not religious, while 10 (13.51%) identified themselves as religious. Three respondents declined to answer. The correlation coefficient between the religiousness and score from the religious part of the worksheet was 0.290 which suggests a weak correlation between the two.

The average self-assessed knowledge of Greek and Roman mythology was 1.82 out of 5 which points towards respondents not classifying themselves as overly aware of the mythological topics. The correlation coefficient of this self-assessment and the number of points reached in the mythological parts of the worksheet was 0.438 (see figure 5 in Appendix H) which suggests there is some correlation between the results of the student and their self-assessment. For the specific distribution of answers, please see table 4.

Table 4

The self-assessed knowledge of Greek and Roman mythology of all respondents in Worksheet A

	Self-assessed knowledge of Greek and Roman mythology					
	0	**1**	**2**	**3**	**4**	**5**
Respondents	10	23	15	22	4	0

The average self-assessed knowledge of religion was once again 1.82 out of 5 with an average of 1.78 out of 5 among non-religious respondents, contrarily to an average of 2.6 out of 5 among religious students. While religious respondents seemed expectedly more confident in their religious knowledge, they still appear rather hesitant. This may be due to

the effect of self-assessment where each respondent may use the given scale differently, although to prevent this effect, a list of example words was given for the respondents to understand what may be considered excellent knowledge. The correlation coefficient of this self-assessment and the number of points reached in the religious parts of the worksheet was 0.419 (see figure 6 in Appendix H) which suggests there is a moderate correlation between the results of the student and their self-assessment. For the specific distribution of answers, please see table 5.

Table 5

The self-assessed knowledge of Religion of all respondents in Worksheet A

	Self-assessed knowledge of Religion					
	0	**1**	**2**	**3**	**4**	**5**
Non-religious respondents	10	18	22	10	3	1
Religious respondents	0	1	4	3	2	0
Total	10	19	26	13	5	1

When it comes to the playing of games, the average of games played from the list was 0.51 out of 7 with 50 respondents not playing any of the games listed. This number is much lower than anticipated and it probably means that the respondents are either not playing games or they play games of a different genre. The correlation coefficient between *Assassin's Creed: Odyssey* as the most played game and the score in the mythological part of the worksheet is -0.062 which means there is no correlation between the two. For the specific distribution of games played, please see table 6.

Table 6

The number of respondents in Worksheet A playing games listed

Game	Number of respondents
Age of Mythology	2
Assassin's Creed: Odyssey	17
Assassin's Creed: Valhalla	12
Grepolis	1
Ikariam	1
Immortals Fenyx Rising	0
Smite	5

As for the movies, the average of movies seen from the list was 3.32 out of 9 with 10 respondents who have not seen any of the movies listed. This result is in congruence with expectations as the part of the list were three Marvel movies that are extremely popular. As the *Thor* movies are based on Norse mythology, a question arises whether seeing them had any relationship with the score from Task 4 which was aimed at Norse mythology knowledge. This correlation coefficient was 0.052 which means there is no correlation. Similarly, with a correlation coefficient of -0.018, there is no correlation between seeing *Hercules* and the score from the mythological part. Finally, with a correlation coefficient of 0.181, there is no correlation between the number of movies seen and the total score from the worksheet. For the specific distribution of movies seen, please see table 7.

Table 7

The number of respondents in Worksheet A that have seen the movies listed

Movie	Number of respondents
Clash of Titans	18
Hercules	40
Percy Jackson	22
Son of God	5
The Passion of the Christ	0
Thor	51
Thor: Dark World	41
Thor: Ragnarok	51
Wrath of Titans	18

Regarding the TV shows, the average of TV shows seen from the list was 0.85 out of 4 with 27 respondents who have not seen any of the TV shows listed. This number is lower than expected and it shows that respondents are not that interested in the topics of religion and mythology when it comes to TV shows. Nevertheless, every TV show was seen by at least one respondent. The correlation coefficient between seeing *Lucifer* and score in the religious part of the worksheet was -0.032 which means there is no correlation between the two. Likewise, with the correlation coefficient of -0.052, there is no correlation between *Vikings* and the score from Task 4. Finally, with the correlation of 0.065, there is no correlation between the number of TV shows seen and the total score from the worksheet. For the specific distribution, please see table 8.

Table 8

The number of respondents in Worksheet A that have seen the TV shows listed

TV Show	Number of respondents
Blood of Zeus	1
Lucifer	28
Stargate	11
Vikings	23

The final part of the questionnaire dealt with the topic of books. The average of books read from the list was 0.81 out of 13 with 37 respondents who have never read any of the books from the list. This number is incredibly low. However, it may be somewhat explained by the English level of respondents which prevents them from reading books in English combined with the lack of interest in reading of the younger generation as the correlation coefficient between English level and books read equals 0.289 which suggests a weak correlation.

With the presence of *The Bible* in the list, the question arises whether its readers achieve higher results in the religious part of the worksheet. In Worksheet A, the correlation coefficient of *The Bible* reading and the score in the religious part of the worksheet was 0.325 which suggest a weak correlation between the two. For the mythological part, the correlation coefficient between reading *The Odyssey* and the score in the mythological part was 0.254 and between reading *The Percy Jackson series* and the mythological part was 0.283 which suggest a weak correlation between these books and mythological scores. Finally, the correlation between the number of books read and the total score in the worksheet was 0.444 (see figure 7 in Appendix H) which suggests there is a moderate correlation between the two.

For the specific distribution of the books read, please see table 9.

Table 9

The number of respondents in Worksheet A that have read the books listed

Book	Number of respondents
The Bible	15
The Book of God by W. Wangerin Jr.	0
Edda	1
The Heroes of Olympus series by R. Riordan	5
Heroes by S. Fry	1
Heroides by Ovid	0
Magnus Chase series by R. Riordan	3
Metamorphoses by Ovid	0
Mythos by S. Fry	0
Norse Mythology by N. Gaiman	3
Odyssey by Homer	16
Paradise Lost by J. Milton	3
Percy Jackson series by R. Riordan	13

The questionnaire also asked respondents to self-assess their level of English (see table 1 for details). The correlation coefficient between the self-assessed level of English and the total score from Worksheet A was 0.578 (see figure 8 in Appendix H) which suggests there is a moderate correlation between these two variables. This partly points towards the fact that respondents with a higher level of English were more successful. Similarly, the questionnaire asked for the age of respondents (see table 2 for details). The correlation coefficient between the age and the total score was 0.392 (see figure 9 in Appendix H) which suggests a weak correlation between the two items.

Lastly, the questionnaire itself was scored and split into a religious and a mythological part. The correlation coefficient between the score in the religious part of the questionnaire and the score from the religious part of the worksheet was 0.492 which implies a moderate correlation between the two. As far as the mythological part of the questionnaire and worksheet, the correlation coefficient was 0.382 which suggests a weak correlation between the two.

Results – Worksheet B

When it comes to Worksheet B, 76 (89.41%) of respondents stated they are not religious, while the remaining 9 (10.59%) of respondents labelled themselves as religious. The correlation between religiousness and the score from the religious part of the worksheet was 0.220 which suggests there is a weak correlation between the two.

The average self-assessed knowledge of Greek and Roman mythology was 2.4 out of 5 which shows bigger confidence compared to the Worksheet A respondents. This is underscored by no respondent choosing option "0" representing no knowledge and by one choosing option "5" representing expert knowledge in the topic. The correlation coefficient of this self-assessment and the number of points reached in the mythological parts of the worksheet was 0.484 (see figure 10 in Appendix H) which suggests there is a moderate correlation between the results of the student and their self-assessment. For the specific distribution, please see table 10.

Table 10

The self-assessed knowledge of Greek and Roman mythology of all respondents in Worksheet B

	Self-assessed knowledge of Greek and Roman mythology					
	0	**1**	**2**	**3**	**4**	**5**
Respondents	0	21	24	26	13	1

The average of self-assessed knowledge of religion was slightly lower compared to the knowledge in mythology, specifically 2.22 out of 5 which still trumps the confidence of the respondents from Worksheet A. The average for non-religious respondents was 2.09 out of 5, while the average for religious respondents was 3.33 out of 5 with both categories outperforming Worksheet A respondents in the confidence of their knowledge. The correlation coefficient of this self-assessment and the number of points reached in the religious parts of the worksheet was 0.365 (see figure 11 in Appendix H) which suggests a weak correlation between the two. For the specific distribution of answers, please see table 11.

Table 11

The self-assessed knowledge of Religion of all respondents in Worksheet B

	Self-assessed knowledge of Religion					
	0	1	2	3	4	5
Non-religious respondents	1	24	23	23	5	0
Religious respondents	0	0	1	4	4	0
Total	1	24	24	27	9	0

Moving onto the games played by the respondents, the results were almost identical with the results from Worksheet A. The average of games played was 0.51 out of 7 with 57 respondents who never played any of the games mentioned. This once again points towards the lack of interest in the topic of mythology when it comes to gaming or respondents not playing any games in general. The correlation coefficient between the most played game *Assassin's Creed Odyssey* and the score from the mythological part was -0.049 which suggests there is once again no correlation between the two. For the specific distribution of games played, please see table 12.

Table 12

The number of respondents in Worksheet B playing games listed

Game	Number of respondents
Age of Mythology	4
Assassin's Creed: Odyssey	21
Assassin's Creed: Valhalla	7
Grepolis	3
Ikariam	3
Immortals Fenyx Rising	0
Smite	5

Concerning the movies, the average of movies seen from the list was 3.15 out of 9 with 12 respondents who have never seen any of the movies listed. The results are again similar to the results of Worksheet A respondents, although contrarily to those respondents, every movie on the list has been seen by at least one respondent. As *Thor* is once again the most

seen movie, the question regarding correlation between seeing it and Task 4 results once again arises. The correlation coefficient of these two items was 0.111 which suggests there is no correlation between the two. The most viewed movie concerning Greek mythology was the *Percy Jackson* in this worksheet. The correlation coefficient between seeing the movie and the results in the mythological part was 0.158, meaning there is no correlation. As for the correlation between the number of movies seen and the total score from the worksheet, the correlation coefficient was 0.079, meaning there is once again no correlation between the two items. For specific distribution of movies seen, please see table 13.

Table 13

The number of respondents in Worksheet B that have seen the movies listed

Movie	Number of respondents
Clash of Titans	23
Hercules	26
Percy Jackson	34
Son of God	2
The Passion of the Christ	3
Thor	62
Thor: Dark World	44
Thor: Ragnarok	60
Wrath of Titans	14

As for the TV shows, the average of TV shows seen from the list was 0.76 out of 4 with 38 respondents who have never seen any of the shows listed. This result is again similar to the result from Worksheet A although one TV show was never seen by any respondent. The correlation coefficient between seeing *Lucifer* as the most viewed and the result from the religious part of the worksheet was -0.107, suggesting there is no correlation between these two items. As for the correlation between TV shows seen and the total score from the worksheet, the correlation coefficient was -0.111, therefore, there is no correlation. For the specific distribution, please see table 14.

Table 14

The number of respondents in Worksheet B that have seen the TV shows listed

TV Show	Number of respondents
Blood of Zeus	0
Lucifer	35
Stargate	14
Vikings	16

Finally, the average of books read from the list was 1.07 out of 13 with 38 respondents who have not read any of the books listed. This result is slightly better than that of the Worksheet A respondents, however, the number is still quite low. The correlation coefficient for the level of English and the number of books read was -0.014 which implies there is no correlation between the two.

As *The Bible* once again belongs to the most read books from the list, the question of correlation between reading it and the score from the religious part arises. The correlation coefficient for these two items was 0.362, signifying a weak correlation between them. As for the mythological part, the *Odyssey* was once again the most read and the correlation coefficient between reading it and the result from the mythological part was 0.151, suggesting no correlation. As for the *Percy Jackson series*, the correlation coefficient for reading it and the mythological score was 0.349, suggesting there is a weak correlation between the two. Finally, with the correlation coefficient of 0.380 (see figure 12 in Appendix H), there is a weak correlation between the number of books read and the total score from the worksheet.

For the specific distribution of the books read, please see table 15.

Table 15

The number of respondents in Worksheet B that have read the books listed

Book	Number of respondents
The Bible	27
The Book of God by W. Wangerin Jr.	0
Edda	0
The Heroes of Olympus series by R. Riordan	4
Heroes by S. Fry	0
Heroides by Ovid	1
Magnus Chase series by R. Riordan	2
Metamorphoses by Ovid	10
Mythos by S. Fry	0
Norse Mythology by N. Gaiman	6
Odyssey by Homer	22
Paradise Lost by J. Milton	7
Percy Jackson series by R. Riordan	12

The questionnaire again asked for the self-assessment of the English level of the respondents (see table 1 for details). The correlation coefficient between the self-assessed level of English and the total score from Worksheet B was 0.445 (see figure 13 in Appendix H) which is a bit lower than in Worksheet A, but it still implies a moderate correlation between the two items. This again points towards respondents with a higher level of English being more successful. As for the correlation between age and total score, the coefficient was 0.213 (see figure 14 in Appendix H), therefore, in this worksheet variant, there is no correlation between the two.

Lastly, the questionnaire itself was scored and split into a religious and mythological part. The correlation coefficient between the score in the religious part of the questionnaire and the score from the religious part of the worksheet was 0.339 which implies a weak correlation between the two. As for the score in the mythological part of the questionnaire and worksheet, the correlation coefficient was 0.298 which also suggests a weak correlation between the two.

Joint correlations

As the Questionnaire was a joint part of both worksheets, it warrants a joint analysis. For this not to be a simple summary of stats already given, only correlations will be analysed. As both versions of the worksheet had a different point total, the correlations will be made with percentages of correct answers instead of a score.

When it comes to the self-assessment of mythological knowledge, the correlation coefficient between this self-assessment and the percentage of correct answers from the mythological part was 0.453 which suggests moderate correlation (see figure 15 in Appendix H).

As for the religious knowledge self-assessment, the correlation coefficient between this self-assessment and the percentage of correct answers from the religious part was 0.424, once again suggesting a moderate correlation between the two (see figure 16 in Appendix H).

The correlation coefficient between English level and books read from the list was 0.172, suggesting no correlation between the two. Furthermore, the correlation coefficient between reading *The Bible* and the percentage of correct answers in the religious part was 0.357, suggesting a weak correlation. The same goes for the correlation between reading *The Odyssey* and the percentage of correct answers in the mythological part. The correlation coefficient for this was 0.205, suggesting a weak correlation. Similarly, the correlation coefficient between reading the *Percy Jackson series* and the percentage of correct answers in the mythological part was 0.299. As far as the correlation coefficient between books read from the list and the percentage of correct answers in the whole worksheet is concerned, it was 0.403, suggesting a moderate correlation (see figure 17 in Appendix H).

When it comes to the self-assessed level of English, the correlation coefficient between this self-assessment and the percentage of correct answers in the whole worksheet was 0.485 which suggests moderate correlation (see figure 18 in Appendix H).

Penultimately, the correlation coefficient between age and the percentage of correct answers in the whole worksheet was 0.329 which suggests a weak correlation (see figure 19 in Appendix H).

Finally, the correlation between the score from the religious part of the questionnaire and the percentage of correct answers in the religious part of the worksheet was 0.415, suggesting a

moderate correlation. Analogically with mythological parts, the correlation coefficient was 0.298, suggesting a weak correlation.

3.3.2   Task 1 – Planets

The first task in both variants of the worksheet was to identify planets in a picture, where they were set in a traditional order, and connect the names of deities after which they were named with their respective domains. To affirm this to respondents (should they not realise the order), the third planet was clearly labelled as Earth together with the correct title. The reason behind choosing Earth as an example was because its connection to mythology is much more obscure than the connection of the remaining celestial bodies not to mention that the English name of this planet is completely different from the Czech one.

This task was put into the worksheets first so that respondents would begin with something familiar because every respondent should know the names of the planets regardless of English level and age. This task had two other aims. Firstly, to discover whether students are able to connect the knowledge they gathered in their science classes and use it in English as they were most probably never taught its English version at school. This also meant that respondents would most probably make spelling mistakes when attempting to translate the names (the presumptions were that planets "Uranus", "Mercury" and "Neptune" would be commonly misspelt because of students' L1). Secondly, to start building connections between commonly used names and their origins which would prepare them for the following tasks. The students were probably never taught the names of the planets together with their origins, however, they probably at least heard that Venus has some connection with love, Mars with war, and Neptune with the sea which is a connection that should come into the foreground when attempting to assign proper titles to the names. Not mentioning common Czech saying like "Women are from Venus, Men from Mars" which should further guide them towards the correct answer.

Results – Worksheet A

In Worksheet A, the average success rate of naming a planet was 66.99% which is a curiously low number. It appears that some respondents in this version did not realize that naming the planets was a part of the task and chose to enter the titles only despite of the clear wording

of the task. In total, 16 out of 74 respondents did not fill out a single name of a planet with 3 of them skipping the task altogether. The probable cause of this error was the lower English level of the respondents and their potential carelessness while reading the task. Interestingly, 12 respondents struggled to name all the planets and 5 respondents had trouble naming the planets in the correct order. This revealed a previously unconsidered problem of respondents not being familiar with our Solar system even in the Czech language.

As far as the spelling is concerned, only 13 respondents have managed to correctly spell all planet names. Most common errors were using the Czech equivalent of a name (e.g., "Merkur", "Venuše, "Uran", "Neptun"), and over anglicization (e.g., "Saturnus", "Mercur", "Venuse"). These errors were in congruence with expectations and reaffirm the effect of L1 on the L2 production of respondents. These solutions were counted as correct for the purposes of scoring.

Finally, the average success rate of title assigning was 43.24% where the most successful was the planet Venus (70.27%) and the least successful the planet Uranus (25.68%). This result is in congruence with expectations that more known names will be more recognizable. The correlation coefficient between the score from assigning titles and the score from the mythological part of the questionnaire was 0.333 and between the score from assigning titles and mythological self-assessment was 0.399, both suggesting a weak correlation between the items.

For the results, please see table 16.

Table 16

Results from Task 1 in Worksheet A

Planet	Correct title	Correct planet name	Misspelt name
Mercury	27	50	28
Venus	52	48	5
Mars	38	51	0
Jupiter	21	49	0
Saturn	21	50	1
Uranus	19	48	27
Neptune	46	51	34

Results – Worksheet B

As far as Worksheet B is concerned, the average success rate of naming a planet was 84.37% which is much higher than in Worksheet A. In total, 10 respondents did not name a single planet with 2 of them skipping the task entirely. This shows that the English level of respondents may have been in play in Worksheet A. Five respondents were unable to name all seven planets, while four more respondents struggled with naming the planets in order. These numbers are lower than in the case of Worksheet A but still show some potential problems.

Concerning the spelling, 27 out of 85 respondents were able to spell all planet names without any errors. The nature of errors remained the same as in Worksheet A.

The average success rate of title assigning was 61.68% where the most successful was planet Venus (95.29%) and the least successful was planet Uranus (31.76%). The correlation coefficient between the score from assigning titles and the score from the mythological part of the questionnaire was 0.186, suggesting no correlation. The correlation coefficient between the score from assigning titles and mythological self-assessment was 0.254, suggesting a weak correlation between the items.

For results, please see table 17.

Table 17

Results from Task 1 in Worksheet B

Planet	Correct title	Correct planet name	Misspelt name
Mercury	46	71	25
Venus	81	75	6
Mars	77	74	0
Jupiter	33	71	0
Saturn	31	70	3
Uranus	27	70	28
Neptune	72	71	40

3.3.3   Task 2 – Biblical names

In this task, respondents were asked to underline biblical names from a list of 20 names. This task should serve as a "rest stop" between two tasks that are slightly time-consuming, and it also serves as an easy introduction to the religious part of the worksheet. This task should also show logical reasoning of respondents because although most of them probably never read *The Bible*, they have probably heard of this term, and they might be able to connect it to the Czech calendar which is a remnant of Christianity not many countries have. The connection to Christianity should also indirectly guide students to the realisation they can eliminate certain names because they do not have a Czech equivalent which they would have, were they integral part of Christian belief.

In this task, there were, among others, names that were very obviously biblical even to students who have no connection to Christianity (such as "Adam" and "Eve"), and names that are very obviously not (such as "Rose" which is clearly a flower name). This task should also show whether students have certain passive knowledge of name translation because they were most probably never taught it, and to properly answer whether certain names are biblical (e.g., "Matouš" to "Matthew") translation is required. One place where the respondents could have passively learnt certain name translations is in their English classes where students are often called with the English version of their names.

Results – Worksheet A

In Worksheet A, this task had a 65.61% total success rate. The success rate of names that had to be actively chosen (i.e., were biblical) was 47.30%, while the success rate that had to be left without being underlined was 84.86%. This shows that students were perhaps reluctant to actively choose any name on the list. The correlation coefficient between reading *The Bible* and score in this task was 0.312 which points towards a weak correlation between the two. Furthermore, the correlation coefficient between the score from the religious part of the questionnaire and points achieved in this task was 0.448, and between the religious knowledge self-assessment and the points in this task, the coefficient was 0.442, both suggesting a moderate correlation between the items.

The apparent issue with this task was that it does not distinguish between knowledgeable students and those that just skipped the name/task which is something that had not been foreseen during the design. Nevertheless, only 5 respondents decided to completely skip the task which suggests this design flaw was not critical for the interpretation of the results.

