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CLIL – AN INNOVATIVE WAY IN TEACHING YOUNG LEARNERS

Diplomová práce

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PROHLÁŠENÍ

Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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ABSTRACT

This diploma project explores the area of teaching English as a foreign language to young learners. The work deals with possibilities of using a relatively new method CLIL (Content and Language Integrated Learning) especially at primary level of education. The aim of this diploma project is to present how this approach can be used and to find out whether it is appropriate for teaching young learners in the Czech Republic.

INTRODUCTION

The intention of this diploma project is to present new possibilities of teaching English to young learners. Nowadays, there are many methods and approaches to teaching a foreign language. One of them is introduced as CLIL (Content and Language Integrated Learning) and this is the approach I am going to discuss in my work. The main aim is to familiarize the reader with CLIL generally and to describe the way young learners learn a foreign language. In the practical part of this thesis, I am going to demonstrate how the method CLIL can be introduced into primary level classes.

In the beginning of the thesis, the terms of innovation and what can be considered as new methods or new approaches are described. In next chapters there is the characterization of young learners, their behaviour, the way they think and the way they learn. Different views of their psychological behaviour, based on Piaget's or Erickson's works will be presented. I will also outline some important factors which need to be considered while teaching a foreign language to that particular group of learners.

The core part of my diploma project captures the specification of the CLIL method. Having in mind that CLIL is a new approach, I have assembled the most important facts in connection with it. There is the illustration of the way it came alive, about its history, about various forms of CLIL including international projects. In addition, the advantages and disadvantages of using CLIL, the obstacles teachers or schools have to overcome and the differences between CLIL and interdisciplinary learning are being explored. One of the intentions of my project is to show how CLIL is used in the Czech Republic, whether there is some information about it and if it is supported by the Ministry of Education. There are attempts to demonstrate how to set up a CLIL lesson and what teachers need to keep in mind while creating such schooling.

The aim of the practical part of this project is to find out whether this method could be efficiently used at the primary level of compulsory education. First of all, while completing my teaching practise, I have tried to use a little bit of CLIL approach during the lessons which I taught. The point is to see whether it is possible to use CLIL with pupils who have just started learning English, even for someone

without any significant teaching experience. I am going to prepare my CLIL based activities for this project . Another purpose of the practical part is to determine whether CLIL can be used with young learners at Czech primary schools. For that I have prepared surveys for both teachers and pupils and the intention is to compare their opinion about CLIL. The aim is also to see how many teachers know this approach, how many of them actually use it and how many think it is appropriate for teaching young learners.

THEORETICAL PART

1. Innovation

In the beginning, I would like to define few terms which I have used during my study. The first of them is innovation. It is interesting to see the difference between innovation and modernization or to see the specific features of educational innovation.

➤ Definition of innovation

The English Dictionary describes innovation as "a new thing or a new method of doing something. The introduction of new ideas, methods or things. Something that is innovative is new and original." (Collins, 1995, p.869) According to J. Průcha (2004), the innovation is a new method with which there is something changed. Innovation changes the current social situation. It should make actions, circumstances and many other things (including results) better.

Ries and Kollárová (2004) underline the need of innovation especially in today's world. The globalization is one of the biggest impulses for the creation of new methods.

1.2 Innovation and modernization

Innovation could be easily confused with modernization, but there is a slight difference between these two words. Petlák (1999) claims that both innovation and modernization function as synonyms. Still, Průcha (2004) will say that in innovation the goal is to improve things which are not new ideas but which already exist.

1.3 Educational innovation

Průcha (2004) continues in specification of educational innovation. The educational innovation should improve education and it should use new ways of education for the purpose of educational improvement. And what is the impulse for innovation? In education, it is mostly teachers, pupils or the whole school environment including parents who give us the hint of the need for innovating a certain thing.

Choděra (2006) points out that it always takes a long time for the innovative trends to find their place in the teaching system.

Ries and Kollárová (2004) list some innovative methods as

- Suggestopedia (usage of music, movement, game activities and similar in the purpose of acquiring a foreign language).
- Sofrologie (children can start communication when they feel ready for it, physical activities, not correcting mistakes straight away)
- Community Language Learning CLL (stresses the psychological and social sides of education, the interaction between teacher and pupils).
- The silent way (teacher should be silent, give the space for children).
- The oral approach or Situational Language Teaching (speaking is dominant, situation games, reading and writing is moved to another level – for later).
- The Natural Approach (trying to copy the way how the native language was acquired)
- AMVCJ (methods for activation the foreign language teaching) – it is an umbrella term for another innovative ways.
- Linguistic psychodramatherapy (gesticulation, movement, facial expressions)
- The drama method (improvisation, spontaneity, movement, creativity).
- Waldorf education – type of education (for instance the length of education at Waldorf schools takes up to twelve years).

As for teaching, I have focused on innovative trends at primary level of education. Specifically on the CLIL approach which will be defined later on. Concerning the primary level – grammar schools, my focus is on young learners. How it is to teach them in an innovative way, how they learn, how they behave, etc.

2. Young learners

There are many ways to define young learners. Mostly they are associated with children at kindergarden and primary schools. For instance Scott and Ytreberg (1990) focus on children age 5 to 10. Some other sources consider young learners to be in a wider range – aged 4 to 18 (Managing young learners, 2003, online). Philips (1993) define young learners as children age 6 to 12 years old.

My focus is on children at the primary level of grammar schools.

2.1 Characteristics of young learners

According to Biehler and Snowman (1986) children possess these characteristics:

- children are full of energy, very active, need a constant change of activities therefore should not work by their desks for too long, they need movement;
- the need of breaks (change of exhausting and quiet activities); children get easily tired and need time to absorb new energy;
- fine motor skills are not fully developed: pupils can not be writing for too long;
- the sight of children can be easily overburden therefore the materials should be written in appropriate size and we can not force pupils to look into distance for too long;
- we should try to avoid rash and careless activities (children tense to move in a very fast way and they are very often too confident in managing the movement skill);
- children are picky in choosing their “best-friends“: try to teach them to cooperate with each other;
- games are fun and the rules of the games should be kept and understood by every single child;
- use criticism in a very cautious way, children are very sensitive to it; the need to feel the success and the feeling of recognition;
- young learners worship their teachers ;
- especially during the first grades at school, children are longing to learn, they are already motivated for learning;
- they prefer talking than writing, reciting, acting;

Scott and Ytreberg (1990) stress another characteristics of a young learner (aged eight to ten years) :

- they want to learn as much as possible, they constantly ask;
- they start to be responsible for themselves;
- they know what they want to do or what they do not want to do;
- they want to "play fair " and they want their teacher to make the fair decisions
- they like to work in groups;
- their mother tongue is fully equipped – they can think in an abstract way, they understand symbols, they can make up their minds on what is wrong or right or what is true or fiction;
- the highest time when children form their thinking style is at the age of seven or eight, from that point they can understand the adults world in a better way;

Scott and Ytreberg (1990) also give a good example about child's mind while comparing the way how they understand jokes. At the age of 5, they will laugh not because of the joke, but because everyone else does. At the age of 7, they might see the point of the joke, but will not be able to re-say it (or they will, but mostly with mistakes). Just at the age of 10, they should be able to understand it in a full way.

2.1.1 Class implications

According to previous characteristics of young learners, we can make inferences as for the way we should be teaching at primary level. Scott and Ytreberg (1990) advice to:

- Include movement in the lesson, do not make them just to listen or write;
- Have good materials prepared for the lesson, so you can demonstrate various things;
- Make fun with the language, play games, tell stories, make rhymes;
- Teacher's expression is important;
- Constantly change the classroom activities – variety is a must;
- Organization and routine is also needed for a young learner;
- Encourage co-operation in the classroom;
- It is hard to teach children at young age grammar

2.2 Young learners and a foreign language

It is commonly known that young learners, pick up a foreign language easily. Baker (1995) stresses that children learn mostly through games, fun activities or real-life situations. In the very early age they are not even worried of committing a mistake or expressing themselves in an incorrect way, they are just glad that they can express themselves. The most important thing at this age of young children is acquisition. This can be referred to as the absorption of language.

Moon (2005), after the discussion with teachers, found out that for children the best way to learn a foreign language is to be surrounded by it as much as possible. The best is to live in the country where the language is spoken, so that young learners can acquire it every single moment. She emphasizes the need for using English, the exposure to English and various activities with the stress on having fun, desire to communicate, being creative or doing something actively. She also mentions that school is the only place where children can learn the foreign language and in most cases the teacher is the only source who can mediate it to them.

Phillips (1993) describes young learners as holistic learners. Personally, I agree with this statement as it is known that especially young children do not analyse but learn the subject matter as a whole. Sarah Phillips continues saying that for young learners it is important to see what they can actually do with the language, how they can use it and not see it in an abstract way. In teaching young learners, she stresses that we should prepare simple tasks (according to the learner's level), use more orally based tasks, and prepare for them achievable but not too easy activities.

Cameron (2001) states, that two most important areas while teaching a young learner is vocabulary and discourse. Discourse because of the socialization and vocabulary because children need to be able to label concepts, things, schemes.

Biehler and Snowman (1986) remind that teaching through action, participation, exposure and reality is fundamental.

Even though, there was many studies and it might seem that everything concerning young learners is clear, Scott and Ytreberg (1990) make us aware of the fact that we still do not know much about the way how young learners learn a foreign language. They write about other factors in children's life which are important while a child is learning the foreign language. These factors can be emotions, social life,

child's surrounding, also the way of learning can be dependable on the mother tongue with which pupil is speaking.

As I have already mentioned, there was many studies written about children's behaviour or factors influencing children's minds. One of the most important psychologist, also referred as philosopher was Piaget.

2.3 Piaget

Piaget was interested in the way how children think, behave or work in our world. He wrote about their mental behaviour or about the impact of their surrounding. According to Piaget, surrounding is not very important for children, they mostly care about themselves and do not seek especially interaction with adult's world (Cameron, 2001).

2.3.1 Organization and adaptation

Biehler and Snowman (1986) want to remind us about the developmental psychologist from Switzerland – Piaget. In his works, we can see the interest in biology and knowledge. He stresses that man has two main inclinations – towards organization and adaptation. The term adaptation (by means of naturalization into the surrounding) consists of assimilation and accommodation.

According to Cameron (2001), assimilation happens when no changes are done in a concrete situation (Cameron gives an example of a child who gets a fork instead of spoon and tries to use it in the same way as he did with the spoon). On the opposite is adaptation which somehow influences child in the way that he needs to adjust into a certain situation (he finds out that he can spike the food to be able to eat it). These two processes can be taken from behaviour level into a mental area. Biehler and Snowman (1986) write, that these are the processes which are needed when a child is experiencing a new situation. According to Piaget, children also need the self-control of themselves, so they can feel steadiness in today's world.

2.3.2 Stages of intellect

According to age, Piaget divided children into few stages:

- Sensorimotor Stage (children up to the age of two years) – establishes systems through motor actions.
- Preoperational Stage (preschool children) – ability to preserve thoughts.
- Concrete Operational Stage (elementary school children) – look above.
- Formal Operational Stage (eleven years and above) – the ability to deal with hypothetical problems, mental operations, abstraction.

(Biehler and Snowman, 1986)

"From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking" (Cameron, 2001, p.3).

Although Bieler and Snowman (1986) mention that there were many critics of Piaget's theory of children stages, it is yet very important to be familiar with it. The main point of argument is that other psychologists claim that Piaget underestimated for instance preschoolers and overestimated adolescents. Nevertheless, it is useful to know Piaget's stages of cognitive development as they can help each teacher to understand at least some of children's behavioural ways. Therefore it is good to have them in mind while planning a lesson.

2.3.2.1 Stage of concrete operations

Yeomans and Arnold (2006) are interested in children's development of intellect. They remind us of Piaget's stages of development where we can find young learners in the seven to eleven age group. This stage is specified as a stage of concrete operations where children start to think logically. They cannot do it in such an abstract way but they need real situations – concrete situations and examples to do so. For example, children while learning counting need the help of fingers to see the counting process in reality. I find it very important to connect that with the CLIL approach. CLIL is the way by which children can connect the theory with a real situation.

Biehler and Snowman (1986) according to Piaget's study, discuss that children's mental manipulation is limited to concrete situations, objects. At the age of 7, children are capable of knowing that the amount of water poured from a bigger glass into a smaller one did not change, even though it looks different. Still, their thinking is limited as when they have two equal masses of clay and they roll one into larger shape, they tend to say that the rolled one became bigger. This is important to know as while teaching such young learners, we should have in mind that we must use the real situations, concrete examples as much as possible. At this age, they are not competent to generalize problems or situations. Not mentioning the hypothetical complications. The key words at this stage are manipulation, actual or past experiences (which help children with better understanding of new tasks) and concrete operations.

2.4 Erik H. Erikson

Another theory of children's behaviour was created by Erik H. Erikson. He organized stages of psychosocial development.

These stages are as follow:

- Birth to 1 Year = Trust vs. Mistrust
- 2 to 3 Years = Autonomy vs. Shame and Doubt
- 4 to 5 Years = Initiative vs. Guilt
- 6 to 11 Years = Industry vs. Inferiority
- 12 to 18 Years = Identity vs. Role Confusion
- Young Adulthood = Intimacy vs. Isolation
- Middle Age = Generativity vs. Stagnation
- Old Age = Integrity vs. Despair

(Biehler and Snowman, 1986)

2.4.1 Industry versus Inferiority

This is the psychosocial stage of children aged 6 to 11. The domination role at this stage plays the intellectual inquisitiveness and accomplishment. The child is noticed, respected by the things which he is able to compose or demonstrate. Important thing is child's effort to achieve recognition. The disadvantage of this stage is that children may feel imperfect. Therefore we must encourage them to try things and not to be afraid of failing. They should be encouraged into finishing tasks and be awarded for trying.

To apply this theory, the teacher should encourage children to try various activities, so that pupils can achieve goals in at least some of them. Every child should have the opportunity to feel the success. The self-competition is also important in the way of eliminating the feeling of imperfection. (Biehler, Snowman, 1986).

All these characteristics of young learners are very important to know while teaching. We need to know their mental process according to create a good lesson. Together with new information about children behavior, there were also new methods of teaching introduced. One of the new teaching approach is so called CLIL.

3 Content and Learning Integrated Learning (CLIL)

3.1 CLIL definitions

CLIL stands for Content and Language Integrated Learning. It is a teaching method which connects matter-subject with the foreign language into a one body (Vašíček, 2008).

In other words, CLIL is a double centered teaching method by which there is an additional language used for the education of both the foreign language and the content of the subject (Mehisto and March, 2008).

Directly, it is about teaching subjects such as history, mathematics, science, geography, art or other non-language subjects with the help of a foreign language.

Foreign language must be used in at least 25% of the lesson, to be called CLIL approach (Jüva, 2005).

According to an online article (Inside CLIL, 2011) it can be done by using a cross-curricular content or using the foreign language as the language of instruction. Both turn out into simultaneous absorption of content and the language. Therefore, CLIL refers to a foreign language being a tool for giving instructions in non-language classes.

Mostly, learning is separated - each subject is something different, has it's own compartment. Various projects or similar topics can connect those compartments. At school we try to teach children, so they are able to function in a real world, we help them to gain new skills and knowledge. But the real world is not separated in compartments. In the real world we need to connect everything. Therefore the connection of topics and projects are a good way how to reflect the real life (Mehisto, Marsh, Frigols, 2008).

Already Jan Ámos Komenský said that reading is being learned by reading, counting by counting, writing by writing. Therefore communication in English should be learned by communication in English as there is no better teaching method than that (Vašíček, 2008).

There is a very descriptive phrase by means of which the CLIL can be also defined: "Learn as you use, use as you learn – not learn now, use later." (Mehisto, Marsh, Frigol 2008, p.11)

CLIL is a new help with which we can learn the content and language. (Mehisto, Marsh, Frigol 2008)

Dalton-Puffer (2007) refers to CLIL as a medium by which the subject information is transported to learners. He continues stressing that here, the focus is not on grammar rules, or generally on proper foreign-language usage, but on the ability to actually use the language.

