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Diploma project

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Teachers' approach to CLIL at lower-secondary level of
schools

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I hereby declare that I have worked on my project titled Teachers' approach to CLIL at lower-secondary level of school independently, and that no part of it has been taken from the work of others unless explicitly cited and acknowledged within the text of my thesis.

Třebíč June 18, 2023

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Anotace

Tato diplomová práce se zaměřuje na metodu CLIL, obsahově a jazykově integrovanému vyučování. Konkrétně je práce zaměřena na zhodnocení přístupu učitelů, kteří s touto metodou mají zkušenosti a učitelů, kteří se s touto metodou setkali poprvé. Teoretická část představuje charakteristiku metody CLIL, její historii a také další důležité koncepty, které jsou nedílnou součástí této metody. Cílem práce je zhodnotit přístup a postoj učitelů k metodě CLIL. Tato práce také zkoumá zkušenosti učitelů s touto metodou, dále také výhody a nevýhody této metody a možné výzvy, se kterými se učitelé mohou setkávat při zavádění metody CLIL ve výuce. Na základě těchto zjištění je výstupem práce doporučení pro učitele pro lepší implementaci metody CLIL do výuky a také sbírka výukových CLIL materiálů do zeměpisu druhého stupně základních škol, která bude zpřístupněna veřejnosti.

Klíčová slova

CLIL, obsahově a jazykově integrované vyučování, zeměpis, učitelé, přístup učitelů, druhý stupeň základní školy, nižší stupeň víceletého gymnázia, CLIL materiály

Annotation

This diploma project focuses on the CLIL method, content and language integrated teaching. Specifically, the work is focused on evaluating the approach of teachers who have experience with this method and teachers who have encountered this method for the first time. The theoretical part presents the characteristics of the CLIL method, its history, as well as other important concepts that are an integral part of this method. The aim of the thesis is to evaluate the approach and attitude of teachers towards the CLIL method. This thesis also examines teachers' experiences with this method, as well as the advantages and disadvantages of this method and the possible challenges that teachers may face when implementing CLIL in teaching. Based on these findings, the output of the work is recommendations for teachers for better implementation of the CLIL method in teaching, as well as a collection of teaching CLIL materials for geography at the lower-secondary level of schools, which will be published to the public.

Keywords

CLIL, content and language integrated teaching, geography, teachers, teachers' approach, lower-secondary level of schools, CLIL materials

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Introduction

Content language integrated learning, also known as CLIL, is a method during which a second language is used for teaching and learning a content of a subject. Generally, the method enables us to teach a content through a second language, for instance maths or geography might be taught in English language, or music in a German school in Italian language or any other option that a teacher finds appropriate and beneficial for students which should lead to development of a content subject through a second language.

Nowadays, CLIL is used in many schools around the world, nevertheless it is still a kind of method that might be not taught in the proper way and it needs some time to put it into a great practice and make it beneficial for students as much as possible. From an academic point of view there have been questions whether CLIL method is sufficient for teaching and should be used in a class or not and if so, then what is the best way of teaching CLIL during lessons. As the CLIL method itself is indeed complex way of teaching and it needs much research and practise before using CLIL in a lesson, these doubts appearing in academics minds might be still between our teachers' community.

The main aim of this diploma project is to evaluate experienced CLIL teachers and non-experienced teachers' attitudes and beliefs towards CLIL method and their experiences with this educational approach. Furthermore, this work has several objectives linked to the main aim of the work, the fulfilment of which will lead to a more detailed investigation of the given topic. One of these is to obtain information about the experiences of teachers with the CLIL method, to identify the main advantages and disadvantages of using the CLIL method or to find out what are the significant challenges for teachers who use the CLIL method in their teaching. The output of this work will be the recommendations for all teachers that would help them implement the CLIL method effectively in their practice, as well as the provision of a created collection of CLIL materials that can be used in geography lessons at lower-secondary level of schools.

One of the reasons I decided to focus my diploma thesis on the field of study of content language integrated learning was my own interest related to this field of study as I personally teach CLIL in geography in seventh grade. Another reason was the request of the school management, to choose this topic for my diploma project and for my practical part create a collection of materials for this particular subject, which is geography in seventh grade. The request is based on the fact, that these materials could be applied for next several years and

useful for other CLIL teachers as there is every school year the same syllabus of the subject. Subsequently, as the syllabus of the school is based on the School Education Programme, which is based on the same Framework Education Programme as for other secondary schools, these materials might be used by other schools or CLIL teachers, as it will be open to public. With this work, I would also like to find out the CLIL experiences of teachers for a better implementation of CLIL in teaching, and also to get the subconscious of CLIL even to those teachers who have no experience with this method so far. In my opinion, it is necessary to share your experience with the CLIL method, and by providing suitable materials and personal experience, I believe that there will be more teachers who will be interested in this approach.

In the theoretical part of the diploma thesis CLIL will be examined from an academic point of view. It will offer knowledge regarding the topic from many theoretical aspects. In this part there will also be examined different approaches to content language integrated learning and presented several other concepts as they are related to the method. Moreover, the theoretical part will also present different teaching methods that might be used in a class while teaching CLIL and all materials will be based on these methods. Apart from theoretical concerns, in this part of the diploma project is also mentioned history of CLIL and history of CLIL in the Czech Republic.

The second part will present the methodology that will be used for practical research. A mixed methods approach based on quantitative and qualitative research is chosen for the research, which consists of a questionnaire for CLIL teachers, semi-structured interviews conducted with geography teachers of lower-secondary level of schools and also observations that will be conducted in some CLIL lessons. Additionally, data which will be gathered during the observation of CLIL lessons will be utilized to support the research. Based on the answers received from all respondents, a summary of all findings and the creation of recommendations for teachers that would lead to a better implementation of CLIL in teaching will follow, as well as the creation of a collection of CLIL materials for geography that will be provided to the public.

With my research, I would like to support the introduction of CLIL in schools. Based on the knowledge obtained from the research, which will be essential for the creation of recommendations, and by providing a collection of materials, I would like to achieve a better implementation of CLIL in teaching.

I. THEORETICAL PART

The main aim of the first, theoretical, part is to present and define the characteristics of the content language integrated learning by several academic approaches. Apart from characterization, there is also explained the difference between the BICS and CALP language, which are necessary components of CLIL and should be examined as well as they are integral to the topic. This part also provides readers with an introduction to ‘soft’ and ‘hard’ CLIL, that also go hand in hand with the CLIL method, advantages and risks of using CLIL in lessons, also the framework of 4 Cs and another chapter is also dedicated to planning lessons including designing CLIL materials and activities. Last but not least theoretical part also introduces scaffolding method and its connection with CLIL and assessment in CLIL lessons. From the methodology aspect of this part, there are introduced several teaching methods that are used for the activities created for the purpose of the work.

1. Characteristics of CLIL

Content integrated learning is a kind of educational approach during which students learn the content of a subject through an additional language. CLIL is a teaching method that focuses at the same time on the content of a subject, but also on the second language itself while teaching and learning.¹ Phill Ball also agrees with this explanation and stays that “*CLIL stands for ‘content and language integrated learning’ and is a way of teaching of learning subjects in a second language (L2).*”²

Gayete Domínguez explains that “*learners following a CLIL programme develop knowledge about a particular content subject using the language they are trying to learn.*”³ According to Mehisto CLIL has got many faces of educational approaches which allows a teacher to provide students by a content of a subject though various teaching methods that CLIL offers. He compares CLIL to an umbrella term that includes various types of educational approaches for lessons such as language showers, immersions (including total immersion, two-way immersion and double immersion), bilingualism and multilingualism in education. To him

¹ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan, 2008. Macmillan books for teachers. ISBN 9780230027190. p. 1.

² BALL, Phil, Keith KELLY and John CLEGG. *Putting CLIL into practice*. Oxford: Oxford University Press, 2015. Oxford handbooks for language teachers. ISBN 978-0-19-442105-8. p. 5.

³ DOMÍNGUEZ GAYETE Gema. The effect of CLIL on L3 students’ oral production and comprehension in a primary school context. IN: RENAU PALLARÉS, María, Javier Vellón LAHOZ and Patricia Salazar CAMPILLO. *Investigacions transversals i integradores en Ciències Humanes i Socials*. Universitat Jaume I, 2022. ISBN 978-84-18951-23-7. p. 99.

*“the CLIL strategy, above all, involves using a language that is not a student’s native language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects such maths, science, art or business.”*⁴

Nevertheless, he also presents the opposite point of view which is the role of language teachers as they are a support for teachers of content subjects. As there is a quest for these teachers to provide students with knowledge regarding the subject, but also some additional language, the role of language teachers is very important and both of them should work hand in hand together in order to offer students content and language integrated learning. He also suggests that CLIL lessons might have two ways of integration, in the first a content of a subject is taught in second language lesson, or a content is taught in a content subject through additional second language.⁵

According to Christiane Dalton-Puffer, CLIL belongs to an innovative teaching method, which allows to enrich *“the formal education systems of European countries.”*⁶ Apart from that, Do Coyle agrees with this view and additionally suggests that *“CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.”*⁷ Nowadays, the idea of integration of innovative methods to education process is welcomed and supported by many office departments at schools and thus the quest for innovating not only practical focused lessons, but also theoretical subjects such as biology, geography or history might be in future one of the most significant requirements of teaching, as CLIL offers practical materials for teachers and *“is realized through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable.”*⁸ Additionally, CLIL is characterized by a unique type of teaching that combines the didactic approach of a foreign language and the didactics of a theoretical subject. Thanks to the didactics of the language subject, CLIL has the opportunity to launch new organizational

⁴ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 11-13.

⁵ Ibid.

⁶ PUFFER, Christiane Dalton. *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins Publishing Company, 2007. ISBN 9789027219794. p. 1-2.

⁷ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-13021-9. p. 1.

⁸ Ibid., p. 12.

forms and methods. Among other things, CLIL aims to develop students' critical thinking and creativity and contribute to their motivation.⁹

Generally, CLIL is a teaching method which has a dual-oriented approach on lesson, content and a second language itself. As already mentioned, in CLIL lessons it is possible to integrate a second language to a content subject by use of a wide range of teaching approaches such as language showers, bilingual education or immersion and this approach of teaching is nowadays considered to be an innovative method useful for enrichment of a content subject. Apart from CLIL itself, there are subcategories that are integral to this innovative method of teaching, such as 'soft' and 'hard' CLIL, BICS, CALP and also 5C's.¹⁰

⁹ ŠMÍDOVÁ, Tereza, Lenka TEJKALOVÁ a Naděžda VOJTKOVÁ. *CLIL ve výuce: jak zapojit cizí jazyky do vyučování*. Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-87652-57-2. p. 9.

¹⁰ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 11-13.

2. History of CLIL

While the existence of globalization and the presence of innovating an educational system, there has been a seek for new teaching methods related to enhancing better learning conditions for learners. Apart from that, as schools nowadays are constantly becoming increasingly bilingual, the CLIL has had much more popularity throughout the last several years.¹¹ Additionally, Coyle also suggests that the interest in CLIL, which is constantly increasing, is mainly due to globalization. Also, the way of life in the present seeks for development of language as much as possible mainly because of economic and social needs and in order to provide learners by increasing their levels to proficiency. According to him one of other reasons for using CLIL in lessons is the fact that content and language integrated learning approach allows teachers provide learners in the short period of time by satisfying results in both regards, a content and also language.¹²

Even though the term CLIL was firstly used in 1994 by David Marsh on European territory, it has a much longer history that one can imagine. As Mehisto states “*the first known CLIL-type programme dates back some 5000 years to what is now modern-day Iraq.*”¹³ According to him, during the period of time while Summerians were under the control of the Accadian empire, Accadians sought to learn their language. Eventually, through local language accadians learnt some basic knowledge in particular subjects such as zoology or botany. Additionally, Mehisto also gives another for instance that advances to many centuries after the example of Summerians CLIL, according to him Latin language is an example from history that allows educators teach a content through Latin, as it “*became the primary language of law, medicine, theology, science and philosophy.*”¹⁴ However, despite the fact Mehisto refers to Latin as an example of using the language for teaching a content, he strongly claims that this example cannot be associated with the CLIL method itself. The reason for claiming so is clarified by the explanation that from the academical perspective is Latin a language used “*for the development of local languages*”¹⁵, while on contrary, CLIL focuses as well as on the second language also on the first language of a learner.¹⁶ By contrast, there is another point of view on development

¹¹ ŠMÍDOVÁ, Tereza, Lenka TEJKALOVÁ a Naděžda VOJTKOVÁ. *CLIL ve výuce: jak zapojit cizí jazyky do vyučování*. p. 9.

¹² COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. p. 2.

¹³ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 9.

¹⁴ *Ibid.*

¹⁵ *Ibid.*, p. 10.

¹⁶ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 10.

of history, which differ from the other points of view. According to Coyle, history of CLIL reaches to Roman empire back two thousand years “*as the Roman empire expanded and absorbed Greek territory, language and culture.*”¹⁷ For the Romans wanted to give their children better opportunities for their future lives, they educated them not only in the Greek language, but also in the field of other cultural matters. Tereza Šídlová agrees with these views on history and furthermore specifies the use of CLIL for the first time, which is dated in 1996 and the method was used at Finland university called UNICOM, particularly in the city Jyväskylä.¹⁸

Throughout the nineties, CLIL with its characterization have been developing until present days and today’s specific form of CLIL allows, from didactics perspective, integration of both, a content subject and foreign language while using reach amount of teaching methods and different teaching strategies.¹⁹ Dana Hanesova reports “*the last decade has witnessed a boom of research in CLIL*”²⁰ and the accessibility of these researchers is a valuable tool for having closer look on different approaches of CLIL in different countries. For instance, owing to the research ‘Windows on CLIL’ by Maljers, Marsh and Wolff in 2007 one can learn about many approaches in CLIL used in secondary school in many different countries all over Europe. Apart from that, she offers a brief summary regarding the development of the CLIL method used in many European countries. One of the countries she mentions is the Netherlands, according to her, particularly the Netherlands was one of the first areas that supported the idea of CLIL development in order to provide learners with bilingual education at schools. Another supported country that responded positively to CLIL is Finland, where Finish people came with idea to integrate Swedish language during lessons, and after several years later, owing to legislation in education, educators have had a chance to choose by their preferences and needs the form of CLIL they would like to apply.²¹ Barbora Benešová also gives a closer look on development of CLIL related to the Czech Republic, which will be examined in the following sub-chapter.

2.1. Development of CLIL in the Czech Republic

There are not so many publications dealing with CLIL method in the Czech Republic, nevertheless one is found by Barbora Benešová who in great detail examines the CLIL

¹⁷ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. p. 2

¹⁸ ŠMÍDOVÁ, Tereza. Pojem CLIL. *Metodický portál: Články* [online]. 30. 04. 2013, [cit. 2023-01-20]. <<https://clanky.rvp.cz/clanek/17407/POJEM-CLIL.html>>. ISSN 1802-4785.

¹⁹ Ibid.

²⁰ POKRIVČÁKOVÁ, Silva. *CLIL in Foreign Language Education*. Nitra: Constantine the Philosopher University, 2015. ISBN 978-80-558-0889-5. p. 10-11.

²¹ Ibid.

methodology and covers all necessary information related to CLIL in the Czech Republic. Apart from her, CLIL in terms of Czech education is also introduced by Jarmila Novotná.

Firstly, CLIL in the Czech Republic appeared later than in other countries where CLIL was discovered, nevertheless the whole idea of implementing CLIL into Czech education was brought by The Ministry of Education, Youth and Sports (MŠMT in Czech) and owing to the document called Action Plan on Language Learning and Linguistic Diversity 2004-2006 was CLIL later developed and whole concept of CLIL was improved.²² As Benešová states “*the national plan for education in the Czech Republic in accordance with the Action Plan, describes CLIL as an effective tool for improving pupils’ knowledge of both language and content subjects.*”²³ She also conveys that all information or other matters related to the method that a CLIL teacher finds important to learn about might find in the National Institute for Education (NUV), apart from that there is also the National Institute for Further Education (NIDV) that also provides teachers with other education regarding the development of CLIL teaching. According to her, CLIL was brought to the Czech Republic owing to several international projects that the country was involved in. One of the first ones started in 1998 which “*was a project called TIE-CLIL – Translanguage in Europe, Content and Language Integrated Learning*”²⁴ that, except the Czech Republic, involved several other foreign countries and “*the main aim was to promote plurilingualism and tailor a CLIL training programme as part of Lifelong learning.*”²⁵ To her, the method content language integrated learning was among many other international projects developing and promoting throughout many years and due to all the projects that were implemented in the Czech Republic, teacher of CLIL have had the chance to educate themselves in this field of study and materials, that were part of the projects, were available for the use of teachers.²⁶

Additionally, the development of CLIL is linked to the spread of foreign languages in the 90s of the 20th century, which is also closely linked to the development of ICT technologies as a means of communication and this also required knowledge of a foreign

²² MŠMT. Content and Language Integrated Learning v ČR. *MŠMT: Ministerstvo školství, mládeže a tělovýchovy* [online]. ©2013–2023 [cit. 09.02.2023].//www.msmt.cz/vzdelavani/zakladni-vzdelavani/content-and-language-integrated-learning-v-cr?highlightWords=Content+and+Language+Integrated+Learning+%C4%8CR.

²³ BENEŠOVÁ, Barbora. CLIL Projects in the Czech Republic. In: HANESOVÁ, Dana. *Learning Together to Be a Better CLIL Teacher*. Banská Bystrica: Pedagogická fakulta, Univerzita Mateja Bela v Banskej Bystrici, 2015. ISBN 978-80-557-0887-4.

²⁴ *Ibid.*

²⁵ *Ibid.*

²⁶ BENEŠOVÁ, Barbora. CLIL Projects in the Czech Republic. In: HANESOVÁ, Dana. *Learning Together to Be a Better CLIL Teacher*.

language. The language teaching occupied a large place in the education system at that time, thanks not only to social but also to political changes. In addition to the development of foreign languages, teaching methods were also changing, which tended to focus more on the development of communication skills. The effort to develop knowledge of a foreign language led to the fact that we could increasingly encounter the term bilingualism and also the effort to introduce bilingual education in Czech schools.²⁷

²⁷ NOVOTNÁ, Jarmila. CLIL v českém vzdělávacím systému. *Metodický portál: Články* [online]. 14. 05. 2013, [cit. 2023-04-23]. <<https://clanky.rvp.cz/clanek/17441/CLIL-V-CESKEM-VZDELAVACIM-SYSTEMU.html>>. ISSN 1802-4785.

3. Other concepts related to CLIL

In the following subchapters several other concepts will be examined as they are part of the content language integrated learning. In connection with CLIL, we can often come across some concepts that are not completely familiar to a teacher who has no experience with this method. The following terms are related to CLIL and are therefore introduced here.

3.1. Soft and hard CLIL

As already mentioned that the content and language integrated learning itself can be used in many different ways, there are two main subcategories, which are ‘soft’ CLIL and ‘hard’ CLIL. Literature offers a wide range of definitions for these two terms and one is also expressed by Phill Ball who explains hard CLIL as follows “*it is a form of subject teaching in L2 which highlights academic achievement within the subject and treats language development as important, but as a bonus.*”²⁸ In a simplified way, hard CLIL is mainly focused on the second language which is at the same time used for teaching a content of a theoretical subject, but the importance of the curriculum itself is not oriented to the aim, whereas the second language is.²⁹ As many definitions state, hard CLIL is designed for the long-term process of teaching or learning and can be taught not only in one theoretical subject but a school may offer more possible ways for developing students’ language but also theoretical skills.³⁰

On the other hand, soft CLIL is not targeted on a language-based lesson but on a content itself and during the lesson a teacher chooses a topic that at the same time subordinates the aim of the language. According to Ball “*soft CLIL is used to describe the broad linguistic aims that a language teacher brings to the classroom.*”³¹ Šídlová has the same point of view, she claims that soft CLIL is based on integration of theoretical curriculum in foreign language subjects.³² Apart from that Uhlířová states that for soft CLIL is typical short-term teaching and, depending on a choice of teacher, CLIL can be taught only partly during the lesson and apart from choice of activities or materials, the teacher can also choose the

²⁸ BALL, Phil, Keith KELLY and John CLEGG. *Putting CLIL into practice*. p. 5-27.

²⁹ Ibid.

³⁰ Ibid., p. 26-27.

³¹ Ibid., p. 27.

³² ŠMÍDOVÁ, Tereza. Pojem CLIL. *Metodický portál: Články* [online]. 30. 04. 2013, [cit. 2023-01-13]. <<https://clanky.rvp.cz/clanek/17407/POJEM-CLIL.html>>. ISSN 1802-4785.

language for conveying the content of a lesson.³³ In a simplified way, soft CLIL is more accessible approach of CLIL oriented lessons, especially for those teachers, who do not feel confident enough to lead a CLIL lesson as they are not language teachers. Soft CLIL might offer an innovative approach for teaching even for those teachers, who would not be able to have a hard CLIL lesson.

In conclusion, as stated above, hard and soft CLIL are two major categories of content language integrated learning method. As CLIL has got a wide range of approaches, it is necessary to go through methodological sources and educate oneself about the method of teaching in order to choose an appropriate approach for the aim of a lesson and as CLIL itself is really complex field of study, studying CLIL into the detail is matter of importance. Nevertheless, CLIL does not differ only to hard and soft CLIL, apart from mentioned above there are other components related to CLIL that should be also discussed for the purpose of being proper educated in this field of study.

3.2. BICS and CALP

Apart from other categories, also BICS and CALP are necessary theoretical terms related to CLIL. At first sight, these two terms might seem as difficult to understand for a person who has not heard about these two abbreviations. Nevertheless, as mentioned, BICS and CALP are two kinds of language that are associated with teaching and mainly with the CLIL method.

The term BICS is referred to ‘basic interpersonal communicative skills’ and CALP to ‘cognitive language academic proficiency’. These two kinds of languages were firstly examined by academic researcher Jim Cummins in 1979 in order to present to his students what differences they can face while using academic language while interacting with each other. According to him “*BICS refers to conversational fluency in a language while CALP refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school.*”³⁴ A simplified definitions is

³³ UHLÍŘOVÁ, Martina. *LANGUAGE SHOWERS IN PRIMARY MATHEMATICS EDUCATION*. Trends in Education [online]. 2016, 9(1), 265-271 [cit. 2023-02-18]. <http://tvv-journal.upol.cz/doi/10.5507/tvv.2016.039.html>. ISSN 18058949.

³⁴ STREET, V. Brian, Nancy H. HORNBERGER. (Eds.). *Encyclopedia of Language and Education*, 2nd Edition, Volume 2: Literacy. New York: Springer Science + Business Media LLC, 2008. ISBN 978-0-387-32875-1. p. 71.

introduced also by Dominguez, who refers BICS to “*basic everyday language*”³⁵ and CALP to academic vocabulary relating to specific field of study, such as technical complex words and etc.³⁶ Apart from that, Cummings also claims that BICS is acquired from the very notion of communication of a child as the BICS itself is part of everyday language required for communication. On the contrary, with CALP language one comes into contact at school level where students acquire education through academic vocabulary.³⁷

Additionally, Ball also states that BISC and CALP languages are integral to CLIL and in order to offer students effective CLIL lesson from pedagogical point of view, it is necessary to be familiar with a distinction between these two approaches as each of them affects the process of education.³⁸

3.3. Advantages and risks of CLIL

In the following subchapter, advantages and risks of content language integrated learning will be discussed. From many points of view, the teaching and learning method CLIL has a widespread interest among many teachers and all is on account of the approach of the method itself, which is at the same time very beneficial for a student as the approach is dual-oriented, on the content and language as well.³⁹

Studying content subjects through languages is much more entertaining and enjoyable for students than learning a content subject or foreign language separately. Owing to the approach of content and language integrated learning, a content subject offers learning a language in its more natural surroundings as it is not learnt during lessons in artificially created situations meant for learning languages. Particularly, students learn languages in its natural way.⁴⁰ Katarzyna Papaja have written many works related to the field of study of CLIL and in her works one can find many enriching studies about CLIL. Papaja has examined CLIL form many theoretical aspects and based on her researches she also provides interested person in CLIL with its advantages. She states that owing to CLIL

³⁵ DOMÍNGUEZ GAYETE Gema. The effect of CLIL on L3 students’ oral production and comprehension in a primary school context. In: RENAU PALLARÉS, María, Javier Vellón LAHOZ and Patricia Salazar CAMPILLO. *Investigacions transversals i integradores en Ciències Humanes i Socials*. p.109

³⁶ *Ibid.*, p. 109-110.

³⁷ STREET, V. Brian, Nancy H. HORNBERGER. (Eds.). *Encyclopedia of Language and Education*. p. 72.

³⁸ BALL, Phil, Keith KELLY and John CLEGG. Putting CLIL into practice. p. 62.

³⁹ MŠMT. Content and Language Integrated Learning v ČR. *MŠMT: Ministerstvo školství, mládeže a tělovýchovy* [online]. ©2013–2023 [cit. 09.02.2023]. <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/content-and-language-integrated-learning-v-cr?highlightWords=Content+and+Language+Integrated+Learning+%C4%8CR>.

⁴⁰ *Ibid.*

a learner might raise the cultural knowledge of a topic, also regarding the international matters, the learner should be well prepared for getting an international certification and CLIL might be also beneficial for further international mobility abroad. Some other positive advantages of CLIL are professional development and assessing better opportunities for a job and also raising language skills. Lastly, two another examples, which are presented by Papaja, are building a better multicultural awareness and attitudes and arising the learner's interest in learning other languages.⁴¹ Owing to her research she also presents some of advantages from students' point of views, which states. "*Students, in turn, perceived bilingual education as prestigious, broadening horizons, giving them the opportunity to study abroad. Among other advantages, they mentioned access to an extensive range of topics and extra language lessons, studying in better conditions (smaller-sized classes, better learning resources) and participation in foreign exchanges.*"⁴² Apart from students' point of views, she also examined view according to teachers, school system and also resources and materials. Tereza Šmídová agrees with these claims and above all she also mentions the advantage of having option to use gained practical knowledge in a real life.⁴³

On the other hand, she also presents some risks related to use of CLIL. The method might be worse accessible for those students whose level of English is not acceptable enough for having theoretical part of a content subject in English and without understanding it might be hard to reach the satisfactory results from the CLIL method. Also, the lack of materials available for teachers and evaluation matters which is connected to another issue related to CLIL, which is a reluctance of other colleagues to help CLIL teachers, as there might be lack of those teachers, who are majors in language and also a content subject. Lastly is mentioned the low level of competences of teachers and time-consuming preparations for CLIL lessons.⁴⁴

To conclude, as Mehisto claims "*stepping outside one's comfort zone into partly uncharted territory is and essential step in the CLIL journey.*"⁴⁵ That means that even

⁴¹ PAPAJA, Katarzyna. *Focus on CLIL: A Qualitative Evaluation of Content and Language Integrated Learning (CLIL)*. Cambridge: Cambridge Scholars Publishing, 2014. ISBN 978-1-4438-5823-6. p. 9.

⁴² *Ibid.*, p. 17.

⁴³ ŠMÍDOVÁ, Tereza. Pojem CLIL. *Metodický portál: Články* [online]. 30. 04. 2013, [cit. 2023-02-06]. <<https://clanky.rvp.cz/clanek/17407/POJEM-CLIL.html>>. ISSN 1802-4785.

⁴⁴ *Ibid.*

⁴⁵ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 27.

though some teachers might not want to be helpful to other teachers and there are some other risks to be aware of, still it's an unique method that allows teachers boost students' knowledge in both, language and a theoretical content of a subject and motivated them for further educational processes.⁴⁶

3.4. The 4 Cs framework

The term 4 Cs is mentioned by many authors in their works as it is one of the other terms referring to the CLIL method and which one should be familiar with when dealing with this field of study. In the following subchapter will be explained the approach of 4Cs towards CLIL teaching and why one should be familiar with the term itself.

Detailed examination of the framework of 4 Cs to CLIL was written by Do Coyle who states that it “*integrates four contextualized building blocks*”⁴⁷ which refers to four elements. The first C stands for content, which is focuses on a subject itself, then communication referring to language as a tool for learning and communicating, another part of the framework is cognition which stands for thinking and learning at the same level and the last C is for culture that focuses on cognition of intercultural matters.⁴⁸ According to him following these 4 cs mentioned above and also some other matters taking into account, such as learning and understanding the content, involvement of participants during lessons, involvement in communication, improvement language skills and knowledge and lastly also strengthening the cognition of intercultural matters which is “*in turn brought about by the positioning of self and otherness*”⁴⁹, might lead to effective CLIL teaching and learning.⁵⁰

Apart from this point of view Peeter Mehisto also takes in account the 4Cs framework and furthermore he puts emphases on this field of study especially while creating and planning CLIL lessons. In his book ‘Uncovering CLIL’ in great detailed elaborated each part of the 4Cs framework and gave examples of matters on should focused on while planning a CLIL lesson. As for cognition principle, except learning outcomes, one should focus also on analysing owns achievement and interacting these achievements not only with other students, but also mentors and together they should work on setting new learning

⁴⁶ PAPAJA, Katarzyna. *Focus on CLIL: A Qualitative Evaluation of Content and Language Integrated Learning (CLIL)*. p. 9-17.

⁴⁷ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-13021-9. p. 41.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

outcomes. Regarding community principle, Mehisto stands that a student should perceive enrichment of being part of a community and the term community doesn't stand only for students in a class, but members of the community are also teachers, parents, employers and others. Except that, students should also be aware of their role in the classroom. The principle of content is referred to awareness of community not only in the classroom, but also outside the school, it also focuses on integration of other subject within cultural content. Lastly, according to Mehisto communication principle of 4 Cs framework refers to actively participating of all students with the classroom and in the community itself and apart from that he also states that developing of the language should be process of all subjects.⁵¹

3.5. Scaffolding

Scaffolding is a term that appears very often in connection with the CLIL method. More precisely, it is a strategy in teaching, or support measures, during which students acquire knowledge and skills with the help of another person.⁵²

We call this process scaffolding, which was first used in the 1980s by the American psychologist Jerome Bruner, who relied on the theory of Vygotsky's social constructivist learning method. Specifically, it is a theory that deals with the ability to achieve something through one's own efforts and, in the opposite case, what an individual is able to achieve with the help of another.⁵³ One of the other theorists dealing with the CLIL method and, in more detail, the so-called 'scaffolding' is Lenka Procházková, who in her study explains scaffolding as a style of teaching which is based on the provision of support by the teacher, especially for those pupils who are just starting their education. In this case, it is support in the form of providing instructions, help, or dictionaries. However, like others, she emphasizes that scaffolding is not about offering students a ready-made solution, but rather about supporting them in obtaining their own solution and knowledge.⁵⁴ Scaffolding also represents interaction in a social environment, i.e. the use of language during language activities, especially in the sense of communication and cooperation with other members of

⁵¹ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*. p. 31.

⁵² SLADKOVSKÁ, Kamila. Co je to scaffolding v CLILu?. *Metodický portál: Články* [online]. 02. 09. 2010, [cit. 2023-04-09]. <<https://clanky.rvp.cz/clanek/9541/CO-JE-TO-SCAFFOLDING-V-CLILU.html>>. ISSN 1802-4785.

⁵³ Ibid.

⁵⁴ PROCHÁZKOVÁ, Lenka. Plánování a struktura CLIL hodin. *Metodický portál: Články* [online]. 19. 12. 2013, [cit. 2023-04-12]. <<https://clanky.rvp.cz/clanek/17995/PLANOVANI-A-STRUKTURA-CLIL-HODIN.html>>. ISSN 1802-4785.

the learning process. During the process, students can achieve their own understanding themselves, which leads to the development of cognition itself.⁵⁵

Mahan suggests several strategies in scaffolding for a better understanding of a new substance. These are, for example, comprehension strategies and task-solving strategies. Regarding the first strategies, Mahan more specifically mentions the continuation of previous knowledge and drawing from it, the development of academic language and, last but not least, the support of supplementary materials. Task-solving strategies are connected with metacognition and also discourse use.⁵⁶

According to Kamila Sladkovská, other strategies appropriate to include in teaching within scaffolding are, for instance, brainstorming, creating mind maps, working with tables or graphs, using authentic materials such as pictures, also working with text, and last but not least, providing students' feedback to the teacher.⁵⁷ Regarding understanding of vocabulary in CLIL lesson, in recent research on vocabulary presentation techniques in CLIL geography, Claudia Kovacs concluded that there are several appropriate strategies for connecting content with language and explaining the meaning of given vocabulary. One of the most useful strategies are checking understanding, providing a translation, and also supporting the understanding of the given term through visualization.⁵⁸

4. Planning CLIL lessons

CLIL lesson planning is one of the most essential parts of teaching management for any new CLIL teachers. This is one of the parts for which a familiarity with the subject matter is required. Lesson planning should start with the teacher getting to know the students' knowledge of the subject because of the continuity of the further subject. Here, the teacher has a double job, first of all, he has to find out which follow-up material to choose and then

⁵⁵ LO, Yuen Yi, Angel LIN. *Special issue: Teaching, learning and scaffolding in CLIL science classrooms*. Journal of Immersion and Content-Based Language Education, 2019, 7.2: 151-165. https://www.researchgate.net/publication/336052547_Teaching_learning_and_scaffolding_in_CLIL_science_classrooms. ISSN: 2212-8433.

⁵⁶ MAHAN, Karina Rose. The comprehending teacher: scaffolding in content and language integrated learning (CLIL), *The Language Learning Journal*, 50:1, 74-88, DOI: 10.1080/09571736.2019.1705879. <https://www.tandfonline.com/doi/full/10.1080/09571736.2019.1705879>.

⁵⁷ SLADKOVSKÁ, Kamila. Co je to scaffolding v CLILu?. *Metodický portál: Články* [online]. 02. 09. 2010, [cit. 2023-04-09]. <<https://clanky.rvp.cz/clanek/9541/CO-JE-TO-SCAFFOLDING-V-CLILU.html>>. ISSN 1802-4785.

⁵⁸ DAFOUZ, Emma, Ana LLINARES, Tom MORTON. *CLIL across contexts: A scaffolding framework for CLIL teacher education*. Viewz (Vienna English Working Papers). [online]. 2010, 19. 12-20. [cit. 2023-04-13]. https://www.researchgate.net/publication/269464750_CLIL_across_contexts_A_scaffolding_framework_for_CLIL_teacher_education. ISSN 2074-9864. p. 52-55.

adapt the material to the language level of the students. For this reason, the cooperation of both the teachers of language subjects and the teachers of theoretical subjects is necessary for the effective mastering of a CLIL lesson in the event that CLIL teaching is conducted by one teacher and it is not a tandem teaching.⁵⁹ Lenka Procházková also mentions that it is important that the setting of goals is based on the expected outcomes set in the school's education programme and emphasizes that in no case should the outcomes from the School Education Programme or Framework Education Programme be forgotten. Furthermore, the teacher should be familiar not only with these outputs, but also with the competences of the professional and foreign subject. Among other things, it presents several activities suitable for warming up at the beginning of the lesson, as well as supplementary activities suitable for use at the end of the lesson.

Among the so-called 'warm-up activities', there are included, for instance, short games such as bingo, think and write, describe and share, and short conversations. All the mentioned activities have the task of preparing students for teaching a foreign language, since it is only a warm-up activity for the beginning of the lesson, they should not be comprehensive, but brisk, dynamic and, among other things, it is not excluded to use the mother tongue. As for additional activities, one of the main goals is to provide faster students with additional materials, or to fill the remaining time of the lesson, in the event that the teacher is not quite experienced in lesson planning and needs to fill part of the lesson with additional material. In order to make the teacher's work easier and not disturb other students while completing their tasks, Lenka Procházková recommends giving students independent work and asking them to create their own crosswords or puzzles, which also leads to the development of cognitive thinking. Furthermore, it is also appropriate to include a short reflection of the students regarding the CLIL activities and the teaching itself at the end of the lesson.⁶⁰

Across the literature that discusses CLIL, we also find many authors who have dealt with the preparation and planning of lessons that includes CLIL teaching. Among other things, they also devoted chapters to instructions and recommendations for the creation of materials suitable for CLIL lessons. One of the authors who elaborated in detail the issue of

⁵⁹ ŠMÍDOVÁ, Tereza, Lenka TEJKALOVÁ a Naděžda VOJTKOVÁ. *CLIL ve výuce: jak zapojit cizí jazyky do vyučování*. Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-87652-57-2. p. 31.

⁶⁰ PROCHÁZKOVÁ, Lenka. Plánování a struktura CLIL hodin. *Metodický portál: Články* [online]. 19. 12. 2013, [cit. 2023-04-12]. <<https://clanky.rvp.cz/clanek/17995/PLANOVANI-A-STRUKTURA-CLIL-HODIN.html>>. ISSN 1802-4785.

preparing materials for the lesson planning lesson is Do Coyle, who also presented several planning maps, thanks to which the lesson planning process is better illustrated, and it also contains key points that we should take into account when planning lessons. Specifically, this is the 4Cs approach.

As already mentioned above, Do Coyle claims that the 4Cs approach needs to be considered when planning lessons and CLIL materials to be used in classes. In his lesson planning chapter, he presents a mind map to better illustrate the connection of the approach to teaching with the main objectives of each thematic lesson plan.

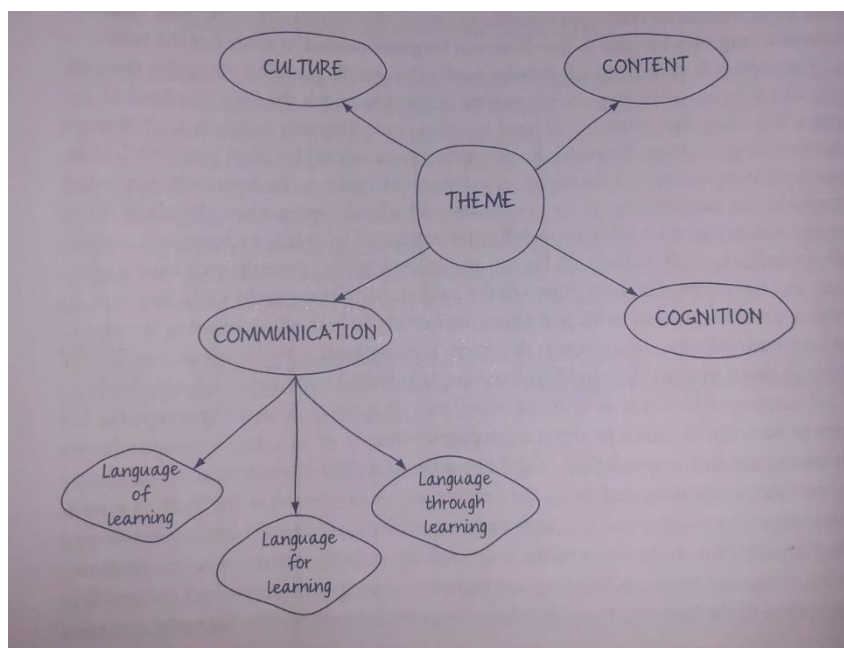


Figure 1: Mind map template. Do Coyle⁶¹

After that, he devotes a sub-chapter to each of the four steps that are part of this approach. In conclusion, it presents a very detailed picture that contains all the components that a teacher should take into account when planning lessons, and which at the same time reflects the 4c approach itself.

As for the first component of this whole approach, Do Coyle refers the content to the thematic plan of a unit, he claims that “*it is useful to think of content in terms of the knowledge, skills and understanding we wish our learners to access*”,⁶² in other words while planning lessons, a teacher cannot forget about the learning outcome of a content the

⁶¹ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. p. 56.

⁶² *Ibid.*, p. 53.

unit. As CLIL mainly focuses on progression of a new knowledge regarding the subject, one should consider putting a topic of a unit into account. Another component in planning a lesson is ‘*Communication*’ which focuses on the interaction of students in the classroom, during which, through the acquisition of new knowledge about the topic of the lesson, there is also a progress in the use of language. Coyle himself states that language development in CLIL lessons differs from normal language lessons. During CLIL lessons, the teacher does not focus on the teaching of grammatical phenomena, but emphasizes the acquisition of knowledge through the medium of the second language. The Cognition component of the given approach is linked to the creative thinking of each CLIL lesson. CLIL teaching should be a challenge for every student, since during the lesson it is not only about transferring knowledge from the superior to the learners, but as mentioned “*CLIL is about allowing individuals to construct their own understanding and be challenged – whatever their age or ability.*”⁶³ The last of the components is ‘culture’, which is often in the background when planning CLIL lessons, but it is a full-fledged component of the approach just like the others. Emphasis is therefore placed on the knowledge of cultural links between the different identities of the countries, but also on the knowledge of oneself. As Do Coyle claims “*in CLIL, culture can include extending the content – for example, the bicycle as a means of transport across the world as a topic in a technology class, setting the context of the content in different cultures.*”⁶⁴ While preparing lessons, the approach of 4Cs and connecting of all components is pivotal for planning and all components of a mind map should be converted into CLIL materials. As already mentioned, on the basis of these four elements he constructed “*a template to build up an overview of an example unit.*”⁶⁵

⁶³ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. p. 54.

⁶⁴ *Ibid.*, p. 55.

⁶⁵ *Ibid.*, p. 57.