For the results, please see table 18.

Table 18

Results from Task 2 in Worksheet A

Planet	Correct	Incorrect
Oliver	69	5
Noah*	45	29
William	72	2
Luke*	18	56
Paul*	17	57
Alexander*	10	64
Hellen	56	18
Henry	70	4
Michael*	24	50
Lucy	68	6
John*	24	50
Matthew*	20	54
Adrian	70	4
Samuel*	23	51
David*	44	30
Rose	72	2
Eve*	66	8
Adam*	69	5
Kayla	72	2
Catherine	62	12

Biblical name

Results – Worksheet B

In Worksheet B, the average total success rate of this task was 74.00%. As for the names that needed to be actively underlined, the success rate was 59.47%, while the success rate of the names left without change was 91.76%. This shows that the respondents in this group were more knowledgeable when it comes to actively choosing a biblical name, though a certain lack of willingness to actively underline a name remains. The correlation coefficient between reading *The Bible* and points gained from this task was 0.382 implying a weak correlation. Furthermore, the correlation coefficient between the score from the religious part of the questionnaire and points gained in this task was 0.340, and between religious knowledge self-assessment and the points gained in this task, the coefficient was 0.322, both suggesting a weak correlation between the items.

Though the concern about the design of this task prevails, no respondent has completely skipped it, making the design flaw even less influential in this worksheet variant.

For the results, please see table 19.

Table 19

Results from Task 2 in Worksheet B

Planet	Correct	Incorrect
Oliver	85	0
Noah*	68	17
William	83	2
Luke*	41	44
Paul*	41	44
Alexander*	9	76
Hellen	63	22
Henry	81	4
Michael*	37	48
Lucy	75	10
John*	41	44
Matthew*	36	49
Adrian	79	6
Samuel*	47	38
David*	69	16
Rose	83	2
Eve*	83	2
Adam*	84	1
Kayla	79	6
Catherine	74	11

Biblical name

3.3.4   Task 3 – Short story

In this task, respondents were given a short story that was specifically written for this task. The respondents were asked to replace words in bold (i.e., names of deities and mythological creatures) with appropriate more common English words (e.g., *ocean* instead of *Poseidon*). One word was given as an example. The aim of this task was to find out whether respondents are capable of using the context given even if they do not necessarily know the listed deity and to make them think about the etymology of the given words. Furthermore, it tested whether respondents are capable of transferring knowledge from Czech, in which they

probably heard most of the stories, into English. Given the nature of this task and the nature of English itself, some words and collocations had several possible replacements, and the answers were considered with regard to the context and their grammatical fit into the sentence as a whole. All names were taken from Greek mythology to prevent Graeco-Roman mixing, which was to provide unity within the text, and because Greek variants of the names are often more known.

Each version of the Worksheet had a slightly different version of the story where the story for respondents in Worksheet B was approximately twice as long and asked them to replace almost twice as many words. Additionally, the words to be replaced were often higher-level than those of Worksheet A.

Results – Worksheet A

In Worksheet A, the average success rate for this task was 46.53% where the most successful was the substitution for *Helios* (70.27%) and the least successful was the replacement of *like Hermes* (13.51%) which was the most skipped item. A possible explanation for respondents skipping the latter was that they were not familiar with the Greek version *Hermes* and would be more successful with the Roman version *Mercury* which has already occurred in the worksheet.

As was mentioned above, the word replacements were also judged according to the context and their grammatical fit into the sentence which led to assessing words that were semantically correct but grammatically not fitting as incorrect such as using *beauty* in a sentence "It's **like Aphrodite**".

In total, 11 respondents skipped the task completely and 12 respondents replaced all seven words. For the results, please see table 20.

Table 20

Results from Task 3 in Worksheet A

Word to replace	Correct	Incorrect	Skipped
Poseidon	52	7	15
Helios	56	5	13
Zeus	53	5	16
Aphrodite	22	19	33
Hermes	10	6	58
Chronos	23	8	43
Morpheus	25	10	39

Results – Worksheet B

As for Worksheet B, the average success rate was 42.06% with the most successful being *Chronos* with 77.65% and the least successful being *Eos* with 3.53%. The success of *Chronos* can be most probably attributed to the fact that the name reminded respondents of the word "time" through words like *chronology* and also because this name, together with the title *the Time Itself*, was mentioned in Task 5 and could have been retrospectively completed. As for *Eos*, the low success rate can be attributed to the fact that respondents used instead of words like *dawn* and *sunrise* only the word *Sun* which was chosen by 60 respondents. If this was to be counted as a correct entry, the success rate would be elevated to 74.12%. Nevertheless, *Eos* is not viewed as the Sun in mythology but rather as the deity opening the doors to the Sun in the morning (Fry, *Mythos* 308). Additionally, the Sun could have been already substituted for *Apollo* earlier in the text.

Another item that warrants a closer investigation is the sentence "I felt **like I gazed into the Eyes of Medusa**" where the collocation was to be replaced by *petrified* or *stone-like*. Here respondents had trouble thinking of these words and offered other alternatives like *stoned* or *paralyzed* which were not correct.

Interestingly, the replacement for *Eirene* (i.e., *peace*) had a success rate of 41.18% which was greater than anticipated given the relative low renown of the goddess. This shows that

respondents were capable of deducing the meaning from the context given as they were most probably not familiar with the goddess herself.

For the results, please see table 21.

Table 21

Results from Task 3 in Worksheet B

Word to replace	Correct	Incorrect	Skipped
Gaia	45	22	18
Morpheus	38	18	29
Chronos	66	2	17
Phobos	59	7	19
Apollo	36	21	28
Arachne	62	8	15
Medusa	5	64	16
Athena	28	38	19
Hermes	43	24	18
Nike	8	45	32
Eirene	35	12	38
Eos	3	63	19

3.3.5 Task 4 – Days

The fourth task asked respondents to connect five days of the week (two were omitted due to their different etymology) with five gods or goddesses from a list of many. This list was compiled to contain, together with the right answers, many known and lesser-known deities. Some of them were intentionally completely different from the names of the days (such as "Athena") to test the attention and logical reasoning of the respondents. However, most of the deities given in this list were chosen as distractors that sound fairly similar to one another so that they had a better chance of being chosen when respondents tried to guess the correct answer without knowing it. Nevertheless, one of the answers (i.e., Saturday – Saturn) was left to be easily deduced, partly due to the obviousness of its etymology and the lack of fitting distractors. This should have helped the students to think about the spelling and pronunciation of the words and guide them towards the realisation that the origin of some of

these words might be detectable within them. However, for the "Friday" option, the list of deities deliberately contained goddess Freya, which served as a false clue to reveal respondents that knew the answer, because, as can be read in *The Concise Oxford Dictionary of English etymology*, the name of the day comes from "*frigedæg* (…) day of Frigg" (183). The difference between the variants was in the size of the list of names given. Additionally, Worksheet B also contained more similar distractors to further test the ability of respondents with a higher English level to decipher the etymology of the day names.

Results – Worksheet A

In Worksheet A, the average success rate of the respondents was 28.65% with the least successful being Tuesday with 14.86% and the most successful being Saturday with 52.70%. Although the most successful item is in congruence with expectations, the success rate itself is rather low given that *Saturday* and *Saturn* are visibly related. Altogether 13 respondents who decided to answer the question chose incorrectly. These results point toward the inability of respondents to decipher the etymology of the words given which may have had some connection to their English level. Nevertheless, the correlation coefficient for English level and points from this task was just 0.222 which suggests the correlation is weak. The correlation coefficient for the English level and being correct with the Saturday option is slightly higher, 0.250, though the correlation remains weak. In total, 19 out of 74 respondents skipped this task altogether which is a number that is quite high and shows the lack of willingness of some of the respondents to think about the etymology of words even when one answer is very easy to deduce.

For the results, please see table 22.

Table 22

Results from Task 4 in Worksheet A

Day	Correct	Incorrect	Skipped
Tuesday	11	38	25
Wednesday	12	37	25
Thursday	31	23	20
Friday	13	39	22
Saturday	39	13	22

Results – Worksheet B

As far as Worksheet B is concerned, the average success rate for this task was 31.53% with the least successful item being Wednesday with 4.71% and the most successful being Saturday at 74.12%. Another notably successful item was Thursday with 60% and another notable low success rate was 7.06% in the case of Tuesday. The higher success rates of the two items and the general success rate show that respondents in this group were better capable of finding out the etymology of day names. Nevertheless, the low success rate of others shows the effectiveness of the distractors given, mainly *Themis* and *Tethys* for Tuesday, chosen altogether 39 times, *Vesta* for Wednesday, chosen 50 times, and *Freya* and *Freyr* for Friday, chosen altogether 59 times. Despite the low success rate, these results show that respondents were trying to figure out the etymology of the words and mostly chose logical distractors. This is contrary to the results of Worksheet A, where chosen distractors were rarely logically connected to the words given. Therefore, although unsuccessful, these results still show that respondents with a higher level of English performed better in lexicological reasoning. Because of the high number of chosen distractors, the correlations calculated for Worksheet A are insignificant for this variant. Five respondents completely skipped this task.

For the results, please see table 23.

Table 23

Results from Task 4 in Worksheet B

Day	Correct	Incorrect	Skipped
Tuesday	6	58	21
Wednesday	4	63	18
Thursday	51	24	10
Friday	10	65	10
Saturday	63	12	10

3.3.6 Task 5 – Derived words

The fifth task was concerned with mythological word derivation with each variant having a slightly different task. Both tasked aimed to make respondents think about the etymology of

the words. Specifically, to identify their roots and connect them to the categories given based on their meaning.

In Worksheet A, where the presumed English level of respondents was lower, respondents were asked to sort words from a given word list into four groups where each group was connected to a different Greek or Roman deity. To make this more difficult for the respondents, only the titles of the deities were given as providing the name would make this task trivial. In the list were intentionally included both words that were presumed to be known to the respondents and words that were new to them. This was to further encourage respondents to think about similarities between them and realize they have the same etymology.

In Worksheet B, which was targeted at higher-level users of English, respondents had to actively think of three different words that have the same etymology. For this group, both names and titles of the deities were given as without them the task would be most probably impossible to complete. Furthermore, an example god with example words was provided, which was not a part of Worksheet A, to further help respondents with the task. As every respondent had a different mental lexicon at their disposal and had different capabilities and creativity, the number of possible answers was nearly limitless which should offer an interesting window into the thinking of respondents.

Results – Worksheet A

In Worksheet A, the average success rate of assigning the word to a given category was 66.22% with the most successful being *Geology* and *Psychiatrist* (both 75.68%) and the least successful being *Asynchronous* (54.05%). This shows that most respondents were capable of identifying the roots and meaning of the words given and correctly assigning them to a given deity. Respondents were mostly able to identify words that were connected to the *Goddess of Luck* (i.e., fortuitous, fortune-teller, unfortunate, misfortune), while the most discrepancy within a category was with words connected to *Time itself,* specifically words *anachronism* and the aforementioned *asynchronous.* This may have been caused by the presence of prefixes that respondents may have not yet encountered in their English studies. Indeed, the correlation coefficient between the English level and the points achieved from these two words was 0.319 which suggests a weak correlation between the two.

In total, 10 respondents completely skipped this task which may have been caused by the fact that this task was probably the most time-consuming out of all the tasks.

For the results, please see table 24.

Table 24

Results from Task 5 in Worksheet A

	Number of placings in the category*				
Word	**Mother Earth**	**Goddess of Luck**	**Time itself**	**Goddess of the Soul**	**Skipped**
Geothermal	**53**	0	2	2	17
Chronology	2	2	**50**	4	16
Psychology	2	3	0	**54**	15
Fortuitous	3	**48**	7	0	16
Fortune-teller	2	**48**	7	2	15
Geology	**56**	3	2	0	13
Anachronism	2	9	**36**	5	21
Psychic	6	2	0	**50**	16
Geometry	**45**	3	10	1	15
Unfortunate	1	**51**	3	2	17
Asynchronous	5	5	**40**	5	19
Psychiatrist	1	1	3	**56**	13
Chronicles	0	1	**52**	4	17
Pangaea	**45**	5	4	2	18
Misfortune	1	**51**	6	2	14

Correct placement of individual words is represented by a number of placings in bold

Results – Worksheet B

As for Worksheet B, the general average success rate (i.e., the ability to give a word with the desired etymology) was 44.61%. In total, 8 respondents completely skipped this task. The correlation coefficient between the English level of respondents and the points acquired in Task 5 was 0.306 which suggests a weak correlation between the two.

When it comes to the first category (i.e., *Gaia, the Mother Earth*) this proved to be the most difficult one for the respondents to complete correctly. On average, the success rate for this part of the task was only 7.84% with 53 respondents who were not able to think of a single

word for this category, 11 respondents who thought of a single word, 3 respondents who thought of two words, leaving 15 respondents who thought of all three words for this category. Furthermore, many responses included words like *ocean, land* or *nature* which, though semantically connected, were not derived from the name of the deity provided. As a result, only 10 respondents were able to successfully think of at least one word with the proper etymology. This was caused most probably by this category being the most intricate when it comes to identifying the target root/prefix (e.g., *geo-* words) as the words do not contain the word *Gaia* inside them which is not the case for the following categories. For the word cloud, which contains all words used by respondents regardless of correctness, please see figure 1.
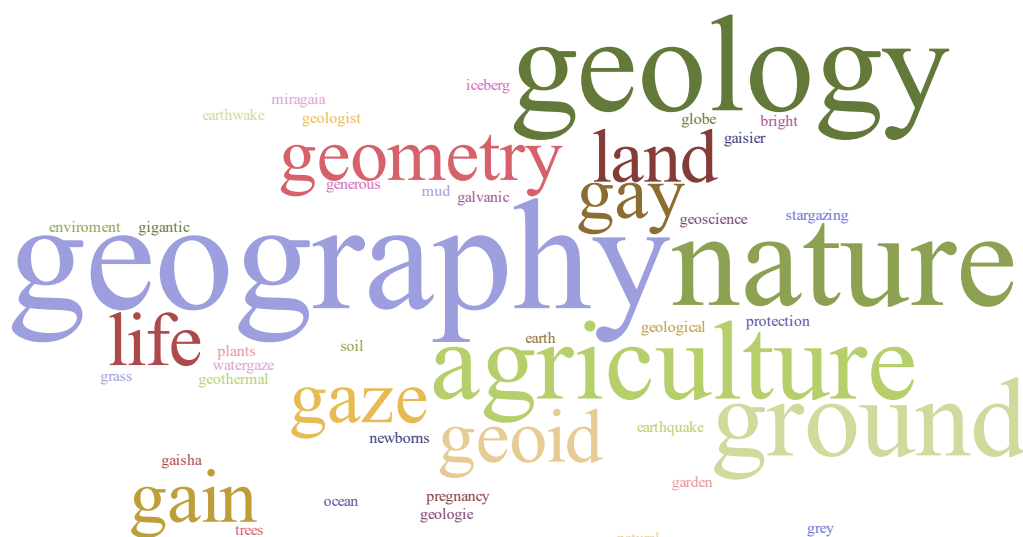
Figure 1 - Word cloud for Gaia

The second category (i.e., *Chronos, the Time itself*) had an average success rate of 42.35% which is much better compared to the previous category. Only 13 respondents skipped this category, while 19 respondents provided all three words for this category and 33 more thought of at least two words. Though even here some words not etymologically connected appeared (such as *clock, past* or *second*), their number was much lower than in the previous case. A specific case was words that were not derived from *Chronos* but could have been mistakenly thought to be connected, such as *chromatic* or *monochrome*. Here respondents forgot to think of the meaning of the words as well as their etymology. For the word cloud for this category, please see figure 2.

Figure 2 - Word cloud for Chronos

When it comes to the third category (i.e., *Fortuna, the Goddess of Luck*) the average success rate was 58.43% which makes it the second most successful category in this task. In total, 11 respondents skipped this category completely, 16 respondents thought of only one word, 18 of two words, and 38 respondents entered all three words. In this category, only a very small number of entries was not derived from *Fortuna* (e.g., *dreams, gold,* or *luck*). Even in this category, some seemingly related words, such as *fort* or *fortify*, appeared where respondents once again forgot to incorporate the meaning into their reasoning. For the word cloud for this category, please see figure 3.

Figure 3 - Word cloud for Fortuna

Finally, the fourth category (i.e., *Psyche, the Goddess of the Soul*) proved to be the most successful with an average success rate of 69.80%. Altogether 12 respondents skipped this category completely, while 6 entered one word, 12 entered two words, and 54 entered all three words. Some words not etymologically related, such as *death, mind,* or *thoughts* appeared in the responses, while only the word *autopsy* appeared to be seemingly related in its form. For the word cloud of answers, please see figure 4.

Figure 4 - Word cloud for Psyche

3.3.7   Task 6 – Sentence Gap-fill

In this task, respondents were asked to fill in the gaps in the sentences given, using a word that was derived from the name of the deity in brackets. This task aimed to make respondents think about the etymology of words, the context of the sentence and the deity given. In Worksheet A, respondents had to fill in five sentences, while in Worksheet B, respondents had to fill in six additional sentences (11 in total). As with other tasks, Worksheet B contained higher-level words.

Results – Worksheet A

In Worksheet A, the average success rate was 47.03% with the most successful word being *phobia* (74.32%) and the least successful word being *martial* (14.86%). The success of the first word can be most probably attributed not only to the clear context of the sentence but

also to the fact that the deity *Phobos* very clearly guides respondents to the correct word. As for the word *martial*, the low success rate can be most probably attributed to the difficulty of the word itself where some respondents with a lower English level may have not been familiar with it. Indeed, the correlation coefficient between English level and getting the word right was 0.324, suggesting a weak correlation between the two. Additionally, respondents often misspelt the word as *marshall's*, which was counted as correct as it was close enough. Another word where respondents had trouble with the spelling was the word *volcano,* which was often misspelt as *vulcano, vulcan* or *vulcane*. The word was spelt correctly only by 8 respondents, contrary to 40 misspellings. This was most probably caused by the fact that the name of the deity given was *Vulcan*. These misspellings were again counted as correct. In total, 11 respondents completely skipped the task.

For the results, please see table 25.

Table 25

Results from Task 6 in Worksheet A

Solution	Correct	Incorrect	Skipped
Martial	11	18	45
Phobia	55	6	13
Janitor	21	9	44
Panicked	39	7	28
Volcano	48	6	20

Results – Worksheet B

As for Worksheet B, the average success rate was 46.10% with the most successful being again *phobia* with 94.12% and the least successful being expectedly *jovial* with only 1 respondent who answered correctly. Surprisingly, the second least successful word was *venereal* with only 4 participants answering correctly which is lower than expected. The most probable cause was the difficulty of the word and the possible unfamiliarity of the respondents with it. Furthermore, many respondents chose to answer *viral* or *venomous*, which were incorrect, but close to the correct answer. Another tricky word was expectedly *mercurial* which was answered by 9 respondents, who most probably guessed the word

through the context given rather than knowing the word. No respondents skipped this task in its entirety which suggests that respondents saw it as an interesting task.

For the results, please see table 26.

Table 26

Results from Task 6 in Worksheet B

Solution	Correct	Incorrect	Skipped
Martial	27	19	39
Terraform	25	23	37
Hermetically	37	8	40
Phobia	80	2	3
Janitor	57	2	26
Panicked	74	1	10
Venereal	4	40	41
Aphrodisiacs	42	4	39
Volcano	75	2	8
Mercurial	9	14	62
Jovial	1	19	65

3.3.8   Task 7 – Months

In Task 7, respondents were asked to fill in the name of the month together with the name of the deity the name was derived from. Respondents were given a short description of the deity together with the first letter of the month which indirectly gave the respondents the first letter of the deity as well. The name *Aphrodite, Janus,* and *Mars* were mentioned in other tasks, while *Juno* and *Maia* were only part of this task. The latter ones were, therefore, expected to have a lower success rate. Additionally, *Mars* was not only mentioned but also described in the same manner in another exercise and was expected, therefore, to have the highest success rate. This was done deliberately to observe whether respondents are capable of connecting information throughout the worksheet.

Because the names of months were limited by the letters given to seven possibilities, this task further aimed to show whether respondents are capable of logical deductions and

conclusions. For example, *January* could have been deduced based on the fact that the deity is a *God of Portals, Thresholds and Beginnings,* where the month can be considered a new beginning of the year. Some other months could have been deduced by the process of elimination.

This task was identical for both variants.

Results – Worksheet A

In Worksheet A, the average success rate when it came to months was 48.11% with the most successful being *March* with 56.76% and the least successful being *January* and *June* both with 37.84%. For all months, respondents often chose a different month beginning with the same letter which points towards certain randomness in their choices. For *April, August* was chosen by 22 respondents. For *January, July* was chosen 13 times and *June* 14 times. For *June, January* was chosen 6 times and *July* 17 times. For *March, May* was chosen 14 times. And finally, for *May, March* was chosen 11 times. Interestingly, some respondents had trouble with spelling the months, often choosing their German equivalents which shows interference of their probable L2 into English. In total, eight respondents did not enter any month name.

As for the gods, the average success rate was 24.86% where the most successful was *Aphrodite* with 50% and the least successful *Maia* with only 6.76%. While the low success rates of *Maia* and *Juno* are in congruence with expectations, only 36.49% of respondents were capable of answering *Mars* despite it being mentioned in another exercise. This shows that the majority of respondents in this group were unable to connect this information for this task. In total, 24 respondents skipped this part of the task.