3.2 CLIL history

According to Graddol (2006), CLIL is a very new teaching approach, especially while talking about the usage in the Czech Republic. The birth of CLIL took place during the nineties of the 20th century in Finland.

The expression CLIL was firstly used by D. Marsh, University of Jyväskylä, Finland (1994) "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language." (What is CLIL, 2011, online).

3.2.1 Beginnings of CLIL

According to an online article (What is CLIL, 2011), CLIL had been in use for many years before the actual introduction of its term or structures. Already mentioned is the era of Babylon which continues to the early sixties (where we can find the way of bi-lingual education). Therefore, teachers in the last century might have used CLIL without actually realizing it.

But as Marsh, Mehisto and Frigols (2008) say, the pre-beginnings of CLIL are much older. We can see first similarities to CLIL as we know it today already 5000 years ago near the area of Iraq. The story comes from the time when the Akkadians conquered the Sumerians. As they wanted to learn their language, they were looking for possible ways of absorbing it. In the end, the best way to do it, was going to their various classes, such as: theology, zoology, etc. All were taught by Sumerians in the local language. In this way, they got two things in one: they learned the language together with the content of the specific subject.

Another example of CLIL usage is Latin, although there is a bit of a conflict. As everyone knows, Latin was the language of study in various countries. For instance in

Italy, Italians were learning law, biology or philosophy in Latin. Still, we can not consider it as a 100% CLIL method because Latin did not really give any space for the second language. This is the difference between CLIL as we know it and the history of Latin. It is according to Mehisto, Marsh and Frigols (2008), but Dalton-Puffer (2007) already does count Latin instruction as a CLIL way of teaching. He also recalls that in the past it happened quite often that linguistic minorities had to be educated in a second language, what is also a daily experience for nowadays pupils around the world.

Another example of CLIL usage in the past which is mentioned by Mehisto, Marsh and Frigols (2008) is possessing tutors by the higher class during previous centuries. Prosperous people realized the positives of multilingualism, thence they employed governesses and tutors who were able to speak to their children in a different language. That was the easiest way of becoming fluent in another useful language.

According to Eurydice - Network on education systems and policies in Europe (2006), the usage of CLIL method before the 1970s was mostly in places which were somehow language different, specific (for instance area by the national borders, or in cities with more than one main language of communication). There was not so many pupils or schools with this type of learning, although they did exist under the name of bilingual schools or other institutions.

3.2.1.1 Immersion programme in Canada

Mehisto, Marsh and Frigols (2008) also write about the historically closer usage of CLIL. Jumping into the previous century, we can find an example of CLIL usage in the Canadian province of Quebec where English speaking families wanted their children to be able to use the French language on a fluent, day to day basis. They assumed that speaking French at home to their children is not enough, therefore they demanded changes at schools. "The parents encouraged the local authorities to establish a language-immersion programme that would enable English-speaking children to study all of their subjects entirely in French" (Mehisto, Marsh and Frigols, 2008, p.10).

3.2.1.1.1 Immersion

According to Eurydice (2006) The immersion could be further divided into:

- Partial (concerning just some subjects)
- Total (concerning all subjects)
- Early (for young learners)
- Late (for older students)

These immersion programmes were very prosperous and they were supported by the education authorities and families. Even though this exact method was not capable of being transormed into our European lands, it was still very important for further researches (Eurydice, 2006).

3.2.1.2 Language across the curriculum in the United Kingdom

The Canadian example was the amplification of language-immersion programmes. In 1970, there was a focus on Languages Across the Curriculum in the UK. As Mehisto, Marsh and Frigols described that in the UK, they were trying "to raise awariness of the need for all teachers to help students improve their language skills, whether it be their first or second language. At the same time, it was becoming apparent that standard second-language teaching alone was not achieving adequate results on a widespread scale" (Mehisto, Marsh, Frigols, 2008, p.10).

3.2.2 CLIL during the last century and today

During the last century, the hunger for varying languages grew bigger and bigger. There is a desire for fluency in languages, especially in the English language. "The reality of life in a mixed global society is having an impact on how we teach and what we teach – and this concerns language education, as much as any other form of subject learning" (Mehisto, Marsh and Frigols, 2008, p.10).

Dalton-Puffer (2007) does not say whether CLIL is a new or old way of teaching. According to him it is both. But he does admit that it is an innovation which took place in the European countries specifically in the state-financed formal education systems. He says that it began to be visible especially during the end of the last century. Then he continues with determining the impulse of this new educational setting. According to him it is because of globalization, modernization, imigration/emigration,

internalization and some others. Particularily CLIL was introduced because of the surrounding pressure to be able to stand up in the English-speaking world.

"CLIL started to be popular in the 1990s. CLIL is the platform for an innovative methodological approach of far broader scope than language teaching" (Eurydice, 2006, p.7). One of the very first documents in which was CLIL based is called Resolution of the Council (from year 1995). It emphasizes the need of innovative approaches in teaching languages, mentioning the bilingual teaching. In 2001; the European Year of Languages; CLIL was brought to attention as one of the approaches for language learning. In 2005, among the conclusions of a symposium called, "The Changing European Classroom: Potential of Plurilingual Education" stated the fact that CLIL should be involved at various sequences of education. They needed CLIL training for teachers was also stressed (Eurydice, 2006). "The debate on CLIL throughout the European Union is very much alive" (Eurydice, 2006, p.9).

It is easy to see all of that as we live in the European Union, where one can basically get work everywhere behind our borders. Those are just some reasons why CLIL, as we know it as for today, has been introduced to be the new and effective way of teaching.

Vašíček (2008) predicts that in the future most schools will be using CLIL. We can already see the tendency in school accumulation, although it takes a little bit longer than it was expected.

3.3 The object of CLIL

The focus of CLIL could be divided into three main areas: the language, the content and the learning skills (Mehisto, Marsh, Frigols, 2008).

The object of CLIL is a non-native language. That means that it can be any language of the world (Dalton-Puffer, 2007). I would add that it depends on the place of education, on students, goals and other objects of learning. For instance children in the United States of America do not have English as the instruction CLIL language but may have for instance Spanish or different ones...English is so widespread, that it is the most popular, mostly used language to be the main domane of CLIL instruction in the whole world. Therefore, in my research part of the study I will mostly focus on English as the language of instruction used in various types of non-language lessons.

The point of using CLIL is not to learn the object of the language, but to be able to speak in the foreign language and to acquire the ability to learn in the foreign language, to think in it (Pokřivčáková, 2009).

Lier (1988) underlines the fact what some people say - that the best way for learning a language is to pick it up outside of school. In this case if we are trying to see results, the profession of teaching is useless, as ESL (English as a second language) and EFL (English as a foreign language) classes are unnecessary. Considering this fact, some people see it in such a tragic way, we probably do need the new approach as CLIL. That is the opinion which gives positives for CLIL. Dalton-Puffer (2007) says that according to this argument, the CLIL way is a very economical and clever way how to change the class and the whole school life into the 'street environment', by which it is more natural.

3.3.1 The usage of CLIL

As Dalton-Puffer (2007) claims, CLIL can be already used in nursery schools up to the tertiary level of education. It is enough just to use some foreign-language texts or to cover the whole Curriculum - both are perfect examples of CLIL usage.

Some schools admit any child into CLIL lessons, but some of them choose the elitist. Anyhow CLIL is suitable for everyone and it is recommended that no entrance test must be passed to be admitted into the CLIL lessons (Mehisto, Marsh, Frigols, 2008).

Vašíček (2008) suggests that before starting with CLIL we need to find out what vocabulary pupils already know. About the best time to start he says it does not really matter – we can start with CLIL in the beginning of school year or in the middle. During the beginning, we use the foreign language just a little bit and further on, we try to speak more in it. Vašíček (2008) continues, that the foreign language can take 5-15%, 15-50% or more than 50% of the whole lesson time. He also writes that in Europe, the time in which we speak by the foreign language should take minimum 50% of the lesson.

While starting to teach in CLIL, teachers should use a lot of repetition, speak slowly, use gesticulation and demonstrate various things. With time, teachers can start using the language in a more fluent way, in a natural way. The language learning is rising into a better level continuously. It is surprising that the most of the language is

learnt when the focus on foreign language is lowered and instead of that the content of the subject is having the prime (Mehisto, Marsh, Frigols, 2008).

3.4 Various forms of CLIL

There are two main ways how to use CLIL. One of them is when the language learning is comprised in content class (we use for instance English during the non-English classes as math, geography, physical education, etc.). The other way of using CLIL is when during a language class the non-language subjects are being integrated. The content is used in a language-learning class (Mehisto, Marsh, Jesus Frigols, 2008). In both cases, the most important is vocabulary: the grammar is moved to the side (Vašíček, 2008).

It is said that CLIL has many different faces. Teachers, even without the knowledge of it, might be already using at least a little bit of CLIL approach. If you are using one of these teaching ways or programs, you are very close to CLIL itself (What is CLIL, 2011, online).

- Bilingual Integration of Languages and Disciplines (BILD)
- Content and Language Integrated Learning (CLIL)
- Content and Language Integration in Primary CLIP
- Content-based Instruction (CBI)
- Content-based Language Instruction (CBLI)
- Content-based Language Teaching (CBLT)
- English Across the Curriculum (EAC)
- English as an Academic Language (EAL)
- English as a Medium of Instruction (EMI)
- Foreign Language Immersion Program (FLIP)
- Foreign Languages as a Medium of Education (FLAME)
- Languages Across the Curriculum (LAC)
- Teaching Content Through English
- Teaching English Through Content

(What is CLIL, 2011, online).

Christian Dalton-Puffer (2007) lists several different ones:

- Dual language Programmes
- Bilingual Teaching
- Dual Language Programs
- Bilingualer Sachfachunterricht (BiLi)

3.5 Types of CLIL

Peter Mehisto, David Marsh and Maria Jesus Frigols (2008) divide CLIL into many undersections by which it can be taught. "CLIL is an umbrella term covering a dozen or more educational approaches. What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches" (Mehisto, Marsh, Frigols, 2008, p.12).

- Language showers
- CLIL camps
- Student exchanges
- Local projects
- International projects
- Family stays
- Modules
- Work-study abroad
- One or more subjects
- Partial Immersion
- Total Immersion
- Two-way immersion
- Double immersion

(Mehisto, Marsh, Frigols, 2008, p.13).

3.5.1 Language showers

This is a type of CLIL which I would say is the most important for a primary teacher. I think this because according to Mehisto, Marsh and Frigols (2008) they are designed for pupils of grades approximately 1-5. The total time of CLIL presentation is about 30min to 1 hour during a day. The repetition of tasks (games, songs, movement, etc.) is suggested here, so that pupils know what to expect and therefore feel more secure while learning. This creates a positive attitude and preparation for further proper learning of the designated foreign language. Activities may be introduced not just during the lesson, but teacher can speak to children during the break, when, for instance, they are preparing to go out. The teacher should introduce the vocabulary in various sequences and then repeat it over and over again. For language showers, songs which help to teach vocabulary are also perfect. (Mehisto, Marsh, Frigols, 2008).

The Cambridge University (Teaching Knowledge Test Content and Language Integrated Learning Glossary) have a slightly different opinion on language showers. They say it is meant to be done within 15 to 30 minutes, a few times a week. They do agree that this way is mostly used in primary schools. They also add that it is mostly used in only one subject area. It could be described as a short and repetitive presentation of a foreign language.

3.5.2 CLIL camps

Personally, I think that CLIL camps are some of the best ideas for learners. The point is to take children for a few day trips, such as a camp in the nature or something similar. The only new thing is that the language of instruction would be CLIL language. It also varies with the age group: if you have older children, they should be speaking in the foreign language the entire time (there can be a game of getting fines if someone is heard speaking the mother tongue). In case you have smaller children, on the primary level, then we are trying to speak mostly CLIL language and we design the activities to be as useful as they can be. For example, there can be a nature walk in the forest, where you can find stickers with the names of trees or other new vocabulary. This type of CLIL language is very effective, as children can basically feel as if they

were living in a second-language environment. It is a funny and enjoyable way of learning a foreign language (Mehisto, Marsh, Frigols, 2008).

3.5.3 International projects

"The best part of education is that one acquired itself" (Walter Scott, in Project school cooperation, 2009).

This is a CLIL method which could be describe as projects with schools, children or community while being abroad. Briefly, Mehisto, Marsh and Frigols (2008) describe this CLIL type as a cooperation with foreign country students or individuals. One of the things which they suggest is for example adopting a village in Africa. This can be done by an entire school or just by a class and it needs to involve also the pupils' parents. By this way children can learn many things. They can correspond with African children, learn about their environment, lifestyle and help them by sponsoring a child, etc. In the end, they can actually see their achievements.

Another way of this CLIL type is joining some international/exchange kinds of networking, where the pupils can find a foreign pen friend and communicate with him in the CLIL language.

Choděra (2006) writes that one of the innovative methods is mobility and migration. He predicts that in the future, this will be more important, stressing the point of a multilingual surrounding. Further on he predicts that language courses will become a natural way of teaching and that they will find their place in the curriculum.

In the Action plan for teaching foreign languages (Akční plán výuky cizích jazyků pro období 2005-2008, online) the cooperation with schools abroad is very supported. They encourage not only pupils mobility, but also the activities for teachers, so they could gain the experience during an exchange abroad. For primary level students there are mentioned programs as Comenius, e-Twinning or Label.

According to MŠMT there are also different projects for which primary schools can apply, these are for instance Global Partners Junior or Schools and Classroom Program. (EU a zahraničí, MŠMT, 2011, online).

3.5.3.1 Global Partners Junior

Global Partners Junior is one of the international programmes for youth to join. Unfortunately, for this one, only schools from our capital Prague can apply. This exchange programme was developed in New York City by New York City Global Partners. They had the idea to connect New York children with different parts of the world. The children age group is 9-12. The only needed thing is the internet and a few hours a week ; for Czech pupils it is approximately 2-4 hours per week (NY Global Partners Junior – nabídka pro pražské ZŠ, 2011, online). This programme has actually not finished yet, as it started in October 2010 and it will run till June 2011.

The main point of this programme is to give the chance for children to find out about different cultures from all over the world. To develop global awareness, think creatively, etc... On the other hand, for the non-English speaking pupils, this is the opportunity to improve their language skills.

(Global Partners Junior, 2011, online)

3.5.3.2 School and Classroom Program, People to People International

Program School and Classroom Program People to People International is another cultural exchange program by which children from the Czech schools can join a group of schools from abroad. People to People International is a voluntary organization of which goal is to connect people by supporting international understanding.

Pupils (grades nursery schools to 12 years old) can communicate with their international counterpart by writing letters (paper or email letters) which are monitored by their teachers who also receive a guidebook from the People to People (non-profit) organization. The partnership can be with schools in various classes (each school can choose a country with which they want to have the partnership).

It is very easy to join this programme – teachers can submit applications on the official webpage of People to People International. It is surprising that there are not many Czech schools which participate in this service, although it is a free project.

(Schools and Classroom program, People to People International, 2011, online).

3.5.4 Total early immersion

This CLIL way can, or rather should begin in the early age of a child and it is recommended to start in kindergarden. With the progress of using the foreign language in class, there is more of the curriculum transferred to pupils on behalf of the foreign language. After a few years time of its usage, even half of the curriculum can be transferred in this way. It is recommended that teachers teach in only one language. It is a good experience to speak with pupils only in the immersion language. Then the students know in which language they should speak when addressing teachers. The main point is again communication and fluency, therefore there can be some mistakes ingrained. Gesticulation and repetition play a main role in the immersion method. As it was mentioned above, it is the best to start with young children, as they can catch up the language very easily; within the first year they can understand and respond to the main areas in the immersion language (Mehisto, Marsh, Frigols, 2008).

