

PALACKÝ UNIVERSITY IN OLOMOUC

FACULTY OF EDUCATION

Department of Foreign Languages

BACHELOR THESIS

Implementation of the CLIL method at lower-secondary schools

Implementace metody CLIL na 2. stupni základních škol

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Olomouc 2024

Mgr. Ondřej Duda, Ph.D.

Declaration

I declare,

that I have prepared this qualification thesis completely independently and all the literature and other supporting materials I have used are listed in the list of references.

Olomouc, 18. 6. 2024

Markéta Oczková

Prohlášení

Prohlašuji,

že jsem tuto kvalifikační práci vypracoval/a zcela samostatně a veškerou použitou literaturu a další podkladové materiály, které jsem použil/a, uvádím v seznamu literatury.

V Olomouci, 18. 6. 2024

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- vypracování teoretické části práce
- vypracování praktické části práce
- zhodnocení
- závěr

Cílem této práce je prozkoumat metodu CLIL a navrhnout možné strategie její implementace na druhém stupni základních škol. Práce bude zahrnovat návrh názorných lekcí CLIL spolu s doprovodnými pracovními listy, které mohou učitelé využít ve své praxi.

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Annotation

This bachelor thesis focuses on the implementation of the Content and Language Integrated Learning (CLIL) method within lower secondary school settings. Through a comprehensive exploration of the CLIL method, the study aims to propose effective strategies for its integration into lower secondary school curricula and to identify key factors for successful implementation. The central point of the investigation is the design and evaluation of illustrative CLIL lessons accompanied by worksheets that are adapted to support teachers in the implementation of CLIL instruction. The thesis seeks to provide valuable insights and practical tools for educators who wish to improve language learning and subject mastery through the CLIL methodology.

Anotace

Tato bakalářská práce se zabývá implementací metody obsahově a jazykově integrované výuky (CLIL) v prostředí 2. stupně základních škol. Prostřednictvím komplexního zkoumání metody CLIL si studie klade za cíl navrhnout efektivní strategie pro její začlenění do kurikula pro 2. stupeň ZŠ a identifikovat klíčové faktory pro úspěšnou implementaci. Ústředním bodem zkoumání je návrh a evaluace ilustrativních lekcí CLIL doplněných pracovními listy, které jsou přizpůsobeny na podporu učitelů při realizaci výuky CLIL. Práce se snaží poskytnout cenné poznatky a praktické nástroje pro pedagogy, kteří chtějí prostřednictvím metodiky CLIL zlepšit výuku jazyků a zvládnutí předmětů.

Keywords

CLIL, CLIL lessons, lower-secondary school, teaching, English language

Klíčová slova

CLIL, CLIL lekce, 2. stupeň ZŠ, výuka, anglický jazyk

Contents

Introduction.....	10
THEORETICAL PART	11
1 CLIL AND TEACHING LANGUAGES	12
1.1 What is CLIL?.....	12
1.2 Defining CLIL in context of other approaches	13
1.2.1 Cross-curricular teaching and CLIL.....	13
1.2.2 Content-based language teaching and CLIL	13
1.2.3 Language immersion and CLIL	14
1.2.4 English as a medium of instruction and CLIL	14
1.2.5 Summary	14
1.3 History of CLIL	15
1.4 CLIL in Europe	15
1.4.1 CLIL in the Czech Republic	16
2 CLIL CHARACTERISTICS	17
2.1 CLIL aims	17
2.2 CLIL types	18
2.3 CLIL benefits	19
2.3.1 Benefits for learners	20
2.3.2 Benefits for teachers.....	20
2.4 The CLIL teacher's role	21
2.4.1 CLIL subject teacher	21
2.4.2 CLIL language teacher.....	22
2.5 Core features of CLIL methodology	22
2.6 Challenges in CLIL	23
2.6.1 Teacher preparedness	24
2.6.2 Resources	24
2.6.3 Student adaptation.....	24
2.6.4 Institutional challenges.....	25
3 LOWER-SECONDARY LEARNERS	26
3.1 Cognitive development	26
3.2 Social development	27

3.3	Emotional development	27
PRACTICAL PART		28
4	RESEARCH DESIGN	29
4.1	Research question and methodology	29
4.2	Research context and participants	29
5	CLIL LESSON PLANS	31
5.1	Lesson plan A.....	31
5.2	Lesson plan B.....	32
5.3	Lesson plan C.....	34
6	OPEN-ENDED QUESTIONNAIRE	36
7	ANALYSIS	38
7.1	Answers analysis	38
8	REFLECTION	49
8.1	Lesson plan A.....	49
8.2	Lesson plan B.....	50
8.3	Lesson plan C.....	50
9	CONCLUSION	52
Appendices.....		54
Appendix 1: worksheets.....		54
Worksheet A		54
Worksheet B.....		56
Materials B.....		57
Worksheet C.....		61
Appendix 2: full questionnaire answers		63
Question 1		63
Question 2		64
Question 3		65
Question 4		66
Question 5		67
Question 6		69
Question 7		70
Question 8		71
Question 9		72

Question 10	73
Bibliography.....	75

List of abbreviations

CBLT – Content-Based Language Teaching

CLIL – Content and Language Integrated Learning

ICT – Information and Communication Technologies

EMI – English as a Medium of Instruction

MOEYS – Ministry of Education, Youth, and Sports

Introduction

In recent years, CLIL has garnered significant attention in educational settings world-wide. Supported by initiatives from the Council of Europe and the Ministry of Education, Youth, and Sports, CLIL is emerging as a prominent approach to language education, even in the Czech Republic. While school administrations are enthusiastic about integrating CLIL into their curricula, many teachers may face challenges in implementing the CLIL methodology due to factors such as limited experience or resources.

This situation has prompted the author's interest in exploring the topic further. Drawing from personal experience at a lower secondary school where there is growing demand for CLIL, this bachelor thesis focuses on identifying the key factors for a successful integration of the CLIL method within such environments.

Through an examination of existing literature, theoretical frameworks, and practical examples, this thesis aims to provide educators with valuable insights and practical tools for implementing CLIL effectively. Central to this exploration is the design, testing and evaluation of three illustrative CLIL lessons, accompanied by supporting worksheets. Successful integration of the CLIL method into curricula will require consideration of individual pupils' needs and abilities. The students' feedback towards the designed lesson plans will help us understand their perception of the advantages of CLIL. Lower secondary school pupils are likely to be more inclined towards CLIL teaching because it links the different areas of learning and thus adds value to language teaching.