For the results, please see table 27.

Table 27

Results from Task 7 in Worksheet A

Solution	Correct name of the month	Correct name of the deity
April-Aphrodite	40	37
January-Janus	28	17
June-Juno	28	6
March-Mars	42	27
May-Maia	40	5

Results – Worksheet B

As for Worksheet B, the success rate regarding the names of the months was 65.88% with the most successful being *March* (83.53%), and the least successful being *January* (47.06%). While these rates are better than in the case of Worksheet A, the relatively low success rate with *January* show that majority of respondents were unable to logically connect the clue given with the first month of the year. Even in this variant, many respondents chose the wrong month starting with the correct letter. For *April, August* was chosen 18 times. For *January, June* was chosen 16 times and *July* 13 times. For *June, January* was chosen 2 times and *July* 21 times. For *March, May* was chosen 7 times. And finally, for *May, March* was chosen 9 times. In total, 3 respondents skipped this part of the task completely.

When it comes to the choice of deity, the average success rate was 39.29%. The most successful was *Mars* with 70.59% and the least successful was *Maia* with 8.24%. This is in congruence with expectations.

For the results, please see table 28.

Table 28

Results from Task 7 in Worksheet B

Solution	Correct name of the month	Correct name of the deity
April-Aphrodite	61	59
January-Janus	40	23
June-Juno	44	18
March-Mars	71	60
May-Maia	64	7

3.3.9   Task 8 – Multiple choice

Task 8 was a multiple-choice task where respondents were asked to choose the best fitting explanation to a given idiom. These idioms were used in a sentence to give respondents some context. The respondents had to choose from four explanations. These choices were constructed to contain the correct explanation together with a direct opposite where possible. The distractors were chosen to be one likely and one its opposite. The aim of this task was to see whether respondents are capable of transferring knowledge from Czech, where they probably heard these idioms, into English. Furthermore, respondents should realise where the idiom came from and connect it to mythology and religion. Worksheet A had four sentences in total, while Worksheet B had three additional sentences to those from Worksheet A. These sentences were chosen to be higher-level than those in Worksheet A.

Results – Worksheet A

In Worksheet A, the average success rate was 56.08% with the most successful item being *Achilles' heel* (72.97%) and the least successful item being *Holy Grail* (40.54%). The relatively low success of the latter one was most probably caused by the relatively effective distractors. As expected, the higher-level respondents performed better than those with a lower level of English, as can be supported by the correlation coefficient between English level and points from this task (0.511) which points towards a moderate correlation between the two.

Only two respondents completely skipped this task. For the results, please see table 29.

59

Table 29

Results from Task 8 in Worksheet A

Idiom	Number of respondents choosing answers*				
	A	**B**	**C**	**D**	**Invalid / Skipped**
Achilles' heel	8	**54**	6	2	4
Pandora's box	6	2	15	**47**	4
Holy Grail	17	**30**	5	13	9
Olive branch	**35**	9	7	11	12

Correct placement of individual words is represented by a number of placings in bold

Results – Worksheet B

In Worksheet B, the success rate was 79.16% with the most successful item being *Achilles' heel* (94.12%) and the least successful item being *Holy Grail* (52.94%). This is in congruence with the results from Worksheet A, though the success rate is higher as should be expected. One respondent chose to skip this task completely.

In general, the performance of the respondents in this group was more stable, which is to be expected from a group with higher-level respondents. As a result, the correlation coefficient between English level and points from this task was only 0.214 which is a weak correlation. This means that as all respondents were usually B2 or higher, they all performed well.

For the results, please see table 30.

Table 30

Results from Task 8 in Worksheet B

Idiom	Number of respondents choosing answers*				
	A	**B**	**C**	**D**	**Invalid / Skipped**
Achilles' heel	3	**80**	0	1	1
Midas touch	**63**	4	14	1	3
Pandora's box	5	0	3	**76**	1
Holy Grail	20	**45**	10	6	4
Olive branch	**66**	3	0	9	7
Apple of Discord	4	**66**	5	3	7
Fall from grace	**75**	3	0	1	6

Correct placement of individual words is represented by a number of placings in bold

3.3.10 Task 9 – Theophoric names

In this task, respondents were asked to read a short paragraph about theophoric names and then decide which one deity connects the four given names. The purpose of this task was simply educational, where students should be introduced to an interesting concept which should, hopefully, lead them to think more about names, their etymology, and the reasoning behind them. Secondly, this task should show whether students are capable of connecting information throughout the worksheet where because the name was already given in several tasks, as was his title. Thirdly, this task is also partially connected with etymology as the origin of the names can be deduced from their similar features.

Results – Worksheet A

The success rate for this task in Worksheet A was 41.89% which was caused mainly by the number of respondents who skipped the task. This might have been caused by the task being the penultimate one with respondents not having enough time to complete it. This may be supported by the fact that 17 students who skipped this task also skipped the last one, which, however, was classified as a bonus task. When adjusting the calculation to not include people who skipped the task, the success rate rises towards 68.89% which is still relatively low considering the answer was given in two other exercises in both worksheet variants (i.e., Task 1 and Task 7). When looking closer, 22 of the 31 who answered this question correctly,

also answered correctly both questions in the other exercises and 7 answered at least one exercise correctly. This shows that some respondents were able to use the information given in this worksheet to their advantage.

For the graph with results, please see figure 20 in Appendix H.

Results – Worksheet B

In Worksheet B, the success rate for this task was 74.12%, which is much higher than in the A variant. Six respondents who skipped this task have also skipped the final task. This may once again show that some respondents ran out of time when filling out the worksheet. If the skipping respondents are once again not included in the calculation, the success rate rises to 87.50%. This shows that respondents were either able to deduce the etymology of the names given or that they were able to connect the information given in other exercises. Looking closer, 52 out of 63 respondents who answered correctly also answered both questions from Task 1 and 7 correctly. Additionally, 10 respondents were able to answer at least one of the questions correctly. This once again supports the fact that respondents were able to use the information to their advantage.

For the graph of results, please see figure 21 in Appendix H.

3.3.11 Task 10 – Word scrambles

The final task in the worksheets were word scrambles connected to mythology and religion. This exercise served as a bonus task for quicker respondents which should have made them busy as slower respondents were finishing the main tasks. However, it should have also shown the respondents that the connection between vocabulary, mythology and religion is a close one and that should have prompted them to think more about lexis and its etymology in their future studies. Respondents should have also realized that some Czech and English words sound similar because they have the same origin which should have helped them to make these connections between L1 and L2 vocabulary and not file these items as two separate entries within their mental lexicon.

The difference between variants was that Worksheet A contained only half of the scrambles Worksheet B did. The included words were chosen with regard to the appropriateness for the intended English level.

Due to the nature of the task, only correctly spelt items were counted as correct, except for *messiah* and *narcissistic*, where some misspellings were counted as correct. To help respondents who were unable to find a word just by observation, both synonyms and prefilled letters were presented which should have reduced frustration with the task.

Results – Worksheet A

In Worksheet A, the average success rate was 38.06% with the most successful item being *Atlas* (54.05%) and the least successful being *Angelic* (17.57%). As respondents did not enter many wrong and misspelt answers, the low success rate is largely caused by the skip-rate in this task which could have been caused by the lack of time, the inability to answer the question, or deciding not to complete the task as it was labelled as a bonus task. In total, 29 respondents did not attempt to solve a single scramble, contrarily to 16 respondents who attempted to solve every scramble. As the majority of respondents have attempted to solve at least one item in this task, it can be assumed that time management was not a big problem for the respondents in this group and that most of them have managed to reach the last task with some time to spare.

For the results, please see table 31.

Table 31

Results from Task 10 in Worksheet A

Solution	Correct	Misspelt	Skipped
Atlas	40	1	33
Echo	29	2	43
Panic	25	2	47
Angelic	13	3	58
Devilish	26	1	47
Judas	36	1	37

Results – Worksheet B

Concerning Worksheet B, the average success rate was 52.75% with the most successful being *Atlas* with 84.71%, while the least successful was *Bejesus* with 5.88%. With only 9 respondents who skipped the task completely, it can be said that this group had even less of

a problem with time management than respondents in Worksheet A which points towards a reasonably calibrated worksheet. Respondents once again did not enter many false or misspelt answers with the exception of two items. These were *narcissistic* (misspelt 24 times) which is a word that has objectively difficult spelling, and *messiah* (misspelt 11 times) which was often misspelt as *mesiash*. Here we can observe the interference from L1 into L2 as in Czech the word equivalent is *mesiáš*. Due to the nature of these mistakes and the relative difficulty of the spelling, both misspellings were counted as correct for the purposes of scoring, though in the table of results (see table 32) they are separated for illustration.

Table 32

Results from Task 10 in Worksheet B

Solution	Correct	Misspelt	Skipped
Atlas	72	0	13
Echo	55	3	27
Adonis	25	3	57
Narcissistic*	35	24	26
Panic	54	0	31
Hermaphrodite	43	0	42
Messiah*	44	11	30
Devilish	64	1	20
Judas	66	0	19
Angelic	29	1	55
Pandemonium	13	1	71
Bejesus	5	1	79

Misspellings also counted as correct in scoring

3.3.12 Connecting information

Throughout the worksheets, some answers were intentionally variously repeating in different tasks. This was done to observe the ability of respondents to connect information within the worksheet, and to answer the question, of whether older (and more experienced) respondents were more observant when it comes to repeating information within a test. The repeating information was as follows.

Mars, God of War

- Task 1 – the title "God of War" was given, while respondents were asked to connect with a name of a planet that was not available, but assumed to be common knowledge

- Task 6 – respondents were asked to fill in a word etymologically connected to Mars, though not specifically stated, respondents might have been able to deduce that the word is semantically connected to a war

- Task 7 – the description "Roman God of War" was given, and respondents were asked to enter both the name of the month (March) and the name of the god which were etymologically connected

- Task 9 – the description "God of War" was given, and also theophoric names connected to the god, while respondents were asked to fill in the name

Janus

- Task 4 (Worksheet B) – "Janus" was present in the list of deities

- Task 6 – respondents were asked to fill in a word etymologically connected to Janus

- Task 7 – Respondents were asked to give the name of a month connected to the "Roman God of Portals, Thresholds and Beginnings" which should have pointed them towards "January" and allude to "Janus" as an answer for what deity gave it its name

Aphrodite (Worksheet A)

- Task 3 – respondents were asked to substitute for "It's like Aphrodite" which contextually alluded to the word "beautiful"

- Task 7 – respondents were asked to give the name of a month connected to the "Greek Goddess of Love and Beauty"

There were some more repeating deities in the worksheets, but these were not significant as they did not introduce a completely unknown deity, nor they were shown with a crucial description of a title.

Results

As Mars was present in both worksheets in common exercises for both worksheets, the calculations were made from the joint results. The calculation included points from task 1 for giving the title to the correct planet and the correct naming of the god in tasks 7 and 9. In total, 68 respondents (out of 159) were able to get all three points, 29 respondents were able to get two points, 44 respondents were able to get one point, and 18 respondents did not get any points from these questions. The correlation coefficient between age and getting points in these exercises was 0.230 (i.e., weak correlation), while the correlation coefficient between English level and points was 0.516 (i.e., moderate correlation). This shows that in this case, the ability to connect information seems to be more dependent on the language level of respondents rather than their age and experience with tests. Furthermore, the correlation between the mythological self-assessment and these points was 0.291, once again suggesting a weak correlation, which could support the claim that it is dependent on the level of the language. Nevertheless, the correlation coefficient between points from these selected exercises and the total percentage of points from the mythological part of the worksheets was 0.650 (i.e., moderate correlation; see figure 22 in Appendix H), suggesting that respondents who did well in these three exercises also did overall well in the mythological part of the worksheet.

When it comes to Janus, as it is a relatively unknown god, the only relevant question is whether respondents were able to name him in Task 7. In Worksheet A, 17 respondents (out of 74) listed Janus correctly, while one more respondent listed him at the incorrect "J-month". In Worksheet B, 23 respondents (out of 85) listed him correctly, while two more respondents attempted to once again put him into an incorrect "J-month". When we look at the joint analysis of both worksheets, specifically at the correlation coefficient between age and whether respondents were able to list Janus at any of the two places in task 7, we can observe that the correlation coefficient is -0.011 which shows there is no correlation between the two. Similarly, for English level and Janus listing, the correlation coefficient was 0.154, again suggesting no correlation. This shows that the observance of Janus with its following listed is not dependent on age or the English level of respondents. Furthermore, it is not dependent even on the mythological self-assessment for which the correlation coefficient

was 0.153 (i.e., no correlation). The correlation between listing Janus and the total percentage of correct answers in the mythological part was 0.400, suggesting a moderate correlation though be it on the lower side of the scale. This can suggest that respondents who were able to notice this did better in the mythological part of the worksheet.

Finally, when looking at the listing of Aphrodite in Task 7 in Worksheet A, 37 participants were able to do so. The correlation coefficient between age and the correct listing was 0.133 (i.e., no correlation), while between English level and correct listing, the coefficient was 0.213 (i.e., weak correlation). Given the low correlations, it seems that this answer was not dependent on either of the factors. Furthermore, the correlation coefficient between mythological self-assessment and correct Aphrodite listing was 0.129 (i.e., no correlation). The correlation coefficient between the total percentage of correct answers in the mythological part and the correct listing of Aphrodite was 0.586, suggesting a moderate correlation between the two, which points towards better overall performance in the mythological part by respondents who were able to correctly list Aphrodite in this question.

In summary, the success in connecting information throughout the worksheet does not seem to be dependent on the age of participants and, except for a more exposed Mars, it also does not seem to be dependent on the English level. What can be assumed is that respondents who were able to connect the information also performed better in the mythological part of the worksheets overall.

3.3.13 Complete results

Finally, after analysing individual tasks, the results from the worksheets as a whole should also be considered. The total points available for Worksheet A was 87 (25 for religious and 62 for the mythological part), while for Worksheet B it was 104 (29 for religious and 75 for the mythological part).

In Worksheet A, the average total percentage of correct answers was 53.34%. When divided into a mythological and a religious part, the averages of the percentage of correct answers in these categories were 50.63% and 60.05% respectively. In Worksheet B, the average total percentage of correct answers was 57.64%. When divided into a mythological and a religious part, the averages of the percentage of correct answers in these categories were 53.63% and

67.99% respectively. This shows that the group of respondents in this worksheet performed better despite the higher number of questions they had to answer. For details, see table 33.

Table 33

The total score of the respondents

	Worksheet A		Worksheet B		Total	
Correct*	Myth	Religion	Myth	Religion	Worksheet A	Worksheet B
0-10%	4	0	0	0	0	0
10-20%	4	0	1	0	4	0
20-30%	11	0	5	0	5	1
30-40%	5	1	8	1	13	8
40-50%	7	22	18	5	10	13
50-60%	15	25	19	16	13	23
60-70%	13	7	27	28	13	26
70-80%	6	9	6	23	8	13
80-90%	8	5	0	9	8	0
90-100%	1	5	1	3	0	1

In edge cases, respondents were counted in the higher bracket

Furthermore, if we look at the common part in both worksheets (i.e., questions that appeared in both variants), the average total percentage of correct answers rose to 59.50%. The average total in the mythological part rose to 53.71%, and in the religious part to 66.39%. If further divided according to the variant, the average total for Worksheet A respondents was 51.10%, while for Worksheet B it was 66.81%. For the mythological part, the average for Worksheet A respondents was 44.46%, while for Worksheet B respondents it was 61.76%. The average for the religious part was 60.05% for Worksheet A and 71.91% for Worksheet B. These results (for details see table 34) point towards a higher performance of Worksheet B respondents which was most probably caused by the higher level of their English. This is further supported by the correlation coefficient between the English level and the total percentage of points in the common part which was 0.632 suggesting moderate correlation (see figure 23 in Appendix H). Furthermore, the correlation coefficient between English level and myth points from the common part was 0.557 (see figure 24 in Appendix H), and between English level and the religious points from the common part, the correlation

coefficient was 0.575 (see figure 25 in Appendix H), both again suggesting a moderate correlation between the variables.

Table 34

The score in the common part of both worksheets

Correct*	Worksheet A			Worksheet B			Summary		
	Myth	Religion	Total	Myth	Religion	Total	Myth	Religion	Total
0-10%	3	0	0	0	0	0	3	0	0
10-20%	10	0	1	0	0	0	10	0	1
20-30%	4	0	10	1	0	0	5	0	10
30-40%	13	1	5	7	0	0	20	1	5
40-50%	14	22	23	5	3	8	19	25	31
50-60%	9	15	10	16	3	10	25	18	20
60-70%	9	17	10	30	32	32	39	49	42
70-80%	7	9	9	20	22	24	27	31	33
80-90%	5	5	6	5	20	10	10	25	16
90-100%	0	5	0	1	5	1	1	10	1

In edge cases, respondents were counted in the higher bracket

Given the high correlation between English level and overall performance, the question arises whether this remains so when looking only at non-linguistical tasks (i.e., tasks 1, 2, 7, and 9). These tasks were based mainly on the knowledge of mythological and religious concepts rather than any linguistic/lexical information, though some might have had some linguistic components, such as considering the similarity of names in Task 9. Interestingly, in Worksheet A this correlation remains moderate (0.478), while in Worksheet B it drops to a weak correlation (0.201). Furthermore, when looking at the joint correlation for both worksheets, as these exercises were common for both worksheets, the correlation coefficient was 0.534 which means it is moderate. This goes against the expectations, as the expected result would be that English level is not crucial for the knowledge questions.

Contrarily, looking at the correlation between English level and performance in linguistic tasks (i.e., tasks 3, 4, 5, 6, 8, 10), the correlation coefficient in Worksheet A was 0.553 and for Worksheet B 0.493 both suggesting a moderate correlation between the two. Additionally, when looking at the common part of both worksheets (and including only tasks

that were present in both versions), the correlation rises up to 0.643 (see figure 26 in Appendix H), once again suggesting a moderate correlation. These correlations suggest that the performance in the linguistic tasks also depends on the level of English of respondents.

Furthermore, the correlation coefficient between self-assessment of mythological knowledge and performance in mythological linguistic exercises was 0.432 in Worksheet A and 0.531 in Worksheet B, both suggesting a moderate correlation (see figures 27-28 in Appendix H). This means that there seems to be an effect of mythological knowledge on the knowledge of mythological lexis. The correlation for the same items in the common part was 0.416 (see figure 29 in Appendix H) which is negatively affected by the absence of two major linguistic tasks that were completely different in the worksheet variants (i.e., Tasks 3 and 5). When looking at the religious part, the correlation coefficient in Worksheet A was 0.219, in Worksheet B 0.253, and in common part 0.272, all suggesting a weak correlation. This probably means that there is not a significant effect of religious knowledge on the knowledge of religious lexis, although this may be negatively affected by the low number of religious exercises.

When looking at the percentage of missing answers, the average for Worksheet A was 18.08%, while for Worksheet B, it was 17.59% (see table 35 for details). Despite the fact that respondents in Worksheet B had to fill out more questions, the missing percentages were basically identical. The missing answers could have been caused by the lack of time, lack of motivation, or lack of knowledge. Generally speaking, the low missing percentage of most respondents shows that the majority of respondents were trying to answer as many questions as possible which also means that the results are not significantly skewed by the missing answers. Furthermore, from the low missing percentage can be deduced that missing answers point more towards the lack of knowledge rather than to any other phenomena and can thus warrant their use as limited indicators of this lack of knowledge.

Table 35

The total missing answers percentage

Missing answers*	Worksheet A	Worksheet B	Total
0-10%	20	18	38
10-20%	25	37	62
20-30%	14	18	32
30-40%	10	8	18
40-50%	4	4	8
50-60%	1	0	1
60-70%	0	0	0
70-80%	0	0	0
80-90%	0	0	0
90-100%	0	0	0

In edge cases, respondents were counted in the higher bracket

4 Discussion and Conclusions

Although some respondents identified themselves as religious, the correlation between religiousness and the score achieved in the religious part was weak. This shows that this self-identification almost did not influence the outcome in the religious part and did not lead to better performance in religious tasks. This could have been caused by several factors. The questionnaire did not ask the respondents to elaborate on their religion and, although unlikely given the geography and culture of the Czech Republic, the respondent's religion could have been different from the Judaeo-Christian tradition this worksheet focused on. Furthermore, as this research was mainly focused on mythology, the number of questions concerned with religion could have been insufficient to properly analyse the pre-existing religious knowledge of the respondents. Additionally, reading of *the Bible* seemed to be a better indicator of the success rate in the religious part of the worksheet than the religious self-identification, as the correlation between reading *the Bible* and the score in the religious part was higher. Reading of *the Bible* of course does not indicate the religiousness of the respondents, however, self-identifying as religious also does not indicate higher religious knowledge.

Additionally, the questionnaire also asked respondents to self-assess their religious knowledge which, although highly dependent on the respondent's interpretation of the scale, proved to have the highest correlation between this self-assessment and the score from the religious tasks, at least in Worksheet A. Given that Worksheet A consisted mostly of respondents with a lower level of English, this makes the information more informative as these respondents could not rely on knowledge coming from their mastery of the English language.