The immersion can be seen for instance in Finland, where they teach Finish, Swedish, and the Sami language (What is CLIL, 2001, online). The Cambridge sources (Teaching Knowledge Test Content and Language Integrated Learning Glossary) say that it is mainly used in Spain or Egypt. They also divide the immersion into 3 different types:

- Early immersion: for pre-school children (aged 5-6)
- Delayed immersion: middle school children (aged 8-14)
- Late immersion: older children and adults (aged 14 +)

3.6 CLIL advantages and disadvantages

3.6.1 CLIL Benefits

There is plenty of advantages as for using CLIL as a teaching method. Below is the list of some of them (Language teaching Content and Language Integrated Learning, 2011, online). I have also added some which came into my mind while writing this study.

- It helps to understand cultural differences
- The communication skills are being improved

- Language competency is also being improved
- Oral and written language is practised
- Stress on multilingualism
- It shows students that they can learn something through different content, programme
- For pupils it is a greater contact with the target language
- There is no need for an extra subject
- It shows the integration between different subjects
- The motivation should be much higher when using CLIL
- Generally enriches students
- It is learning through fun: sometimes children do not even realize that they are learning English as they are just playing with English during a different subject
- Real-life experience
- Affordable
- Easy to prepare
- Not extra time consuming
- For children it is the easiest way to learn by practical experience

Dalton-Puffer (2007) writes also about the non-language subjects as being the huge source of topics, concepts. Therefore CLIL is a communicative way where there is no need of using any special tasks. We just practise in a natural, goal-directed activity for the day to day communication. He mentions that it gives us the knowledge about both the mother tongue and the target language and that CLIL generally improves the foreign language power. CLIL could be a type of a mirror of our real life, as in life, we are also all the time using cross disciplines. It combines visual, auditory and tactile-kinesthetics (Dalton-Puffer, 2007).

The Ministry of Czech Education underlines the importance of natural environment. During the traditional language lesson everything is artificially prepared.

Therefore while using the CLIL method, students motivation is higher and the way of doing it is unharmed (Nezval, 2009, online).

3.6.2 CLIL difficulties

Research and materials

As Christian Dalton-Puffer (2007) says, there is not enough research done concerning CLIL methods. There are CLIL materials and CLIL concepts missing. He states that it is sometimes taken by people as another "fashionable" thing which will be over very soon, therefore it is not supported enough.

The way of using CLIL can be very enriching, giving, repayment of the invested effort. But as it was mentioned, there is still not enough CLIL materials, so mostly the lessons must be fully prepared by teachers (Mehisto, Marsh, Frigols, 2008).

"Moreover, as well as all of the above, student interests need to be assessed and taken into account, and, with young learners, cooperation with parents increased" (Mehisto, Marsh, Frigols, 2008, p.22).

The transmission of the language does not have to be the easiest either. It needs to be adjusted to the learners level (which is especially at the primary grades quite low) and at the same time it must be adequately high enough for teaching the content. What is more, we can not forget about the motivation for the pupils (Mehisto, Marsh, Frigols, 2008).

The materials used during the CLIL lesson are various, can be basically anything, starting with magazine articles, books, information taken from the internet, brochures, etc (Mehisto, Marsh, Frigols, 2008).

Language or content

Another matter which might concern teachers is the amount of the foreign language teaching and the content of teaching. Christian Dalton-Puffer (2007) brings this matter up while saying that the foreign language can slow down the process of subject matter acquisition. He is also concerned about the lower language proficiency which can influence the cognitive complexity.

And it is worth to mention the infighting between the science and language teachers (Davison and Williams 2001).

Dalton-Puffer (2007) confirms that by uncovering his CLIL research study. He wrote about teachers who have admitted the feeling of being guilty after using too much of a foreign-language and forgetting about the important subject matter which they were supposed to teach. Dalton-Puffer continues with claiming that CLIL programmes have different goals. In his opinion, some of them are focused more on the content and some of them more on the language. But it can not be said which one is better, as they both complete each other. They can not stand separately, but there is tension in between (Dalton-Puffer, 2007).

Baker (1995) mentions one study where it is said that it is not good to mix different languages when teaching young learners. In his view, the instruction should be in only one language. Otherwise, it may lead into a passive behaviour of certain pupils who are waiting for the explanation in their native language. Surely it does not apply to everyone, but there are some who can just switch off while the teachers start to speak in the foreign language. It is kind of discussionable as this rule applies more to bilingual classes, although I find it worth to be aware of this as it can happen during the CLIL type of lesson, too.

3.7 CLIL and teachers

Vašíček (2008) underlines the fact that for teaching CLIL there is a need of teachers with a double subject approbation. As they will be teaching both the foreign language and the subject matter. Unfortunately, there are not so many teachers like that. But, on the other hand, it should not influence the grades 1-5, as nowadays, every primary teacher should have the foreign language approbation.

During the time when I was collecting surveys for the practical part of my study, I found out that at many schools, primary teachers do not even teach English lessons. Mostly there is someone with English approbation (teaching the higher grades) coming to teach the first grades. That changes the situation a little bit.

Later on, Vašíček (2008) admits that the teacher does not need to have the approbation in both subjects. He says that the foreign language teacher will be teaching the subject matter facts or the other way round. According to Vasicek , the first option is better, when a foreign teacher starts teaching the subject matter facts. Furhter on, Vašíček (2008) continues by saying, that teachers level of English does not

have to be perfect. He even admits, that teacher can be a beginner in the foreign language. In this case, teacher will use just the words and phrases which are known to both him and the student. If the student does not understand, the teacher can repeat the phrase in the native language.

Mehisto, Marsh and Frigols (2008) confirm the information which I mentioned earlier on: that there is a shortage of teachers who are capable of using CLIL while teaching. They continue informing us that even if there are such teachers who are equipped with the ability to teach a foreign language and who also have the subject-area qualification, not all of them will be able to focus on teaching both at once.

There is the idea to refresh teacher's knowledge of the CLIL language or first to make the research, as there might be teachers who would never consider themselves as good material for being CLIL teachers but they actually would be great (Mehisto, Marsh, Frigols, 2008).

The authors continue by admitting that CLIL approach is more demanding for preparation and also teachers should be able to work as part of a team. Not all teachers are willing to spend their time on CLIL preparation. Even though, later on they declare that CLIL can actually spare time (I assume after getting into it, knowing how it works, having already ideas of proper usage of CLIL).

Mehisto, Marsh and Frigols (2008) recommend that head teachers help CLIL teachers by taking students for instance to see a movie instead of having the CLIL lesson, so the CLIL teacher can have a spare time for preparation as they generally have more to do than usual teachers. CLIL teachers should also have to opportunity to have meetings with each other. Mehisto, Marsh and Frigols (2008) aware us of the fact that sometimes CLIL teachers and regular teachers and not co-operating. If this situation happens, there should be some action taken to make the opposite. For instance some projects on which all teachers with students must work should be compulsory. This can later on lead to the co-operation of both programme and CLIL teachers. "Co-operation and skills exchange among language and content teachers thus becomes an important strategy for implementing CLIL. This requires the time and the will to agree collectively on common teaching strategies and student learning activities " (Mehisto, Marsh, Frigols, 2008, p.27). What is more, Mehisto, Marsh and

Frigols (2008) are convinced that co-operation with parents, local community is also very important.

It is also interesting to see the benefits for teachers using CLIL. In most countries, for teachers who use this approach, there are no financial or any other benefits. But as for Spain, some CLIL teachers receive extra time for lesson preparation and in a specific part of Madrid, CLIL teachers even have slightly higher salary (Eurydice, 2006).

3.7.1 CLIL trainings

The language trainings for teachers should be financially supported by the European Union. "In the Comenius Action of Socrates, financial support is earmarked for mobility activities targeting teaching staff of other disciplines required or wishing to teach in a foreign language" (Eurydice, 2006, p.9).

Even though already in the Resolution of the Council from the year 1995 it is stressed that language teachers should be trained and that generally the quality of training should be improved (Eurydice, 2006). Mehisto, Marsh and Frigols (2008) say that there are still no special CLIL trainings for teachers. In Eurydice (2006) it is specified further on, while saying that most of the training is limited. And that the training types vary in each country. They can last just a few hours or it can also be done as a postgraduate education (for instance in the Netherlands and the United Kingdom).

Even though there is this lack of CLIL courses, Vašíček (2008) informs that there are CLIL courses available for teachers. He names for instance MEJA or courses such as "English with the piano" which takes place by Janáček Academy of Music and Performing Arts in Brno.

Marsh, Mehisto and Frigols (2008) recommend teachers exchange programmes, as then there could be a teacher whose native language is the one of CLIL instruction and that would be very useful for the school to see how it really works. What is more, the teacher of the no-CLIL language country could improve his language skills by being in a specific foreign country.

3.7.2 Teachers' qualification requirements

In the Czech Republic, teachers who want to use CLIL during their lessons, do not need to have any special qualification. It is different for instance in Finland, where such teachers need to have a qualification for teaching a foreign language. The other example is France, where teachers need to have a qualification for a regional or minority language (university qualification in the regional language or regional language CAPES). Spain represents the last two types – a qualification for both foreign and regional (or minority) language is needed. This concerns teaching in primary education and general secondary education. But none of those certificates or diplomas are directly CLIL related. They are all connected with gaining the foreign language skills (in means of methodology, linguistic knowledge) but not specifically "CLIL skill" (Eurydice, 2006).

Mehisto, Marsh and Frigols (2008) recommend that also administrators or head teachers know at least basics from the CLIL language.

3.8 CLIL in the Czech Republic

In the Czech Republic, CLIL found its way in the beginning of the 1990s. The official recognition in legislation was in 1995 (Eurydice, 2006, p.15).

According to The Ministry of Education, Youth and Sport further on related as MŠMT CLIL is one of the most important strategies of today's European World of Education. In the Czech Republic, CLIL received its high prestige according to the document of the European Union (Podpora jazykového vzdělávání a lingvistické rozmanitosti: Akční plán 2004 – 2006). The document is based on the advantages of CLIL – particularly on stressing the fact that pupils will be able to practise their new language skills straight away and it will result in influencing their self-confidence for the next language study (Nezval, 2009, online).

In the Czech Republic, teaching foreign languages is specified in so called National Plan for Teaching and Learning Foreign Languages (Národní plán výuky cizích jazyků, 2011, online). The main point of this document is to find the best ways how to teach foreign languages so people will be able to communicate and understand a foreign language without any difficulties. Specifically there are stressed areas as: qualified teachers and their constant education, creation of new methods and their

usage, good teaching materials, e-learning, financial issues for supporting the foreign languages education, etc. The goal is that every single person will be able to speak at least three languages including their mother tongue. Pupils should start learning a foreign language at kindergarden and continue at primary schools. Foreign language study at kindergarden is not compulsory but recommended, children must start with English in the third grade and within next two years achieve the A1 level of English. While finishing primary school (ninth grade) the foreign language knowledge should reach level A2. For which pupils should continue further on during their studies at higher education, so they could get B2 level at the high school. And as it is known, the B2 level is sufficient for proper communication in a foreign language (Národní plán výuky cizích jazyků, 2011, online).

- Basic User: A1 and A2
- Independent User: B1 and B2
- Proficient User: C1 and C2

For further information about the language levels see appendix 12.

(Council of Europe Portal: Levels, 2011, online)

For getting into this high foreign language competency, CLIL is one of the mentioned methods which should be used. According to the Action plan for teaching foreign languages (Národní plán výuky cizích jazyků, 2011, online) there is the intend to create special materials for cross-curriculum teaching which every primary school in the Czech Republic would receive.

Vašíček (2008) says that for CLIL to be fully used, the change of curriculum is needed. He is also underlying the benefits of the oral approach for CLIL usage.

3.8.1 The realization of CLIL in the Czech Republic

Table 1: distribution of hours between English language and Science

Grades 1-5, primary level					
subject	1st grade	2nd grade	3rd grade	4th grade	5th grade
English language (E)	0	0	3	2	1
Science (S)	1	2	2	2	1
Integration E + S	0	0	1 (0+1)	2 (1+1)	4 (2+2)

MŠMT specifies that the realization of CLIL should be done in a sensitive way – in the beginning by just one hour of CLIL integration in one non-language subject, later on it can be integrated with more non-language subjects (Nezval, 2009, online).

There are no special requirements for Czech teachers, it can be done by teachers on the primary level or on the higher level of education (in both types, language teachers and other subject teachers should cooperate together).

The dotation of teaching hours for each subject can be also connected together into a one (in this case all of the subjects contents must be covered). Or the other way is, to connect the time when there was the integration of both subjects. The table below shows how it is possible to integrate teaching hours of science and English on the primary level (Nezval, 2009, online).

3.9 Interdisciplinary learning versus CLIL

It is important to mention another term with which CLIL can be easily confused. Some people can define CLIL in another way – as an interdisciplinary learning. But I would say that interdisciplinary learning is a hyperonym for CLIL.

According to P. Cone, Werner, L. Cone and Mays (2008) interdisciplinary learning is also an educational process. There is a subject topic - theme (there can be more of them) which is used in a totally different subject (not connected to the first one). The main point is of course to improve the student's knowledge in both of them (it also depends on which study area we are focusing). It not only stresses the uniqueness of each subject but also shows how connected, how integrated they can be. It shows pupils the effects of learning, of being able to use the new information not only during exams, but also in various classes, or while doing something completely different. The difference between CLIL and interdisciplinary learning is that in the second one, we use for example music in physical education. That is not really connected with the language, therefore it is under interdisciplinary learning. But if pupils were singing an English song during the lesson of physical education, then of course it could already be CLIL approach.

3.10 How to make CLIL alive

Jüva (2005) lists some of the important principles while teaching with CLIL approach and not only. According to him there should be focus on:

- good environment settings;
- students should not be generalized – everyone is an individual, everyone has got a different learning style
- envisage, conceptualization
- developing new testing methods
- stressing the content
- multiple intelligences of pupils
- project work, interdisciplinary co-operation, role play, drama
- helping each other (sharing handouts, etc.)
- e-learning

Mehisto, Marsh and Frigols (2008) write about the importance of:

- Using one language – if children do not understand, it can be translated, but rather teacher should try to use the foreign language all the time.
- Speaking slowly and clearly is essential.
- Realize what level is appropriate for your pupils. Your expectations must be realistic.
- Help yourself with gesticulation and facial expression, so children can figure out easily what are you trying to say.
- Using meaningful topics, making students feel engage into learning.
- Children need to hear native speakers or various interesting people, try to give them this opportunity by setting up some projects, buddy system, etc.
- Co-operation and communication between students and teachers is a must.
- Focus on developing all four skills: speaking, reading, listening and writing.
- Do not forget about giving your students attention and recognition of success!

According to Mehisto, Marsh and Frigols (2008) we should be aware of the fact that pupils can get tired especially in the beginning, when we start with CLIL. That is because not only that they need to focus on the content of a subject, but they need to communicate in a foreign language which can be very demanding.

Below are listed some steps during the first lesson (by Mehisto, Marsh and Frigols, 2008) at school where CLIL is fully used, where for instance the school areas are also marked in a CLIL language (for WC there is a word "toilets", etc.) :

- Teacher greets children in the foreign language and has a name tag.
- Morning circle (pupils are sitting in a circle, ideally on the carpet) for the induction of a good atmosphere. Teacher introduces herself „Mine name is xxx“ then asks a pupil „What is your name“ – children should figure out what is going on and in a couple of minutes be able to use the phrase and answer to it.
- The next activities continue in a similar manner – for instance children need to fill up the calendar with right dates and then read aloud with the teacher names of days and answer questions about that (what day is today, etc.). Or they talk about

the weather, also good is reading a book with lots of pictures and good sized letters.

- Giving children a school tour – children say the names of the areas in English, etc.

The core CLIL features on which is focus during the first week of CLIL approach can be found as appendix 1 and the guiding principles focused on during week one can be found as appendix 2 (Mehisto, Marsh, Frigols, 2008, p.45).

Another thing, which can be used in the classroom of CLIL pupils is a board with most important vocabulary. It can be actualy whole wall where students are encouraged to add vocabulary connected with the curent themes or vocabulary which is hard for them to acquire. They can also add this vocabulary to their notebooks. Next reccomandation is to give students handouts with previously prepared vocabulary by a teacher (Mehisto, Marsh, Frigols, 2008).