By offering a comprehensive resource, this thesis seeks to empower educators to harness the potential of CLIL to enhance language learning and subject comprehension in lower secondary school settings.

THEORETICAL PART

The theoretical part of this thesis aims to explore various sources and describe the CLIL method in such a way that the reader will obtain a thorough understanding of this topic. We will look into the definitions of CLIL as well as into the history and development of this teaching approach. Furthermore, we will describe the specific needs of our target learners – lower-secondary pupils.

The author believes that studying theoretical knowledge will provide the necessary support for teachers who want to implement the CLIL method in their practice.

1 CLIL AND TEACHING LANGUAGES

This chapter focuses on the theoretical background of CLIL. Definition of CLIL by different authors and its position within other teaching methods. What was the historical background and reasons for its development? We will also mention the popularity of the CLIL method in Europe and particularly in the Czech Republic.

1.1 What is CLIL?

The abbreviation CLIL stands for Content and Language Integrated Learning. It is a pedagogical approach that combines language learning with the learning of content subjects such as history, science, art or others. Any second or foreign language other than the students' mother tongue can be used for teaching via this method. However, very often it is English language as it is widely spread and used in the whole world.

According to Coyle (2006), it is defined as "an educational approach in which various aspects of the school curriculum are taught through a foreign language or a second language". Coyle, Hood, and Marsh (2007) further elaborate on this definition by emphasizing the integration of language and content learning, highlighting the dual focus on language proficiency and subject knowledge. This approach aims to develop both linguistic and cognitive skills simultaneously, even if the focus on one or the other may vary from lesson to lesson.

While Coyle's explanation provides a foundational understanding of CLIL, there are various viewpoints on CLIL that contribute to a deeper comprehension of the subject. Dalton-Puffer (2007) provides a more nuanced approach, focusing on discourse in CLIL classrooms and highlighting the need of authentic communication and cognitive engagement through the integration of language and content. CLIL, in this sense, is more than just delivering content in a second language; it is about creating an environment where the language is used as a tool for learning and communication. Similarly, Echevarria, Vogt, and Short (2004) indirectly address CLIL by focusing on making content understandable to English learners. Although their primary focus is on instructional techniques rather than actually defining CLIL, their emphasis on modifying content for language learners matches the definition of CLIL by Coyle, Hood, and Marsh (2007) which pays attention to both disciplines - language and content.

1.2 Defining CLIL in context of other approaches

CLIL is often compared and contrasted with other educational approaches, particularly cross-curricular teaching, content-based language (CBLT) and language immersion programs. While these approaches share some similarities with CLIL, it is important to understand their differences.

Mehisto, P., Marsh, D., & Frigols, M. J. (2008) refer to CLIL as to an umbrella term that can include many different educational approaches. There is therefore some contradiction and ambiguity in the definition of the CLIL concept in the academic literature. However, the aim of this chapter is to expose the differences in the various terms and methods so that the individual concepts can be understood more clearly.

1.2.1 Cross-curricular teaching and CLIL

When we look into the definition of cross-curricular teaching, according to Tomlinson (2018), it integrates multiple subjects within the curriculum to promote interdisciplinary connections and a complex understanding of topics. This is the primary focus of cross-curricular teaching and even though language may be included in this approach, the focus is on using the subject matter as a framework for language practice rather than as a way to learn information (Andrews, 2011). In cross-curricular teaching, language serves as a tool for communication within various subjects. In contrast, CLIL emphasizes language acquisition as a means of accessing and understanding content (Dalton-Puffer, 2007).

1.2.2 Content-based language teaching and CLIL

Content-based language teaching (CBLT) and CLIL are both approaches that integrate language learning with content instruction, but they differ in key aspects. The primary focus of CBLT is on language proficiency, where content materials serve as a context for language practice and development. That is in contrast with the CLIL method, which, as we already know, places equal emphasis on language and content learning, aiming to develop both linguistic and cognitive skills simultaneously (Dalton-Puffer, 2007).

CLIL adopts a more communicative and task-based approach, where language is learned through meaningful interaction and engagement with content. On the other hand, in CBLT, language skills are often taught explicitly through language-focused activities and exercises (Coyle, Hood, & Marsh, 2010).

1.2.3 Language immersion and CLIL

Language immersion is an educational approach where students are fully immersed in a second language environment, with instruction and communication conducted exclusively in that language. This method aims to facilitate language acquisition through extensive exposure and interaction in the target language, leading to bilingual proficiency and enhanced cognitive abilities (Genesee, 1987). Simply put, immersion is what happens, for example, in international schools or bilingual schools. There is no focus on teaching the language itself, though the teaching is realised *in* the language. Opposite to that would be the CLIL method, where the teaching is done *through* the language (Dale & Tanner, 2012), therefore the content and level of the materials are carefully prepared linguistically.

1.2.4 English as a medium of instruction and CLIL

A well-known definition for English as a medium of instruction (EMI) is by Dearden (2015), who described it as: “The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population’s first language is not English”. This approach was widely implemented at universities across the world, while CLIL is mainly used in primary and secondary schools. CLIL and EMI approaches share similarities as forms of bilingual education. CLIL involves teaching academic subjects through a foreign language, whereas EMI focuses on delivering content to students who already possess proficiency in English, typically at least at the C1 level. (Carrió-Pastor & Bellés-Fortuño, eds., 2020).

1.2.5 Summary

Above we explored the basic relations of CLIL to other educational approaches such as cross-curricular teaching, CBLT, language immersion programs, and EMI. CLIL stands out by emphasizing language acquisition alongside content comprehension, contrasting with cross-curricular teaching's focus on using subjects for language practice. Unlike CBLT, which prioritizes language proficiency, CLIL integrates both language and content learning through interactive tasks. Language immersion, where instruction occurs exclusively in a second language, differs from CLIL's approach of teaching subjects through a foreign language. EMI, akin to CLIL in promoting bilingual education, targets proficient English speakers in academic settings. Thus, while these approaches overlap,

their distinct emphases highlight CLIL's unique role in enhancing both linguistic and cognitive skills.