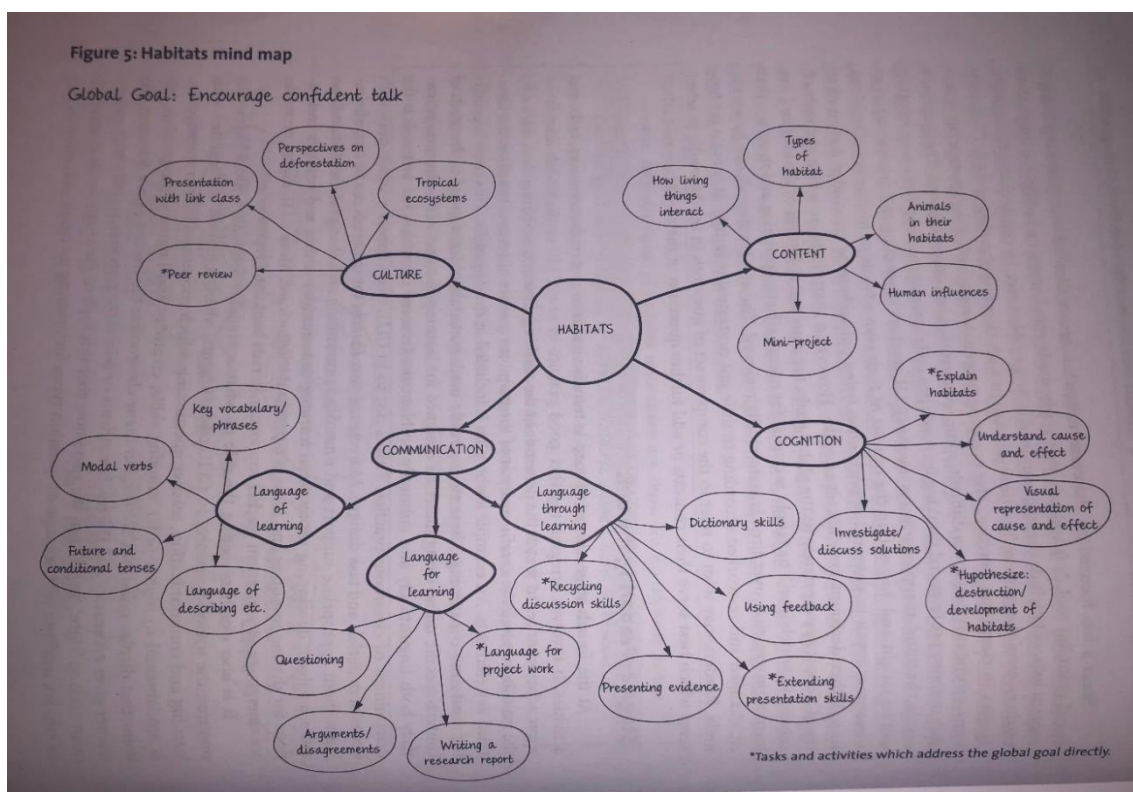


Figure 2: Habitats mind map. Do Coyle⁶⁶

4.1. The role of mother language in CLIL lessons

As already mentioned in the History chapter, it is not completely forbidden to use the mother tongue during teaching in CLIL lessons. According to Šárka Váňová, the use of even the mother tongue during CLIL teaching is recommended due to the acquisition of the terminology of the subject in both languages. Among other things, she mentions the fact that it is appropriate to use CLIL in no less than fifty percent of the teaching, but she emphasizes that CLIL is aimed at understanding the content of the theoretical subject, vocabulary and also communication in contrast to the teaching of grammatical phenomena, which takes place in language subjects and therefore CLIL in no case can it replace the teaching of foreign languages. The trio of theorists Šmídová, Tejkalová, Vojtková also agree with the importance of the mother tongue in CLIL teaching, who emphasize that this role should not be completely inferior, but that the mother tongue has the same weight in teaching as a second foreign language, as the mother tongue can serve someone as a support in understanding the content of the given subject. However, it is necessary not to rely on a complete translation of the content into the first language, but rather to support the understanding of the content based on the comprehension

⁶⁶ COYLE, Do, Philip HOOD and David MARSH. *CLIL: content and language integrated learning*. p. 57.

check. Furthermore, they also argue that the presence of the mother tongue may be particularly appropriate at the beginning of the introduction of CLIL in the classroom.⁶⁷

Sheelagh Deller claims that the use of the mother tongue in CLIL teaching can even be used as a teaching resource for the reason that many activities in the mother tongue can be used for better understanding or even memorization. In addition, he also adds that communication in the mother tongue can lead to the achievement of study tasks, especially in group work.⁶⁸

4.2. Teaching materials for CLIL

The aim of the entire project is to create a collection of CLIL materials that can be used in geography classes, therefore, in the first part of the thesis, we also focus on the CLIL teaching materials from a theoretical point of view in the following sub-chapter. Below, the concept of material itself is introduced and there is also explained what exactly the term ‘material’ can represent for learners. Among other things, the sub-chapter also presents the issues that teachers face when creating materials for CLIL lessons.

As already mentioned, the CLIL teaching method has grown in interest in recent years, and therefore the selection of ready-made materials is even richer and more diverse. However, despite this, we may still be faced with insufficient appropriate selection to fulfil the learning objectives with the available materials. As Maria Antonietta Marongiu mentions, teachers should not only be able to appropriately select and evaluate materials to fulfil learning objectives, but also be able to create the given materials for the given topic. However, the CLIL teacher should be able to evaluate whether the given material is suitable for teaching, even if this can be crucial for teachers of the theoretical subject who are not experienced in the practical teaching management that is typical for teaching foreign languages.⁶⁹ But first of all, let us take a closer look at the material term itself and what does it particularly mean for teacher and the whole

⁶⁷ ŠMÍDOVÁ, Tereza, Lenka TEJKALOVÁ a Naděžda VOJTKOVÁ. *CLIL ve výuce: jak zapojit cizí jazyky do vyučování*. Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012. ISBN 978-80-87652-57-2. p. 15.

⁶⁸ DELLER, Sheelagh, Christine PRICE. *Teaching other subjects in English*. Oxford: Oxford University Press, 2007. ISBN 978-0194425780.

⁶⁹ MARONGIU, Antonietta. *Teaching Materials and CLIL Teaching*. *Linguæ & - Rivista di lingue e culture moderne*. [online]. 2019, 18. 10.7358/lcm-2019-002-mar. [cit. 2023-02-18]. https://www.researchgate.net/publication/337176630_Teaching_Materials_and_CLIL_Teaching. ISSN 2281-8952.

teaching process. As Richards notes “*materials generally serve as the basic for much of the language input learners receive and the language practise that occurs in the classroom.*”⁷⁰ Except that he also suggests that materials can be consider as a starting point for those teachers who are not experienced in teaching yet and thus materials can provide enough information how to lead the lesson from the beginning.⁷¹

Lenka Procházková in her publication also mentions that it is appropriate to take inspiration for materials intended for CLIL teaching from various didactic textbooks and, based on her knowledge and experience, she also lists several recommended activities suitable for use in CLIL teaching or suitable for creating your own teaching materials:

1) “Choosing from the given options”

One of the possible variants of these types of activities is the variant of answering a, b, c or yes/no answers, when it is appropriate to include an answer of the type "I don't know" in the activities, which means that students can doubt some of their statements.

2) “Connect the parts of sentences”

Exercises of the type "connect the parts of sentences" are often found in foreign language textbooks and are exercises where students have to connect the correct parts of a given statement from given sentences. Not only do students demonstrate knowledge of the subject matter, but also knowledge of the syntax rules of a foreign language. In the case of a more difficult version, it is possible to create a connection of three parts of the statement, however, during these types of activities, we should not forget about the students' feedback, in this case, the students should be able to express the decision of their sentences.

3) “Complete the sentences”

This is one of the other types of activity that, thanks to the already prepared sentences, belong to the rather easy exercises. So the sentences are already formulated and the students only fill in the missing words.

⁷⁰ RICHARDS, Jack C. *Teaching English for science and technology*. Singapore: Singapore University Press, 1976, [cit. 2023-04-09]. ISSN 0129-8895.
https://books.google.cz/books/about/Teaching_English_for_Science_and_Technol.html?id=vhYMrgeACAAJ&redir_esc=y, p. 251.

⁷¹ Ibid.

4) “Arrange”

This type of materials is based on the incorrect order of sentences or paragraphs, which the students have to put in the correct order when completing the assignment. In this type of assignment, there are many options available to make the task more difficult, for example by including some statements that are not always chronologically clear.

5) “Find the Difference”

Another exercise suitable for CLIL teaching is "find the difference", which is based on finding the difference between two almost identical texts. This type of exercise is more suitable for motivating students to learn new material.

6) “Graphic organizers”

Graphic organizers are based on scaffolding strategies, where students sort and structure information for which they use tables, flowcharts, graphics and others. Pupils should be familiar with different ways of representation and their use. Lenka Procházková presents several possible methods of data collection, one of which is, for example, a mind map, thanks to which information is properly organized and the relationships between concepts are better illustrated. It also presents venn diagrams that are suitable for showing the common connection. Last but not least, flowcharts are also valuable graphic organizers, ideal when we need to express a causal relationship that leads to some result.

7) “A task whose fulfilment is not tied to language skills”

In this case, it is an exercise, without the need for an answer, which can have the positive result of involving even those students who are typically more non-verbal. In principle, these are mainly exercises of the mark, draw, colour type, and they can be useful, for example, when we want to get feedback on whether the students really understood the assignment and the subject matter.

8) “Language frameworks”

If we want to offer pupils support for the development of all language skills (reading, writing, listening, speaking) and make it easier for them to create grammatical sentences, we can achieve this thanks to the provision of grammar frames.

9) “Method of role playing and dramatization”

This type of activity again ranks among those that motivate and reduce stress. Thanks to role-playing, students can feel that it is not they themselves who are missing,

but the one they are playing. The theoretical subjects and the content can become even more popular thanks to these types of dramatic activities in the classroom.

10) “Songs and verse books”

The use of music in foreign language classes is very popular. Nowadays it is very easy to find countless songs on various theoretical bases that can be used in lessons.

11) “Activities involving movement”

Activities that are based on movement are often forgotten in CLIL lessons, however, this type of activity can give lessons a new dynamic and motivate students properly.⁷²

4.2.1. Designing CLIL materials

CLIL method allows us to achieve the fulfilment of learning goals and acquire knowledge of the given subject without using traditional teaching methods, as CLIL allows us to go beyond the boundaries of traditional forms of teaching. Nevertheless, it is necessary not only to think about what to convey, but also in particular how to convey the content of the subject to individuals who should remain throughout the entire period of acquiring knowledge thanks to various strategies of drawing them into the learning process.

Marongiu Antonietta, in her book, relies on Coyle's 4Cs theory, which represents a pedagogical structure for the analysis of textbooks, however, this structure can also lead as a framework for properly created CLIL teaching materials and also for the evaluation of the given materials in terms of their structure and theoretical content.⁷³ Nevertheless, as she herself states “*the teaching materials available for CLIL classes should have, rich, meaningful and comprehensible content to provide effective input.*”⁷⁴ Instead of that, she also points out that “*activities in class should engage learners both affectively and cognitively.*”⁷⁵ When creating materials, we should first think about the content and then about the language. The creators of the materials can take inspiration

⁷² PROCHÁZKOVÁ, Lenka. Aktivita pro efektivní hodiny CLILu. *Metodický portál: Články* [online]. 09. 01. 2014, [cit. 2023-04-16]. <<https://clanky.rvp.cz/clanek/18163/AKTIVITY-PRO-EFEKTIVNI-HODINY-CLILU.html>>. ISSN 1802-4785.

⁷³ MARONGIU, Antonietta. *Teaching Materials and CLIL Teaching*. *Linguae & - Rivista di lingue e culture moderne*. [online]. 2019, 18. 10.7358/lcm-2019-002-mar. [cit. 2023-02-18]. https://www.researchgate.net/publication/337176630_Teaching_Materials_and_CLIL_Teaching. ISSN 2281-8952. p. 86-87.

⁷⁴ *Ibid.*, p. 88.

⁷⁵ MARONGIU, Antonietta. *Teaching Materials and CLIL Teaching*. *Linguae & - Rivista di lingue e culture moderne*. [online]. 2019, 18. 10.7358/lcm-2019-002-mar. [cit. 2023-02-18]. https://www.researchgate.net/publication/337176630_Teaching_Materials_and_CLIL_Teaching. ISSN 2281-8952. p. 88.

from various textbooks for native speakers, however translations of materials that are originally in the mother tongue can also be suitable data collection. Furthermore, it is advisable to adapt the materials visually for the pupils and to make the material more attractive by means of various highlights, graphs or tables.⁷⁶

The materials that we intend to use in CLIL lessons should rather support the teacher and students than limit them. Quality material should motivate students to continue learning and should develop creative and critical thinking. Peter Mehisto presents several criteria that we should adhere to when creating materials for CLIL lessons. First of all, students should be exposed to academic proficiency language so that they are able to acquire this language. Furthermore, the materials should develop learning skills, for example, when completing assignments, students may be asked to read the text several times and think about different aspects of the chapter during each reading. Quality CLIL materials should also include some form of formative assessment, such as self or peer.

Many materials also support cooperative learning, which is also one of the characteristics of a valuable material. Thus, such material develops personal interactions or group skills. Peter Mehisto also emphasizes that quality CLIL material should also contain authentic language, which we can encounter for example in the media, on the Internet or in music. These authentic materials also support the development of cultural knowledge of different nationalities. Another important point for the creation of valuable authentic material is certainly the development of critical thinking, which in this case can be achieved thanks to the hierarchy of cognitive goals revised by Anderson and Krathwohl. Therefore, students should be more exposed to materials such as apply, analyse, evaluate or create. Last but not least, it is possible to support cognitive thinking thanks to the scaffolding method, which is based on the individual work of the student and the teacher, which is a support for students who, thanks to their independent work, find out what they can do on their own.⁷⁷

⁷⁶ BENTLEY, Kay. *The TKT, Teaching knowledge test, course: CLIL module, content and language integrated learning*. Cambridge: Cambridge University Press, Published in collaboration with Cambridge ESOL, 2010. [cit. 2023-04-18]. https://www.englishplus.co.kr/learning/tkt/clil_handbook.pdf. ISBN 978-0521157339.

⁷⁷ MEHISTO, Peeter. *Criteria for producing CLIL learning material*. Encuentro, 21, 15-33. 2012. [online]. [cit. 16.04.2023]. <https://files.eric.ed.gov/fulltext/ED539729.pdf>. ISSN 1989-0796.

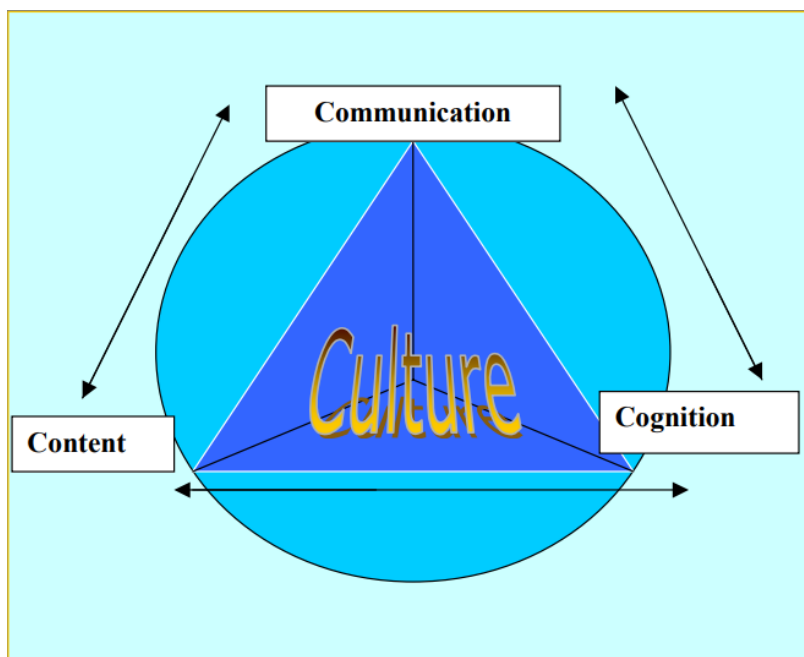


Figure 3: The 4C's framework for CLIL⁷⁸

4.2.2. Bloom's taxonomy in terms of CLIL aims and materials

The author of Bloom's taxonomy is Benjamin Bloom, after whom the taxonomy itself is named. The original Bloom's Taxonomy was created between the 1950s and 1960s, and is based on definitions such as knowledge, comprehension, application, analysis, synthesis, evaluation, which are sorted by mastering the simplest goals to the most difficult ones. In the 1990s, Bloom's taxonomy was revised by D. R. Krathwohl and his team, who, based on the original taxonomy, created a new, two-dimensional one in 2001, which reflects both the achievement of parts related to the knowledge dimension,

⁷⁸ COYLE, Do. *Content and Language Integrated Learning: Motivating Learners and Teachers* [online]. 2006, 1-18. [cit. 2023-04-05]. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=q9ytoEMAAAJ&citation_for_view=q9ytoEMAAAJ:u5HHmVD_uO8C.A.

but also the dimension of cognitive processes, including the goals of cognition.⁷⁹

The Cognitive Process Dimension

The Knowledge Dimension	1. <i>Remember</i>	2. <i>Understand</i>	3. <i>Apply</i>	4. <i>Analyze</i>	5. <i>Evaluate</i>	6. <i>Create</i>
A. <i>Factual Knowledge</i>						
B. <i>Conceptual Knowledge</i>				X		X
C. <i>Procedural Knowledge</i>						
D. <i>Metacognitive Knowledge</i>						

Figure 4: A taxonomy for learning⁸⁰

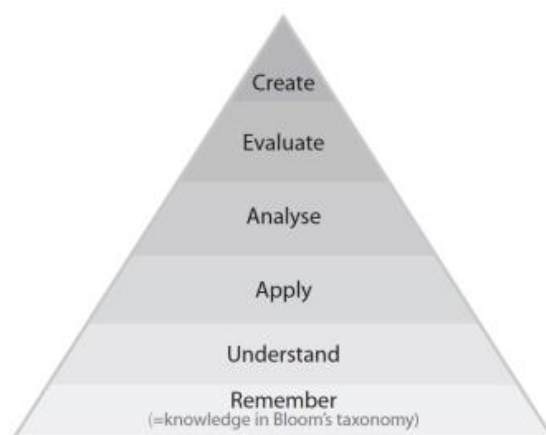


Figure 5: Taxonomy of cognitive domain⁸¹

Bloom's taxonomy can serve as a guide for teachers in preparing and conducting a CLIL lesson. The given taxonomy represents, among other things, certain areas that the student should master in order to achieve the goals. Among other things, verbs that are

⁷⁹ VÁVRA, Jaroslav. Proč a k čemu taxonomie vzdělávacích cílů?. *Metodický portál: Články* [online]. 05. 05. 2011, [cit. 2023-04-16]. <<https://clanky.rvp.cz/clanek/111113/PROC-A-K-CEMU-TAXONOMIE-VZDELAVACICH-CILU.html>>. ISSN 1802-4785.

⁸⁰ KRATHWOHL, David R. *A Revision of Bloom's Taxonomy: An Overview*. V 41. #4. Autumn, 2002. Ohio State University. [cit. 2023-04-13]. https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf.

⁸¹ MEHISTO, Peeter. *Criteria for producing CLIL learning material*. Encuentro, 21, 15-33. 2012. [online]. [cit. 16.04.2023]. <https://files.eric.ed.gov/fulltext/ED539729.pdf>. ISSN 1989-0796.

part of the characteristics of individual parts can also help us to formulate CLIL objectives.⁸²

The following table 1, which is taken and translated into English from the publication 'CLIL in teaching', authored by the already mentioned Tereza Šmídová. The table 1 should serve as a practical guide for CLIL teachers when preparing to teach CLIL.

Target category (mastery level)	Typical verbs to define goals
1. Remember terms and facts, their classification and categorization	define, identify, list, list, repeat, remember, recognize, write down, connect, repeat, underline, highlight
2. To understand translation from one language to another, transfer from one form of communication to the second, a simple interpretation, extrapolation (explanation)	select, exemplify, demonstrate, describe, determine, distinguish, explain, express, say in one's own words, select, reformulate, communicate, translate, simulate, calculate, check, measure
3. Apply use of abstractions and generalizations (theories, laws, principles, rules, methods, techniques, procedures, general ideas in specific situations)	apply, demonstrate, interpret data, outline, generalize, state the relationship between, plan, use, prove, register, solve, try, distinguish, prepare, recorded
4. Analyse analysis of complex information (system, process) on elements and parts, determining the hierarchy of the element, the principle of their organization, relationships and interaction between elements	analyse, analyse, relate, compare, summarize, put in context, arrange in logical order sequence, identify causes and effects, categorize, discuss, classify, combine, estimate, deduce, question, solve, diagnose

⁸² ŠMÍDOVÁ, Tereza. Pojem CLIL. *Metodický portál: Články* [online]. 30. 04. 2013, [cit. 2023-01-13]. <<https://clanky.rvp.cz/clanek/17407/POJEM-CLIL.html>>. ISSN 1802-4785. p. 27.

<p>5. Evaluate</p> <p>assessment of materials, documents, methods and technician in terms of purpose according to the criteria that are given or designed by the student himself</p>	<p>criticize, defend, appreciate, judge, support</p> <p>opinions, oppose, check compare with standard,</p> <p>choose, state pros and cons, justify, evaluate</p>
<p>6. Create</p> <p>composition of elements and their parts to before non-existent whole</p>	<p>edit, organize, formulate, reorganize, compose, design, manage, manage, create a system,</p> <p>reconstruct, predict, suggest</p>

Table 1: CLIL objectives⁸³ (own translation)

4.2.3. CLIL teachers and competences

It is necessary not only to deal with the competences of the pupils, but also the competences that the CLIL teacher should have in order to lead the lesson correctly and achieve all the set goals. For that reason, the following paragraph explains what the basic characteristics of a teacher should be in order for CLIL teaching to be conducted successfully.

First of all, the teacher should be able to teach a theoretical subject with professional knowledge, in addition to knowledge of a non-linguistic subject, he should be able to communicate in a foreign language and, last but not least, he should have mastered didactic skills.⁸⁴ However, recent research has revealed that one of the weaknesses of CLIL teachers is the fact that most teachers struggle with the foreign language in the case of theoretical subject teachers.⁸⁵ Klečková therefore mentions that in the event that the teacher struggles with mastering a foreign language and lacks its knowledge, it is

⁸³ ŠMÍDOVÁ, Tereza. Pojem CLIL. *Metodický portál: Články* [online]. 30. 04. 2013, [cit. 2023-01-13]. <<https://clanky.rvp.cz/clanek/17407/POJEM-CLIL.html>>. ISSN 1802-4785. p. 28.

⁸⁴ KLEČKOVÁ, Gabriela. Kompetence učitelů pro CLIL. *Metodický portál: Články* [online]. 21. 01. 2014, [cit. 2023-04-13]. <<https://clanky.rvp.cz/clanek/18171/KOMPETENCE-UCITELU-PRO-CLIL.html>>. ISSN 1802-4785.

⁸⁵ VILKANCIE, Lilija, Inga ROZGIENE. *CLIL Teacher Competences and Attitudes*. Sustainable Multilingualism. 11. 2017. [cit. 2023-04-13]. 10.1515/sm-2017-0019. https://www.researchgate.net/publication/323089633_CLIL_Teacher_Competences_and_Attitudes. ISSN 2335-2027. p. 213.

also appropriate to teach CLIL with so-called team teaching, i.e. to conduct teaching in pairs, where the teacher of the foreign subject and the teacher of the content subject agree on the lesson plan and they teach together. However, he adds that the organization of such teaching requires organizational and communication skills of both teachers and is financially demanding.⁸⁶

⁸⁶ KLEČKOVÁ, Gabriela. Kompetence učitelů pro CLIL. *Metodický portál: Články* [online]. 21. 01. 2014, [cit. 2023-04-13]. <<https://clanky.rvp.cz/clanek/18171/KOMPETENCE-UCITELU-PRO-CLIL.html>>. ISSN 1802-4785.

5. Assessment in CLIL

Assessment is an integral part of any educational process. First of all, it is important to state the correct definition of the term assessment, which is often confused with the term evaluation. If it is an evaluation, we evaluate the quality of, for example, teaching. If we are talking about the concept of evaluation, we can evaluate the process of achieving not only knowledge, but also skills, attitudes, including opinions.

With the help of various tests, we can, for example, evaluate the process of achieving individual set goals or activities performed in the classroom. As in other subjects, assessment plays a major role in CLIL lessons and objectives and outcomes should be linked together. However, in CLIL lessons, it is necessary to take into account a foreign language, which is part of CLIL teaching, but not in the case that the pupil would feel limited by a language barrier and would not be able to prove his knowledge, skills or attitudes.⁸⁷ Evaluation can be divided into summative and formative. Summative assessment is also called assessment of learning, so it deals with what pupils have achieved and can often be a test of knowledge at the end of the term. Formative assessment, on the other hand, assesses an individual's learning progress. Apart from its purpose of continuous assessment, it can also project a plan for future goals for the given individual, it is also called assessment for learning.⁸⁸ Basically, we should be aware that in CLIL teaching it is necessary to test especially CALP language skills, or cognitive, academic language proficiency, which is already characterized in the subsection above. While, thanks to knowledge of BICS, we are able to interact in various social environments and everyday communication, CALP is a language used in an academic environment with a vocabulary typical of a given theoretical area. Of course, the BICS language is also significant for CLIL teaching, especially if it is teaching that is entirely based on a foreign language.⁸⁹

As for making mistakes in CLIL teaching, this is an issue across many discussions. It is therefore a matter of whether language errors should be taken into account in the summative assessment. It is true that many students get unsatisfactory marks in CLIL classes for their random mistakes, for example due to lack of language skills, however, if they are not errors related to theory and learning objectives, such mistakes mentioned above should not be graded.

⁸⁷ BALL, Phil. Hodnocení a CLIL. *Metodický portál: Články* [online]. 14. 01. 2014, [cit. 2023-04-13]. <<https://clanky.rvp.cz/clanek/18165/HODNOCENI-A-CLIL.html>>. ISSN 1802-4785.

⁸⁸ MAGGI, Fabrizio. *Assessment and evaluation in CLIL*. Franca Quartapelle, 2012, 57. p. 39 [cit. 2023-04-13]. <https://www.alsdgc.ro/userfiles/2827-10627-1-PB.pdf#page=57>. ISBN 978-88-7164-424-0.

⁸⁹ MASSLER, Ute. *Guidelines for CLIL implementation in primary and pre-primary education. Assessment in CLIL learning*. Cyprus Pedagogical Institute: Ioannou-Georgiou, University of Cyprus: Pavlos Pavlou, 2011, ISBN 978-9963-9058-1-2. p. 118-120.

For such an assessment, in the case of mistakes in a foreign language, formative assessment should be used so that the students know what they can improve on.⁹⁰ Just like setting a learning objective, assessment should be part of every lesson. Mehisto sets out several points that we can deal with in the case of student evaluation, among them are, for example, whether the goals of the given skills have been achieved, the way of using a foreign language, the way of working with materials or cooperation with the teacher, or the ability to improve. However, he also mentions many other areas that we can evaluate during the educational process in CLIL teaching, for example, the effort expended during classes, daily work, presentations, interaction with others, including participation in group or pair work, and last but not least, also the individual evaluation of the four basic skills, which is speaking, writing, reading, listening.⁹¹

⁹⁰ MORTON, Tom. *Cognitive discourse functions: A bridge between content, literacy and language for teaching and assessment in CLIL*. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 2020, [cit. 2023-04-16]. 3.1: 7-17. <https://doi.org/10.5565/rev/clil.33>. ISSN 2604-5613.

⁹¹ MEHISTO, Peeter, María Jesús FRIGOLS and David MARSH. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education*.

II. PRACTICAL PART

While the first part of the diploma project was focused on the introduction to CLIL, its history and other key aspects related to the method, the second part introduces the motivation for the research, methodology of the research and also presents the research aims and research objectives of the diploma project. The whole research is focused on deep understanding of teachers' opinions and their experiences with this approach.

1. Motivation for the research

Based on the request of the management of the Catholic grammar school Třebíč, the diploma project and its research are focused on a teaching method called CLIL. The requirement was to investigate the principles of this method, ways of implementing the method in schools, to introduce and familiarize with suitable teaching activities suitable for CLIL teaching, and also to motivate teachers not only of this school, but also of other schools to implement CLIL in their geography lessons. The output of this project is to propose recommendations for all teachers which would help them implement CLIL method effectively in their practice, regardless of whether they have prior experience with this methodology or not and to find out what would be the most motivating for them when introducing this method in their teaching.

The main request of the school related to the entire research was to design a set of CLIL materials for an easier implementation of CLIL for other teachers in their teaching practise of the 7th grade at the lower-secondary level of schools. This requirement of the school was due to the revision of the School Curriculum, which now includes CLIL teaching. The teaching materials are based on the thematic plan of this grade of geography, which is based on the School Education Program, as already mentioned, and since the school education program of Catholic grammar school is based on the same Framework Education Program as for other lower-secondary level of schools, these materials can also be used for other teachers who teach CLIL in geography, or there is also the possibility to use the materials as inspiration for further work.

Since CLIL focuses on theoretical language teaching through a foreign language, and is not English language teaching through the insertion of a subject topic in the teaching of an English subject, this study investigates geography teachers' attitudes and approaches to this method. The research is therefore limited to teachers of theoretical subjects and specifically to

a group of geography teachers. The entire research tries to find out what the non-language teachers' opinion is about this method and what could lead to more frequent use of this method or easier implementation of the method in teaching, for that reason the entire research is oriented towards teachers of theoretical subjects.

2. Methodology

2.1. Research aims and research objectives

The aim of the practical part of the project is to find out and subsequently evaluate the approach of geography teachers of lower-secondary level schools to the CLIL method. Using semi-structured interviews, interviews were conducted with teachers who use this method in their teaching practice, as well as with teachers who had no experience with this method and tried it in their classes with the help of providing materials created by the author of this diploma project. In some classes, an observation was also carried out to better understand how inexperienced teachers react to this method and how they manage to present it to their class. Using observation, it was also interesting to find out how students who have not yet experienced this method in their classes react to the method.

The main aim: To evaluate experienced CLIL teachers and non-experienced teachers' attitudes and beliefs towards CLIL method and their experiences with this educational approach.

Objectives:

O1: To obtain information about the experiences of teachers with the CLIL method.

O2: To identify the main advantages and disadvantages of using CLIL method in practical teaching from the teachers' perspectives.

O3: To find out what are the significant challenges for teachers who use CLIL method in their teaching.

O4: To propose recommendations for all teachers that would help them to implement CLIL method effectively in their practice.

On the basis of the knowledge gained and the fulfilment of the above-mentioned objectives, another output of the work will be the design of a collection of CLIL

materials created for the needs of the use of materials in geography lessons at the lower-secondary level of school. This collection will be afterwards opened to the public and can also serve as inspiration for further work with CLIL.

2.2. Implementation of the research

For the diploma project, a collection of CLIL materials was first created for use in geography lessons, which were provided to the respondents of this work. In addition, questions were compiled for the purposes of an online questionnaire within the framework of quantitative research, which focuses on the broad determination of the opinions of teachers of theoretical subjects and their experiences of the CLIL method. The questionnaire survey was conducted by contacting school principals who had CLIL teaching listed on their school websites. The principals of these schools were asked to forward this questionnaire to their CLIL teachers. Moreover, the questionnaire was also shared on the internet through several teachers' groups and through these social networks were teachers asked to fill in a questionnaire that would provide better data acquisition for more accurate research results.

Furthermore, the introduction of CLIL into teaching was observed in some classes with teachers who had no experience with this method. The observation was used to look into the lesson and observe the teachers' approach to this method, the progress of its implementation, as well as the students' reaction to the new approach in teaching. It was a structured participant observation and all data were recorded in a prepared in advance checklist. All the above-mentioned steps in the research were chosen to obtain the most accurate data possible in order to fulfil the objectives of this work.

Last but not least, questions were compiled for the purposes of a qualitative interview, for which the method of semi-structured interviews was chosen. Interviews were conducted with geography teachers at lower-secondary level of school. In addition to experienced CLIL teachers, teachers without experience with this approach were also selected. Inexperienced teachers used the teaching materials according to the author's suggestions, or led the class with the help of a tandem, that is, with the help of an English language teacher. Subsequently, semi-structured interviews were conducted with them, on the basis of which additional knowledge was obtained for the fulfilment of the goals of this diploma project, which is focused on identifying and evaluating teachers' approach to the CLIL method.

2.2.1. Participants in the research

Due to the stated goals of this work, 8 teachers of lower-secondary level of schools were asked for the purpose of qualitative research. These teachers involved in the research were recruited through the Catholic Gymnasium in Třebíč and the school board, which, using partnership ties, asked other geography teachers to participate in the research. Specifically, 4 teachers who used or still use this method in their pedagogical practice and have experience with this method were asked. For GDPR compliance, all respondents are referred to using numbers as respondent 1, respondent 2, respondent 3 instead of their names to ensure the anonymity and if pronouns are necessary, all respondents will be referred to as he.

Respondent number	Teacher category	Length of pedagogical experience	Length of CLIL experience	Grade and subject	Type of school
1	Experienced CLIL teacher	25 years	1 year	7 th grade geography	G (lower-level of grammar school) Catholic grammar school, Třebíč
2	Experienced CLIL teacher	15 years	3 years	7 th grade geography	LS school (lower secondary) Primary school, Náměšť nad Oslavou
3	Experienced CLIL teacher	2 years	2 years	7 th grade geography	LS school Primary school, Brno
4	Experienced CLIL teacher	20 years	4 years	7 th grade geography	LS school Polo Liceale Statale, Italy
5	Non-experienced CLIL teacher	20 years	-	7 th grade geography	G (lower-level) Catholic grammar school, Třebíč
6	Non-experienced CLIL teacher	14 years	-	7 th grade geography	LS school Primary school Benešova, Třebíč
7	Non-experienced CLIL teacher	5 years	-	7 th grade Geography	LS school Primary school Benešova, Třebíč
8	Non-experienced CLIL teacher	5 years	-	7 th grade geography	LS school Primary school, Brno

Table 2: Research sample characteristics

The table 2 above shows an overview of the characteristics of all the researchers who were part of the interviews. The teacher from Italy was also approached for the research, as her knowledge from the interview and experiences can be an interesting contribution to the entire research. In Italy, CLIL is compulsory in all schools in the last year of lower-secondary level of schools, but it is generally known that CLIL is poorly implemented in Italy due to the lack of CLIL teachers and teachers willing to introduce

CLIL in their classes.⁹² The respondent from Italy was obtained based on the links between the Catholic grammar school and the school in Italy, Polo Licealo Statale de Saffo, which are based on Erasmus cooperation between these schools.

Furthermore, 4 teachers who had no experiences with this method were approached and semi-structured interviews were conducted with them based on testing the CLIL materials in order to find out their opinions on this teaching approach.

Those teachers who do not have the English language in their teaching specialization and are not able to lead the English part of the lesson, asked for the cooperation of their English language colleagues so that the teaching could be conducted in tandem with the help of the content teacher and the English language teacher. Due to the fact that CLIL deals with the teaching of a theoretical language through a foreign language and not the other way around, the entire work deals with the understanding and evaluation of the deeper attitude and approach of geography teachers to this method and therefore the research was oriented only to teachers of theoretical subjects and the qualitative research specifically to a group of geography teachers.

2.3. Mixed methods approach

Since the entire diploma project is focused on the discovery and subsequent evaluation of the teachers' approach to the CLIL method in both groups, with CLIL teachers and also teachers who have no experience with this method, a mixed methods approach was chosen for this research purpose, i.e. a combination of quantitative and qualitative research methods. In order to gain a deeper perspective, the research is carried out through qualitative research, which is characterized by a deeper understanding of the given issue. In detail, qualitative research is focused on the examination of data related to a given issue in an authentic environment, with the aim of obtaining a comprehensive picture of these phenomena, based on deep data and a specific relationship between the researcher and the research participant. By the intention of the researcher accompanying the qualitative research is with the help of research tools to obtain enough data to determine the feedback of a given phenomenon.⁹³

⁹² SERRAGIOTTO, Graziano. *The Problems of Implementing CLIL in Italy*. International Journal of Linguistics, 2017, 9. 82. 10.5296/ijl.v9i5.11829. p. 90

https://www.researchgate.net/publication/319961521_The_Problems_of_Implementing_CLIL_in_Italy.

⁹³ ŠVAŘÍČEK, Roman a Klára ŠEĐOVÁ. *Kvalitativní výzkum v pedagogických vědách*. Vyd. 2. Praha: Portál, 2014. ISBN 978-80-262-0644-6. p. 13

Additionally, data for the quantitative research part were obtained using semi-structured questionnaires and through classroom observations, further, the data were processed on the basis of grounded theory. The connection between interviews and observation is also approved by Švaříček, who claims that thanks to the combination of these two methods of obtaining data, the researcher gets a comprehensive idea of the given environment. However, he also mentions that the methods continuously intermingle and there is no order here. In any case, thanks to the combination of participant observation and interviews, we can achieve a comprehensive understanding of the issue.⁹⁴

Furthermore, regarding the quantitative research, the questionnaire method⁹⁵ based on combining the Likert scale⁹⁶ and open questions, was also used to obtain better and more accurate data. A questionnaire of this type was shared on social networks, and teachers of various schools were approached through email. All results are also reflected in the research results and all questionnaire questions with answers of all respondents are presented in the appendixes.

2.4. Research methods and instruments

2.4.1. Semi-structured interview

A semi-structured interview is a suitable tool for a kind of research when, apart from obtaining answers to predetermined questions, one can also use the process of the interview itself and ask respondents other unexpected questions. Semi-structured interviews belong to a qualitative research term and sometimes are also referred to as ‘*qualitative interviewing*’ or ‘*depth interview*’. As William Adams states “*the dialogue can meander around the topics on the agenda—rather than adhering slavishly to verbatim questions as in a standardized survey—and may delve into totally unforeseen issue.*” Semi-structured interview is significant for its combination of closed and open-ended questions which might be additionally followed by other questions starting with

⁹⁴ ŠVAŘÍČEK, Roman a Klára ŠEĎOVÁ. *Kvalitativní výzkum v pedagogických vědách*. p. 158.

⁹⁵ CRESWELL, J. W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. P. A. Smith, Ed.; 4th ed. Pearson, 2012. ISBN-10: 0-13-136739-0. p. 382.

⁹⁶ *Ibid.*, p. 167.

questions words how or why.⁹⁷ All data obtained through semi-structured interviews will be processed on the basis of grounded theory.

2.4.2. Grounded theory

This theory allows us to find information that is embedded in the data obtained. The entire theory is based on a systematic procedure, which entails data collection, identification of categories, further connecting these categories and developing a theory that explains the entire process.^{98 99} As stated by Creswell himself “*it is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic.*”¹⁰⁰ Basically, there are three types of grounded theory. The first one is called the systematic procedure associated with Strauss and Corbin, the second one is the emerging design allied with Glaser and, last but not least, the constructivist approach by Charmaz.¹⁰¹ For the purposes of data processing to fulfil the objectives of this work, the first of the three approaches were chosen, namely the systematic procedure.

As already mentioned, within grounded theory we are talking about a so-called theory, but rather a method of analysing data obtained through semi-structured interviews. It is an approach that focuses on actions in a given environment as well as on relationships and approaches to a given phenomenon. In addition to Creswell, Šedřová also mentions grounded theory in her book, who claims that grounded theory was first mentioned by the authors of the book “*The Discovery of Grounded Theory*” and can be dated to the 1960s.¹⁰² As part of the grounded theory, we do not find the theory right from the beginning of the research, but through several phases of the research itself, when with the help of open coding, categorization and also through memo-writing we come up with a new theory during the research.¹⁰³

⁹⁷ NEWCOMER, Kathryn E.; HATRY, Harry P.; WHOLEY, Joseph S. (ed.). *Handbook of practical program evaluation*. San Francisco, CA: Jossey-Bass & Pfeiffer Imprints, Wiley, 2015. ISBN 978-1-118-89369-2. p. 492-493.

⁹⁸ CRESWELL, J. W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. P. A. Smith, Ed.; 4th ed. Pearson, 2012. ISBN-10: 0-13-136739-0. p. 423.

⁹⁹ ŠVARŤÍČEK, Roman a Klára ŠEĐOVÁ. *Kvalitativní výzkum v pedagogických vědách*. p. 84.

¹⁰⁰ CRESWELL, J. W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. p. 423.

¹⁰¹ Ibid., p. 430.

¹⁰² ŠVARŤÍČEK, Roman a Klára ŠEĐOVÁ. *Kvalitativní výzkum v pedagogických vědách*. p. 84-85.

¹⁰³ Ibid., p. 88-93.

2.4.3. Observation

The kind of research, which enables a researcher within the shortest time to obtain the most valuable information as at the same time one hears and sees everything and may be in touch with a respondent or respondents. According to John Dudovskiy “*advantages of observation data collection method include direct access to research phenomena, high levels of flexibility in terms of application and generating a permanent record of phenomena to be referred to later.*”¹⁰⁴

According to Švaříček, we can encounter, for example, participant observation, which is one of the most used and is characterized by long-term and systematic observation of the class, but the researcher does not interfere in the teaching. Another type of observation also includes uninvolved observation, which is characterized by the absence of the researcher directly in the process of events, but rather the researcher observes the lesson using technologies such as a video camera. Furthermore, there is also a distinction between structured and unstructured observation, which differs in the approach to the observation process, with structured we have pre-given theories to which we are looking for an answer, and unstructured are more independent when observing in the classroom and we can also encounter unexpected phenomena that will be observed.¹⁰⁵

As mentioned, while using this kind of researcher for the purpose of observing a respondent, one can collect information in the natural settings of respondents. Creswell states that there are advantages while using classroom observation. One of the advantages is the direct observation of the behaviour of individuals in a real environment who are part of the research.¹⁰⁶ This method of data acquisition was chosen in order to more accurately understand the approach of teachers who have no experience with the CLIL method. Thanks to an insight into the lessons they taught in tandem or independently, the observation made it possible to get a concrete approach to them and it was possible to see how they managed to work with this method and the materials which are in English language.

¹⁰⁴ DUDOVSKIY, John. Business research methodology. *Observation*. [online]. [cit. 2023-07-02]. <https://research-methodology.net/research-methods/qualitative-research/observation/>.

¹⁰⁵ ŠVAŘÍČEK, Roman a Klára ŠEĎOVÁ. *Kvalitativní výzkum v pedagogických vědách*. p. 142-146.

¹⁰⁶ CRESWELL, J. W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. p. 213-214.

2.4.4. Questionnaire - Likert scale

For quantitative research using an online questionnaire, research questions were based on a Likert scale. Since the entire research is focused on obtaining opinions and attitudes about the CLIL method, this form of questions was found to be the most suitable, since the Likert scale is based on ascertaining the attitudes, satisfaction or experience of the respondent. In order to obtain even more specific data from the respondents, the questionnaire also contains some open questions that give the respondents the space to express themselves openly about this method and share their experiences with this approach.

The Likert scale was developed by psychologist Rensis Likert in the 1930s and has since become one of the most widely used rating scales in social science research. The scale is primarily used for the purpose of obtaining quantitative data in the questionnaire and focuses on obtaining a degree of preference for the given topic. It is based on indicating to the respondent the degree of their agreement with the given statement through a scale with response options ranging from "strongly agree" to "strongly disagree" or "completely satisfied" to "completely dissatisfied". In this way, respondents are asked to show their agreement or disagreement with the given issue.¹⁰⁷

2.5. Limitations of qualitative research

We see the limitations of qualitative research primarily in the size of the examined sample within the observation method. Due to time constraints, it was conducted in only three classes. This limited number of participating schools and classrooms may have affected the generalizability and bias of the results due to the fact that the classrooms studied were led by teachers who were later interviewed. The number of interviews was 8 in total and therefore, in order to achieve better relevance, it would be appropriate to use the observation method with all 8 teachers who were part of this qualitative research.