Some points for setting learning results for CLIL:

- Connecting the outcomes of content, language and learning proficiency is not the easiest, but managable and it makes students more motivated.
- Teacher needs to realize that language is not the main subject being taught. And to learn content, there is minimum of language needed.
- Aknowledge that we as teachers can not influence or change the amount of content because of a language knowledge.
- The coordination between the results of learning context and language needs to be equalized among teachers.
- We need to keep the balance between the language growth and psychologaly safe environment

(Mehisto, Marsh, Frigols, 2008)

Mehisto, Marsh and Frigols (2008) also list some advice for students to follow. They should realize that their friends might make mistakes and that they should not laugh at them but help them. They might be frustrated that something is not as easy as they thought. Sometimes expressing themselves in English will be easier, sometimes worse but they cannot give up easily. It is good to keep a journal of their success or failure. Make your own dictionary, fill it up with various interesting new words. Monitor yourself, see where is your weakness and what you are strong at. Trust yourself.

PRACTICAL PART

1 INTRODUCTION

The aim of the practical part of this diploma project is to determine whether CLIL can be used with young learners at Czech primary schools. For this purpose, I have prepared surveys for both teachers and children to learn their opinion about the CLIL approach. To illustrate the possibilities of this foreign language teaching, I have also used CLIL during my own teaching practice to examine the theory in the real education process.

Conclusively there are outlined CLIL activities for teaching young learners.

The core part of this practical section is the teachers' survey. The main point of it will be to discover whether teachers have knowledge of the CLIL approach and how many of them actually use the CLIL method. Also it is worth to examining whether according to them CLIL is a good idea for teaching young learners at the primary level of education. How many teachers think that CLIL can function as a disadvantage in a child's education at primary level? Can CLIL slow down the other non-language subjects? Additionally it is interesting to learn whether some schools cooperate with any international school and in what way this cooperation functions. Are there any exchange programmes for pupils? Or does there exist some form of other communication between Czech and English speaking pupils? In the end of this survey it would be useful to look at teachers opinion about the foreign language teaching itself and what they think needs to be improved?

In the contradiction of teachers' opinion there is going to be a special survey for pupils at the primary level. This survey is prepared for pupils from my teaching practice and consists of two parts. The first part is going to show their opinion on CLIL before knowing the approach (having the information on how it functions and what is it about). The second part of this questionnaire will be given after they complete the CLIL method with me being their teacher during my teacher training. Is their opinion on CLIL going to change? What do they think of CLIL before and after experiencing it? Are they going to cooperate and is it possible to introduce CLIL into their lessons? These are the main questions on which is going to be my focus.

The last part of this practical section of my diploma project is going to present the ideas for CLIL activities. I would like to present exercises which can be done with pupils on the primary level of education. First I will present the activities I used in my temporary classroom during the teacher training. The reaction of the children will also be added. Secondly, there will be suggestions for possible CLIL activities on various lessons.

In the end of this practical part of my diploma project I would like to assess the advantages and disadvantages of CLIL approach in teaching to young learners. My desire is to determine whether CLIL is suitable for them and what are the options in using CLIL at Czech primary schools.

2. RESEARCH WITH PRIMARY SCHOOL TEACHERS

As it was already mentioned, I have decided to find out what is the current situation at our Czech primary schools. For this purpose the research among primary level teachers was made. According to the theory part of my diploma project, CLIL should be in usage. But is it really like that?

During the process of collecting information for this project I have tried to prepare the most appropriate questionnaire for teachers. All together I have created three different surveys. The first two were pilot versions which helped me to understand teachers opinions on innovative ways of teaching English. Those surveys tested the effectiveness of the research methods. Although they were useful during the writing process of my research, I realized that some questions in both questionnaires were not that important or they were not accurately created. That was the reason of for the changes which led for the final version from which it was possible to make appropriate findings. Nevertheless, I would like to present some of the results from those pilot versions (first was created on the 7th March, 2010 second on the 1st October, 2010).

2.1 Pilot surveys among primary teachers

The first survey (appendix 9) was created during my teaching practice in March 2010. In the beginning of the writing process of my diploma project, I wanted to assess all innovative ways which are used in teaching a foreign language at primary schools. Interesting was to read for instance about interactive white boards. From the survey results it was clear that teachers see only the positives of this innovation and would value having the whiteboard in their class.

The second survey, created in October 2010 (appendix 10) was already focused only on the CLIL approach and on the methods which teachers use while teaching English. Although some interesting findings about the materials used during their lessons could be inducted, I had to re-create these surveys because of the question types which were here used. Those questions were not specific enough and it led to respondents misunderstanding the question or not answering what was ment to be answered.

2.2 Final version of teacher's survey

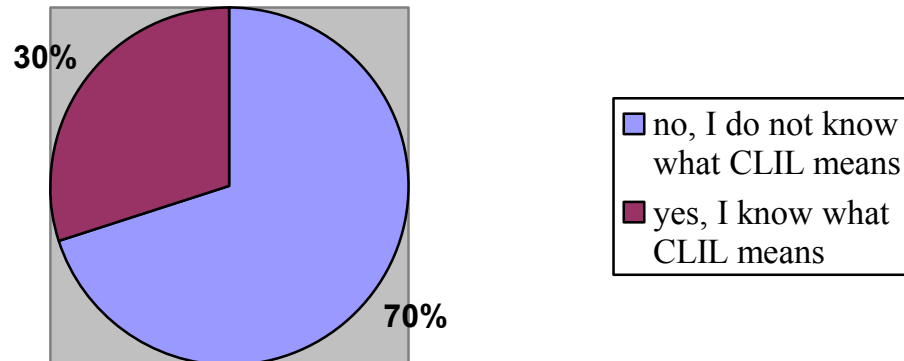
Following the pilot surveys, the final version survey (appendix 11) which was most suitable for this diploma project was created. According to my previous experience, I decided to make it short enough using eight questions (some of them consisted of subtype questions). The reason was not to take too much time of teachers, therefore they were more willing to complete them. Mostly multiple choice types questions were used. My focus in this survey was only on CLIL (including international projects). To receive as many filled up surveys as possible, I decided to:

- visit schools personally (ZŠ Tererovo náměstí, ZŠ Zeyerova, 1PSP Trzyniec, Jubilejní Masarykova základní škola, ZŠ Petra Bezruče and some others). In this way I have collected 35 questionnaires.
- send them online to various schools in the Czech Republic. Unfortunately not many teachers are willing to co-operate through this internet way. From approximately 40 requests sent, I managed to receive 6 back. Although it is not a huge amount, it was still useful for making this research more objective as the schools are from different regions of the Czech Republic.
- creating an online version (google docs) and posting this information on a social network facebook. Nine surveys were collected.

2.2.1 The knowledge about CLIL among teachers

The result unfortunately confirms my assumption that most teachers do not know what CLIL is about. Out of 50 responses, 35 teachers answered that they do not know what to imagine under the term of CLIL and only 15 answered positively. That gives only 30% of teachers who know what CLIL stands for. For teachers who did not know what is CLIL about, I have prepared a brief introduction about the CLIL approach.

Figure 2: The knowledge about CLIL among teachers



If we divide those answers according to teachers experience in education – according to years in which they have experience as teachers, we can make inferences that:

- a) for teachers with experience in teaching from one up to fifteen years, just eight know what CLIL means and the rest (seventeen) do not know what to imagine under the term of CLIL. In percentage that is 32% of teachers who know what CLIL stands for;
- b) for teachers who have longer experience (teaching at schools fifteen years or longer), the situation is similar. Out of twenty-five respondents, only seven know what CLIL stands for. That is 28% of teachers who know about CLIL and this is nearly the same as in the first case (by the younger teachers).

2.2.2 What do teachers understand under the term of CLIL

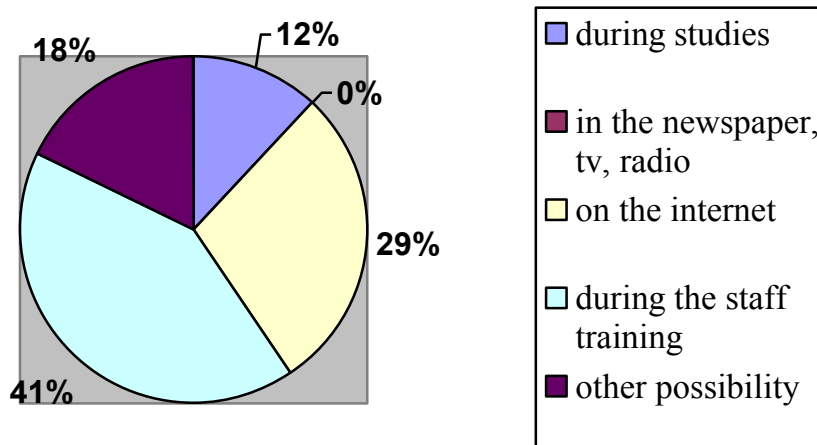
Teachers who answered the previous question positively – those who do know what CLIL means were asked to explain the term CLIL. All of them defined the CLIL approach without any difficulties. All teachers specified, that it is teaching with the help of a foreign language. All answers can be found as appendix 14.

2.2.3 Where teachers learned about CLIL?

This was a multiple choice type of a question and respondents were able to choose more than one option. The choices were:

- during studies
- in the newspaper, tv, radio
- on the internet
- during the staff training
- other possibility

Figure 3: Where teachers learned about CLIL?



The most popular chosen option was during the staff training (42%) and on the internet (29%). Next mentioned was during studies and "other option".

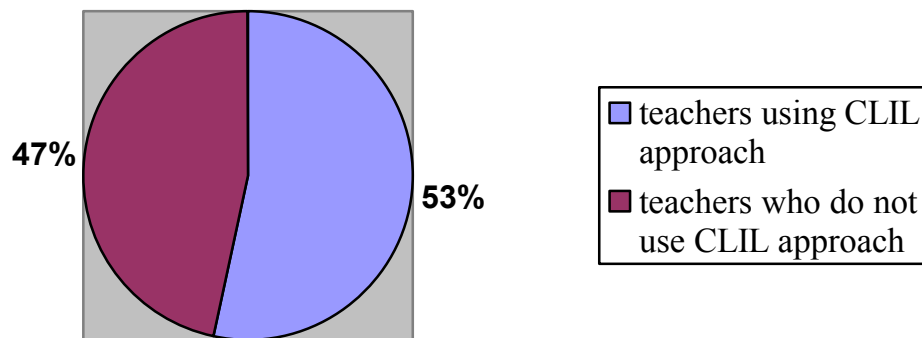
Teachers who have chosen "other option" were asked to specify where. Their answers were: during the high school, from another teacher from a different school, from the agency NAEP – National Agency for European Educational Programmes).

From this result it is clear that the best is to organize for teachers trainings where they can learn about new methods of teaching English. Although I would say that the easiest is to already introduce the CLIL approach at universities, where future teachers are being educated.

2.2.4 How many teachers do use the CLIL approach

I have asked teachers whether they actually use the CLIL approach during their lessons. Out of all surveys seven teachers do use at least a little bit of CLIL during their teaching. That is 14% of all interviewed teachers who use CLIL. I find this result positively surprising. Furthermore if we divide the group into those who do not know about the CLIL and those who do, with the focus on those who have heard of CLIL – that was 15 respondents, then the result is even better as it gives the result of half teachers who use the CLIL and half who do not. Seven of them use it and eight teachers do not use the CLIL despite the fact that they have heard of it.

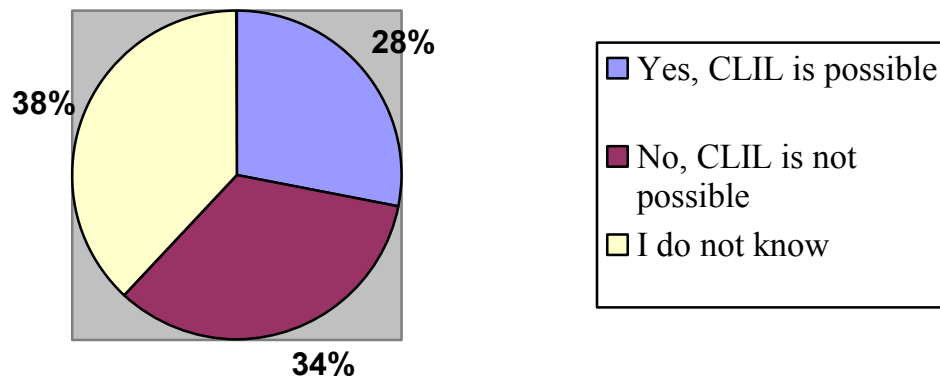
Figure 4: How many teachers do use the CLIL approach



2.2.5 How many teachers do think CLIL is a possible approach to use in their classrooms at primary level?

For this question most of the respondents answered that they do not know whether CLIL is a good thing to use or not. For teachers who previously have not heard of CLIL, I have prepared an explanation of this method, so they were able to decide whether they think that it is a possible approach to use in their classrooms at primary level or not. That was nineteen answers. The rest (thirty-one responds) was divided into nearly the same groups as seventeen teachers said it is not possible and fourteen answered that it is possible to use CLIL during the usual lesson.

Figure 5: How many teachers do think CLIL is a possible approach to use in their classrooms at primary level?



If teachers answer was NO, that CLIL is not a good idea to use at the primary level of education, I have asked in the next question to explain why they think so. The answers were:

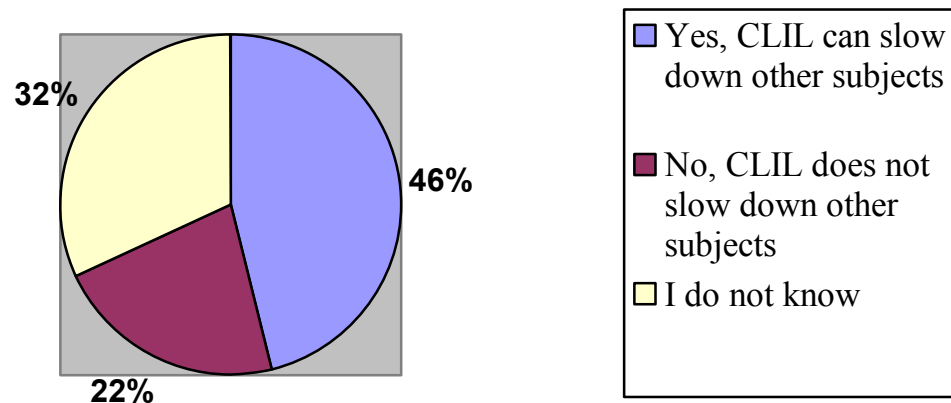
- not enough of time
- not all teachers are so fluent in a foreign language
- not enough of good teachers
- not with small children, to demanding for pupils
- there should be financial motivation for teachers
- children already have problems in their mother tongue (they do not read, not good vocabulary, not able to understand the subject in their mother tongue)
- not large enough vocabulary in a foreign language.

The most popular answer was that there is not enough of good teachers who can master both the foreign language and the non-language subject.

2.2.6 Can be the education of non-language subjects slowed down because of the CLIL approach?

Most teachers think that it really can be slowed down, that teaching of non-language matter facts can suffer because of the CLIL approach. There was twenty-three (42%) respondents who answered in this way. Only eleven (22%) teachers think that using CLIL would not influence learning time of the non-language subject. And sixteen (32%) teachers did not know whether it can or can not influence teaching of non-language subjects.

Figure 6: Can be the education of non-language subjects slowed down because of the CLIL approach?