1.3 History of CLIL

CLIL has a long history, tracing its origins far back to the places that we nowadays call Iraq, but around 5000 years back (Mehisto, Marsh, & Frigols, 2008). This chapter delves into the evolution of CLIL, highlighting key milestones and influential developments that have shaped its trajectory over time.

CLIL has its roots in bilingual education programmes that were implemented in nations such as Canada and Belgium in the mid-twentieth century. According to Mehisto, P., Marsh, D., & Frigols, M. J. (2008), English-speaking families living in Quebec, the French-speaking part of Canada, initiated the establishment of a language-immersion programme. This programme was meant for English-speaking children living in that area in order for them to gain fluency in French through studying all of their subjects in French. The immersion technique, in which students are completely immersed in the target language environment, established the foundation for CLIL's integration of language and subject training (Hüttner & Smit, 2014).

1.4 CLIL in Europe

CLIL gained popularity in Europe during the 1970s and 1980s, driven by the need to address linguistic variety and encourage multilingualism within the European Union. Countries like Finland, the Netherlands, and Switzerland were early adopters of CLIL, developing programmes that provided subject matter in many languages. These programmes intended to equip pupils with the language and cognitive benefits of bilingual education while also encouraging a deeper knowledge of the subject matter (Coyle, 2010).

Mehisto, P., Marsh, D., & Frigols, M. J. (2008) mention in their work: “Globalization has made the world interconnected in ways not seen before. The world is rapidly becoming a very mixed global village. Mobility, both physical and virtual, is becoming and ever-increasing reality and this is having an impact on how we teach and what we teach – and this concerns language education, as much as any other form of subject learning.” People in Europe nowadays understand the value of multilingualism and the European Union aims to increase European cohesion (Mehisto, Marsh, & Frigols, 2008).

1.4.1 CLIL in the Czech Republic

The Czech Republic and its education system are approaching the CLIL method of teaching with gradual interest and support. The CLIL method is increasingly recognised and implemented in Czech schools as a means of developing language skills and subject knowledge simultaneously.

Several significant changes occurred in the Czech Republic's foreign language teaching during the 1990s as a result of the growth and use of information and communication technologies (ICT) as a means of communication, as well as the need for active knowledge of foreign languages among European citizens. Primary schools that teach some topics in a foreign language are required to notify the Ministry of Education, Youth, and Sports (MŠMT). CLIL teaching, on the other hand, is unrestricted by legislation and can be adopted in any sort of school, including secondary and primary. Higher education institutions, mostly through foreign language departments, provide CLIL curricula in undergraduate teacher training. Other training institutions provide CLIL courses for practicing teacher (Novotná, 2013).

Support for CLIL is also evident in international projects such as the Comenius project, which enables schools to work with partner institutions abroad to implement CLIL programmes and exchange best practice. The Comenius programme is part of the European Union programme Erasmus+ (European Commission, 2008). Czech teachers are trained in CLIL through various courses and workshops, which provide not only theoretical knowledge but also practical skills for effective teaching.

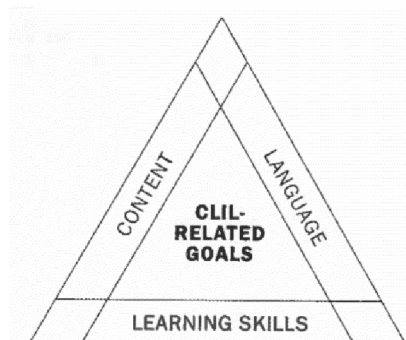
2 CLIL CHARACTERISTICS

This chapter will lead you through more detailed and practically orientated theory related to CLIL. Comprehending this theory is crucial for successful implementing of the CLIL method into your lessons. To use any teaching method correctly, teachers must know *why* is it beneficial, *how* to deliver the method, what they want to *achieve*, and what to *prepare for*. This chapter summarizes the goals, types, benefits and methodology of the CLIL approach as well as the roles of the CLIL teachers.

2.1 CLIL aims

The motivation behind pursuing CLIL teaching method can be different for each individual teacher, often depending on the specialization of that particular teacher. If we go back to the definition of CLIL in the previous chapter, we will be reminded that Coyle, Hood, and Marsh (2007) were emphasizing the *dual* focus of this pedagogical approach. This means that the two main goals of CLIL are language proficiency and subject content understanding or knowledge. Depending on the individual teacher's specialization or plan there can be more emphasis on the language or more emphasis on the subject content. Either way, in CLIL, both of these aspects should be carefully considered and taken into account.

Mehisto, P., Marsh, D., & Frigols, M. J. (2008) talk about the essence of CLIL, which is according to them integration. "In CLIL, content goals are supported by language goals" (Mehisto, Marsh, & Frigols, 2008). There is also a third element to these goals, according to Mehisto, P., Marsh, D., & Frigols, M. J. (2008), and that is the aim of learning skills. All of these skills complement each other and create the bigger context of CLIL.



Picture 1: The CLIL Related Goals. Source: Mehisto et al. (2008)

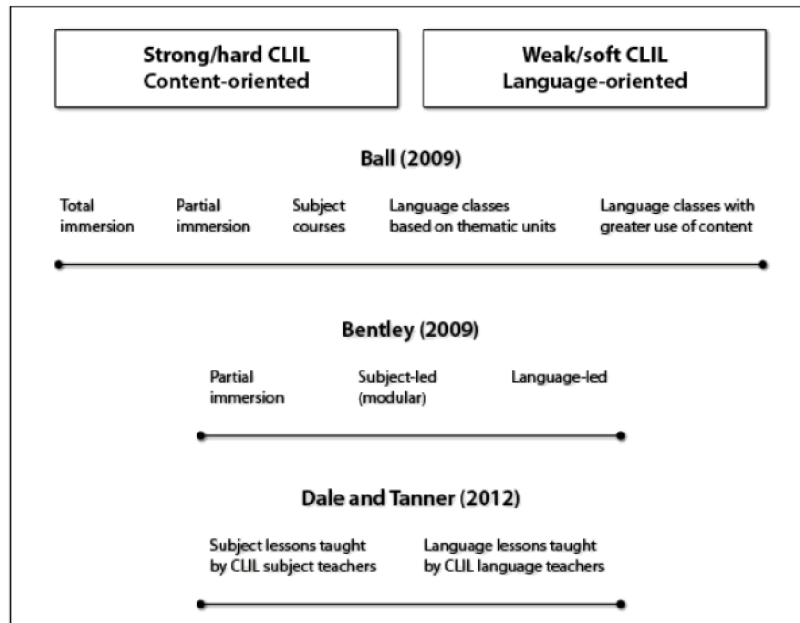
One of the other objectives of including CLIL in lessons may be increasing the students' motivation and activity in lessons. Students are more engaged in topics that are relevant to them or topics that they are currently covering in other classes. It may reduce their need to study at home when they are provided with "extra" time to revise or enrich their knowledge of the content. By this "extra" time is meant the usual time for language lessons which would normally consist of exercises with the only focus – language learning. Yet these exercises are often irrelevant, and students show low interest in them. In that case, CLIL is an useful tool.