Another limitation of this data collection from observations, which were provided through a created observational checklist based on a Likert scale, is the fact that this possibility of simplified data collection may not fully represent the real attitudes of teachers towards the given phenomenon, and therefore this method is an integral part of another

¹⁰⁷ BERTRAM, Dane. *Likert scales*. Retrieved November, 2007, 2.10: 1-10.
https://scholar.google.com/scholar?cluster=62654880095531585&hl=cs&as_sdt=0,5.

research method of this work and these are semi-structured interviews with teachers, which should provide more accurate information to fulfil the main objectives of this work.

Within the next research method of this research, which is a semi-structured interview, the limitation of this method is the subjectivity of the respondents. More specifically, some teachers may have felt under pressure and instead of giving honest feedback, they may have given answers that appear more positive or less critical. Using the quantitative research of this work, we tried to support the qualitative research, and achieve the acquisition of general attitudes and opinions on the CLIL method, as well as other necessary information, which would support the results of the interviews with teachers and show the objectivity of these respondents.

2.6. Limitations of quantitative research

As part of quantitative research, the limitations of this work are mainly the limited number of respondents and sufficient time for data collection. This was mainly due to a narrower selection of respondents, as there are not enough teachers who use this method in their teaching. In order to avoid this limitation, questionnaires were sent to more than 50 schools with a request to fill in questionnaires, the questionnaire was also posted on the websites of groups with large communities of teachers, and last but not least, the school management of Catholic grammar school was asked to forward the questionnaire to other schools that they use the CLIL method.

Another limitation is the lack of time for data collection, due to the comprehensive methodology of this diploma thesis, the questionnaire was not created in advance and therefore there was limited space for data collection through the questionnaire. For that reason, open-ended questions were also included in the questionnaire, so that the questionnaire, in a short time and with a limited number of respondents, could obtain the most accurate information on the given topic and to fulfil the objectives of this thesis.

2.7. Data analysis strategies of qualitative research

2.7.1. Semi-structured interviews with teachers

First, the questions that were part of a semi-structured interview were compiled. These were compiled in such a way as to fulfil the function of the interview itself, which aimed to obtain as accurate as possible the CLIL teachers' and non-CLIL teachers' view of the method and to obtain the most of their experiences with the method in relation to the CLIL teachers. As part of interviews with non-CLIL teachers, we tried to find out

how they react to this method and if they manage to implement it in their teaching despite their non-linguistic expertise.

More specifically, two sets of questions were created, for CLIL teachers and non-CLIL teachers. Overall, the interview for CLIL teachers consists of 25 open questions, see appendix A and for teachers who have tried this method for the first time out of 19 questions, see appendix B. Subsequently, the interviews were transcribed and, using the so-called open coding analysis, the transcribed text of the interviews was divided into units and a category was assigned to each such unit. This data analysis, i.e. open coding, was created within the framework of grounded theory,¹⁰⁸ and since all data processing from the interviews is based on grounded theory, this data analysis, which is directly linked to grounded theory, was also used for this purpose. Open coding was recorded using the so-called paper-pencil method¹⁰⁹ and the individual codes of all units of the text try to correspond with the categories in such a way as to correspond to the stated objectives of this work. After each divided unit carried its specific code, the systematic categorization of the individual codes began.

Further, on the basis of the obtained codes, which were classified into categories, axial coding was carried out, which focuses on the connection of individual categories.¹¹⁰ For the purpose of obtaining connections between categories, the so-called paradigmatic model was used, which consists of the following phenomena: (A) causal conditions, (B) phenomenon (C) context (D) intervening conditions (E) behaviour and interaction strategies (F) consequences.¹¹¹ The final step was selective coding to identify central categories and derive final theories. All data are presented in the sub-chapter Interviews results and analysis.

2.7.2. Observational checklist

An observational checklist was also created for structured observation. Due to the inclusion of specific phenomena on which the observation was focused, the checklist was created by the researcher herself without any other template. However, all researched statements that are included in the checklist are based on the main objectives of the thesis. Combinations of some open questions and the possibility of expressing

¹⁰⁸ ŠVARÍČEK, Roman a Klára ŠEĎOVÁ. *Kvalitativní výzkum v pedagogických vědách*. p. 210-212.

¹⁰⁹ *Ibid.*, p. 213.

¹¹⁰ *Ibid.*, p.232.

¹¹¹ *Ibid.*, p. 232.

additional comments on the given observation were also included in the checklist. This way of compiling the checklist was chosen for the purpose of accurately obtaining all possible phenomena that could help to better obtain data for the research results. Similar to the online questionnaire, the observational checklist is also based on the Likert scale, for the reason that the Likert scale enables to express attitudes to the given observational phenomenon on a scale from 1 to 5, 1 expressing strongly agree and 5 strongly disagree.

The observation was made with three teachers out of 4 who represent within this research teachers who had no experience with the method until they were provided with lesson materials and asked to try the method in their classes. The observational checklist were part of each lesson and the researcher could thus record attitudes and other findings during the lesson. One observation was non-participant because of the fact that the researcher participated in the tandem teaching and therefore the checklist was completed after the lesson. All investigated phenomena, which are part of the observational checklist, were divided into 3 basic categories, namely 'Teacher's approach to CLIL', 'Teacher's experiences' and 'Interaction', see the complete observational checklist in appendix C. The phenomena that are part of the checklist and that the researcher examines in the given lesson are:

I. Teacher's approach to CLIL

The teacher approaches CLIL positively.

The teacher uses the English language in teaching.

The teacher is motivated and enthusiastically presents the new method in teaching.

II. Teacher's experiences

In class, the teacher tries new activities and materials that he has not encountered before.

The teacher manages to conduct CLIL lessons with prepared in advance materials effectively.

The teacher manages to involve students of different language levels in CLIL teaching.

The teacher encounters difficulties in teaching CLIL.

III. Interaction

During the lesson, the teacher interacts with the students.

During the lesson, the teacher helps the students.

Students are involved in the teaching and are motivated.

In case the teaching is conducted in tandem, the teacher of the theoretical subject also participates in the teaching and cooperates with the teacher of the English subject.

2.8. Data Analysis Strategies of quantitative research

2.8.1. Online questionnaire for CLIL experienced teachers

As part of the research, an online questionnaire was also created. This data collection was based on a Likert scale, which is suitable for obtaining a certain attitude to the given phenomenon, which in this case is a suitable tool for this research, which is aimed at finding out the teachers' approach to the CLIL method.

However, one of the disadvantages of the Likert scale is the limitation of the possibility of answering and expressing one's opinion on a topic that would not be included in the questionnaire from some questions, and therefore the questions based on the Likert scale were supplemented with several open questions, as each teacher has his own unique view on the given topic and your personal experience with this method. Thanks to open answering, every teacher had the opportunity to specifically comment on the given issue. An online questionnaire was created through google forms, which was specifically composed of 16 questions, including 8 closed questions and 8 open ones.¹¹²

All the questions were compiled in such a way as to get again the view and approach of the teachers to the given method. Due to the orientation of the questionnaire survey to all teachers who teach CLIL, including those who do not know a foreign language and teach in tandem, the questionnaire was created in the Czech language, however, the results of this research are presented in the English language. The entire questionnaire is available in the appendix D.

Due to the very detailed analysis of the obtained data and the comprehensiveness of the documents, which would make the appendices of this diploma thesis very comprehensive, only samples of the analysis of the given research method are presented in the appendixes of the thesis (see appendix G and I).

¹¹² VÍTKOVÁ, Lucie. Metoda CLIL. [Google forms]. Místo: nakladatel, 29.06.2023. [online]. [cit. 2023-17-06]. <https://forms.gle/aomjjQe3q6cJ6FuHA>.

3. Qualitative research results and analysis

3.1. Classroom observation results and analysis

The aim of this observation, was mainly to help the researcher gain insight into the way CLIL was implemented by teachers who had no experience with this method and, among other things, the observation also provided a better insight into the teachers' approach to this method and therefore the fulfilment of the main aim, which is to evaluate experienced CLIL teachers and non-experienced teachers' attitudes and beliefs towards CLIL method and their experiences with this educational approach certainly has its justification in research thanks to the observation method, and this method can help to fulfil this main aim of the work.

Basic information about the classes where the observation took place was recorded through the checklist, i.e. the research tool that was used to collect the data. Furthermore, the checklist contains several phenomena that were previously divided into certain three categories, which are linked to the research questions of the entire research. Statements and categories were arranged in a table and all phenomena were evaluated with an attitude scale, which was based on a Likert scale similar to the online questionnaire.

3.1.1. Observational checklist's categories

The first examined category is called Teacher's approach to CLIL and contains statements such as: The teacher approaches CLIL positively; the teacher uses the English language in teaching; the teacher is motivated and enthusiastically presents the new method in teaching.

The second category focuses on the teacher's experience, which is one of the sub-goals of this work, and within this category the phenomena: In class, the teacher tries new activities and materials that he has not encountered before; the teacher manages to conduct CLIL lessons with prepared in advance materials effectively; the teacher manages to involve students of different language levels in CLIL teaching, the teacher encounters difficulties in teaching CLIL.

Last but not least, a part of the checklist was devoted to interaction, in which the statements were focused on: during the lesson, the teacher interacts with the students; during the lesson, the teacher helps the students; students are involved in the teaching and are motivated, in case the teaching is conducted in tandem; the teacher of the

theoretical subject also participates in the teaching and cooperates with the teacher of the English subject.

The checklist also offers the marking of additional comments for each investigated phenomenon, which enabled the researcher to record more detailed information about the respondent or students (see appendix E).

The observation took place with all three respondents separately, who, among other things, are part of the interviews of this diploma project. First of all, the basic principles of the CLIL method were explained to all respondents, and materials were provided in both English and Czech, as well as the correct solution to the material. All observations were conducted especially with these teachers, as their lack of knowledge of the English language led to a better and more objective understanding of their approach to this method. However, for this reason, all teaching units were conducted in tandem with the help of a language teacher.

3.1.2. Observation of respondent 5

The first observation was made with respondent 5 (see appendix E), who (as already mentioned) teaches geography and biology at the Catholic grammar school in Třebíč. The observation took place in the seventh grade, composed of 30 students, whose level of English was very high (A2 -B1) compared to the other classes that were part of this research, which therefore led to no difficulties in using all the materials in the English language.

The content aims of the lesson were ‘Students are able to say basic information about Australia’ and therefore all materials were adapted to this topic’. The materials were also aimed at practicing reading skills and listening skills and were adapted to group cooperative teaching. The class had a good background, more precisely a computer, an interactive whiteboard or the internet, which was needed for the purposes of some materials. As for the teacher's attitudes towards the given method, respondent 5 approached CLIL very positively, there is no doubt that, despite the impossibility of communicating in English, the respondent was interested in this teaching method and also reacted quite positively to the new interactive tools that in his lessons he has not used before (padlet.com). As the teaching was conducted in tandem, respondent 5 seemed relaxed and, despite the non-linguistic expertise of this teacher, managed to cooperate with the language teacher and help the students during the activities. Ready-made materials with results and also a translation of the entire material into the Czech language were very helpful to respondent 5. In a situation where one student in the group

did not know how to translate a certain word, respondent 5 was willing to help the student according to the given translation, which I find to be a very positive approach on the part of respondent 5.

Overall, the lesson was very enriching not only for the geography teacher but also for the students, who looked very engaged. Furthermore, I would also evaluate that with the language skills of this class, some parts of the materials in English were too simple for these students, however, they were all motivated and seemed enthusiastic about the new approach in teaching.

3.1.3. Observation of respondent 6

The observation with respondent 6 (see appendix E) took place in the geography class with 20 students whose English language level was relatively lower than A1 - A2, which sometimes led to misunderstanding of the material in English, however, despite the lower language level of the students, there were also students in the class who understood the material and helped other members of their group in group work.

The topic of the lesson was Asia and its regions, and the aim of this lesson was to claim 'Students are able to name regions in Asia and tell basic information about this continent'. The materials were also adapted to the needs of the main output of this lesson. Students practiced reading skills, speaking skills and cooperation during the lesson. In this class too, there was no lack of good classroom equipment, in addition to the basic needs of the class, there were tablets available, which were a suitable tool for one of the activities in the class (kahoot.com). Material no. 18 (see appendix K) was used in the lesson.

Respondent 6 had a rather positive attitude towards the CLIL method, although at first it did not seem that the respondent was enthusiastic about implementing this method in the lesson, after the observation and the interview itself, the respondent asked about tried and tested interactive tools in teaching, which led the researcher of this work to believe, that after trying CLIL respondent's opinion became more positive. During this lesson, the geography teacher collaborated with the English language teacher, who is also the researcher of this diploma project, so the teaching was conducted in tandem and the observation was participatory and the checklist was completed only after the end of the lesson. However, even this did not prevent a closer look at the implementation of the CLIL method in teaching by a geography teacher who had never had experience with this method before.

The teacher did not use the English language in the lesson, however, thanks to the prepared materials, he was able to help the students in case of misunderstandings and was able to evaluate the correctness of the materials himself, which he checked with the students at the end. The geography teacher cooperated with the language teacher, communicated with the students and was involved in the teaching.

3.1.4. Observation of respondent 7

The last observation lesson took place with respondent 7 (see appendix E) in a geography lesson in the seventh grade, specifically with 18 students. The English language level of these students was relatively higher, and the students even managed to meaningfully express their opinion about the CLIL method at the end of the lesson, which the researcher evaluated very positively.

Thanks to the higher language proficiency in English, CLIL was implemented very easily in the teaching and despite the language barrier of the geography teacher, respondent 7 managed to implement CLIL very successfully in the teaching. He did not encounter any difficulties during the teaching and reacted very positively to this method. During the lesson, an internet tool was used, which is suitable for creating quizzes, more precisely 'Quizizz', in which he showed great interest. He also expressed interest in materials that he wanted to keep for further use in future lessons. He also commented positively on the way the class was conducted in the framework of cooperative teaching, which was the basis of this lesson, and overall expressed enthusiasm for the students, who were highly motivated in searching for information after the class, which they recorded in their worksheets afterwards. From the researcher's point of view, CLIL was a great diversion for this class, and thanks to the students' language skills, the geography teacher would be able to teach CLIL with such prepared materials even without the help of tandem teaching. This statement was also confirmed in the interview conducted with this respondent.

3.1.5. The summary of the observation method

Overall, the observation method brought a lot of new knowledge for this research. The results of the observation show that all three respondents react to the method rather positively or completely positively, and after trying this method in their lesson with the help of an English teacher (tandem teaching), they approach the method positively and are further interested in using these materials in their lessons. Overall, it was confirmed that in the case of tandem teaching, teachers would be willing to offer students this innovative approach within the teaching of a theoretical subject.

Furthermore, it was observed that students of different language skills are able to understand the context of a lesson in a foreign language and that this approach leads to a higher motivation of students to learn. It was also clear that within the CLIL method they can cooperate in tandem teaching and even geography teachers manage to work with material in English and communicate or help students with the given material.

The prepared materials, which were created by the researcher of the work and contained the correct solution and also the translation of the entire material, proved to be very effective, which led to a more confident approach of the respondents to the given material, and in case of questions from the students, the respondents did not hesitate to help.

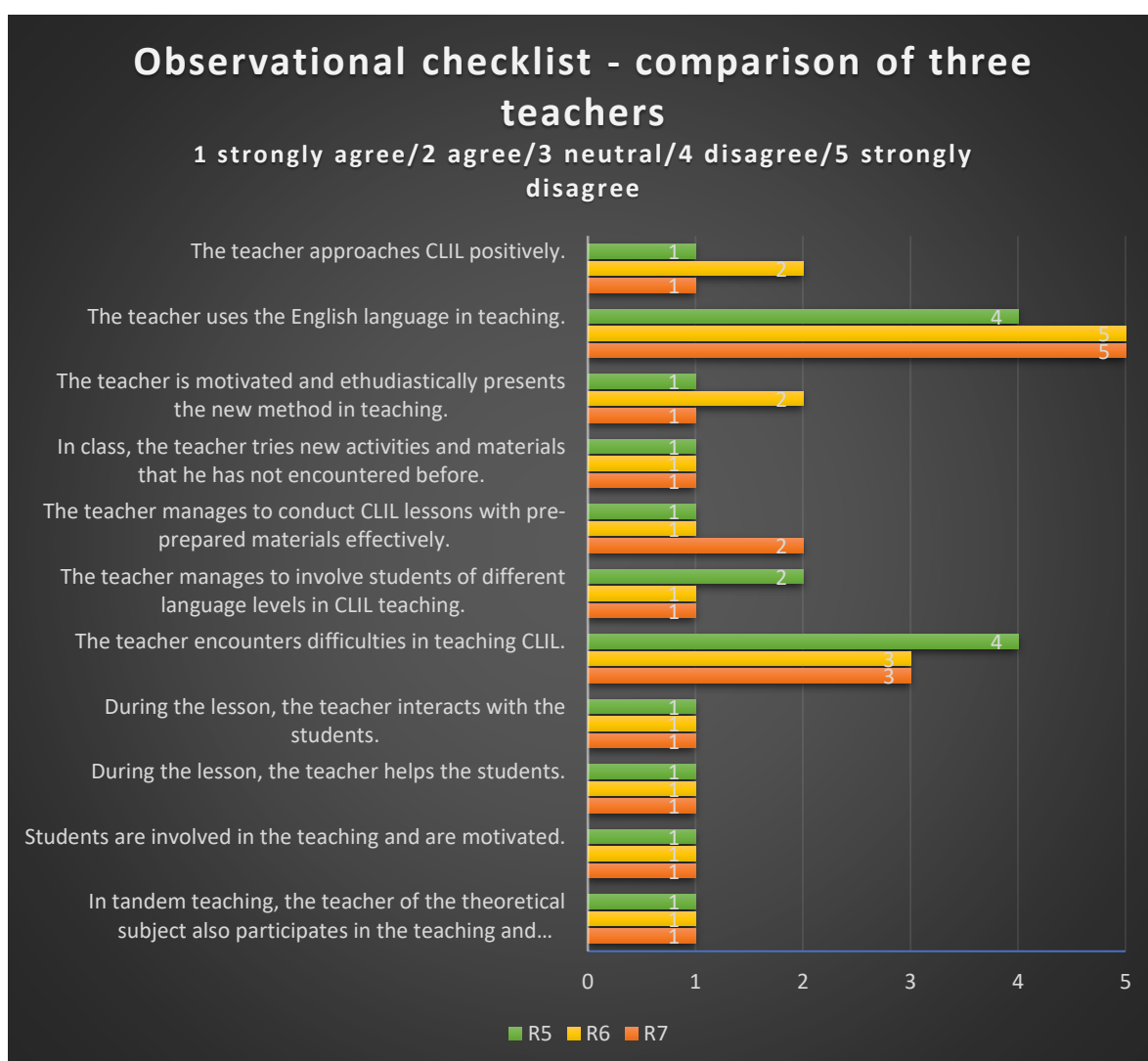


Figure 6: Observational checklist – comparison of three teachers

3.2. Teachers' interviews results and analysis

Specifically, eight respondents were selected for the research, particularly four respondents who already have some experience with the CLIL method in their teaching and four teachers who had no experience with this method until they were asked to try CLIL in their lessons for the purposes of the research and providing an interview on the given issue. Thanks to the cooperation of one of the schools where the research investigation took place and thanks to the cooperation of this school within the framework of Erasmus projects, an interview of an experienced CLIL teacher from Italy was provided, the intention of which is to enrich the research and broaden the horizon of what challenges they face in CLIL teaching in other schools outside our borders and since CLIL is compulsory in Italian schools, teachers have a lot of experience with this method, which brought a lot of new knowledge to the research of this work.

3.2.1. Analysis of the teachers' interviews

First, all respondents were made aware that all data recording and processing is anonymous due to GDPR protection. All interviews were recorded, which later helped the researcher of this work in transcribing the interviews. Subsequently, each line in the transcript was assigned a number, for better orientation of later coding. In the form of grounded theory, the researcher openly coded the interview units (see appendix F and G) and through axial-coding and the selective coding determined the central theories, or the results of this research.

The intention of this analysis, together with other methods of this research, which is observation in classes and an online questionnaire, was to find out within the main objectives of this work, to evaluate teachers' attitudes and beliefs towards CLIL method and their experiences with this educational approach from the point of view experienced CLIL teachers and non-CLIL teachers. Furthermore, the thesis aimed to find out the main advantages and disadvantages of the CLIL method, the main challenges that teachers face when implementing CLIL and, last but not least, to propose recommendations for a better implementation of this method.

Thanks to open coding, the text was divided in detail into individual units. The individual lines of the interviews were numbered for better orientation in the search for individual codes. All codes were recorded sequentially and, based on their location, they were assigned abbreviations to find in the text, for example, R4(33), where R4

stands for respondent 4 and (33) is the line number (see the example of coding the transcripts in appendix G). Based on the coded text, the codes were assigned to the following categories: CLIL experience, approach to the CLIL method, arguments for, arguments against, recommendations for better implementation of CLIL, proven strategies, materials. (see all transcripts in appendix H)

Arguments against
R1(32) difficulty for English teachers; R1(38) CLIL difficult for weaker students, R2(65) difficult preparation of materials, R2(67) time consuming, R3(33) CLIL difficult for weaker students, R4(55) difficult preparation, R4(57) difficult preparation

Table 3: Arguments against - Codes with lines

Recommendations for better implementation of CLIL
R1(30) help from English teachers, R1(23) familiarization with the method due to training, R1(26) sitting in on a class, R1(53) management support; R1(95) younger generation of teachers, R1(100) seeing CLIL in real life, R2(22) tandem support at 2nd level, R2(29) initial introduction to CLIL, R2(31) training makes sense, R2(35) help from English teachers, R2(42) sitting in on a lesson, R2(53) visualization leads to understanding, R2(57) leadership support, R2(73) use of ICT in teaching, R2(91) seeing CLIL in reality, R2(98) completion of training, R2(99) sitting in on a class, R3(18) training makes sense, R3(24) help from English teachers, R3(48) more support from school management, R3(81) adapt English materials to the level of pupils, R3(95) completion of training, R3(94) provision of materials contributes to the introduction of CLIL, R3(100) cooperation between teachers, R4(21) tandem teaching, R4(27) completion of training, R4(32) cooperation with linguists, R4(32) tandem teaching, R4(43) cooperative teaching helps weaker students to understand the subject matter, R4(49) leadership support, R4(77) tandem teaching is key, R4(80) completion of training, R4(82) leadership support

Table 4: Recommendations for better implementation of CLIL - Codes with lines

It is clear from the table 4 that individual statements with some variations are repeated by several respondents, which means that the respondents' attitudes towards CLIL are congruent in some cases.

Furthermore, a paradigmatic model was used to obtain connections and relationships between individual codes and categories. Since the main goal of this work is focused on evaluating the approach of CLIL teachers and teachers who had no experience with this method to the CLIL method, the data was analysed on two levels, i.e. through the paradigmatic model, which focused on the CLIL teacher, and the second paradigmatic model, which featured non-CLIL teachers. However, despite the different experiences of both groups of teachers with this method, the results of the analysis of both paradigmatic models were very similar, which means that teachers generally share a similar view of this method.

(A) Causal conditions	(B) Phenomenon	(C) Context	(D) Intervening conditions	(E) Behaviour and interaction strategies	(F) Consequences
The CLIL teaching Teachers' approaches A view of CLIL	CLIL in schools Experiences Advantages of CLIL Recommendation Challenges in implementing CLIL	Preparation Tandem teaching Cooperation Time-consuming Lack of material Connecting subjects Enrichment of teaching	Lack of materials Use in common situations Cooperation of teachers Lack of sharing Knowledge development	Management support Help from English teachers Provision of materials Tandem teaching Use of ICT Cooperative teaching Sharing Training Sitting in on CLIL classes	Enrichment of teaching Inspiration Activation Positive attitude of students Use of new forms of teaching Teaching innovation

Table 5: Paradigmatic model (CLIL teachers)

(A) Causal conditions	(B) Phenomenon	(C) Context	(D) Intervening conditions	(E) Behaviour and interaction strategies	(F) Consequences
The CLIL method	Awareness of CLIL	Preparation	Lack of material	Management support	Enrichment of teaching
Teachers' approaches	CLIL in teaching	Tandem teaching	Ignorance of the English language	Help from English speakers	Inspiration
A view of CLIL	Introduction of CLIL	Cooperation	Use in common situations	Cooperation	Activation
	Advantages of CLIL	Time consuming	Cooperation of teachers	Provision of materials	Positive attitude of students
	Motivation for introducing CLIL	Lack of materials	Lack of sharing	Tandem teaching	Inclusion of introverted students
		Connecting subjects	Fear of failure	Use of ICT	Use of new forms of teaching
		Enriching teaching	Knowledge development	Cooperative teaching	Teaching innovation
			Ignorance of methodology	Sharing	
				Training	
				Sitting in on CLIL classes	

Table 6: Paradigmatic model (non-CLIL teachers)

On the basis of paradigmatic models and the visual linking of relationships between individual codes and categories, the following central theories were established in relation to the main sub-goals of this work. These theories are also illustrated using individual diagrams.

3.2.2. Results of the teachers' interviews

In relation to the main aim of this work, i.e. to find out the teachers' approach to this method, the analysis in both groups, in CLIL teachers and non-experienced teachers revealed the following: CLIL is a beneficial method for both students and teachers (see below diagram 1). Based on open coding, we repeatedly encountered the codes such as CLIL activates, CLIL inspires, positive attitude, natural environment or activation of students. In some statements, it even appeared that CLIL is an inspiration for theoretical teachers, CLIL brings new forms of teaching to classes, and a very positive relationship

was noted when it was said that CLIL brings a retreat from frontal teaching or that thanks to CLIL, introvert students were more active in lessons than usually. This finding was confirmed in the statements and codes of both groups of respondents, both those who have experience with CLIL and those teachers who have encountered CLIL for the first time.

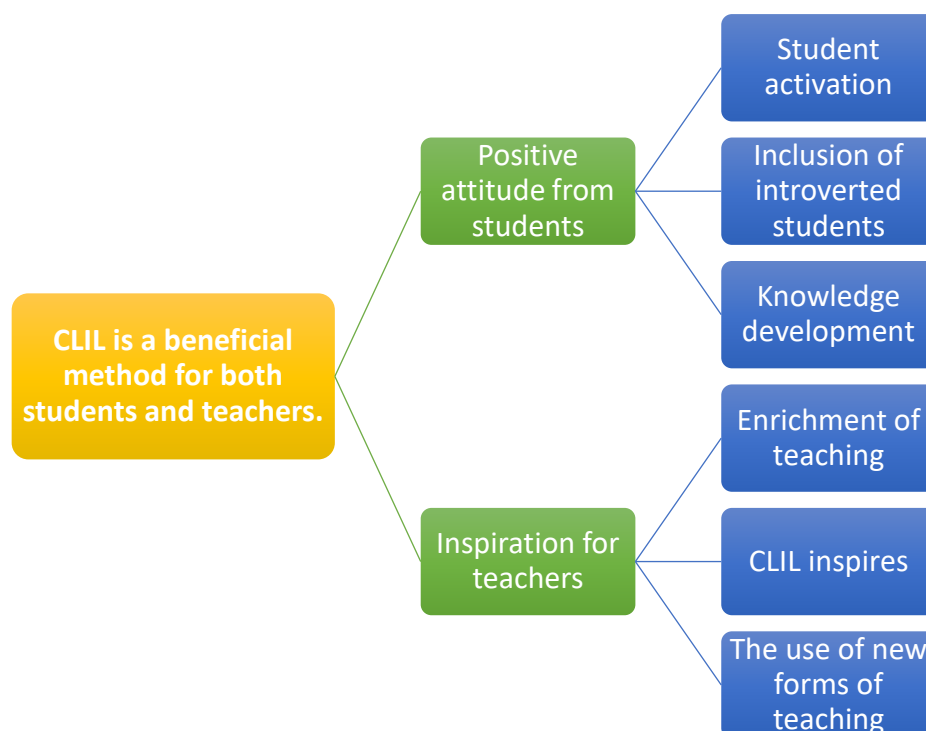


Diagram 1: CLIL is a beneficial method

Based on one of the objectives, i.e. to identify the main advantages and disadvantages of using CLIL method in practical teaching from the teachers' perspectives, questions such as what do you consider to be the biggest advantage of the CLIL method in practice and what do you consider to be the biggest disadvantage of the CLIL method were included in the interviews in practice. The respondents expressed themselves independently on the given topic and again their statements in most cases coincided.

During the coding, the researcher encountered the following statements: R5 connectedness of subjects, R5(20) CLIL brings inspiration to the other lessons, R5(30) CLIL does not force English, but students have a choice, R5(30) cooperative teaching leads to a better understanding of the material, R5(32) mutual interaction and help between students, R5(49) positive attitude of students to CLIL, R5(46) involvement of introverted students in teaching, R5(45) connecting subjects, also R5(44) CLIL activates and many others, which were repeated across all interviews. These codes were assigned

to the category of arguments for the use of CLIL in teaching and, based on the paradigmatic model, a central theory was further found, which is connected with the objective of the advantage of the CLIL method.

The central theory for this objective is CLIL naturally links subjects (see diagram 2). The whole theory is based on the testimony of 8 respondents whose positive views on CLIL agreed that, in other words, CLIL enables the teaching of the English language in a natural environment for teaching, and thanks to the interconnectedness of subjects, especially geography, students can learn something new that they can later use even in ordinary situations in life. Several respondents even identified with the fact that the advantage of CLIL is especially the connection of topics with travel and knowledge of the English language and the use of this connection in future situations. Some even mentioned that a very positive thing about CLIL is the possibility of choosing the English language and that CLIL does not strictly push students into English, which leads to a more positive attitude among students.

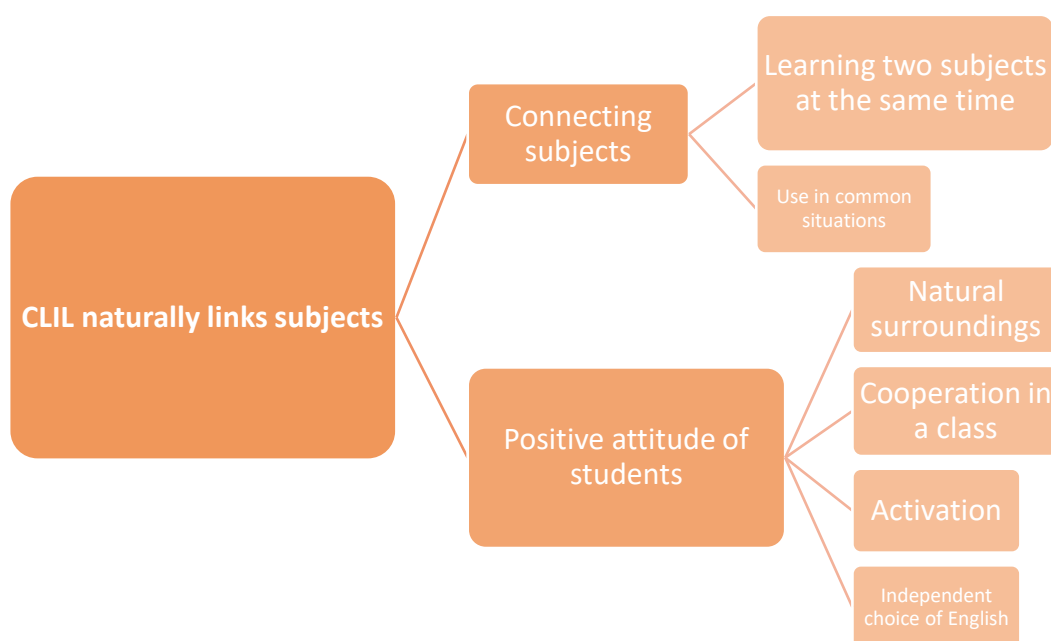


Diagram 2: CLIL naturally links subjects

As for the disadvantages of using the CLIL method, based on the analysis of the data from the interviews, it was found that the lack of materials and the associated difficulty in preparing lessons for teachers are some of the disadvantages of using CLIL. During data analysis and processing, the researcher encountered statements such as R4(55) difficult preparation, R4(57) difficult preparation R5(23) difficult preparation,

R5(25) lack of materials, R5(52) difficult preparation, R6(28) demanding preparation, R6(28) demandingness for language teachers, R7(34) demanding preparation, R8(33) demanding preparation. Here it is clear that the statements of the respondents really agree and they have the same opinion on the shortcomings linked to CLIL. These statements were linked not only to the disadvantages of CLIL, but also to an objective that aimed to find out what the main challenges are when introducing CLIL into teaching.

Another central theory, which is the lack of materials leads to the pivotal implementation of the CLIL method in teaching (see below diagram 3), is linked to both objectives, the disadvantages of the CLIL method and the challenges teachers face when implementing this method. As part of the second objective, the respondents also mentioned that there is a lack of qualified teachers and a general lack of knowledge of this method. While the teachers themselves suggested several procedures for better implementation of CLIL, which was one of the other objectives of this work.

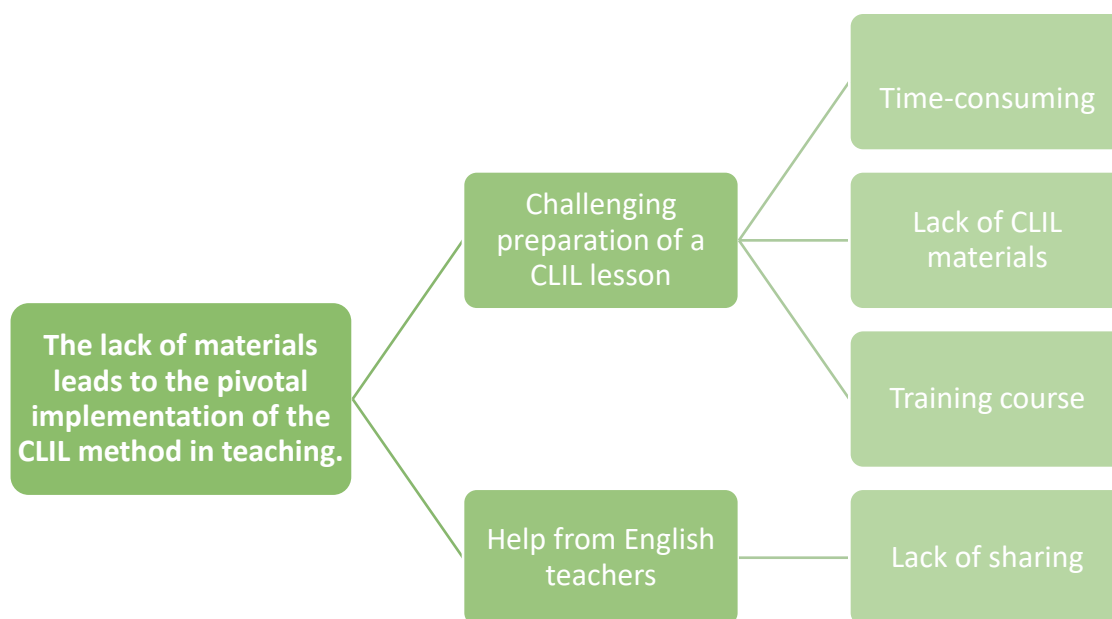
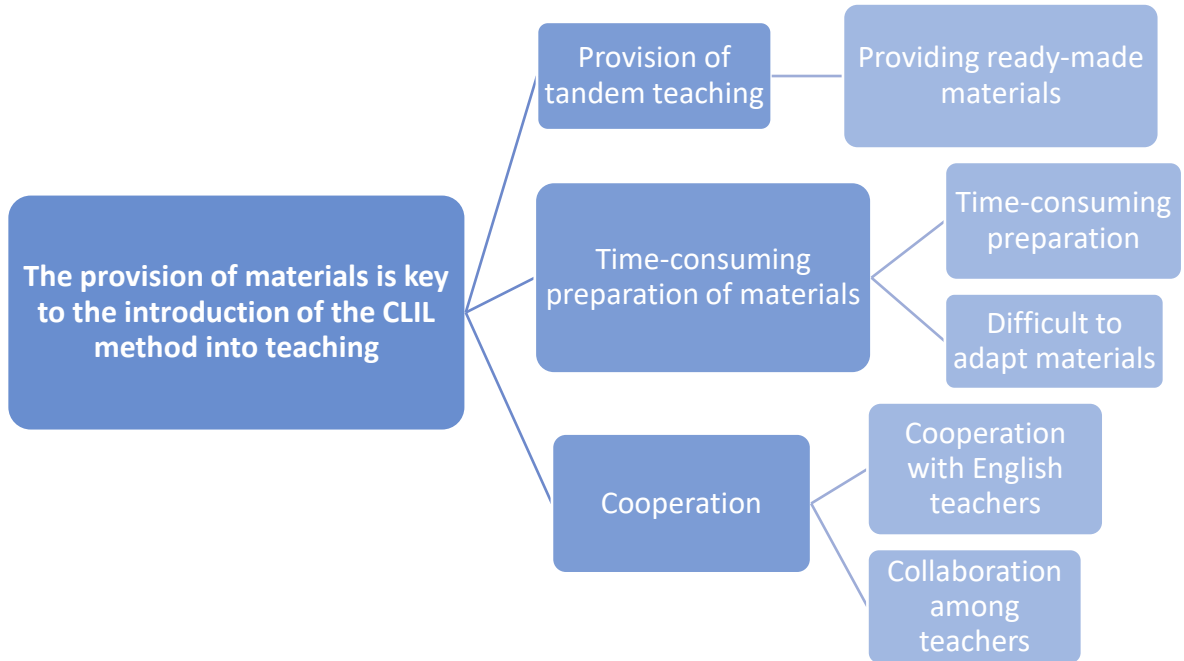


Diagram 3: The lack of materials

As already mentioned, with regard to another objective of this diploma project, which was related to proposing recommendations for a better implementation of the CLIL method in teaching, the teachers themselves followed from the statements regarding the obstacles to the implementation of CLIL to the recommendations that they found to be key for a better implementation of this method. Within this objective, three

central theories were proposed, namely the provision of materials is key to the introduction of the CLIL method into teaching (diagram 4), tandem teaching is the key to successfully introducing CLIL into teaching (diagram 5) and attending The CLIL



course leads to a better implementation of the CLIL method in teaching (diagram 6).

Diagram 4: The provision of materials

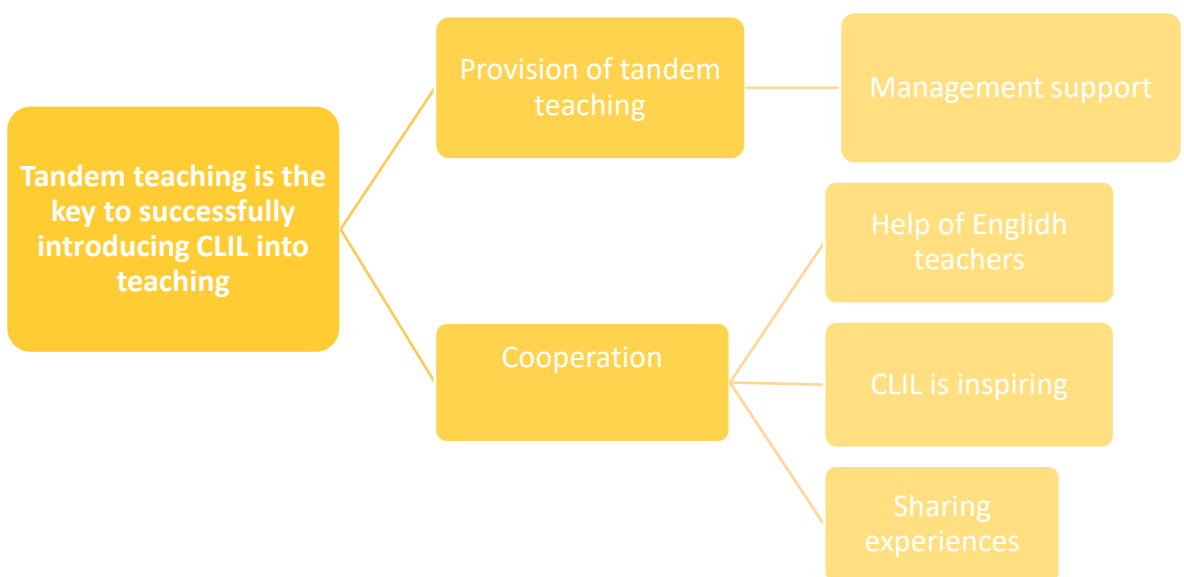


Diagram 5: Tandem teaching is the key

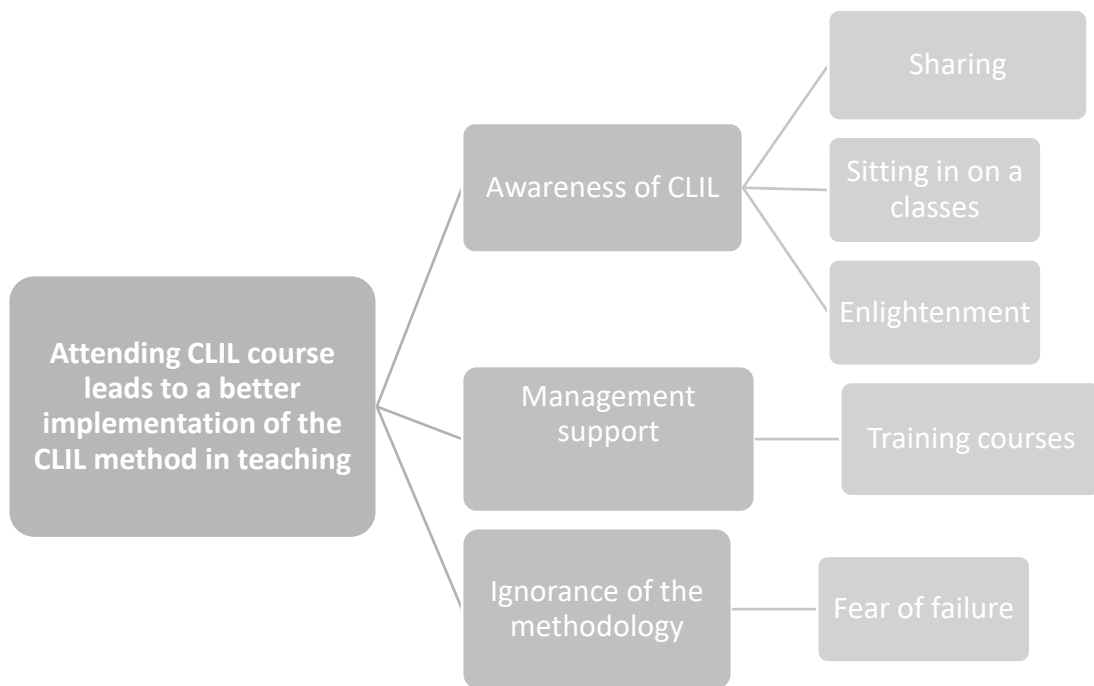


Diagram 6: Training course for better implementation

The statements of all respondents agreed that, thanks to the completion of the CLIL methodology course, it would be much easier to introduce CLIL into the teaching and that, thanks to the training, they would know how to grasp the CLIL teaching better. Among other things, there was also the opinion that, thanks to training, CLIL can reach the subconscious of more people.

