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YOUNG LEARNERS AND CLIL AS A TEACHING METHOD
Diplomová práce

vedoucí práce: Mgr. Zuzana Bartsch Veselá, Ph.D.

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V Pardubicích

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vlastnoruční podpis

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ABSTRACT

This diploma thesis explores if using CLIL (Content and Language Integrated Learning) with young learners is suitable and possible inspite of students' minimum language knowledge. The work deals with using a relatively new method CLIL at the first grade of primary education. The main aim of this diploma thesis is to introduce CLIL method to the readers and to show how this teaching method is used. It also tries to find out if CLIL is appropriate method for teaching young learners in the Czech Republic and if the learners enjoy this approach.

INTRODUCTION

„Tell me and I forget, teach me and I may remember, involve me and I learn.“

(Benjamin Franklin)

The main aim of this diploma thesis is to introduce the CLIL method as a new teaching approach. CLIL method is one of the methods how to teach foreign language naturally and understandably to the pupils. CLIL stands for Content and Language Integrated Learning which means that language is taught in content subject and in language lesson content is learnt. For me as a future teacher, this topic is an object of my great interest. I fully support this approach and the main aim of this thesis is to introduce CLIL to the reader and familiarize him with its meaning, teaching methods, its history and the way the CLIL may be used with the young learners. At the beginning the work introduces a term „young learner“, furthermore it deals with a mental development of the young learner and the way the young learner learns mother tongue and foreign languages.

In the practical part I wanted to show how the CLIL is practised at one of the primary schools in Pardubice. The reader has a chance to read the young learners' opinion about this teaching method. The work offers the demonstrations from the real lessons and shows the result of the survey among primary schools in Pardubice. The survey should reveal if the schools in Pardubice are open to this new approach and support it at the lessons.

THEORETICAL PART

1 YOUNG LEARNERS

This chapter deals with a term „Young learner“, detailed description of certain age group of the young learner is presented here as well. The chapter explains how the young learners develop, what is the role of motivation and how they learn and acquire the mother tongue and foreign language. At the end of this chapter the reader should be able to recognize the young learner within other learners and be aware of his learning process.

1.1 Young learners definition

There are various views and definitions of the term „young learner“. Most of these definitions are focused on learning a foreign language. Harmer (2007) describes young learners as a very special learning group that learns differently in comparison with older children, adolescents and adults. He points out that they differ in these ways of learning:

1. „They respond to meaning even if they do not understand individual words.“ (Harmer, 2007)
2. „They often learn indirectly rather than directly (it means they take in information from everything around them rather than only focusing on the topic alone).“ (Harmer, 2007)
3. „Their understanding comes from what they can see and hear and, ideally, have a chance to touch and interact with.“ (Harmer, 2007)
4. „They find grammar rules difficult to grasp.“ (Harmer, 2007)
5. „They generally show an enthusiasm for learning.“ (Harmer, 2007)
6. „They are curious about the world that surrounds them.“ (Harmer, 2007)
7. „They are keen to talk about themselves and their families as a main topics in the classroom.“ (Harmer, 2007)
8. „They have limited attention span, they can get easily bored.“ (Harmer, 2007)

This opinion is shared by AnnaMaria Pinter (2006) who states that young learners are the group of pupils age five to eleven, in some cases even fourteen, generally they have a holistic approach to language, which means they understand meaningful messages but cannot analyse the language

yet. They have limited reading and writing skills even in their first language. In Pinter's (2006) opinion young learners have lower level of awareness about themselves as language learners as well as about the whole process of learning. That means that their teacher can easily motivate these learners as they enjoy fantasy, imagination and movements. To some point learning foreign language is fun for these children.

In comparison with AnnaMaria Pinter and Jeremy Harmer, Sarah Phillips brings slightly different definition of the young learners. According to her, the term „young learners“ means children from the first year of formal schooling to eleven or twelve years. She points out that more important is „how mature they are then how old they are“ (Phillips 1993, p. 6)

In my diploma thesis I work with young learners age six or seven and I would like to quote the characteristics of this age group by the authors Scott and Ytreberg (1990). It is easier to imagine these learners after reading these points:

1. „ They can talk about what they are doing.“ (Scott, Ytreberg 1990, p. 3)
2. „ They can plan the activities.“ (Scott, Ytreberg 1990, p. 3)
3. „ They can tell you about what they have done or heard.“ (Scott, Ytreberg 1990, p. 3)
4. „ They can argue for something and tell you why they think what they think.“
(Scott, Ytreberg 1990, p. 3)
5. „ They can use logical reasoning.“ (Scott, Ytreberg 1990, p. 3)
6. „ They can use their vivid imagination.“ (Scott, Ytreberg 1990, p. 3)
7. „ They can use a wide range of intonation patterns in their mother tongue.“
(Scott, Ytreberg 1990, p. 3)
8. „ They can understand direct human interaction.“ (Scott, Ytreberg 1990, p. 3)

Besides, they can understand situations they learn language skills even they do not know about them and they all need total physical response (TPR) while learning second language (Scott, Ytreberg 1990, p. 2-3). Shortly, TPR is a method of teaching a language in which students learn words and phrases by doing activities which are connected with what they are learning (TPR, 2016, online).

Also, young learners' attention and concentration span is very short and the teacher should takes this fact into account when teaching young learners (Scott, Ytreberg 1990, p. 3).

On the other hand, Sarah Phillips (1993) is concerned about the physical side, claiming that “children need to develop balance, spatial awareness” (Phillips 1993, p. 6) and use muscles in order to draw, write and dress themselves. She claims they also need to behave in the society, to become aware of themselves in relations to other and not to be aggressive. Phillips says about children that they need to „learn how to learn“ (Phillips 1993, p. 6). In connection to this statement the teachers should prepare children to use certain materials to gain information, to be able to acquire skills and independence so that they can continue in the process of learning onwards (Phillips 1993, p. 6).

1.2 Development of young learners

Teachers and parents like to compare and judge what their children can or cannot yet do or understand although children are all unique learners and go through certain stages of development. Despite of it, they also show some common characteristics with their peers (Pinter, 2006). When parents of similar-aged children talk together, they often find out that their children act similarly in a range of situation (Pinter 2006, p. 6).

Jean Piaget (1896-1980), one of the most famous child psychologists of all time, observed the children within the similar age group and set four universal stages of development that all children go through. It is useful for teachers to know these stages because teaching English to children means working with different age group and every group has different interests and needs.

The Piagetian stages are as follows:

1. “Sensory-motor stage (from birth to two years of age)” (Pinter 2006, p. 7)

This stage is characterized by the interaction of a child with the environment. He or she learns to manipulate with the objects around him or her.

2. “Pre-operational stage (from two to seven years of age)” (Pinter 2006, p. 7)

In this stage children are more dependent on perception and start to be more capable of logical thinking.

3. “Concrete operational stage (from seven to eleven years of age)” (Pinter 2006, p. 7)

When children become seven years old their “thinking begins to resemble „logical“ adult-like thinking” (Pinter 2006, p. 7) as a result of cognitive development. Also, children cannot yet generalize their understanding at this stage.

4. “Formal operational stage (from eleven years onwards)” (Pinter 2006, p. 7)

Children are able to think in terms that are more abstract. They develop logical operations such as deductive reasoning (Pinter 2006, p. 7).

According to Pinter (2006) it is worth to explore Piaget’s „thinking revolution“ in a bit more detail. Piaget claimed that children under age of seven are unable to think logically. Instead, they are egocentric, which means that they look at the world around them from their point of view and they find it difficult to accept someone else’s point of view.

Piaget final stage is formal operational stage at age of eleven, However it is reasonable to say that development does not stop at this age and continues well beyond Piaget’s last stage (Pinter, 2006).

Teachers of young learners have to be sensitive and open to the need and interests of various age group and continue to monitor their changing needs. This careful monitoring and feedback from children will help the teachers select suitable teaching material for every age group (Pinter, 2006, p. 10).

1.3 Motivation

Motivation plays very important role in language learning and is essential to success as we have to want to do something to succeed at it. Jeremy Harmer (2007) quotes two other authors Marion Williams and Robert Burden who are convinced that motivation is „*a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal*“ (Harmer 2007, p. 98). They also differentiate between adult’s goal and children’s. Adults usually have clearly defined goals, children’s goals, on the other hand, are less obvious, but it does not mean the goals are not powerful enough (Harmer 2007, p. 98).

Leaver, Ehrman and Shekhtman agrees with Harmer and they define motivation as an answer to why people learn languages, skying, swimming, reading etc. (Leaver, Ehrman, Shekhtman 2005, p. 104).

When talking about motivation, Harmer (2007) mentions two types of motivation. These are intrinsic and extrinsic motivation. Intrinsic motivation means from „inside“ and extrinsic motivation comes from „outside“. In Harmer’s words extrinsic motivation is the result of any number of outside factors, such as a need to pass an exam, to get a driving licence, the hope of

financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the person, it is happening because he or she simply likes the things they do. We can also say that the person is motivated by the pleasure from the learning process itself or by better feeling about themselves (Harmer, 2007). It is believed that intrinsic motivation produces better results than extrinsic motivation.

Besides extrinsic and intrinsic motivation there are other types of motivation when learning second language. Gardner (2007) describes other two motivational constructs. He refers to the distinction between language learning motivation and classroom learning motivation. By language learning motivation he means the motivation to learn and acquire a second language. In Gardner's words: „It is a general form of motivation relevant in any second language-learning context. It is not a trait, as some individuals claim, but it is a general characteristic of the individual that applies to any opportunity to learn the language. It is relatively stable, because of its presumed antecedents, but it is willing to change under certain conditions“ (Gardner 2007, p. 11).

The second type of motivation is classroom learning motivation, specifically classroom language. I will again quote Gardner (2007) : „ It refers to the motivation in the classroom situation, or in any specific situation. The focus is on the individuals' perception of the task at hand and is largely state oriented. Obviously, it will be influenced by a host of factors associated with the language class“ (Gardner 2007, p. 11).

Therefore it is clear that the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the students will have an influence on the individual's classroom learning motivation. It is not easy to distinguish between these two types of motivation as they operate on the student at any given time, but it is meaningful to consider that both of them are useful (Gardner, 2007).

To sum it up, it is more than obvious that young learners age six to seven cannot understand why it is needed to know and learn second language and the role of the teacher and his/her know-how about motivating the young learners is very important. In this case extrinsic motivation is undeniably the more important one. However, the teacher may arouse a desire in children to learn language by setting the right goals for them. For example: to understand English songs, to read a nice English book, to travel abroad and talk with other people there. It depends on the teacher and how she/he makes the language learning pleasant and enjoyable for children.

1.4 Language acquisition

It is generally known fact that young children learn differently from adults and older children. In this chapter I will describe how the children learn their mother tongue as there may be parallels in the proces of learning the second, foreign language.

As Pinter (2007) stresses the comparisson between the first and second language learning is important because children who learn second language at school are still in the process of learning their mother tongue. Pinter (2007) also points out that: „first language acquisition is a long process that continues well beyond childhood.“ Learning processes of the first and the second language are therefore in interaction.