2.2 CLIL types

CLIL is quickly spreading throughout Europe (and beyond) in two types. The first of these is known as *hard CLIL*. That is, teaching in which a portion or all of the curriculum for one or more educational disciplines is delivered in a language other than the mother tongue (Šmídová, Tejkalová, & Vojtková, 2012). This is typical for bilingual or international schools and usually it is the subject teacher who uses this form. Ball, P., Kelly, K., Clegg, J. (2015) describe hard CLIL as "a form of subject teaching in the second language which highlights academic achievement within the subject and treats language development as important, but as a bonus."

On the other hand, in *soft CLIL*, language teachers incorporate topics from the non-language subject, with content selection subordinated to language (language objective) (Šmídová, Tejkalová, & Vojtková, 2012). Soft CLIL is therefore used more by language teachers and can serve as a support for subject teachers. It is beneficial if the teachers collaborate.

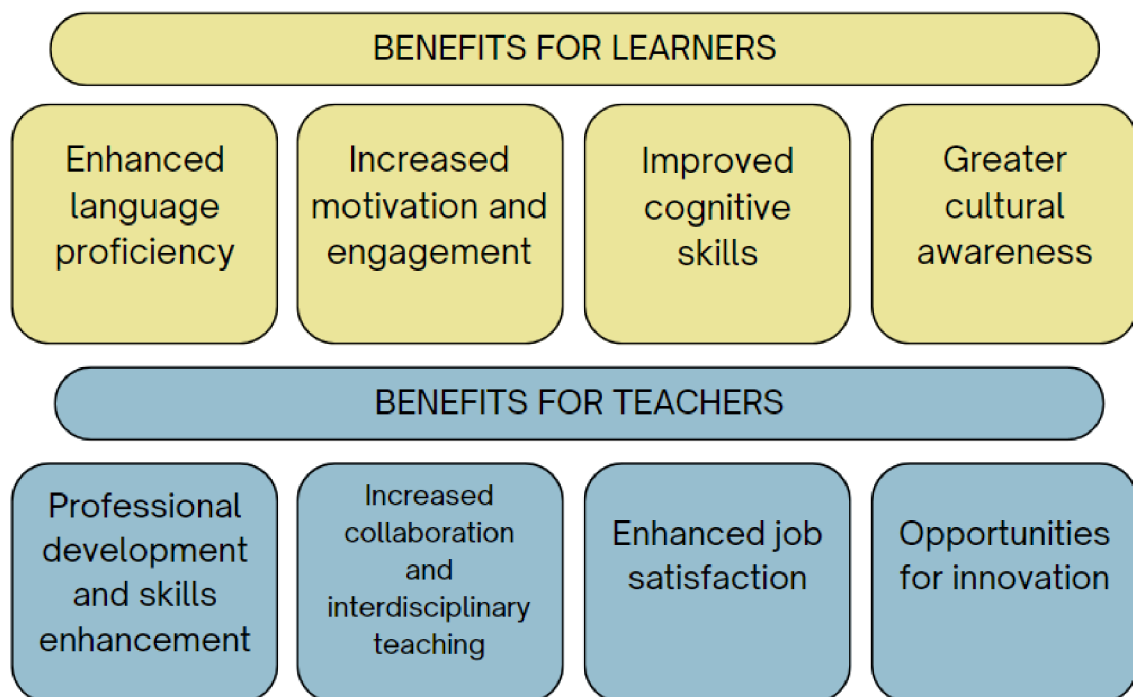
Ikeda (2013), provides us with a simple graphic representation of how different authors distinguish between types of CLIL. The represented authors are Ball (2009), who distinguishes five forms of CLIL, Bentley (2009), whose view is based on the time invested into CLIL in relationship to the school curriculum. The last presented authors are Dale and Tanner (2012), who divide CLIL types into two main categories – subject lessons taught by a CLIL subject teachers, or language lessons taught by CLIL language teachers. Despite the different divisions, all these types of CLIL are united by the inclusion of content and language in one lesson, although in different proportions or with different intentions.



Picture 2: Types of CLIL. Source: Ikeda (2013)

2.3 CLIL benefits

CLIL offers numerous advantages that extend to both learners and educators. This chapter explores these benefits, focusing on how CLIL enhances the educational experience for students and provides professional growth opportunities for teachers.



2.3.1 Benefits for learners

From the many benefits that CLIL may bring into education only a few of them are mentioned here as examples.

Enhanced language proficiency

CLIL immerses students in the target language, facilitating a natural and contextual learning process. This constant exposure helps improve their language skills, including vocabulary, grammar, and pronunciation, more effectively than traditional language instruction (Coyle, Hood & Marsh, 2010).

Increased motivation and engagement

Learning through CLIL often involves practical and meaningful content that interests students. This relevance boosts their motivation and engagement, making learning more enjoyable and less of a chore (Dalton-Puffer, 2011).

Improved cognitive skills

Research suggests that bilingual education, including CLIL, can enhance cognitive abilities such as problem-solving, critical thinking, and creativity. Students learn to switch between languages and understand complex concepts, which can benefit their overall cognitive development (Marsh, 2012).

Greater cultural awareness

CLIL often incorporates elements of the cultures where the target language is spoken. This exposure helps students develop a broader cultural perspective and greater empathy towards different cultures, preparing them for a globalized world (Mearns, 2015).

2.3.2 Benefits for teachers

Also the benefits for teachers, or rather for the group of teachers working together, are mentioned only briefly.