Furthermore, one of the other recommendations of all respondents is tandem teaching, which is provided based on the support of the school management. Tandem in teaching not only helps teachers of theoretical subjects not to worry about the English language, but also at the same time facilitates the work of both teachers with the preparation of lessons.

Last but not least, the analysis of interview data found that the provision of prepared in advance materials to teachers of theoretical subjects leads to an interest in introducing CLIL into teaching. A group of respondents who have experience with this method expressed their opinion on the provision of materials in order to facilitate the work, which in their opinion is really very difficult and time-consuming. And the group of respondents who had no experience with this method said that thanks to the materials provided, they would occasionally include CLIL in their teaching, because they found this method inspiring and very beneficial for students.

3.3. The summary of qualitative part of the mixed methods approach

In the previous chapter, the results of the first two parts of this mixed methods approach research were presented. On the basis of the obtained data using the observation method, the data analysis and subsequently its results were presented. The observation took place in three taught CLIL lessons and aimed to gain a deeper insight into the way CLIL was implemented by teachers who had no experience with this method and also the observation method aimed to observe how teachers who had no experience with this method experiences, what attitude they have towards this method and how they manage to lead the method in the classroom. The observed teachers were also part of the research investigation of the second part of the mixed methods approach of this diploma project, which was based on semi-structured interviews.

Thanks to the observation method, it was confirmed that all three teachers have a positive attitude towards the CLIL method, despite the fact that they do not know the English language. In most cases, it was observed that the teachers in the class seem motivated and enthusiastic about the presentation of the new method, and thanks to this method, the teachers also tried new teaching methods or activities that they experienced for the first time thanks to the CLIL method. Overall, it was confirmed that except for a small hesitation of respondent 7, the teachers managed to conduct the lesson with the prepared in advance materials and it was not a problem for them and they did not notice any difficulties during the lesson. Very positively, the research investigation confirmed that the students were motivated and active during the CLIL method, the teachers interact with the students and tried to help them, and despite the teaching using tandem teaching, both teachers cooperated with each other and there was no problem in leading the teaching by two teachers.

As for the second part of the research, which were semi-structured interviews with teachers, the research focused in the first part on teachers who have experience with this method and in the second part on teachers who encountered this method for the first time. The entire research was conducted with geography teachers who teach this subject in the seventh grade at the lower-secondary level of schools.

Based on the analysis of the data from both parts of the interviews, it was found that despite the teachers' experience with this method, their opinions in the overall

results agree. In conclusion, several central theories were identified, which are important for the final evaluation of the entire research and the fulfilment of the main aim and objectives of this diploma project.

Based on the questioning about the teachers' opinions and attitudes towards this method, it was found that the teachers find CLIL beneficial for students and that the advantage of CLIL is the natural connection of subjects. Regarding the classroom observations, we can say that both the results of the observations and the interviews in accordance with the main aim, which was to find out the teachers' attitude towards this method, are positive.

Furthermore, it was found that the lack of materials is central to the implementation of CLIL and the provision of suitable materials is key to the implementation of CLIL in teaching. From the observations, we could notice that if the teachers had prepared in advance materials, there was no problem in introducing CLIL in the teaching and the teachers coped with everything easily.

Last but not least, the results of the interviews showed that tandem teaching is the key to the successful implementation of CLIL and completing the course can lead to a better implementation of the CLIL method in teaching. Based on the results of the observation, we could notice that the teachers cooperate with the English language teacher during tandem teaching and have a positive attitude towards CLIL.

Overall, we can notice that the results of both researches are linked and one result confirms the other.

4. Quantitative research results and analysis

4.1. Teachers' questionnaire results and analysis

The following subchapter presents the results from the quantitative research data analysis, more precisely the questionnaire which was completed by 42 respondents. As already mentioned, a mixed methods approach was chosen for the given research to obtain more accurate data, and a questionnaire for CLIL teachers was one of the methods used in the research. The goal of the questionnaire survey was to support the results of the qualitative research and to find out whether, in general, teachers share the same approach to this method as the respondents who were part of the qualitative research.

Through emails that were sent to all teachers who teach CLIL at their schools (this information was obtained through the websites of these schools), respondents were obtained to fill in an online questionnaire regarding their approach to the method in question as well as their experience with this method. In order to get as many respondents as possible in a short time, the questionnaire was also shared, among other things, on the Facebook pages of the community, which is called 'CLIL teachers' and also on 'Teachers+' group.

The questionnaire is composed of closed statements to which the teachers could express their attitude to the given statement based on a Likert scale. As one of the objectives of the project is to propose recommendations for a better implementation of CLIL in teaching, the questionnaire also used open questions as: 'What could lead to more frequent implementation of CLIL in teaching', 'What has worked well for you in a CLIL lesson?' or 'What would you recommend to other teachers?'. In general, the questionnaire was made up of eight open questions and eight questions based on a Likert scale. All questions were formulated in such a way as to correspond to the objectives of this work. The individual questions therefore aimed to find out the teachers' approach to the CLIL method, identify what are the biggest advantages and disadvantages of CLIL, what challenges the teacher may encounter when implementing CLIL, and what are their proven strategies or materials they use in the classroom.

All the questions in the questionnaire were given in the Czech language for the reason that were asked all CLIL teachers, including those who do not teach a foreign language, and since the overall thesis focuses mainly on finding out the approach to the CLIL method of theoretical teachers, the questionnaire was created in Czech and for the

purpose of data interpretation in the research results, the questionnaire was subsequently translated into English.

In the event that there were some answers to open questions, some graphs are supplemented by tables. In the case of answers to open-ended questions, the obtained data were categorized (see the example of coding answers from questionnaire in the appendix I) and the given table shows the number of respondents whose answers fall into the given category. In the process of data sorting and categorization, each category was assigned a number for clear analysis, which is also displayed in the table. In some cases, the respondents gave more answers to the open questioning and therefore the number of answers in the resulting number of respondents increased (see transcript of online questionnaire in appendix J).

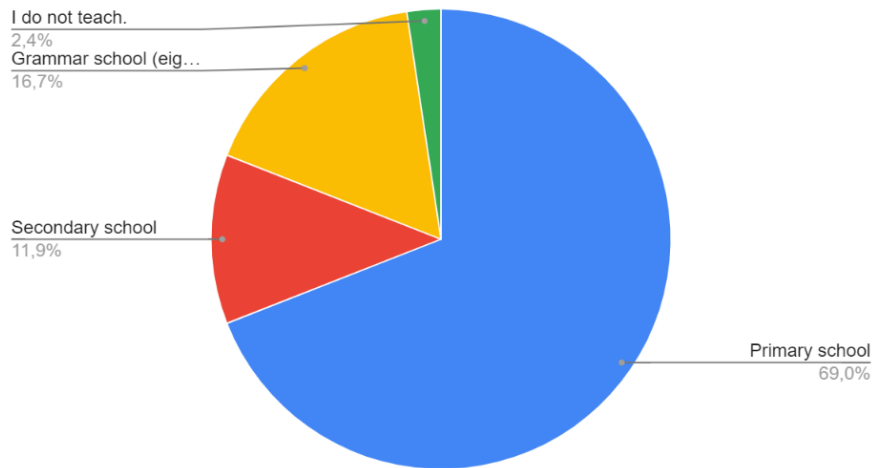
First of all, the general results of the online questionnaire related to the respondents of the survey are presented. The first graph 1 shows the number of respondents to this questionnaire who teach at primary school and lower secondary school, the number of respondents who teach at grammar school and also respondents who teach at secondary school. The next graph 2 represents the teachers' experiences with this method, and last but not least, the graph 3 showing the subjects of teachers who answered this questionnaire will also be presented. These graphs are only for general representation of our respondents who were part of this quantitative research.

Question 1: What school do you teach at?

	N ▲	%
4 I do not teach	1	2,4
2 Secondary school	5	11,9
3 Grammar school (eight year)	7	16,7
1 Primary school	29	69
Total	42	100

Table 7: Number of answers to the question 'What school do you teach at?'

What school do you teach at?



Graph 1: Data collected from questionnaire for teachers — questions 1

The graph 1 shows that one of the 42 respondents (2.4%) is not currently teaching at any school, another 11.9% teach at a secondary school, 16.9% teach at an eight-year grammar school, and the largest number of respondents work at primary schools, namely 69%.

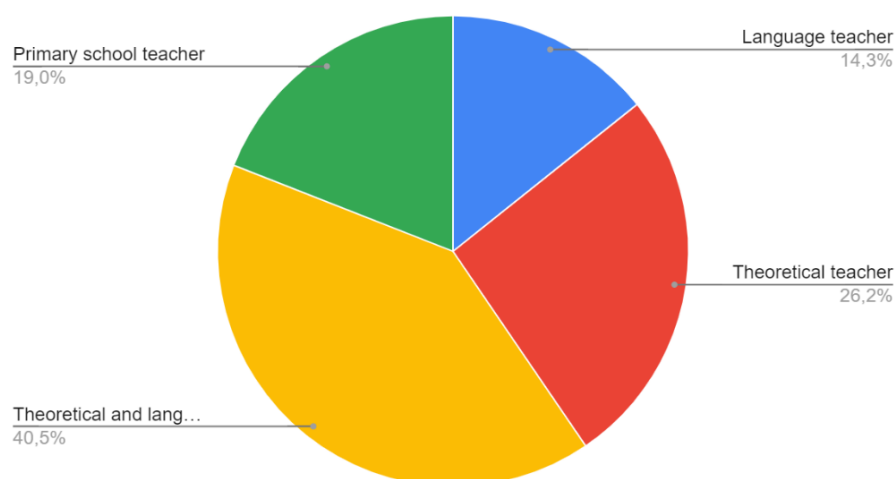
Furthermore, the teachers were asked about their experience with the CLIL method. The purpose of this question was to find out whether the attitudes, opinions and experiences shared in this questionnaire are relevant enough

Question 2: What do you teach?

	N	%
1 Language teacher	6	14,3
2 Primary school	8	19
3 Theoretical teacher	11	26,2
4 Theoretical and language subject teacher	17	40,5
Total number	42	100

Table 8: Number of answers to the question 'What do you teach'?

What do you teach?



Graph 2: Data collected from questionnaire for teachers — questions 2

In response to the question above, i.e. 'What do you teach', comprehensive data were obtained, which were categorized into the following areas for better representation of the quantitative results: primary school teacher, language teacher, theoretical teacher and theoretical and language teacher. The answers of the respondents were divided into these areas, however, their original answers corresponded to the given question above, these answers were, for example: mathematics, physics; geography, physical education, etc. (see appendix J).

Furthermore, the open answers of respondents who stated the subjects they teach were coded and categorized according to whether they teach only a theoretical subject, i.e., for example, mathematics, geography, chemistry and others, or a language, which can be, for instance, English, German, or French. There were 26.2% of respondents who only teach a theoretical subject and 14.3% of language teachers. Furthermore, the primary school teacher category was also evaluated, which includes teachers who teach at primary school, i.e. 19% of respondents, and last but not least, teachers who teach both theoretical and language subjects, there are the most of these teachers, 40.5% to be exact.

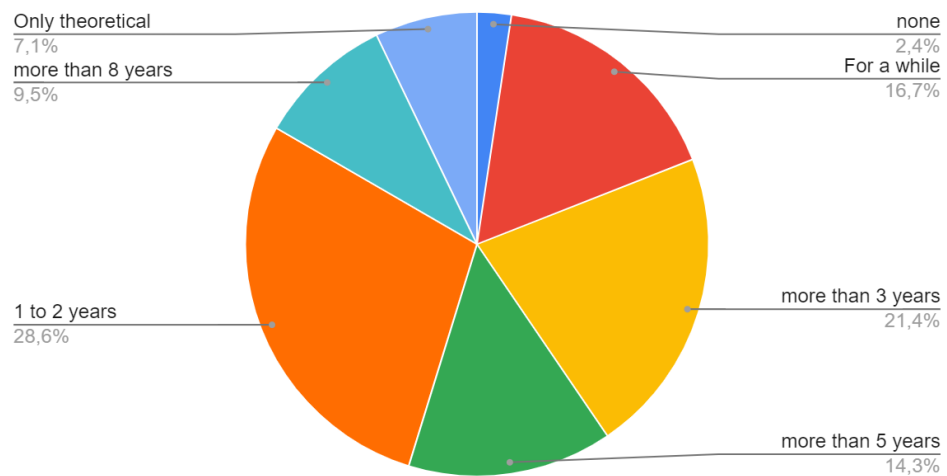
However, it is necessary to mention that teachers who have both a theoretical and a language subject are in a kind of advantage, because they control the language subject and it is therefore not difficult for them to introduce CLIL in teaching.

Question 3: What is your experience with the CLIL method, or how long have you been using it in your teaching?

	N ▲	%
7 None	1	2,4
4 Only theoretical	3	7,1
5 more than 8 years	4	9,5
1 more than 5 years	6	14,3
6 For a while	7	16,7
2 more than 3 years	9	21,4
3 1 to 2 years	12	28,6
Total	42	100

Table 9: Number of answers to the question ‘What is your experience with the CLIL method, or how long have you been using it in your teaching?’

What is your experience with the CLIL method, or how long have you been using it in your teaching?

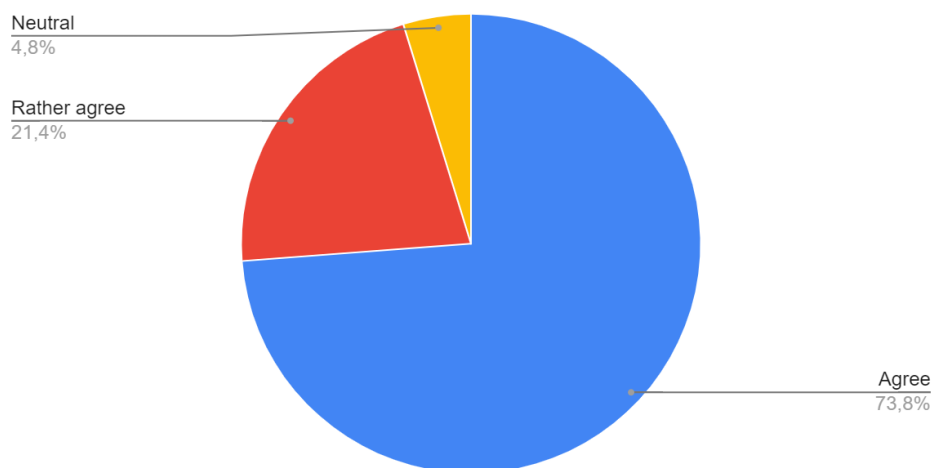


Graph 3: Data collected from questionnaire for teachers — questions 3

The graph 3 shows that only 2.4% have no experience, 7.1% have experience only at a theoretical level and 16.7% are respondents who use this method only briefly. Furthermore 28.6% of respondents have been teaching for one to two years and 21.4% of respondents who were part of this questionnaire have been teaching for more than 3 years. Moreover 14.3% of teachers have been teaching for more than 5 years. There were even teachers who have been using the CLIL method for more than 8 years, specifically 9.5% of respondents.

Question 4: Completing a methodological course related to CLIL can lead to a better implementation of this method in teaching.

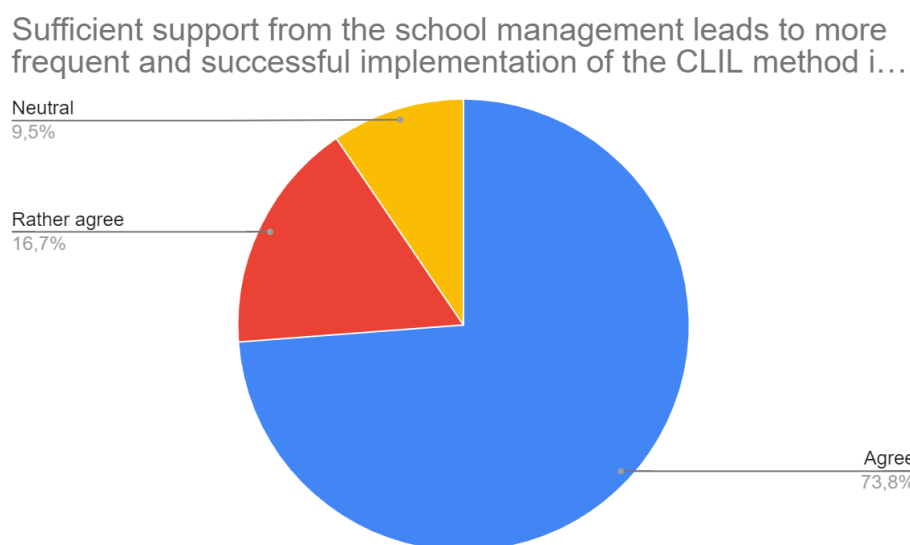
Completing a methodological course related to CLIL can lead to a better implementation of this method in teaching.



Graph 4: Data collected from questionnaire for teachers — questions 4

From the graph 4 above, it is clear that a large majority of all 42 respondents agree with the statement that completing a methodological course related to CLIL can lead to a better implementation of this method in teaching. More precisely, 73.8% of respondents agree with this statement, 21.4% rather agree, which is still positive, and only 4.8% of respondents expressed a neutral attitude. The result of attitudes towards this statement is very positive, which means that teachers should complete CLIL training for a better implementation of CLIL. The fact that none of the respondents expressed disagreement with this statement, even partially, is also very positive.

Question 5: Sufficient support from the school management leads to more frequent and successful implementation of the CLIL method in teaching.

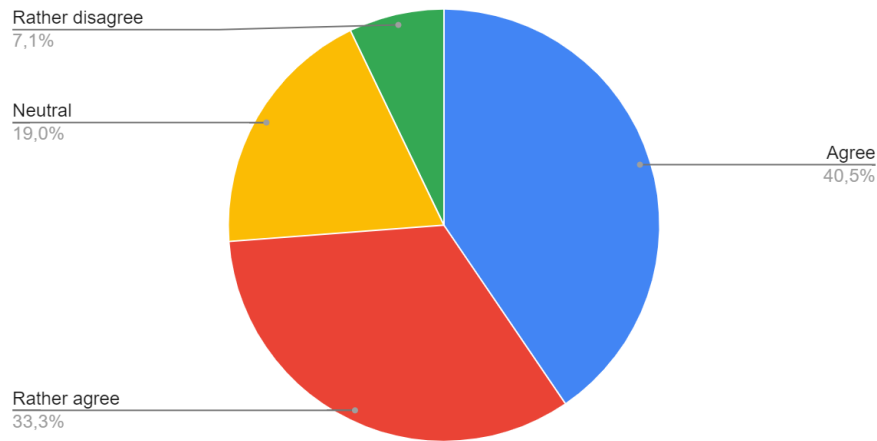


Graph 5: Data collected from questionnaire for teachers — questions 5

More than 90% of respondents responded positively to the statement that the support of the school management plays an important role in the implementation of this method. More precisely, 73.8% completely agreed, 16.7% agreed, and only 9.5% were neutral about the statement. Here too, all respondents agreed with the statement and no one expressed a negative opinion. CLIL support from the school management can also consist of providing materials, providing the possibility of tandem teaching, or providing training for this method.

Question 6: I think that there is a lack of suitable CLIL materials available for teachers and this makes it more difficult to implement the CLIL method in teaching.

I think that there is a lack of suitable CLIL materials available for teachers and this makes it more difficult to implement the...

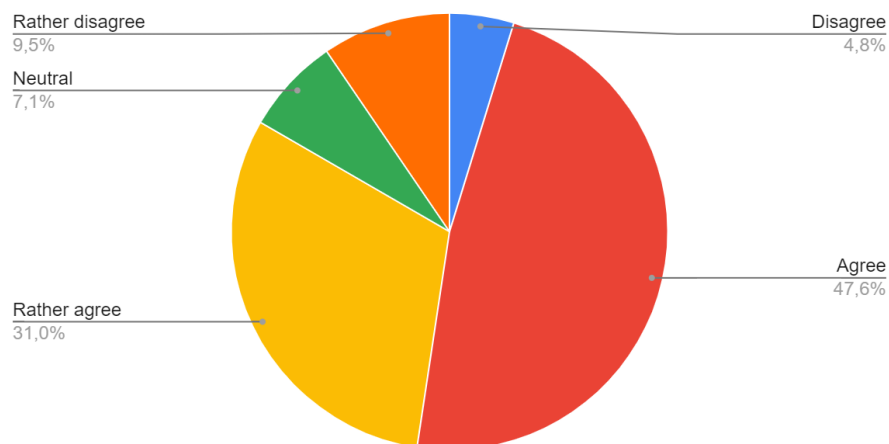


Graph 6: Data collected from questionnaire for teachers — questions 6

We can observe that in the case of this statement the attitudes differ. However, despite this, a large majority finds that the lack of materials leads to more difficult implementation of CLIL and only 7.1% disagree with this statement, which is more precisely 3 respondents out of 42 people.

Question 7: The CLIL method is suitable for a group of students with different level of language and theoretical knowledge.

The CLIL method is suitable for a group of students with different level of language and theoretical knowledge.

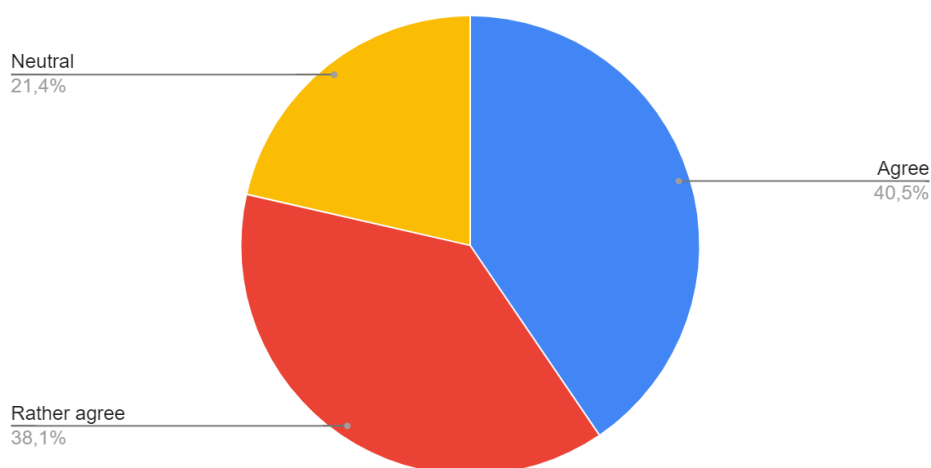


Graph 7: Data collected from questionnaire for teachers — questions 7

One of the statements that brings the attitude of teachers to the disadvantages of CLIL, which is one of the objectives of this research, is ‘The CLIL method is suitable for a group of students with different level of language and theoretical knowledge’. From the graph 7 above, we can see that some even disagreed with this statement, specifically 4.8% completely disagree and 9.5% rather disagree. However, despite this, the majority of respondents find that CLIL is suitable for students with different linguistic and theoretical knowledge, particularly 31% rather agree and 47,6 % of respondents completely agree.

Question 8: Thanks to the CLIL method, the students are more motivated in the lessons.

Thanks to the CLIL method, the students are more motivated in the lessons.

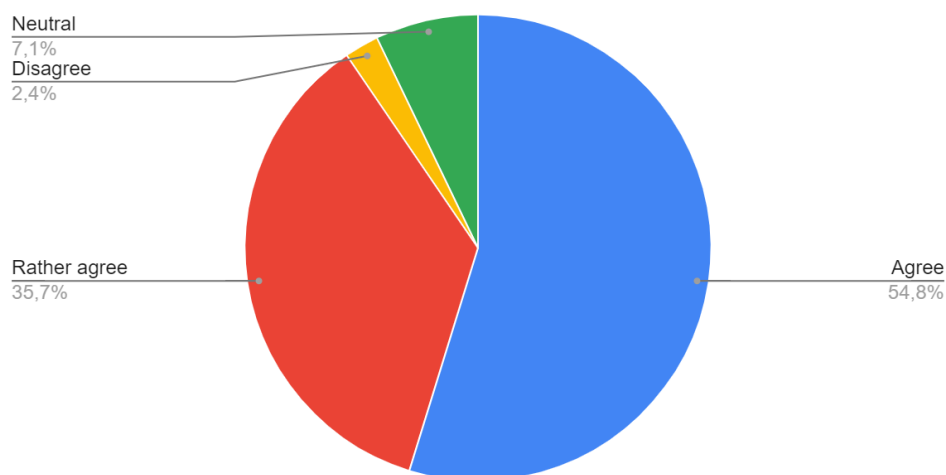


Graph 8: Data collected from questionnaire for teachers — questions 8

As can be observed from the following graph 8 above, in the case of this statement, which refers to a more general category, namely the benefits of CLIL, the teachers expressed themselves rather positively. All respondents, except for 21.4%, who responded neutrally to this statement, agree that students are more motivated in CLIL classes.

Question 9: CLIL brought/brings new methods, didactic aids and approach to teaching to my classes, and therefore I would recommend this method to other teachers.

CLIL brought/brings new methods, didactic aids and approach to teaching to my classes, and therefore I would recommend...



Graph 9: Data collected from questionnaire for teachers — questions 9

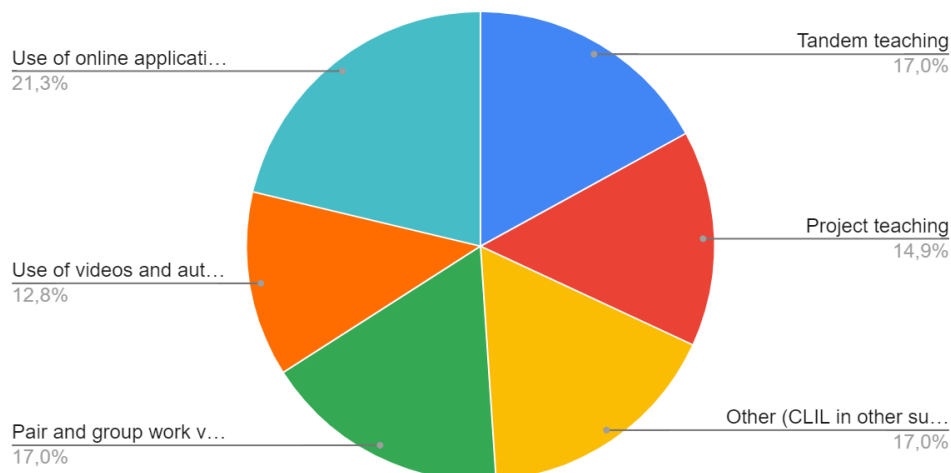
One of the other statements expresses one of the advantages of CLIL. As we can see from the graph 9, it is clear that a large majority of teachers agree with the statement that CLIL brings new forms of teaching to teaching and therefore they would recommend this method to other teachers. More precisely, 54.8% of respondents completely agree and 35.7% rather agree, and only 3 respondents, i.e. 7.1%, did not comment on the given statement.

Question 10: What work/worked well for you in the CLIL lessons? What would you recommend?

	N ▲	%
2 Use of videos and authentic materials (BBC)	6	12,8
4 Project teaching	7	14,9
3 Pair and group teaching	8	17
5 Tandem teaching	8	17
6 Other (CLIL in other subjects, scaffolding, trying new things)	8	17
1 Use of online applications and resources (kahoot, quizizz, liveworksheet)	10	21,3
Total	47	100

Table 10: Number of answers to the question ‘What work/worked well for you in the CLIL lessons? What would you recommend?’

What worked well for you in the CLIL class? What would you recommend to other teachers?



Graph 10: Data collected from questionnaire for teachers — questions 10

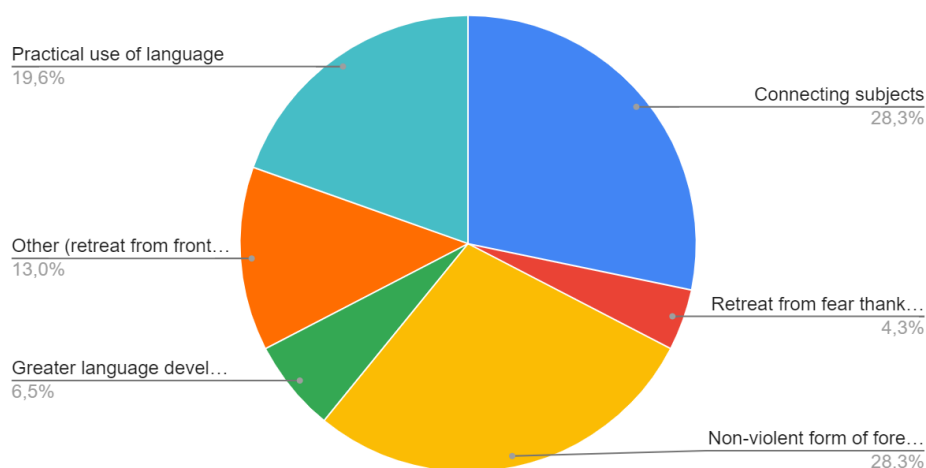
The given graph 10 presents the results of an open-ended question that investigated proven materials, approaches or experiences of CLIL teachers and what they would recommend to other teachers. Some answers very often coincided, however, 17% of respondents gave different answers, which are recorded as other in the graph 10, and respondents mentioned, for example, the use of CLIL in other subjects, the use of scaffolding, trying new things, introducing a glossary of theoretical terms and others. 21.3% of respondents said that it is very appropriate to use online applications and resources such as Kahoot, Quizizz, Wordwall, liveworksheet.com and others. 17% of respondents use pair and group teaching and proven tandem teaching in their CLIL practice, and 14.9% of teachers found project teaching in CLIL lessons to be successful, and 12.8% of teachers recommend using videos and authentic materials in their lessons and looking for materials outside Czech websites, but for example to get inspired on the BBC website.

Question 11: What do you consider to be the biggest advantage of the CLIL method?

	N ▲	%
6 Retreat from fear fear thanks to the natural environment of language	2	4,3
2 Greater language development	3	6,5
5 Other (retreat from frontal teaching, students motivation)	6	13
1 Practical use of language	9	19,6
3 Non-violent form of foreign language acquisition	13	28,3
4 Connecting subjects	13	28,3
Total	46	100

Table 11: Number of answers to the question ‘What do you consider to be the biggest advantage of the CLIL method?’

What do you consider to be the biggest advantage of the CLIL method?



Graph 11: Data collected from questionnaire for teachers — questions 11

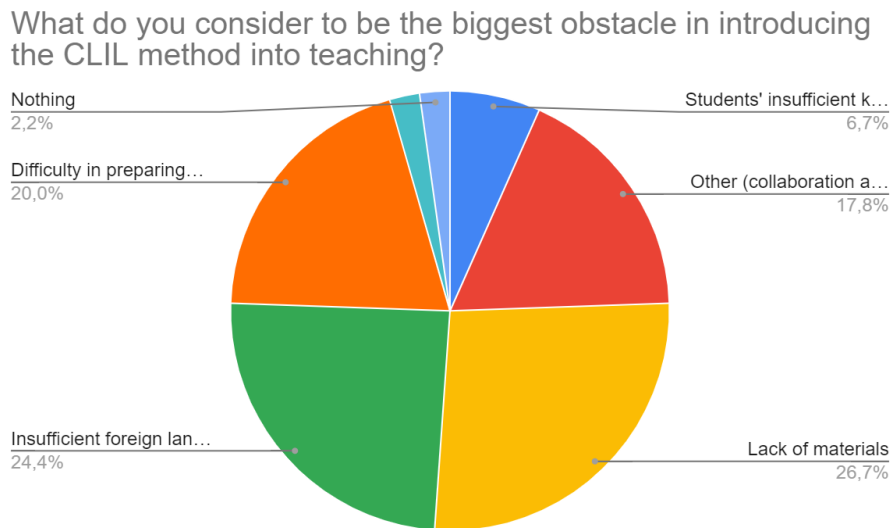
Furthermore, respondents were asked what they consider to be the biggest advantage of the CLIL method. After categorizing all statements, exactly 28.3% of respondents consider the linking of subjects within one lesson as well as non-violent form of foreign language acquisition to be the greatest advantage of CLIL. Furthermore, 19.6% of teachers find the practical use of the language to be the biggest advantage of CLIL, and 13% of teachers answered that there are other advantages of CLIL, such as variety of teaching, retreat from frontal teaching, student motivation. Among other things, 6.5% of respondents consider the biggest advantage of CLIL to be deeper and

greater language development, and 4.3% of respondents believe that the biggest advantage of CLIL is retreat from fear thanks to the natural environment of language.

Question 12: What do you consider to be the biggest obstacle in introducing the CLIL method into teaching?

	N ▲	%
6 Nothing	1	2,2
4 Students' insufficient knowledge of a foreign language	3	6,7
5 Other (collaboration among teachersm teachers' fear of failure, insufficient support from the school management)	8	17,8
1 Difficulty in preparing materials	9	20
2 Insufficient foreign language qualification	11	24,4
3 Lack of materials	12	26,7
Total	44	100

Table 12: Number of answers to the question ‘What do you consider to be the biggest obstacle in introducing the CLIL method into teaching’?



Graph 12: Data collected from questionnaire for teachers — questions 12

It is clear from the graph 12 that 26.7% of teachers consider the lack of teaching materials to be the biggest obstacle in the implementation of CLIL methods, which then leads to demanding preparation, which according to 20% of respondents is the biggest obstacle to CLIL and its implementation. Furthermore, 24.4% of respondents claim that the biggest obstacle for CLIL is insufficient foreign language qualification, and 6.7%, on the other hand, find that the biggest obstacle is insufficient knowledge of a foreign language among students. Only one respondent (2.2%) answered that they do not find

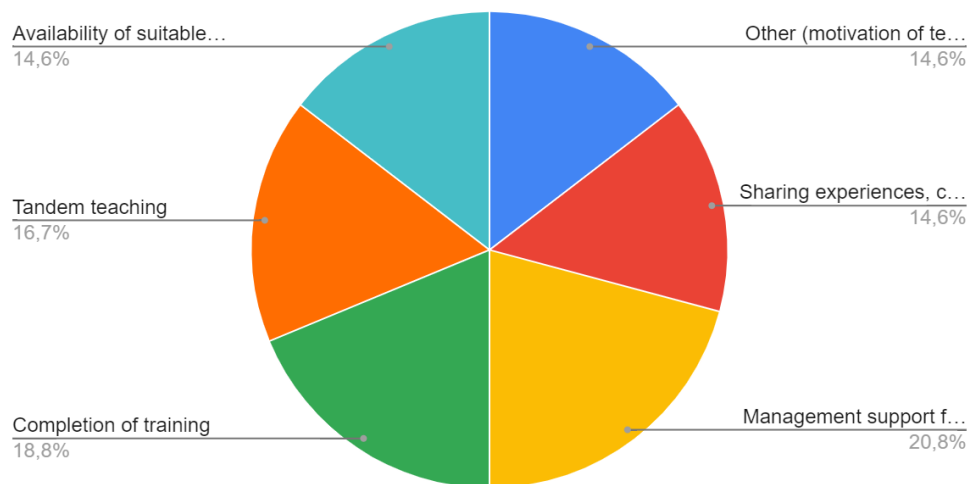
any obstacle in the implementation of CLIL and 17.8%, in addition to the above, these respondents mentioned, for example, teachers' fear of failure, cooperation between teachers, insufficient support from the school management and others.

Question 13: What do you think could lead to more frequent use of the CLIL method?

	N ▲	%
6 Other (motivation of teachers, raising public awareness of CLIL)	7	14,6
2 Sharing experiences, cooperation	7	14,6
3 Availability of suitable CLIL materials	7	14,6
5 Tandem teaching	8	16,7
4 Completion of training	9	18,8
1 Sufficient management support for teachers	10	20,8
Total	48	100

Table 13: Number of answers to the question ‘What do you think could lead to more frequent use of the CLIL method?’

What do you think could lead to more frequent use of the CLIL method?

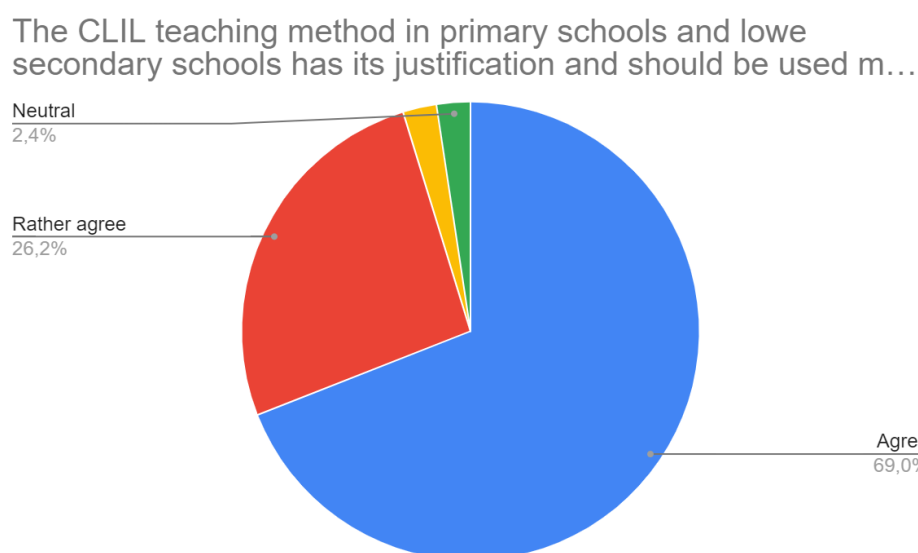


Graph 13: Data collected from questionnaire for teachers — questions 13

In this graph 13, we see a presentation of the results that were found using an open-ended question about the opinion of teachers who use the CLIL method in their teaching, on what could lead to a more frequent introduction of the CLIL method. Most often, teachers answered that sufficient management support would lead to more frequent implementation of the CLIL method, specifically 20.8% of the respondents of

this research survey referred to this. Furthermore, 18.8% of respondents consider attending training as one of the other options, thanks to which CLIL would be introduced more often in schools. 16.7% of respondents cited tandem teaching as the key to more frequent introduction of CLIL into teaching, further 14.6% of teachers consider sharing of experiences and cooperation between teachers to be key, and the same number of respondents also mentioned sufficient suitable materials as key to the introduction of CLIL. Last but not least, 14.6% of respondents commented on other phenomena, such as teacher motivation, raising public awareness of CLIL and others.

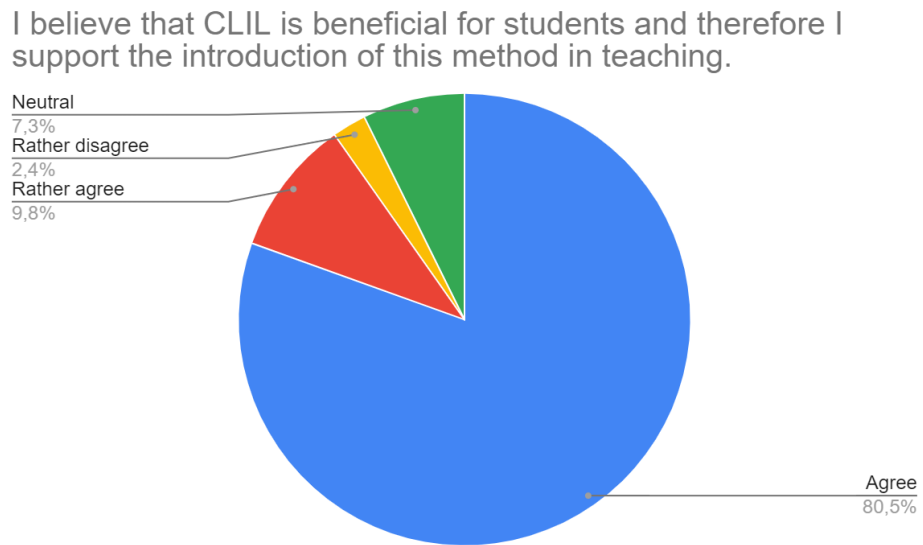
Question 14: The CLIL teaching method in primary schools and lower secondary schools has its justification and should be used more in schools



Graph 14: Data collected from questionnaire for teachers — questions 14

As we can see above, the vast majority of all 42 respondents showed a positive attitude towards this statement. More precisely, 69% think that the CLIL method is justified in schools, and 26.2% of teachers rather agree with this statement. And only one respondent, i.e. 2.4%, takes a neutral position towards this statement.

Question 15: I believe that CLIL is beneficial for students and therefore I support the introduction of this method in teaching



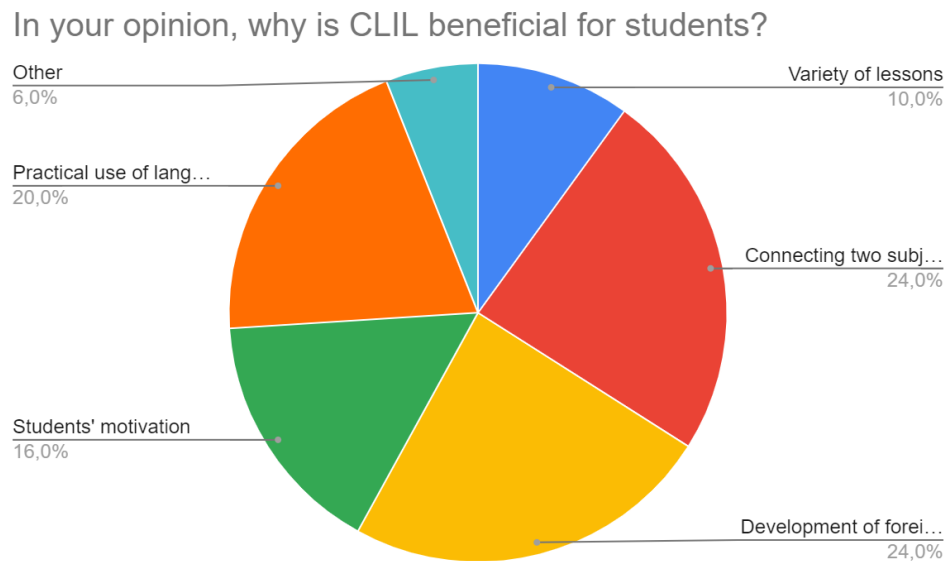
Graph 15: Data collected from questionnaire for teachers — questions 15

Just like the previous graph 14, this one also shows the attitude of teachers towards the CLIL method and with the statement that I believe that CLIL is beneficial for students and therefore I support the implementation of CLIL in teaching, we look into the internal attitudes of the respondents towards this method. Despite the fact that 2.4% expressed rather disagreement, the positive thing is that 80.5% of respondents agree that CLIL is beneficial for students and support this teaching method.

Question 16: In your opinion, why is CLIL beneficial for students?