1.4.1 First language acquisition

In balanced environment where all works as it should, all children learn their mother tongue effortlessly and they are able to communicate in a familiar way by the time they are four or five years old (Pinter, 2007). Babies and young children all need adults or older children to talk to them so they can receive language input and later begin to talk by themselves. The language the adults use to talk to babies is so-called “baby talk“. It is simplified specific talk: it is slower, repetitive, it uses sounds and various speech modification, exaggerated intonation patterns, higher pitch. Usual content of baby talk is relevant to child eg.: family members, toys, animals, body parts, food (Pinter, 2007).

It is importat to know that children start to develop language before they are even able to say anything. In the beginning, babies excercise their receptive skills and only then, with a great delay they start producing language (Pinter, 2007). As soon as children reach the end of their first year, they make the attempts to imitate words and speech sounds they hear around them. At this time they usually say their first „words“. In about half year, at age of eighteen months, children’s vocabulary multiplies and they are able to utter two-word and three-word sentences (Brown, 2007, p. 25). Brown (2007) also refers to production tempo that increases as more as more words are spoken every day.

By the age of two years, children use more sophisticated language, their repertoire grows wider and they form qustions and negatives. However, in ths stage they still omit grammar and their language is simplified, for example: „*what John doing?*“, „*where my mitten?*“, „*shoe off*“ (Brown, 2007, p. 25).

Brown (2007) further describes the third year of children's language development. At this age children comprehend a large quantity of language input and they generate neverending conversation. At school age, children not only learn what to say but also what not to say as they learn the social function of their language (Brown, 2007, p. 26).

In Pinter's opinion, the processes of the first language acquisition in early childhood are quite different from learning a foreign language at school, yet, she thinks that knowledge of language development should be interesting for teachers of English as a second or foreign language for several reasons. For example teacher should be able to appreciate just how long it takes for children to even learn their mother tongue. Having this awareness in her mind about what six-years-old child can say and do in his first language can help teachers to understand what is actually realistic for that age group in a second language (Pinter, 2007).

In Pinter's words it is generally a good idea to monitor children's abilities in their mother tongue in order to manage second or foreign language teaching and learning (Pinter 2007, p. 21).

1.4.2 Second language acquisition

There are variety of circumstances when and why children start to learn second language. The earliest possible chance to learn second language is at birth. The child is born to bilingual family and one parent uses for example French, the other uses English. Pinter (2007) mentions in her book well known researcher in the area of bilingual studies Suzanne Romaine who refers this as the „one person one language“ scenario. It is believed that if this strategy is followed by both parents children are able to acquire both languages at the same time. However, one language will always be dominant due to the factors such as which language is dominant in the society where the child is growing up or whether or not the parents speak or understand each other languages.

Pinter (2007) points out bilingualism may cause that children may say their first words a little later and learn fewer words.

Mehisto, Marsh and Frigols (2008) add to above another finding about bilingualism. There is a certain phase of mixing the languages in the first two years. Nevertheless, at around three years of age children start to distinguish the two languages and will begin to speak to people according their appropriate language background (Mehisto, Marsh, Frigols, 2008).

To sum up bilingualism, it must be said that when a bilingual child starts going to school, language used there is a major source and influences further language development. In Pinter's

words the language use at school becomes dominant for almost all bilingual children (Pinter, 2007).

The author mentions another opportunity of learning second language for children - school. She compares two possible ways of how it may be done. The one of them is at school where English (or other second language) is timetabled subject in addition to maths, arts, science etc. Children are not surrounded by English environment, they are not learning English for their use, for example to make friends or to fit into new culture. According to her in this case children have limited opportunities to practise the language outside the school, they do not have immediate need to use or learn English (Pinter, 2008). The second way is a case of a child who moved abroad and is starting a new life there, this child has inner motivation to learn English and to take in as much as possible. Pinter is convinced that the child who is surrounded by English environment adopts second language in shorter time than the child in non-English environment (Pinter 2007, p. 32).

It is interesting that Gardner (2007) compares second language acquisition to first language acquisition. He identifies four stages of second language acquisition that can be involved in first language acquisition too. The initial stage is **Elemental**. It includes learning basics of language, vocabulary, grammar and pronunciation. This stage can be seen in learning first language when the toddlers learn new words and begin to put the words together. It is the same when a student learns second language - initial vocabulary is learned, equivalents with the first language are recognized, simple declarative sentences are memorized etc (Gardner 2007, p. 12). The second stage is **Consolidation**. At this stage the elements of the language are brought together and to some point the familiarity with the language is achieved. This stage is seen when the young children are learning the first language and when they begin to recognize that language is a system where some elements are correct and some are incorrect. Furthermore, at this stage they develop the rules for pluralization, sentence structure and they start to understand idioms etc (Gardner, 2007). A similar pattern occurs for students learning a second language, when they find that some of the structures and elements can be like those in their native language while others can be very different, when they learn that some expressions are meaningful, others not (Gardner, 2007, p. 12). Gardner (2007) names the third stage **Conscious Expression**, during which the student can use the language with a great deal of conscious effort. The student can express thoughts and ideas but the learner still thinks a lot about what is being expressed. For the young first language learner, this stage is recognized by the use of a lot of speech hesitations such as um, ehm, er etc. It means that learner is searching for the right words to say. For the learner of a second language we can see

the same situation and often we can get the impression that the student is searching the first language for help how to express the idea in the second language (Gardner 2007, p. 13).

The fourth stage is identified as **Automaticity and Thought**. It indicates that at the final stage language and thoughts merge and language becomes automatic in most of the situation. The learner no longer thinks about the language but thinks in the language (Gardner 2007, p. 13).

This analysis clearly shows what is „language learning“ and emphasizes that it has a different meaning at different stages of the learning process (Gardner, 2007).

Opal Dunn (2003) shares the opinion with Gardner. She describes second language acquisition as it is the same process as learning the mother tongue. Dunn (2003) claims that the important part of learning the language is a progress. With young learners especially, the progress should be admired and supported as it keeps the children motivated (Dunn, 2003). The author also thinks that the best way how to teach the child the second language is at home. She claims that the parent is the one who knows his child and therefore individual approach can be used. According to Dunn (2013) the relationship between parent and child is personal and thank to it teaching is much easier. As a proof of that she presents certain arguments why it is just a parent who should teach foreign language to a young child:

- „*Parents know their child better than any other teacher.*“ (Dunn 2013, p. 14)
- „*Parents know how to keep the interest attention span of their child.*“ (Dunn 2013, p. 14)
- „*Parents can make a better teaching plan for children as they know the daily routines, customs and experiments that is connected with a wide range of activities.*“ (Dunn 2013, p. 14)
- „*Parents can listen to their child in a better and more patient way than a teacher at school.*“ (Dunn 2013, p. 14)
- „*Parents can influence their child towards the culture and people.*“ (Dunn 2013, p. 14)

Dunn’s strong believe about second language acquisition at home is rare as other authors do not mention this way as the best way or do not mentions it at all in their publications. However it is interesting to know that there is the author who sees it differently and holds up to it.

Yet, this method may have a negative influence on a child. The teaching method that uneducated parents would use may not be the proper one and the child can adopt incorrect habits (concerning the foreign language). It is recommended to learn the foreign language under a professional supervision to avoid errors in language learning and acquisition.

2 CLIL

The main aim of this chapter and its subchapters is to explain the term CLIL, introduces its history to the reader and the core of this chapter is CLIL methodology and its specification. Bloom's taxonomy and its use with CLIL is mentioned. The chapter pays attention to the main CLIL activities and how to use them with the students during lessons. Advantages and disadvantages of this method are named as well. Furthermore it briefly informs how the CLIL is integrated in the Czech legislation and for those who are interested in CLIL there are certain clues how to start with CLIL in the lessons.

2.1 CLIL - explanation of the term

There are so many ways of how to explain the term CLIL. However, all of them agree that it is Content and Language Integrated Learning. In other words it means that language used as a medium for teaching content subject as maths, history, science or art is not student's native language. Here is one of the exact definition from Pokrivčáková (2007). She defines it as: "teaching through the second language rather than teaching in the second language." (Pokrivčáková 2007, p. 10-11)

Another definition by Coyle, Hood and Marsh (2010) describes the term as "it is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language." It means there is a focus "not only on content and not only on language" (Coyle, Hood and Marsh 2010, p. 1).

According to these authors the language used is usually learner's second language, but it can also be a community language or some form of heritage. Mehisto, Marsh, Frigols (2008) call the term CLIL as a tool for the teaching and learning of content and language, the essence of CLIL is integration that has a dual focus.

1. Language learning is included in content classes (maths, history, science, geography, drama, etc)
2. Content from subjects is used in language-learning classes. The language teachers have to work together with teachers of other subjects on incorporating the vocabulary, terminology and text from those other subjects into language classes (Mehisto, Marsh, Frigols, 2008, p. 11).

A good way of how to look at the term CLIL according to Mehisto, Marsh, Frigols (2008) is as on an umbrella term that covers more educational approaches such as bilingual education, multilingual education, language showers, enriched language programmes and many other.

The usual lesson as most of us is familiar with is that each subject has its own content, however it may be connected by topics or some projects with some other subjects but it is mostly separated. Maths, art, science, physical education etc. CLIL, in a unique way, joins content subjects with second language. It shows students how it works in a real world, that everything is linked up. To sum it up, whole world is interconnected and it is necessary to show it to children.

2.2 History of CLIL

Although CLIL is quite a young approach at schools, its roots of content-based language instruction can be traced back in many centuries. Mehisto, Marsch and Frigols (2008) show us the first CLIL-type program that dates back some 5000 years in nowday Iraq. The story is about the Akkadians, who conquered the Sumerians. The Akkadians wanted to learn their language and were looking for the way how to do it. At the end, the Akkadians started going to the schools where Sumerian was used as a medium of instruction to teach several subjects to the Akkadians. These subjects were theology, botany and zoology. In this way, they learnt language as well as content and it was the basic principle of today CLIL (Mehisto, Marsch, Frigols 2008, p. 9)

According to Brinton, Snow and Wesche (1989), CLIL in some form was also used as early as 389 AD when St. Augustine stressed the need for a focus on meaningful language learning: „*Once things are known knowledge of words follows We cannot hope to learn words we do not know unless we have grasped their meaning.*“ I am convinced that the words above very clearly explain what CLIL is actually about.

Brinton, Snow and Wesche (1989) also show different historical evidence of learning second language through meaningful exposure to its use: for centuries upper-class European families sent their children to live and study in countries and regions where the target language was used. We all know that, however not everyone connects it with CLIL. Another examples from history are the one with governesses and tutors the families hired for their children. They spoke the second language and the children learnt it from them (Brinton, Snow, Wesche, 1989).

Although there is an obvious historical evidence of learning second language through context, the term CLIL was actually coined by David Marsh, University of Jyväskylä in Finland in 1994 and he interprets it as follows:

„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, 2016, online)

2.3 CLIL methodology

Content and Language Integrated Learning - CLIL has its own core features which need to be respected to make it all work for students and teachers as well.

The core features of CLIL are: „*Multiple focus, Safe and enriching learning environment, Authenticity, Active learning, Scaffolding*“. (Mehisto, Marsh, Frigols, 2008, p. 29).