Similarly, the questionnaire also asked respondents to self-assess their mythological knowledge which once again proved to have a moderate correlation between this self-assessment and the points achieved in the mythological part of the worksheets. This means that respondents who had higher confidence in their mythological knowledge were more likely to score highly in the mythological part of the worksheets. It also indicates a better ability of self-assessment in the mythological knowledge than that of religion. Though both scales highly depended on the individual understanding of given levels by the respondents,

this effect was slightly mitigated by giving respondents examples of concepts they should be familiar with at an expert level. In future, further specification of the results can be achieved through the use of *anchoring vignettes* that would further calibrate the uses of this scale by the respondents (Voňková 25).

The level of English proved to be a significant factor in the performance of respondents. Correlations between the English level and the overall performance in the worksheet proved to be moderate, being higher for the Worksheet A respondents. This can mean that respondents with a higher level of English had some previous knowledge not based on mythology and religion, but rather achieved through the mastery of the language which led them to better overall performance. Curiously, in Worksheet A this correlation did not drop significantly when looking only at the tasks that were not based on linguistics and remained moderate. This was not the case for Worksheet B. Nevertheless, when looking at the joint correlation for both worksheets, it proved to be moderate. This means that there was a higher chance for higher-level respondents to perform better in these questions which goes against expectations. A possible explanation for this phenomenon can be that respondents with a higher level of English were capable to infer some linguistical hints even in these exercises. An example of this could be realizing that names *Mark, Martin, Marsha* and *Marcy* are etymologically connected to *Mars*.

Additionally, the moderate correlation between self-assessment of mythological knowledge and performance in mythological linguistic exercises seems to suggest that there is some effect of having prior mythological knowledge on the knowledge of mythological lexis. This can mean that having mythological knowledge is beneficial for EFL users. Therefore, teaching mythology and introducing students to mythological stories can improve their mental lexicon and with that the level of their English.

The age of respondents seems to play no role in the ability of respondents to connect information. This goes against expectations as the older respondents were expected to do better based on their experience with various tests and worksheets. Nevertheless, the results did not show any correlation between these two phenomena. This suggests the ability to notice connections through the administered test is more individual and depends on something different than age.

Considering the effect of L1 interference, the exercise that showed this effect most prominently was Task 1, specifically the naming of planets, which showed a lot of interference when it comes to planet names. Mercury, Uranus and Neptune all showed significant negative transfer from the Czech language regardless of the English level of the respondents. As per Mahmoud's *Interlingual Transfer in EFL Vocabulary Learning and teaching*, the negative transfer was manifested through foreignization (e.g., Uranium or Neptunus), and code-switching (e.g. Merkur, Uran, Neptun). Furthermore, positive transfer with names like Mars or Jupiter can also be observed, though it is not clear, whether their correctness is due to the positive transfer or through prior knowledge. Although Mahmoud claims in *Interlingual Transfer of Intralingual Errors* that this happens especially in the beginning stages of language learning, the negative transfer was present in both worksheets regardless of the English level of respondents. This shows that there seems to be little attention paid to planet names during the English language lessons and students have to frequently learn this information through their individual studying or research. As planet names are something that is considered to be common knowledge and is taught fairly early in the Czech curriculum (Fifth grade according to *Školní vzdělávací Program pro Základní Vzdělávání*), this absence of the topic in English classrooms can lead to a significant knowledge gap. Furthermore, several respondents were also unable to name all the planets in the correct order which was very unexpected, and further points towards the lack of knowledge of these respondents.

Finally, when looking at the effect of English level on the performance in linguistic tasks, there seems to be a moderate relationship between the two. This means that respondents with greater mastery of the English language were performing better than lower-level respondents. Subsequently, it also suggests that the higher the level of English, the less it is dependent on the prior mythological knowledge. Further research on this topic can be performed by examining the knowledge of different high-level vocab both connected and not connected to the mythology which could map the familiarity of mythological vocab of the students.

Generally speaking, the fact that most respondents (42 in Worksheet A and 62 in Worksheet B) scored higher than 50% without pre-teaching, shows that there is a certain potential for

English teaching. It shows that students are able to understand even higher-level lexis and are often capable of using information from their History and Literature classes and transferring it into English. As a result, teachers can use this shared framework to improve the English of their students. Furthermore, there is a potential of using edited mythological and also religious stories to teach English which should be further researched. This could be done either by using edited mythological texts to teach beginners or through the inclusion of myths into the curriculum for English of all levels. As the popularity of mythical stories with the general public seems to be on the rise, the mythological texts can be a useful tool to teach students to minimize their effort and to maximize their enjoyment.

Bibliography

Behind the Name. Behind the name, www.behindthename.com. Accessed 18 February 2021.

The Bible. New International Version, Biblica, Inc, 2011.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. Pearson Education, 2000.

The Concise Oxford Dictionary of English Etymology, edited by T. F. Hoad, Oxford University Press, 1996.

"CORREL Function." *Microsoft Support*, support.microsoft.com/en-us/office/correl-function-995dcef7-0c0a-4bed-a3fb-239d7b68ca92. Accessed 13 February 2022.

D'Arcais, Giovanni B. Flores. "Language Perception." Linguistics: The Cambridge Survey, edited by Frederick J. Newmeyer, vol. 3, Cambridge University Press, Cambridge, 1988, pp. 97–123.

"Etymonline - Online Etymology Dictionary." *Etymology Dictionary: Definition, Meaning and Word Origins*, www.etymonline.com/.

Fan, Jia, and Sun Yu. "The Application of Greco-Roman Mythology Learning in English Vocabulary Teaching from the Perspective of Etymology." *International Journal of Languages, Literature and Linguistics*, vol. 7, no. 1, 2021, pp. 38–43., https://doi.org/10.18178/ijlll.2021.7.1.284.

"Find and Share Research." *ResearchGate*, www.researchgate.net.

"Framework Education Programme for Secondary General Education (Grammar Schools)." Výzkumný ústav pedagogický v Praze, 2007. www.nuv.cz/file/161_1_1/

Fry, Stephen. *Mythos*. Penguin Books, 2018.

Fry, Stephen. *Heroes*. Penguin Books, 2018.

Fry, Stephen. *Troy*. Penguin Books, 2020.

Gaiman, Neil. *Norse Mythology*. Bloomsbury Publishing, 2018.

Guilford, J. P. *Fundamental Statistics in Psychology and Education*. McGraw-Hill, 1942.

Homer. *The Iliad and the Odyssey*. Translated by Samuel Butler, Barnes and Noble, 2013.

Larrington, Carolyne, translator. *The Poetic Edda*. Oxford University Press, 2014.

Lin, Grace Hui-chin, and Paul Shih-chieh Chien. *An Introduction to English Teaching: A Textbook for English Educators*. VDM, 2010.

Linksman, Jay. "Teaching Mythology Creatively." *The English Journal*, vol. 72, no. 3, 1983, p. 46., https://doi.org/10.2307/816113.

"List of Biblical Names." *Wikipedia*, Wikimedia Foundation, 27 Dec. 2021, en.wikipedia.org/wiki/List_of_biblical_names.

Lockyer, Herbert. *All the Men of the Bible/All the Women of the Bible Compilation*. Zondervan Academic, 2016.

Mahmoud, Abdulmoneim. "Interlingual Transfer of Intralingual Errors: Lexical Substitution from MSA to EFL." *Studies in English Language Teaching,* vol. 7, no. 4, 2019, pp. 419-431.

Mahmoud, Abdulmoneim. "Interlingual Transfer in EFL Vocabulary Learning and Teaching." *Issues in Teaching EFL in the Arab World,* 2012, pp. 159-175.

Mills, Geoffrey E., et al. *Educational Research: Competencies for Analysis and Applications*. Pearson, 2012.

Ovid. *Heroides*. Translated by A. S. Kline, 2001.

Ovid. *Metamorphoses*. Penguin Books, 2004.

Petiška, Eduard. *Staré řecké báje a pověsti*. Albatros, 2005.

"Rámcový Vzdělávací Program pro Základní Vzdělávání." MŠMT, Mar. 2017. www.nuv.cz/file/4986_1_1/

"Rámcový Vzdělávací Program pro Gymnázia." Výzkumný ústav pedagogický v Praze, Jan. 2007. www.nuv.cz/file/159_1_1/

Riordan, Rick. *Percy Jackson and the Olympians*. Disney / Hyperion, 2005.

Scopus, www.scopus.com/search/form.uri?display=authorLookup.

Scrivener, Jim. *Learning Teaching*. Hueber Verlag, 2011.

Siefring, Judith. *Oxford Dictionary of Idioms*. 2nd ed., Oxford University Press, 2004.

Sturluson, Snorri. *The Prose Edda*. Translated by Rasmus B. Anderson, Digireads.com, 2017.

"Školní Vzdělávací Program." Akademické gymnázium Štěpánská 22, Praha 1, Sep. 2009. www.agstepanska.cz/cs/site/n_skola/zakl_udaje/svp_ag.pdf

"Školní Vzdělávací Program pro Základní Vzdělávání – Rozkvetlá škola." Základní škola a Mateřská škola Mladá Boleslav, Václavkova 1040, příspěvková organizace, Sep. 2018. 8zsmb.cz/uploads/mediafiles/1133/18668.pdf

"Theophoric Name." *Wikipedia*, Wikimedia Foundation, 4 Oct. 2020, en.wikipedia.org/wiki/Theophoric_name. Accessed 22 Oct. 2020.

Voňková, Hana. *Metoda ukotvujících vinět a její využití v pedagogickém výzkumu.* Univerzita Karlova – Pedagogická fakulta, 2017.

Wang, Ruishu, and Wanbing Shi. "Teaching Objectives and Strategies of Greek and Roman Mythology for College Students*." *Proceedings of the 6th International Conference on Education, Language, Art and Inter-Cultural Communication (ICELAIC 2019)*, 2019, https://doi.org/10.2991/assehr.k.191217.141.

Web of Science, www.webofscience.com/wos/woscc/basic-search. Accessed 11 March 2022.

Word Cloud Generator, www.jasondavies.com/wordcloud/. Accessed 12 February 2022.

Xiaobin, Ji. "Teaching 'Greek and Roman Mythology' in a Clil Classroom: towards a New Approach." *Proceedings of the 2019 4th International Conference on Social Sciences and Economic Development (ICSSED 2019)*, 2019, https://doi.org/10.2991/icssed-19.2019.77.

APPENDICES

Appendix A – Questionnaire

Date:_____ English level (CEFR):_____ Age:_____

(If you don't know your CEFR level, look at the back of your Student's book)

A) Are you religious?

☐ Yes ☐ No

B) How would you rate your knowledge of Greek and Roman Mythology? (0 = no knowledge, 5 = excellent knowledge)

Example of words you might know, if you have excellent knowledge: Midas Touch, Apple of Discord, Trojan Horse, Achilles' heel, Adonis, Narcissus, Phobos, Deimos…

0	1	2	3	4	5
○	○	○	○	○	○

C) How would you rate your knowledge of Religion? (0 = no knowledge, 5 = excellent knowledge)

Example of words you might know, if you have excellent knowledge: Holy Grail, Messiah, Olive branch, Judas, Archangel, to move mountains, Samael, Lucifer…

0	1	2	3	4	5
○	○	○	○	○	○

D) Have you played any of these games? Please tick the ones you have played.

☐ Age of Mythology ☐ Assassin's Creed: Odyssey ☐ Assassin's Creed: Valhalla

☐ Grepolis ☐ Ikariam ☐ Immortals Fenyx Rising

☐ Smite

E) Have you seen any of these movies? Please tick the ones you have seen

☐ Clash of Titans   ☐ Hercules   ☐ Percy Jackson

☐ Son of God   ☐ The Passion of the Christ   ☐ Thor

☐ Thor: Dark World   ☐ Thor: Ragnarok   ☐ Wrath of Titans

F) Have you seen any of these TV shows? Please tick the ones you have seen.

☐ Blood of Zeus   ☐ Lucifer   ☐ Stargate   ☐ Vikings

G) Have you read any of these books? Please tick the ones you have read.

☐ The Bible   ☐ The Book of God by W. Wangerin Jr.

☐ Edda   ☐ The Heroes of Olympus series by R. Riordan

☐ Heroes by Stephen Fry   ☐ Heroides by Ovid

☐ Magnus Chase series by R. Riordan   ☐ Metamorphoses by Ovid

☐ Mythos by S. Fry   ☐ Norse Mythology by N. Gaiman

☐ Odyssey by Homer   ☐ Paradise Lost by J. Milton

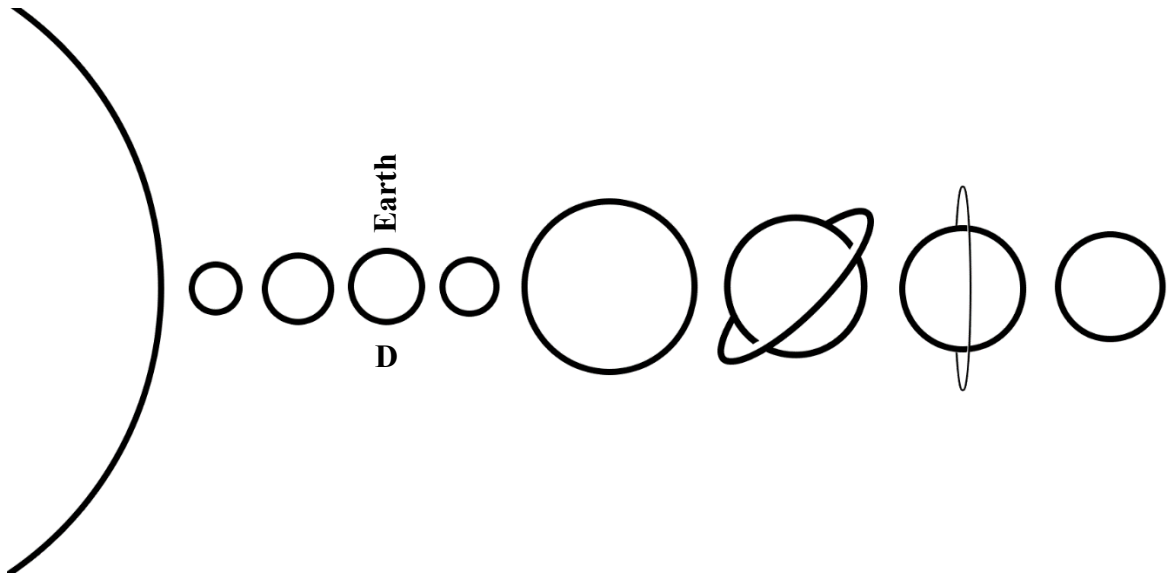☐ Percy Jackson series by R. Riordan

Toto je konec dotazníkové části. Pokračujte prosím nyní následujícími cvičeními.

If you get stuck, please continue with the next exercise!
Pokud se na něčem zaseknete, pokračujte, prosím, dalším cvičením!

Appendix B – Worksheet A

1. **Name the planets and match them with the titles of Mythological deities that gave them their name. Use the letter of the title to match it with the planet in the picture. The Earth is prefilled as an example.**

A. The Goddess of Love and Beauty
B. The Titan of Agriculture, Wealth and Time
C. The God of Commerce, Messages, Communication and Thieves
D. ~~The Personification of Soil~~
E. The God of War
F. The God of the Sea
G. The Primordial God of the Sky
H. The God of Sky and Lightning

2. **Underline biblical names.**

Oliver, Noah, William, Luke, Paul, Alexander, Hellen, Henry, Michael, Lucy, John, Matthew, Adrian, Samuel, David, Rose, Eve, Adam, Kayla, Catherine

3. Read the following story. As you can see, there are names and phrases from Greek mythology instead of common English words. Please, find one word to replace each of the names and phrases in bold. The names and words are connected. The first word is prefilled as an example.

When I can't sleep at **Nyx** (0), I always listen to the sound of the **Poseidon** (1). I imagine myself lying on the beach while the **Helios** (2) is shining and warming my body. I imagine seagulls flying high in the **Zeus** (3) making their happy sounds as they fly. It's **like Aphrodite** (4). It helps me calm down **like Hermes** (5) and fall asleep in no **Chronos** (6), bringing me sweet **Morpheus** (7) full of sand and warmth.

0) *Night*   1) _____

2) _____   3) _____

4) _____   5) _____

6) _____   7) _____

4. Below you can see a list of deities. Which of these do you think gave name to the days of the week? Pick a deity from the list and connect it with a day. Only one deity per day. There are more gods than you need.

Word list: Athena, Ceres, Fenrir, Freya, Frigg, Hera, Odin, Saturn, Thanatos, Themis, Thor, Týr

a) Tuesday: _____
b) Wednesday: _____
c) Thursday: _____
d) Friday: _____
e) Saturday: _____

5. **You will be given four bubbles with titles of four Gods and Goddesses. You will also be given several words that the deities gave to the English language. Please, put all words into the correct bubble. The first word is an example.**

Word List: ~~Psychosomatic~~, Geothermal, Chronology, Psychology, Fortuitous, Fortune-teller, Geology, Anachronism, Psychic, Geometry, Unfortunate, Asynchronous, Psychiatrist, Chronicles, Pangaea, Misfortune

Mother Earth

Goddess of Luck

Time itself

Psychosomatic

Goddess of the Soul

6. **Fill in the blanks in the following sentences according to the Greek or Roman gods in the brackets.**

*Ex. I love eating **cereals** in the morning. (Ceres)*

a) The president declared a _____ law. (Mars)

b) I have an absolute _____ when it comes to spiders. They totally give me the creeps! (Phobos)

c) The _____ was waxing the school floor after the classes ended. (Janus)

d) A person in the crowd coughed and everyone _____. (Pan)

e) The Yellowstone national park has the most famous _____ in the world. (Vulcan)

7. **Read the following descriptions of certain months. Which ones are they? Write them down and then name the God or Goddess that gave the month their name. The first letter of each month is prefilled to help you.**

Description	Name of the month	Name of the God
Month named after the Greek Goddess of Love and Beauty	A_____	
Month named after the Roman God of Portals, Thresholds and Beginnings	J_____	
Month named after the Roman Goddess of Marriage	J_____	
Month named after the Roman God of War	M_____	
Month named after the Roman Goddess of Growth	M_____	

4

8. **You will read several sentences with mythological and religious idioms. Choose their best explanation.**

Maths is my Achilles' heel.

   a) I am good at Maths.
   b) I am horrible at Maths.
   c) Maths is my favourite subject.
   d) Maths is not my favourite subject.

Genetic engineering is a Pandora's box.

   a) Genetic engineering is profitable.
   b) Genetic engineering is boring.
   c) Genetic engineering is safe.
   d) Genetic engineering is dangerous.

Finding the Elixir of Immortality was the Holy Grail of Alchemy.

   a) The Elixir of Immortality was a great achievement of Alchemy.
   b) The Elixir of Immortality was something Alchemist wanted to create.
   c) The Elixir of Immortality was the corner stone of Alchemy.
   d) The Elixir of Immortality was a lie.

The USA offered Russia an olive branch during today's talks.

   a) The USA offered Russia a gesture of goodwill.
   b) The USA offered Russia money.
   c) The USA offered Russia food.
   d) The USA offered Russia their surrender.

9. What god is connected to these names?

In Roman mythology, there is a god who gave several given names to many European languages, including English. There is a reason for this. It was the most important god to the ancient Romans. Romans were a nation of fighters. That is why it should not surprise us that the god in question is a God of War. We call the names that were created in this way *theophoric* (from Greek *theophoros*, literally meaning "bearing or carrying a god"). Look at the following theophoric names that were created from the name of this god. Can you think of the god connected to them?

Mark, Martin, Marsha, Marcy - _____

10. BONUS: Word scrambles

Toto cvičení je zde, pokud Vám zbyde čas. Pokud ho nezvládnete, nevadí.

| Mythological Scrambles	Religious Scrambles
LASTA ‖ A _ _ _ _ (Map Book)	GENAICL ‖ A _ _ _ _ _ _ (Kind)
COHE ‖ E _ _ _ (Repetition)	LIVEDISH ‖ D_ _ _ _ _ _ _ (Evil)
CIAPN ‖ P _ _ _ _ (Fright)	SUDAJ ‖ J_ _ _ _ (Traitor)

This is the End of this Worksheet.

Thank you for your participation!