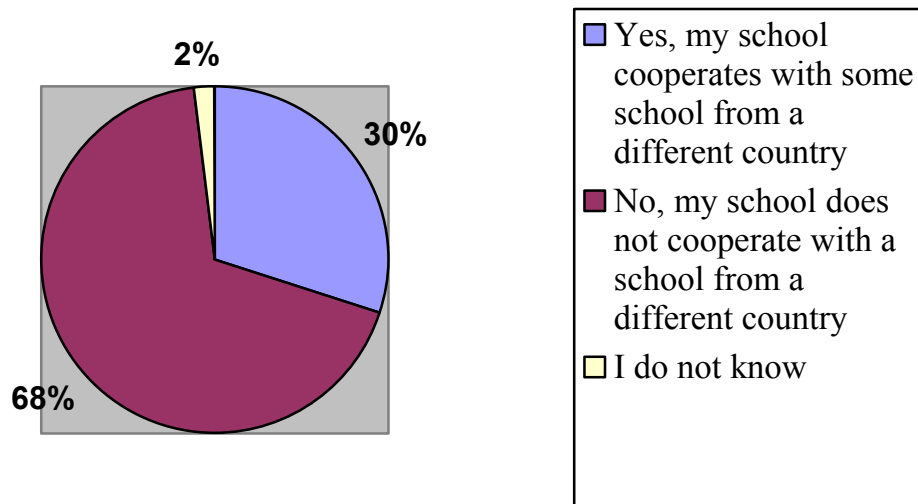
2.2.7 Cooperation with schools abroad

The aim was to determine of how many teachers' schools cooperate with other schools which are abroad. As I have already wrote in the theoretical part of my study, these international projects can be also perceived as a CLIL approach. Out of fifty questionnaires one teacher did not know, thirty-four teachers said that their school is not cooperating with any other international school and only fifteen teachers claim that their school is cooperating with a school from abroad.

Although I have asked teachers on the primary level of education, I did not specify in the question, that I wanted to know whether pupils on the primary level are somehow engaged in the cooperation. Still I find these results valid as it is also an information

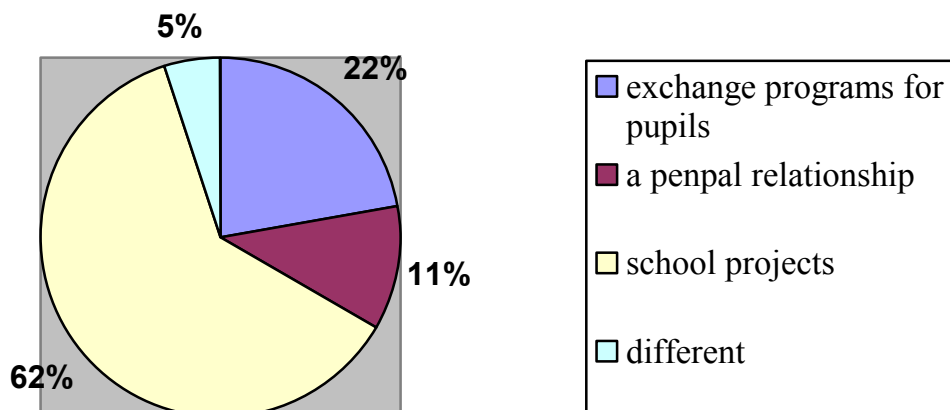
about the attitude of schools towards the English language and generally towards communication with foreign language speaking environment.

Figure 7: Cooperation with schools abroad



If the respondent answer was that his school does cooperate with an international school, he was asked further on to specify the type of cooperation. This was a multiple type of question and theachers were allowed to pick up more than just one answer. The most popular option was school projects which received 61% of all votes. The second most popular were pupils' exchange trips with 22%.

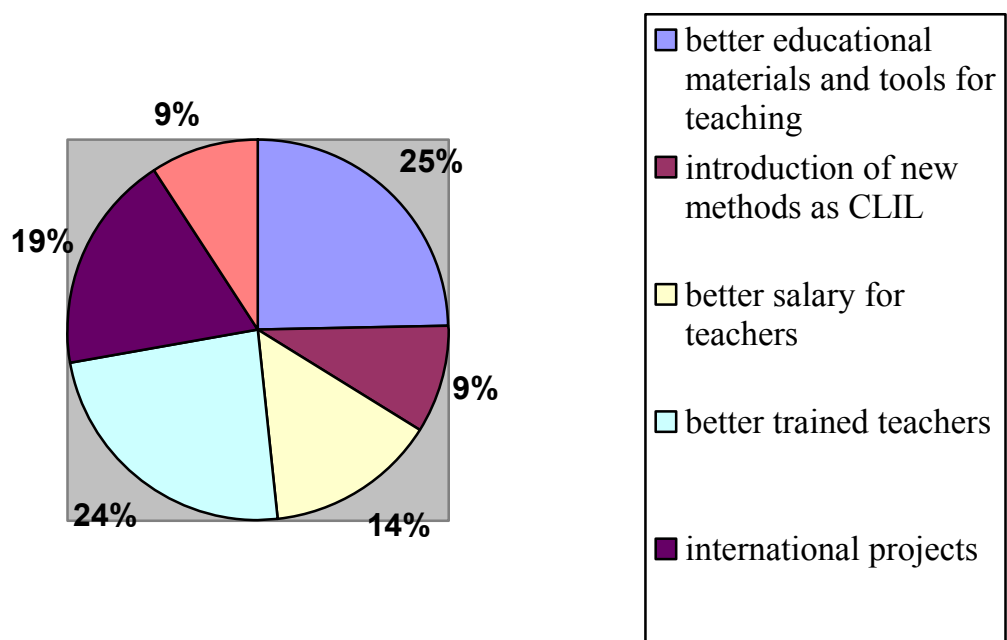
Figure 8: Type of cooperation with international schools



2.2.8 What is the best way to improve teaching English?

This was the final question of the teachers' survey and the purpose was to learn the opinion about teaching English at primary schools. This was again a multiple choice type of a question. Teachers were able to choose from various options (better educational materials and tools for teaching; introduction of new methods as CLIL; better salary for teachers; better trained teachers; international projects; different). Nearly the same and the biggest amount of votes received better educational materials and tools for teaching (twenty-four votes) together with better trained teachers (twenty-three votes). Just behind were international projects (eighteen votes) and after that a better salary for teachers (fourteen votes); introduction of new methods as CLIL (nine votes); and different. Among the last options teachers stressed factors as: higher donation of hours for English, more engaged/motivated pupils, less children in English groups, etc. Personally I am surprised that most teachers think that there is not enough of teaching aids. According to my own experience, for English teaching there is many ideas, materials and other teaching aids available for instance on the internet, in bookstores or specialized shops.

Figure 9: What is the best way to improve teaching English?



2.2.9 Conclusion of teachers' survey

According to results of the survey among primary school teachers, CLIL is still considered as an innovative way of teaching a foreign language. This is based on teachers' answers for the question whether they do know about CLIL and were 70% of teachers answered negatively. Therefore we can consider CLIL as a new approach of teaching. Alternatively I believe that this result is showing that there is the knowledge about CLIL and it would be interesting to see the same results after a period of few next years. Further on it is very promising that some teachers admitted that they are already using CLIL during their lessons. Unfortunately my research was not wide enough to explore in what way, how often and most importantly how they use CLIL. I acknowledge that this was the weak point of the survey as I have not checked exactly the way teachers introduced CLIL into their lessons as it is possible that some of them might think that they do have CLIL during their lessons but actually they might not use it in a proper way. The last question of the survey was aimed to explore what could be improved in teaching a foreign language at schools in the Czech Republic. Unexpectedly there are factors which need to be changed. These are particularly the way of educating future teachers, there should be better educational aids, the cooperation with other schools could be improved, etc..

In the conclusion it can be said that the teaching of a foreign language needs to be improved but is already going in a positive direction. I support the fact that there are new ideas, including CLIL introduced into teaching a foreign language.

3 TEACHING PRACTICE WITH THE CLIL APPROACH

During my teaching practise, I decided to try the CLIL approach. My teaching training took place at *Fakultní základní škola Tererovo náměstí 1, Olomouc* (Primary school at Tererovo square 1 in Olomouc). My supervisor was Mgr. Ilona Krejčířiková and for the duration of four weeks (22nd February till 19th March 2010) I was in charge of her class (see appendix 3). Pupils were in their fourth year, mostly aged 10. When I told the class teacher about my plan – to try using CLIL, she was not familiar with it, but supported me in my research. I would say that it was a typical type of a class and pupils. As for the teaching practice, it is always hard to start in the middle of a school year, with children who realize that we – their temporary teachers are there for a short period of time. Despite this, I think that it was successful and worth having this opportunity, especially for me as I wanted to try this new approach of teaching English. Unfortunately I was not able to use it for the full time, because of the reasons mentioned before. Also, as I have already mentioned, the usage of a foreign language should be at least 25% of a lesson what gives about ten minutes per lesson. I have to admit, that my CLIL attempt was a bit different, because of the circumstances specified above, therefore I used also shorter activities. It was not possible to start straight away with bigger dosage of a foreign language because I was not familiarized enough with childrens' English level, but as I have mentioned, shorter activities were used.

During the first English lesson, I gave my pupils an English test together with a short survey to find out about their level of English and about their opinion about speaking in English during different subjects. They, as 4th year students, had English lessons second year (the have started in their 3rd year). This test/survey can be found as appendix 4.

3.1 Survey with pupils before trying CLIL approach

As I have already mentioned, during the first English lesson I gave my pupils an English test including a survey. The aim of the test was to have the information of childrens' English level. Although as I have realized further on, it is hard to prepare such test for assesing their level of English. Still, it was useful to see the way they are answering and I was able to see their relationship towards the English. The survey consisted of three questions (written in Czech) and children were answering in their mother tongue. I will try to summarize each part.

3.1.1 What do children like the most about their English lessons?

After reading pupils' answers for this question, I realized that it was hard for them to give the proper answer. Giving pupils exact options – reformulating this question into a multi choice type question would be more appropriate. This is because most children did not clearly understand the question and therefore answered something totally different. For example they wrote which subjects they like, not mentioning anything about their English lessons (or they just made a statement whether they do or do not like English lessons). Although that is also a good information because we get to know the way they think, understand.

From the appropriate answers about the factors which they do like during their English lessons, the most popular respond was vocabulary. Surprisingly it received the same amount of supporters as by the question of what they do not like during an English lesson. Other factors which were mentioned as the positives of English lessons were: songs, rhymes, parts of the body, animals, games and reading.

From their responses it is clear that pupils definitely do not like writing tests – this was the most common answer. As I have already wrote some children do not like learning vocabulary. Other unpopular activities are dictations or writing tasks.

All together I received 20 answers and I find appropriate to give an example of some of them. All answers in the original Czech version can be found as appendix 5.

- *I do not like any subject, except art classes and physical education.*
- *During English classes I like the most when we say rhymes or sing songs.*
- *I like English lessons. I like parts of the body and I don't like parts of the house.*

- *I like discussions and the topic “animals”. I do not like writing, vocabulary revision.*
- *I like games. I do not know what I do not like.*
- *I do not know what I like. I do not like dictation, writing vocabulary.*
- *I like English lessons because I like English.*
- *I like animals, everything. There is anything what I do not like.*
- *Good is reading, tests are worst.*

3.1.2 Have children ever experienced the CLIL approach?

This question was probably most surprising for children as they were not really able to understand what is it meant by that question. One of the answers was "yes, when instead of English we had something else" – I classified this response as inapplicable as here, the child clearly did not know what I meant.

I expected that children will answer that they did not experience that. This is also what the result was as 20 pupils out of 21 said that no I have not experienced having English during a different subject. None of them have ever heard or experienced CLIL method.

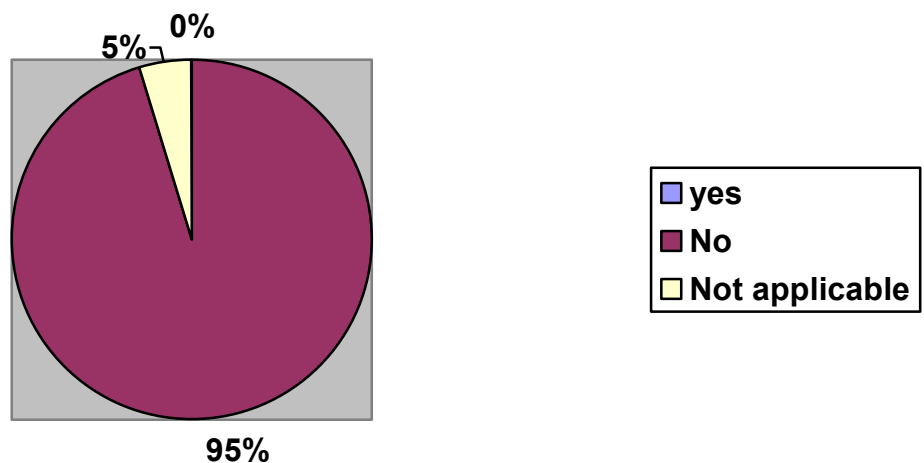


Figure 10: Have children ever experienced the CLIL approach?

3.1 3 What would children think or how would they react if their teacher started speaking in English during a non-language subject.

These answers were sometimes very entertaining to read. It is very easy to see, that pupils cannot even imagine something like that (one of the answers was actually: "*I do not understand. I want English during English lessons.*").

I have tried to divide those answers for the negative, positive and neutral attitude towards the CLIL method. It turns out that there is three times more children who think it is not a good idea. Some of them were not sure and only three children answered in a positive way. With this disposition it was for me perfect to start my CLIL research during the teaching training and after, in the end of the teaching training, to ask a similar question. Below can be find the most interesting answers and the table with generalized results. The original answers are in appendix 6.

- *It would be terrible.*
- *Probably, I would be frightened or I would not understand it.*
- *It would be better for me, because I would get to learn more English.*
- *It would be strange, I think that I would not understand her.*
- *Weird. I want English just on English lessons.*
- *It would be ok. Maybe I would understand if she translated if we would not understand her.*
- *Shocking. It would be better during English lessons.*
- *I would not really like it.*
- *Weird, uncommon.*
- *I do not know.*
- *It would be awful, especially during physical education.*

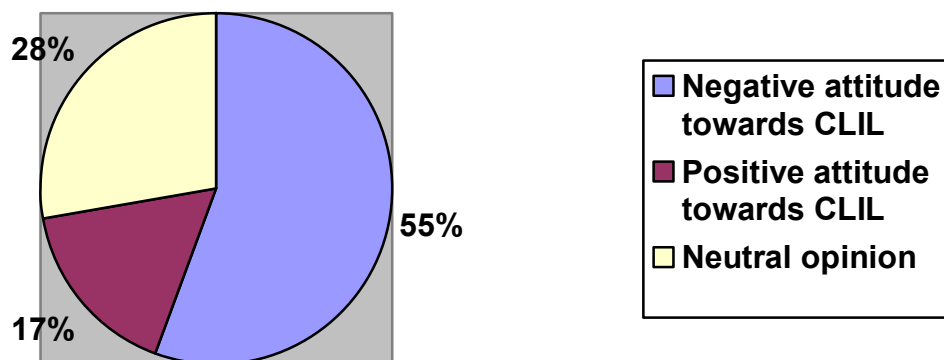


Figure 11: What would children think or how would they react if their teacher started speaking in English during a non-language subject.

3.2 Survey with pupils after using CLIL with them during my teaching practice.

After my teaching practice during the last English lesson, I gave my pupils a question; whether they liked it when we had some English activities during the various subjects. The survey was anonymous, so they could honestly write their opinion. Nearly the whole class enjoyed having the CLIL approach during their lessons. Although I have not been using too much of it – I used so called CLIL showers (description in the theoretical part of my study). These activities were sometimes just few minutes long and children already enjoyed that. Again I decided to show some of the most interesting answers, the rest in original Czech version can be found as appendix 7. Below is also the graph with summarized results.