Multiple focus (Mehisto, Marsh, Frigols, 2008, p. 29) supports language learning in content classes and also supports content learning in language classes. It integrates several subjects. It is also about organizing learning through cross-curricular themes and projects. Multiple focus aim to support reflection on the learning process.

Safe and enriching learning environment (Mehisto, Marsh, Frigols, 2008, p. 29) means using routine activities and discourse, displaying language and content throughout the classroom. Safe environment builds student's confidence to experiment with language and content. It also means using classroom learning centres and increasing student language awareness.

Authenticity (Mehisto, Marsh, Frigols, 2008, p. 29) involves letting the students ask for the language help they need, making a regular connection between learning and the students' lives, connecting with other speakers of the CLIL language and using current materials from the media and other sources.

Active learning (Mehisto, Marsh, Frigols, 2008, p. 29) prefers peer co-operating work, students communicating more than the teacher, students evaluating the progress in achieving learning outcomes, negotiating the meaning of language and content with students, teachers acting as facilitators.

Scaffolding (Mehisto, Marsh, Frigols, 2008, p. 29) is based on building on a student's existing knowledge, skills, attitudes, interest and experience, repackaging information in user-friendly ways, responding to different learning styles, fostering creative and critical thinking and on the top of that challenging students to take another step forward and not just stay in comfort zone.

CLIL methodology gives the system to the whole CLIL program. Mehisto, Marsh and Frigols (2008) believe that CLIL programme should be included in the lessons as soon as the students

know at least the basic words in the CLIL language. Students will build up on it and deepen their knowledge (Mehisto, Marsh, Frigols 2008, p. 36). The authors mention three categories to be developed. These are „ *Language, Content and Language skills*”. In case of the language, the CLIL language is developed. Its knowledge can be practised and deepened in many ways during lessons. Every day the teacher can practise the date, days of the week, colors, numbers, greetings, etc. The content means that students are able for example: to follow teacher’s instruction, to use calendar, to identify the key area of the school such as dressing rooms, dining room, hall, toilets, etc (Mehisto, Marsh, Frigols 2008, p. 34-36). Concerning the language skills, the pupils develop listening as their teacher gives them the instructions in the CLIL language (Mehisto, Marsh, Frigols 2008, p. 34-36).

2.4 CLIL methodology specification

CLIL methodology is based on foreign language didactics as well as on didactics of specific subject. Authors Šmídová, Tejkalová and Vojtková (2012) claim that originally acronym CLIL was created as an umbrella term to cover various teaching models where there was an integration of language and non language education. Initially, it was understood as a programme for immigrants, educational programme for bilingual regions, exchange programmes or engaging actual real topics into foreign language lessons. Nowadays, CLIL is defined as a didactics approach of effective integrated content and language learning. Its target is to develop student’s knowledge and skills in non language subject and it leads the students to natural development in language knowledge (Šmídová, Tejkalová, Vojtková, 2012).

There are various models of using CLIL in lessons. They differ in these factors: participation of foreign language in a lesson, the total number of integrated lessons during the whole school year. The important role plays the teacher who is responsible for integrated education (Šmídová, Tejkalová, Vojtková, 2012).

The authors Šmídová, Tejkalová, Vojtková (2012) also made a list of CLIL models. It is very useful to read them as it helps to imagine how CLIL may be used in the lessons.

1. Short game activities with foreign language vocabulary that is connected with currently discussed topic - so-called „ language showers“.
2. Using of foreign language materials in non language subject.
3. Foreign language as a classroom language - the teacher uses foreign language to instruct the students.

4. Foreign language materials as a medium for home preparation.
5. The teacher of foreign language integrates the facts about certain countries into the language lessons and assess this knowledge (the teacher therefore assess not only language knowledge but also content knowledge).
6. International project in a content subject (the students cooperates with a chosen school in foreign country)
7. The school organizes „ Project day“ during which the teachers use the elements of integrated learning in their content subject.

(Šmídová, Tejkalová, Vojtková, 2012)

Šmídová, Tejkalová and Vojtková (2012) in their publication point out to the teacher's role transformation. The teacher's main aim is to concentrate on the individuals, particularly in these areas:

- Students' motivation (to offer them enough impulses, to ease the work in foreign language)
- Use of suitable materials that are motivational and familiar to students, using adequate teaching methods
- Building up on previous student's experiences, these experiences connect with the new findings
- Supporting open and friendly atmosphere in the classroom
- Integrating stimulating methods and varied forms of work during which the students cooperate and communicate
- Changing teaching strategies, alternating suitable forms of presentation

Šmídová, Tejkalová, Vojtková (2012) mention one important rule that should be followed. The rule is about language difficulty. Language difficulty should be increased only in one area in CLIL lessons therefore teacher should think about it when presenting a new topic to the students. Chosen language should be familiar to all students in the classroom. In case that topic is already well known it is possible to increase language demands.

It is obvious that CLIL lesson has its own specifics and the teacher needs to think it out. Šmídová, Tejkalová, Vojtková (2012) give a hint about what to think out before the lesson starts.

The authors talk about language starting point evaluation: *What do the students already know? What are they able to say? What have they already learnt? What experience do they have?* After answering these questions, the teacher should continue to set up language and content aims and their assessments: *What do I want to teach them? How do I find out that they have learnt it?* (Šmídová, Tejkalová, Vojtková, 2012)

Moreover the teacher is responsible for choosing suitable strategy and teaching material: *What can I use and how do I use it? What options for presenting do I have? What teaching strategy do I choose?* (Šmídová, Tejkalová, Vojtková, 2012)

It is also necessary to weigh a support that the teacher will offer to the students. Šmídová, Tejkalová, Vojtková (2012) advise to look for the way how to interpret the information to the students: *How will the students work with the materials? What kind of communication will be allowed?*

Last aspect but not the least important one is to think about how to work with errors and mistakes: *How often and how much should teacher step in the lesson? How to correct the students without discouraging them?* (Šmídová, Tejkalová, Vojtková, 2012)

All these steps described above are common in usual lesson however in CLIL lesson there is a foreign language that is something extra in content lesson and vice versa. The teacher needs to have a perfect strategy prepared to support development of both language and content (Šmídová, Tejkalová, Vojtková, 2012).

2.5 Bloom's taxonomy

Today, education means more than just learning knowledge and thinking. It involves learners' beliefs, feelings and the cultural environment of the classroom. However, the importance of teaching thinking and creativity is an essential part of modern education (Teaching thinking skills, 2016, online). Benjamin Bloom was the first one who developed very popular hierarchy of six thinking skills. They were placed on the scale from lower to higher order skills: Knowledge, comprehension, application, analysis, synthesis and evaluation. According to this system lower order skills meant recalling knowledge to identify, label, name or describe things. Higher order skills included the application, analysis or synthesis of the knowledge needed when students use new information in a new situation, break information into parts to understand it in more details, or put the ideas together to create something new (Teaching thinking skills, 2016, online).

Bloom's taxonomy is as follows from lower order:

1. REMEMBERING
2. UNDERSTANDING
3. APPLYING
4. ANALYZING
5. EVALUATING
6. CREATING

In CLIL lesson, Bloom's taxonomy adds to each category lexical and grammatical area that the pupil has to manage to fulfil the aims and this is on the top of its cognitive feature (Šmídová, Tejkalová, Vojtková, 2012). In authors' opinion Bloom's taxonomy is very useful tool for CLIL teacher. It connects the cognitive level with the language one. In the table below, there is an overview of the categories according to Bloom's classification. It should be read from left to the right: to prove that student remembers the terms or facts, he needs to be able to define, to repeat, to match, etc... At the same time the verbs from the right side enable the teacher to set up the work in adequate cognitive level. However, the table names only few verbs of many (Šmídová, Tejkalová, Vojtková, 2012).

Tab. 1 Overview of the categories according to Bloom's revised taxonomy

Target category (the level of acquisition)	Typical verbs to define the target
<p>1. To remember</p> <p>terms and facts, their classification and categorization</p>	<p>to define, to identify, to create a list, to name, to repeat, to recall, to recognize, to record, to connect, to highlight, to underline</p>
<p>2. To understand</p> <p>to translate from one language to another to transfer from one form of communication another, simple interpretation, explanation</p>	<p>to give an example to demonstrate, to describe, to define, to differentiate, to explain, to express, to explain in your own words, to translate, to simulate, to calculate, to check out, to measure</p>
<p>3. To apply</p> <p>the use of abstraction and generalization (theories, principles, rules, methods, procedures, techniques, common thoughts in particular situations)</p>	<p>to apply, to demonstrate, to draft smthg, to plan, to use, to register, to prove, to solve, to try, to prepare, to record, to distinguish</p>
<p>4. To analyse</p> <p>the analysis of the complex information, the elements' hierarchy determination, principle of its organization, relations and interaction between elements</p>	<p>to analyse, breakdown, to find a relation, to compare, to sum up, to prove the connection, to line up the logical sequences, to identify the reasons and the consequences, to classify, to categorize, to discuss, to combine, to deduce, to estimate, to question</p>
<p>5. To assess</p> <p>evaluation of the materials, sources, methods, techniques according to their purpose and standards which are proposed by students himself</p>	<p>to criticise, to defend, to appreciate, to judge, to support the opinions, to argue, to name the pros and the cons, to justify, to assess</p>
<p>6. To create</p> <p>setting up the elements and their parts into previously non - existing complex</p>	<p>to adjust, to organise, to compose, to formulate, to propose, to manage, to create a system, to control, to restore, to predict,</p>

Source: Šmídová, Tejkalová, Vojtková, 2012

2.6 CLIL activities

There are many faces of CLIL, CLIL itself is an umbrella term that covers many educational approaches such as:

1. „language showers“
2. „CLIL camps“
3. „student exchange“
4. „local projects“
5. „international projects“
6. „family stays“
7. „modules“
8. „work-study abroad“
9. „partial immersion“
10. „total immersion“
11. „two-way immersion“
12. „double immersion“

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

My focus will be on chosen CLIL-style activities according to the authors mentioned above. I will concentrate on: Language showers, One- week CLIL camp, International projects and Total early immersion (Mehisto, Marsh, Frigols, 2008).

2.6.1 Language showers

Language showers are preferably for very young learners and young learners, it means they are intended for students age four to ten years old. Thanks to language showers they receive up to one hour of language exposure per day. These showers include games, songs, visuals, realia, handling of object and movement. During showers teachers speak in CLIL language and use lots of repetition and routines. Routines are important for students as they know what to expect and it helps them to feel secure and it lower anxiety and support their learning (Mehisto, Marsh, Frigols, 2008, p. 13).

To make language showers work, teacher should always set up the classroom for it and prepare the children for language shower. Showers can appear during a certain situation, for example during lunch break, where children and teacher can talk about food or during getting dressed before P.E. lesson. There are many situations for it. It is not expected children to use sentences and phrases. What is expected, on the other hand, is one or two words answers (Mehisto, Marsh, Frigols, 2008, p. 14). Later when students are familiar with showers, teacher may give them a certain answer or question pattern. Language showers should help children recognize different language and give them a positive attitude towards language learning.