Professional development and skills enhancement

Adopting CLIL encourages teachers to develop new pedagogical skills and strategies. They learn to integrate language and content teaching, which can enrich their professional practice and make them more versatile educators (Mehisto, Marsh & Frigols, 2008).

Increased collaboration and interdisciplinary teaching

CLIL promotes collaboration among teachers of different subjects. This interdisciplinary approach fosters a collaborative school culture and provides opportunities for

teachers to learn from each other and develop cohesive teaching strategies (Coyle et al., 2010).

Enhanced job satisfaction

Teaching through CLIL can be professionally rewarding. The dynamic and interactive nature of CLIL lessons often leads to more positive student-teacher interactions and visible student progress, which can enhance job satisfaction (Moore & Lorenzo, 2007).

Opportunities for innovation

CLIL provides a platform for teachers to experiment with innovative teaching methods and materials. This creative freedom can lead to more engaging and effective lessons, as well as personal and professional growth (Marsh, 2012).

2.4 The CLIL teacher's role

In the context of traditional teaching roles, CLIL introduces additional responsibilities. Beyond imparting subject-specific knowledge, CLIL teachers must also integrate language learning into their lessons. This dual focus requires them to seamlessly blend language skills with content delivery. Collaboration between subject and language teachers is crucial for effective CLIL implementation, emphasizing teamwork over individual roles. Therefore, CLIL teachers expand their traditional roles to include expertise in both subject matter and language instruction, aiming for integrated learning outcomes.

2.4.1 CLIL subject teacher

According to Dale, Liz, and Rosie Tanner (2012) there are several stages that subject teachers go through while developing their CLIL skills. They may face challenges in form of lower or insufficient knowledge of the second language which may lead to the lack of confidence in using CLIL. It is necessary to understand that the teacher's spoken language does not have to be the sole source of the second language towards the learners. Various outside sources can be used instead, such as magazine articles or online videos and materials. Improving the language acquisition is indeed beneficial also for the teacher's personal and professional development.

Naturally, the subject teacher will tend to focus more on the content side of CLIL rather than the language side. With growing experience and successful cooperation with the language teacher the level of second language integrated into the subject lessons could eventually increase.

2.4.2 CLIL language teacher

On the other hand, language teachers will pay more attention to the language side of CLIL. And similarly to subject teachers, language teachers with no further expertise in other subjects will often be unsure of their content knowledge and may lack confidence to create CLIL lessons which leads to the need of close collaboration between these teachers. The form of the collaboration can vary depending on the school's possibilities and can be in form of preparing lessons materials before the lesson, teaching the lesson together or assessing the outcomes of the lesson afterwards (Dale, Liz, and Rosie Tanner, 2012). In an ideal case the language teacher is able to collaborate with more subject teachers and provide the support needed for CLIL lessons.

2.5 Core features of CLIL methodology

This chapter delves into the core features of CLIL methodology, outlining the essential components that distinguish it from traditional teaching methods and contribute to its effectiveness.

Dual-Focused Objectives

One of the primary characteristics of CLIL is its dual-focused objectives, which aim to develop both subject-specific knowledge and language skills. Unlike traditional language teaching, where language is the sole focus, CLIL integrates language learning with content instruction. This holistic approach ensures that students gain a deeper understanding of the subject matter while improving their language proficiency (Coyle, Hood & Marsh, 2010).

Use of Authentic Materials

CLIL emphasizes the use of authentic materials, such as articles, videos, and real-life documents, which are relevant to the subject being taught. These materials provide context-rich environments that facilitate meaningful language use and help students see the practical applications of their learning. As mentioned by Mehisto, Marsh & Frigols (2008), authentic materials enhance engagement and motivation, making learning more relevant and interesting.

Scaffolding Strategies

Scaffolding is a crucial aspect of CLIL, involving the provision of temporary support to help students grasp complex concepts and language structures. Gibbons (2015) further states that teachers use various scaffolding techniques, such as visual aids, graphic organizers, and step-by-step instructions, to bridge gaps in understanding and gradually

build students' independence. Effective scaffolding ensures that learners can successfully engage with challenging content while developing their language skills.

Integration of the 4Cs Framework

The 4Cs framework as developed by Coyle (2007) - Content, Communication, Cognition, and Culture - is integral to CLIL methodology. This framework ensures a balanced focus on:

Content: Mastery of the subject matter.

Communication: Development of language skills needed to discuss and understand the content.

Cognition: Enhancement of cognitive skills, including critical thinking and problem-solving.

Culture: Exposure to and understanding of cultural contexts related to the language and content.

This holistic approach not only facilitates comprehensive learning but also prepares students for global citizenship (Coyle, 2007).

Active Learning and Student Engagement

CLIL promotes active learning, where students participate in interactive and collaborative activities that require them to use both content knowledge and language skills. Techniques such as group work, projects, and discussions encourage students to take an active role in their learning process, enhancing their engagement and retention of knowledge. Active learning fosters a dynamic classroom environment where students are motivated to explore and apply what they have learned (Bentley, 2010).

Formative Assessment

Formative assessment is a key component of CLIL, focusing on ongoing evaluation and feedback to guide students' learning. Instead of relying solely on summative assessments like tests and exams, CLIL emphasizes continuous assessment through observations, quizzes, peer assessments, and self-assessments. According to Black & William (2009), this approach allows teachers to identify learning gaps and provide timely support, helping students to improve progressively.

2.6 Challenges in CLIL

While CLIL offers numerous benefits, its implementation is not without challenges. These challenges can arise from various factors, including teacher preparedness,

resource availability, and student adaptation. This chapter explores the primary challenges associated with CLIL and suggests potential strategies for addressing them.

2.6.1 Teacher preparedness

One of the most significant challenges in CLIL is the lack of adequate training for teachers. Many educators may not have the necessary skills to integrate language and content effectively. This gap in knowledge can lead to ineffective CLIL implementation and reduced educational outcomes (Cenoz, Genesee, & Gorter, 2014). Luckily, CLIL courses and trainings are on the rise and are available, for example, also through the Erasmus+ programs for teachers.

As stated by Coyle, Hood & Marsh (2010), without the proper training and experience teachers struggle to balance content and language objectives within a single lesson. It is crucial to invest enough time into careful planning and execution of the lesson to ensure students' achievement.