- *It was nice and interesting and you were very kind.*
- *I liked that a lot, it was great! I like that you know English so well! ☺*
- *I liked it, but it was weird.*
- *I did not really like English during different subjects.*
- *I did not like it, because I am used in Czech.*
- *Great. I liked it.*
- *Everything was great. Goody. Entertaining.*

- *I generally liked it and once would like to repeat it. It was very interesting and fruitful. I liked for instance when we were divided into groups and our task was to find out what are we supposed to do.*
- *It was entertaining. I enjoyed looking for papers during art class and then drawing a primrose.*
- *It was super entertaining. I enjoyed everything.*
- *It was good because we have learned a lot. I am glad that you have been teaching me.*

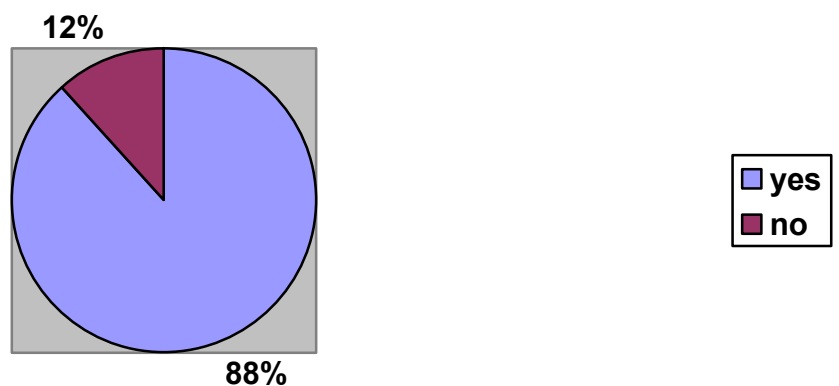


Figure 12: How did children like CLIL approach

3.3 Examples of CLIL which I used during my teaching practice

I am going to present some examples of the CLIL approach which I have used during my teaching practice. I have not used CLIL during the whole teaching practice as in the beginning I was not familiarized with pupils' English level and generally with their learning style. The type of CLIL used by me during lessons were mostly short language showers. I dedicated one of the lessons to be whole in the CLIL approach (art lesson, example below).

Mathematic lesson

Date: 10.3.2010

Theme: Rounding numbers up to 1 000

- There is an empty box on the blackboard and pupils have to copy it into their notebooks. There are no numbers yet. These numbers are dictated by me in English and children need to fill up the table. Afterwards we check right results and follow up with the mathematic task.

Zaokrouhli	Na tisíce	Na desetitisíce	Na statisíce	Na miliony
6 543 821				
7 876 654				
1 234 687				
667 321				

This was an easy activity for children and they completed the task without any difficulties. Numbers were dictated separately and there can be variations according to numbers which children already learned.

Czech language

Date: 10.3.2010

Theme: „Vzor hrad a pán“ – revision

- There are few words written in English on the blackboard. Children's task is to find out what they have in common. After translating them into Czech language, they should discover that their declination type is „hrad“.

- An island
- Life
- House
- Time
- Word
- Poster

Although it took children a little bit of time till they realized what to do with those words, they I did not need any hint as they managed this task by themselves.

Reading

Date: 10.3.2010

Theme: Daidalos and Ikaros – legend

- In the second part of the lesson, after reading the story in Czech and talking about it, pupils have to roleplay the story (they are divided into groups of four). Their task while performing is to use at least a little bit of English while performing (words, sentences, anything what could be connected into the story).

Even though it was enough to use just few words – it looked from the outside as an easy task, children had to be focused on choosing appropriate words and it was nice to see how are they cooperating with each other for the purpose of making their performance the best.

Art

Date: 12.3.2010

Theme: Easter

- Before the lesson I will hide a few little papers in the class. Papers are in colours (each colour represents one group). There is a task written on every paper.
- For the begining of the lesson we will have a small discussion about Easter – whether they know any traditions, etc...Afterwards I tell them about celebrating Easter in English speaking countries – about the tradition of Easter egg .
- As I mention the egg hunt, I will tell them further on that we are going to do something similar.
- First, I divide them into groups and tell each group in wich coulour their papers with tasks are. The papers represent easter eggs.
- When they start their „easter paper hunt“ they need to find their papers and start doing what is written on them. Those tasks are written in English and children are allowed to use English dictionaries which are already prepared in the classroom. If

they won't be able to find out what their task is, they can ask me. But first, they need to try with dictionaries.

- The tasks written on those papers are for instance: „Draw a beautiful Easter egg, make a smiling Easter rabbit, etc.)
- They can choose any art form/method to make what is written on their papers.
- In the end of the lesson, we read all tasks and look at their creations.

Pictures from this lessons are attached as appendix 8.

Mathematic lesson

Date: 16.3.2010

Theme: multiplication with zero

- During the lesson we will play Bingo game in English.
- Each child receives a card, with 4x4 empty boxes, they have 3minutes to fill them up with numbers 1-50.

1			
13	8		

- The teacher prepares various exercises, according to the theme of the lesson, from which the result gives number range 1-50.
- If the result of an exercise is the same number as they have in their box, they can cross it out.
- Winner is the first person who managed to cross all numbers in a row.

This activity is very universal and can be used nearly at any mathematic lesson. It is also popular among children who enjoy it both in Czech or English language.

Music

Date: 17.3.2010

Theme: musical instruments

- Towards the end of the lesson we list some musical instruments in English language and then I am going to play for children a story of little clarinet "A musical masterpiece" on the internet (www.youtube.com).

It was done in the classroom with an interactive board with the internet connection, therefore it was easy to play the video.

Examples of CLIL usage during my teaching practise in Daskabat school (22.3-9.4.2010)

Science

Date: 24.3.2010

Theme: Reptails

- During the lesson I asked children whether they are able to translat these words into English:
 - Ještěrka
 - Had
 - Želva

- if they do not know the answer, I help them. And then we will listen together to a song from the internet, entiteled "Rockin' reptails" (www.youtube.com).

Children enjoyed especialy the song and we played it again during the break as they wanted to listen to it again.

Czech language

Date: 25.3.2010

Theme: Word classes

On the blackboard is written:

- Karl and Peter drink coke.
- None of them had glasses.
- They did not want to drink water, because it was not their.

Children are supposed to translate those sentences into Czech language and afterwards determine word classes.

It did not take them long time to complete this task correctly.

Reading (on the Czech language class)

Date: 26.3.2010

Theme: practising reading

In the beginning of a lesson, I play a short story " Sesame Street: Martians Discover a Book" from the internet (www.youtube.com).

This story was very entertaining for children and it was a very good activity for acquiring English, as there were easy words repeated few times in a funny and humorous way for children.

Music

Date: 30.3.2010

Theme: tunes

We begin the class with a song from the internet "In the Jungle " (www.youtube.com) and then continue with the theme of the lesson in Czech language. Afterwards, towards the end of the lesson, each child receives a special table with information about composers, but where some facts are missing. For instance they have a name of a composer, but don't know when he was born. They need to find a person with that information. See appendix 13.

4 EXAMPLES OF CLIL LESSONS OR ACTIVITIES

During the English introduction of new activity, teacher should use gesticulation and face expression, so it is easier for children to understand what are they supposed to do.

Physical Education

In the beginning we can ask children whether they like magic. If so, then we tell them about the magic which can change the "tělesná výchova" into a P.E. (physical education). We do that with a click of our fingers. Then we tell them that from this point of a lesson we speak just in English! Teacher asks them to stand in one line in front of him – this can be translated or said directly in the Czech language, according to childrens' level of English. (Baládová, 2007).

For the "busy section" of P.E. we can introduce games as:

- Animal running - we give them instructions to run like a: horse, frog, dog, elephant, eagle, fly, snake, etc...(Baládová, 2007).
- Ball game - teacher can divide them into two groups (depends on the amount of pupils). They need to stand behind each other (in each group) and teacher gives every child a number. That is how pairs are created (according to given numbers). Teacher places a ball in the middle of a gym. Then calls a certain number (in English) and who has got the number, runs to get the ball and throw it to his group. That is how to win a point.

For the stretching section of P.E. we can do following:

- We tell children to imagine that we walk from the Czech Republic to England (I repeat walk, walk - and show the movement). Then I say in Czech "Ohh no! England is too far, we need to fly there" (we perform the movement of flying with hands, symbolizing planes) and teacher repeats words fly, fly fly like a plane) and then shouts jump - that is a symbol of landing. And children jump.
- Then the teachers tell children that it is their first day in England and they need to look around - children should turn heads around to see to the left, to the right, up and

down (teacher shows how to do that and can translate into Czech, but then repeats the sentence "Look around to the left, to the right, up and down").

- "The weather changes" and teacher says: "Ohh the weather is not so good, look at the clouds! " Here, children should do the movement with whole body to look for the clouds. Certain parts can be translated from Czech to English, it depends on childrens' level of English.
- The clouds are still there and we want to chase them away - we move with wrists, then we do the movement with elbows and whole arms (here we can say with children : "go away, go away clouds!")
- Finally there is the Sun! We walk in the circle on our tip toes, with raised hands trying to touch the Sun. Children can shout the word "Sun, Sun, Sun!"
- We all got tired from that so we decide to sit down with stretched legs. We can not even sit, because we are do tired, therefore children try to touch their feet with hands - it should look like they are falling asleep while sitting.

We finish this part of a lesson complimenting the children (in English: well done, good job, etc..).

For the main part of the P.E. lesson we can divide children into pairs and each pair gets a basketball ball. The aim of this lesson is to practise catching. First the teacher shows the right technique and children threw the ball on the "Ready, steady, go" command. While throwing the ball, they need to count loudly how many times they managed to pitch successfully. If the ball falls, they need to start again. After certain time, we stop and each pair says the highest number of how many times they throw the ball which was done without interruption of unsuccessful catches.

For the end of the lesson - the ending part, when children need to calm down, we teach them the game "how the grass grows". It is a competition and children start in a lying position. The goal is to stand up the latest. But they need to be in a constant movement. For this game we all say a poem (previously taught on English lesson) "Spring".

Spring

Spring, spring is coming soon,
Grass is green and flowers bloom,
Birds returning from the south,
Bees are buzzing all about,
Leaves are budding everywhere,
Spring, spring is finally here!

(Spring, Almost, 2011, online).

And then everyone starts growing as a grass.

For the very end, we thank children for the lesson and say what they did well, etc... That can be done in Czech language, but some English words can be again added.

Mathematic lesson - ideas for activities

For the beginning of any mathematic lesson with a special song (it does not necessary has to be connected with the main topic of a lesson, can be basically any math song which can create a nice atmosphere before counting). Examples can be found as appendix

Game “bingo“

- example in activities from my teaching practise

Counting competition

- each child receives a table with mathematic exercises (it depends on the level, on the topic what children are currently learning). For instance if they are learning multiplication 1-20, they can get this math table:

10 + 9	=	
12 - 3	=	
16 - 8	=	
8 + 9	=	
11 + 1	=	

It is a competition and first three children who have the right results get to read them loudly, but correctly in English. The rest of class is checking results.

Math vocabulary

- there can be certain vocabulary introduced for all math lessons (or for those "special ones while CLIL is used). Instead words as: "sčítání, odčítání, násobení, dělení" they are advised to use: addition, subtraction, multiplication, division.

This can be done with any subject, any topic any area of vocabulary. Although, it should be something what is used often, as it is easier for remembering and a proper usage.

Game "rocks"

- divide children into 3 groups. They will be standing behind each other in each group. It is a competition. On the blackboard are round circles (symbolizing rocks), each one is for one group.



Teacher says an exercise (in English) and who knows the result, needs to write it into his groups' "rock". To win the point, not only it has to be written correctly, but it needs to be red in English.

CONCLUSION

In the beginning, when I started writing my diploma project I did not know so much about the innovative methods, especially about the CLIL approach. I knew only the basic facts. My purpose was to explore and to introduce the method of CLIL and of teaching young learners. I was interested in it, because I thought that CLIL is a really good idea to be introduced even into young learners classes.

In the middle of writing my thesis, I understood that CLIL is more complicated than it looks from the outside. That occurred to me especially while trying to use this method during my teaching practice as it was hard not only to prepare adequate activities but also to motivate children into accepting English during different non-language subjects. The questionnaires handed out among teachers which I have collected helped me to understand how CLIL can be helpful or unusable.

According to the survey, most teachers are not familiar with this approach and do not use it. According to them CLIL can have a negative influence on the education process (as it can slow down other subjects). Because of this I assume that Czech schools are not fully prepared for this method, although they are heading in the right direction.

Other reasons why I claim that Czech schools are not prepared for CLIL method is because there is a shortage of well-trained teachers who have reached a reasonable level of communication in a foreign language and who are also enough motivated to prepare such lessons.

Despite the facts mentioned above, I am still pro-CLIL but in a modified version. After all the information I have collected I would introduce CLIL only during certain subjects – for instance: arts, physical education, music and maybe some others. But I would not introduce CLIL into a mother tongue lesson or mathematics. I would advise that English would be used sometimes, as a motivation or as a variation. Later on, when children become older, maybe already on the second level of primary education, I would introduce more English into their lessons, but still I would not lead all of them just in English language. For this purpose there are special language schools which are mostly on the level of high schools or on the primary level.

It is important to show children that English is not only a subject, but it is going to be a medium for communication in today's modern world. That is why it really is crucial to introduce a foreign language during non-language activities, so children realize that English has a real purpose and learning is not only for getting good marks.

To conclude, CLIL is an innovative method and I assume that there are going to be many researches concerning this approach and other new ways of teaching. I do believe that in the future English lessons will become more sophisticated and appropriate to our children. Unfortunately, nowadays, only 27% of Czech population is able to communicate in a foreign language (Zajímavosti, 2011, online).

My wish is that the education of a foreign language at our schools will result in a successful communication in English of every Czech person.

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Appendix 1:

Core CLIL features focused on during week one in primary school (Mehisto, Marsh, Frigols, 2008, p.45)

Multiple focus

- *language learning in non-language classes*
- *content learning in language classes*
- *integrating several subjects*
- *cross-curricular themes/projects*
- *reflection on the learning process using routine activities*

Safe and enriching environment

- *using routine activities*
- *displaying language and content*
- *building student confidence*
- *using learning centres*
- *accessing authentic materials/environments*
- *student awareness of and growth in language*

Authenticity

- *students indicating language needs*
- *accommodating student interests*
- *connecting learning and the students' lives*
- *connecting with speakers of the CLIL language*
- *using current materials*

Active learning

- *students communicating more than the teacher*
- *students help set learning outcomes*
- *students evaluate progress in meeting learning outcomes*
- *favouring peer co-operative work*
- *negotiating meaning*
- *teachers acting as facilitators*

Scaffolding

- *building on student's existing knowledge, skills, attitudes, interests and experience*
- *repackaging information in user-friendly ways*
- *responding to different learning styles*
- *fostering creative and critical thinking*
- *challenging students to take another step forward*

Co-operation

- *planning lessons in co-operation with CLIL and non-CLIL teachers*
- *involving parents*
- *involving the local community and authorities*

Appendix 2:

Guiding principles focus on during week one (Mehisto, Marsh, Frigols, 2008, p.46)

Cognition

- *content, language and learning skills outcomes are articulated in co-operation with students*
- *learning builds on a student's existing knowledge, skills, attitudes, interests and experience*
- *students analyse achievement on learning outcomes independently, with other students and with teacher, and work to set new outcomes*
- *student can synthesize, evaluate and apply knowledge and skills acquired in several subjects*

Community

- *students feel that being members of a learning community is enriching*
- *students have the self-confidence and skills to work within a group and the local community, balancing personal interests with those of others*
- *parents, teachers and students are partners in education*
- *students can define their role within the classroom, the local context and the global context*

Content

- *content is clearly linked to the community within and outside the classroom*
- *students apply new content and develop related skills through experiential activities*
- *content is substantive without being overwhelming*
- *content from various subjects is integrated*
- *cultural content is integrated into all subjects*

Communication

- *students actively use the right to participate in activities and communication, in the classroom and in the community*
- *desk placement, displays on classroom walls and other available resources support learning and communication*
- *students and teachers co-construct and negotiate meaning*
- *language/communication skills are developed in all subjects*

Appendix 3:

My class from teaching practise



Taken from official website of Tererova school
(http://www.zsterera.com/index.php?option=com_content&view=article&id=17:5-b&catid=14:tridy-na-zs-tererovo-nam&Itemid=15)



Appendix 4:

Survey with pupils before trying CLIL approach

Date:

What is your name?