2.6.2 One- week CLIL camp

Another way of introducing language to students is CLIL camp. Usually it is organized outside of school, at some educational centre or in outdoor environment. The number of students is from fifteen up to sixty and they are divided into 4 groups. Pupils alone set up strategy for using the language during camp and there is only one strict rule: they have to use CLIL language throughout the whole stay. Student may also come up with a system of tokens and fines and students themselves charge other students when CLIL language is not used. In this way, students get responsibility for keeping everyone on track with CLIL language use (Mehisto, Marsh, Frigols 2008). Camp may be weekend long or five days long or even two weeks. However, five days is long enough to have an impact and short enough for young students to give it a try. Suitable activities that could be applied at CLIL camp are for example hiking, a final talent show, a play etc. There is always vocabulary connected to certain activities, it is great to do brainstorming with students or pre-activity instructions. The age of students always has to be taken into consideration as with young children it will be more about the teacher and far more games and competitions should be used. It is very helpful to prepare labels and attach them to indicate „table“, „chair“, „plate“, „gate“ etc. The most important is vocabulary, grammar is put aside in this case (Mehisto, Marsh, Frigols, 2008).

2.6.3 Total early immersion

This is the way of CLIL activity that should start already in the kindergarden. Pupils learn some part of curriculum in immersion language and as they progress in learning and get used to this way of learning, up to half of the curriculum may be delivered through the immersion language. The teacher usually speaks only in immersion language. Approach of one teacher/one language is welcomed and recommended. Immersion is about repetition and gesticulation as this certainly

works with all age groups. However as it is mentioned above, it is best to start as early as possible. Young children are able to catch up second language very easily and in relatively short time, they can understand and respond to selected topics in immersion language (Mehisto, Marsh, Frigols, 2008). These authors also suggest suitable activities that could be used in immersion. These activities include lots of routines (e.g. morning circle, repetitive songs, rhymes), working in pairs, total physical response etc. Total immersion programmes give a support to the learners in achieving functional fluency in a second language, an appreciation of their own culture and the culture related in the immersion language, curriculum expectation in all subjects, development of their mother tongue on an equal level with that of students not studying through immersion (Mehisto, March, Frigol, 2008, p. 18).

2.6.4 International projects

The last activity I want to mention is „International projects“. These are mostly for older students but young learners may give it a try as well with support of their teachers. It is internet – based activity as communication is mainly via e-mails, videos, chats, blogs etc. It enables student to connect with other students in different part of the world who use CLIL language as well. Schools can join already existing project in which students from different countries discuss science topics such as acid rains, food, diet, biodiversity, health, the environment and energy. They exchange ideas with their peers abroad and are motivated to use CLIL language. The other option is to set up their own project and invite some school from abroad to join. One of the idea that is suitable for primary schools or even for kindergardens is an adoption of a village in Africa. This is of course done in co-operation with a major aid agency that has an experience in Africa. This project can go beyond school’s walls and can include parents and members of the local community (Mehisto, Marsch, Frigols, 2008, p. 16).

Although these projects are quite difficult to arrange and carry out, it gives children opportunity to be responsible for their learning, it motivates children to learn second language, it allows them to meet and communicate with other people who speaks CLIL language. These projects also support team work, develop skills in communication and communication technologies and problem-solving (Mehisto, Marsch, Frigols, 2008, p. 16).

2.7 Teachers of CLIL

In Eurydice document about CLIL is explained what kind of teacher should be providing CLIL type provision to the learners. These teachers should need to be able to teach one or more subject in the curriculum in a language other than the usual language of instruction and therefore teach the language itself (Eurydice: CLIL, 2016, online). CLIL teachers should also possess the necessary language competence and teaching and methodological skills. On top of that they should have a good knowledge of the non-language subject to be taught (Eurydice: CLIL, 2016, online). In other words they are actually the core of this methodology therefore they should know both language and content as well. Unfortunately, this is a problem as the number of individuals who can teach language as well as other subject in the CLIL program is quite limited.

Teaching in CLIL also needs more time for preparation and greater co-operation among teachers. It takes an effort to set content, language and learning skills goals for every lesson and to create suitable activities. Some teachers are not prepared to give it a try and invest their time into CLIL (Mehisto, Marsh, Frigols, 2008).

2.8 Advantages of CLIL

As a student and future teacher of English I see CLIL as a way of teaching that may enrich learning of English or any second language in many ways. One of the advantages is to see the language from a new angle. It forces learners to think about it not only in particular language lesson but also in the content lessons where the learners may usually not expect it.

The other great advantage that is presented by Mehisto, Marsh Frigols (2008) is that it fits into parameters established by the national curriculum even if it involves a new approach (Mehisto, Marsh, Frigols, 2008).

Furthermore, authors Mehisto, Marsh and Frigols (2008) add that the teachers are welcome to use their favourite strategies. On the other hand it is necessary the teacher focuses on three strategies which are essential for CLIL (Mehisto, Marsh, Frigols, 2008):

1. Focus on content
2. Focus on language
3. Focus on CLIL learning

On top of that, Deller, Price (2007) point out that CLIL can develop foreign language ability more effectively than standard foreign language teaching does. In other words CLIL helps the

students to be prepared for their future study and future life where they are likely to operate in English or generally, in foreign language.

Danica Gondová (2013) mentions other great advantage of CLIL method. According to her, CLIL primarily uses interactive methods that enable multiway communication in a classroom. It is also a great opportunity for a group work or a pair work where students' creativity and independent thinking is supported. Students learn how to cooperate with their peers. Gondová (2013, p. 14) refers to a summarization of the CLIL advantages from S.Pokřivčáková, B.Menzelová and E. Farkašová as follows:

- Students work on the contextual tasks
- Foreign language is used in meaningful conversations and in real situations
- Student's attention is concentrated on the content of communication, not on the foreign language which is a medium for communication, it helps to eliminate a fear from making a mistake)
- Integrated approaches are used – the students have to use their own knowledge and experience when solving the tasks.
- Other competences are being developed (intercultural, aesthetical, social, etc)

2.9 Disadvantages of CLIL

However is CLIL a great way of teaching foreign language and content together, there are some problems that this method brings for both teachers and learners.

Deeler, Price (2007) explain that the teachers who teach content subject through language often complain that it is very difficult to explain in English, that they have to create most of their own materials and it is time consuming. Another teachers' claim is that students do not like listening in English.

Mehisto, Marsh, Frigols (2008) agree with above statement and add that „, when changing the language of instruction some content (eg. Maths, science, art) teachers find it difficult to support language learning“ (Mehisto, Marsh, Frigols, 2008, p. 27).

The other issue Mehisto, Marsh and Frigols (2008) mention is that language teachers have doubts about content teachers to provide a good support in language learning and language teachers also have difficulties to support maths, science and other subject learning in their language classes.

Their suggestion to solve the problems listed above is cooperation and skills exchanging between the language and the content teachers (Mehisto, Marsh, Frigols, 2008, p. 27).

2.10 CLIL in the Czech republic

CLIL was firstly introduced in the Czech republic at the beginning of the 1990s, However its official recognition in legislation was in 1995 (Eurydice, 2016, online). CLIL has become the stable part of the Czech language policy based on the European Union document called: Podpora jazykového vzdělávání a lingvistické rozmanitosti: Akční plán 2004 – 2006. The document is based on the advantages of CLIL – it particularly stresses the fact that students will be able to practise their new language skills straight away in the lesson and it should influence their self-confidence for the next language study (MSMT, 2016, online).

Furthermore, teaching foreign languages in the Czech republic is specified in National Plan for Teaching and Learning Foreign Languages (Národní plán výuky cizích jazyků, 2016, online). The main aim of Action Plan for teaching and learning Foreign languages is to create suitable conditions for language learning and language competence for people in the Czech republic. In other words these conditions should allow people to communicate in foreign language and to be able to understand foreign language without problems. The document defines few strategies of how it should be done to get it work. These strategies are as follows (Národní plán výuky cizích jazyků, 2016, online):

1. Enough qualified teachers and their constant education.
2. New teaching methods application and its expansion.
3. Creation of high-quality teaching materials in printed and multimedia form.
4. Wide usage of information and communication technologies.
5. The chance to learn language for disadvantaged groups of people in the Czech republic (women above fifty years, women coming back from maternity leave etc.)
6. Financial sources to support the foreign language education

The goal is that every person in the Czech republic should be able to speak at least three languages including their mother tongue. The document says that students should start learning foreign language at kindergarden and continue at primary school, secondary school, high school.

Foreign language at kindergarden is not compulsory in the Czech republic but it is highly recommended (Národní plán výuky cizích jazyků, 2016, online).

Action Plan for teaching and learning Foreign languages (Národní plán výuky cizích jazyků, 2016, online) mentions CLIL as a competent tool how to improve foreign language knowledge and foreign language skills. In this connection, the document recommends teaching selected subjects in foreign language (fully or at least partially).

2.11 Starting CLIL in the classroom

It may look easy to start with CLIL after what has been said above but it is not as it seems to be. The teacher using CLIL methodology needs to translate theory into practice. Mehisto, Marsh, Frigols (2008) offers many ideas for teachers of CLIL programme. These ideas originally come from CLIL educators Olga Little and Lynda Boynton (Mehisto, Marsh, Frigols, 2008, p. 34).

List of ideas for primary school:

1. Answer questions or instruction given in the CLIL language about the date, days of the week, the month at hand, the weather, colours numbers from one to ten etc.

(Mehisto, Marsh, Frigols, 2008, p. 35)

2. Respond to questions or instructions by matching pictures with printed words.

(Mehisto, Marsh, Frigols, 2008, p. 35)

3. Greet one another in the CLIL language.

(Mehisto, Marsh, Frigols, 2008, p. 35)

4. The morning circle – pupils sit on the carpet or on the cushions in an area large enough to allow the entire class to fit there. Ask simple question such as: „What is your name?“ and teach answer: „ My name is xxx.”

(Mehisto, Marsh, Frigols, 2008, p. 36)

5. A school tour –naming the main areas of school such as HEAD OFFICE, DINING ROOM, HALL, DRESSING ROOM, STAFFROOM, TOILETS, etc. It helps if these areas are visibly labeled with their names.

(Mehisto, Marsh, Frigols, 2008, p. 40)

Very important aspect of useful teaching and learning is to know how to give an instruction in foreign language. If the teacher teaches advanced learners, the task is not that difficult. If we talk about young learners, the teacher has to expect that language level of these learners is very low and he/she needs to choose the language for instructions very carefully and it is necessary to use a body talk as well or even play some instructions (Gondová, 2013).