Appendix C - Worksheet A - key

1. **Name the planets and match them with the titles of Mythological deities that gave them their name. Use the letter of the title to match it with the planet in the picture. The Earth is prefilled as an example.**

Timing: 5 min
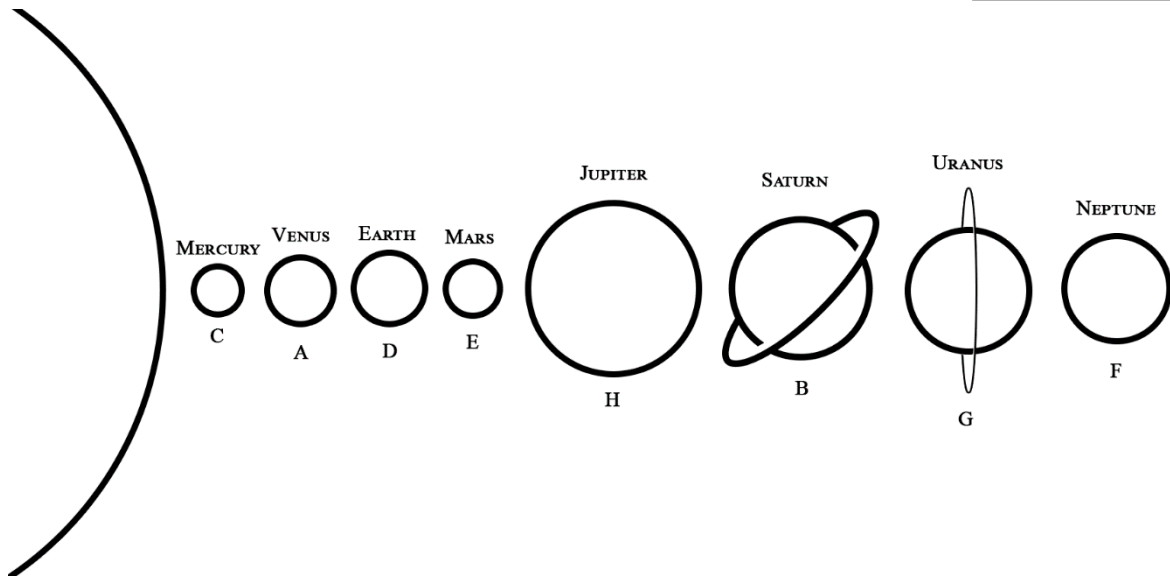
    A. The Goddess of Love and Beauty
    B. The Titan of Agriculture, Wealth and Time
    C. The God of Commerce, Messages, Communication and Thieves
    D. ~~The Personification of Soil~~
    E. The God of War
    F. The God of the Sea
    G. The Primordial God of the Sky
    H. The God of Sky and Lightning

2. **Underline biblical names.**

Timing: 2 min

Oliver, <u>Noah</u>, William, <u>Luke</u>, <u>Paul</u>, <u>Alexander</u>, Hellen, Henry, <u>Michael</u>, Lucy, <u>John</u>, <u>Matthew</u>, Adrian, <u>Samuel</u>, <u>David</u>, Rose, <u>Eve</u>, <u>Adam</u>, Kayla, Catherine

3. Read the following story. As you can see, there are names and phrases from Greek mythology instead of common English words. Please, find one word to replace each of the names and phrases in bold. The names and words are connected. The first word is prefilled as an example.

Timing: 6 min

When I can't sleep at **Nyx** (0), I always listen to the sound of the **Poseidon** (1). I imagine myself lying on the beach while the **Helios** (2) is shining and warming my body. I imagine seagulls flying high in the **Zeus** (3) making their happy sounds as they fly. It's **like Aphrodite** (4). It helps me calm down **like Hermes** (5) and fall asleep in no **Chronos** (6), bringing me sweet **Morpheus** (7) full of sand and warmth.

0) Night   1) Sea / Water / Waves / Ocean

2) Sun   3) Sky / Clouds

4) Beautiful / Lovely   5) Quickly / Fast

6) Time   7) Dreams / Sleep

4. Below you can see a list of deities. Which of these do you think gave name to the days of the week? Pick a deity from the list and connect it with a day. Only one deity per day. There are more gods than you need.

Timing: 3 min

Word list: Athena, Ceres, Fenrir, Freya, Frigg, Hera, Odin, Saturn, Thanatos, Themis, Thor, Týr

a) Tuesday: Týr
b) Wednesday: Odin
c) Thursday: Thor
d) Friday: Frigg
e) Saturday: Saturn

5. You will be given four bubbles with titles of four Gods and Goddesses. You will also be given several words that the deities gave to the English language. Please, put all words into the correct bubble. The first word is an example.

Timing: 5 min

Word List: ~~Psychosomatic~~, Geothermal, Chronology, Psychology, Fortuitous, Fortune-teller, Geology, Anachronism, Psychic, Geometry, Unfortunate, Asynchronous, Psychiatrist, Chronicles, Pangaea, Misfortune

Geothermal
Geology
Geometry
Pangaea
Mother Earth

Fortuitous
Fortune-teller
Unfortunate
Misfortune
Goddess of Luck

Chronology
Anachronism
Asynchronous
Chronicles
Time itself

Psychosomatic
Psychology
Psychic
Psychiatrist
Goddess of the Soul

6. **Fill in the blanks in the following sentences according to the Greek or Roman gods in the brackets.**

*Ex. I love eating **cereals** in the morning. (Ceres)*

a) The president declared a **martial** law. (Mars)
b) I have an absolute **(arachno)phobia** when it comes to spiders. They totally give me the creeps! (Phobos)
c) The **janitor** was waxing the school floor after the classes ended. (Janus)
d) A person in the crowd coughed and everyone **panicked.** (Pan)
e) The Yellowstone national park has the most famous **(super)volcano** in the world. (Vulcan)

7. **Read the following descriptions of certain months. Which ones are they? Write them down and then name the God or Goddess that gave the month their name. The first letter of each month is prefilled to help you.**

Description	Name of the month	Name of the God
Month named after the Greek Goddess of Love and Beauty	April	Aphrodite
Month named after the Roman God of Portals, Thresholds and Beginnings	January	Janus
Month named after the Roman Goddess of Marriage	June	Juno
Month named after the Roman God of War	March	Mars
Month named after the Roman Goddess of Growth	May	Maia

8. **You will read several sentences with mythological and religious idioms. Choose their best explanation.**

Maths is my Achilles' heel.

    a) I am good at Maths.
    b) I am horrible at Maths.
    c) Maths is my favourite subject.
    d) Maths is not my favourite subject.

Genetic engineering is a Pandora's box.

    a) Genetic engineering is profitable.
    b) Genetic engineering is boring.
    c) Genetic engineering is safe.
    d) Genetic engineering is dangerous.

Finding the Elixir of Immortality was the Holy Grail of Alchemy.

    a) The Elixir of Immortality was a great achievement of Alchemy.
    b) The Elixir of Immortality was something Alchemist wanted to create.
    c) The Elixir of Immortality was the corner stone of Alchemy.
    d) The Elixir of Immortality was a lie.

The USA offered Russia an olive branch during today's talks.

    a) The USA offered Russia a gesture of goodwill.
    b) The USA offered Russia money.
    c) The USA offered Russia food.
    d) The USA offered Russia their surrender.

9. **What god is connected to these names?**

In Roman mythology, there is a god who gave several given names to many European languages, including English. There is a reason for this. It was the most important god to the ancient Romans. Romans were a nation of fighters. That is why it should not surprise us that the god in question is a God of War. We call the names that were created in this way *theophoric* (from Greek *theophoros*, literally meaning "bearing or carrying a god"). Look at the following theophoric names that were created from the name of this god. Can you think of the god connected to them?

Mark, Martin, Marsha, Marcy - Mars

10. **BONUS: Word scrambles**

Toto cvičení je zde, pokud Vám zbyde čas. Pokud ho nezvládnete, nevadí.

Mythological Scrambles	**Religious Scrambles**
LASTA ‖ A T L A S (Map Book)	GENAICL ‖ A N G E L I C (Kind)
COHE ‖ E C H O (Repetition)	LIVEDISH ‖ D E V I L I S H (Evil)
CIAPN ‖ P A N I C (Fright)	SUDAJ ‖ J U D A S (Traitor)

This is the End of this Worksheet.

Thank you for your participation!

Appendix D – Worksheet B

1. **Name the planets and match them with the titles of Mythological deities that gave them their name. Use the letter of the title to match it with the planet in the picture. The Earth is prefilled as an example.**

A. The Goddess of Love and Beauty
B. The Titan of Agriculture, Wealth and Time
C. The God of Commerce, Messages, Communication and Thieves
D. ~~The Personification of Soil~~
E. The God of War
F. The God of the Sea
G. The Primordial God of the Sky
H. The God of Sky and Lightning

2. **Underline biblical names.**

Oliver, Noah, William, Luke, Paul, Alexander, Hellen, Henry, Michael, Lucy, John, Matthew, Adrian, Samuel, David, Rose, Eve, Adam, Kayla, Catherine

3. **Read the following story. As you can see, there are names and phrases from Greek mythology instead of common English words. Please, find one word to replace each of the names and phrases in bold. The names and words are connected. The first word is prefilled as an example.**

Nyx (0) shrouded the **Gaia** (1) with her cloak. I was patiently awaiting **Morpheus** (2) in my bed, but he wasn't coming. **Chronos** (3) was slowing down. Suddenly, I heard some noise. **Phobos** (4) seized me in his grasp. I needed **Apollo.** (5) I needed to see what was making that awful noise. I took my phone and activated the torch. I looked around and there, in the corner of the room, was a giant **son of Arachne.** (6) I felt **like I gazed into the Eyes of Medusa.** (7) I needed to act **like Athena.** (8) I took a book from my nightstand. I moved **like Hermes** (9) towards the beast and hit it with the book. I was **blessed by Nike!** (10) Finally, I had **Eirene** (11) and could return to bed. But no! **Eos** (12) lined the horizon with bright yellow, the day begun, and I had to get up.

0) *Night*

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

4. **Below you can see a list of deities. Which of these do you think gave name to the days of the week? Pick a deity from the list and connect it with a day. Only one deity per day. There are more gods than you need.**

Word list: Athena, Bellona, Ceres, Cronus, Fenrir, Freyr, Freya, Frigg, Gaia, Hephaestus, Hera, Janus, Odin, Saturn, Somnus, Tethys, Thanatos, Themis, Thor, Týr, Ullr, Vesta

a) Tuesday: _____

b) Wednesday: _____

c) Thursday: _____

d) Friday: _____

e) Saturday: _____

5. **Did you know that we can trace many of the words we use today to the Greek and Roman gods? On the road to the English we know and love today, it picked up and borrowed thousands of words from other languages, and Greek and Latin were no exceptions. In this exercise, you will be provided with divine names that will be accompanied with titles showing their dominion. Please, write down three words with different meaning to each of them. There is an example for illustration.**

Ex. Phobos, the god of fear: ***agoraphobia, claustrophobic, germophobe***

a) Gaia, the Mother Earth: _____

_____

_____

b) Chronos, the Time itself: _____

_____

_____

c) Fortuna, the Goddess of Luck: _____

_____

_____

d) Psyche, the Goddess of the Soul: _____

_____

_____

6. **Fill in the blanks in the following sentences according to the Greek or Roman gods in the brackets.**

   *Ex. I love eating **cereals** in the morning. (Ceres)*

   a) The president declared a _____ law. (Mars)
   b) We hope we'll be able to _____ other planets in the future. (Terra)
   c) The airlocks on the International Space Station must be _____ closed to avoid the loss of vital oxygen. (Hermes)
   d) I have an absolute _____ when it comes to spiders. They totally give me the creeps! (Phobos)
   e) The _____ was waxing the school floor after the classes ended. (Janus)
   f) A person in the crowd coughed and everyone _____. (Pan)
   g) HIV is a _____ disease. (Venus)
   h) Oysters and chocolate are rumoured _____. (Aphrodite)
   i) The Yellowstone national park has the most famous _____ in the world. (Vulcan)
   j) His mood was very _____, one moment he's laughing, the other he wants to murder you. (Mercury)
   k) His success caused he had a very _____ mood that night. (Jupiter)

7. **Read the following descriptions of certain months. Which ones are they? Write them down and then name the God or Goddess that gave the month their name. The first letter of each month is prefilled to help you.**

Description	Name of the month	Name of the God
Month named after the Greek Goddess of Love and Beauty	A_____	
Month named after the Roman God of Portals, Thresholds and Beginnings	J_____	
Month named after the Roman Goddess of Marriage	J_____	
Month named after the Roman God of War	M_____	
Month named after the Roman Goddess of Growth	M_____	

8. **You will read several sentences with mythological and religious idioms. Choose their best explanation.**

Maths is my Achilles' heel.

    a) I am good at Maths.
    b) I am horrible at Maths.
    c) Maths is my favourite subject.
    d) Maths is not my favourite subject.

Carl must have the Midas touch!

    a) Carl is successful.
    b) Carl is hardworking.
    c) Carl is not successful.
    d) Carl is lazy.

Genetic engineering is a Pandora's box.

    a) Genetic engineering is profitable.
    b) Genetic engineering is boring.
    c) Genetic engineering is safe.
    d) Genetic engineering is dangerous.

Finding the Elixir of Immortality was the Holy Grail of Alchemy.

    a) The Elixir of Immortality was a great achievement of Alchemy.
    b) The Elixir of Immortality was something Alchemist wanted to create.
    c) The Elixir of Immortality was the corner stone of Alchemy.
    d) The Elixir of Immortality was a lie.

The USA offered Russia an olive branch during today's talks.

    a) The USA offered Russia a gesture of goodwill.
    b) The USA offered Russia money.
    c) The USA offered Russia food.
    d) The USA offered Russia their surrender.

Money became the proverbial Apple of Discord between Jane and Henry.

    a) Money became for Jane and Henry a thing to talk about.
    b) Money became a sore point between Jane and Henry.
    c) Money changed hands between Jane and Henry.
    d) Money saved Jane and Henry's relationship.

The minister fell from grace when he violated the rules of his own ministry.

    a) The minister lost his reputation.
    b) The minister was fired.
    c) The minister was injured.
    d) The minister was put in jail.

9. What god is connected to these names?

In Roman mythology, there is a god who gave several given names to many European languages, including English. There is a reason for this. It was the most important god to the ancient Romans. Romans were a nation of fighters. That is why it should not surprise us that the god in question is a God of War. We call the names that were created in this way *theophoric* (from Greek *theophoros*, literally meaning "bearing or carrying a god"). Look at the following theophoric names that were created from the name of this god. Can you think of the god connected to them?

Mark, Martin, Marsha, Marcy - _____

10. BONUS: Word scrambles

This exercise is here for the quicker students. If you don't manage to do this exercise because of time, it's okay.

Mythological Scrambles

LASTA || A _ _ _ _ (Map Book)

COHE || E _ _ _ (Repetition)

DAONSI || A _ _ _ _ _ (Handsome)

RACISISTINSC || N _ _ C _ _ _ _ _ _ _ _
                     (Self-Centred)

CIAPN || P _ _ _ _ (Fright)

MERHAPRODIHTE || H _ _ _ A _ _ _ _ _ _ _ _
                      (Androgynous)

Religious Scrambles

SIASEMH || M _ _ _ _ _ _ (Saviour)

LIVEDISH || D _ _ _ _ _ _ _ (Evil)

SUDAJ || J _ _ _ _ (Traitor)

GENAICL || A _ _ _ _ _ _ (Kind)

DEMPANIONMU || P _ _ _ _ M _ _ _ _ _
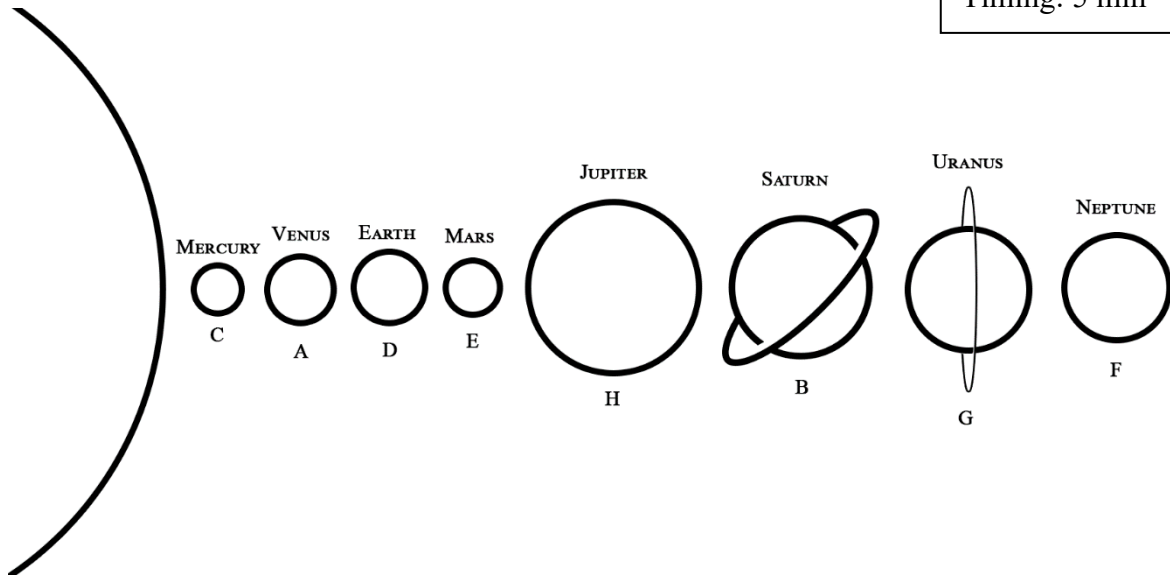
(Chaos)

SUBEJES || B _ J _ _ _ _ (Emphasis)

This is the End of this Worksheet.

Thank you for your participation!

Appendix E – Worksheet B – Key

1. **Name the planets and match them with the titles of Mythological deities that gave them their name. Use the letter of the title to match it with the planet in the picture. The Earth is prefilled as an example.**

MERCURY VENUS EARTH MARS JUPITER SATURN URANUS NEPTUNE

C   A   D   E   H   B   G   F

A. The Goddess of Love and Beauty
B. The Titan of Agriculture, Wealth and Time
C. The God of Commerce, Messages, Communication and Thieves
D. The Personification of Soil
E. The God of War
F. The God of the Sea
G. The Primordial God of the Sky
H. The God of Sky and Lightning

2. **Underline biblical names.**

Oliver, <u>Noah</u>, William, <u>Luke</u>, <u>Paul</u>, <u>Alexander</u>, Hellen, Henry, <u>Michael</u>, Lucy, <u>John</u>, <u>Matthew</u>, Adrian, <u>Samuel</u>, <u>David</u>, Rose, <u>Eve</u>, <u>Adam</u>, Kayla, Catherine

3. **Read the following story. As you can see, there are names and phrases from Greek mythology instead of common English words. Please, find one word to replace each of the names and phrases in bold. The names and words are connected. The first word is prefilled as an example.**

Timing: 5 min

Nyx (0) shrouded the **Gaia** (1) with her cloak. I was patiently awaiting **Morpheus** (2) in my bed, but he wasn't coming. **Chronos** (3) was slowing down. Suddenly, I heard some noise. **Phobos** (4) seized me in his grasp. I needed **Apollo.** (5) I needed to see what was making that awful noise. I took my phone and activated the torch. I looked around and there, in the corner of the room, was a giant **son of Arachne.** (6) I felt **like I gazed into the Eyes of Medusa.** (7) I needed to act **like Athena.** (8) I took a book from my nightstand. I moved **like Hermes** (9) towards the beast and hit it with the book. I was **blessed by Nike!** (10) Finally, I had **Eirene** (11) and could return to bed. But no! **Eos** (13) lined the horizon with bright yellow, the day begun, and I had to get up.

0) Night   1) Earth / World / Ground

2) Sleep / Dreams   3) Time

4) Fear / Dread   5) Light / Sun / Sunlight

6) Spider   7) Petrified / Stone-like

8) Smart(ly) / Wise(ly) / Like a Warrior / Clever(ly) / Strategic(ally) 9) Quickly / Fast / Swiftly

10) Victorious   11) Peace

12) Dawn / Sunrise

4. **Below you can see a list of deities. Which of these do you think gave name to the days of the week? Pick a deity from the list and connect it with a day. Only one deity per day. There are more gods than you need.**

Timing: 2 min

Word list: Athena, Bellona, Ceres, Cronus, Fenrir, Freyr, Freya, Frigg, Gaia, Hephaestus, Hera, Janus, Odin, Saturn, Somnus, Tethys, Thanatos, Themis, Thor, Týr, Ullr, Vesta

   a) Tuesday: Týr   d) Friday: Frigg
   b) Wednesday: Odin   e) Saturday: Saturn
   c) Thursday: Thor

5. **Did you know that we can trace many of the words we use today to the Greek and Roman gods? On the road to the English we know and love today, it picked up and borrowed thousands of words from other languages, and Greek and Latin were no exceptions. In this exercise, you will be provided with divine names that will be accompanied with titles showing their dominion. Please, write down three words with different meaning to each of them. There is an example for illustration.**

Timing: 5 min

Ex. Phobos, the god of fear: **agoraphobia, claustrophobic, germophobe**

Only some possible answers listed, other derivations of words are permissible – consult an etymological dictionary for more

a) Gaia, the Mother Earth: geopolitical, geology, geometry, geography, Pangaea…

b) Chronos, the Time itself: chronicle, chronological, asynchronous, synchronous, chronometer…

c) Fortuna, the Goddess of Luck: fortunately, fortune, misfortune, fortune-teller, fortuitous…

d) Psyche, the Goddess of the Soul: psychological, psyche, psychiatric, psychosomatic, psychedelic…

6. **Fill in the blanks in the following sentences according to the Greek or Roman gods in the brackets.**

*Ex. I love eating **cereals** in the morning. (Ceres)*

a) The president declared a **martial** law. (Mars)
b) We hope we'll be able to **terraform** other planets in the future. (Terra)
c) The airlocks on the International Space Station must be **hermetically** closed to avoid the loss of vital oxygen. (Hermes)
d) I have an absolute **(arachno)phobia** when it comes to spiders. They totally give me the creeps! (Phobos)
e) The **janitor** was waxing the school floor after the classes ended. (Janus)
f) A person in the crowd coughed and everyone **panicked.** (Pan)
g) HIV is a **venereal** disease. (Venus)
h) Oysters and chocolate are rumoured **aphrodisiacs.** (Aphrodite)
i) The Yellowstone national park has the most famous **(super)volcano** in the world. (Vulcan)
j) His mood was very **mercurial**, one moment he's laughing, the other he wants to murder you. (Mercury)
k) His success caused he had a very **jovial** mood that night. (Jupiter)

7. **Read the following descriptions of certain months. Which ones are they? Write them down and then name the God or Goddess that gave the month their name. The first letter of each month is prefilled to help you.**

Description	Name of the month	Name of the God
Month named after the Greek Goddess of Love and Beauty	April	Aphrodite
Month named after the Roman God of Portals, Thresholds and Beginnings	January	Janus
Month named after the Roman Goddess of Marriage	June	Juno
Month named after the Roman God of War	March	Mars
Month named after the Roman Goddess of Growth	May	Maia

8. **You will read several sentences with mythological and religious idioms. Choose their best explanation.**

Maths is my Achilles' heel.

    a) I am good at Maths.
    b) I am horrible at Maths.
    c) Maths is my favourite subject.
    d) Maths is not my favourite subject.