How old are you?

Write something about yourself (napiš něco o sobě):

Fill the gaps (doplň)

Jane in Olomouc. She icecream. Jane has got She is fat and

Her brother's is Patric. Patric is 10.....old. Hisare football, hockey and

swimming.

Write in English (napiš v angličtině):

17

22

3

9

11

13

Translate (přelož):

Jsi chlapec?

Jeho.....

Dnes.....

Silný.....

Město.....

Jdi pryč.....

Write at least 6 parts of human body (napiš alespoň 6 částí lidského těla):

Write at least 6 colours (napiš alespoň 6 barev):

Write the most interesting words you have learned (napiš nejzajímavější slovíčka, která ses dosud naučil):

Tuto část vyplni v českém jazyce

Napiš (v češtině) jak se ti líbí hodiny angličtiny, co máš nejraději a naopak co se ti nelíbí

Setkal ses s anglickým jazykem i na jiných předmětech (v matematice, přírodovědě, atd...)?

Kdyby na tebe začala paní učitelka mluvit anglicky například v hodinách tělocviku, jaké by to bylo? Napiš klady nebo zápory.

To je vše, děkuji Ti za vyplnění testu ☺

Appendix 5:

Childrens' responses for the question: "What do you like the most about your English lessons? "

Children made some grammar mistakes even while writing in Czech language. All answers are exactly what they wrote (together with those mistakes).

- Dobrý je čtení těší jsou testy.
- Vše je super, slovíčka mi jdou dobře.
- Líbí zvířata, všechno. Nelíbí nic
- Nelíbí se mi pořád se učit nové slovíčka
- Líbí semi nelíbí semi když píšeme test
- Good. I like dog.
- Hodiny angličtiny jsou dobré.
- Hodiny angličtiny mám rád, protože jí mám rád.
- Nevím. Nelíbilo diktáty, psaní vocabulari.
- Líbí: hry. Nelíbí: nevím.
- Mám rád: rozhovory a téma zvířata. Nelíbilo: psaní slovíček.
- Mám moc ráda hodiny angličtiny, ráda se učím nová slovíčka, ale naopak nesnáším když mi něco nejde!
- -
- Angličtinu mám ráda a líbí se mi části těla, ale nelíbí se mi části domu.
- Trochu. Mám rád přírodovědu, ale trochu nemám rád zeměpis.
- Líbí se mi, nejraději mám tělocvik, nemám rád přírodovědu.
- Líbí se mi učit se nová slovíčka. Nelíbí se mi psát testy.
- Líbí se mi hodiny angličtiny. Nelíbí se mi nic.
- Nejraději mám v angličtině když říkáme básničky, nebo když spíváme písničky.
- Mám ráda paní učitelku a nemám ráda testy.
- Nemám ráda skoro žádný předmět, jenom výtvarku, tělocvik.

Appendix 6:

Childrens' responses for the question: "If your teacher would start speaking in English for instance during physical education, what do you think it would be like? Please, write positives and negatives."

Children made some grammar mistakes even while writing in Czech language. All answers are exactly what they wrote (together with those mistakes).

- Bylo by to strašné.
- Asi bych se lekla nebo bych tomu nerozuměla.
- Bylo by to pro mě dobré protože bych se víc naučila mluvit anglicky.
- Bylo by to divné. Trochu bich jí rozuměla.
- Bylo by to divné. Asi bych ji nerozuměla.
- Divné, chci mít angličtinu jenom v hodinách angličtiny.
- Nerozuměl bych.
- Dobré.
- Možná bych jí i rozuměla. Bylo by to fajn kdybi nám to i překládala kdyžby jsme nerozuměli.
- Šokující. Lepší by to bylo v hodinách AJ.
- Moc by se mi to nelíbilo.
- Divné, nezviklé.
- Nevím.
- Nevím.
- -
- -
- Moc by semi to nelíbylo.
- Bylo by to hrozné hlavně v TV.
- Nerozumím. Chci mít angličtinu v angličtině.
- Nevím, nejspíš by to bylo divné!!
- -

Appendix 7:

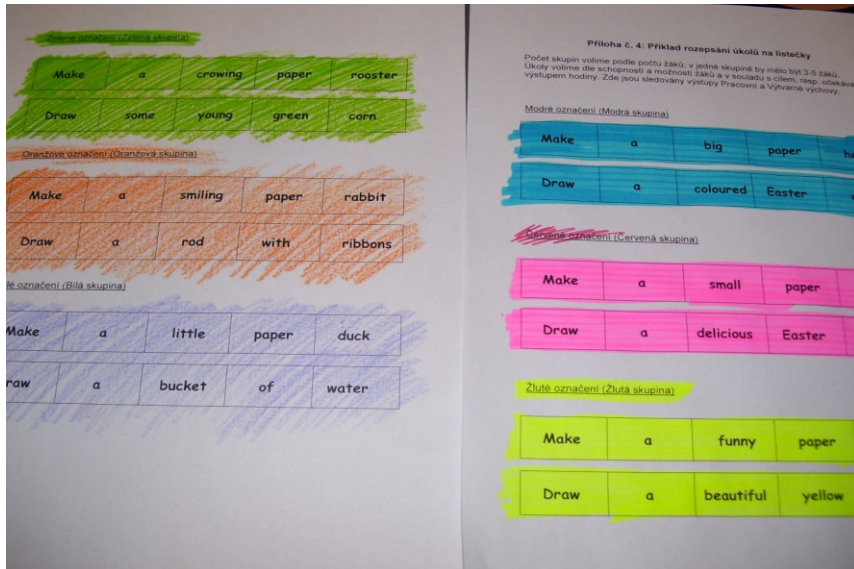
Survey with pupils after my teaching practise – their evaluation of the CLIL approach

- Bylo to dobré!!! Líbili se mi všechny předměty.
- Bylo to pěkné a zajímavé a byla jste hrozně hodná. 😊 OK 😊
- Bylo to dobré protože jsme se hodně poučili. Jsem rád že jste mě učila Vláďa 😊 😊
- Bylo to zajímavé.
- Bylo to super zábavné. Líbylo se mi všechno.
- Bylo to zábavné. Líbilo se mi hledání papírků v pracovních činnostech a potom kreslení petrklíče.
- Bylo to fajn. Byla jste hodná. Naschledanou!
- Docela se mi to líbilo jednou bych si to docela ráda zopakovala. Bylo to hodně zajímavé a přínosné. Líbilo se mi na příklad to jak jsme byly rozděleni do skupinek a měly jsme zjistit co máme vlastně dělat.
- Všechno bylo výborný fajn zábavný výborný.
- Fajn líbilo. Bylo to supr moc se mi to líbilo nejoblíbenější předmět: český jazyk.
- Nelíbilo se mi to, protože jsem zvyklá v češtině.
- Angličtina v jiných předmětech se mi moc nelíbila.
- Jen někdy ale bylo to jinak fajn.
- Líbilo se mi to ale bylo to divný.
- Moc se mi to líbilo, bylo to bezva! Líbí semí jak umíte dobře anglicky! 😊
- Bylo to výborné moc se mi to líbylo.

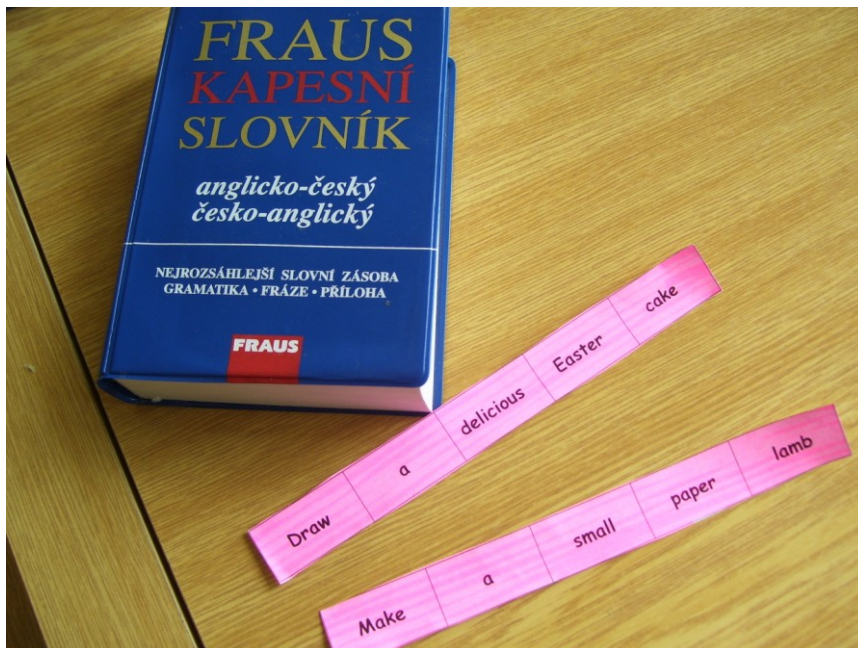
Appendix 8:

Pictures from the art lesson, looking for papers with English instructions and working on various creations.

Prepared papers with English instructions (for instance draw a bucket of water).



There were dictionaries prepared to work with and to figure out what is written on certain paper.



The "Easter search" for hidden papers with instructions.



Work with dictionary to find out what they are supposed to create.



Team work.



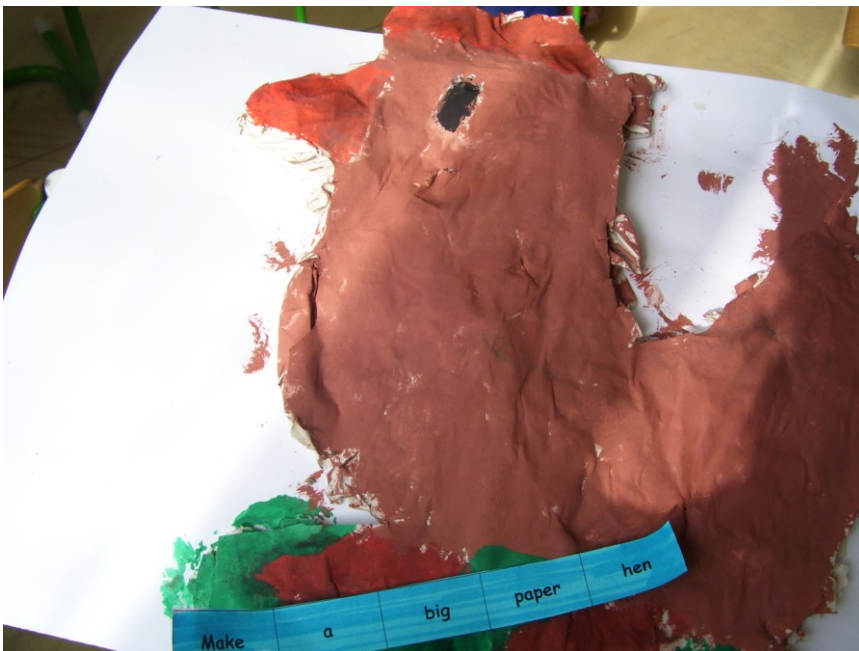
Creating...



Creating...



Work accomplished.



Appendix 9:

Survey, 7th March 2010

V Třinci 7.března 2010

Vážená paní/Vážený pane učiteli,

jsem studentkou 4.ročníku učitelství pro 1.stupeň základních škol a anglického jazyka pro 1.stupeň základních škol Univerzity Palackého v Olomouci. Jelikož píšu magisterskou práci na téma výuky cizích jazyků na základních školách, dovoluji si Vás požádat o vyplnění krátkého dotazníku. Cením si Vaší pomoci a času, který mi věnujete.

Děkuji,

Natálie Skwarlová

1) Popište prosím metody výuky angličtiny ve Vaší třídě (jaké používáte knížky, jaká je jazyková úroveň dětí, atd.):

2) Říká Vám něco zkratka CLIL? Jestli ano, co pod tím pojmem rozumíte?

3) Setkali jste se (nebo praktikujete) výuku angličtiny i v jiných předmětech (například v hodinách tělesné výchovy?)

4) Myslíte si, že cizí jazyk by se měl vyučovat i v jiných předmětech – nebo by výuka angličtiny měla probíhat jen v jejích hodinách?

5) Jaké přínosy by takové (angličtina napříč předměty) vyučování pro žáky mělo? Nebo by to byl spíše negativní vliv? Prosím, popište:

6) Máte na škole interaktivní tabuli? Jestli ano, použili jste ji již během výuky angličtiny? Popište klady, zápory:

7) Spolupracuje Vaše škola s nějakou zahraniční školou? Jestli ano, popište prosím jak (výměnné pobyty dětí, komunikace s anglickými žáky, atd..) :

8) Která metoda by podle Vás byla pro žáky nejpřínosnější (angličtina napříč předměty, interaktivní tabule, spolupráce se zahraničními školami, jiné)?

9) Je něco, co můžete k způsobu výuky angličtiny na základních školách dodat (co chybí, jak by se podle Vás měla angličtina vyučovat, atd...) ?

*Ještě jednou Vám děkuji za Vaši spolupráci,
Natálie Skwarlová*

**Appendix 10:
Survey, 1st October 2010**

V Třinci 1.října 2010

Vážená paní/Vážený pane učiteli,

jsem studentkou 5.ročníku učitelství pro 1.stupeň základních škol a anglického jazyka pro 1.stupeň základních škol Univerzity Palackého v Olomouci. Jelikož píšu magisterskou práci na téma výuky cizích jazyků na základních školách, dovoluji si Vás požádat o vyplnění krátkého dotazníku. Tento dotazník je zcela anonymní a všechny Vaše odpovědi budou považovány za důvěrné a nebudou zneužity. Pokud si nebudete vědět rady s nějakou otázkou, prosím pokračujte s následující. Cením si Vaší pomoci a času, který mi věnujete.

Předem Vám za Vaši spolupráci děkuji.

*Natálie Skwarlová
Katedra anglického jazyka, PdF UP Olomouc
Kontakt: natka.s@centrum.cz*

1) Pohlaví:

- a) muž
- b) žena

2) Věk

- a) 20 – 30 let
- b) 30 – 40 let
- c) 40 – 50 let
- d) 50 – 60 let
- e) 60 let a víc

3) Kterým rokem pracujete na základní škole?

- a) 1 – 5
- b) 6 – 10
- c) 10 – 15
- d) 15 – 20
- e) 20 a více

4) Kterým rokem vyučujete anglický jazyk?

- a) 1 - 5
- b) 6 - 10
- c) 10 - 15
- d) 15 - 20
- e) 20 - více

5) Máte na cizí jazyk, který vyučujete aprobaci?

- a) ano
- b) ne

6) Popište prosím krátce styl Vaší výuky (np. používáte knížky? Hledáte nějaká cvičení na internetu nebo máte i nějaké jiné zdroje?)

7) Slyšel/a jste někdy zkratku CLIL?

a) ano

b) ne

8) Jestli byla Vaše odpověď na předchozí otázku ano, napište prosím, co pod tím pojmem rozumíte. Zmiňte také, kde jste se s tímto pojmem poprvé setkala.

9) Setkala jste se nebo praktikujete výuku nejazykových předmětů pomocí cizího jazyka? Prosím popište:

10) Jaké přínosy by takové (angličtina napříč předměty) vyučování pro žáky mělo? Nebo by to byl spíše negativní vliv? Prosím, popište:

11) Máte na škole interaktivní tabuli? Jestli ano, použili jste ji již během výuky angličtiny? Popište klady, zápory:

12) Spolupracuje Vaše škola s nějakou zahraniční školou? Jestli ano, popište prosím jak (výměnné pobyty dětí, komunikace s anglickými žáky, atd..) :

13) Jak se podle Vás může výuka angličtiny na školách zlepšit?