Jim Scrivener (2005, p. 90-91) wrote down basic rules how to instruct the learners in understandable way:

- „Plan the instructions for each activity.”
- „Give only one basic information in a simple and understandable language.“
- „Use short sentences – each sentence carries only one information.”
- „Do not talk about matters and issues that are obvious.“
- „Instructions have to be clearly separated from other language expressions.“
- „Ensure the quiet environment before giving the instructions to the learners.“
- „Give the instructions one by one and always explain their meaning.“
- „Check that students understand the instructions and know what to do.“

Finally, it is needed to know that the answers given back to the teachers will be in their first language. This is natural and should not be discouraged. It is up to teacher to recall these answers in CLIL language. What is also important is providing a praise to the pupils for even attempting to respond in the CLIL language. It will encourage them to start using language (Mehisto, Marsh, Frigols, 2008). Teacher should not forget that student learning in a second language may become tired more quickly than student studying in their first language therefore the length of activities delivered at CLIL language need to be adapted to the age of the learners and their language level. Mehisto, Marsh and Frigols (2008) also add that attention span of the children may be limited as they need not only to concentrate on the content, but on understanding the language as well.

PRACTICAL PART

3 OBSERVATION AND PARTICIPATION AT SCHOOL

The aim of the practical part is to show how CLIL is used with young learners at the first grade of primary education. To be able to collect the information and to see it „live“, I visited the school in Pardubice where teaching language to young learners is its speciality. I was interested in teacher's knowledge of the language she uses as a medium for communication with the learners. I also did a survey among the learners to see if the CLIL method is something they enjoy or not. I also wanted to know their motivation to learn the language. The teacher started with English short test in one of the subject where CLIL is in use. I did the analyse of the English tests that were introduced to children in maths. For the children it was a new experience and it is interesting to see the test results. And finally I asked the headmasters of the schools in Pardubice whether they know what CLIL is and if they use the CLIL method or not. The results of my surveys are displayed in the practical part.

3.1 School introduction

Primary school Prodloužená in Pardubice is a complete school with the classes from first grade up to ninth grade. The school offers extended education of musical classes and English classes. Since the school year 2014/2015 the selected classes have been working with elements from the program „Začít spolu“. The spatial conditions are great, the building is modern and well-kept. There are enough specialized classrooms to teach certain subjects and few quiet places for children to relax during the breaks. The school uses European projects to educate the teachers who work there and to give children new and modern equipment to make the school enviroment as nice and pleasant as possible.

3.2 Class introduction

The school I chose for the research for my diploma thesis has two selective first grade classes. The children at these classes were tested by a child psychologist and according to their results they were placed there. These classes have an extended English education which means that children have been learning English since the beginning of the first grade.

The class I have chosen is 1. C, there are twenty one children age six to seven. There are ten girls and eleven boys. The classroom is colorfull, decorated with pictures that children made, there are wall decorations that accompany what is being taught. Children can see letters, numbers, shapes, there are children's toys to make the classroom enviroment familiar to them and to make

them feel safe and comfortable. Children sit by the tables in the pairs but most of the time they are in the circle, sitting on the carpets on the cushions at the back of their classroom. In this classroom, there are 5 children who had English lessons in the kindergarden. I have to mention that none of them went to the same kindergarden. The teacher let me guess who these five children were after my first observation in their classroom. I easily uncovered three of them as they were significantly more able to react on English question and give a reasonable answer in the CLIL language. The two of them did not react too well to detect them among other pupils. It was a surprise for me as I thought that they all would be on the same level. On the other hand, children who never had English lesson before they started first year of their education, were active, bright and most of them did not have a problem to give a one-word answer.

When I took this survey I took every child aside to avoid copying the answers. Six children out of nineteen did not answer the last question. The rest of them knew perfectly well why they learn English. I asked the teacher if she told them the reasons why to learn English. She answered that they talked about it at the beginning of the year. The teacher motivated the students in the right way and as it is obvious from the survey, most of them are happy to learn English and they enthusiastically talked about their summer holidays abroad that are about to come and they all believed that they will be able to understand English at least a little bit.

3.3 CLIL „live“ in the lessons

As I do not teach at any school, I was only a passive observant during my research. I wanted to find out if the teacher is able to provide a quality English input even in non-English lessons.

The situation for the teachers is difficult as there are missing materials for CLIL methodology, the teachers need to come up with their own materials and it takes more time for preparation. In my opinion it is even more complicated in the first grade, as children are starting to read in Czech and teacher simply cannot give them a piece of paper with exercises written in English. The first grade teacher needs to be creative and find the way how to introduce English to children in a way that is understandable, enjoyable and motivational.

The main subjects where the teacher from my chosen school uses English is Maths and Basic of humanities and natural science for young learners (Prvouka). According to set timetable children in the first grade have maths five times a week, humanities and natural science for young learners once a week, proper English lesson is also once a week. Teacher also uses English during physical education.

I observed maths, science and PE lessons and would like to describe these lessons, how the children cooperate and how it is managed by Mgr. Dana Slivková (primary school teacher).

3.3.1 CLIL in maths

Teaching aid: white interactive board, flashcards with numbers

Time: 5-15 minutes

Content aim: numbers, counting, realizing which number is higher

Language aim: Counting to twenty, learning the signs: plus, minus, sign of equation

Lesson routines and activities

Every lesson the teacher greets the children using phrases as „Good morning children“, „Stand up“ or „Sit down please“. She continues in Czech language to tell the children the aim of the lesson and what they are going to do to reach it. She uses a warm up activity on interactive board. Pupils line up in two rows and the teacher starts the activity, it is an exercise to practise subtraction and addition to twenty. It is the highest number children have learnt to work with since September. They count and say the results in English. Two rows of children competes with each other. The teacher gives the points for every correct results. There are two rounds and afterwards the pupils count in English the points they got. Other warm up activity is with a help of flashcards with numbers that pupils use. The teacher make up the arithmetical problem and say it loud in English and children show the result on their flashcards. After these warm up exercises the lesson continues in Czech language. The children work with their work book and when reading aloud the results of their work, they say it in English. They are able to read the whole equation in English, for example: $3 + 6 = 9$ (they say: three plus six is nine). The teacher needs to follow curriculum therefore the new topic is always introduced in Czech and the teacher adds the English into it afterwards or during practising. At the end of the lesson, the children are seated in the back of the classroom on the carpet and they play the „calling game“. It is based on flashcards with numbers, every child has different number in the hands and the first „call“ is from the teacher who says for example: Hello, I am calling the numbers bigger than twelve. The children show the numbers according to a request. The game can be modified and the teacher may use the phrase: I am calling the number that stands between one and three etc. Children learn new mathematics expressions, they are able

to repeat it and made their own „call“. All activities in English can be modified according to students' current knowledge.

3.3.2 CLIL in basic of humanities and natural science for young learners (Prvouka)

Teaching aid: white interactive board

Time: 5-15 minutes

Content aim: days of the week, the names of holidays (Christmas, Easter), to name the things around us (clock, bag, pen...)

Language aim: a simple sentence: Today is ...(a day of the week), vocabulary

Generally, in this lesson young learners get to know the basic relations around us, they learn about the calendar, the seasons of the year, the habits in the Czech republic, the important holidays (festive seasons) such as Christmas, Easter, Saint days, they talk about daily routines, family, they learn to know the clocks and more familiar topics for children at this age. All these topics offer a great opportunity for English language input. What's more they learn about the real things therefore they can match the words to the objects, they can touch, they feel etc. There is a lot of teaching materials on youtube channel.

3.3.3 CLIL in PE

During physical education teacher uses two favourite games at the beginning of the lesson to warm up. Children enjoy these games, they happily run around and await instruction in English.

Teaching aid: flashcards

Time: 5-15 minutes

Content aim: to understand the task that should be fulfill

Language aim: basic phrases: sit down, touch your ear, stand up, jump, new vocabulary, total physical response – children do what their teacher says without answering (movement is the answer), practising vocabulary (colors, body parts, verbs)

Game number 1 procedure:

Children listen to teacher saying the Czech rhyme: Čáp ztratil čepičku, měla barvu barvičku teacher says the chosen color and children are supposed to run and find the color on anything that is around them. The colors are said in English to practise the vocabulary. The teacher uses the adjectives to differentiate the colors for example: light blue, dark green etc.

Game number 2 procedure:

Teacher uses the favourite game Simon says. She starts the lesson with this game to warm up the children. The aim is to get the children moving and to practise new vocabulary and verbs. She uses verbs as jump, crawl, run, walk, skip, skip on one leg, sit down, stay still...etc. At the beginning of the game, teacher quickly demonstrate all verbs that she is going to use or she plays the game with the pupils. If there is a new verb she wants the children to learn, she stresses it when she says it and demonstrate it as well. Children are happy to play this game. They need to pay attention to what teacher says. If she does not say „Simon says“, children are suppose to walk in a circle without any reaction. Whenever she calls „Simon says jump“, children are supposed to perform the movement.

„Simon says“ game is a great activity not only to practise and learn the verbs but also learn new context as once the children are familiar with the simple verbs, teacher may start adding more words in English, for example : jump like a frog or run like a horse etc. It is a great way to learn the context and the language as well without a big effort for children. According to my observation they even enjoy it and ask for more.

3.4 Survey among children

When I started my observation and research at the school, I realised I wanted to know if children are happy in the lessons where English is used. Children at this age usually do not lie and answer exactly what they think. I asked them three simple questions about English and some answers were very conscious.

Questions for children:

1. Do you like when teacher uses English in other subjects?
2. Would you like to learn English only in English lesson?
3. Why do you think English is important to know?

Children's answers:

Child number 1:

1. I quite like it.
2. No, I like what we do now.
3. It is important, when I go on holiday abroad in summer, I will speak with people there.

Child number 2:

1. It is good, I like the songs and rhymes.
2. No, I would not like it.
3. NO ANSWER

Child number 3:

1. Yes, I like it.
2. Why? It would be boring.
3. I will understand people in other countries.

Child number 4:

1. Yes, I like it.
2. NO ANSWER
3. NO ANSWER

Child number 5:

1. It is super.
2. No, I would not change it.
3. I will understand what my parents say when we are on holiday.

Child number 6:

1. I like English so much!
2. If our teacher spoke only in Czech, I would not like it.
3. NO ANSWER

Child number 7:

1. I like it.
2. No, I like maths in English.
3. We will speak English.

Child number 8:

1. It is fantastic.
2. No.
3. I speak English with my brother and we have fun.

Child number 9:

1. English is great, I like short tests in English.
2. No, I like it in the science and in the maths as well.
3. Lots of people in the world speak English.

Child number 10:

1. No, I do not like it.
2. Yes, I want English only in English lesson. I do not understand.
3. NO ANSWER

Child number 11:

1. Yes, I like it.
2. I want English in every subject.
3. I will speak English in USA where we are going on holiday.

Child number 12:

1. Yes, I like it.
2. No, I want it as it is now.
3. I think I will need English when I am older.

Child number 13:

1. I do not know.
2. I do not care.
3. NO ANSWER.

Child number 14:

1. Yes, I enjoy it.
2. No, I like English songs in science when we dance.
3. When I go on holiday abroad, I may use English to speak with other people.

Child number 15:

1. Yes, I like it.
2. No, I would not change it.
3. I like English as we talk about normal things around us like other people.