Carl must have the Midas touch!

    a) Carl is successful.
    b) Carl is hardworking.
    c) Carl is not successful.
    d) Carl is lazy.

Genetic engineering is a Pandora's box.

    a) Genetic engineering is profitable.
    b) Genetic engineering is boring.
    c) Genetic engineering is safe.
    d) Genetic engineering is dangerous.

Finding the Elixir of Immortality was the Holy Grail of Alchemy.

    a) The Elixir of Immortality was a great achievement of Alchemy.
    b) The Elixir of Immortality was something Alchemist wanted to create.
    c) The Elixir of Immortality was the corner stone of Alchemy.
    d) The Elixir of Immortality was a lie.

The USA offered Russia an olive branch during today's talks.

    a) The USA offered Russia a gesture of goodwill.
    b) The USA offered Russia money.
    c) The USA offered Russia food.
    d) The USA offered Russia their surrender.

Money became the proverbial Apple of Discord between Jane and Henry.

a) Money became for Jane and Henry a thing to talk about.
b) Money became a sore point between Jane and Henry.
c) Money changed hands between Jane and Henry.
d) Money saved Jane and Henry's relationship.

The minister fell from grace when he violated the rules of his own ministry.

a) The minister lost his reputation.
b) The minister was fired.
c) The minister was injured.
d) The minister was put in jail.

9. What god is connected to these names?

Timing: 2 min

In Roman mythology, there is a god who gave several given names to many European languages, including English. There is a reason for this. It was the most important god to the ancient Romans. Romans were a nation of fighters. That is why it should not surprise us that the god in question is a God of War. We call the names that were created in this way *theophoric* (from Greek *theophoros*, literally meaning "bearing or carrying a god"). Look at the following theophoric names that were created from the name of this god. Can you think of the god connected to them?

Mark, Martin, Marsha, Marcy - Mars

10. BONUS: Word scrambles

This exercise is here for the quicker students. If you don't manage to do this exercise because of time, it's okay.

Mythological Scrambles	**Religious Scrambles**
LASTA || A T L A S (Map Book)	SIASEMH || M E S S I A H (Saviour)
COHE || E C H O (Repetition)	LIVEDISH || D E V I L I S H (Evil)
DAONSI || A D O N I S (Handsome)	SUDAJ || J U D A S (Traitor)
RACISISTINSC || N A R C I S S I S T I C (Self-Centred)	GENAICL || A N G E L I C (Kind)
CIAPN || P A N I C (Fright)	DEMPANIONMU || PANDEMONIUM (Chaos)
MERHAPRODIHTE || HERMAPHRODITE (Androgynous)	SUBEJES || B E J E S U S (Emphasis)

This is the End of this Worksheet.

Thank you for your participation!

Appendix F – Pilot results – Worksheet A

(11 respondents)

<u>Questionnaire</u>

1. English level

A1	A2	B1	B2	C1	C2
0	1	4	4	2	0

2. Age

14	19	20	21	23	24	25	29
1	1	1	1	2	2	2	1

3. Current school

Primary school	University	I'm not a student
1	8	2

4. Are you religious?

Yes	No
3	8

5. How would you rate your knowledge of Greek and Roman mythology? (0 = no knowledge, 5 = excellent knowledge)

0	1	2	3	4	5
1	4	3	0	3	0

6. **How would you rate your knowledge of Religion? (0 = no knowledge, 5 = excellent knowledge)**

0	1	2	3	4	5
0	2	3	2	4	0

7. **Tick box section**

	At least 5	3-4	1-2	0
Games	1	1	2	7
Movies	2	4	4	1
TV Shows	-	1	6	4
Books	0	0	5	6

Worksheet

The exact answers are irrelevant for the purposes of the pilot phase and the results were simplified.

Task 1 – Planets

	Correct answer	Incorrect answer	Incomplete answers*	No answer
Planet 1	6	2	3	0
Planet 2	9	0	2	0
Planet 4	5	3	3	0
Planet 5	3	5	3	0
Planet 6	4	5	2	0
Planet 7	2	6	3	0
Planet 8	7	1	3	0

Note: Planet 3 was prefilled in this exercise.

*Contained only the letter or the name of the planet.

Task 2 – Biblical names

Correct answers	Incorrect answers	Biblical names never chosen	Non-biblical names never chosen	Biblical names always chosen
91 out of 110	13 out of 110	0	3	2

Note: Task had 10 biblical names and 10 non-biblical names.

Task 3 – Short story

	Correct answer	Incorrect answer	No answer
Nyx	7	1	3
Gaia	6	1	4
Morpheus	6	1	4
Chronos	7	1	3
Phobos	3	3	5
Apollo	4	2	5
son of Arachne	8	0	3
like I gazed into the eyes of Medusa	6	3	2
like Athena	6	2	3
like Hermes	4	4	5
blessed by Nike!	2	3	6
Eirene	2	1	8
Eos	7	1	3

Task 4 – Days

	Correct	Incorrect	No answer
Tuesday	2	6	3
Wednesday	3	5	3
Thursday	7	2	2
Friday	0	10	1
Saturday	9	1	1

Task 5 – Derived words (bubble)

	4 correct	3 correct	2 correct	1 correct	0 correct
Mother Earth	7	1	2	1	0
Goddess of Luck	7	0	2	2	0
Time itself	7	0	2	2	0
Goddess of the Soul	-*	9	0	2	0

One word was an example.

Task 6 – Sentence Gap-fill

	Correct answer	Incorrect answer	No answer
Mars	5	2	4
Phobos	7	2	2
Janus	6	0	5
Pan	8	1	2
Vulcan	9	0	2

Task 7 – Months

	Correct	Wrong month*	Wrong Deity*	Completely incorrect	No answer	Wrong letter**
Month named after the Greek Goddess of Love and Beauty (A)	5	3	2	0	1	2
Month named after the Roman God of Portals, Thresholds and Beginnings (J)	2	1	3	1	4	1
Month named after the Roman Goddess of Marriage (J)	2	0	3	1	5	0
Month named after the Roman God of War (M)	4	1	2	2	2	2
Month named after the Roman Goddess of Growth (M)	1	0	4	2	4	0

Partially correct

**Number of respondents who were partially correct or incorrect guessing a month with the wrong initial letter even though the letter was offered as a clue.*

Task 8 – Multiple choice

	Correct	Incorrect	No answer
Achilles' heel	10	1	0
Pandora's box	9	2	0
Holy Grail	8	3	0
Olive branch	9	1	1

Task 9 – Theophoric names

Correct	Incorrect	No answer
8	2	2

Task 10 – Words scrambles

	Correct	Incorrect	No answer
Map book	10	1	0
Repetition	9	0	2
Fright	9	1	1
Kind	5	2	4
Evil	10	0	1
Traitor	10	0	1

Appendix G – Pilot results – Worksheet B

(11 respondents)

<u>Questionnaire</u>

1. English level

A1	A2	B1	B2	C1	C2
0	0	0	1	6	4

2. Age

18	22	23	25	26	28	30
1	2	4	1	1	1	1

3. Current school

Upper secondary school	University	I'm not a student
1	9	1

4. Are you religious?

Yes	No
3	8

5. How would you rate your knowledge of Greek and Roman mythology? (0 = no knowledge, 5 = excellent knowledge)

0	1	2	3	4	5
1	0	5	4	1	0

6. **How would you rate your knowledge of Religion? (0 = no knowledge, 5 = excellent knowledge)**

0	1	2	3	4	5
0	2	2	2	4	1

7. **Tick box section**

	At least 5	**3-4**	**1-2**	**0**
Games	0	1	2	8
Movies	3	2	2	4
TV Shows	-	1	7	3
Books	0	4	3	4

Worksheet

The exact answers are irrelevant for the purposes of the pilot phase and the results were simplified.

Task 1 – Planets

	Correct answer	**Incorrect answer**	**Incomplete answers***	**No answer**
Planet 1	5	4	2	0
Planet 2	11	0	0	0
Planet 4	8	2	1	0
Planet 5	4	6	1	0
Planet 6	3	6	1	0
Planet 7	3	6	2	0
Planet 8	10	0	1	0

Note: Planet 3 was prefilled in this exercise.

*Contained only the letter or the name of the planet.

Task 2 – Biblical names

Correct answers	Incorrect answers	Biblical names never chosen	Non-biblical names never chosen	Biblical names always chosen
99 out of 110	5 out of 110	0	6	6

Note: Task had 10 biblical names and 10 non-biblical names.

Task 3 – Short story

	Correct answer	Incorrect answer	No answer
Nyx	5	1	5
Gaia	6	1	4
Morpheus	6	1	4
Chronos	8	0	3
Phobos	6	2	3
Apollo	3	1	7
son of Arachne	8	0	3
like I gazed into the eyes of Medusa	7	1	3
like Athena	8	0	3
like Hermes	4	3	4
blessed by Nike!	4	3	4
Eirene	4	1	6
Eos	6	1	4

Task 4 – Days

	Correct	Incorrect	No answer
Tuesday	2	6	3
Wednesday	2	7	2
Thursday	5	5	1
Friday	0	9	2
Saturday	9	1	1

Task 5 – Derived words

	3 or more correct	2 correct	1 correct	Completely incorrect	No answer
Gaia, the Mother Earth	1	0	0	3	7
Chronos, the Time itself	5	2	2	1	1
Fortuna, the Goddess of Luck	4	4	3	0	0
Psyche, the Goddess of the Soul	10	0	1	0	0

Task 6 – Sentence Gap-fill

	Correct answer	Incorrect answer	No answer
Mars	7	1	3
Terra	2	3	6
Hermes	6	2	3
Phobos	10	0	1
Janus	9	1	1
Pan	11	0	0
Venus	5	2	4
Aphrodite	8	1	2
Vulcan	11	0	0
Mercury	2	1	8
Jupiter	2	3	6

Task 7 – Months

	Correct	Wrong month*	Wrong Deity*	Completely incorrect	No answer	Wrong letter**
Month named after the Greek Goddess of Love and Beauty (A)	3	3	3	2	0	1
Month named after the Roman God of Portals, Thresholds and Beginnings (J)	3	0	2	4	2	0
Month named after the Roman Goddess of Marriage (J)	2	0	4	2	3	0
Month named after the Roman God of War (M)	6	0	3	2	0	0
Month named after the Roman Goddess of Growth (M)	2	0	6	2	1	0

Partially correct

**Number of respondents who were partially correct or incorrect guessing a month with the wrong initial letter even though the letter was offered as a clue.

Task 8 – Multiple choice

	Correct	Incorrect	No answer
Achilles' heel	11	0	0
Midas touch	9	1	1
Pandora's box	10	1	0
Holy Grail	9	2	0
Olive branch	10	0	1
Apple of Discord	9	1	1
Fell from grace	10	1	0

Task 9 – Theophoric names

Correct	Incorrect	No answer
9	2	0

Task 10 – Words scrambles

	Correct	Incorrect	No answer
Map book	11	0	0
Repetition	11	0	0
Handsome	8	0	3
Self-centred	10	0	1
Fright	8	0	3
Androgynous	8	0	3
Saviour	11	0	0
Evil	11	0	0
Traitor	11	0	0
Kind	6	0	5
Chaos	5	2	4
Emphasis	4	0	7

Appendix H – Accompanying graphs
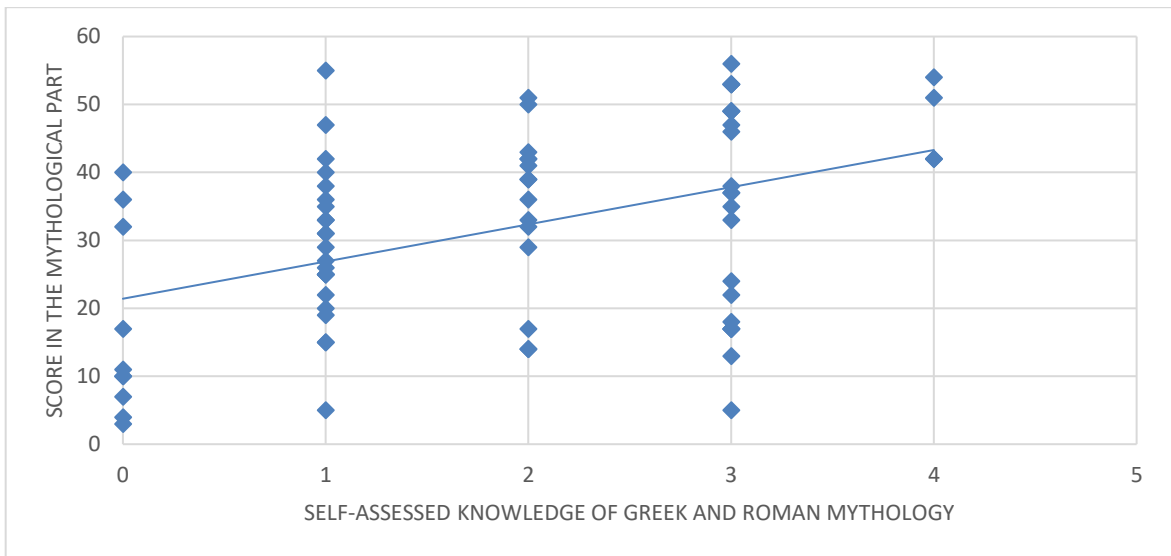
Figure 5 - The correlation between the respondent's self-assessment and the points achieved in the mythological part of the Worksheet A