*Ještě jednou Vám děkuji za Vaši spolupráci,
Natálie Skwarlová*

Appendix 11:

Final version of teacher's survey, 18.2.2011

V Třinci 18.února 2011

Vážená paní učitelko, Vážený pane učiteli,

jsem studentkou 5. ročníku učitelství pro 1. stupeň základních škol a anglického jazyka pro 1. stupeň základních škol Univerzity Palackého v Olomouci. Jelikož píšu magisterskou práci na téma výuky cizích jazyků na základních školách, dovoluji si Vás požádat o vyplnění krátkého dotazníku. Tento dotazník je zcela anonymní a všechny Vaše odpovědi budou považovány za důvěrné a nebudou zneužity. Pokud si nebudete vědět rady s nějakou otázkou, prosím pokračujte s následující. Cení si Vaší pomoci a času, který mi věnujete.

Předem Vám za Vaši spolupráci děkuji.

*Natálie Skwarlová
Katedra anglického jazyka, PdF UP Olomouc
natka.s@centrum.cz*

1) Kterým rokem pracujete na základní škole?

- a) 1 – 5
- b) 6 – 10
- c) 10 – 15
- d) 15 – 20
- e) 20 a více

2) Víte, co znamená zkratka CLIL?

- a) ano
- b) ne

3) Jestli byla Vaše odpověď na předchozí otázku ano,

A. napište prosím, co pod tím pojmem rozumíte

B. kde jste se s tímto pojmem poprvé setkala? Vyberte z možností:

- a) během Vašeho studia
- b) v novinách, televizi, rádiu
- c) na internetu
- d) během pracovního školení
- e) jiná možnost (prosím uveďte pokud možno kde):

Pokud nevíte, co CLIL znamená, můžete si přečíst krátké vysvětlení:

CLIL - Content and Language Integrated Learning - je metoda integrace obsahového a jazykového vzdělávání. Záměrem je vyučovat vybraný nejazykový předmět (například matematiku nebo přírodovědu) prostřednictvím cizího jazyka.

4) Využíváte někdy tuto metodu výuky na 1.stupni ?

- a) ano
- b) ne
- c) nevím (prosím pokud možno popište)

Pokud jste uvedli možnost „ne”, chtěli byste si tento styl výuky vyzkoušet?

- a. ano
- b. ne

5) Domníváte se, že využití této metody je v současných podmínkách reálné?

- a) ano
- b) ne
- c) nevím

Pokud jste uvedli možnost „ne”, uveďte prosím své důvody (například nedostatek materiálů).

6) Metoda CLIL integruje obsahy nejazykových předmětů a výuku cizího jazyka (většinou angličtiny). Domníváte se, že výuka v těchto předmětech (například v matematice, vlastivědě, atd.) by mohla být tímto zpomalena, případně o něco ochuzena?

- a) ano
- b) ne
- c) nevím

7) Spolupracuje Vaše škola s nějakou zahraniční školou?

- a) ano
- b) ne

Pokud jste uvedli „ano”, vyberte prosím možnost jakým způsobem:

- a) výměnné pobyty žáků
- b) dopisování se zahraničními žáky
- c) školní projekty (pokud možno, prosím, popište)
- d) jiné (pokud možno, prosím, popište)

8) Jak se podle Vás může výuka angličtiny na školách zlepšit?

- a) lepší výukové materiály, pomůcky
- b) vývojem nových výukových metod (například CLIL)
- c) lepší ohodnocení učitelů
- d) lépe vyškolení učitelé
- e) zahraniční projekty
- f) jiné (pokud možno, prosím napište):

*Ještě jednou Vám děkuji za Vaši spolupráci,
Natálie Skwarlová*

Appendix 12:

Scale of a foreign language levels (Council of Europe Portal: Levels, 2011, online)

<i>Proficient User</i>	<i>C2</i>	<i>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</i>
	<i>C1</i>	<i>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</i>
<i>Independent User</i>	<i>B2</i>	<i>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</i>
	<i>B1</i>	<i>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</i>

<i>Basic User</i>	<i>A2</i>	<i>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</i>
	<i>A1</i>	<i>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</i>

Appendix 13:

Music lesson – fill gaps about composers

Name:	Johan Sebastian Bach
Born:	
Composition:	

Name:	
Born:	21.3.1685
Composition:	Easter Oratorio

Name:	Wolfgang Amadeus Mozart
Born:	
Composition:	

Name:	
Born:	27.1.1756
Composition:	Symphony 40

Name:	Ludwig van Bethoven
Born:	
Composition:	

Name:	
Born:	16.12.1970
Composition:	Opera Fidelio

Name:	Bedřich Smetana
Born:	
Composition:	

Name:	
Born:	2.3.1824
Composition:	Má Vlast (Vltava)

Name:	Antonín Dvořák
Born:	
Composition:	

Name:	
Born:	8.9.1841
Composition:	Slovanské tance

Appendix 14:

Teacher's survey, explanations why teachers think that using CLIL approach is not possible in today's schools.

- dle mého názoru je dostatečné včlenění kultur témat a zeměpis. témat do výuky cizího jazyka
- nedostatek aprobovaných učitelů cizích jazyků
- žáci v běžné základní škole nemají potřebnou slovní zásobu, dají se využívat jen dílčí slovíčka (což se samozřejmě děje), ale vést výuku v cizím jazyce je nereálné, některé děti mají problém pochopit učivo podané česky...
- náročná pro žáky, finanční motivace pro učitele
- nedostatek kvalitních učitelů
- jazyková úroveň dětí i má
- opravdu netuším – o této metodě slyším prvně, nikdy se mi do ruky nedostala žádná příručka, nic. Nevím, co vše to obnáší – a popravdě si nedovedu představit začlenění AJ do jiného předmětu (ve větší míře, samozřejmě) např. u svých třetáků, kteří tento rok s AJ začali :-). Každopádně zní to zajímavě :-)
- malá časová dotace
- učitelé ne-jazykových předmětů téměř nikdy neumějí cizí jazyk
- problémy dětí s vyjadřováním se ve svém rodném jazyce (nechtou, slabá slovní zásoba...)
- nedostatek speciálních pedagogů
- ně všichni učitelé umí dostatečně cizí jazyk
- nedostatek času

Appendix 15:

Examples of mathematic songs:

Ten silly monkeys

Here come those ten silly monkeys

You do what they do

(Repeat Each Verse)

1 2 3 4 5 6 7 8 9 10

Silly monkeys with their friends

Monkey one and monkey two

Monkeys do the hula hoop

Ee ee ah ah oo oo oo

Monkey three and monkey four

Monkeys skateboard to the store

Ee ee ah ah oo oo oo

Monkey five and monkey six

Monkeys jump a pogo stick

Ee ee ah ah oo oo oo

Monkey seven and monkey eight

Monkeys make a silly face

Ee ee ah ah oo oo oo

Monkey nine and monkey ten

Monkeys hug a monkey friend

Ee ee ah ah oo oo oo

1 2 3 4 5 6 7 8 9 10

Silly monkeys with their friends

Ee ee ah a oo oo oo

(Ten Silly Monkeys, 2011, online).

Boom boom boom!

Boom boom, we can count to twenty,

Boom boom, we can count to twenty,

Singing our numbers is fun to do,

Boom boom, we can count to twenty.

One, two, three, four, five, six, seven, eight,

Nine, ten, but that's not the end,

We've counted some now let's play the drum.

Boom boom, we can count to twenty,

Boom boom, we can count to twenty,

Singing our numbers is fun to do,

Boom boom, we can count to twenty.

After ten comes eleven, twelve, thirteen, fourteen, fifteen, sixteen,

Seventeen, eighteen, nineteen, twenty,

Now we're almost done so let's play the drum.

Boom boom, we can count to twenty,

Boom boom, we can count to twenty,

Singing our numbers is fun to do,

Boom boom, we can count to twenty.

(Boom boom boom!, 2011, online).

Appendix 16:

Lesson plan for 1st grade children

This lesson plan shows that English can be already used in childrens' first year, when they have not started with English yet and are not able to fully read or write in Czech language. The author of this whole lesson plan is Miloš Novotný and it was taken from *Cizí jazyky napříč předměty* (Baládová a kolektiv, 2007).

Subject:

Czech language

Class:

1.

Time:

10 – 15 minutes

Materials:

Work sheets, pen or pencil

Cross-curricular relations:

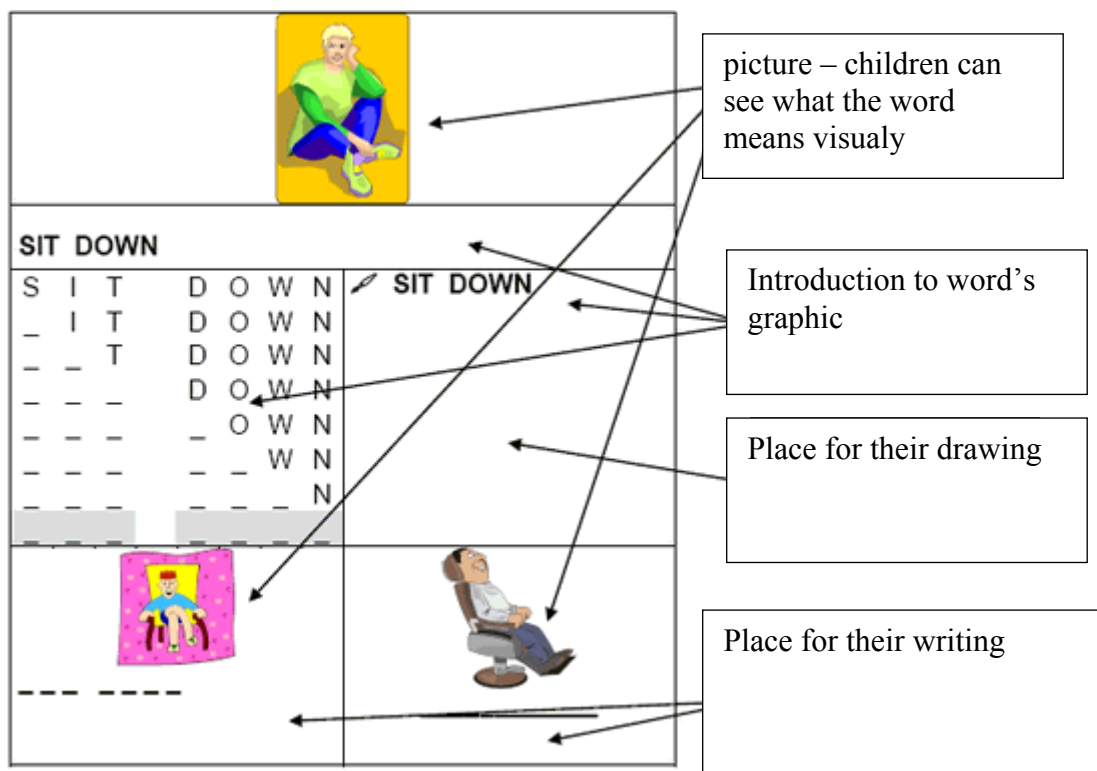
English language

Author:

Miloš Novotný

Goal:

- to use re-writing of capital letters for reading with understanding
- to integrate English language while teaching reading and writing and therefore prepare children for getting to know the language in their 3rd year
- to make children realize the difference between the written and spoken form
- to make children more confident in learning a foreign language



Before the lesson

- choose 20 verbs, which are mostly used at school (sit down, stand up, open, close, read, write, count, draw, listen).
- Make a working sheet (see appendix)

Instructions:

From the second term of a first year, children will work twice a week with two working sheets. We choose them according to letters which they have learned and so the verbs will be logically connected (open-close, read-write, start-stop).

First, we give each child a work sheet and ask them to guess (according to a picture) the meaning of a word. Then we will read the verb in the way it is written. We will explain to them, that in English the words are written in a different way than they are pronounced. Also we will stress, that some letters are pronounced in a different way that they are in Czech language (p, t, k, ch, ph, kn, th, ee, etc.). Afterwards we will read the verb in a proper English pronounciation.

Children will try to draw the meaning of the word and then to actually imitate the meaning (we can introduce the game pantomime).

The main part of the activity will be re-writing the words (first they are filling separate letters and in the end they re-write the whole word).

During next lessons, we always repeat those verbs which children already know, it is also a good idea to post them on a visible place in the class.

Ideas:

Children can make a notebook from all sheets with verbs – we can make that during an art lesson or we can ask in a bookstore (depends on the costs and school possibilities).

We can use the memorized verbs on different lessons, so children get used to them and they will become something natural while starting English lessons in their 3rd year.

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RÉSUMÉ

Diplomová práce pojednává o relativně novém způsobu výuky anglického jazyka na základních školách. Tato metoda je známá pod názvem CLIL (z anglického jazyka Content and Language Integrated Learning).

V teoretické části jsou specifikováni žáci mladšího školního věku – jejich způsob učení a chování. Jádrem mé práce je seznámení čtenáře s metodou CLIL – historie vzniku, typy a možnosti využití.

Hlavním bodem praktické části je výzkum mezi učiteli 1.stupně základních škol, který pojednává o jejich přístupu ke CLIL. V práci je také analýza průzkumu mezi žáky a návrhy aktivit pro vyučování pomocí metody CLIL.

ANOTACE

Jméno a příjmení:	Natalia Skwarlová
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2011
Název práce:	CLIL – inovační metoda ve výuce žáků mladšího školního věku
Název v angličtině:	CLIL – an innovative way in teaching young learners
Anotace práce:	Diplomová práce se zabývá použitím inovačních metod ve výuce anglického jazyka žáků prvního stupně základních škol. Práce je zaměřena na relativně novou metodu výuky – CLIL (Content and Language Integrated Learning), neboli výuka neязыkových předmětů pomocí angličtiny (případně jiného cizího jazyka). Cílem práce bylo specifikovat tuto metodu a v praktické části zjistit jestli je její využití reálné a jaký je přístup učitelů k této metodě.
Klíčová slova:	CLIL, inovační metody, anglický jazyk, mladší školní žáci, výuka
Anotace v angličtině:	My diploma thesis deals with the usage of innovative methods in teaching English to students on the primary level of education. The thesis is focused on relatively new method – CLIL (Content and Language Integrated Learning), in other words teaching of non-language subjects with the help of English (or different foreign language). The aim of the thesis was to specify this method, in the practical part to find out whether it is possible to use CLIL and what is teachers' attitude towards it.
Klíčová slova v angličtině:	CLIL, innovative ways, English language, young learners, education
Přílohy vázané v práci:	<p>Příloha č. 1 – Základní funkce CLIL během prvního týdne na základní škole</p> <p>Příloha č. 2 – Zásady zaměření během prvního týdne</p> <p>Příloha č. 3 – Moje třída ze školní praxe</p> <p>Příloha č. 4 – Dotazník se žáky před vyzkoušením CLIL</p> <p>Příloha č. 5 – Odpovědi dětí k otázce „Co mají nejvíce rády během hodin anglického jazyka“</p> <p>Příloha č. 6 - Odpovědi dětí k otázce „Kdyby na tebe učitelka začala mluvit anglicky například v hodinách tělesné výchovy, jaké myslíš by to bylo? Zdůvodni“</p> <p>Příloha č. 7 – Dotazník se žáky po mojí učitelské praxi – jejich evaluace metody CLIL</p> <p>Příloha č. 8 – Fotografie z hodiny výtvarné výchovy, hledání papírků s anglickými pokyny a práce na výtvorech</p> <p>Příloha č. 9 – Dotazník, 7.3.2010</p> <p>Příloha č. 10 – Dotazník, 1.10.2010</p> <p>Příloha č. 11 – Konečná verze dotazníku pro učitele, 18.2.2011</p> <p>Příloha č. 12 – Měřítka úrovně cizího jazyka</p> <p>Příloha č. 13 – tabulka pro doplnění názvů o skladatelích</p> <p>Příloha č. 14 – Dotazník pro učitelé, jejich vysvětlení proč CLIL není možné používat</p> <p>Příloha č. 15 – Příklady matematických písní</p> <p>Příloha č. 16 – Návrh hodiny pro 1. třídu</p> <p>Příloha č. 17 – Seznam tabulek a grafů</p>
Rozsah práce:	76s
Jazyk práce:	AJ