Child number 16:

1. I like it.
2. English in maths is the best, I would not want any change.
3. English is international language.

Child number 17:

1. I like it.
2. No, no change, it is different, that is why I like it.
3. NO ANSWER.

Child number 18:

1. I like it very much.
2. No, this is great.
3. In case I lost my way in London, I would ask for help.

Child number 19:

1. I like it.
2. I want English in all aother subjects.
3. When we go abroad, I will speak English instead of my father.

When I took this survey I took every child aside to avoid copying the answers. Six children out of nineteen did not answer the last question. The rest of them knew perfectly well why they learn English. Only one of them would like to learn English only in English lesson. I asked the teacher if she told them the reasons why to learn English. She confirmed that they talked about it at the beginning of the year. The teacher motivated the students in a right way and as it is obvious from the survey, most of them are happy to learn English and they enthusiastically talked to me about their summer holidays abroad that are about to come and they all believe that they will be able to

understand English at least a little bit. Their approach towards English is positive at the moment and it is up to the teacher to keep it up.

Note: The answers were translated from Czech language to English.

3.5 English short test results

Although the children are in the first grade and their assessment is still more about their effort rather than about knowledge, in maths there are short tests to monitor their current understanding and their gaps in the curriculum. As I said these pupils are in a selective class, their tests are in English as well. I was very surprised when I found out about it but it makes sense at the end. In the second term of the first year the teacher started to give the children short five minute tests in English. She dictates the arithmetical problems and the pupils should write down only the results. This is not easy, the children have to concentrate on English language as well as on counting and taking down the final result. The teacher gives ten arithmetical problems and it includes addition and subtraction to ten, higher numbers will follow later in the year. The main aim is to get the pupils confident in simpler arithmetical problems and to get them excited about their good results before moving on to the next stage. I have the results of these tests and I created a graphical illustration of it to see if there is any progress and how many mistakes the children do the most.

3.5.1 Date of the test: 7. 1. 2016

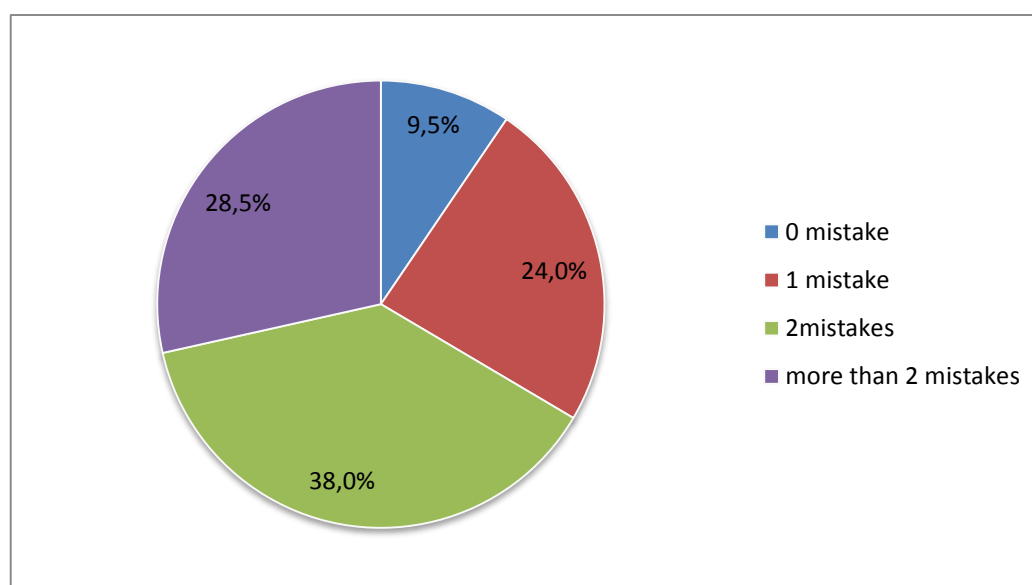
The first test was taken shortly after Christmas and from the results it is visible that pupils were not fully concentrated and arithmetical problems dictated in English caused them some difficulties. Only two pupils were able to write down all results without mistakes. Majority of the children made more than two mistakes, some of the tests were disorganised, the results were missing or written to different line which caused confusion and the children did not catch up with the dictation any more. However, the teacher was emphatic, all the children were praised for their effort. From my point of view young learners are amazing as they are able to keep going without the loss of interest. Although some children were confused during the test, they happily continued with learning and enjoyed the activities prepared by the teacher after the test was finished.

Tab. 2 The first test results

The number of pupils taking the test	The number of mistakes	The number of pupils	%
21	0	2	9,5
	1	5	24,0
	2	8	38,0
	> 2	6	28,5

Source: my own research

Figure 1 Graphical illustration of the first test results



Source: my own research

3.5.2 The date of the test: 14. 1. 2016

The second maths test in English was taken a week after the first one, the pupils practised English every day in between the test and not only in maths lessons but in other subjects as well. After the teacher pronounced the beginning of the test and shortly explained that it is again in English, the children calmly listened, it did not cause any big disruption, some children were happy to do it and it looked like they were looking forward to it.

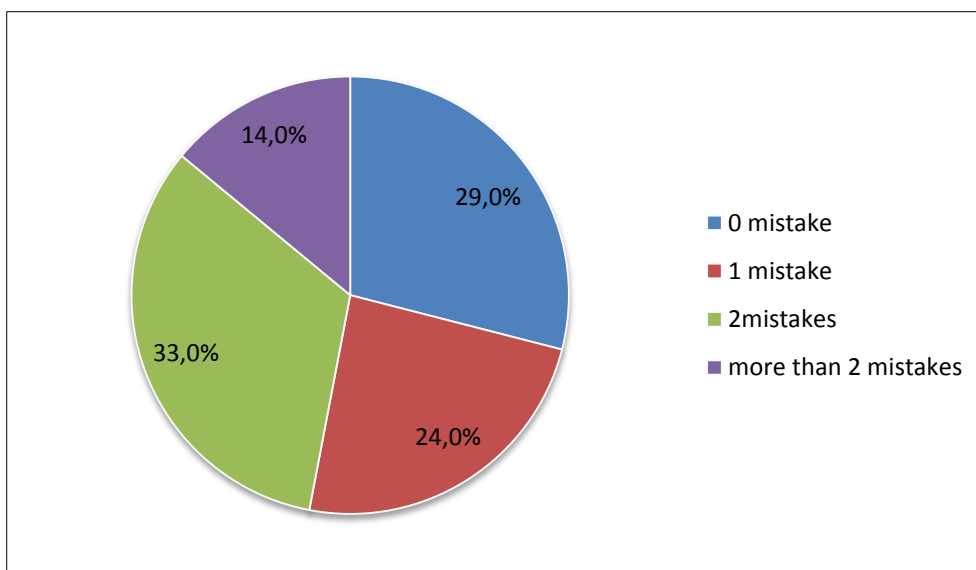
According to the results from the second test, the small progress is visible. Eleven children had none or one mistake. In the first test it was 7 pupils. Seven children made two mistakes and I tried to find if it was because of the same arithmetical problem. My hypothesis was incorrect, there was not any pattern and the mistakes were more or less different.

Tab. 3 The second test results

The number of pupils taking the test	The number of mistakes	The number of pupils	%
21	0	6	29
	1	5	24
	2	7	33
	> 2	3	14

Source: my own research

Figure 2 The second graphical illustration of the test results



Source: my own research

3.5.3 The date of the test: 18. 1. 2016

When teacher announced the third test in English, the children were excited and even those who did not show any emotions during the last two test were pleased and looked confident. During dictation, they were all fully concentrated and none of them disturbed or talked. I noticed that this is different from the other tests or any work in mother language. The children listened carefully not to miss the word that teacher were saying. The two ways concentration was obvious there. It is hard work for young students as they need to concentrate on the content and the language as well. However, the results are satisfying and shows that CLIL actually has awaited outcome.

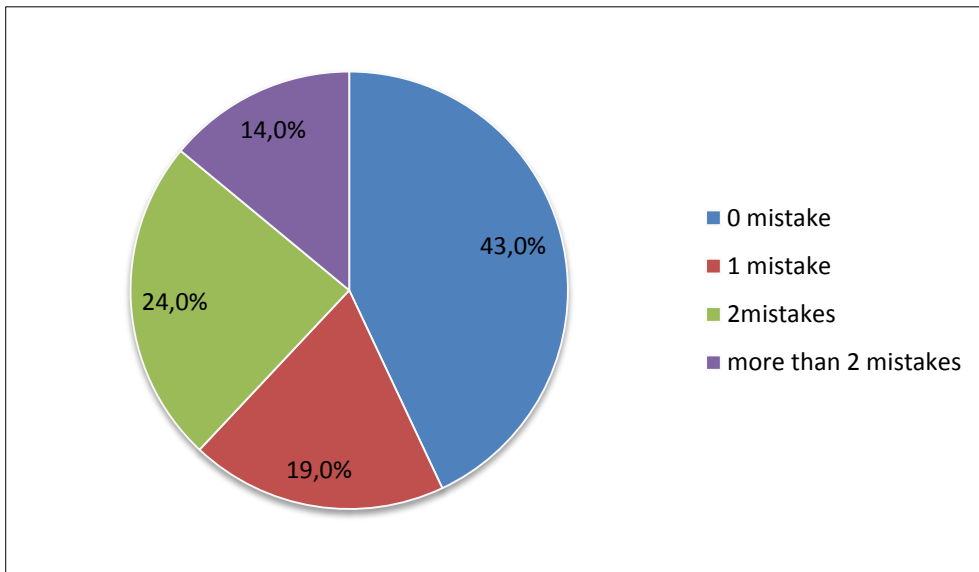
I was very pleased when I marked the test papers. The score with the pupils with none or one mistake has increased. The number of pupils who made more than two mistakes stayed the same. Three students. I compared the names and to my expectation the same names occurred. After consulting it with the teacher, I found out that those children who have made more than two mistakes are usually the ones who do not listen teacher's requirement and who are often behind the rest of the class. These children are at the end of the class not only in English but also in other subjects. They need more attention, more time for work, they do not like to talk in front of others and have other specific signs. It is difficult to judge these children as they still develop and their development is very individual and I personally think that they may get better later on. Yet, all these pupils in this class were tested by a school psychologist and were graded as „capable“ for the class with widened English education.