	N ▲	%
5 Other	3	6
3 Variety of lessons	5	10
6 Students' motivation	8	16
4 Practical use of a language	10	20
1 Development of a foreign language	12	24
2 Connecting two subjects	12	24
Total	50	100

Table 14: Number of answers to the question ‘In your opinion, why is CLIL beneficial for students?’



Graph 16: Data collected from questionnaire for teachers — questions 16

The graph 16 above shows teachers' opinions on why they think CLIL is beneficial for students. In this case, many agreed in their answers. The majority of respondents therefore consider the development of a foreign language to be beneficial, exactly 24% of respondents, and the same number of respondents consider the linking of two subjects to be the greatest benefit for students. 20% of teachers think that the biggest benefit for students is the practical use of the language in common situations and 16% of respondents think that students are more motivated thanks to CLIL. Only 10% of the respondents said that CLIL is beneficial because it brings variety to the lessons and, last but not least, 6% of the respondents said something else.

4.2. The summary of quantitative part of the mixed methods research

In the questionnaire survey were included 16 questions based on 8 open-ended questions and 8 statements, to which respondents expressed their attitudes using a Likert scale. The aim of these 16 questions was to quantitatively determine the teachers' attitudes and opinions on this method, to find out what experience they have with this method, what has worked for them in the lessons and what, according to their opinions, is essential when implementing the CLIL method, or what could lead to more frequent implementation of this method. The results of this questionnaire survey also aimed to

support the qualitative part of the research and obtain even more accurate results to fulfil the main goals of this work.

Based on the analysis of data from open and closed questions, it was most confirmed and found that completing the course leads to a better implementation of CLIL in teaching, sufficient support of CLIL from the management leads to more frequent and successful implementation of this method and that the CLIL method has its justification in schools and it is beneficial for students and therefore should be used more in teaching. A little different, however, they still expressed their agreement with the statement that there is a lack of suitable materials for teachers and this leads to a more difficult introduction of this method in teaching and that CLIL is suitable for a group with different knowledge of a foreign language and a theoretical subject.

Thanks to open questioning, it was found that most of the teachers of this questionnaire survey have several years of experience with this method, and therefore the subsequent statements about experience with this method are supported by considerable pedagogical practice. For these teachers, for example, tandem teaching, the use of online applications and resources such as Kahoot quizzes and Quizizz, Wordwall, Liveworksheet and others, or the use of videos and authentic resources have proven successful in CLIL classes. Furthermore, the respondents find that the biggest advantage of CLIL is the practical use of the language, the linking of subjects and the non-violent acquisition of the language in a natural way. On the other hand, teachers consider lack of materials, insufficient knowledge of a foreign language and demanding preparation of CLIL lessons to be the biggest obstacle to CLIL implementation. In addition, the teachers mentioned several recommendations that could lead to more frequent introduction of CLIL into teaching, which they mostly agreed on more support for teachers from the school management, completion of training and provision of materials as well as the possibility of introducing tandem teaching.

Overall, the answers of the respondents were more or less the same, and thanks to the open questioning, the results of the quantitative part of the research were supplemented by a deeper view of the respondents on the given issue. Also, finding out the experience and proven materials of these experienced CLIL teachers is a beneficial finding when presenting the results and overall outputs of this work.

4.3. Mixed methods approach results

On the basis of the mixed methods approach, a relatively large amount of data was obtained, which after analysis and processing brought new knowledge to the research of this diploma thesis, and thanks to all the data, the main aims and objectives of the work were fulfilled.

Thanks to the in-depth approach of semi-structured interviews and the possibility of a close view during observations, the resulting research theories were identified, which focus on the attitudes and opinions of experienced CLIL teachers, but also teachers who have no experience with this method. Opinions on what could lead to more frequent introduction of CLIL and what are the advantages and disadvantages of this method were also found. All these research results were also confirmed by a questionnaire survey in the work of quantitative research, which mainly focused on the teachers' attitudes and on the number of respondents who agree or disagree with the given statement.

The results of the quantitative research confirmed and also supported the results of the qualitative research, by which we can conclude that the teachers agree that tandem teaching is the key to successful implementation of CLIL, the provision of materials can lead to the implementation of CLIL in teaching, and CLIL is beneficial for students and therefore would should have been introduced in schools more often. From all these results, one more thing emerges, which confirms that sufficient support for teachers from the school management is crucial for CLIL, and thanks to this support, also the completion of training or a course on this method.

In relation to the main aim of the work, which was to evaluate the approach and attitude of teachers to the CLIL method, based on the data obtained using a mixed methods approach, it was found that the teachers find the CLIL method beneficial both for students and for teachers in terms of bringing new forms into teaching and also the inspiration of classical teaching. On the basis of a questionnaire survey and interviews, respondents' experiences with this method were determined, and the main advantages of the CLIL method, as well as the disadvantages that this method may not bring, were determined using interviews. One of the advantages that was found with the help of research is the practical use of language and the natural connection of subjects within one subject. Furthermore, it was found that one of the disadvantages of the CLIL method is the time-consuming preparation of materials and overall CLIL lessons. One

of the other objectives was to find out what challenges may teachers encounter when implementing CLIL and what recommendations would lead to a better and more frequent implementation of this method in teaching. One of the challenges that was identified through the research of this work was the fact that the lack of materials is one of the challenges faced by teachers, this statement was also supported by the testimony of one of the respondents from Italy, who regularly uses the CLIL method in his classes, because CLIL in Italy is compulsory in the last year of all lower-secondary level of schools.

Last but not least, recommendations were identified that would lead to a better implementation of CLIL in teaching, such as teacher support from the management and the introduction of tandem teaching. Provision of prepared in advance suitable CLIL materials for teaching, or completion of a training or course related to CLIL methodology.

5. Discussion

Content language and integrated learning is a method that has been the subject of many researchers in the past. This is an approach to teaching a theoretical subject through a foreign language, which, due to the high demands on knowledge of a foreign language, is a suitable approach to include it in teaching and to deepen the foreign language in knowledge other than the grammatical ones that we deal with in language classes. With this approach taken by the CLIL method, we will surely encounter it more often.

Based on the study of suitable literature for this diploma thesis and the reading of researches that have already been carried out, it was found that there are many works that focused their research on pupils and finding out their approaches with this method, which is, for example, the main aim of Mrs. Michaela Červená's diploma thesis in her work *The CLIL Methodology and its Application in Primary Education*,¹¹³ or observation of teaching units, some works are also focused on the use of materials, however, there are not many works available that focus their research fully on the approach and evaluation of the attitude of CLIL teachers and finding out the attitude towards the method of those teachers who have no experience with this method. When thinking about this issue and with it the little introduction of CLIL into teaching, we can conclude that it is teachers who are the key to the introduction of the CLIL method into teaching and therefore it should be determined what their opinion is about to this method not only those who teach the CLIL method, but also those who have encountered it for the first time and what would lead to more frequent introduction of the CLIL method from their point of view.

The results of this thesis prove that teachers believe that CLIL is beneficial for students and support the introduction of this method in teaching, among other things, data were collected that communicate the experiences of these teachers with the CLIL method, on the basis of which we can draw recommendations that would lead to better and more frequent introduction of this method into teaching. It was also confirmed that if appropriate CLIL materials were provided for teaching, the introduction of the CLIL method would be easier not only for experienced CLIL teachers, but also those who have no experience with this method would use the CLIL method in their classes. Based on this finding, the work is enriched with a set of CLIL materials

¹¹³ ČERVENÁ, Michaela. *Metoda CLIL a její využití na 1. stupni ZŠ*. Praha, 2022. Diplomová práce. Univerzita Karlova, Pedagogická fakulta, Katedra preprimární a primární pedagogiky. Vedoucí práce Vallin, Petra.

that can be used in geography lessons, or can serve as inspiration for the creation of new teaching materials.

In the case of a follow-up to the research of this diploma thesis, it would be interesting to focus on the verification of the given materials that are part of this diploma thesis and to test how the given materials work in the classroom and how teachers work with them when introducing CLIL into teaching. Furthermore, the research could go more in-depth and focus on investigating one of the results of this research, which was that teacher support from management leads to better implementation of CLIL in teaching. Follow-up research could examine the school management's approach to this method and the possibility of supporting this method.

The CLIL method is certainly a comprehensive topic, and we can propose several phenomena that could follow up on the research of this diploma thesis and thus deepen new knowledge about this method. However, if we take the method from a practical point of view, it is necessary to think about what would lead to an easier implementation of this method and how best to facilitate this path for teachers. For that reason, this work also includes the mentioned collection of materials that can be used in geography lessons, which aims to provide teachers with inspiration and an easier way to implement this method.

6. Conclusion

The entire work was focused on Content and language integrated learning, a method that, with its approach, enables the teaching of a theoretical subject through a foreign language. The aim of this work was to introduce the reader theoretically to this method and further to evaluate the teachers' approach to this method as part of the research.

The aim of the theoretical part was to present the CLIL method on a theoretical level, to present the history of this method not only in the world, but also the development of the CLIL method in the territory of the Czech Republic. Furthermore, the theoretical part of the work brought familiarization with individual concepts related to this method, for example, familiarization with soft and hard CLIL, BICS and CALP language associated with CLIL, the 4Cs approach and the scaffolding method. An integral part of the theoretical part is also the planning of CLIL lessons and teaching materials that are suitable for the CLIL method. Among other things, this part of the thesis also presents the assessment of students in CLIL classes.

The practical part of the work presents, first of all, the methodology of the research, the main research aim and objectives of the work, implementation of the research and, last but not least, the analysis and results of the research.

The main goal of this diploma thesis was based on considering CLIL usage in two groups - experienced CLIL teachers and non-experienced teachers, to evaluate teachers' attitudes and beliefs towards CLIL method and their experiences with this educational approach. The objectives of the work were, first of all, to obtain information about teachers' experiences with this method, to find out what are the advantages and disadvantages of using the CLIL method in teaching, to find out what challenges face teachers when implementing this method, and last but not least, to propose recommendations for all teachers, which would lead to a more effective and more frequent introduction of this method into teaching.

Based on the research of this work, it was found that both groups of teachers, i.e. those who regularly use the CLIL method in their classes and those who have encountered this method for the first time, have a positive attitude towards the CLIL method and find that the advantage of this method is natural connection of subjects and believe that this method is very beneficial for both students and teachers, from the point of view of inspiration for classical teaching of theoretical subjects, however, they also agree that preparation for teaching CLIL is crucial and overall there are not enough suitable materials to alleviate this issue. They also believe that with sufficient support from school management to motivate teachers, provide

training and further education as well as tandem teaching, CLIL would be implemented more often in schools. They also find that one of the significant challenges in implementing this CLIL method in teaching is the lack of materials, as already mentioned, and therefore, based on this finding, one of the outputs of this work is to provide a collection of materials designed by the author of this thesis, thanks to which teachers could use some of the materials in your teaching and also be inspired by these materials when creating new ones. Some of this material is based on the recommendations and experiences of teachers who were interviewed during the research about proven strategies that have worked well for them in teaching.

For a better representation, the same structure is used for the research results that was shown in the introduction to the research methodology during the presentation of the set objectives of the work. Below we can see how the individual objectives and the main aim of the work were fulfilled.

The main aim: both groups of teachers, i.e. those who regularly use the CLIL method in their classes and those who have encountered this method for the first time, have a positive attitude towards the CLIL method.

Objectives:

O1: teachers who were part of this research have considerable experience with the CLIL method and find CLIL very beneficial method for both students and teachers from the point of view of inspiration for classical teaching of theoretical subjects

O2: advantage of this method is natural connection of subjects and disadvantage of this method is demanding and time-consuming preparation for CLIL teaching

O3: one of the significant challenges in implementing this CLIL method in teaching is the lack of materials and lack of knowledge of the CLIL methodology

O4: attending CLIL course, tandem teaching, school management support and provision of suitable CLIL materials lead to a better and more common implementation of the CLIL method in teaching.

The content and language integrated learning method is one of the methods that are beneficial for students, thanks to this approach, students develop naturally in the language and learn new information about the given subject in an interesting way. This research has proven that the statement stated above can be considered true, but in the event that we would like to obtain even deeper and more accurate data on the given issue, new doors are opened for further research, which can follow on from the results of this thesis research. Thanks to the results of this work and the availability of materials for use in geography lessons at the lower-secondary level of schools, I would like to achieve an easier and more frequent introduction of the CLIL method into teaching.

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List of Appendixes

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Appendix J Transcripts of online questionnaire

Appendix K The Collection of CLIL Materials

Appendix A

Semi-structured interview questions for CLIL teachers

1. What is your gender?
2. Do you teach at the lower secondary school or grammar school?
3. What subjects do you teach?
4. How long have you been teaching?
5. Do you have any experiences of using the CLIL method in your teaching practice?
6. If you teach CLIL, do you teach in tandem with the support of another teacher?
7. Did you ever receive training or take a CLIL course before you started using this method in your teaching?
8. Do you think there is a need for specific training or a course for teachers to teach effectively using the CLIL method?
9. If you do not teach in tandem, are there foreign language teachers at your school who would be willing to help prepare lessons for teachers of vocational subjects?
10. What do you consider to be the biggest advantage of the CLIL method in practice?
11. What do you consider to be the biggest disadvantage of the CLIL method in practice?
12. In your opinion, is the CLIL method suitable for a group of students with different language and professional knowledge?
13. Did you encounter any difficulties and problems when using the CLIL method in your lesson?
14. Does your employer support CLIL teaching?
15. Does your school have suitable facilities and didactic aids for teaching CLIL?
16. Do you prepare materials for CLIL lessons yourself or do you use already created ones?
17. Do you find preparation for CLIL difficult for you?
18. What teaching methods and materials have worked best for you in CLIL classes?
19. How do your students respond to the CLIL method?
20. How do you assess students in CLIL lessons?
21. Do you think that the CLIL teaching method in primary schools and lower-secondary level of schools is justified and that CLIL should be used more in schools?
22. What do you think could lead to more frequent use of the CLIL method?
23. In your opinion, what could help teachers improve their ability to successfully implement CLIL in their lessons and subjects?
24. Do you consider CLIL teaching beneficial for students?

25. What is your overall view of the CLIL method?

Appendix B

Semi-structured interview questions for non-CLIL teachers

1. What is your gender?
2. Do you teach at the lower secondary school or grammar school?
3. What subjects do you teach?
4. How long have you been teaching?
5. Do you have any experiences of using the CLIL method in your teaching practice?
6. Did you teach CLIL in tandem with the support of another teacher?
7. Do you think that when introducing CLIL at your school, foreign language teachers would be willing to help prepare lessons for teachers of vocational subjects?
8. If you were given prepared CLIL materials, do you think you would include CLIL in your teaching from time to time?
9. What do you consider to be the biggest advantage of the CLIL method in practice?
10. What do you consider to be the biggest disadvantage of the CLIL method in practice?
11. Do you think the CLIL method is suitable for a group of students with different language and professional backgrounds?
12. Did you encounter any difficulties and problems when using the CLIL method in your lesson?
13. Do you think your employer would support CLIL teaching?
14. Does your school have suitable facilities and didactic aids for teaching CLIL?
15. How did your students respond to the CLIL method?
16. How would you rate students in CLIL classes?
17. If you were to prepare the materials yourself, do you think the preparation would be difficult for you?
18. Do you think that the CLIL teaching method in primary schools and lower-secondary level of schools is justified and that CLIL should be used more in schools?
19. What do you think could lead to more frequent use of the CLIL method?
20. Do you consider CLIL teaching beneficial for students?
21. What is your overall view of the CLIL method?

Appendix C

OBSERVATIONAL CHECKLIST

Date: _____

Class: _____

Level of English: _____

Time: _____

Number of the students: _____

Topic of the lesson: _____

Content aims of the lesson: _____

Practised skills: _____

Classroom facilities: _____

Materials used: _____

SCALE	
1	Strongly agree
2	Agree
3	Neutral
4	Disagree
5	Strongly disagree

CATEGORIES	CHECKLIST	REMARKS					Other comments:
		1	2	3	4	5	
Teacher's approach to CLIL	The teacher approaches CLIL positively.						
	The teacher uses the English language in teaching.						
	The teacher is motivated and enthusiastically presents the new method in teaching.						
Teacher's experiences	In class, the teacher tries new activities and materials that he has not encountered before.						
	The teacher manages to conduct CLIL lessons with pre-prepared materials effectively.						
	The teacher manages to involve students of different language levels in CLIL teaching.						
	The teacher encounters difficulties in teaching CLIL.						
Interaction	During the lesson, the teacher interacts with the students.						
	During the lesson, the teacher helps the students.						
	Students are involved in the teaching and are motivated.						
	In case the teaching is conducted in tandem, the teacher of the theoretical subject also participates						

	in the teaching and cooperates with the teacher of the English subject.						
--	-------------------------------------------------------------------------	--	--	--	--	--	--

Appendix D

Questionnaire for CLIL teachers

1. What school do you teach at? (primary school, eight-year grammar school, secondary school)
2. What subjects do you teach?
3. What is your experience with the CLIL method, or how long have you been using it in your teaching?
4. Completing a methodological course related to CLIL can lead to a better implementation of this method in teaching.

I agree

I rather agree

Neutral

I rather disagree

I disagree

5. Sufficient support from the school management leads to more frequent and successful implementation of the CLIL method in teaching.

I agree

I rather agree

Neutral

I rather disagree

I disagree

6. I think that there is a lack of suitable CLIL materials available for teachers and this makes it more difficult to implement the CLIL method in teaching.

I agree

I rather agree

Neutral

I rather disagree

I disagree

7. The CLIL method is suitable for a group of students with different level of language and theoretical knowledge.

I agree

I rather agree

Neutral

I rather disagree

I disagree

8. Thanks to the CLIL method, the students are more motivated in the lessons.

I agree

I rather agree

Neutral

I rather disagree

I disagree

9. CLIL brought/brings new methods, didactic aids and approach to teaching to my classes, and therefore I would recommend this method to other teachers.

I agree

I rather agree

Neutral

I rather disagree

I disagree

10. What work/worked well for you in the CLIL lessons? What would you recommend?

11. What do you consider to be the biggest advantage of the CLIL method?

12. What do you consider to be the biggest obstacle in introducing the CLIL method into teaching?

13. What do you think could lead to more frequent use of the CLIL method?

14. The CLIL teaching method in primary schools and lower-secondary level of schools has its justification and should be used more in schools.

I agree

I rather agree

Neutral

I rather disagree

I disagree

15. I consider CLIL teaching to be beneficial for students.

I agree

I rather agree

Neutral

I rather disagree

I disagree

16. In your opinion, why is CLIL beneficial for students?

Appendix E

Observational checklist of respondents 5

Respondent 5
Katholice 'gymnazium
Třebíč

OBSERVATIONAL CHECKLIST

Date: 12. 5. 2023
 Class: II
 Level of English: A2 - B1
 Time: 45 minutes
 Number of the students: 30
 Topic of the lesson: Australia
 Content aims of the lesson: to learn about Australia, to be able to say basic facts about A.
 Practised skills: listening skills, reading skills, cooperation
 Classroom facilities: Computer, Interactive board, Internet
 Materials used: Materials no. ; youtube, padlet

SCALE	
1	Strongly agree
2	Agree
3	Neutral
4	Disagree
5	Strongly disagree

CATEGORIES	CHECKLIST	REMARKS					Other comments:
		1	2	3	4	5	
Teacher's approach to CLIL	The teacher approaches CLIL positively.	✓					
	The teacher uses the English language in teaching.					✓	
	The teacher is motivated and enthusiastically presents the new method in teaching.	✓					
Teacher's experiences	In class, the teacher tries new activities and materials that he has not encountered before.	✓					
	The teacher manages to conduct CLIL lessons with pre-prepared materials effectively.	✓	✓				Struggles with answering to questions
	The teacher manages to involve students of different language levels in CLIL teaching.				✓		a little bit. Tandem teacher helps.
Interaction	During the lesson, the teacher interacts with the students.	✓					
	During the lesson, the teacher helps the students.	✓					
	Students are involved in the teaching and are motivated.	✓					
	In case the teaching is conducted in tandem, the teacher of the theoretical subject also participates in the teaching and cooperates with the teacher of the English subject.	✓					Teacher of geography is dependent on English teacher

Observational checklist of respondents 6

Respondent 6
ZS Benešova


OBSERVATIONAL CHECKLIST

Date: 2.6.2023
 Class: 4. C
 Level of English: A1 - A2
 Time: 45 minutes
 Number of the students: 20
 Topic of the lesson: Asia - regions
 Content aims of the lesson: SS ~~learn~~ ^{say} religions in Asia and ^{say} basic information about Asia in general through English
 Practised skills: Reading comprehension; speaking skills; cooperation
 Classroom facilities: Computer, tablets, interactive board, internet
 Materials used: Materials no. Kahoot, wordwall

SCALE	
1	Strongly agree
2	Agree
3	Neutral
4	Disagree
5	Strongly disagree

CATEGORIES	CHECKLIST	REMARKS					Other comments:
		1	2	3	4	5	
Teacher's approach to CLIL	The teacher approaches CLIL positively.		✓				
	The teacher uses the English language in teaching.					✓	But tries to interact with SS.
	The teacher is motivated and enthusiastically presents the new method in teaching.		✓				
Teacher's experiences	In class, the teacher tries new activities and materials that he has not encountered before.	✓					Especially Kahoot and wordwall
	The teacher manages to conduct CLIL lessons with pre-prepared materials effectively.	✓					
	The teacher manages to involve students of different language levels in CLIL teaching.	✓					great level of English of SS.
	The teacher encounters difficulties in teaching CLIL.			✓			Dependent on English teacher.
Interaction	During the lesson, the teacher interacts with the students.	✓					
	During the lesson, the teacher helps the students.	✓					
	Students are involved in the teaching and are motivated.	✓					
	In case the teaching is conducted in tandem, the teacher of the theoretical subject also participates in the teaching and cooperates with the teacher of the English subject.	✓					Because of the lack of knowledge of English, IT is dependent on E. teacher.

Observational checklist of respondents 7

Respondent  25 Benešova

OBSERVATIONAL CHECKLIST

Date: 26.5. 2023
 Class: 4. A
 Level of English: A2
 Time: 45 minutes
 Number of the students: 18
 Topic of the lesson: Western Europe
 Content aims of the lesson: SS learn about Western Europe through English l.
 Practised skills: reading comprehension, speaking skills, cooperation
 Classroom facilities: computer, interactive board, board, internet
 Materials used: Materials no., quizizz, padlet

SCALE	
1	Strongly agree
2	Agree
3	Neutral
4	Disagree
5	Strongly disagree

CATEGORIES	CHECKLIST	REMARKS					Other comments:
		1	2	3	4	5	
Teacher's approach to CLIL	The teacher approaches CLIL positively.	✓					
	The teacher uses the English language in teaching.				✓		Because of his level of En.
	The teacher is motivated and enthusiastically presents the new method in teaching.	✓					
Teacher's experiences	In class, the teacher tries new activities and materials that he has not encountered before.	✓					He is into trying new methods (padlet)
	The teacher manages to conduct CLIL lessons with pre-prepared materials effectively.	✓					
	The teacher manages to involve students of different language levels in CLIL teaching.		✓				
	The teacher encounters difficulties in teaching CLIL.				✓		Except one group of SS that do not understand.
Interaction	During the lesson, the teacher interacts with the students.	✓					
	During the lesson, the teacher helps the students.	✓					
	Students are involved in the teaching and are motivated.	✓					
	In case the teaching is conducted in tandem, the teacher of the theoretical subject also participates in the teaching and cooperates with the teacher of the English subject.	✓					Take turns and cooperates

Appendix F

RESEARCH SAMPLE CHARACTERISTICS

Respondent number	Teacher category	Length of pedagogical experience	Length of CLIL experience	Grade and subject	Type of school
1	Experienced CLIL teacher	25 years	1 year	7 th grade geography	G (lower-level of grammar school) Catholic grammar school, Třebíč
2	Experienced CLIL teacher	15 years	3 years	7 th grade geography	LS school (lower secondary) Primary school, Náměšť nad Oslavou
3	Experienced CLIL teacher	2 years	2 years	7 th grade geography	LS school Primary school, Brno
4	Experienced CLIL teacher	20 years	4 years	7 th grade geography	LS school Polo Liceale Statale, Italy
5	Non-experienced CLIL teacher	20 years	-	7 th grade geography	G (lower-level) Catholic grammar school, Třebíč
6	Non-experienced CLIL teacher	14 years	-	7 th grade geography	LS school Primary school Benešova, Třebíč
7	Non-experienced CLIL teacher	5 years	-	7 th grade Geography	LS school Primary school Benešova, Třebíč
8	Non-experienced CLIL teacher	5 years	-	7 th grade geography	LS school Primary school, Brno

Respondent 1

Přepis nahrávky respondenta 1

Přepis rozhovoru s učitelkou 1, která vyučuje CLIL v sekundě v zeměpisu na nižším stupni víceletého gymnázia v Třebíči

Datum rozhovoru: 1. června 2023

Délka rozhovoru: 9,04 min

1. **T: Jaké je vaše pohlaví?**

2. R1: Ženské.

3. **T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?**

4. R1: Nižším stupni gymnázia.

5. **T: Jaká je vaše aprobace?**

6. R1: Matematika, zeměpis.

7. **T: Jak dlouho učíte?**

8. R1: 25 let.

9. **T: A máte nějaké zkušenosti z používání metody CLIL ve své pedagogické praxi?**

10. R1: Ano v letošním roce vlastně 1 rok jsme zavedli ve škole využití metody CLIL a

11. máme spojení zeměpis a angličtina v sekundě, což je 7. ročník, nebo teda odpovídá 7.

12. ročníku základní školy.

13. T: Hmm... pokud CLIL učíte vedete výuku v tandemu s podporou jiného

14. učitele?

15. R1: Ano, kvůli jazykové bariéře, tak u nás ve škole učíme v tandemu. Já zajišťuju tu

16. odbornou stránku zeměpisu kolegyně angličtinu.

17. T: Absolvovala jste někdy školení, nebo jste absolvovala kurz CLIL, než jste

18. začala používat tuto metodu ve výuce?

19. R1: Ano, měli jsme asi jedno denní osmihodinové školení, kde nás lektorka seznámila

20. s aktivitami využití angličtiny v dějepise, ale ona měla výhodu, že měla specializaci

21. angličtina a dějepis, takže ona si ve svých hodinách průběžně zaváděla CLIL sama.

22. T: A dřív jste o CLILu nevěděla?

23. R1: Ne asi ne. Až teda tady při tyhle výuce u toho školení.

24. T: A myslíte si, že je potřeba specifické školení nebo kurz na to, aby učitelé mohli

25. efektivně vyučovat pomocí metody CLIL?

26. R1: No myslím si, že to není na škodu, nebo alespoň vidět nějaké hodiny v CLILu,

27. aby si člověk uměl představit, o co vůbec jde.

28. T: V případě, že neučíte v tandemu, jsou na vaší škole učitelé cizích jazyků, kteří

29. by byli ochotni pomoci s přípravou hodin pro učitele odborných předmětů.

30. R1: No učitele asi by ochotní byli, ale mám pocit, že nebude člověk chtít zatěžovat,

31. protože své práce mají dost. A ještě aby pak jakoby lektorovali nebo mentorovi

32. odborný předmět, tak myslím si, že by to byla velká zátěž pro ty učitele, pro jazykáře.

33. T: Co považujete za největší výhodu metody CLIL v praxi?

34. R1: V rámci toho zeměpisu mi přijde, že je to zrovna to propojení s angličtinou, že se

35. žáci naučí používat termíny, které se jim pak budou hodit i v běžném životě.

36. T: Co považujete za největší nevýhodu metody CLIL?

37. R1: No pro mě to je v tuhle chvíli ta velká skupina dětí, že ti slabší by se nám tam

38. mohli ztrácet.

39. T: A stává se to někdy?

40. R1: No vzhledem k tomu, že oni si mohou vybrat, jestli budou odpovídat v angličtině

41. nebo v češtině, tak to pak ve finále nemusí být až úplně takový problém.

42. T: Je podle Vás metoda vhodná pro skupinu studentů s různými jazykovými a

43. odbornými znalostmi?

44. R1: Ano, je to tedy asi vhodné, když nad tím teď tak přemýšlím, protože pokud

45. rozdělujeme studenty do skupin, tak se snažíme je namíchat, aby ti slabší, nebo aby ti

46. silnější pomohli těm slabším.

47. T: Setkali jste se s nějakými obtížemi a problémy při používání metody CLIL ve

48. vaší lekci?

49. R1: No občas máme témata, která se těžko zpracovávají pro tu 7. třídu do angličtiny a

50. obtíže... možná materiály, kterých není asi v tuhle chvíli dostatek pro ten daný

51. předmět.

52. T: Podporuje váš zaměstnavatel výuku CLILu?

53. R1: Ano, určitě... My na naší škole postupně zavádíme CLIL do jednotlivých ročníků,

54. takže v letošním roce začínáme se zeměpisem v 7. třídě. Příští rok by měl naběhnout

55. CLIL v dějepise mám pocit v 9. třídě, by CLIL byl aplikovaný do biologie.

56. A ještě možná, protože u nás teda nemáme, nebo ti starší učitelé odborných předmětů
57. nemají tu jazykovou výbavu, tak ten CLIL by měl probíhat v tandemu. Myslím, že
58. tím, že je to vedený v tandemu, tak tím vlastně ten zaměstnavatel CLIL podporuje. Tu
59. výuku...

60. T: Má vaše škola vhodné zázemí a didaktické pomůcky pro výuku CLILu?

61. R1: Tak zázemí asi jako každá škola máme... a materiály si asi vytvoříme časem.

62. T: Připravujete si materiály pro CLIL lekce sami, nebo využíváte již vytvořené?

63. R1: Tak příprava materiálu je v podstatě na kolegyni, která zaštiťuje tu angličtinu a ta
64. vesměs vyhledává materiály a připravuje si svoje.

65. T: A diskutujete občas materiály společně?

66. R1: Vždycky se domlouváme na hodině, který tematický celek uděláme, a ona si
67. podle toho hledá třeba nějaké vhodné aktivity pro děti.

68. T: A považujete přípravu na CLIL za obtížnou pro vás?

69. R1: Za mě osobně, ne, ale myslím si, že příprava materiálů pro kolegyni musí být
70. náročná.

71. T: Jaké výukové metody a materiály se vám nejvíce osvědčily v hodinách

72. CLILu?

73. R1: No mně se hodně líbí vlastně veškeré aktivity, že kolegyně aktivizuje děti k nějaké
74. činnosti. Líbí se mi, když já nevím, pročítají text v angličtině a na základě toho
75. odpovídají v nějakém testu, nebo připravuje hodně interaktivních cvičení s využitím
76. digitálních technologií a využitím mobilů ve výuce.

77. T: A jak vaši studenti reagují na metodu CLIL?

78. R1: Ta třída, u které to zkusíme první rok, tak je velmi šikovná, takže si myslím, že
79. nemají problém s tím, jestli hodina probíhá čistě v češtině, nebo jestli tam máme
80. připojenou i angličtinu, zvládnou zpracovat vlastně veškeré ty témata nebo otázky.
81. Takže vše v angličtině je bez problémů.

82. T: A jak hodnotíte studenty v hodinách CLILu?

83. R1: Děti jsou aktivní, a když měly jeden projekt prezentovat a mohly si vybrat, tak
84. vlastně většina třídy se poprala s tím, že prezentovali v angličtině sami od sebe a
85. dokonce i ti slabší studenti si našli část, kterou byli schopni odprezentovat v
86. angličtině.

87. T: A normálně dostávají známky v CLILu?

88. R1: Hodnotíme a dáváme známky za aktivity.

89. T: Myslíte si, že výuková metoda CLIL má na základních školách a gymnáziích

90. své opodstatnění a že by se CLIL měl ve školách více využívat?

91. R1: Ano, myslím si, že ano. Myslím si, že to je rozšíření nebo propojení
92. mezipředmětových vztahů mezi odborným předmětem a jazykem, což se dětem do
93. dalšího života určitě bude hodit.

94. T: A co jí podle vás mohlo vést k častějšímu používání metody CLIL?

95. R1: No v okamžiku, kdy by na školu, nebo když na školu přicházejí mladí absolventi
96. vysokých škol, tak ti už mají angličtinu asi jako druhý jazyk a nemají takovou
97. jazykovou bariéru jako my starší vyučující. Takže možná jen se nebát, jít na nějaké
98. školení a nebát se zkusit nové věci.

99. T: Dle vašeho názoru, co by mohlo pomoci učitelům zlepšit svou schopnost

100. **úspěšně implementovat metodu CLIL do svých hodin a předmětů?**
101. Určitě nějaké školení, a nebo stínování výuky CLIL u jiných učitelů.
102. **T: Považujete výuku za přínosnou pro studenty?**
103. R1: Určitě, v každém případě. A kor teda když to budu hodnotit z hlediska toho
104. zeměpisu, tak vlastně v současné době ty otevřené hranice, možnosti cestování,
105. že se i ti malí nebudou bát v cizině promluvit, protože ty jazykové základy
106. budou mít.
107. **T: A jaký je váš celkový pohled na metodu CLIL?**
108. R1: Velmi se mi líbí a kdybych uměla angličtinu, tak bych rozhodně asi
109. využívala i nějaké anglické materiály dál ve svých hodinách. Je pravda, že na
110. střední škole už studenti jazykovou výbavu mají, takže tam není problém třeba
111. využívat výuková videa v angličtině, která jsou pěkně zpracovaná. A také se mi
112. líbí, že mi CLIL přinesl inspiraci do mé praxe, protože čerpám vlastně z aktivit,
113. které
114. kolegyně připravuje a v tu chvíli taková ta frontální výuka je nahrazená
115. nějakými vlastně aktivitkami, že ty děti tam pasivně nesedí, ale aktivně se
116. vzdělávají.

Respondent 2

Přepis nahrávky respondenta 2

Přepis rozhovoru s učitelkou 2, která vyučuje CLIL v sedmé třídě zeměpisu na druhém stupni základní školy v Náměšti nad Oslavou

Datum rozhovoru: 8. června 2023

Délka rozhovoru: 8,33 min

1. T: Jaké je vaše pohlaví?

2. R2: Žena

3. T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?

4. R2: Na druhém stupni základní školy

5. T: Jaká je vaše aprobace?

6. R2: Angličtina, zeměpis.

7. T: Jak dlouho učíte?

8. R2: No strašně moc dlouho, jestli je tam nějaký od do, tak třeba 15 a víc.

9. T: Máte nějaké zkušenosti s používáním metody CLIL ve své pedagogické praxi, 10. nebo ji učíte ve svých hodinách?

11. R2: Ano, zhruba 3 roky.

12. T: A v jakém předmětu?

13. R2: Takže, v zeměpisu.

14. T: Pokud CLIL učíte, vedete výuku v tandemu s podporou jiného učitele?

15. R2: Takže letos teda sama ale vyzkoušeli jsme si i tandem, ale to nebylo právě
16. trvalého charakteru... takže vyzkoušeli jsme si experimentálně i já každou chvíli na
17. 1. stupni vedu předměty já a svět kolem nás v CLILu. také v občance, ale tam teda to
18. byl tandem s kolegyní z 1. stupně.

19. T: A bylo to lepší takhle v tom tandemu, když třeba někdo nemá ten cizí jazyk, 20. jak to na vás působilo?

21. R2: No těžko říct, těžko říct. Tím, že jsem spíš nastavením druhostupňová, tak já bych
22. si to dokázala představit spíše na tom 2. stupni... tam ten CLIL určitě patří. Na tom
23. prvním je to spíše takové doplňování a není potřeba tandem.

24. T: A absolvovala jste někdy školení, nebo jste absolvovala nějaký kurz na CLIL 25. metodu?

26. R2: Jo...

27. T: A myslíte si, že je potřeba specifické školení nebo kurz na to, aby učitelé mohli 28. efektivně vyučovat pomocí metody CLIL?

29. R2: Ano určitě, protože prvně musí každý pochopit, co to je. Nebo dokud to
30. nepochopí, tak tomu neuvěří, nebo dokud nebude o tom přesvědčen, tak to prostě dělat
31. nebude. Takže si myslím, že určitě je školení smysl to je...

32. T: Teda vy neučíte v tandemu, ale myslíte si, že by na vaší škole byli učitelé cizích 33. jazyků, kteří by byli ochotni pomoci s přípravou hodin pro učitele odborných 34. předmětů?

35. R2: Ano, myslím si, že ano, určitě, protože máme učitele, kteří učí třeba angličtinu a

36. dějepis, takže určitě by byly ochotní.

37. T: A co považujete za největší výhodu metodik CLIL?

38. R2: Že to je. Propojení s reálným světem je to, to je realita. To a prostě to, že to tak je
39. ve světě ta doba je taková.

40. T: A co považujete za největší nevýhodu metody CLIL?

41. R2: To, že o ni není takové povědomí, je ještě prostě málo rozšířená, takže člověk má
42. málo možností se s ní setkat. Což by bylo asi nejlepší ji vidět na vlastní oči. A
43. samozřejmě potom i t, že je u učitelů nějaký blok, osobní blog. To, že si nevěří, že
44. nemají dostatek informací, aby do toho šli, i přes nedostatek informací.

**45. T: Myslíte si, že je metoda CLIL vhodná pro skupinu studentů s různými
46. jazykovými a odbornými znalostmi?**

47. R2: To asi ano, myslím si, že ano. Občas se stane, že někdo třeba nerozumí, ale díky
48. CLILu, který striktně nezakazuje mluvit v mateřském jazyce, se žáci cítí bez stresu,
49. když něčemu třeba nerozumí.

**50. T: A setkala jste se s nějakými obtížemi a problémy při používání metody CLIL
51. ve vaší lekci.**

52. R2: A to nemůžu říct, nemůžu říct. Co jsem potřebovala, to jsme nějakým způsobem
53. vždy vysvětlila a co nešlo, tak jsem ukázala na mapě tím, že je to ten zeměpis, tak je
54. tam ta vizuální možnost, takže pokud tam ta vizualizace jde, tak je to úplně ještě
55. nejvíc fajn. Takže asi nemůžu říct, že bych měla nějaké obtíže.

56. T: Podporuje váš zaměstnavatel výuku CLILu?

57. R2: Ano, velmi.

58. T: Má vaše škola vhodné zázemí a didaktické pomůcky pro výuku CLIL?

59. R2: Ano, nikdy nebyl problém, cokoliv pořídit a vhodné zázemí máme také.

60. T: Připravujete si materiály pro CLIL lekce sama nebo využíváte již vytvořené?

61. R2: Sama... sama si připravuju o upřímně ani nevím, kde bych hledala. Pokud
62. využívám výuková videa v zeměpise, tak pouštím v angličtině. To ano, ale jinak třeba
63. pracovní listy, tak ty si taky připravuju sama.

64. T: A považujete přípravu CLIL za obtížnou?

65. R2: Obtížnou určitě je to věc, která dá víc práce než běžná příprava na běžnou hodinu,
66. tam už člověk tak jede v nějakých těch svých kolejích. Takže ano, určitě je to věc, o
67. které člověk musí víc přemýšlet.

68. T: A jaké výukové metody nebo materiály se vám nejvíce osvědčily v hodinách

69. něco, k čemu se třeba vracíte, protože to takhle funguje.

70. R2: Určitě křížovky.

71. T: A něco dalšího?

72. R2: Jo konkrétně v tom zeměpise pojmy určitě wordwall určitě tady ty online věci
73. jako právě, že je wordwall nebo flippity nebo kahoot, ale to nejsem zas takovej
74. fanoušek kahootu. Ty learning apps současný mě prostě nadchly. Ještě jsem
75. nevyzkoušela ten doporučený actionbound, ale ten mě taky naprosto nadchl. Právě se
76. chystám, že pokud příští rok bude příležitost, tak to teda určitě vyzkouším.

77. T: jak vaši studenti reagují na metodu clil?

78. R2: Čím dál lépe. Samozřejmě. Tím, že CLIL je nově u devátáků, tak se s tím
79. samozřejmě nesetkali. Takže ze začátku než si chvíli zvykli, ale teď už naprosto

80. přirozeně reagují.

81. T: Jak hodnotíte studenty v hodinách CLILU?

82. R2: Vše zvládají, už si zvykli na CLIL a ví, že mohou chybovat.

83. T: Myslíte si, že výuková metoda CLIL na základních školách a gymnáziích má své opodstatnění a že by se CLIL měl ve školách více využívat?

85. R2: Určitě. Určitě má své opodstatnění na druhém stupni. Celkově, ten svět jde stále

86. kupředu, jsou jiné možnosti cestování, je větší poptávka na cizí jazyky a to vede i

87. k inovaci vyučování.

88. T: A co si myslíte, co by podle vás mohlo vést k častějšímu používání metody

89. CLIL?

90. R2: Jako u mě, nebo...

91. T: Obecně.

92. R2: Všeobecně, no zase větší informovanost, větší informovanost, větší možnost

93. prostě vidět CLIL, větší možnost náslehu v hodinách u lidí, kteří dělají CLIL a

94. myslím si, že by to hlavně výrazně zmírnilo tu obavu. A to si myslím, že je tak jediná

95. překážka, protože o potom často se zjistí, že to, čeho se bojíme, tak není vlastně vůbec

96. ta překážka.

97. T: Dle Vašeho názoru, co by mohlo pomoci učitelům zlepšit svou schopnost

98. úspěšně implementovat metodu CLIL do svých hodin a předmětů?

99. R2: Ještě návštěva nějaké kurzu nebo školení a určitě náslehy CLILu u jiných učitelů.

100. Protože vždy se nejprve něčeho bojíme, ale když potom na vlastní oči vidíme,

101. o co se jedná, možná změníme názor a zjistíme, že to není tak špatné.

102. T: A co považujete za přínosné pro studenty, v rámci CLILu nebo

103. považujete vy výuku CLILu za přínosnou?

104. R2: Ještě jednou prosím...

105. T: Poslední otázku máme, považujete výuku za přínosnou pro studenty?

106. R2: No za přínos pro studenty? Určitě. Určitě to, že to je propojení předmětů,

107. mezipředmětových vztahů a určitě to, že vůbec posílujeme kompetenci

108. takových jako je sebevědomí, posílení kompetenci a osobnosti a opět zase to je

109. život... to, že předměty život a díky CLILu nahlížíme do reálné světa, do

110. přirozené prostředí pro osvojení si jazyka.

Respondent 3

Přepis nahrávky respondenta 3

Přepis rozhovoru s učitelkou 3, která vyučuje CLIL v sedmé třídě zeměpisu na druhém stupni základní školy v Brně

Datum rozhovoru: 7. června 2023

Délka rozhovoru: 11,03 min

1. T: Jaké je vaše pohlaví?

2. R3: Ženské.

3. T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?

4. R3: Na druhém stupni základní školy.

5. T: Jaká je vaše aprobace?

6. R3: Angličtina, zeměpis.

7. T: Jak dlouho učíte?

8. R3: 2 roky.

9. T: Máte nějaké zkušenosti s používáním metody CLIL ve své pedagogické praxi?

10. R3: Ano, ale ne odborně.

11. T: Protože máte angličtina a zeměpis aprobaci, tak nepotřebujete tandemovou

12. výuku, takže to přeskočíme.