Figure 6 - The correlation between the respondent's self-assessment and the points achieved in the religious part of the Worksheet A
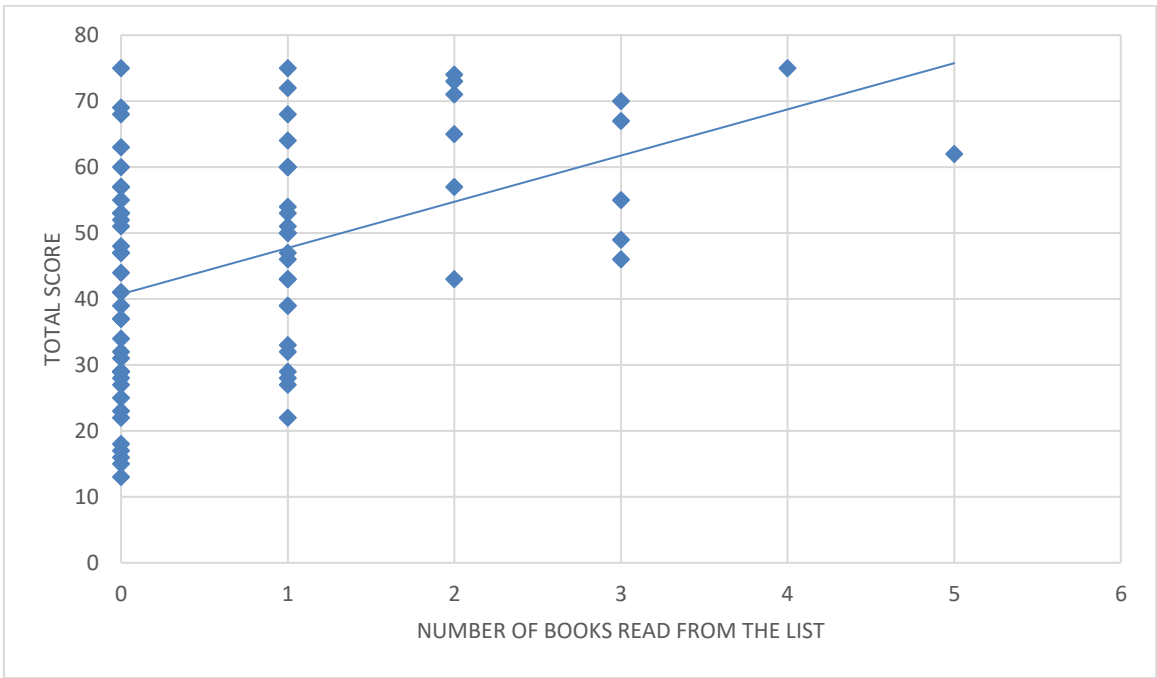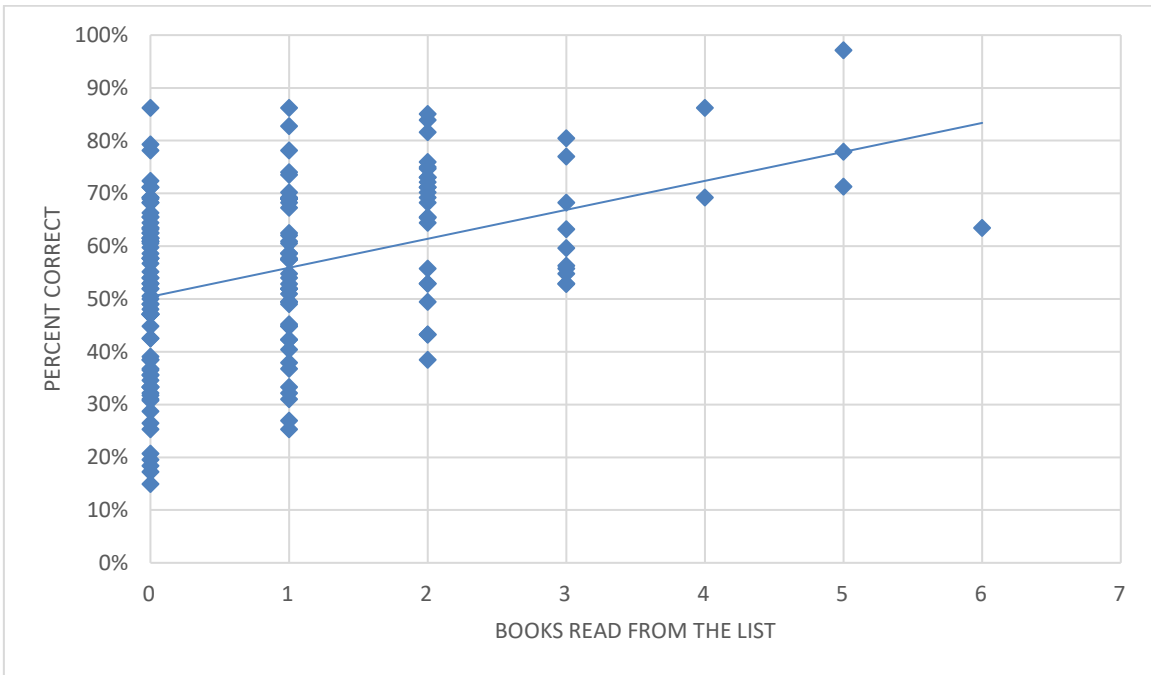
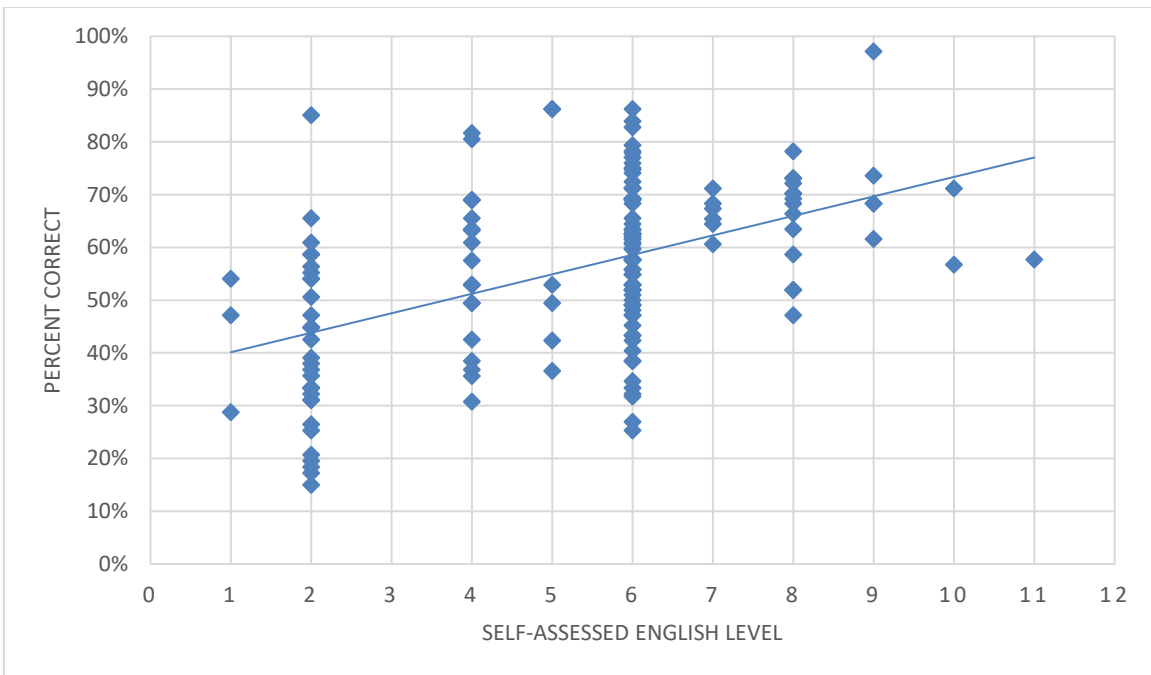*Figure 7 - The correlation between books read and the total score from Worksheet A*
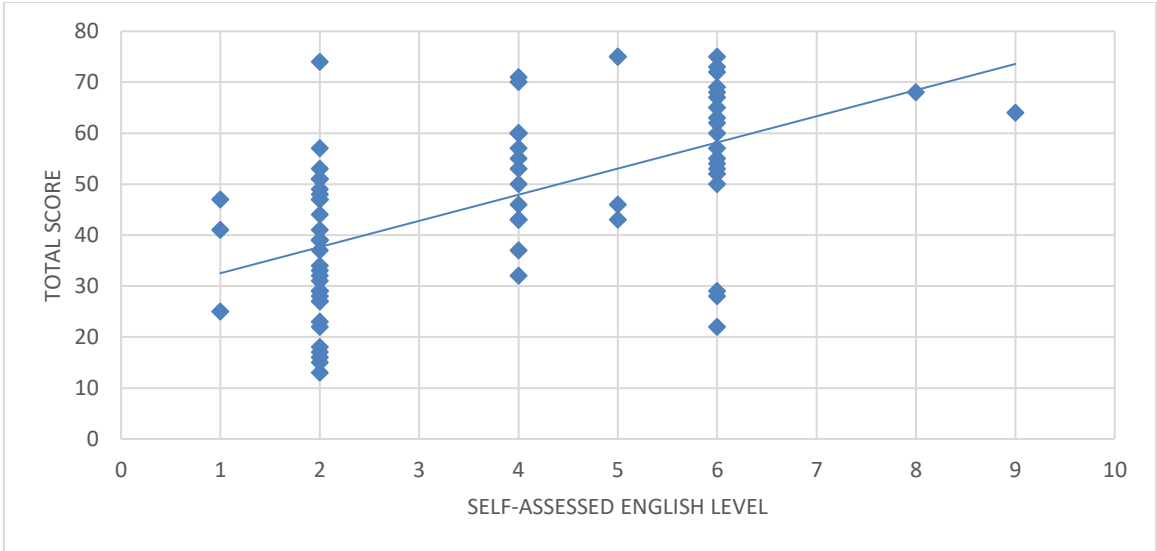
Figure 8 - The correlation between the self-assessed Level of English and total score from Worksheet A where Level 0 = A1, Level 1 = A1-A2 ... Level 10 = C2, Level 11 = Native speaker
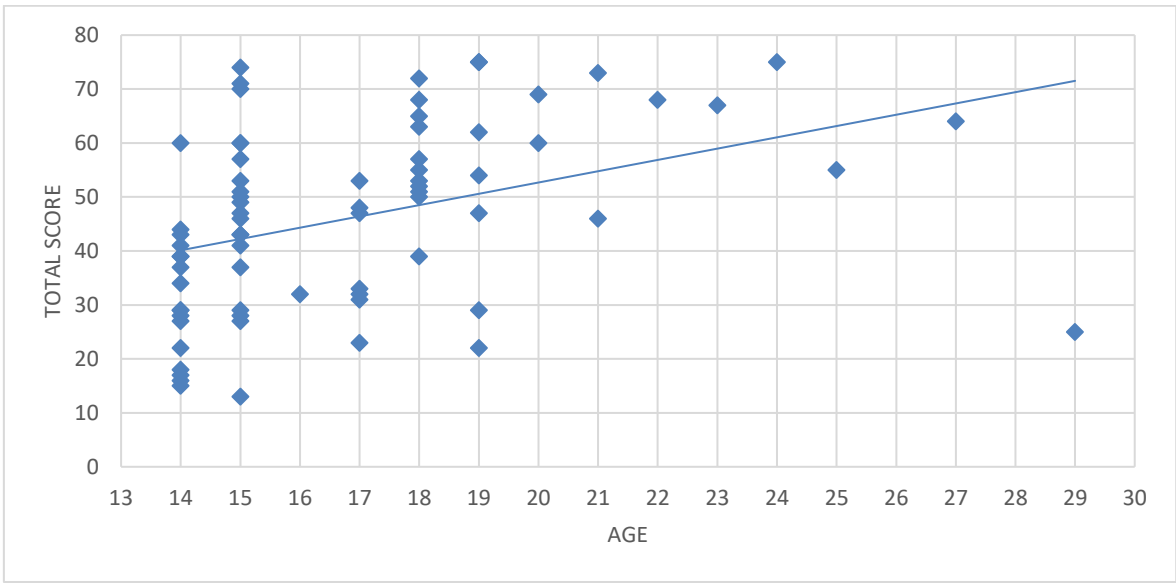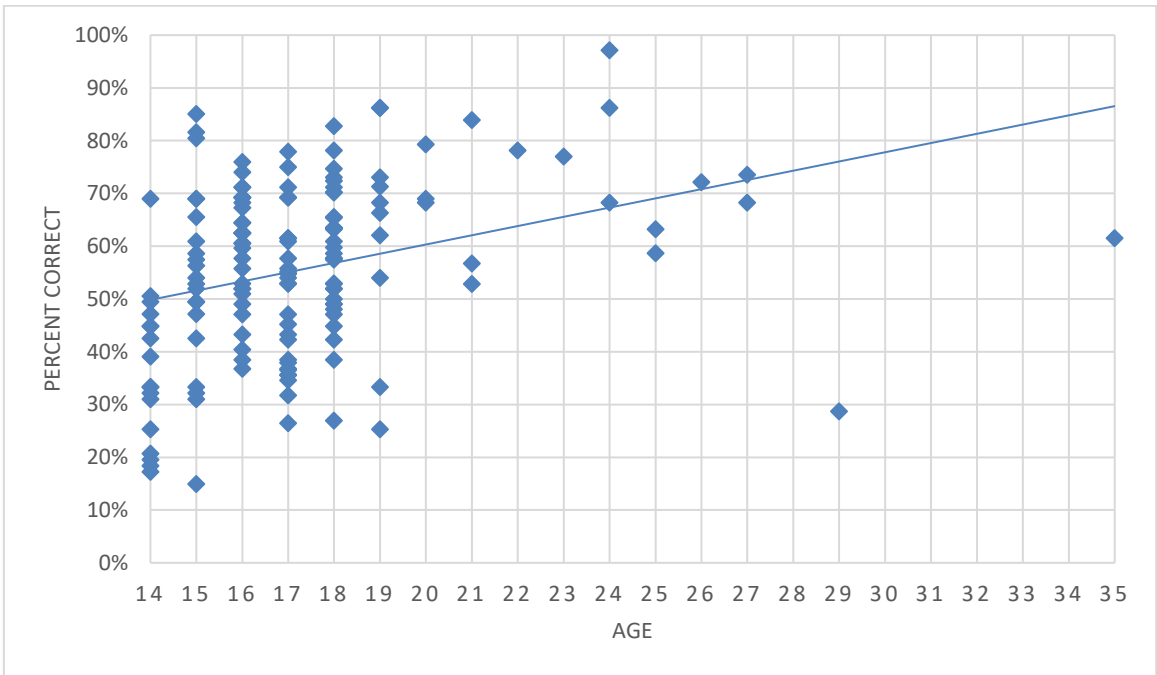
*Figure 9 - The correlation between age and the total score from Worksheet A*
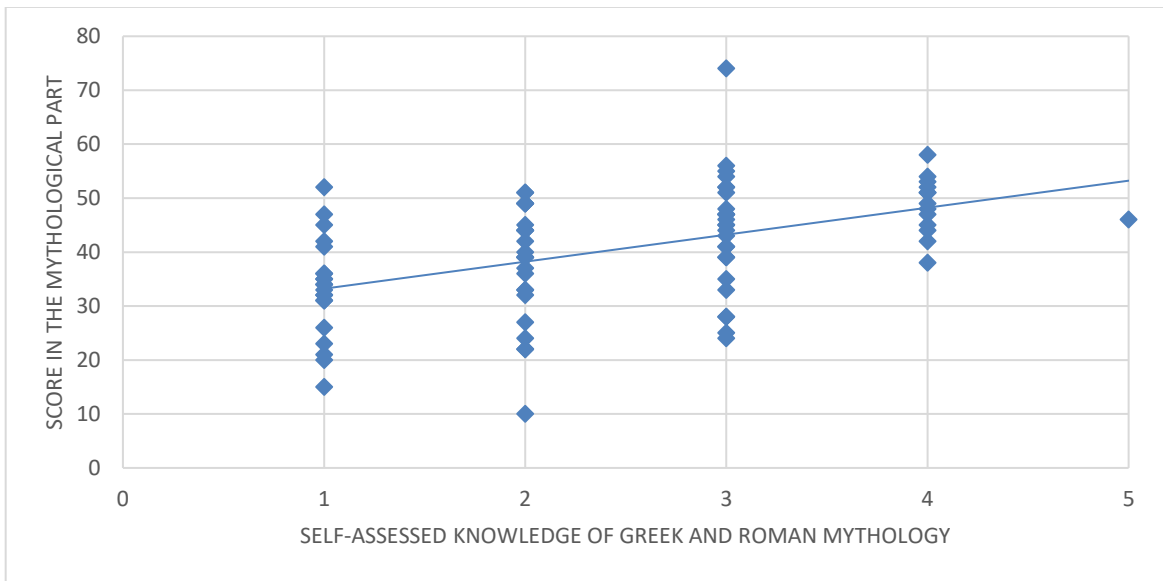
Figure 10 - The correlation between the respondent's self-assessment and the points achieved in the mythological part of the Worksheet B
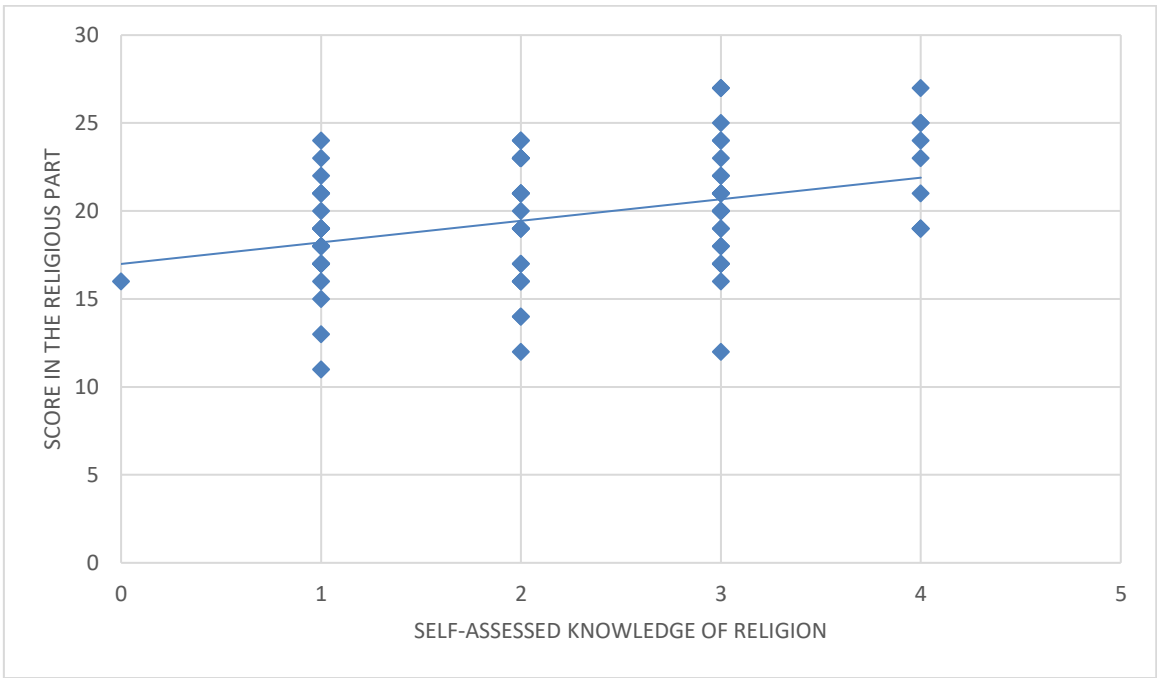
Figure 11 - The correlation between the respondent's self-assessment and the points achieved in the religious part of the Worksheet B
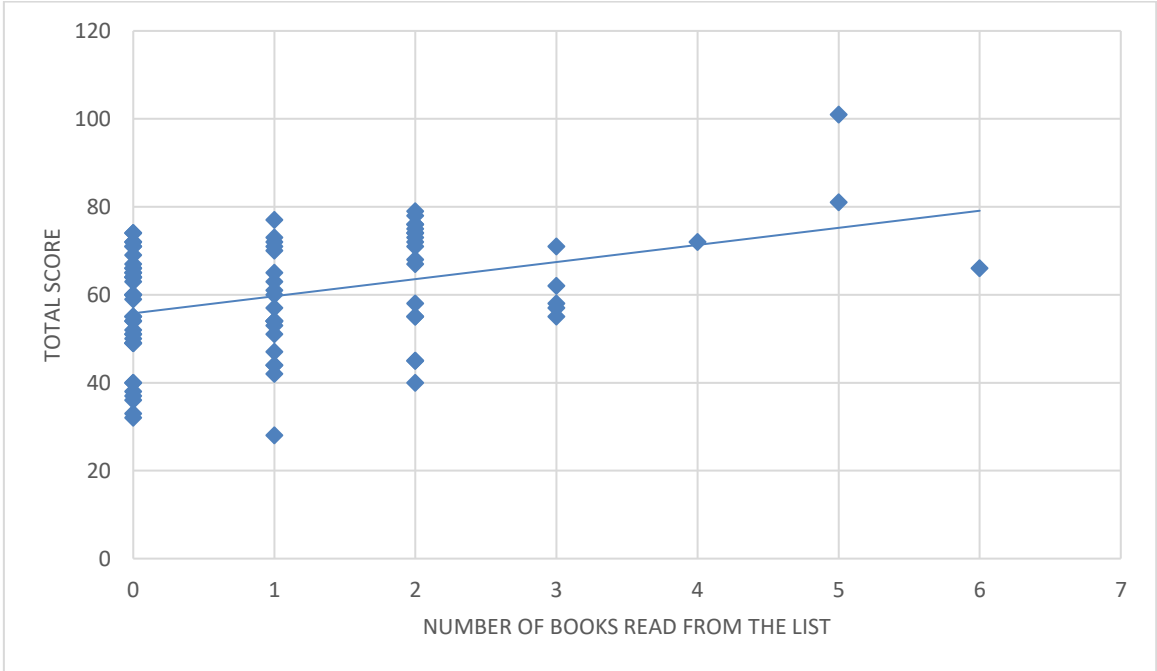
Figure 12 - The correlation between books read and the total score from Worksheet B
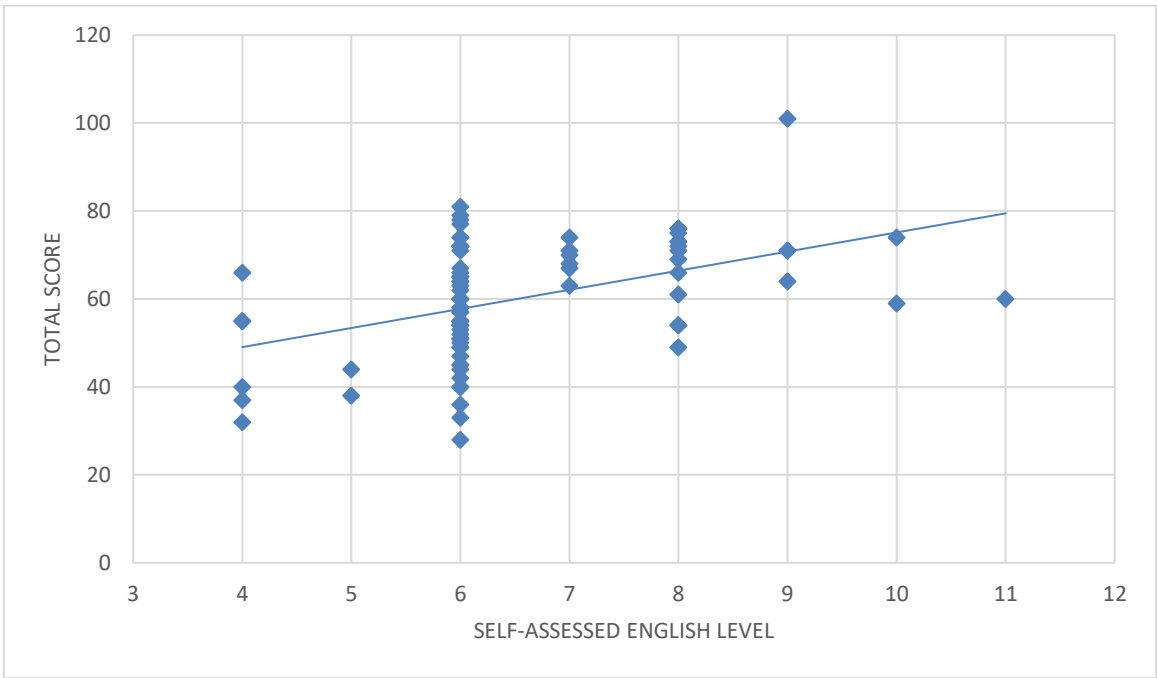
Figure 13 - The correlation between the self-assessed Level of English and total score from Worksheet B where Level 0 = A1, Level 1 = A1-A2 ... Level 10 = C2, Level 11 = Native speaker
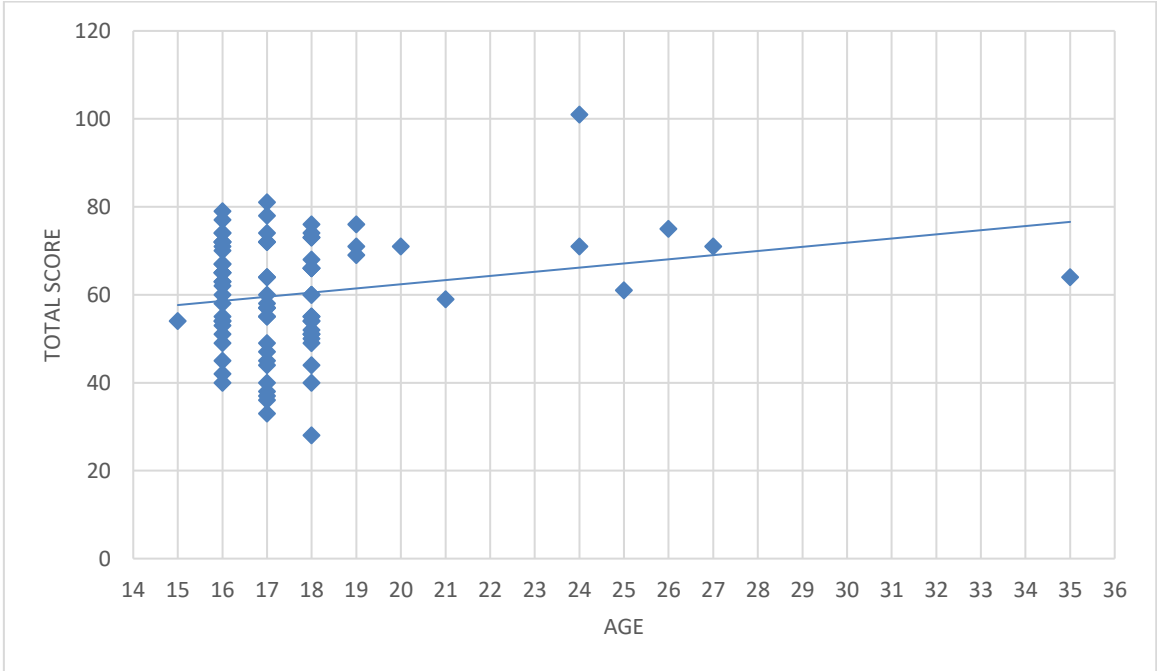
Figure 14 - The correlation between age and the total score from Worksheet B

Figure 15 - The correlation between the respondent's self-assessment of mythological knowledge and the percentage of correct answers in the mythological part

Figure 16 - The correlation between the respondent's self-assessment of religious knowledge and the percentage of correct answers in the religious part

Figure 17 - The correlation between books read and the percentage of correct answers

Figure 18 - The correlation between the self-assessed Level of English and the percentage of correct answers where Level 0 = A1, Level 1 = A1-A2 ... Level 10 = C2, Level 11 = Native speaker