2.6.2 Resources

Another challenge is the scarcity of high-quality, ready-made CLIL materials. Teachers often need to create their own resources, which can be time-consuming and require a deep understanding of both the subject matter and the target language (Mehisto, Marsh & Frigols, 2008). Teachers implementing CLIL may lack access to support networks, including professional communities and online resources. This isolation can hinder their ability to share best practices, receive feedback, and stay updated on the latest CLIL methodologies (Dalton-Puffer, 2011).

2.6.3 Student adaptation

Students may face difficulties adapting to CLIL due to language barriers. Learning new content in a foreign language can be overwhelming, particularly for students with lower language proficiency levels. This can lead to frustration and disengagement if not managed carefully (Lasagabaster & Sierra, 2009). The cognitive load associated with processing new information in a foreign language can be significant. Students need to simultaneously understand the subject matter and the language, which can be challenging and may affect their overall learning experience (Swain & Lapkin, 2005).

2.6.4 Institutional challenges

Integrating CLIL into existing curricula can be challenging. Schools may need to make significant adjustments to their schedules, teaching methods, and assessment practices. Resistance to change from educators and administrators can further complicate this process (Coyle et al., 2010). Assessing students in a CLIL setting presents unique challenges. Traditional assessment methods may not adequately capture students' dual proficiency in language and content. Developing reliable and valid assessment tools that address both aspects of CLIL is essential but challenging (Mehisto et al., 2008).

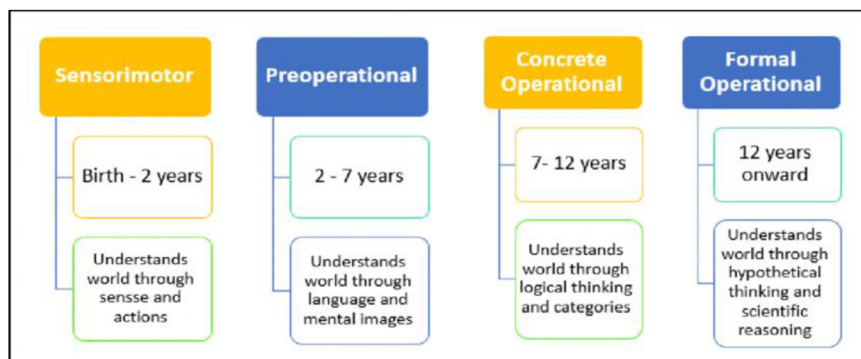
3 LOWER-SECONDARY LEARNERS

Lower-secondary learners, typically aged 11 to 15, are at a crucial stage in their educational journey, characterized by significant cognitive, social, and emotional development. Understanding the unique needs and characteristics of this age group is essential for designing effective CLIL lessons.

In the Czech Republic, lower-secondary education is part of a single-structure system that combines primary and lower-secondary education into a continuous nine-year program. Lower-secondary education is the 2nd stage of the basic education programme and covers years 6 to 9 (Eurydice, 2023).

3.1 Cognitive development

At the lower-secondary level, pupils undergo major cognitive development. According to Piaget's theory, they transition from concrete operational thought to formal operational thought, gaining the ability to think abstractly and hypothetically. This cognitive shift enables them to handle more complex subjects and interdisciplinary learning, which are integral to the CLIL approach (Piaget, 1972).



Picture 3: Piaget's Theory of Cognitive Development. Source: ResearchGate

Students develop abstract thinking which enables them to grasp complex concepts and apply them in different contexts (Piaget, 1972). CLIL methodology can be therefore successfully used for teaching or reviewing various concepts and ideas across the curriculum.

3.2 Social development

Lower-secondary pupils are highly influenced by their social environment. Peer relationships become more significant, and pupils seek greater autonomy from their parents. The classroom becomes a critical space for social interaction and collaborative learning. Peer influence can positively impact motivation and engagement in learning. Group activities and projects in CLIL classrooms can harness this influence, fostering a collaborative and supportive learning environment. As pupils seek more autonomy, they are more willing to take responsibility for their learning. CLIL can support this by providing opportunities for independent and self-directed learning, encouraging pupils to explore and apply their knowledge (Steinberg and Morris, 2001).

3.3 Emotional development

Emotionally, lower-secondary pupils experience fluctuations as they develop their identities and self-esteem. Educational strategies that acknowledge and support their emotional development are crucial. Pupils' self-concept and self-esteem are significantly shaped during lower-secondary education. Positive reinforcement and inclusive teaching practices in CLIL can enhance their confidence and engagement in learning. Providing emotional support through a caring and inclusive classroom environment helps pupils navigate this developmental stage. CLIL's engaging and diverse content can capture students' interests and reduce anxiety, particularly in language learning (Eccles and Roeser, 2011).

PRACTICAL PART

This segment of the thesis shifts from theoretical exploration to practical application. The objective here is to translate the insights gleaned from theoretical literature into tangible CLIL lesson materials and subsequently assess their efficacy in real-world classroom settings. Specifically, three CLIL lesson plans will be developed targeting lower secondary school levels and piloted at ZŠ Labyrint Lhota s.r.o. with students spanning grades 7 through 9.

Following each CLIL lesson, students will be invited to participate in open-ended surveys aimed at gauging their perceptions and experiences. The practical part will be completed with a thorough analysis of the students' feedback. Complementing these qualitative methodologies, observational data will be collected during the lessons to capture student engagement and interactions.

This empirical approach aims to provide nuanced insights into the effectiveness of the created CLIL materials and point out the key factors for creating successful CLIL lesson plans and worksheets.

4 RESEARCH DESIGN

4.1 Research question and methodology

Given the nature of the aim of this thesis, qualitative research methods will be used. As previously stated, the practical part will consist of creating and testing three CLIL lesson plans which will be developed with respect to the theoretical basis in the first part of this thesis. After each of the lessons, students will be asked to answer open-ended questions in form of a written questionnaire. These open-ended questions will focus on the student's experience with the completed CLIL lesson and their unique perception on the key factors that affect the success of implementing CLIL into teaching.

The main research question therefore is: From the students' point of view, what are the key considerations for designing successful CLIL lesson plans and materials?

Students' answers will be then collected and analysed, and outcomes will be formed. Reflection of my own observations and personal experience will follow up the analysis and lead to the conclusion.