Tab. 4 The third test results

The number of pupils taking the test	The number of mistakes	The number of pupils	%
21	0	9	43
	1	4	19
	2	5	24
	> 2	3	14

Source: my own research

Figure 3 The third graphical illustration of the test results



Source: my own research

3.5.4 The date of the test: 25. 1. 2016

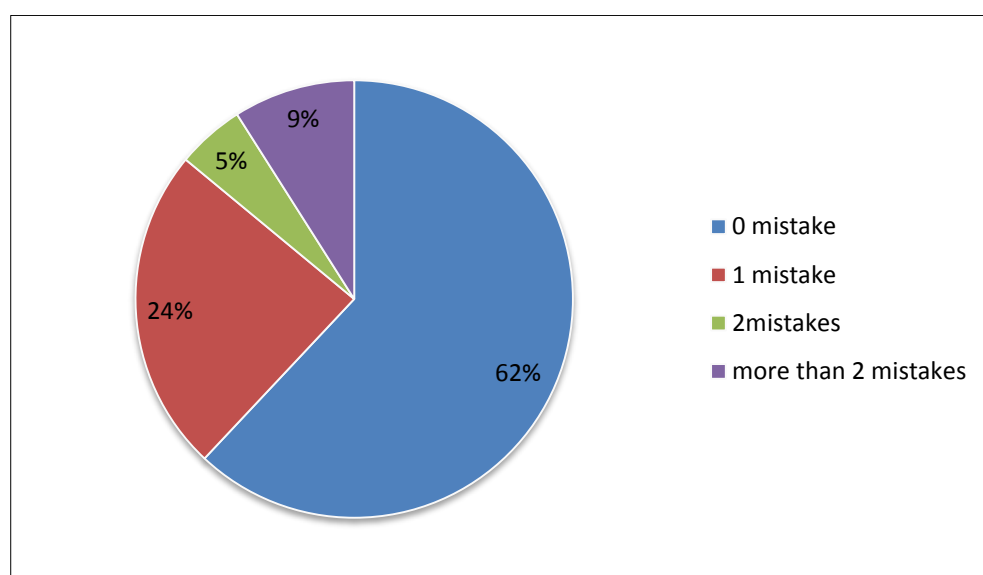
The children were given four short mathematical tests within three weeks. The fourth test shows excellent results. More than eighty percent of children made none or only one mistake. Surprisingly, the number of children with more than two mistakes decreased and it is a proof that even those children who did not excel at the beginning may get better if they have enough time to practice and if they are positively motivated. I have to say that the teacher of these learners keeps them motivated all the time and children's enthusiasm for English is obvious and supported. The results of these test are not part of their classification yet. Not in the first grade where the learners are at the beginning of learning the foreign language. However, it is a great start for them and once the results are counted, they will be prepared and will have the experience with this kind of testing.

Tab. 5 The fourth test results

The number of pupils taking the test	The number of mistakes	The number of pupils	%
21	0	13	62
	1	5	24
	2	1	5
	> 2	2	9

Source: my own research

Figure 4 Graphical illustration of the fourth test results



Source: my own research

To sum it up, there is a clear progress in children's results. The pupils got used to this routine and for me as for a future teacher, it was a great experience and it certainly inspired me to start with CLIL as soon as possible I start teaching the children at school.

3.6 Survey among the schools in Pardubice

I was eager to know if the primary schools in Pardubice and in its close surroundings support the CLIL method and if they use it. According to the Czech legislation, the schools should be applying CLIL approach in the lessons. I asked the headmasters of the schools four questions about CLIL and its application at their schools. The reason why it was only that short was to minimize the time spent with the questionnaire. Multiple choice questions were used to ease the work. Unfortunately, not all headmasters were keen to cooperate even though I explained the reasons of my survey. I got back eighteen answers out of thirty, which is less than I expected. However I analysed the results and made a graphic illustration for better visualization.

The questions I asked:

1. Do you know the CLIL? (Content and Language Integrated Learning) teaching method?
2. Do you use the CLIL method at the first school?
3. Do you use the CLIL method at the secondary school?
4. Would you like to know more about CLIL and its use during the lessons?

3.6.1 Question number 1

Do you know the CLIL? (Content and Language Integrated Learning) teaching method?

The results of this question were surprising as I expected that most of them will not know what CLIL is about.

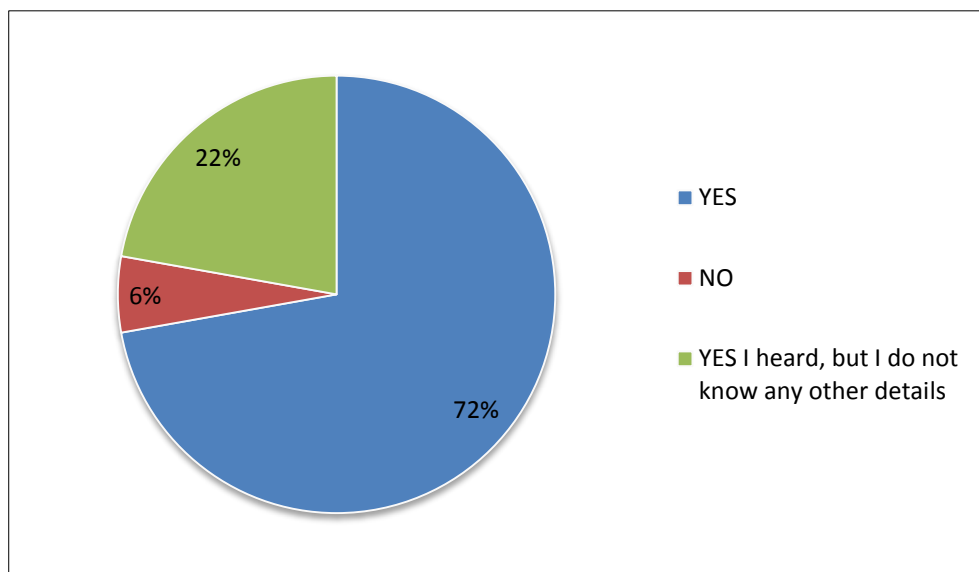
Thirteen positive answers out of eighteen gave me a feeling that CLIL may be actually in use. Only one answer was negative that means that the headmaster who answered it did not have a clue what it means. Four answers confirmed that the headmasters know about CLIL but do not know any details about this method. These four answers may be considered as negative as if they do not know what it is about, they cannot use it at their schools and the learners of these schools cannot benefit from it.

Tab. 6 The results of question number 1

the number of answers	the possible answers	the number of answers	%
18	YES	13	72,2
	NO	1	5,6
	YES I heard, but I do not know any other details	4	22,2

Source: my own research

Figure 5 The graphical illustrations of question number 1 result



Source: my own research

3.6.2 Question number 2

Do you use the CLIL method at the first school of primary education (první stupeň ZŠ)?

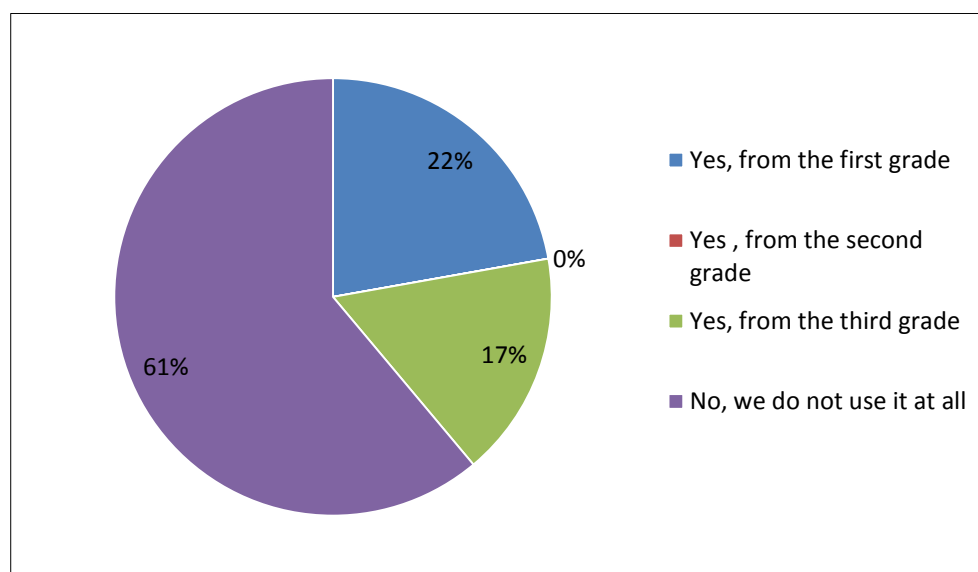
After rather satisfying result of the first question, here came a disappointment. I expected that CLIL is at use at least from the third grade where most of the children start learning the second language. According to my survey, only three schools do integrate CLIL into the lessons from the third grade, four of them even from the first grade. Yet, the number of schools that do not use CLIL as a part of education is high. Eleven out of eighteen is over 60% of the schools that filled the questionnaire. It is a shame as according to my experience with the children at the first grade of primary school Prodloužená, CLIL helps them to seize and understand the foreign language as a part of their natural environment rather than something different. Besides, if it is used only during 45 minutes English lessons where artificially created topics are taught, for children it becomes too distant and they may lose motivation for further learning.

Tab. 7 The results of question number 2

the number of answers	the possible answers	the number of answers	%
18	Yes, from the first grade	4	22,2
	Yes, from the second grade	0	0
	Yes, from the third grade	3	16,7
	No, we do not use it at all	11	61,1

Source: my own research

Figure 6 The graphical illustrations of question number 2 result



Source: my own research

3.6.3 Question number 3

Do you use the CLIL method at the secondary school?

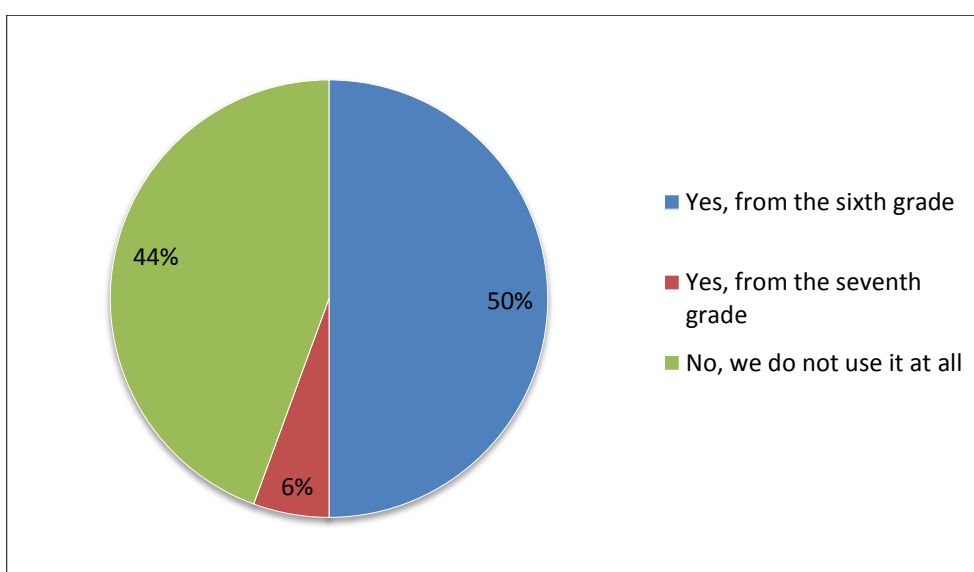
In contrast to the previous question, answers to this one pleased me. At least CLIL is used in more than 50% of cases. It means ten schools do apply integrated learning of language and content from sixth and seventh year of schooling. My recommendation to these schools would be to start earlier as it is obvious that they do know how to do it and they do have teachers who are brave enough to use it with their pupils. The problem which may discourage these schools from applying CLIL in lower grades may be that the teachers of the first school (první stupeň) are not usually the same ones as the teacher of the secondary schools. Therefore the first grade teachers may not be trained for this method. This is an issue of organizing the training for these teachers and it is up to the headmasters of the schools.

Tab. 8 The results of question number 3

the number of answers	the possible answers	the number of answers	%
18	Yes, from the sixth grade	9	50
	Yes, from the seventh grade	1	5,6
	No, we do not use it at all	8	44,4

Source: my own research

Figure 7 The graphical illustrations of question number 3 result



Source: my own research

3.6.4 Question number 4

Would you like to know more about CLIL and its use during the lessons?