Figure 19 - The correlation between age and the percentage of correct answers
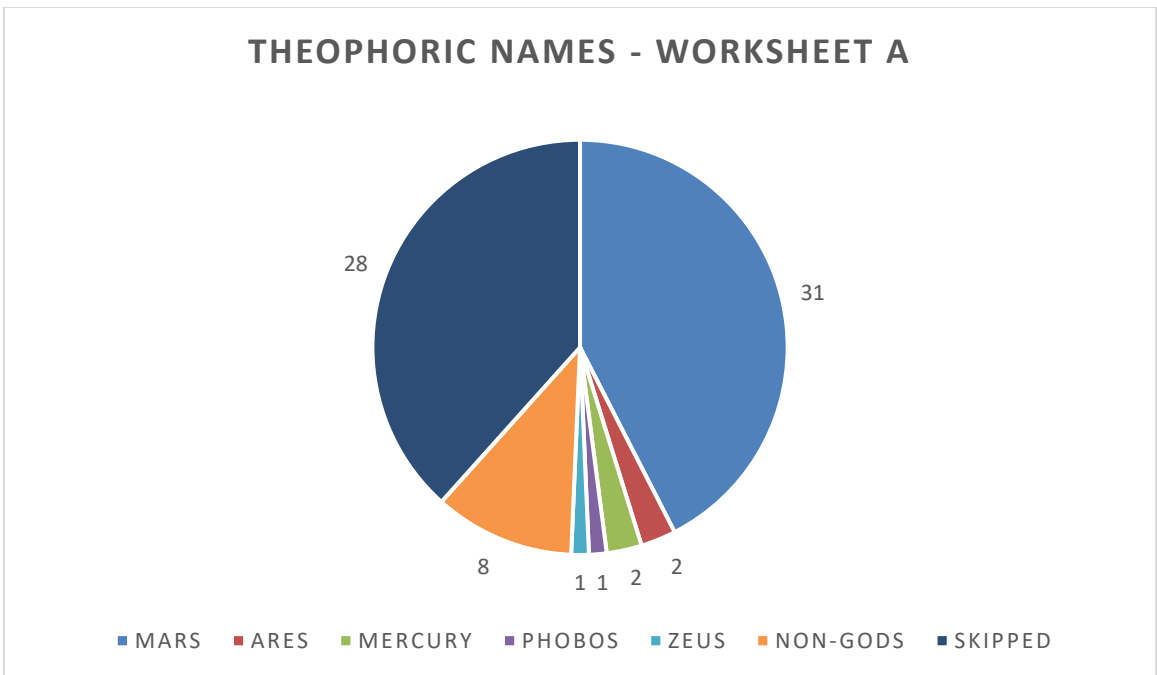
Figure 20 - The results of Task 9 in Worksheet A
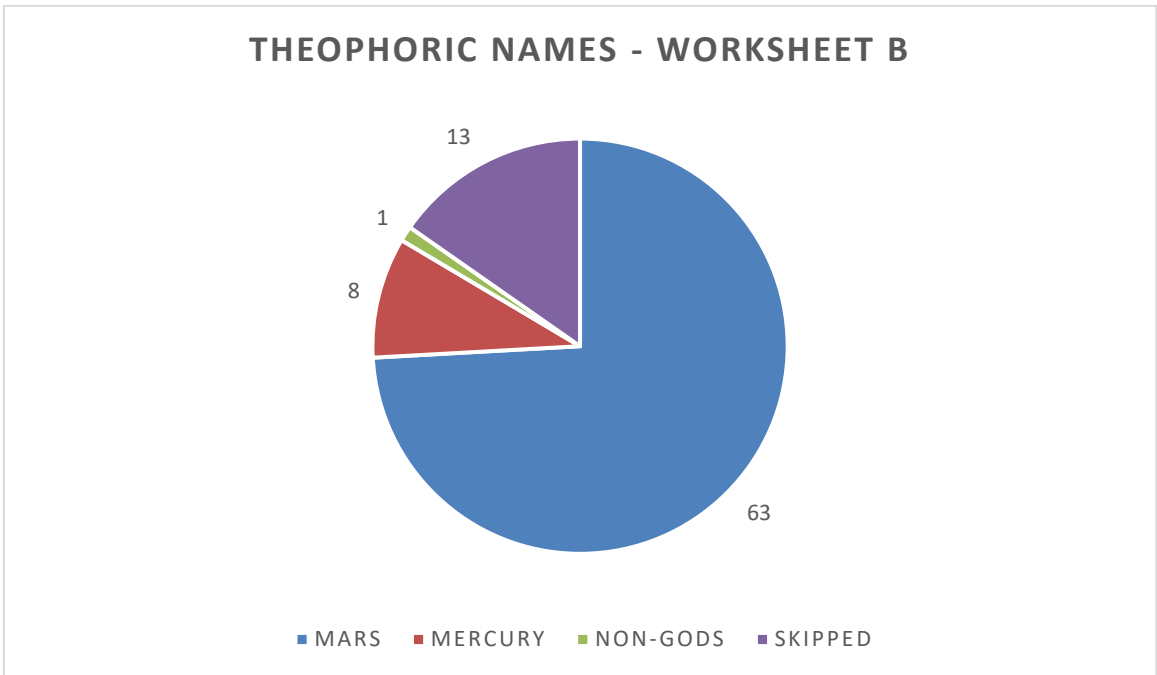
Figure 21 - The results of Task 9 in Worksheet B
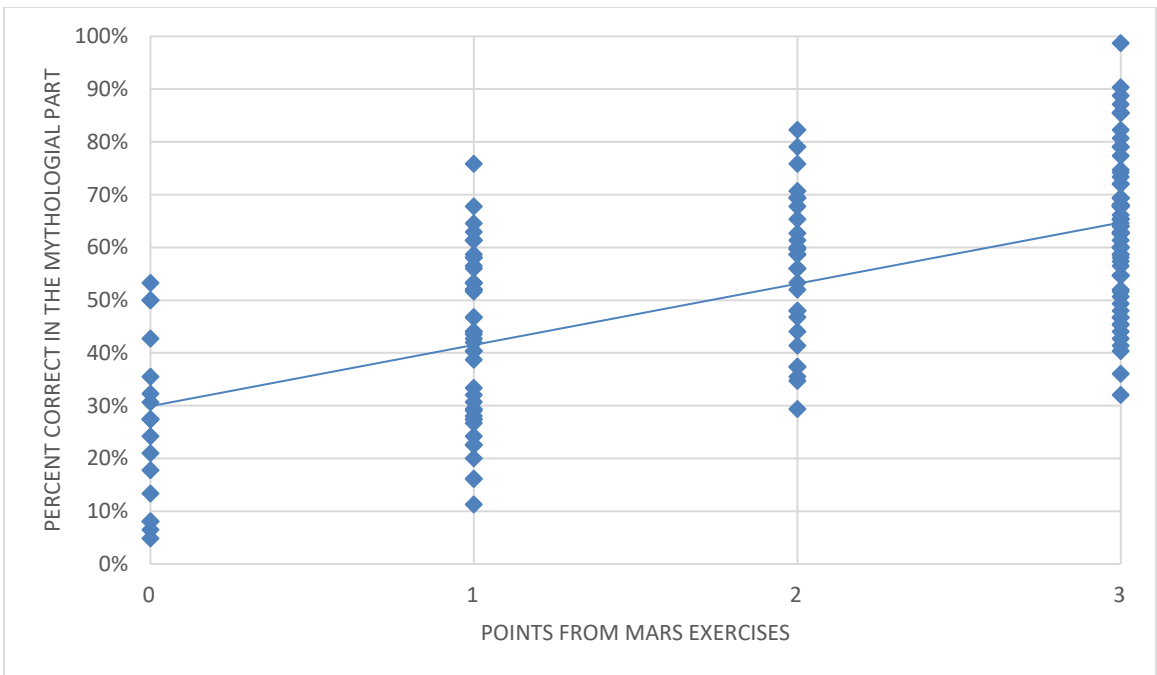
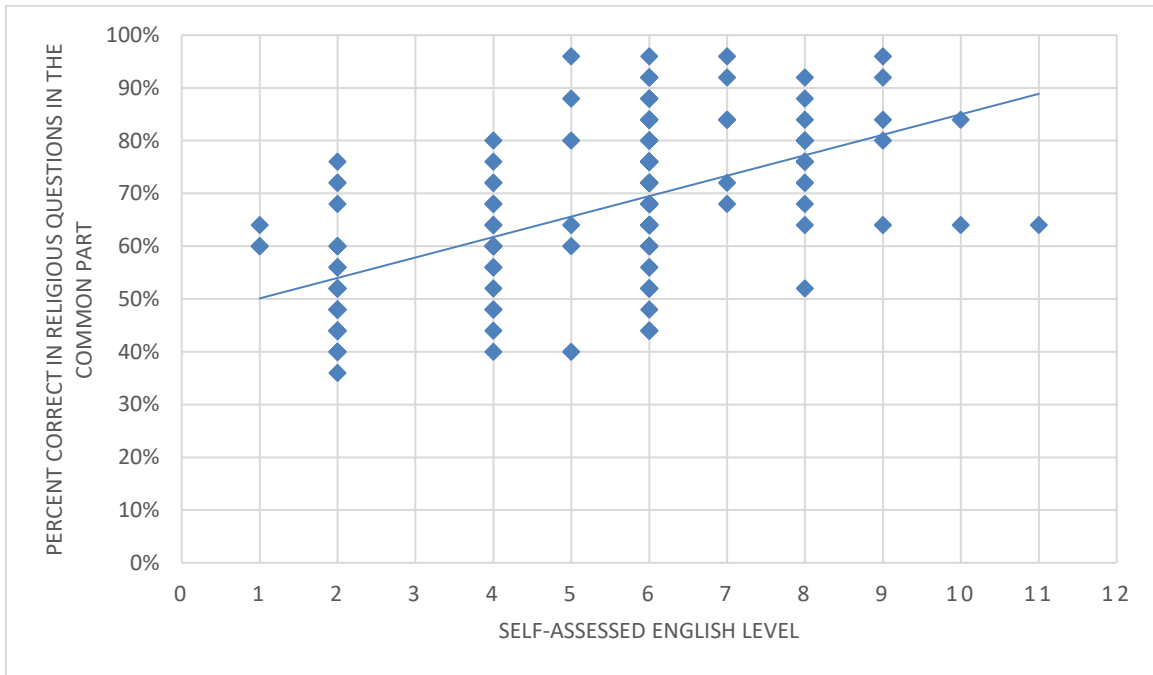*Figure 22 - The correlation between points from Mars exercises and total percentage of points from mythological part of both worksheets*

Figure 23 - The correlation between self-assessed English level and percentage of correct answers in the Common part of both worksheets
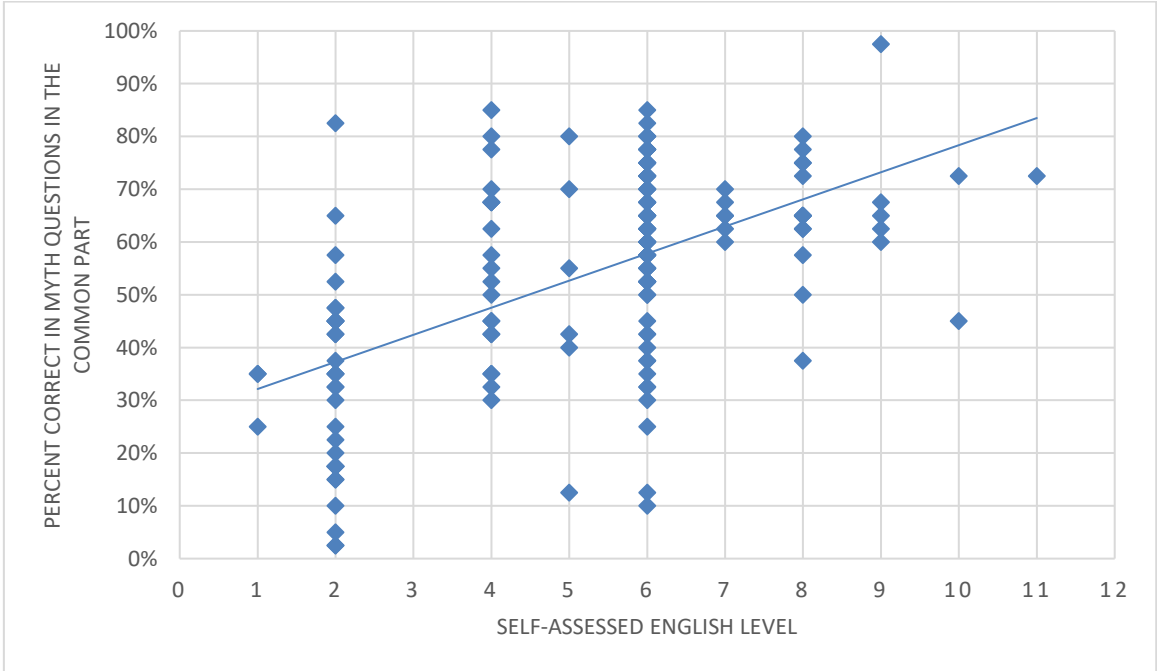
Figure 24 - The correlation between self-assessed English level and the percentage of correct answers in mythological questions in the Common part of both worksheets

Figure 25 - The correlation between self-assessed English level and the percentage of correct answers in religious questions in the Common part of both worksheets
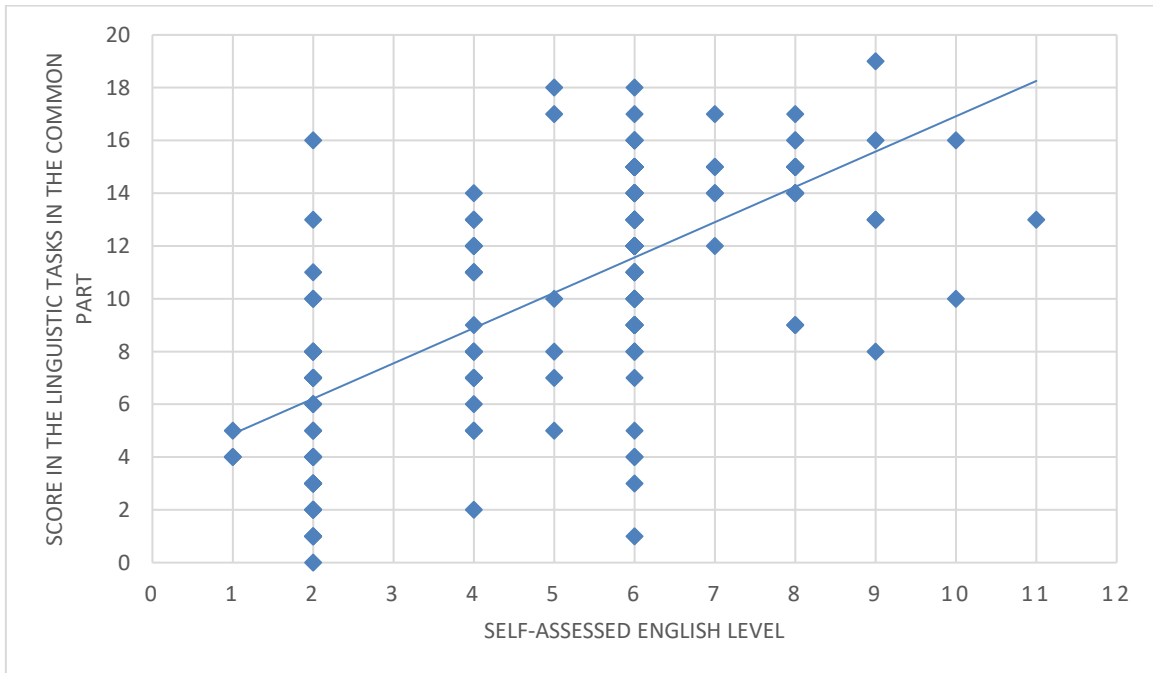

Figure 26 - The correlation between self-assessed English level and the performance in linguistic tasks in the Common part of both worksheets

Figure 27 - The correlation between self-assessed knowledge of Greek and Roman mythology and score in mythological linguistic tasks in Worksheet A
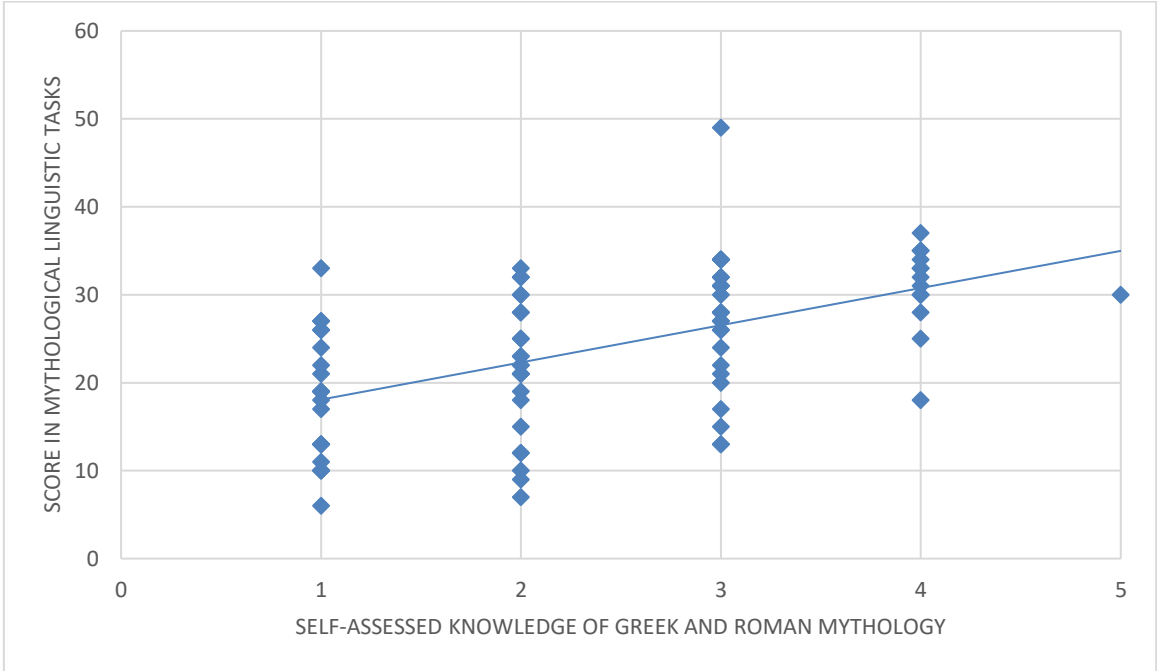

Figure 28 - The correlation between self-assessed knowledge of Greek and Roman mythology and score in mythological linguistic tasks in Worksheet B
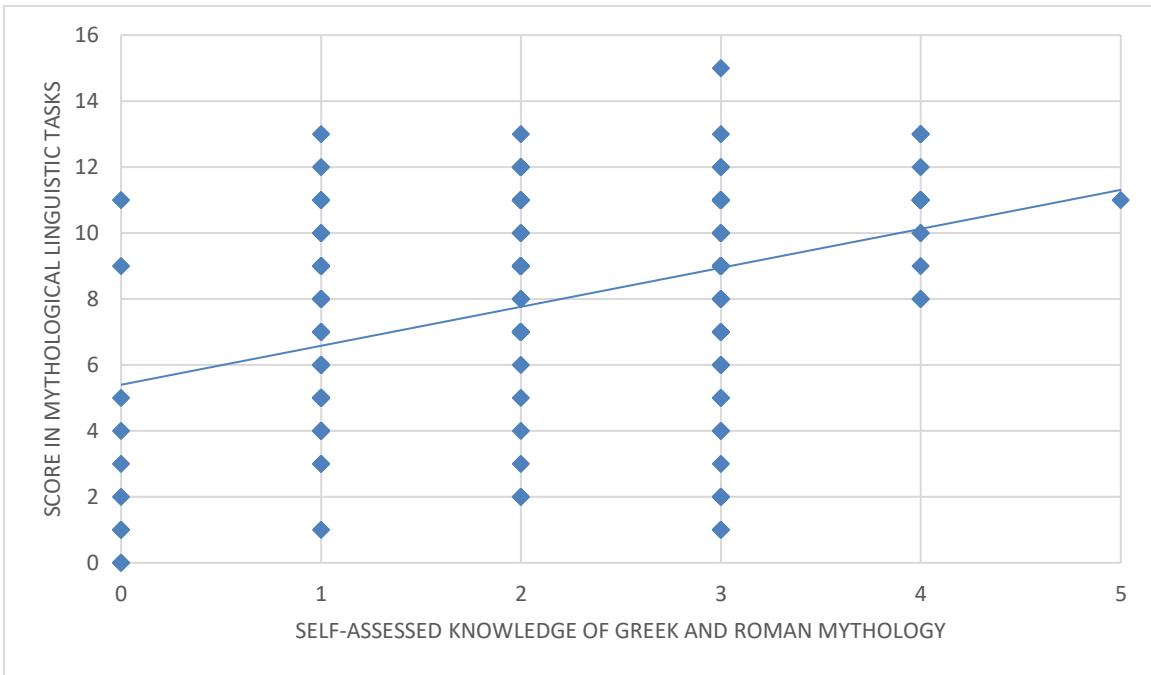
Figure 29 - The correlation between self-assessed knowledge of Greek and Roman mythology and score in mythological linguistic tasks in the common part of both worksheets