A brief structure of the research:

- 1) Lesson plans will be created based on the theory
- 2) Students' questionnaire will be created
- 3) Lesson plans and students' feedback take place
- 4) Students' feedback analysis
- 5) Reflection
- 6) Conclusion

4.2 Research context and participants

The research will take place at ZŠ Labyrint Lhota s.r.o., which is my current place of employment. The school is a Montessori type of school, and I work full time with classes 7, 8 and 9. Because of the alternative style of teaching at this school, there is a growing demand for implementation of the CLIL methodology into English lessons.

The English lessons are taught in tandem by me and a native speaker colleague. Students focus primarily on their ongoing practical projects which are complemented by theory lessons for given topics. English lessons at this school can complement any subject area, however, the main focus is on covering Civics, Cultural and Social Studies. For the purposes of this research the lesson plans will all cover Civics topics.

I have created a couple of CLIL lessons for these classes before but often I receive mixed feedback from the students. As I firmly believe that CLIL is the future of language teaching, I am trying to understand CLIL from the students' point of view in order to create better CLIL materials for them. The research is therefore based on the known theory from various academic sources, yet what it aims to uncover is participants' experience and preferences.

The classes 7 to 9 cooperate as one class. There are currently 15 students in grade 7, and 9 students in both grades 8 and 9. All together the combined class consist of 33 students.

For this research the lessons will be designed as 45 min. units, which is a standard lesson time.

5 CLIL LESSON PLANS

Three lesson plans will be created following the theoretical basis in the first part of this thesis. The topics for the lesson plans are chosen based on the authors personal experience with the classes and with consideration to the topics that are currently being covered in the class. The topics correspond with the school curriculum.

Because the grades 7, 8 and 9 are combined into one big class and students perform different levels of language acquisition, which is not based on age, the lesson plans will be created for three different levels. Lesson plan A as level 1, lesson plan B as level 2 and lesson plan C as level 3 of difficulty. Students will be introduced to this scheme and then divided into three groups according to their language skills. The subject aims of the lesson plans will be adjusted as well. All of the topics and the subject content of the lessons will be consulted with a certified civics teacher.

5.1 Lesson plan A

Topic: Fair Trade

Subject: Civics

Language objectives: Introducing new vocabulary (fair trade, products, farmers, consumers, prices, market); use of present simple tense; use of comparative adjectives.

Content objectives: Understand the concept of fair trade and its benefits for producers and consumers.

Time: 45 min.

Materials: a big flipchart paper sheet, markers; a board; two bars of chocolate (one Fairtrade and one Non-Fairtrade); two videos about fairtrade (<https://youtu.be/JoIZWd2q2Ec?si=QzZkpRJ4zMFyivHy>) (https://youtu.be/xgsIkkAT-M?si=AC_hHhIUQ8gR922O); two computers to play the videos; copy of worksheet A for each student.

Before the lesson: On each of the chocolate bars write their price with a sharpie pen.

Activities:

- 1) Warm up: ask the students to sit in a circle (on the floor or around a table) and place a big paper sheet with both chocolate bars in the middle of the circle. Ask students to describe the chocolate bars with adjectives (“Can you describe

these chocolate bars? What are they? Sweet? Yes, what else?") and let them write the adjectives on the paper sheet. (3 min.)

- 2) Introducing the topic: Tell the students to look closely at the packaging and try to guess the topic of today's lesson ("Look closely at both packaging. The topic of our lesson is written on one of them! Can you find it?"). Navigate if necessary ("You have to play *fair play!*"). Elicit the answer Fairtrade and ask if anyone knows what it means. (2 min.)
- 3) Hand out worksheets A. Ask students to do exercise 1. Then explain exercise 2, review the rules from the chart and give more examples from the adjectives from warm-up. Ask students to work in pairs or individually. (10 min.)
- 4) Play the videos, first "What is Fairtrade", then "FairTrade Coffee Explainer", adjust the speed of the video and turn on subtitles if needed. (5 min.)
- 5) Ask students to make two teams (Fairtrade and Non-fairtrade). Explain that the winner team can keep the assigned chocolate bar. Each team takes one computer to watch the videos again if they want. Explain the exercises 3, 4 and 5 and tell students they have about 10 minutes to work as a team. Every correct answer or correct sentence count as 1 point. Team with more points wins! Observe teamwork and help if necessary. (15 min.)
- 6) Wrap up: Ask each team to read their answers and write points on the board. Only correct answers count. Briefly explain mistakes if needed. Winning team keeps the chocolate bar. (10 min.)

5.2 Lesson plan B

Topic: Climate change - future

Subject: Civics

Language objectives: Introducing new vocabulary; use of future simple (will) for promises and predictions.

Content objectives: Understand the role young people can play in preventing climate change. Think critically about political campaigns. Gain awareness of the climate change problem.

Time: 45 min.

Materials: copy of worksheet B for each student, printed and cut out sentences for warm up activity, printed photos (see Material B attached document)

Before the lesson: print and cut sentences from the warm up activity (see below); print out pictures of climate change campaigns (see Material B attached document).

Activities:

- 1) Warm up: give each student one or more of these halves of sentences and tell them to find a person with the other half of the sentence. (5 min.)

The Earth's average temperature has increased by about 1°C (1.8°F) in the last 100 years.
The Arctic ice is melting at a rate of about 13% per decade, causing sea levels to rise.
Climate change is causing more extreme weather events, like stronger hurricanes, more intense heatwaves, and heavier rainfall.
Many animals are losing their homes because of climate change, for example, polar bears are struggling to find ice to live on.
Young people around the world are leading movements to fight climate change, like school strikes for climate.
The oceans are getting warmer and more acidic, which harms fish and coral reefs.

- 2) Let the pairs read their completed sentences and address difficult vocabulary (elicit meaning or explain further and give examples if no one knows the word). Elicit from students the topic of the lesson – climate changes. (5 min.)
- 3) Show students pictures of climate change campaigns. There are public campaigns and political campaigns. Ask students if they know any of the people in the pictures (Boris Johnson, Sir David Attenborough, Dana Rohrabacher, Barack Obama). Ask students about their opinion of the campaigns and let them discuss in pairs over pictures. (10 min.)
- 4) Hand out worksheets B. Let students do exercise 1, help them if needed (you can point out the photos of politicians). Explain exercise 2 and ask students to work in pairs. Let them use sentences from warm up activity for inspiration.

Tell them they have 10 min. to do this exercise. Observe and help if needed. (15 min.)