13. T: A absolvovala jste někdy nějaké školení, nebo jste absolvovala kurz o CLILu,

14. než jste začala používat tuto metodu ve výuce?

15. R3: Ne.

16. T: A myslíte si, že je potřeba specifické školení nebo kurz na to, aby učitelé mohli

17. efektivně vyučovat pomocí metody CLIL?

18. R3: No tak potřeba to asi není, ale nemyslím si, že by to bylo na škodu. Asi bych

19. zvládla tu metodu používat nějak víc jako cíleně, kdybych o tom něco víc věděla.

20. T: Takže by to možná mohlo vést ke snadnějšímu zavedení do výuky?

21. R3: Ano, to souhlasím.

22. T: V případě, že neučíte v tandemu, jsou na vaší škole učitelé cizích jazyků, kteří

23. by byli ochotni pomoci s přípravou hodin pro učitele odborných předmětů?

24. R3: To asi ano. Nebo co se týče ostatních učitelů, to nevím, ale jelikož já sama učím

25. angličtinu, tak by mi to asi nedělalo problém někomu pomoci nebo něco vysvětlit?

26. T: A co považujete za největší výhodu metody CLIL?

27. R3: Hmm..., tak asi, že se rozvíjí více dovedností najednou i ty jazykové a zároveň i

28. nějaké odborné.

29. T: A jaká je největší nevýhoda CLILu podle vás?

30. R3: Hmm... nevýhoda asi že v každé třídě jsou jako různě jazykově nadané skupiny

31. dětí, tak třeba ten, který má problémy s učením zeměpisu a budu mluvit o těch svých

32. předmětech zeměpisu v češtině, tak když mu to do toho hodíme ještě nějaký cizí

33. jazyk, tak bude už jako úplně ztracenej. Takže pro takové ty děcka, který to jakž takž

34. zvládají jako na čtyřky, se naučit v češtině, asi to nebude úplně ideálka.

35. T: Takže si myslíte, že CLIL není vhodný pro skupinu studentů s různými

36. jazykovými a odbornými znalostmi?

37. R3: Tak je to jako určitě těžší, možná by bylo, nebo určitě by bylo ideální to použít ve
38. skupině, kde víte, že prostě jsou všichni jazykově na tom v pohodě a nebudou mít s
39. tímhle problémy.

40. T: A setkala jste se s nějakými obtížemi a problémy při používání metody ve vaší 41. výuce?

42. R3: No s problémy asi ne, protože to nepoužívám moc často a ani asi moc intenzivně,
43. když už něco dělám s angličtině. Ale určitě ty děcka, třeba někteří nechcou, nebo se
44. ptají, proč to děláme teďka v angličtině, když máme zeměpis a jako jsou určitě děti,
45. který nesnáší angličtinu, není to jejich oblíbený předmět, nejde jim to, mají z toho
46. pětky, a když jim to potom vsunu ještě do zeměpisu, který třeba mají rádi, tak jsou z
47. toho otrávení, takže asi něco takového, ale jinak nic jiného mě nepotkalo.

48. T: A podporuje váš zaměstnavatel metodu CLIL?

49. R3: Ano podporuje, ale asi ne nějak aktivně. Takže vím, že kolegyně vlastně
50. angličtinářka druhá, ta má angličtinu a dějepis, tak si žádala o učebnici CLIL, tak ji to
51. normálně vedení jako zaplatilo a objednalo, ale když to chtěla i pro žáky, tak řekli, že
52. už na to nejsou peníze. Takže má jenom tu svoji. Jsem tam z toho něco použije, ale
53. jako není to nějaká asi nic víc větší aktivní podpora.

54. T: A na to se navazuje, jestli máte vhodné zázemí a didaktické pomůcky pro 55. výuku CLILu?

56. R3: Jako asi tak jediné, co mě napadá, co máme, co se dá použít, je interaktivní tabule
57. a dataprojektory. Takže jako prezentace videa nebo nějaké pracovní listy, ale učebnice
58. nebo něco takového jako pracovní sešity, tak to vůbec nemáme.

59. T: A připravujete si materiály pro CLIL lekce sama?

60. R3: Ano.

61. T: A je to náročné časově?

62. R3: Hmm no, spíš je to právě pro mě to úspornější, protože využívám toho, když je
63. nějaká příprava na hodinu zeměpisu udělá v angličtině tak ji použiju a akorát k tomu
64. nějak třeba dotvořím slovníček nejdůležitějších pojmů nebo něco takového, takže je to
65. spíš méně náročné, než kdybych to musela chystat vše sama, ale to, co takhle
66. používám třeba cizí anglické přípravy nebo pracovní listy, tak to je pro mě snazší.

67. T: A jsou některé materiály nebo aktivity, které se vám osvědčily v hodinách?

68. R3: A tak určitě třeba videa, s těmi nikdy nebyl žádný problém, když potřebuji
69. vysvětlit jako nějaký fenomén, třeba i jak fungují sopky, tak jsem pouštěla anglické
70. video s obrázkama, nebo třeba když jsme se bavili o Austrálii, tak jsem pouštěla
71. nějaký život v městečku, co je pro ně typické. Takže tohlencto je zajímavá, když to vidí
72. třeba přímo z toho místa, o kterém se učíme v jejich rodném jazyce, a ještě tomu i
73. rozumí, a pak si to nějak třeba rozebereme, tak to je asi i docela zábavné pro ně.

74. T: A jak vaši studenti reagují na tuto metodu?

75. R3: No vesměs jakoby asi neutrálně, že neříkají nic, jak jsem už zmiňovala, tak občas
76. se objeví nějaká negativní poznámka od žáků, kteří nemají rádi anglický jazyk, ale
77. jinak asi vesměs jako neutrálně, nebo se k tomu nijak nevyjadřují. A někteří jako zase
78. jsou tam takoví jedinci, kteří mají rádi angličtinu, tak třeba vím, že si do nějakého
79. svého osobního slovníčku zapisují třeba nějaké pojmy, co jsme se naučili a tak, takže

80. asi je to různorodé.

81. T: A jak byste hodnotila studenty hodinách, vše zvládají?

82. R3: No zvládají... podle mě jakoby vždycky samozřejmě použiju video nebo nějaký

83. pracovní list podle toho, jakou mají úroveň té angličtině. Tím, že já je učím i na tu

84. angličtinu, tak vím, co zvládnou a co už ne. Takže rozhodně nevybírám nějaké jako

85. pomůcky nebo materiály, které by oni nezvládly. Ale nestalo se mi, že by byl nějaký

86. větší problém tady s tímhle.

87. T: A myslíte si, že využití CLIL metody na základní škole i gymnáziích má své

88. opodstatnění a že by se měl CLIL ve školách využívat více?

89. R3: No myslím si, že asi jo, jakože určitě tam jsou nějaký negativa, o kterých jsem se

90. už zmiňovala, ale jinak pokud by to nebylo úplně třeba jako bilingvní dvojjazyčné

91. vyučování nebo úplně vyučování zeměpisu v angličtině, ale bylo by to taková nějaká

92. část... nějaké částečně začlenění toho CLILu do normální výuky tak mně přijde, že to

93. je docela zajímavé oživení té výuky a že i jako pro žáky i pro učitele by to pro mohlo

94. být něco zajímavého.

95. T: A co by podle vás mohlo vést k častějšímu používání metody CLIL?

96. R3: Tak určitě nějaká osvěta nebo jako zájem té dané školy, kdyby se moje škola

97. zajímala o CLIL a třeba nám dávala, nebo doporučovala i nějaké materiály, objednala

98. učebnice a zařídila nám nějaký workshop nebo nějaký seminář nebo školení, tak si

99. myslím, že určitě budeme CLIL začleňovat jako mnohem víc do výuky než takhle,

100. když o tom vůbec nikdo nemluví a někteří o tom ani neví, co to je, nebo že to

101. existuje.

102. T: A co by podle vašeho názoru mohlo pomoci učitelům zlepšit svou

103. schopnost úspěšně implementovat metodu CLIL do svých hodin a

104. předmětů?

105. R3: Tak možná taky nějaká taková spolupráce s ostatními učiteli, nebo nějak

106. právě to školení, jak už jsem zmiňovala, aby věděli, jako co a jak dělat, protože

107. určitě já si to dělám tak nějak jako podle sebe, ani nevím, jestli to dělám

108. správně, protože o tom sama nic nevím, ale díky školení bych určitě lépe

109. věděla, jak na to a jak by to šlo snadněji zapojit do výuky.

110. T: A považujete výuku za přínosnou pro studenty?

111. R3: Ano, ano jo, určitě.

112. T: A váš celkový pohled na metodu CLIL? Co si o tom myslíte?

113. R3: No asi, bych se opakovala už to, co jsem zmínila, jakože když je to použité

114. dobře

115. a se studenty, kteří asi to vnímají pozitivně a chtějí něco takového, tak si

116. myslím, že to

117. může být velmi přínosné.

Respondent 4

Transcript of the recording of the respondent 4

Transcription of an interview with teacher 4 who teaches CLIL in seventh grade geography at a lower secondary school in Roseto degli Abruzzi

Date of the interview: 5 June 2023

Length of interview: 9.15 min

1. I: What is your gender?

2. R4: Female

3. I: Do you teach at the lower secondary school or lower level of gymnasium?

4. R4: Gymnasium

5. I: What subjects do you teach?

6. R4: Geography and English

7. I: How long have you been teaching?

8. R4: Hmm, it will be more than 20 years already.

9. I: Do you have any experiences of using the CLIL method in your teaching practice?

11. R4: Yes, I do, over 4 years. Here in Italy, the CLIL method is compulsory in all secondary schools in the last year of their studies. Sometimes CLIL is also included in other subjects of lower grades, and specifically at our school for students who specialize in languages, the CLIL method is included in more theoretical subjects.

15. I: And what foreign languages do they study here?

16. R4: English language, German language and also Latin, Greek or French.

17. I: Does this mean that at your school you have a field of study available for your students that specializes in teaching foreign languages?

19. R4: Yes, exactly and then we have general education, such as grammar school, where students attend only English classes and an optional second language.

21. I: If you teach CLIL, do you teach in tandem with the support of another teacher?

23. R4: No, I don't, but my other colleagues do.

24. I: Did you ever receive training or take a CLIL course before you started using this method in your teaching?

26. R4: Yes.

27. I: Do you think there is a need for specific training or a course for teachers to teach effectively using the CLIL method?

29. R4: Yes, definitely. I think that good practice is also a way to successfully implement the CLIL method, but training or a course is certainly the basis.

31. I: If you do not teach in tandem, are there foreign language teachers at your school who would be willing to help prepare lessons for teachers of vocational subjects?

34. R4: Yes, that's how it goes at our school. English language teachers either teach in tandem or assist non-language subject teachers with lesson preparation.

36. I: What do you consider to be the biggest advantage of the CLIL method in practice?

38. R4: Certainly, the connection of a foreign language with a theoretical one. Students do not have to deal with grammar and use the language naturally without any pressure.

40. I: What do you consider to be the biggest disadvantage of the CLIL method in practice?

42. R4: Lack of teachers who are able to teach in CLIL, or lack of language teachers willing to help with the preparation of CLIL materials.

44. I: In your opinion, is the CLIL method suitable for a group of students with different language and professional knowledge? What is your personal experience?

47. R4: I think yes, she is suitable. However, I meet students for whom the CLIL method is difficult, i.e. understanding content in a foreign language, and therefore it is sometimes necessary to give these students a helping hand. I have also found it useful to put weaker students in groups or pairs with those for whom the English language is not a problem, so that these students can help each other.

52. I: Did you encounter any difficulties and problems when using the CLIL method in your lesson?

54. R4: Probably not. Hmm... except for what I already mentioned, everything was fine.

55. I: Does your employer support CLIL training?

56. R4: Yes, rather yes.

57. I: Does your school have suitable facilities and didactic aids for teaching CLIL?

58. R4: Yes, sure.

59. I: Do you prepare materials for CLIL lessons yourself or do you use already created ones? (do you agree on the creation?)

61. R4: Sometimes I use already created ones or get inspired, but despite that, there is a lack of CLIL materials and the preparation is very demanding.

63. I: Do you find preparation for CLIL difficult for you?

64. R4: Yes, very much, despite the fact that there are a lot of available videos for geography, but despite that, the materials need to be adapted for teaching and all this is very time-consuming.

67. I: What teaching methods and materials have worked best for you in CLIL classes?

69. R4: Certainly, cooperative teaching, creating projects, working in groups, crosswords and other activities or materials during which students think, think or create together.

71. I: Do you also use any online internet resources?

72. R4: Yes, kahoot, quizz or wordwall have worked well for me too.

73. I: How do your students respond to the CLIL method?

74. R4: Very positively. They like that it's something new and especially they don't see geography as a boring subject, thanks to CLIL they definitely enjoy geography more.

76. I: How do you assess students in CLIL classes?

77. R4: I think they manage everything and if it ever happens that they don't know what to do, there is always someone in the class who is willing to help.

79. I: Do you think that the CLIL teaching method in primary schools and lower-

**80. secondary level of schools is justified and that CLIL should be used more in
81. schools?**

82. R4: Yes, definitely. Especially nowadays, when there is an increasing demand for
83. knowledge of foreign languages.

84. I: What do you think could lead to more frequent use of the CLIL method?

85. R4: More support from school management and support for tandem teaching. I think
86. tandem teaching is definitely the key to more frequent use of CLIL.

**87. I: In your opinion, what could help teachers improve their ability to successfully
88. implement CLIL in their lessons and subjects?**

89. R4: Training and courses. In our school and in schools in Italy in general, the problem
90. is that there is a shortage of language teachers who teach a second subject at the same
91. time. Such teachers then have to teach in tandem, for which there is still not enough
92. money, so it is therefore necessary for non-language teachers to be educated in this
93. method as much as possible.

94. I: Do you consider CLIL teaching beneficial for students?

95. R4: Certainly, especially in geography, which has so much to do with travel. Students
96. very often ask about various interesting facts about the countries we are currently
97. studying and sometimes they mention that one of these countries is their dream
98. destination.26. What is your overall view of the CLIL method?

99. I: What is your overall view of the CLIL method?

100. R4: It is certainly very beneficial and especially inspiring not only for students,
101. but also for all non-language teachers. And also connecting subjects, I mean
102. theory with language, is very important these days.

Respondent 5

Přepis nahrávky respondenta 5

Přepis rozhovoru s učitelkou 5, která vyučuje CLIL v sekundě v zeměpisu na nižším stupni gymnázia v Třebíči

Datum rozhovoru: 2. června 2023

Délka rozhovoru: 6,07 min

1. T: Jaké je vaše pohlaví?

2. R5: Jsem žena.

3. T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?

4. R5: Na nižším stupni gymnázia.

5. T: Jaká je vaše aprobace?

6. R5: Zeměpis, biologie.

7. T: A jak dlouho učíte?

8. R5: 20 let.

9. T: Máte nějaké zkušenosti s používáním metody CLIL ve své pedagogické praxi?

10. R5: Ne, nemám. Pouze teď při požádání o vyzkoušení CLILu a poskytnutí materiálu
11. jsem CLIL vyzkoušela ve výuce.

**12. T: Myslíte si, že mi při zavádění CLILu na vaší škole by byli učitelé cizích jazyků
13. ochotni pomoci s přípravou hodin pro učitele odborných předmětů?**

14. R5: Ano, myslím si, že někteří by byli ochotní pomoci.

**15. T: A myslíte si, že kdybyste dostala hotové nebo připravené materiály, zařadila
16. byste CLIL čas od času do vaší výuky?**

17. R5: Rozhodně, protože to je rozhodně přínosné pro mé hodiny.

18. T: A co považujete za největší výhodu metody?

19. R5: Propojení odborného předmětu s jazyky. A, hmm... Pro mě osobně to bylo
20. seznámení se s novými metodami, které potom můžu využít ve svých hodinách a pro
21. studenty určitě oživení hodin právě o ten jazyk a tím ta výuka dostala úplně jiný
22. rozměr.

23. T: A jsou nějaké nevýhody metody CLIL?

24. R5: No jako nevýhodu bych viděla asi tou přípravou. Pokud bych si musela chystat
25. materiály sama, tak by to bylo pro mě velmi náročné a vlastně obecně... nejsem si
26. jistá, jestli těch materiálů my ve škole máme dostatek, takže ta příprava... tu přípravu
27. bych hodnotila jako největší nevýhodu.

**28. T: A je podle vás metoda vhodná pro skupinu studentů s různými jazykovými a
29. odbornými znalostmi?**

30. R5: Ano, myslím si, že určitě, protože při metodě CLIL mohou studenti mluvit jak
31. anglicky, tak i česky. A vlastně pokud jsou ve skupince studenti nebo děti, kteří mají
32. různé nebo jsou na různé úrovni, co se týče daného předmětu, tak si vlastně můžou
33. vypomoci, takže je to vhodné pro kohokoliv.

**34. T: Setkala jste se s nějakými obtížemi a problémy při používání metody, či byly
35. vaší lekci nějaké obtíže?**

36. R5: Vlastně ne, na nic... Všechno jsem měla pěkně připravené od mé kolegyně
37. angličtinářky, takže s ničím nebyl problém.

38. T: Podporuje váš zaměstnavatel výuku CLILu?

39. R5: Podporuje velmi... jednak psychicky, tak i materiálně, co se týče různých
40. pomůcek, takže ano, měli jsme vlastně i školení na využití CLILu v hodinách.

**41. T: Takže byste řekla, že je v dostatek vhodných didaktických pomůcek pro
42. výuku CLILu?**

43. R5: Didaktických pomůcek ano, ale určitě je málo materiálů.

44. T: A jak vaši studenti reagovali na metodu CLIL?

45. R5: Reagovali velmi pozitivně, byly v hodinách mnohem víc aktivní než v běžných
46. hodinách zeměpisu. Bavilo je vlastně využití jazyka v zeměpise. Bylo to pro ně něco
47. nového a řekla bych, že i introvertnější studenti se více zapojili.

48. T: A jak byste hodnotila studenty v hodinách CLILu?

49. R5: Řekla bych, že byli aktivnější a přišlo mi, že měli o ten předmět větší zájem.

**50. T: Kdybyste si materiály chystala sama, myslíte si, že by pro vás příprava byla
51. náročnější?**

52. R5: Rozhodně, to by bylo velmi, velmi časově náročné a vlastně ani nevím, jestli bych
53. to zvládla.

54. T: A mohlo by to potom brát velkou roli v tom, jestli byste vůbec CLIL zaváděla?

55. R5: To by asi hrálo roli.

**56. T: Myslíte si, že výuka CLILu na základních školách a gymnáziích má své
57. opodstatnění a že by se CLIL měl ve školách více využívat?**

58. Stoprocentně. Myslím si, že v dnešní době, kdy cizí jazyk je potřeba, je metoda CLIL
59. pro všechny studenty výhodná a vidím v tom velkou výhodu ve spojení právě zeměpis
60. angličtina, co se týče cestování, myslím si, že ano, že rozhodně je to, že to má své
61. místo ve školství.

62. T: A co by podle vás mohlo vést k častějšímu používání této metody?

63. R5: Hmm.... myslím si, že mm... učitelé, kteří už zkusili CLIL by měli rozhodně dát
64. vědět těm, kteří se toho třeba bojí, že vlastně není se čeho bát se správnou podporou,
65. kterou si myslím, že třeba na naší škole zrovna máme.

66. A teď jsem zapoměla otázku, mohla byste mi ji ještě zopakovat?

67. T: Co by vedlo k častějšímu používání metody?

68. R5: Možná na ostatních školách ta podpora vedení a podpora jazykářů. Potom to jde
69. všechno snáz.

70. T: A považujete výuku za přínosnou pro studenty?

71. R5: Stoprocentně, jednoznačně.

72. T: A jaký je celkový váš pohled na metodu CLIL?

73. R5: Pohled. Hmm... můj celkový pohled na to je, že jak jsem už říkala, že do škol
74. patří a myslím si, že se bude využívat v budoucnu víc a víc, protože jsme pořád víc
75. obklopeni angličtinou a bude to prostě nutnost umět se dorozumět a pohybovat se
76. v cizím jazyce v jiných jako jiných oborech už v tomhle nízkém věku studentů.

Respondent 6

Přepis nahrávky respondenta 6

Přepis rozhovoru s učitelem 6, který vyučuje CLIL v sedmé třídě zeměpisu na druhém stupni základní školy v Třebíči

Datum rozhovoru: 2. června 2023

Délka rozhovoru: 5,40 min

1. T: Jaké je vaše pohlaví?

2. R6: Muž.

3. T: Učíte na druhém stupni základní školy nebo na nižším stupni gymnázia?

4. R6: Na základní škole.

5. T: Jaká je vaše aprobace?

6. R6: Dějepis a zeměpis.

7. T: Jak dlouho učíte?

8. R6: 14 let.

9. T: Máte nějaké zkušenosti s používáním metody ve své pedagogické praxi?

10. R6: Před touto zkouškou ne, až teď po vyzkoušení.

11. T: Věděl jste dříve o CLILu, nebo znal jste CLIL?

12. R6: Jakoby slyšel jsem o té metodě, ale jako neměl jsem s ní vůbec žádný zkušenosti.

13. T: A učil jste CLIL hodinu v tandemu za podporu jiného učitele?

14. R6: Ano učil, při tom vyzkoušení ano.

15. T: A myslíte si, že by při zavádění CLILu ve vaší škole byli učitelé cizích jazyků

16. ochotni pomoci s přípravou hodin pro učitele odborných předmětů?

17. R6: No myslím, že by byli, určitě by se našli někteří, kteří by byli ochotní. No jakoby

18. asi ne všichni, ale jakoby někteří by se našli.

**19. T: Kdybyste dostal hotové připravené materiály, zařadil byste čas od času CLIL
20. do výuky?**

21. R6: No možná jo, kdyby to byly materiály, který by mě prostě vyhovovaly, tak bych

22. to mohl zkusit.

23. T: A co považujete za největší výhodu metody CLIL?

24. R6: Největší výhoda je, že se tam spojují ty předměty. Takže se žáci jednak

25. zdokonalují v tý angličtině i v tom v tom konkrétním oboru.

26. T: A jaká může být dle vás největší nevýhoda CLILu?

27. R6: Jakoby naráží to u toho učitele, že nemusí mít dostatečný jakoby znalosti v tý

28. angličtině, takže je to náročnější pro toho pedagoga se na to připravit?

**29. T: A myslíte si, že by to bylo snazší, kdybyste vedl v tandemu výuku, že by tam
30. byli dva učitelé?**

31. R6: Potom ano, no asi by to bylo snazší

**32. R6: A je podle vás CLIL vhodný pro skupinu studentů s různými jazykovými a
33. odbornými znalostmi? Když mají třeba různou úroveň angličtiny...**

34. Určitě by bylo lepší, kdyby byli přibližně na stejné úrovni, aby všichni prostě

35. rozuměli, že jo, aby tam nebyl někdo perfektní, kdo bude rozumět a pak někdo, kdo

36. tam bude jen koukat.

**37. T: A setkal jste se s nějakými obtížemi a problémy při používání metody CLIL ve
38. vaší lekci?**

39. R6: Já myslím, že ne, že to bylo bez problémů.

**40. T: A řekl byste, že tam byli někteří, kdo třeba jsou slabší? V těch odborných
41. znalostech.**

42. Hmm myslím že ne, že zrovna to byla taková třída, kde jsou všichni jako fakt šikovní,

43. takže si myslím, že jako i většina rozuměla a že se orientovali v těch odborných

44. znalostech.

45. T: A podporuje váš zaměstnavatel výuku CLIL nebo podporoval by?

46. R6: Myslím, že by podporoval, že určitě, že by to šlo, kdybysme to navrhli zkoušet to,

47. že by podporoval.

**48. T: A myslíte si, že má vaše škola vhodné zázemí a didaktické pomůcky pro výuku
49. CLILu?**

50. R6: Já myslím, že jo.

51. T: A jak vaši studenti reagovali na metodu CLIL, co myslíte?

52. R6: No já myslím, že jelikož to pro ně bylo jakoby něco nového, tak to přijali s

53. nadšením, že se jim to moc líbilo.

54. T: A jak byste vy sám hodnotil studenty v CLIL hodinách?

55. R6: Jako v rámci tady ty hodiny to, co jsme zkoušeli, tak těm žákům se velice dařilo,

56. že si myslím, že je to bavilo a šlo jim to.

**57. T: A kdybyste si materiály chystal sám, myslíte si, že by to pro vás bylo náročné
58. ta příprava?**

59. R6: Určitě by to bylo časově náročné pro mě.

**60. T: A bylo by to stěžejní pro rozhodování, že potom byste třeba byl míň ochotný
61. vyzkoušet ten CLIL?**

62. R6: Určitě by to hrálo jako velkou roli v mém rozhodování.

**63. T: Takže kdyby potom ty materiály byly už hotové a někdo vám je poskytl, tak
64. by to bylo tak to to bylo snazší pro vás?**

65. R6: Určitě.

**66. T: A myslíte si, že výuková metoda CLIL má na základní škole a gymnáziích své
67. opodstatnění a že by se CLIL ve školách více využívat?**

68. R6: No já myslím, že by se to mělo více využívat, a že to je zajímavější nápad.

69. T: A co si myslíte, že by mohlo vést k častějšímu používání metody CLIL?

70. R6: No tak ta spolupráce v rámci těch pedagogických sborů, no mezi těmi učiteli těch

71. jazyků a těmi učiteli odborných předmětů.

72. T: A myslíte si, že výuka CLILu je přínosná pro studenty?

73. R6: Jo určitě.

74. No jako myslím si, že by to mohlo obohatit výuku. Samozřejmě za toho předpokladu,

75. že na to ti pedagogové budou připraveni, ale osobně si myslím, že když by byli ty

76. materiály, tak bych to mohl čas od času zapojit do hodiny.

Respondent 7

Přepis nahrávky respondenta 7

Přepis rozhovoru s učitelem 7, který vyučuje CLIL v sedmé třídě v zeměpisu na druhém stupni základní školy v Třebíči

Datum rozhovoru: 2. června 2023

Délka rozhovoru: 6,06 min

1. T: Jaké je vaše pohlaví?

2. R7: Muž.

3. T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?

4. R7: Na druhém stupni základní školy.

5. T: Jaké je vaše, hmm jaká je vaše aprobace?

6. R7: Zeměpis pro základní školy a tělesná výchova pro základní školy a střední školu.

7. T: Jak dlouho učíte?

8. R7: 5 let

9. T: Máte nějaké zkušenosti s používáním metody kryl ve své pedagogické praxi?

10. R7: Zatím jsem neměl žádnou zkušenost s CLILem, takže je to pro mě novinka.

11. T: A dřív jste o CLILu věděl?

12. R7: Ne, ne, vůbec jsem o tom zatím neslyšel.

13. T: A učil jste tuto CLIL hodinu v tandemu s podporou jiného učitele?

14. R7: Ano, to jsem si takhle vyzkoušel poprvé.

15. T: Myslíte si, že by při zavádění CLILu na vaší škole byli učitelé cizích jazyků

16. ochotni pomoci s přípravou hodin pro učitele odborných předmětů?

17. R7: Určitě by to taky asi uvítali jako takový mezipředmětové propojení tady těch
18. předmětů.

**19. T: A kdybyste dostal hotové připravené materiály, zařadil byste CLIL do čas od
20. času do vaší výuky?**

21. R7: To by se dalo takhle udělat. Otázka je, jak je to s časem, no každá třída má
22. samozřejmě nějaký skluz, takže ale určitě je to dobrá věc k zařazení.

23. T: Co považujete za největší výhodu metody CLIL?

24. R7: Přemýšlím, asi je to vůbec ta celková propojenost, zaprvé dvou předmětů a za
25. druhé je to zase zvětšení rozsahu a rozhledu. Třeba i to cestování, třeba i to propojení
26. s cizími zeměmi a vůbec ta odborná slova, které jsou potom častokrát spojovány právě
27. s naukou, různě na internetu, různě i tady v praxi, v těch zemích. Takže děcka si to
28. zase vezmou za svý.

29. T: Takže byste řekl, že obzvlášť v zeměpisu je CLIL vhodný použít?

30. R7: Určitě, určitě.

31. T: Co považujete za největší nevýhodu metody CLIL?

32. R7: Asi stupeň znalosti angličtiny, anglického jazyka u těch dětí. Tam samozřejmě se
33. to musí nějak vždycky modifikovat, jak jsme se bavili. Nějak to poupravit, takže asi ta
34. časová náročnost, ale na tu přípravu a rozlišení pro koho je co vhodné.

35. T: Je podle vás metoda vhodná pro skupinu studentů s různými jazykovými a

36. odbornými znalostmi?

37. R7: No zase je to takový začlenění a propojení vůbec těch schopností a zase

38. prohloubení toho jazyka v těch odborných předmětech? Takže určitě.

39. T: Setkal jste se s nějakými obtížemi během výuky při použití metody CLIL?

40. R7: Hmm... obtížemi asi moc ne.

41. T: Podporuje váš zaměstnavatel výuku CLIL, nebo by podporoval?

42. R7: Já si myslím, že by to podporoval. Zatím to nepodporuje, protože podle mě zatím

43. asi o tom taky asi neví, ale určitě je to zajímavá forma výuky, takže určitě asi ano.

44. T: Myslíte si, že vaše škola má vhodné zázemí a didaktické pomůcky pro výuku

45. CLILu?

46. R7: Ano, to si myslím, že by nebyl problém při zavádění CLILu.

47. R7: Jak vaši studenti reagovali na metodu CLIL obecně?

48. R7: Ještě jsem se s nimi nebavil, nějaká ta závěrečné zhodnocení hodiny, ale co se mi

49. zdálo během výuky, tak je to bavilo. A zase jak říkám, nová forma vůbec tady tohohle

50. opakování, a i ty nauky a zjišťování nových informací. Takže za mě, co jsem z pozice

51. pozorovatele, tak to bylo moc pěkný a pro děcka zábavný.

52. T: A jak byste hodnotil studenty?

53. R7: Celkem pozitivně. Docela mě překvapili, že některé i introvertní typy se začaly

54. zapojovat a i co se týká toho anglického jazyka, se projevily třeba i někdy víc než

55. jenom u toho českýho.

56. T: Kdybyste si materiály chystal sám, myslíte si, že by to pro vás bylo náročné a

57. příprava?

58. R7: Určitě náročnější, protože nejsem angličtinář, tak to by to pro mě bylo složitější o

59. to víc. Ale i pro mě by to bylo přínosný, si to zase ty slova odborné někdy

60. připomenout a zopakovat.

61. T: A myslíte si, že výuková metoda clil na základní škole a gymnáziích má své

62. opodstatnění a že by se CLIL měl ve školách více využívat?

63. R7: Určitě ano, protože, jak říkám, mluvené slovo psané slovo i ta propojenost z

64. anglického jazyka českého by se asi měla víc prohlubovat, aby to bylo pro dětska

65. přirozenější.

66. T: Co by podle vás mohlo vést k častějšímu používání metody CLIL?

67. Asi spolupráce těch učitelů odborných předmětů a angličtinářů nebo němčinářů, třeba,

68. takže určitě tady tahleta propojenost těch oborů.

69. T: A považujete výuku za přínosnou pro studenty?

70. R7: Určitě považuji za přínosnou.

71. T: A jaký je váš celkový pohled na metodu CLIL?

72. R7: Upřímně jsem nevěděl, co od toho očekávat, ale celkově mě překvapilo, že děcka

73. na to reagovali opravdu pozitivně i aktivně a byla to taková svižná hodina pěkná, která

74. prostě zase děcka bavila.

Respondent 8

Přepis nahrávky respondenta 8

Přepis rozhovoru s učitelem 8, který vyučuje CLIL v sedmé třídě zeměpisu na druhém stupni základní školy v Brně

Datum rozhovoru: 7. června 2023

Délka rozhovoru: 9,35 min

1. **Jaké je vaše pohlaví?**
2. R2: Ženské
3. **T: Učíte na druhém stupni základní školy nebo nižším stupni gymnázia?**
4. R2: Na základní škole
5. **T: Jaká je vaše aprobace?**
6. R2: Angličtina, zeměpis.
7. **T: Jak dlouho učíte?**
8. R2: Kvůli mateřské ne zas tak moc dlouho, tak 5 let.
9. **T: Err, máte nějaké zkušenosti z používání metody CLIL ve své pedagogické**
10. **praxi?**
11. R8: Základní úplně minimální.
12. **T: Takže teďka už jste zkusila CLIL úplně poprvé.**
13. R8: Ano.
14. **T: Err učila jste CLIL v tandemu nebo za podpory jiného učitele, což vlastně jste**
15. **neučila, protože máte zeměpis a angličtinu, ale myslíte si, že by při zavádění, by**
16. **na vaší škole byli učitelé cizích jazyků ochotni pomoci s přípravou hodin pro**
17. **učitele odborných předmětů?**
18. R8: Někteří asi ano.
19. **T: Někteří by byli ochotní a vy byste byla ochotná jako zástupce jazykových**
20. **učitelů?**
21. R8: Pokud bych byla nápomocna, tak ano.
22. **T: Myslíte si, že kdybyste dostala hotové připravené materiály, zařadila byste kill**
23. **čas od času do výuky?**
24. R8: Určitě.
25. **T: Co považujete za největší výhodu metodiku v praxi?**
26. R8: Ježiš, jak to mám říct? No použití využití je anglického jazyka v nezvyklých
27. situacích.
28. **T: Možná že se, že se používá jazyk v přirozeném prostředí ve výuce.**
29. R8: No to není úplně přirozené prostředí, že jo, to je škola. Vy jako učitel, to prostě
30. můžete pojmout úplně jinak a zajímavěji, aniž byste prostě jela podle knížky, tím
31. pádem, vy si ty materiály prostě upravíte tak, že prostě jsou pro ty žáky prostě
32. mnohem jakoby přitažlivější. A celkově ta výuka se pro mě stává jakoby netradiční
33. proto a cokoliv prostě pro ty děcka netradiční, tak to je baví, že jo.
34. **T: A co považujete za největší nevýhodu metody CLIL?**
35. R8: Je náročné příprava a taky příprava těch materiálů, možná celkově příprava.

36. **T: A je podle vás my to takhle vhodná pro skupinu studentů s různými**
37. **jazykovými i odbornými znalostmi.**
38. R8: Jo.
39. **T: Možná tím, že pracují ve skupinkách, což je jedna z možností, jak můžeme**
40. **vést výuku v CLILu.**
41. R8: Přesně, oni si takhle mohou pomáhat. Hlavně jako ty děcka prostě od sebe rádi
42. očumují, že jo? Takže prostě to je to je a prostě hlavně jim to nepřijde, že se jako
43. věnují jinému předmětu.
44. **T: A když jste zaváděla metodu CLIL ve svých lekcích, setkala jste se s**
45. **některými obtížemi?**
46. R8: Ještě jednou...
47. **T: Jestli jsme se setkala s nějakými obtížemi a problémy při používání metody**
48. **CLIL?**
49. R8: Jo asi jako začátečník... jak to jako bude všechno fungovat, to je potřeba pár
50. hodin než si to člověk jako zajede, že jo, než si zvykne.
51. **T: A myslíte si, že by váš zaměstnavatel výuku CLILu podporoval?**
52. R8: Myslím si, že jo, ale je to samozřejmě velice individuální. Záleží na přístupu
53. vedení.
54. **T: A myslíte si, že má vaše škola vhodný zázemí a didaktické pomůcky pro výuku**
55. **CLILu?**
56. R8: Ano, určitě.
57. **T: A jak vaši studenti reagovali na metodu CLIL?**
58. R8: Bavilo je to no.
59. **T: Hmm a spolupracovali normálně?**
60. R8: Jo jo jo jo jo jako spolupracovali, bavilo je to a vlastně si jako by neuvědomovali,
61. že vlastně se učí jakoby i něco jiného než jenom tu angličtinu. Jako takže říkám a byli
62. to jako témata, které spíš rozšiřovaly jejich obzor, co se týče jako nějakých sociálních
63. a tady těch prostě různých aspektů, které se v tom odrážely.
64. **T: A jak byste hodnotila studenty v hodinách?**
65. R8: Začátek byl takový jako pomalejší trošku, ale potom si myslím, že to jako šlo
66. třeba hezky a mělo to pěkný průběh.
67. **T: A kdybyste si materiály chystala sama, myslíte si, že by to pro vás bylo**
68. **náročné?**
69. R8: Určitě, časově je to velmi náročné a kdybych nějakou předlohu materiálů dostala
70. do ruky, tak by to zavádění CLILu bylo určitě jako snazší.
71. **T: A myslíte si, že výuková metoda CLILu na základní škole a gymnáziu má své**
72. **opodstatnění a že by se CLIL měl ve školách více využívat?**
73. R8: Ano, to souhlasím. Pro ty děcka je to něco nového a na ty současné poměry, co si
74. žádá dnešní svět, tak by se určitě CLIL měl více využívat.
75. **T: Co by podle vás mohlo vést k častějšímu používání metody CLIL?**
76. R8: No tak určitě seznámení s touto metody, jako představení té metody, protože ne
77. určitě všichni ji znají a jsou s ní obeznámeni. Tak možná by pomohla návštěva
78. nějakého kurzu nebo školení, nějaký takový jako trénink, prostě aby jako lidi
79. pochopili, nebo ostatní učitelé pochopili, jako v čem spočívá ten význam, jaký je ten

80. cíl prostě hmm... že se dá jakoby vyučovat i jinou metodou, než prostě tou klasickou.
81. Prostě otevřete si učebnice na straně a jedem prostě bla bla bla. Jo, protože to je
82. takové jako zbytečné v podstatě biflování, když prostě se to udělá trochu jinak, tak si
83. myslím, že to je pro ty studenty mnohem přínosnější.
84. **T: Takže možná ta metoda CLIL přináší nějaké nové metody výuky?**
85. R8: Hlavně oni jako ztrácejí takové to otrávení ve výuce, když jsou ty témata jim
86. bližší. Když se prostě ten učitel jako trefí a prostě odhadne, to prostě dokáže fakt tu
87. jako najít to téma, které prostě osloví tak jako ty, jako začnou spolupracovat výrazně
88. jako podstatně víc i sami jo a jako projeví zájem prostě jsou aktivnější, baví je to
89. prostě a není to ta typická jako ta typická prostě biflovací hodina. Jo teďka pojedeme,
90. všichni budete opakovat to, a to jo, prostě. Oni musí mluvit, že jo, to je prostě základní
91. problém těch dětí. Oni prostě neumí mluvit, nechcou mluvit, stydí se mluvit.
92. **T: A, řekla byste, že tohoto je ten přínos toho CLILu pro studenty? To, co jste**
93. **právě řekla, že by to patřilo k tomu přínosu?**
94. R8: Určitě jo, co jiného...
95. **T: A jaký je váš úplně celkový pohled na metodu CLIL?**
96. R8: Myslím si, že by se mohla svým způsobem stát jakoby běžnější součástí výuky v
97. anglickém jazyce, protože říkám, ten učitel může pojmout prostě široké spektrum
98. prostě různých témat a takhle pracovat s tím fakt jako hrozně šikovně. Ale myslím si, že
99. spousta učitelů má z toho strach, protože zaprvé přesně, jak jsme se bavily, je to
100. časově náročné a třeba ti starší učitelé tady ty metody ani neznají a možná jako
101. ani nechtějí úplně poznat jo... že se tomu jako vyhýbají a pro žáky si myslím,
102. nebo pro studenty si myslím, že to je prostě přínosný, no protože jako
103. nemyslím si, že to je prostě jenom o tom jako jednoduchém, prostě biflování a
104. dá se to prostě pojmout jako trochu jinak. No ta výuka k tomu vzhledem k
105. tomu, že prostě jsou ještě teďka ve fázi, že vlastně v 7. třídě přibírají další
106. jazyk, je to prostě pro ně náročné se prostě učit jak češtinu, tak většinou
107. angličtinu další jazyk, takže se jim to motá, takže si myslím, že třeba ta
108. angličtina by tady tohleto mohla být takové jako trochu odlehčit jako neříkám
109. odlehčení ve smyslu, že by to bylo jako lehké, ale z toho pohledu, že prostě ty
110. žáci nebudou mít ten pocit, že prostě musí něco jako papouškovat a že prostě je
111. jim ten jazyk jakoby bližší a přirozenější, že prostě se dotkne. Ten učitel se
112. může dotknout říkám... širokého spektra témat a prostě vždycky získají k tomu
113. prostě bližší vztah.

Appendix G

The Example of Coding the Transcripts of Interviews

Respondent 2

24. T: A absolvovala jste někdy školení, nebo jste absolvovala nějaký kurz na CLIL
25. metodu?

26. R2: Jo...

27. T: A myslíte si, že je potřeba specifické školení nebo kurz na to, aby učitelé mohli
28. efektivně vyučovat pomocí metody CLIL?

29. R2: Ano určitě, protože prvně musí každý pochopit, co to je. Nebo dokud to ^{proč!} ^{seznámení s}
30. nepochopí, tak tomu nevěří, nebo dokud nebude o tom přesvědčen, tak to prostě dělat ^{CLILem}
31. nebude. Takže si myslím, že určitě je školení ^{školení má smysl} to je...

32. T: Teda vy neučíte v tandemu, ale myslíte si, že by na vaší škole byli učitelé cizích
33. jazyků, kteří by byli ochotni pomoci s přípravou hodin pro učitele odborných
34. předmětů?

35. R2: Ano, myslím si, že ano, určitě, protože máme učitele, kteří učí třeba angličtinu a ^{pomoc od učitelů AJ}
36. dějepis, takže určitě by byly ochotní.