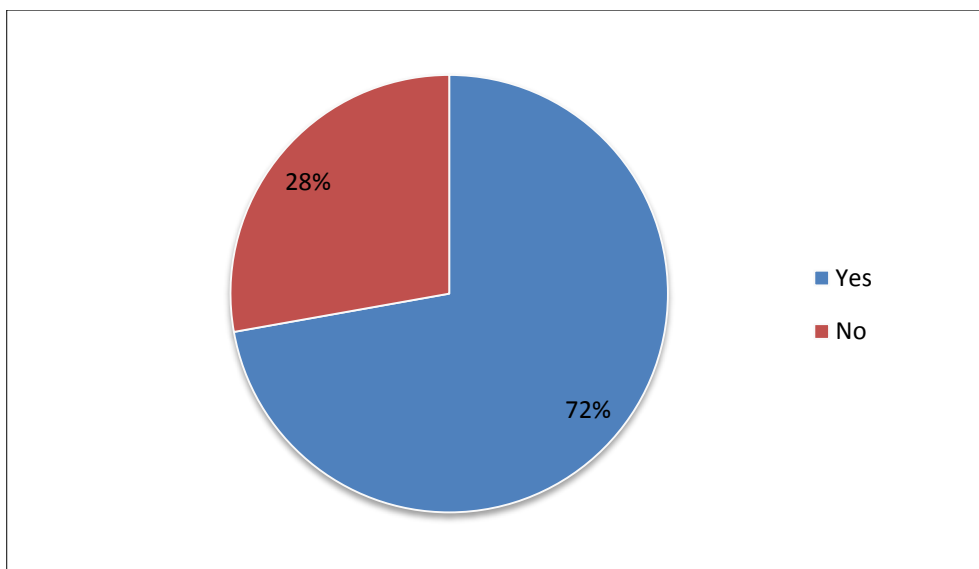
This research shows that CLIL is interesting topic for most of the headmasters who kindly answered my questionnaire. Thirteen out of eighteen would like to know more about this method and I suppose that if they knew what it is about and what profits it has for the students, they would not hesitate to apply it into the lessons. 72,2% of positive answers may be a beginning of CLIL expansion to more and more primary schools. My own question after analysing this result is: why do they not find out more information about it if they are interested?

Tab. 9 The results of question number 4

the number of answers	the possible answers	the number of answers	%
18	Yes	13	72,2
	No	5	27,8

Source: my own research

Figure 8 The graphical illustrations of question number 4 result



Source: my own research

CONCLUSION

At the beginning of writing this diploma thesis I did not know that much about CLIL approach. I knew only basic information, mainly what the letters stand for. However, this topic engaged me a lot and I decided to explore whether it is in use or it is only a theory in the Czech republic. Generally, I am very interested in teaching English to young learners and so I wanted to find out if CLIL is suitable teaching approach for this age group.

The more I read about CLIL, the more I understood that it has a deeper meaning for learners. When I found primary school where CLIL is actually in use from the first grade, I verified my opinion that it really does make a sense even with young learners. They learn English during CLIL lessons effortlessly and with young learners' own enthusiasm. When I asked children for their opinion about the way they are being taught, the answers were mostly positive. The learning process and progress was also visible when maths tests in English were analysed. In the last part of my thesis I focused on finding out if CLIL is in use in other schools in Pardubice. The results from this survey were not that positive and unfortunately, not many schools were willing to answer my questions. I analysed the results I got back and conclusion from it is that schools are not ready to start with CLIL as soon as the children start their primary education. Trained teachers who are capable of teaching content and language as well as prepare such lessons are missing and professional trainings for them are not on the list. Nevertheless, more than half of the schools that sent their answers back to me use CLIL from the sixth grade. According to me and my own experience from my years of primary schooling, it is a bit late for children to start with communicative English. At the age of eleven or twelve (sixth grade of primary education), the learners are already aware of learning process, they are not too keen to learn new things and take in as much new information as younger children. They may start to be embarrassed when talking or acting in front of others and it is not that easy to motivate them.

In my opinion, if the school already uses CLIL approach in secondary school, they should invest time and finances to train the teacher from the first school and start CLIL from the third grade when foreign language is compulsory in the Czech republic.

Nowdays, English surrounds us everywhere we go or look. It is very important for children to know that English is not only one particular subject in their timetable but it is or it will be part of their future life. It is necessary to teach English in real contexts, situation and let children explore the language and CLIL approach offers this and it is up to educators to see the potential of it and change the existing situation about language teaching at schools.

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LIST OF APPENDICES

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Appendix 4: Suitable working sheet for young learners

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Appendix 6: List of tables and figures

APPENDICES

Appendix 1: Maths activities in English

Figure 9 Calling the numbers – maths practise



Source: my own research

Figure 10 Calling the numbers – maths practise



Source: my own research

Figure 11 Maths warm up activity



Source: my own research

Figure 12 Maths warm up activity



Source: my own research

Appendix 2: Activities in English in basic of humanities and natural science for young learners

Figure 13 Learning the days of the week



Source: my own research

Figure 14 Learning the days of the week



Source: my own research

Figure 15 Learning the months of the year



Source: my own research

Figure 16 Learning the months of the year



Source: my own research

Appendix 3: Physical Education activity

Figure 17 Simon says activity in PE lesson



Source: my own research


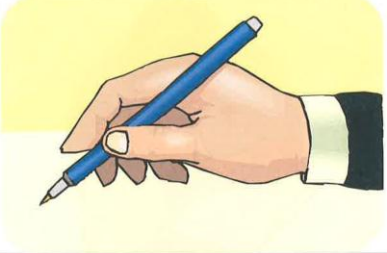




Figure 18 Simon says activity in PE lesson



Source: my own research

Appendix 4: Suitable working sheets for young learners

Figure 19 Suitable working sheets for young learners

			
READ		WRITE	
R E A D _ E A D _ _ A D _ _ _ D _ _ _ _	READ 	W R I T E _ R I T E _ _ I T E _ _ _ T E _ _ _ _ E _ _ _ _ _	WRITE
			
-----		-----	
			
-----		-----	

Source: Příručka příkladů dobré praxe

Aims of the working sheets:

- to introduce basic vocabulary (verbs in this case) to the pupils
- vocabulary for everyday use
- to prepare the pupils for compulsory language learning from the third year of basic schooling
- to increase student's self-esteem during language lessons
- to teach the contrast between the spoken and written English

Before the lesson:

- the teacher choose 20 verbs which are usually used at school (close, open, write, read. Count, draw...)
- the teacher creates the working sheets

How to work with the working sheets:

- the pupils work with these sheets from the second term of the first year of schooling
- the pupils will guess the word meaning based on the pictures on the working sheet (a pair work, a group work, individual work, work with a teacher...)
- the pupils tries to read the word, the teacher introduces the correct pronunciation by saying the word or play the word on CD recorder
- the children tries to play the meaning of the word
- the children re-writes the word to the worksheet accoding to instructions
- during next lessons the verbs should be repeated and ideally the displayed visibly around the classroom
- the children can make their own portfolio with their first English words

Recommendation:

New vocabulary is needed to be practised as often as possible and interconnect it with other subjects.

(Source: Příručka příkladů dobré praxe)

Appedix 5: Timetable

Tab. 10 Timetable

Základní škola Pardubice-Polabiny, Prodloužená 283 1. C (Slivková Dana)								
	1 8:00- 8:45	2 9:00- 9:45	3 10:05-10:50	4 11:00-11:45	5 11:55-12:40	6 12:50-13:35	7 13:45-14:30	8 14:40-15:25
P o	Čj Sliv	M Sliv	Čj Sliv	Tv Sliv (TvV)				
Ú t	Čj Sliv	M Sliv	Aj Sliv	Hv Bed (Hv1)				
S t	Čj Sliv	M Sliv	Tv Sliv (TvM)	Čj Sliv				
Č t	Čj Sliv	M Sliv	Pr Sliv	Čj Sliv				
P á	Čj Sliv	M Sliv	Vv Sliv	Pkč Sliv				

Source: web page ZŠ Prodloužená

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RESUMÉ

Tato diplomová práce seznamuje čtenáře s výukovou metodou CLIL (Content and Language Integrated Learning), v překladu Integrovaná výuka předmětu a cizího jazyka. Teoretická část je rozdělena na dvě hlavní kapitoly. První kapitola se věnuje pojmu Mladší žák, vysvětluje jeho chování, psychický vývoj a princip osvojení jazyka, a to jak mateřského, tak i cizího.

Ve druhé kapitole je hlavním tématem CLIL, jeho historie, metody, typy CLILU a jeho využití ve výuce.

V praktické části jsou uvedeny ukázky hodin s využitím CLILu v 1. třídě základní školy v Pardubicích. Je zde také analýza výsledků anglických testů, průzkum mezi dětmi a dále rozbor odpovědí z dotazníku rozeslaného do škol v Pardubicích a blízkém okolí.

ANOTACE

Jméno a příjmení:	Bc. Nikola Vacíková
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2016

Název práce:	Mladší žáci a CLIL jako výuková metoda
Název v angličtině:	Young learners and CLIL as a teaching method
Anotace práce:	Diplomová práce se zabývá metodou CLIL a využitím této metody na 1. stupni ZŠ, speciálně v 1. třídě. V teoretické části jsou popsány pojmy mladší žáci, motivace, vývoj mladších žáků, CLIL, metodologie CLILu. Jsou také popsány vhodné aktivity pro používání CLILu ve výuce s mladšími žáky. Cílem praktické části bylo zjistit, zda CLIL funguje v praxi u mladších žáků. Diplomová práce také zjišťuje, zda mladším žákům vyhovuje tento způsob výuky. Dále se věnuje výzkumu využití CLILu ve školách v Pardubicích. Výsledky výzkumu jsou v práci popsány.
Klíčová slova:	Mladší žáci, vývoj, motivace, CLIL – Obsahově a jazykově integrovaná výuka, CLIL metodologie, cizí/druhý jazyk.
Anotace v angličtině:	My diploma thesis deals with a relatively new teaching method CLIL and its use at the first grade of primary education. In the theoretical part young learners, their development and motivation and CLIL methodology are described. The main aim of the practical was to find out whether CLIL works with young learners, whether other schools in Pardubice use the CLIL method. The outcomes of the research are described there.
Klíčová slova v angličtině:	Young learners, development, motivation, CLIL - Content and Language Integrated Learning, CLIL methodology, foreign/second language.
Přílohy vázané v práci:	Příloha č. 1: Ukázkové fotografie z výuky matematiky v AJ Příloha č. 2: Ukázkové fotografie z výuky prvouky v AJ Příloha č. 3: Ukázkové fotografie z výuky tělocviku v AJ Příloha č. 4: Ukázka vhodných pracovních listů pro práci s mladšími žáky Příloha č. 5: rozvrh hodin Příloha č. 6: seznam tabulek a obrázků
Rozsah práce:	69 stran
Jazyk práce:	Anglický jazyk