37. T: A co považujete za největší výhodu metodik CLIL?

38. R2: Že to je. Propojení s reálným světem je to, to je realita. To a prostě to, že to tak je ^{propojenost předmětů}
39. ve světě ta doba je taková. ^{praktické využití} ^{využití v běžném životě}

40. T: A co považujete za největší nevýhodu metody CLIL?

41. R2: To, že o ni není takové povědomí, je ještě prostě málo rozšířená, takže člověk má ^{o CLILu}
42. málo možností se s ní setkat. Což by bylo asi nejlepší ji vidět na vlastní oči. A ^{se nauí}
43. samozřejmě potom i t, že je u učitelů nějaký blok, osobní blog. To, že si nevěří, že ^{náročný CLIL}
44. nemají dostatek informací, aby do toho šli, i přes nedostatek informací. ^{hodin} ^{strach ze selhání}

45. T: Myslíte si, že je metoda CLIL vhodná pro skupinu studentů s různými jazykovými a
46. odbornými znalostmi?

47. R2: To asi ano, myslím si, že ano. Občas se stane, že někdo třeba nerozumí, ale díky ^{užij}
48. CLILu, který striktně nezakazuje mluvit v mateřském jazyce, se žáci cítí bez stresu, ^{rolbač AJ}
49. když něčemu třeba nerozumí. ^{ažo žala} ^{nejso ve stresu}

50. T: A setkala jste se s nějakými obtížemi a problémy při používání metody CLIL ve vaší
51. lekci.

52. R2: A to nemůžu říct, nemůžu říct. Co jsem potřebovala, to jsme nějakým způsobem
53. vždy vysvětlila a co nešlo, tak jsem ukázala na mapě tím, že je to ten zeměpis, tak je ^{vizualizací}
54. tam ta vizuálního možnost, takže pokud tam ta vizualizace jde, tak je to úplně ještě ^{pomaha}
55. nejvíc fajn. Takže asi nemůžu říct, že bych měla nějaké obtíže. ^{k pochopen}

56. T: Podporuje váš zaměstnavatel výuku CLILu?

57. R2: Ano, velmi. *podpora učení*
58. T: Má vaše škola vhodné zázemí a didaktické pomůcky pro výuku CLIL?
59. R2: Ano, nikdy nebyl problém, cokoliv pořídit a vhodné zázemí máme také. *vhodné zázemí*
60. T: Připravujete si materiály pro CLIL lekce sama nebo využíváte již vytvořené?
61. R2: Sama... sama si připravuju o upřímně ani nevím, kde bych hledala. Pokud *využít!*
62. využívám výuková videa v zeměpise, tak pouštím v angličtině. To ano, ale jinak třeba *videj!*
63. pracovní listy, tak ty si taky připravuju sama. *vlastní tvorba materiálů* *ve výuce*
64. T: A považujete přípravu CLIL za obtížnou?
65. R2: Obtížnou určitě je to věc, která dá víc práce než běžná příprava na běžnou hodinu, *obtížná příprava materiálů*
66. tam už člověk tak jede v nějakých těch svých kolejkách. Takže ano, určitě je to věc, o *člověk nadržnost*
67. které člověk musí víc přemýšlet.
68. T: A jaké výukové metody nebo materiály se vám nejvíce osvědčily v hodinách něco, k čemu se třeba vracíte, protože to takhle funguje.
69. R2: Určitě křížovky.
70. T: A něco dalšího?
71. R2: Jo konkrétně v tom zeměpise pojmy určitě wordwall určitě tady ty online věci *využití ICT ve výuce*
72. jako právě, že je wordwall nebo flippity nebo kahoot, ale to nejsem zas takovej *kritický*
73. fanoušek kahootu. Ty learning apps současný mě prostě nadchly. Ještě jsem *CLIL inspiruje*
74. nevyzkoušela ten doporučený actionbound, ale ten mě taky naprosto nadchl. Právě se *chystám, že pokud příští rok bude příležitost, tak to teda určitě vyzkouším.*
75. T: Jak vaši studenti reagují na metodu clil?
76. R2: Čím dál lépe. Samozřejmě. Tím, že CLIL je nově u devátáků, tak se s tím *kladný přístup ke CLILu ze strany studentů*
77. samozřejmě nesetkali. Takže ze začátku než si chvíli zvykli, ale teď už naprosto *kladný přístup ke CLILu ze strany studentů*
78. přirozeně reagují.
79. T: Jak hodnotíte studenty v hodinách CLILU?
80. R2: Vše zvládají, už si zvykli na CLIL a ví, že můžou chybovat. *studenti zvládají CLIL úplně*
81. T: Myslíte si, že výuková metoda CLIL na základních školách a gymnáziích má své opodstatnění a že by se CLIL měl ve školách více využívat?
82. R2: Určitě. Určitě má své opodstatnění na druhém stupni. Celkově, ten svět jde stále *propíchnost zeměpisu s cestovním v AP*
83. kupředu, jsou jiné možnosti cestování, je větší poptávka na cizí jazyky a to vede i *využití CLILu v běžném životě*
84. k inovaci vyučování.
85. T: A co si myslíte, co by podle vás mohlo vést k častějším používání metody CLIL?

Appendix H

Kódování a kategorizace rozhovorů

CLIL učitelé

- **Zkušenosti s CLILem**

R1(11) nové zavedení do výuky, R1(11) pravidelná výuka CLILu, R1(15) CLIL v tandemu, R1(19) absolvování CLIL školení; R1(78) studenti CLIL zvládají, R2(10) pravidelná výuka CLILu, R2(15) CLIL v tandemu, R2(26) absolvování školení, R2(63) vlastní příprava materiálů do hodin, R2(80) kladný přístup ze strany studentů, R2(82) studenti zvládají CLIL výuku, R3(38) jazykově zdatní žáci zvládají CLIL, R3(33) CLIL náročný pro slabší žáky, R3(42) CLIL neoblíbený u slabších žáků na AJ, R3(56) nedostatek materiálů, R3(77) díky AJ větší zájem o zeměpis, R3(81) přizpůsobit materiály AJ úrovni žáků, R4(10) CLIL ve výuce pravidelně, R4(24) absolvování školení

- **Přístup k metodě CLIL**

R1(72) CLIL aktivizuje; R1(73) CLIL inspiruje odborné učitele, R1(53) podpora vedení, R2(74) CLIL inspiruje, R3(70) CLIL aktivizuje, R3(108) pozitivní přístup, R4(35) přirozené prostředí pro výuku AJ, R4(91) CLIL inspiruje

- **Argumenty pro**

R1(35) praktické využití v reálném životě; R1(40) žáci se nebojí AJ, protože mají možnost volby; R1(82) kladný přístup žáků ke CLILu, R1(72) CLIL aktivizuje, R1(82) CLIL aktivizuje; R1(85) možnost výběru AJ; R1(92) využití CLILu v běžném životě, R1(103) propojení CLILu v běžném životě pro potřeby cestování, R1(111) ústup od frontální výuky, R2(38) praktické využití, R2(39) využití v běžném životě, doba si žádá znalost AJ, R2(38) propojenost předmětů, R2(86) propojenost zeměpisu s cestováním v AJ, R2(86) využití CLILu v běžném životě pro potřeby cestování, R2(108) propojení s reálným životem, R2(109) bezprostřední osvojení cizího jazyka, R3(26) propojenost předmětů, R3(60) AJ nabízí rozšířený materiál, R3(70) CLIL aktivizuje, R3(77) díky AJ větší zájem o zeměpis, R3(90) zpestření výuky, R3(90) inspirující pro učitele odborných předmětů, R4(12) CLIL rozvíjí další znalosti, R4(35) přirozené prostředí pro výuku AJ, R4(67) pozitivní přístup k výuce od žáků, R4(69) oživení teoretického předmětu, R4(74) požadavek na znalost AJ do budoucna, R4(86) využití CLILu v běžném životě pro potřeby cestování, R4(92) propojení předmětů, R4(91) CLIL inspiruje

- **Argumenty proti**

R1(32) náročnost pro učitele AJ; R1(38) CLIL obtížný pro slabší žáky, R2(65) obtížná příprava materiálů, R2(67) časová náročnost, R3(33) CLIL náročný pro slabší žáky, R4(55) náročná příprava, R4(57) náročná příprava

- **Výzvy při implementaci**

R1(19) kvalifikovanost učitelů; R1(15) nedostatek materiálů; R1(57) nemožnost využití tandemové výuky, R1(69) obtížná příprava materiálů, R2(41) o CLILu se málo ví, R2(43)

strach ze selhání, R3(56) nedostatek materiálů, R4(37) nedostatek CLIL učitelů, R4(37) nedostatek CLIL materiálů, R4(42) CLIL obtížný pro slabší žáky

- **Doporučení pro lepší zavádění CLILu**

R1(30) pomoc učitelů AJ, R1(23) seznámení s metodou díky školení; R1(26) náslechy hodin; R1(53) podpora vedení; R1(95) mladší generace učitelů, R1(100) vidět CLIL v reálu, R2(22) podpora tandemu na 2. stupni, R2(29) prvotní seznámení s CLILem, R2(31) školení má smysl, R2(35) pomoc od učitelů AJ, R2(42) náslechy CLIL hodin, R2(53) vizualizace vede k pochopení, R2(57) podpora vedení, R2(73) využití ICT ve výuce, R2(91) vidět CLIL v reálu, R2(98) absolvování školení, R2(99) náslechy CLILu, R3(18) školení má smysl, R3(24) pomoc od učitelů AJ, R3(48) větší podpora od vedení školy, R3(81) přizpůsobit materiály AJ úrovni žáků, R3(95) absolvování školení, R3(94) poskytnutí materiálů přispívá k zavedení CLILu, R3(100) spolupráce mezi učiteli, R4(21) tandemová výuka, R4(27) absolvování školení, R4(32) spolupráce s jazykáři, R4(32) tandemová výuka, R4(43) kooperativní výuka pomáhá slabším žákům k pochopení učiva, R4(49) podpora vedení, R4(77) tandemová výuka je klíč, R4(80) absolvování školení, R4(82) podpora vedení

- **Osvědčené strategie, materiály aj.**

R1(46) kooperativní a skupinová výuka; R1(75) využití ICT, R1(108) využití videí, R2(53) vizualizace vede k pochopení, R2(62) využití videí ve výuce, R2(73) využití ICT ve výuce, R2(70) křížovky, R3(65) využití videí, R3(66) vizualizace, R4(61) křížovky, aktivity, které podporují kognitivní myšlení, R4(64) využití ICT

NeClil učitelé

- **Zkušenosti s CLILem**

R5(49) kladný přístup studentů na CLIL, R5(44) CLIL aktivizuje, R5(48) CLIL aktivizuje, R6(42) žáci zvládají výuku CLILu, R6(54) žáci zvládají výuku CLILu, R6(55) pozitivní přístup, R7(18) kladný přístup, R7(48) kladný přístup ze strany žáků, R7(52) zapojení introvertních žáků, R7(52) CLIL aktivizuje, R7(71) pozitivní přístup, R8(54) pozitivní přístup žáků ke CLILu, R8(62) příjemná hodina, R8(82) CLIL aktivizuje

- **Přístup k metodě CLIL**

R5(20) CLIL inspiruje, R5(21) CLIL inspiruje odborné učitelů, R5(54) poskytnutí materiálů podporuje zavedení metody, R5(58) CLIL vhodný zařadit do zeměpisu, R6(72) CLIL inspiruje, R6(55) pozitivní přístup, R7(18) kladný přístup, R7(50) příjemná hodina, R7(52) CLIL aktivizuje, R7(70) CLIL aktivizuje, R8(90) podpora implementace CLILu do výuky, R8(77) inovativní přístup k výuce

- **Argumenty pro**

R5(19) propojenost předmětů, R5(20) CLIL přináší inspiraci do dalších hodin, **R5(30)** CLIL nenutí k AJ, ale studenti mají možnost výběru, R5(30) kooperativní výuka vede k lepšímu pochopení látky, R5(32) vzájemná interakce a pomoc mezi studenty, R5(49) kladný přístup studentů na CLIL, R5(46) zapojení introvertních žáků do výuky, R5(45) propojenost předmětů, R5(44) CLIL aktivizuje, R5(48) CLIL aktivizuje, R5(75) propojení

AJ s situacemi z běžného prostředí, R6(24) propojenost předmětů, R6(25) rozvoj více znalostí, R6(51) nový přístup k výuce, R6(52) pozitivní přístup žáků ke CLILu, R6(66) ústup od frontální výuky, R7(17) propojení předmětů, R7(24) rozšíření znalostí, R7(24) propojenost předmětů, R7(26) využití v reálném životě, R7(52) CLIL aktivizuje, R7(64) přirozené propojení předmětů, R8(24) využití AJ v běžném životě, R8(28) CLIL inspiruje, R8(31) ústup od frontální výuky, R8(39) přirozené učení AJ, R8(54) pozitivní přístup žáků ke CLILu, R8(56) pozitivní přístup žáků, R8(59) využití v reálném životě, R8(67) nový přístup ve výuce, R8(85) propojení s reálným životem, R8(74) ústup od frontální výuky, R8(77) inovativní přístup k výuce, R8(104) CLIL je přirozený

- **Argumenty proti**

R5(23) náročná příprava, R5(25) nedostatek materiálů, R5(52) náročná příprava, R6(28) náročná příprava, R6(28) náročnost pro jazykové učitelů, R6(36) náročnější pro slabší žáky v AJ, R7(34) náročná příprava, R8(33) náročná příprava, R8(94) učitelé se bojí

- **Výzvy při implementaci**

R5(54) nedostatek materiálů, R6(28) náročná příprava, R6(58) náročná příprava, R7(33) přizpůsobení materiálů slabším, R8(94) učitelé se bojí

- **Doporučení pro lepší zavádění CLILu**

R5(14) pomoc AJ učitelů, R5(17) poskytnutí hotových materiálů, R5(35) poskytnutí materiálů, R5(38) podpora vedení, R5(63) CLIL do podvědomí učitelů, R5(68) podpora vedení, R5(68) spolupráce s jazykáři, R6(18) pomoc jazykářů, R6(21) poskytnutí materiálů vede k zavedení CLILu, R6(31) poskytnutí materiálů vede k zavedení CLILu, R6(46) podpora vedení, R6(64) poskytnutí materiálů vede k zavedení CLILu, R6(68) spolupráce mezi učiteli, R6(74) poskytnutí materiálů vede k zavedení CLILu, R7(21) poskytnutí materiálů vede k zapojení CLILu do výuky, R7(42) podpora vedení, R7(45) spolupráce mezi učiteli, R8(17) učitelé AJ ochotni s pomocí, R8(22) poskytnutí materiálů vede k zavedení CLILu do výuky, R8(49) podpora vedení, R8(64) poskytnutí materiálů vede k zavedení CLILu, R8(72) absolvování školení

Appendix I

Example of Coding the Transcripts of Online Questionnaire

Co považujete za největší výhodu metody CLIL?	Co považujete za největší překážku při zavádění metody CLIL do výuky?	Co by podle Vás mohlo vést k častějšímu používání metody CLIL?
<p><i>- propojení předmětů</i> Jazykové zapojení</p> <p><i>- propojení předmětů?</i> Největší výhodu vidím v tom, že se propojí 2 různé předměty, a pro studenty to můj předmět ztraktivní.</p>	<p>Nedostatečná počáteční znalost jazyka žáky <i>nedostatečná znalost jazyka</i></p> <p>Myslím si že takhle metoda není pro každého kantora, a muže to mít i negativní dopad.</p>	<p>Motivovaní učitelé a změna svp <i>- motivace</i></p> <p>Určitě pozitivní zkušenosti na konkrétních školách, čím více se o této metodě bude mluvit, tím je reálnější její častější používání. <i>- sdílení!</i></p>
<p><i>* přínosný rozvoj jazyka</i> Studenti se naučí nebát se mluvit, rozvíjí jazykovou zásobu i po odborné stránce <i>ústup od strachu</i></p> <p>aktivní využití cizího jazyka, reálná komunikace, ztráta zábran vyjadřovat se v cizím jazyce <i>ústup od strachu</i></p>	<p><i>- materiály</i> Nedostatek materiálů</p> <p><i>- neznalost cizího jazyka</i> jazyková úroveň nejazykových učitelů</p>	<p><i>- podpora vedení</i> Zlepšení podpory učitelům</p> <p><i>- podpora vedení</i> <i>- absolvoování učitelů!</i> ohodnocení, školení</p>
<p><i>* propojení jazyka</i> Propojení nové oblasti po jazykové stránce. V rámci AJ je to příjemná změna od gramatiky, výslovnosti, nebo běžných témat probíraných v průběhu roku. <i>přínosný rozvoj jazyka</i></p>	<p><i>- náročná příprava</i> Velmi pracná příprava. Pro dvě hodiny ve škole bylo potřeba kolem 8 hodin příprav.</p>	<p><i>- podpora vedení</i> <i>- tandem</i> Lepší jazyková vybavenost učitelů, případně tandemová výuka s jazykáři.</p>
<p><i>* přínosný rozvoj jazyka</i> propojení jazyka do reálnější světa než jsou učebnice. <i>realita</i></p>	<p>personální nároky <i>- spolupráce mezi učiteli</i></p>	<p><i>- podpora vedení</i> systémové peníze pro rodilé mluvčí, metodické kurzy – jak pracovat na cílech</p>
<p><i>* vyjasnění v běžných situacích</i> Používání aj i v jiných situacích než v hodinách aj. Trénování cizího jazyka i pro učitele. Větší vazby mezi čj a aj učiteli.</p>	<p>Nativé spekers nejsou zvyklí na systém komunikace a společného plánování výuky, narážíme na špatný time management.</p>	<p><i>- absolvoování učitelů!</i> Ředitel, který hledá možnosti/hodiny, kdy CLIL může do výuky zasadit v souladu s legislativou a dalších směrnic. Proškolení učitelů.</p>
<p><i>rozvoj AJ</i> Rozšíření slovní zásoby</p>	<p>0 <i>náročná příprava</i></p>	<p>0 <i>- podpora</i></p>
<p><i>přínosný rozvoj AJ</i> Děti použijí cizí jazyk v jiném prostředí, než je hodina jazyků, nejsou stresováni gramatikou nebo testem. <i>ústup od strachu</i></p>	<p><i>- nedostatečná znalost jazyka</i></p>	<p>Menší počet dětí ve třídě, nějaká cílovská banka:) Jsem proti širšímu zavádění metody CLIL, a to z několika důvodů: 1) Sama jsem jako studentka absolvovala gymnázium s výukou v německém jazyce. Toto studium mi sice do budoucna dalo velmi mnoho, protože jsem již na střední škole získala v němčině</p>

helps him to achieve a better understanding process			
- rozvoj jazyka - přínosné prostředí Používání jazyka ve smysluplném kontextu.	Nedostatek materiálů. Autentický materiál (v našem případě např. pracovní listy určené původně britským žákům) bývá často prosycen zbytečně komplikovaným jazykem. Pokud je jazyk jednoduchý, bývá zase obsah příliš triviální, určený malým dětem.	- materiály Databáze/učebnice materiálů, odkz by mohli čerpat i učitelé, kteří si svou znalostí jazyka nejsou tak jisti (např. neaprobovaní)	
- přínosný rozvoj jazyka Po roce výuky mi připadá, že děti nedělají rozdíly v tom, zda výuka probíhá v češtině či angličtině. Oba jazyky zvládají.	- znalost jazyka Neznalost cizího jazyka u učitele odborného předmětu. Potom je potřeba vyučovat v tandemu.	Jakmile do škol nastupují mladí učitelé nemají již takové jazykové bariéry jako starší ročníky. Mladí jsou pro nás inspirací. Mohou si průběžně zařadit aktivity v cizím jazyce ve svých hodinách. Děti pak na to budou zvyklé.	- přístup - znalost cizího jazyka
- nové formy Pestrost výuky Žáci používají cizí jazyk jako nástroj komunikace, tím si jazyk procvičují a propojují svoje teoretické znalosti s praxí.	učitelé neovládají dostatečně anglický jazyk - znalost jazyka - náročná příprava	Jazykovou přípravou pro učitele Snižování úvazků učitelů, kvalitní příprava na hodinu je velmi náročná.	- znalost ciz. jaz. - podpora vedení
* - přínosný rozvoj jazyka Studenti se učí cizímu jazyku, aniž by přemýšleli nad gramatikou - přirozené prostředí	- znalost jazyka nedostatek učitelů - bylo by vhodné zařadit tandemovou výuku	tandemová výuka - podpora vedení školy	- podpora vedení
Studenti	Časová náročnost přípravy výukových materiálů; nedostatek učitelů ochotných zavádět tuto metodu - znalost jazyka - materiál	Kurzy/školení metody CLIL, spolupráce s jazykovými učiteli	- absol. školení - spolupráce
Zdomácnění jazyka	Nedostatek přichystaných materiálů, náročnost na přípravu - materiál - materiál	Více dostupných materiálů Ukázat učitelům jak mohou jednoduše metodu zapojit do výuky, např. stačí i krátké video v jazyce	- materiál - sdílení
- rozvoj cizího jazyka Žáci se zdokonalují souběžně ve dvou oblastech: v daném předmětu + v cizím jazyce	Neznalost cizího jazyka nebo přílišný ostych učitele, že není dost dobrý v jazyce - znalost jazyka		
aktivní zapojení cizího jazyka * ústup od středu s gramatikou studenty výuka CLILu více baví; propojení více předmětů a žáci necítí tlak na gramatiku	časová náročnost - znalost CLILu není dostatek učitelů, kteří o této metodě ví	dostatek kvalitních materiálů rozšíření této metody různými školeními - dostat se do podvědomí jiným učitelům	- materiál - školení - sdílení
- přínosný rozvoj jazyka Propojení s jiným předmětem, využívání cizího jazyka v praxi. Osvojování si jazyka přirozenou formou. * - praktické využití jazyka že žáci vidí užitečnost jazyka v praxi	Učitelé nejsou dostatečně jazykově vybavení, jazykáři naopak neznají podrobně jiný předmět - matematika, fyzika, znalost jazyka Časová náročnost - znalost jazyka	Iniciativa učitelů, zájem o spolupráci, tandemová výuka. Větší zaškolení učitelů, jak s touto metodou pracovat. větší podpora ze strany vedení, možnost jen vyzkoušet a říct zda ano nebo ne	- spolupráce - tandemová výuka - školení - podpora vedení
Propojení jazyka a odborného předmětu, rozšíření obzorů, praktičtější využití jazyka. - praktické využití jazyka	Obavy některých kolegů a kolegů, nechuť zkoušet něco nového, nedostatek výukových materiálů. - nedostatek materiálů	Podpora vedení školy, vzájemné hospitace.	- podpora vedení

Appendix J

Transcripts of online questionnaire

Co považujete za největší výhodu metody CLIL?	Co považujete za největší překážku při zavádění metody CLIL do výuky?	Na jaké škole učíte?	Co by podle Vás mohlo vést k častějšímu používání metody CLIL?
Jazykové zapojení	Nedostatečná počáteční znalost jazyka žáky	ZŠ	Motivování učitelé a změna svp
Největší výhodu vidím v tom, že se propojí 2 různé předměty, a pro studenty to můj předmět ztráta zábavní.	Myslím si že takhle metoda není pro každého kantora, a muže to mít i negativní dopad.	SŠ	Určitě pozitivní zkušenosti na konkrétních školách, čím více se o této metodě bude mluvit, tím je reálnější její častější používání.
Studenti se naučí nebát se mluvit, rozvíjí jazykovou zásobu i po odborné stránce	Nedostatek materiálů	SŠ	Zlepšení podpory učitelům
aktivní využití cizího jazyka, reálná komunikace, ztráta zábran vyjadřovat se v cizím jazyce	jazyková úroveň nejazykových učitelů	ZŠ	ohodnocení, školení
Propojení nové oblasti po jazykové stránce. V rámci AJ je to příjemná změna od gramatiky, výslovnosti, nebo běžných témat probíraných v průběhu roku.	Velmi pracná příprava. Pro dvě hodiny ve škole bylo potřeba kolem 8 hodin příprav.	ZŠ	Lepší jazyková vybavenost učitelů, případně tandemová výuka s jazykáři.
propojení jazyka do reálnější světa než jsou učebnice.	personální nároky	ZŠ	systemové peníze pro rodilé mluvčí, metodické kurzy – jak pracovat na cílech
Používání aj i v jiných situacích než v hodinách aj. Trénování cizího jazyka i pro učitele. Větší vazby mezi čj a aj učitelé.	Native speakers nejsou zvyklí na systém komunikace a společného plánování výuky, narážíme na špatný time management.	ZŠ	Ředitel, který hledá možnosti/hodiny, kdy CLIL může do výuky zasadit v souladu s legislativou a dalších směrnic. Proškolení učitelů.
		ZŠ	
Rozšíření slovní zásoby	0	ZŠ	0
Děti použijí cizí jazyk v jiném prostředí, než je hodina jazyků, nejsou stresováni gramatikou nebo testem,	Nedostatek vhodných materiálů, takže pro mne velká časová náročnost, která se týká přípravy, protože materiály musí být vhodné i k jazykové úrovni žáků	ZŠ	Menší počet dětí ve třídě, nějaká cílovská banka:)
-	V hodině CLIL není možné probrat učivo do stejné hloubky, jako by bylo probráno v češtině. Studenti, které daný předmět baví, ale nemají dostatečnou jazykovou znalost, jsou demotivováni.	SŠ	Jsem proti širšímu zavádění metody CLIL, a to z několika důvodů: 1) Sama jsem jako studentka absolvovala gymnázium s výukou v německém jazyce. Toto

			studium mi sice do budoucna dalo velmi mnoho, protože jsem již na střední škole získala v němčině širokou slovní zásobu z různých oblastí a zvykla jsem si pracovat s cizojazyčnými dokumenty a učit se z cizojazyčných materiálů. Byla to ale výběrová škola, kam se dostali pouze žáci s výborným prospěchem ze ZŠ a 1. ročník jsme měli intenzivní jazykovou přípravu 20 hodin NJ týdně (gymnázium bylo proto pětileté).
Dva učitele v jedné hodině, je možné se prolínat. Pak používání anglických materiálů - často nejsou dobré materiály k zeměpisu v češtině.	znalost angličtiny u žáků (obzvláště 6.-7. třídy)	ZŠ	lepší znalost angličtiny u učitelů - případně mnohem lepší materiály pro učitele co si nejsou jistí angličtinou
přirozený přístup, osvojování slovní zásoby používané v běžném životě, osvojování akademického jazyka	nedostatečná kvalifikace, strach	ZŠ	
Obohacení formální výuky a také to, že jsou studenti více motivováni v hodinách.	Neznalost učitelů cizího jazyka	SŠ	Dostatečná podpora vedení školy a podpora výuky CLILu v rámci zavedení tandemové výuky.
Přirozenou formou se setkávat s různými okruhy slovíček		ZŠ	
Znalost cizího jazyka, aktivní i pasivní, rozšíření slovní zásoby, posílení sebevědomí žáků	Důkladnější přípravu hodiny - ne všichni učitelé tomu chtějí věnovat čas, chybí materiály k metodice.	ZŠ	Nevím.
Spojení odborného předmětu a vhodné slovní zásoby cizího jazyka, použitelnost v běžné komunikaci.	Pokud není učitel odborného předmětu dobře jazykově vybaven.	ZŠ	Odvaha a spojení dvou učitelů.
Téma zaujme i žáky, kteří považují Aj za těžký předmět nebo je to normálně nebaví	časovou náročnost přípravy - na Fj nejsou materiály téměř vůbec	ZŠ	tandemová výuka - učitel jazyků + odborný, spolupráce, sdílení materiálů
Dvě v jednom. Žák se učí odborný předmět současně s cizím jazykem. Volba žáka - český jazyk nebo anglický jazyk.	Časová náročnost, nedostatek materiálů, nastavení a kvalita učitelů	ZŠ	Zdokonalení gramatiky. Jeho používání bez tlaku na chyby nebo že musí použít jen AJ v tématech, která jsou aktuální a zajímavá.
Rozšíření slovní zásoby	Nic	ZŠ	Vedení školy
The exposure and use of English as a foreign language in a fun safe environment.	Classroom attitudes and planning.	ZŠ	Motivation, materials, training.

praktickou ukázkou užití angličtiny v praxi	nedostatek podpory např od vedení, kolegů	ZŠ	více materiálů, ukázkových hodin...ale nikoliv cliv v podání učebnice od Labyrintu (aleposň tedy přírodopis psali angličtináři, nikoli učitelé přírodopisu a jsou tam na děti zbytečně vysoké nároky)
Nenásilná forma procvičování cizího jazyka.	Strach, demotivaci žáků.	ZŠ	Proškolení učitelů.
Improvement of communicative skills. The student needs to think in another language which helps him to achieve a better understanding process	To keep the target language	ZŠ	Cooperation between teachers and students
Používání jazyka ve smysluplném kontextu.	Nedostatek materiálů. Autentický materiál (v našem případě např. pracovní listy určené původně britským žákům) bývá často prosycen zbytečně komplikovaným jazykem. Pokud je jazyk jednoduchý, bývá zase obsah příliš triviální, určený malým dětem.	ZŠ	Databáze/učebnice materiálů, odkzdy mohli čerpat i učitelé, kteří si svou znalostí jazyka nejsou tak jisti (např. neaprobovaní)
Po roce výuky mi připadá, že děti nedělají rozdíly v tom, zda výuka probíhá v češtině či angličtině. Oba jazyky zvládají.	Neznalost cizího jazyka u učitele odborného předmětu. Potom je potřeba vyučovat v tandemu.	Víceleté gymnázium	Jakmile do škol nastupují mladí učitelé nemají již takové jazykové bariéry jako starší ročníky. Mladí jsou pro nás inspirací. Mohou si průběžně zařadit aktivity v cizím jazyce ve svých hodinách. Děti pak na to budou zvyklé.
Pestrost výuky	učitelé neovládají dostatečně anglický jazyk	ZŠ	Jazykovou přípravou pro učitele
Žáci používají cizí jazyk jako nástroj komunikace, tím si jazyk procvičují a propojují svoje teoretické znalosti s praxí.	Nedostatek času na přípravu hodin.	Víceleté gymnázium	Snížení úvazků učitelů, kvalitní příprava na hodinu je velmi náročná.
Studenti se učí cizímu jazyku, aniž by přemýšleli nad gramatikou - přirozené prostředí	nedostatek učitelů - bylo by vhodné zařadit tandemovou výuku	ZŠ	tandemová výuka - podpora vedení školy
Studenti	Časová náročnost přípravy výukových materiálů; nedostatek učitelů ochotných zavádět tuto metodu	Víceleté gymnázium	Kurzy/školení metody CLIL, spolupráce s jazykovými učiteli
Zdomácnění jazyka	Nedostatek přichystaných materiálů, náročnost na přípravu	Víceleté gymnázium	Více dostupných materiálů
Žáci se zdokonalují souběžně ve dvou oblastech: v daném předmětu + v cizím jazyce	Neznalost cizího jazyka nebo přílišný ostych učitele, že není dost dobrý v jazyce	Víceleté gymnázium	Ukázat učitelům jak mohou jednoduše metodu zapojit do výuky, např. stačí i krátké video v jazyce
aktivní zapojení cizího jazyka	časová náročnost	SŠ	dostatek kvalitních materiálů

studenty výuka CLILu více baví; propojení více předmětů a žáci necítí tlak na gramatiku	není dostatek učitelů, kteří o této metodě ví	ZŠ	rozšíření této metody různými školeními - dostat se do podvědomí jiným učitelům
Propojení s jiným předmětem, využívání cizího jazyka v praxi.	Učitelé nejsou dostatečně jazykově vybavení, jazykáři naopak neznají podrobně jiný předmět - matematika, fyzika	ZŠ	Iniciativa učitelů, zájem o spolupráci, tandemová výuka.
Osvojování si jazyka přirozenou formou.	Časová náročnost	ZŠ	Větší zaškolení učitelů, jak s touto metodou pracovat.
že žáci vidí užitečnost jazyka v praxi	strach vyučujících, že jejich znalost aj není dostatečná	ZŠ	větší podpora ze strany vedení, možnost jen vyzkoušet a říct zda ano nebo ne
Propojení jazyka a odborného předmětu, rozšíření obzorů, praktičtější využití jazyka.	Obavy některých kolegyň a kolegů, nechut' zkoušet něco nového, nedostatek výukových materiálů.	Víceleté gymnázium	Podpora vedení školy, vzájemné hospitace.
		Neučím	Pozitivní zpětná vazba od žáků
Děti se bezděky a zábavnou formou učí cizí jazyk.	Nedostatek vhodných materiálů	ZŠ	Lepší propagace této metody.
Přirozené prostředí pro výuku, oživení výuky	Málo CLIL učitelů	ZŠ	Tandemová výuka
propojení předmětů, přirozené prostředí pro výuku AJ, oživení výuky	nedostatečná podpora vedení v tandemové výuce	Víceleté gymnázium	tandemová výuka, dostatek materiálů

Dle vašeho názoru, proč je CLIL přínosný pro studenty?	Co se Vám v CLIL hodině osvědčilo? Co byste doporučil/a ostatním učitelům?	Jaká je vaše aprobace?	Jaká je Vaše zkušenost s metodou CLIL, popřípadě jak dlouho ji využíváte ve své výuce?
Obohacení		AJ	Žádná
Mohou spojit dva různé předměty, tedy předmět odborný s cizím jazykem, a to mi přijde v dnešní době velice důležité.	Doporučil bych zkoušet nové věci, s metodou CLIL jsem si uvědomil, že látka jde přednést i atraktivněji pro studenty.	1. STUPEŇ	Metodu CLIL zkouším teprve krátce, ale i za tak krátkou dobu vidím u žáků progres ve výuce.
Zlepší jazykové kompetence žáků	Ujišťovat studenty, že tam nejsem pro to, abych hodnotila jejich jazyk a že se nemusí bát mluvit	Aj-D	3 roky
Využití dovedností, aktivace jazyka, seznámení s dalšími zdroji, učí se spolupracovat a pomáhat si, je to něco nového - mohou vyniknout např. jazykovou znalostí v předmětu, který je příliš neoslovuje.	pravidelnost, připravenost, struktura hodiny, práce ve dvojicích a skupinkách	Př-Ch	6 let
Studenti si rozvíjí slovní zásobu v cizím jazyce, a zároveň se učí novou látku ve druhém předmětu, čímž se rozvíjí mezipředmětové vztahy.	Zařazení audiovizuálních pomůcek - videa, obrázky, mapy. Vhodně doplňují novou slovní zásobu a vysvětlení daného tématu.	D-TV	Použil jsem ji jednou při ped. praxích na gymnáziu. Bylo to v rámci anglického jazyka a dějepisu. Na začátku války na Ukrajině jsem si připravil dvouhodinovku na dějiny Ukrajiny, včetně několika aktivit, skrze které se studenti měli seznámit blíže s historií Ukrajiny, a následně diskutovat nad možnými příčinami konfliktu.
propojení jazyka do reálnější světa než jsou učebnice. vůbec propojení kompetencí z různých předmětů.	snažíme se předem mluvit o cílech v čj i aj, ale je to velmi obtížné. osvědčilo se hodinu (například přírodovědy) půlit, český učitel pracuje polovinu doby na chodbě a rodilý mluvčí ve tříděna paralelních aktivitách, pak se skupiny dětí prostřídají. osvědčilo se mi, když i já j jako český učitel před dětmi mluvím anglicky, hodinu anglicky uvedu - vidí, že se také učím, že neznám vše atd.	Bi-Aj	druhým rokem učím jako český učitel v tandemu s rodilým mluvčím dvě CLIL hodiny týdně
Již jsem zmínila výše.	Opakování aj pojmů i v "českých" hodinách.	Matematika	Nyní rok, zkušenost je pozitivní.
Ano		1. stupeň ZŠ	15 let
0	Propojení ostatních předmětů s AJ	1. ST	Využívám často

Dozví se jinou slovní zásobu, dokáží popsat v cizím jazyce, co v daném předmětu dělají, co se učí, používání cizího jazyku je pro ně přirozenější	Zkombinovat pracovní list s videem, nebo nějakým zážitkem (pokud ve VKz brali zdravé stravování- přinesla jsem příklady potravin do hodiny)	zeměpis	4 roky vyučuji Nj Clil v různých předmětech - Vzk (výchova ke zdraví), Z
Naučí se některé odborné termíny v cizím jazyce a zvyknou si používat jazyk i v jiných hodinách než v angličtině.	Dát studentům na začátku hodiny anglicko-český slovníček odborných pojmů a tyto pojmy s nimi projít.	1.st	Metodu CLIL jsem použila v několika hodinách matematiky, které jsem vedla v angličtině. Na začátku se studenti báli, že nebudou matematiku v angličtině zvládat. Nakonec to pro některé bylo vítané zpestření. Bylo to ale ve třídě, kde jsem byla s učivem "napřed", a metodu CLIL jsem použila k opakování již probraného učiva, kdy jsem navíc vybrala pouze ty jednodušší příklady. I tak ale bylo vidět, že někteří, jinak v matematice výborní studenti, ale slabší v angličtině, mají s výukou v matematiky v cizím jazyce potíže.
Pracují s angličtinou v populárně-naučných textech, videích. Slyší angličtinu i v jiných hodinách než v hodinách angličtiny a pracují na porozumění a vyjadřování v cizím jazyce.	Brát CLIL jako tandemovou výuku. Pro žáky je super pokud rodilý mluvčí vysvětluje zadání v angličtině a vy jen vysvětlujete neznámá slovíčka. Nezeměpisář pak navíc do hodiny dokáže vnést jinou perspektivu.	Good	2 roky
	tandemová výuka (rodilý mluvčí - český učitel)	Anglický jazyk - ICT	Pozitivní, metodu CLIL využíváme 4 roky
Rozvoj cizího jazyka v rámci přirozeného prostředí. Obzvláště v předmětu jako je zeměpis se v rámci poznávání zemí dozví spoustu nových informací, které možná později budou potřebovat při svých cestách do zahraničí.	Určitě se mi osvědčila práce ve skupinkách a také zapojení online výukových materiálů, zejména videí v angličtině (kterých je nespočet - například kids.nationalgeographic.com). V rámci skupinek také často zapojuji projektovou výuku.	Nj, D	Momentálně využíváme metodu CLIL na naší škole prvním rokem a zatím můj přístup je pozitivní.
	CLIL nepoužívám, nemohu odpovědět	Aj. Hv	Pouze teoretická
Viz výše.	Využití internetu, krátké „spršky“	Bi-Ch-Aj	Vynikající, používám ji 8 let
Určitě ano.	Spolupráce s jazykáři, kombinace odborného předmětu vyučovaného jazykářem (tandem)	F-ZT	V hodinách přírodopisu ji využíváme 5. rokem
Obohacuje jazykově i odborně, vede ke komunikaci, obohacení slovní zásoby	scaffolding	TV-Z-AJ	10 let

Zmíněno výše, další hodina navíc, v které bez vnějších tlaků (známky) jsou v kontaktu s AJ	párová výuka, pestrost metod, aktivní žák	AJ-D	5 let
Rozšíření slovní zásoby	Sebevzdělávání	HV-D	6 let
They become more comfortable with foreign language and learn that language better.	Activities, group work.	M-F	I have assisted in CLIL for 5 years as a native English speaker in a tandem teaching setting.
opakuji a rozšiřuji slovní zásobu, praktické využití slovní zásoby k tématu, ...	rozšířilo mi to sortiment metod, doporučila bych každému učiteli (nejen cizímu) literaturu od Roberta Čapka	AJ	cliluji sice jen 2 roky, ale mám pozitivní zkušenost. metodou vyučuji v přp
používání cizího jazyka v reálných situacích, hravá a nenásilná forma procvičování.	Důsledná příprava. Nebát se improvizovat. Nedodržovat časový harmonogram za každou cenu, aktivitu nechat plynout.	Z,TV	Učím v rámci bilingvního programu, metodu CLIL využíváme v hodinách, které nejsou vyučovány bilingvně
Written previously	The use of images, brainstorming, escape rooms and all activities that involve pupil's participation and make him interact	AJ, FJ, D, ČJ	CLIL may be useful if English is used as much as possible. Activities must be adapted to students' needs.
Používají jazyk při práci na něčem jiném, ne pouze jako školní předmět, ale jako nástroj.	Většinou si musím materiály sama připravovat, ale některé věci se dají najít na stránkách pro britské učitele, stránkách britských muzeí a organizací, např. BBC.	Př.+Ch	Využíváme ji asi 10 let. Učíme dějepis a zeměpis anglicky coby volitelný předmět.
Zeměpis se přímo nabízí k propojení s angličtinou. V dnešní době, kdy děti mohou bez zábran cestovat, je to pro ně dobrá zkušenost.	Zapojit do hodin různá interaktivní cvičení, aby si děti učivo "prožili", práce ve dvojicích či skupinách, využití digitálních technologií. Doporučení, hlavně se nebát a vyzkoušet učit jinak.	Čj, Aj, VV	V letošním roce jsem se s touto metodou setkala poprvé. Vzhledem k tomu, že neovládám angličtinu, učíme v tandemu. Propojili jsme výuku zeměpisu s angličtinou. Já zajišťuji odbornou stránku, kolegyně angličtinářka hlídá jazykovou stránku, popř. přizpůsobuje úroveň věku dětí.
Výuka je pro ně pestřejší a zajímavější. Pracují s texty, slovíčky i poslechy hravou formou. Spolupracují ve skupinách.	Učit více v souvislostech a najít to podstatné	Aj-Tv	5 let
Pomáhá rozvíjet schopnost komunikovat v cizím jazyce, žáci se učí brát komunikaci v cizím jazyce jako běžnou součást života.	Uvědomit si, že výuka metodou CLIL není výuka v cizím jazyce, i malá aktivita může přinést zajímavý efekt.	M-Z	Metodu CLIL využívám příležitostně, zařazuji do výuky materiály v cizím jazyce, se kterými pak pracujeme.
Motivace žáků; je to pro ně něco nového a baví je jazyk	Videa, práce s textem, práce s videem, kahoot, quizizz	Nj-Aj	3 roky, učíme v tandemu
Výuka dvou předmětů	Práce ve skupinkách; různé aktivity spojené s pohybem po třídě; online výukové zdroje - wordwall	Z-Aj	4 roky, čas od času učím ve výuce občanské ový

	Krátká videa v cizím jazyce	Z-Aj	2 roky, je to obohacení hodiny
Zdokonalení se v jazyce, praktické využití jazyka, což studenty může motivovat jak pro výuku jazyka, tak probíraného předmětu. Například když daný předmět není pro žáka zajímavý, může vnímat jako přínos skutečnost, že se zdokonaluje v jazyce.	Krátká videa v cizím jazyce na zpestření, shrnutí učiva	ZSV, D	Užívám už delší dobu, několik let.
Zvýšení motivace studentů ke komunikaci v cizím jazyce.	práce studentů ve skupinách	M-Aj	používala jsem jako doplňující metodu
V současnosti jsou cizí jazyky velmi ceněné a bude tomu zajisté i v budoucnu, žáci si tímto způsobem setkávají více s cizím jazykem i mimo jazykové předměty v rozvrhu a učí se nové věci (teorii) prostřednictvím druhého jazyka - rozvíjí to jejich další dovednosti	internetové zdroje - liveworksheet.com; en.islcollective.com	D,L,AJ	3 roky, ne pravidelně
Využiji v praxi své jazykové znalosti.		MAT, NEJ, FRJ	Jen malá.
Určitě ano.	Vybírat témata, která jsou blízká žákům.	1.ST, AJ, VV	Zatím minimálně, tedy ne moc často, ale určitě věnuji čas, abych CLIL používala více.
viz výše - praktické využití jazyka, častější setkání se s jazykem, rozšíření slovní zásoby, možnost zaujmout i dalších žáků, které aj např nebav, pokud se spojí s oborem, který je jim blízký (zeměpis, dějepis...)	pomalejší tempo, klid, známá slovní zásoba případně přeložená slova, aby žáci byli v klidu, bez tlaku na vyučující	Aj	především z výuky dospělých
Jazykově méně nadaní studenti jsou motivováni používat cizí jazyk, zároveň nejsou stresováni, pokud ho používat nechtějí. Odborný předmět je prezentován netradičně, což je pro studenty příjemné zpestření výuky. Také propojení znalostí z odborného předmětu s cizím jazykem je velkým přínosem, studenti jsou motivováni prohlubovat své jazykové znalosti.	Aktivita, při kterých je možno pohybovat se po třídě.	NJ, NV	Moje zkušenost je velmi pozitivní, ve výuce ji využívám rok.
		AJ	Zatím nevyužívám
Hodina je více bavila.	Doplnit výuku pokusy.	NJ, OV	2roky, využívala jsem německý jazyk při výuce chemie
Žáky to více baví	Kooperativní výuka, skupinky, projekty	AJ-Z	2 roky, pravidelně

Je to oživení hodiny a studenti to baví, kor v dnešní době, je důležité rozvíjet se v cizím jazyce	skupinová výuka, využití informačních technologií a nástrojů - kahoot, qizizz, wordwall	AJ-SPP	Vyučujeme v tandemu pravidelné hodiny, vše je v pořádku; absolvovala jsem i školení
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Appendix K

The Collection of CLIL Materials

Below is a collection of materials that have been created for the purpose of using the materials in CLIL geography lessons or for inspiration in the further creation of new CLIL materials. The materials were created using Canva, an online tool for creating educational materials, which, thanks to its rich graphic design, offers imaginative processing of each material. The information sources were drawn from the geography textbook for the 7th grade of lower-secondary level of schools, also the National Geographic website and other sources, which are listed in the drawn sources at the end of the entire collection. One of the other tools for creating activities and materials in this collection was also used online applications for creating quizzes, more precisely Wordwall and Quizizz. It is also possible to use Kahoot or Flippity to create other materials. The collection of materials and activities aims to develop reading, listening and communication skills. It is based on interaction between students, developing one's own imagination, creative thinking. Cooperative pair or group teaching is often recommended for classroom work, and some of the materials use information technology tools.

With this collection, I would like to achieve an easier implementation of the CLIL method in teaching and provide teachers with an easier work with the creation of materials. The collection can also serve as inspiration for the creation of new materials.

CONTENT OF ACTIVITIES

1. North America – Introduction (listening comprehension)
2. North America – Canada
3. North America – Canada (revising)
4. North America – USA (map)
5. Central America – Mexico (crossword Puzzle)
6. Central America – Mexico (reading comprehension)
7. Central America – Countries
8. Central America – Scavenger Hunter (QR codes)
9. Central America – The Caribbean Islands (map)
10. South America – Introduction (map)
11. South America – True or False
12. South America – Andean Religion and Inca Empire (quizz)
13. South America – The Andean Countries
14. Africa – Sahara
15. Australia – Introduction (reading comprehension)
16. Australia – A Guessing Game
17. Australia – Reading comprehension (QR codes)
18. Asia – What is missing (reading comprehension)
19. Europa – What is missing (reading comprehension)
20. Vocabulary – Plants (learning vocabulary, wordwall)


1. NORTH AMERICA – Introduction (Listening comprehension)

1. Firstly, listen to a video with your teacher. <https://www.youtube.com/watch?v=AOUK3Oit86o>

2. Choose the correct answer.

NORTH AMERICA - INTRODUCTION

Choose the correct answer. <https://www.youtube.com/watch?v=AOUK3Oit86o>



<ul style="list-style-type: none"> How many countries are there in North America? 	a) 13	b) 23	c) 33
<ul style="list-style-type: none"> Match the two halves. 	a) The Great Plains are in the USA and Canada	b) The Sierra Madre Mountains are in Mexico	c) The Rocky Mountains are in the USA
<ul style="list-style-type: none"> Choose the correct options: The rocks in the Canadian Shield are. 	a) One million years old	b) One billion years old	c) One thousand years
<ul style="list-style-type: none"> Choose the correct options: What are the Florida Everglades? 	a) A chain of hotels	b) A basketball team	c) A diverse ecosystem
<ul style="list-style-type: none"> Match the two halves. 	a) The Dominican republic is the most popular island	b) 44 million people live in the Caribbean	c) In the Caribbean there are 700 islands
<ul style="list-style-type: none"> Choose the correct options: How many countries are there in Central America? 	a) 7	b) 17	c) 70

<ul style="list-style-type: none"> ● Guess the end: <p>How many animals can you remember?</p>			
<ul style="list-style-type: none"> ● Choose the correct options: <p>Inuit and North American Indians are descendants of the first settlers from...</p>	a) Africa	b) Australia	c) Asia
<ul style="list-style-type: none"> ● Guess the end: <p>21 million people live in the most densely-populated city in North America. What is the name of the city?</p>			
<ul style="list-style-type: none"> ● Choose the correct text: <p>Death Valley is...</p>	a) A lake	b) A forrest	c) A desert
<ul style="list-style-type: none"> ● Choose the correct options: <p>Lake Michigan is the biggest (freshwater) lake in the world.</p>	a) True	b) False	
<ul style="list-style-type: none"> ● Guess the end: <p>Would you like to visit North America? If yes, where exactly and why?</p>			

2. NORTH AMERICA – CANADA



CANADA

Based on your knowledge complete the sentences with the right words or find a hidden clue somewhere in the class.

1. Canadian province. _____
2. Canada is the _____ largest country in the world.
3. A 'sweet' Canadian product. _____
4. What ocean is in the western of Canada?

5. What other language than English is spoken in Canada? _____
6. This is where the 2010 Olympics were held.

7. Country that borders Canada _____
8. Anthem of the country. _____
9. Canada (or Kanata) means _____
10. Capital of Canada _____
11. The largest city _____
12. What side of the street do Canadians drive?

13. Numbers of territories. _____
14. Canada's official national sport _____
15. Currency of Canada _____
16. North American elk _____
17. Famous Canadian singer _____
18. Famous falls. _____
19. The silvertrip bear _____
20. What you can see it on a cold clear night on the Canadian sky. _____

For teachers: Cut the paper into several pieces and spread the information around the class.

CANADA

Terms connected to the sentences about Canada.

FRENCH CELINE DION USA IN
COUNTRY THIS GRIZZLY BEAUTIFUL
AMERICA TO RIGHT

NIAGARA O CANADA TORONTO DOLLARS
SECOND PACIFIC SPANISH
SEE NORTHERN LIGHTS

FIRST NORTH ICE HOCKEY VILLAGE
ALBERTA WE WANT OTTAWA
MOOSE BASKETBALL SYRUP VANCOUVER

CANADA



THE SOLUTION FOR TEACHERS.

1. Canadian province. **Alberta**
2. Canada is the **second** largest country in the world.
3. A 'sweet' Canadian product. **syrup**
4. What ocean is in the western of Canada? **pacific**
5. What other language than English is spoken in Canada? **french**
6. This is where the 2010 Olympics were held.
Vancouver
7. Country that borders Canada. **America**
8. Anthem of the country. **O Canada**
9. Canada (or Kanata) means. **village**
10. Capital of Canada. **Ottawa**
11. The largest city. **Toronto**
12. What side of the street do Canadians drive? **right**
13. Numbers of territories. **three**
14. Canada's official national sport. **ice hockey**
15. Currency of Canada. **dollars**
16. North American elk. **moose**
17. Famous Canadian singer. **Celine Dion**
18. Famous falls. **Niagara falls**
19. The silvertrip bear. **Grizzly**
20. What you can see it on a cold clear night on the Canadian sky. **Northern lights**




3. NORTH AMERICA – CANADA (revising)

WHAT DO YOU REMEMBER ABOUT CANADA?

Name: _____

CAPITAL CITY: _____




EXTENSION	POPULATION	LANGUAGES
GEOGRAPHY	WILDLIFE	NATIONAL SPORT

WHAT DO YOU REMEMBER ABOUT CANADA?

Name: _____

CAPITAL CITY: _____



EXTENSION	POPULATION	LANGUAGES
GEOGRAPHY	WILDLIFE	NATIONAL SPORT

4. NORTH AMERICA – USA (map)

USA

- 1. Place the area on the map and write information that is typical for each area. (Find the information placed somewhere in the classroom)**



Alaska 1

The Western United States 2

The Southern United States 3

Middle United States 4

The Eastern United States 5

- 2. Do you know where is Alaska and the Hawaii Islands?
Draw them**

USA

Cut the paper into several pieces and spread the information around the class.

CALIFORNIE

HURRICANES

OIL PRODUCTION

PENINSULA

BOSTON

BALTIMORE

FISHING PRODUCTION

CORN PRODUCTION

COSMIC INDUSTRY

HOLLYWOOD

OIL PRODUCTION

ATLANTA

FLORIDA

SOYA PRODUCTION

SILICON VALLEY

GOLDEN GATE BRIDGE

THE BIGGEST STATE

THE RICHEST STATE

NEW YORK

AGRICULTURE

CATTLE FARMING

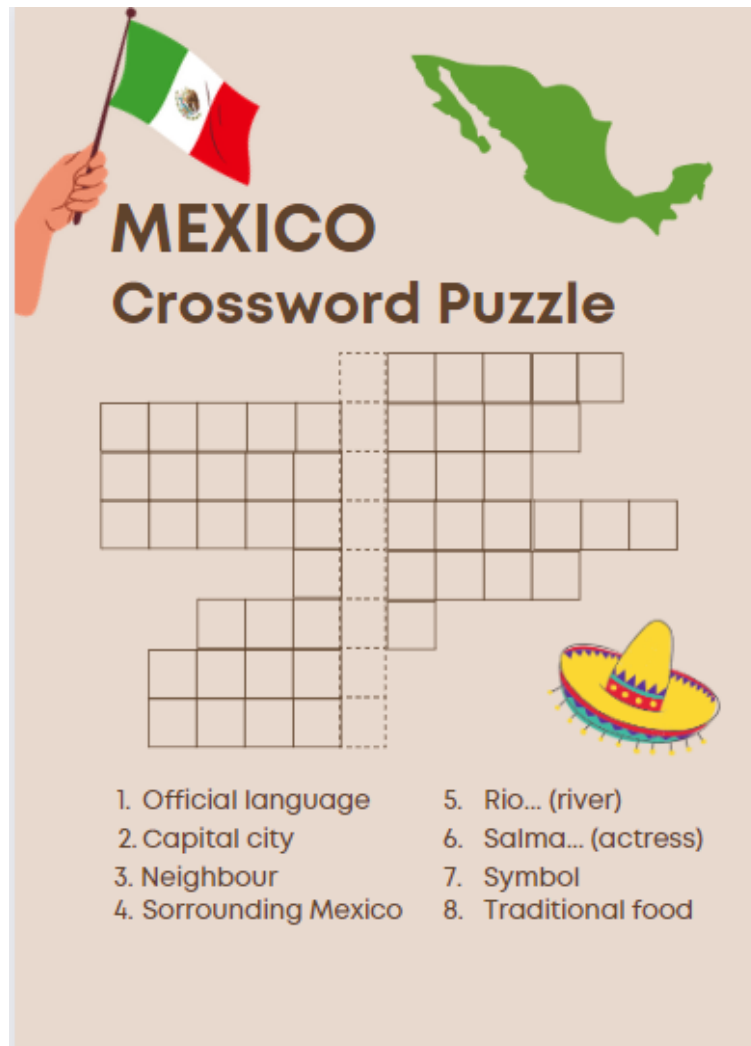
THE WHITE HOUSE

5. CENTRAL AMERICA – MEXICO (crossword puzzle)

1. Watch the short video about Mexico:

<https://www.youtube.com/watch?v=sLAtRWzD7SU>

2. Complete the crossword puzzle.



MEXICO
Crossword Puzzle

1. Official language 5. Rio... (river)
2. Capital city 6. Salma... (actress)
3. Neighbour 7. Symbol
4. Surrounding Mexico 8. Traditional food

3. Can you use the words from the crossword puzzle in sentence?

4. Talk to you partner and tell each other the sentences.

6. CENTRAL AMERICA – MEXICO

Reading comprehension

Name: _____

Date: _____



“Mexico

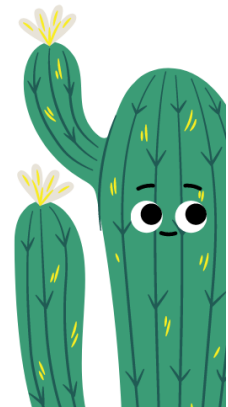


Reading Comprehension Activity

Read and fill in the right word from the spreadsheet

Mexico and other states of this region belong to ___ America. Through the territory of Mexico and the states of Central America ____. The character of the landscape and the life of the people are mainly influenced by the surface, the height ___ and the active ___ activity connected with _____. The area of the Caribbean coast is exposed to destructive effects _____. The majority of ___ lives at altitudes from 1000 to 3000 m. Coastal plains with a hot ___ climate are sparsely populated. Descendants of ___ and their hybrids make up the majority of the population. Advanced Native American cultures arose in Mexico, such as the Aztecs and _____. The diverse mix of races is complemented by descendants of African _____. People in the area speak _____.

Kordillery	Indians	tropical
hurricanes	gradation	volcanic
inhabitant	spanish	Latin
slaves	Mayû	by earthquakes



7. CENTRAL AMERICA

CENTRAL AMERICA – COUNTRIES

1. Place the individual names of the countries on the map and assign to the individual countries the information that is typical for them.

(You can read a text about these countries from the textbook Geography 1 – Africa, America on the page 48)

BELIZE

- The highest mountain - Volcán Barú
- The most developed country in Central America

HONDURAS

- Coffee producer
- Altun Ha (Mayan culture)
- Capital city Tegucigalpa

PANAMA

Rainforests and swamps

GUATEMALA

- Tikal area (Mayan civilization)
- a large number of active volcanoes

KOSTARIKA

- One of the poorest countries in America
- The second largest country in Central America

NIKARAGUA

- Canal serving as an important transport route
- National parks

2. Is there anything else you know about these countries?

8. CENTRAL AMERICA

Scavenger Hunter Activity (QR codes)

1. Work in pairs. Fill in the words for the given sentences, if you don't know the answer, work with the atlas or go around the class and scan the code, where you will find an interactive map with information about the given country.

1. El Salvador is the only nation in Central America that does not touch the _____.
2. Tegucigalpa, the capital of Honduras was originally founded and a _____ and _____ mining center.
3. The completion of the Panama Canal ended the centuries-long search for the _____, a mythical route from the Atlantic Ocean to the Pacific Ocean.
4. Panama City, the capital of Panama, is the world's only capital city with a _____ inside city limits.
5. Costa Rica's Tenorino Volcano National Park features a river with unusually _____ water, which is actually an illusion!
6. After Hurricane Hattie destroyed Belize City, _____ was made capital because of its inland location. Today, it is one of the world's newest and smallest capital cities.
7. Belize's _____ was once a popular hideout for pirates. Today, tourists visit the island to take advantage of its snorkeling and diving opportunities.
8. Guatemala's _____, which rises to an altitude of nearly 14,000 feet, is the highest point in Central America.

For teachers: Place the QR codes somewhere in the class.



9. CENTRAL AMERICA – The Caribbean Islands (map)

LET'S LEARN ABOUT CARIBBEAN

Choose the correct answer.

1. The largest country located North of the Caribbean is

a) Cuba



b) Grenada



c) Dominica



2. The Country to the South of Grenada is

a) Guyana



b) Trinidad



c) St. Vincent



3. Haiti, Cuba, Puerto Rico and Jamaica are located in the

a) Windward Island



b) Lesser Antilles



c) Greater Antilles



Decide whether the statement is true or false.

4. Barbados, Jamaica, Guyana and Trinidad are called the big four.

5. Barbados is located to the East of the Windward Islands.

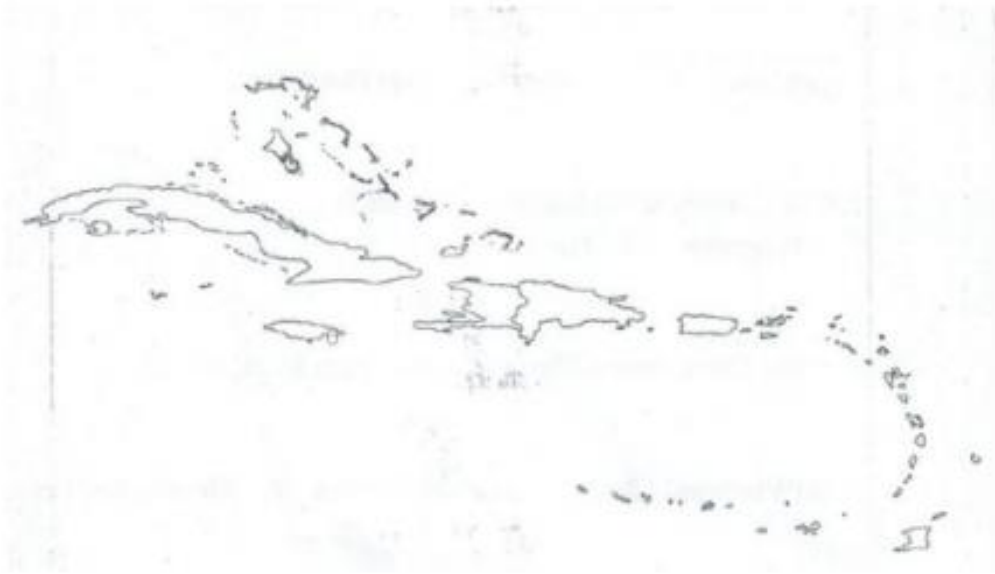
6. Trinidad and Tobago is to the North of Grenada.

CAN YOU FIND ALL THE PLACES IN THE ATLAS?

LET'S LEARN ABOUT CARIBBEAN

Label the map by putting in these countries.

CUBA - BARBADOS - JAMAICA - THE BAHAMAS



10. SOUTH AMERICA – Introduction

CONTINENT SOUTH AMERICA

Guess the countries of South America



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.


- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

TEXT Odstavce

11. SOUTH AMERICA – True or False

Name: _____ Course: _____

South America



1. Delete the term that doesn't belong to the others.

- a) Amazon plain, Coastal plain, the Orinoco plain, the Laplata plain
- b) Rocky mountains, Guynian highlands, Andes, Brazilian highlands
- c) Amazon, Orinoco, Paraná, Missouri
- c) Brasilia, Buenos Aires, São Paulo, Rio de Janiero

2. Are the sentence true (T) or false (F)?

- a) South America is the fourth largest continent in the world. T F
- b) Portuguese is the main language in most countries of South America. T F
- c) Quechua is a common language spoken by the Indigenous people of the continent. T F
- d) Brazil is the largest country in South America. T F
- e) São Paulo is the most popular city in Brazil. T F
- f) Aconcauga is the tallest mountain in the world. T F

3. Answer the questions.

1. Write the oceans. that surround South America?
2. Write the landlocked countries of South America?
3. What is the name of the ancient empire of Indigenous South Americans?
4. Write animals that live in South America?

**12. SOUTH AMERICA –Andean Religion and Inca Empire -
quizizz**

https://quizizz.com/admin/quiz/63d82fee0c92c6001d8ca5a6?source=quiz_share



QUIZ

Andean Region and Inca Empire

☰ 13 Questions 🎓 6th Grade 🗣️ English, History, Geography



Lucie Vítková • 4 months ago

13. SOUTH AMERICA – The Andean Countries

THE ANDEAN COUNTRIES

What is typical for each country?

<input checked="" type="checkbox"/> PERU

<input checked="" type="checkbox"/> ECUADOR

<input checked="" type="checkbox"/> COLOMBIA

<input checked="" type="checkbox"/> BOLIVIA

<input checked="" type="checkbox"/> CHILE

<input checked="" type="checkbox"/> VENEZUELA

THE ANDEAN COUNTRIES

1. TICITACA – shipping transport.
2. Cacao tree and coffee tree growing.
3. The largest cocoa exporter.
4. The capital is Lima.
5. A landlocked country located in the center of South America.
6. Deserts and semi-deserts arose on its dry coast.
7. Angel – the highest waterfall of the world.
8. One of the poorest countries in America.
9. The majority of the country's inhabitants are Indians, who are descendants of the inhabitants of the Inca Empire.
10. The capital is Santiago de Chile.
11. La Paz - the highest capital city in the world.
12. Orinoco – the biggest river of the state.
13. This state is significant for tropical rainforests.
14. Cuzco – known as the most beautiful city.
15. Gold and coal production.
16. The capital is Bogota.
17. The state belongs to one of the richest.
18. The richest state for oil production.
19. Export of minerals, mainly copper and saltpeter.
20. This state has an unusually elongated shape.
21. The shores of Colombia are surrounded by two oceans – Pacific ocean and Atlantic ocean.
22. This state is located to the North of the South America.

THE ANDEAN COUNTRIES

Peru

One of the poorest countries in America.

Deserts and semi-deserts arose on its dry coast.

TICITACA – shipping transport

The majority of the country's inhabitants are Indians, who are descendants of the inhabitants of the Inca Empire.

The capital is Lima.

Cuzco – known as the most beautiful city.

Gold and coal production

Ecuador

Cacao tree and coffee tree growing.

Bolivia

A landlocked country located in the center of South America.

La Paz - the highest capital city in the world.

The largest coca exporter.

Chille

This state has an unusually elongated shape.

The state belongs to one of the richest.

Export of minerals, mainly copper and saltpeter.

The capital is Santiago de Chile.

Colombia

The shores of Colombia are surrounded by two oceans – Pacific ocean and Atlantic ocean.

The capital is Bogota.

Tropical rainforrest

Venesuela

This state is located to the North of the South America.

Orinoco – the biggest river of the state

Angel – the highest waterfall of the world

The richest state for oil production

14. SAHARA

Reading comprehension

SAHARA

1. Find the missing word somewhere in the class.

The Sahara desert is one of the _____ deserts in the world. It covers an _____ of about 3.6 million square miles and is located in the _____ part of Africa. The desert stretches across many _____, including Egypt, Libya, Tunisia, Algeria, and Morocco.

The Sahara desert is known for its hot and dry climate. The _____ in the desert can reach up to 130 degrees Fahrenheit during the day, and can drop to _____ at night. Despite the _____ conditions, there are still many different types of plants and _____ that live in the Sahara. Some of the most common _____ include cacti, acacia trees, and palm trees. Animals that live in the Sahara include camels, snakes, lizards, and _____.

One of the most famous landmarks in the Sahara desert is the Great Sphinx and the _____ of Giza. These ancient Egyptian structures were built over 4,500 years ago and still stand today. The Great Sphinx is a statue of a _____ with a human head that is over 200 feet long. The _____ are giant structures made of stone that were used as tombs for pharaohs.

Another famous landmark in the Sahara desert is the Erg Chebbi, a large dune field located in Morocco. The _____ can reach heights of up to 500 feet and are a popular spot for tourists to visit and take in the beautiful desert landscape.

The Sahara desert is also home to many different cultures and tribes. The Tuareg people, also known as the "blue _____," have lived in the Sahara for _____. They are known for their blue clothing and for their nomadic lifestyle. The Tuareg people travel through the desert with their _____ and goats, looking for water and food.

The Sahara desert is a fascinating place that has a unique ecosystem and many cultural and historical landmarks. Despite its harsh conditions, it is still home to a variety of plants and animals that have adapted to the desert _____. If you ever get a chance to visit the Sahara, be sure to take in the beautiful landscapes, historical sites, and learn about the people who call it home.

However, it's important to remember that the Sahara desert is a fragile ecosystem and it's important to follow the rules and guidelines of the area you're visiting to help _____ the _____ and the people who live there.

For teachers

1. Place the missing words somewhere in the class

SAHARA

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Environment, largest, lion, harsh, plants, countries, pyramids, dunes, animals, camels, protect, pyramids, freezing, area, temperatures, gazelles, people, northern, centuries

Solution

SAHARA

The Sahara desert is one of the largest deserts in the world. It covers an area of about 3.6 million square miles and is located in the northern part of Africa. The desert stretches across many countries, including Egypt, Libya, Tunisia, Algeria, and Morocco.

The Sahara desert is known for its hot and dry climate. The temperatures in the desert can reach up to 130 degrees Fahrenheit during the day, and can drop to freezing at night. Despite the harsh conditions, there are still many different types of plants and animals that live in the Sahara. Some of the most common plants include cacti, acacia trees, and palm trees. Animals that live in the Sahara include camels, snakes, lizards, and gazelles.

One of the most famous landmarks in the Sahara desert is the Great Sphinx and the pyramids of Giza. These ancient Egyptian structures were built over 4,500 years ago and still stand today. The Great Sphinx is a statue of a lion with a human head that is over 200 feet long. The pyramids are giant structures made of stone that were used as tombs for pharaohs.

Another famous landmark in the Sahara desert is the Erg Chebbi, a large dune field located in Morocco. The dunes can reach heights of up to 500 feet and are a popular spot for tourists to visit and take in the beautiful desert landscape.

The Sahara desert is also home to many different cultures and tribes. The Tuareg people, also known as the "blue people," have lived in the Sahara for centuries. They are known for their blue clothing and for their nomadic lifestyle. The Tuareg people travel through the desert with their camels and goats, looking for water and food.

The Sahara desert is a fascinating place that has a unique ecosystem and many cultural and historical landmarks. Despite its harsh conditions, it is still home to a variety of plants and animals that have adapted to the desert environment. If you ever get a chance to visit the Sahara, be sure to take in the beautiful landscapes, historical sites, and learn about the people who call it home.

However, it's important to remember that the Sahara desert is a fragile ecosystem and it's important to follow the rules and guidelines of the area you're visiting to help protect the environment and the people who live there

15. AUSTRALIA - Introduction

Reading comprehension

Name _____

AUSTRALIA



1. **Go around the class and find the missing word.**

Australia is a continent, a _____ and an island. It is the smallest continent and the biggest island of the _____.

It is as big as the _____.

The _____ of Australia is Canberra. Australia has 2 territories and 6 _____.

Australia has 22 _____ people and 88 million _____.

Big cities are _____, _____ and _____.

Australia has many landscapes: beaches, _____, _____, and mountains. There you find many famous animals like _____, _____, _____, _____ and _____.

Famous places in Australia are the _____ in Sydney, the Great _____ and _____, the big and holy rock of the Aborigines.

2. **Right or wrong?**

- a) Australia is a small island. _____
- b) Sydney is the capital of Australia. _____
- c) A dingo is a wild dog. _____
- d) Australia has 88 million people. _____
- e) A wombat is a bird. _____
- g) An aborigine is a person. _____

For teachers: place the paper somewhere in the class

states rainforests koala Opera House dingo
Sydney kangaroo capital crocodile sheep
wombat country Perth Barrier Reef world
million emu USA echidna lory
Melbourne deserts Brisbane snake Ayers Rock

states rainforests koala Opera House dingo
Sydney kangaroo capital crocodile sheep
wombat country Perth Barrier Reef world
million emu USA echidna lory
Melbourne deserts Brisbane snake Ayers Rock



The kookaburra is a bird. He is famous for his laugh. His name is also "laughing kookaburra".

He lives only in Australia. He is white, brown and black and has a long bill. He eats insects, mice, beetles, snakes and little birds. He lives in forests, parks and gardens. The most famous Australian song for children is the "Kookaburra song".

Kookaburra bird

<https://www.youtube.com/watch?v=UXA0-YAoo9Q>

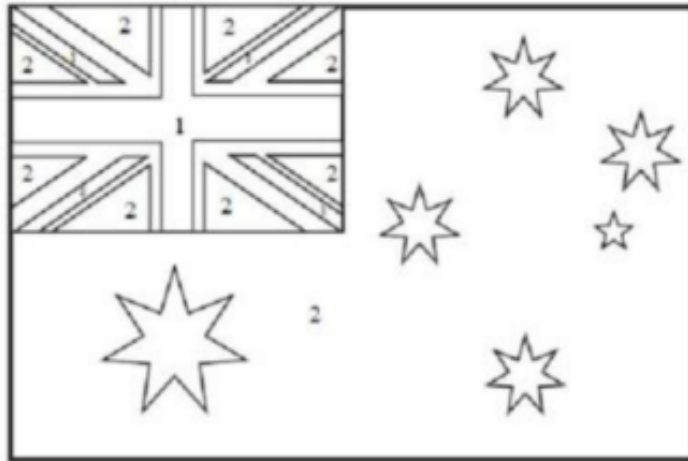
16. AUSTRALIA – A GUESSING GAME

Name _____

AUSTRALIA



1. Colour the Australian flag.



1 = red, 2 = blue, no number = white

2. What do I describe?

- a big, brown animal with a long tail, it can jump

- a big building in Sydney, here you can hear music

- a state of Australia, it is an island

- a landscape, you can find many trees here

- a big bird with a long neck, it can not fly

- a person who does some sport in the water

- an island with the name of a famous day in winter

- the money of Australia

17. AUSTRALIA – READING COMPREHENSION

(Using QR codes)

For teachers: place the text somewhere in the class or the given QR codes. Tell students to scan the QR code and answer the questions in the worksheet below.

READ ABOUT AUSTRALIA

Read the story below and then answer the comprehension questions on the next page.

Australia is one of the largest countries on Earth. It is located between the Indian and Pacific Oceans. Sydney, Melbourne, Brisbane, Perth and Adelaide are the largest cities in Australia. Much of the land is covered by a desert are known as the 'outback'. It contains the country's largest deserts, where the temperatures are scorching. There is little water and hardly and begetation. Today, few people live in the outback, though the aborigines, the original inhabitants of Australia, learned to survive the hot, harsh conditions. Some aborigines still live in the outback but many have now moved to the cities.

Ayers Rock is one of the most impressive natural sights in Australia. The large mass of sandstone stands in the middle of a flat desert and reaches a height of 335 m. It is the largest rock in the world.

AUSTRALIAN WILDLIFE

Australia has the most unusual assortment of animals and is home to many of the deadliest species on the planet. Nearly half of the world's marsupials are found in Australia. Marsupials are pouched animals and include kangaroos, koalas, wombats and possums. Some of the deadliest species that live in Australia are the poisonous funnel-web-spiders and a range of dangerous snakes, including the Brown Snake, Tiger Snake and Taiipan.

Did you know?
The name 'Australia' comes from the Latin word australis which means 'southern'
There are over 750 different species of reptiles in Australia, more than any other country.

QR code 1



Copy of QR code 1



QR code 2



Copy of QR code 2



QR code 3



Copy of QR code 3



Name: _____

Date: _____

AUSTRALIA

READING COMPREHENSION

Answer the questions:

- 1 What oceans does Australia lie between?
- 2 _____
- 3 Name three of the largest cities in Australia.
- 4 _____
- 5 Who are the original inhabitants of Australia?
- 6 _____
- 7 How tall is Ayers Rock?
- 8 _____

- 5 Which languages are spoken in Australia?
- 6 _____
- 7 What is a marsupial?
- 8 _____

Name three dangerous snakes that can be found in Australia.

Where did the word 'Australia' come from?

18. ASIA – READING COMPREHENSION

Cut the paper into several pieces and spread the information somewhere in the class.

1. Amsterdam, smallest, country, tourists,

2. mountains, castles, Sea, language, nations,

3. literature, size, climate, inhabitants, Western, culture

1. Amsterdam, smallest, country, tourists,

2. mountains, castles, Sea, language, nations, literature,

3. size, climate, inhabitants, Western, culture

1. Amsterdam, smallest, country, tourists,

2. mountains, castles, Sea, language, nations, literature,

3. size, climate, inhabitants, Western, culture

WHAT IS MISSING?

BACIS INFORMATION

The continent of Asia is the world's largest and most populous continent with over 4 billion _____ calling Asia home. Asia also contains the world's most _____ country, China, and the world's largest country, Russia. Asia borders Africa and _____ to the west and the Pacific Ocean to the east.

The continent of Asia is so large and diverse that it often is divided into sub-regions.

REGIONS

Northern Asia
Central Asia
Middle East
_____ Asia
Eastern Asia
Southeastern Asia

MORE ABOUT ASIA

Asia is rich in diverse races, cultures, and _____.

Asia has a major influence on world culture and the world's economy. Countries such as Russia, China, _____ and India produce products and services that are used by every nation in the world. Asia is also rich in _____ resources. Oil in the Middle East is a major supplier of much of the world's energy.



SOME FACTS

Asia contains around 30% of the world's land area and 60% of the world's population.

The highest point on _____, Mt. Everest, is in Asia. The lowest point on land, the Dead _____, is also in Asia.

Asia is the only continent that shares _____ with two other continents; Africa and Europe.

The Highest mountain in Japan is Mount _____.

Asia is home to two of the three largest economies in the world: China (2nd largest) and Japan (3rd largest).

Asia is home to many interesting _____ including the giant panda, Asian elephant, tiger, Bactrian camel, komodo _____, and the king cobra.

Solution

WHAT IS MISSING?

BACIS INFORMATION

The continent of Asia is the world's largest and most populous continent with over 4 billion people calling Asia home. Asia also contains the world's most populous country, China, and the world's largest country, Russia. Asia borders Africa and Europe to the west and the Pacific Ocean to the east.

The continent of Asia is so large and diverse that it often is divided into sub-regions.

REGIONS

Northern Asia
Central Asia
Middle East
Southern Asia
Eastern Asia
Southeastern Asia

MORE ABOUT ASIA

Asia is rich in diverse races, cultures, and languages.

Asia has a major influence on world culture and the world's economy. Countries such as Russia, China, Japan and India produce products and services that are used by every nation in the world. Asia is also rich in natural resources. Oil in the Middle East is a major supplier of much of the world's energy.



SOME FACTS

Asia contains around 30% of the world's land area and 60% of the world's population.

The highest point on earth, Mt. Everest, is in Asia. The lowest point on land, the Dead Sea, is also in Asia.

Asia is the only continent that shares borders with two other continents; Africa and Europe.

The Highest mountain in Japan is Mount Fuji.

Asia is home to two of the three largest economies in the world: China (2nd largest) and Japan (3rd largest).

Asia is home to many interesting animals including the giant panda, Asian elephant, tiger, Bactrian camel, komodo dragon, and the king cobra.

Translation

WHAT IS MISSING?

BACIS INFORMATION

Asijský kontinent je největším a nejlidnatějším světadílem s více než 4 miliardami lidí, kteří nazývají Asii domovem. Asie zahrnuje také nejlidnatější zemi světa Čínu a největší zemi světa Rusko. Asie hraničí s Afrikou a Evropou na západě a Tichým oceánem na východě.

Asijský kontinent je tak velký a rozmanitý, že se často dělí na podoblasti.

REGIONS

Severní Asie
Střední Asie
střední východ
Jižní Asie
východní Asie
Jihovýchodní Asie

MORE ABOUT ASIA

Asie je bohatá na různé rasy, kultury a jazyky.

Asie má velký vliv na světovou kulturu a světovou ekonomiku. Země jako Rusko, Čína, Japonsko a Indie vyrábějí produkty a služby, které využívá každý národ na světě.

Asie je také bohatá na přírodní zdroje. Ropa na Blízkém východě je hlavním dodavatelem velké části světové energie.



SOME FACTS

Asie zahrnuje asi 30 % světové pevniny a 60 % světové populace.

Nejvyšší bod na Zemi, Mt. Everest, je v Asii. Nejnižší bod na zemi, Mrtvé moře, je také v Asii.

Asie je jediným kontinentem, který sdílí hranice se dvěma dalšími kontinenty; Africe a Evropě.

Nejvyšší hora v Japonsku je Fuji. Asie je domovem dvou ze tří největších ekonomik na světě: Číny (2. největší) a Japonska (3. největší).

Asie je domovem mnoha zajímavých zvířat, včetně pandy velké, slona asijského, tygra, velblouda dvouhrbého, varana komodského a kobry královské.

19. EUROPE – READING COMPREHENSION

Cut the paper into several pieces and spread the information somewhere in the class.

1. **natural**, Southern, Japan, sea, borders,

2. animals, languages, earth, **people**,

3. populous, dragon, Europe, Fuji

1. **natural**, Southern, Japan, sea, borders,

2. animals, languages, earth, **people**,

3. populous, dragon, Europe, Fuji

1. **natural**, Southern, Japan, sea, borders,

2. animals, languages, earth, **people**,

3. populous, dragon, Europe, Fuji

WHAT IS MISSING?

? _____

One of the _____ countries in Europe, The country is bordered by France, Luxembourg, the Netherlands, and Germany. The country also has a narrow coastline along the North _____. The country is divided into three communities based on _____: In the north are the Flemings, who speak Flemish (Dutch), in the south are the Walloons, who speak French, and in the city of Liège there is a small German-speaking population.

? _____

It's is a small country between Belgium and Germany in _____ Europe. The North Sea, located to the north and west of the country, surrounds the land.

Many of the residents ride bicycles for transportation in the capital, which is _____, Rotterdam, Utrecht, and other cities. There are three times as many bicycles as there are cars in this country.

? _____

It is the largest _____ in Western Europe. Its borders touch Germany and Belgium; the Atlantic Ocean in the west; the Pyrenees _____ and Spain.

The country is one of the oldest _____ on Earth and the most ethnically diverse country in Europe.

These deep and broad influences have made this country a world leader throughout history in nearly all aspects of _____, including cuisine, wine-making, politics, music, art, film, fashion, _____, and sports.



? _____

It is a tiny country surrounded by Belgium, Germany, and France. Despite its _____, it is a center of European diplomacy and visited by many _____ during the year. Area 998 square miles, population 661,700 _____.

The northern third of the country, called Ösling, lies in the plateau of the Ardennes. Picturesque _____ are significant for the landscape. The highest point, Buurgplaatz (559 meters), is in the north. The _____ is mild.

Solution

WHAT IS MISSING?

BELGIUM

One of the smallest countries in Europe, The country is bordered by France, Luxembourg, the Netherlands, and Germany. The country also has a narrow coastline along the North Sea. The country is divided into three communities based on language: In the north are the Flemings, who speak Flemish (Dutch), in the south are the Walloons, who speak French, and in the city of Liège there is a small German-speaking population.

THE NETHERLANDS

It's is a small country between Belgium and Germany in Western Europe. The North Sea, located to the north and west of the country, surrounds the land. Many of the residents ride bicycles for transportation in Amsterdam, Rotterdam, Utrecht, and other cities. There are three times as many bicycles as there are cars in this country.

FRANCE

It is the largest country in Western Europe. Its borders touch Germany and Belgium; the Atlantic Ocean in the west; the Pyrenees Mountains and Spain. The country is one of the oldest nations on Earth and the most ethnically diverse country in Europe. These deep and broad influences have made France a world leader throughout history in nearly all aspects of culture, including cuisine, wine-making, politics, music, art, film, fashion, literature, and sports.



LUXEMBOUGH

It is a tiny country surrounded by Belgium, Germany, and France. Despite its size, it is a center of European diplomacy and visited by many tourists during the year. The country is composed of two natural regions. Area 998 square miles, population 661,700. The northern third of the country, called Ösling, lies in the plateau of the Ardennes. Picturesque castles dot the landscape. The highest point, Buurgplätz (1,834 feet; 559 meters), is in the north. The climate is mild and damp.

Translation

WHAT IS MISSING?

BELGIUM

Jedna z nejmenších zemí v Evropě sousedí s Francií, Lucemburskem, Nizozemskem a Německem. Země má také úzké pobřeží podél Severního moře. Země je rozdělena do tří komunit podle jazyka: na severu jsou Vlámové, kteří mluví vlámsky (holandsky), na jihu jsou Valoni, kteří mluví francouzsky, a ve městě Lutych žije malá německy mluvící populace.

THE NETHERLANDS

Je to malá země mezi Belgií a Německem v západní Evropě. Zemi obklopuje Severní moře, které se nachází na severu a západě země. Mnoho obyvatel jezdí na kole pro dopravu v Amsterdamu, Rotterdamu, Utrechtu a dalších městech. V této zemi je třikrát více kol než aut.



FRANCE

Je to největší země v západní Evropě. Jeho hranice se dotýkají Německa a Belgie; Atlantský oceán na západě; pohoří Pyreneje a Španělsko. Země je jedním z nejstarších národů na Zemi a etnicky nejrozmanitější zemí v Evropě. Tyto hluboké a široké vlivy udělaly z Francie světového lídra v celé historii téměř ve všech aspektech kultury, včetně kuchyně, výroby vína, politiky, hudby, umění, filmu, módy, literatury a sportu.

LUXEMBOUGH

Je to malá země obklopená Belgií, Německem a Francií. Navzdory své velikosti je centrem evropské diplomacie a během roku je navštěvuje mnoho turistů. Země se skládá ze dvou přírodních oblastí. Rozloha 998 čtverečních mil, populace 661 700. Severní třetina země, zvaná Ösling, leží na náhorní plošině Arden. Krajina je poseta malebnými hrady. Nejvyšší bod, Buurgplaat (1834 stop; 559 metrů), je na severu. Klima je mírné a vlhké.

20. VOCABULARY – PLANTS (LEARNING VOCABULARY, WORDWALL)

First of all, the teacher can use the activity to acquire vocabulary by slapping the written words on the board with clappers. The teacher writes on the board the words he wants to discuss in the given lesson and presents the individual words to the class. After that, he divides the class into two groups, which line up in front of the class in two rows. The teacher pronounces a word in the Czech language and the first pair of both groups must slap the given word as soon as possible. The faster student gets a point for his team.

Wordwall: <https://wordwall.net/resource/35622084>



- | | | | |
|----------------------|------------------|----------------------|-------------------|
| <input type="text"/> | čajovník čínský | <input type="text"/> | kakaovník |
| <input type="text"/> | kávovník | <input type="text"/> | tabák |
| <input type="text"/> | rýže setá | <input type="text"/> | cukrová třtina |
| <input type="text"/> | batáty | <input type="text"/> | olivovník |
| <input type="text"/> | bavlník keřovitý | <input type="text"/> | maniok |
| <input type="text"/> | kaučukovník | <input type="text"/> | proso |
| <input type="text"/> | palma kokosová | <input type="text"/> | podzemnice olejná |



Submit Answers



Resources:

SVATOŇOVÁ, Hana, J. KOLEJKA, P. CHALUPA., D. HUBELOVÁ. *Zeměpis 7. ročník 1. díl: Amerika, Afrika*. 2019. ISBN: 978-80-7600-098-8.

National Geographic - <https://www.nationalgeographic.com/>

Learning+ Fun - <https://mrnussbaum.com/central-america-interactive-map>

National Geographic Learning - <https://mrnussbaum.com/central-america-interactive-map>

Kahoot – www.kahoot.com

Quizizz – www.quizizz.com

Wordwall – www.wordwall.com

Liveworksheet – www.liveworksheet.com