- 5) Ask students to read their campaign promises/predictions out loud. Correct if necessary. (5 min.)
- 6) Wrap up: Ask students to share one information from this lesson that was new for them. Review key points. (5 min.)

5.3 Lesson plan C

Topic: Racism

Subject: Civics

Language objectives: Introducing new vocabulary (to have cheek to do something, to kick something out, colored, racism, discrimination, equality, prejudice, stereotypes, civil rights, activism, labelling, empathy); use of 1st conditional sentences.

Content objectives: Understand the concept of racism and its impact on society. Think critically about racism.

Time: 45 min.

Materials: copy of worksheet C for each student, pens, board, computer to play a video, video ad (<https://youtu.be/N14Lbwk7q34?si=3VuC8GiEFAgRT3m->), dictionaries, one phone (from a student)

Activities:

- 1) Warm up: Discuss what students know about racism. Write key terms on the board. (1 min.)
- 2) Play the video ad (twice if necessary). (3 min.)
- 3) Ask students to reflect their feelings about the ad in one word. (1 min.)
- 4) Ask students about the language in the video. Ask them if they can identify any specific phrases. Elicit the phrases “to have cheek to do something” and “to kick something out”. Write them on board and elicit the meaning of the phrases based on the context of the video. (3 min.)
- 5) Hand out worksheets C: Briefly explain what to do in each exercise and put dictionaries on the table for students to use. Allow students to work in pairs or individually. Observe and help if needed. (20 min.)
- 6) Making of an ad: Explain to students that they are going to make their own anti-racism advert and record it as a video. Each student picks one of his own

1st conditional sentences from exercise 3 (e.g. “If I see discrimination in our school, I will report it immediately.”). Ask students to practise saying the sentence out loud and correct pronunciation where needed. Remind students that they need to memorize the sentence. Let students use one phone to record everyone, one by one, saying their sentence and together creating an anti-racism video ad of their own. (15 min.)

- 7) Wrap up: pick one or two students to summarize the key points of the lesson (2 min.)

6 OPEN-ENDED QUESTIONNAIRE

The questionnaire was created in Czech language for the comfort of the respondents. To make it clearer for the learners what is the purpose of this survey, I included a short explanation at the beginning and described to the learners what is my aim with this research. I answered any additional questions that the learners had about the form. Students were then asked to work individually and their time for filling out the questionnaire was not strictly limited.

Ten open-ended questions were carefully formulated in order to gain the insight into students' unique perception of the CLIL lessons. All students received a printed copy of the questionnaire below, with a generous space for answers.

“Ahoj!

Děkuji Ti, že ses aktivně zapojil/a do dnešní CLIL lekce!

Co je to vlastně ten CLIL? Anglicky je to zkratka pro Content and Language Integrated Learning, což jinými slovy znamená propojení (integrate) výuky cizího jazyka (language) s obsahem (content) nějakého jiného předmětu. Pro účely tohoto výzkumu jsem zvolila obsahy z občanské výuky, ale v minulosti jsi měl/a možnost vyzkoušet si CLIL lekce například z přírodopisu (včely), nebo z finanční gramotnosti a zeměpisu (dovolená a finanční plán). Toto tedy znamená výuka metodou CLIL.

Lekce na témata Fair Trade, klimatických změn a rasismu jsem vypracovala na základě teoretických zásad, ale ve své bakalářské práci se snažím přijít na to, jak to vidíš TY – účastník lekce. Které vlastnosti těchto CLIL lekcí jsou pro Tebe nejdůležitější a měla bych se na ně tedy zaměřit při tvorbě dalších lekcí? Velmi mi pomůže, když vyplníš tento dotazník. Odpovídej prosím upřímně a snaž se být co nejvíce konkrétní.

Lekce na téma (zakroužkuj): *fair trade – klimatické změny – rasismus*

Ročník (zakroužkuj): *7. - 8. - 9.*

- 1. Jaký byl Tvůj celkový dojem z dnešní CLIL lekce?*
- 2. Které konkrétní části lekce Tě nejvíce zaujaly a proč? Co na nich bylo zajímavé nebo přínosné?*
- 3. Vyskytly se během lekce nějaké momenty, které pro Tebe byly obtížné nebo matoucí? Pokud ano, jaké konkrétně a proč?*
- 4. Jak jsi vnímal/a použité materiály a pomůcky (např. pracovní listy, vizuální pomůcky)? Byly pro Tebe srozumitelné a užitečné? Pokud ano, jakým způsobem? Pokud ne, co bys navrhl/a změnit?*

5. *V čem vidíš největší přínos této lekce pro Tvoje porozumění předmětu (např. občanské nauce)?*
6. *V čem vidíš největší přínos této lekce pro zlepšení Tvých jazykových dovedností?*
7. *Jak se Ti líbilo propojení výuky obsahu (např. občanské nauky) s angličtinou? Bylo to podle Tebe užitečné? Proč ano nebo proč ne?*
8. *Co bys navrhl/a zlepšit pro příští CLIL lekce, aby pro Tebe byly zajímavější a přínosnější?*
9. *Jak důležitý je pro Tebe výběr tématu/obsahu lekce?*
10. *Popiš, jak by měla podle Tebe probíhat ideální lekce CLIL výuky od začátku až do konce:*

Děkuji Ti za Tvé upřímné odpovědi!”

7 ANALYSIS

This chapter will analyse the answers from the questionnaires to formulate conclusions. In total there were 23 questionnaires received from the students. 6 from students participating in lesson A, 8 from students participating in lesson B and 9 from students participating in lesson C. The analysis will go through all 10 questions with 23 answers each. All 230 answers are transcribed in appendix 2.

7.1 Answers analysis

<i>Questions</i>	<i>Representative answers</i>
<i>Analysis</i>	

<i>Jaký byl Tvůj celkový dojem z dnešní CLIL lekce?</i>	<i>"Hodně se mi to líbilo a přála bych si víc takových lekcí." "Bylo to zábavné, naučné a dávalo to smysl. Učíš se takhle vlastně dva předměty, takže se toho naučíš mnohem víc." "Myslím, že to bylo zajímavé, ale s mojí angličtinou jsem tomu nerozuměla na 100%. Jinak kdybychom se tomu věnovali dýl, tak by to bylo i lepší. Ale mě to nebavilo nějak extra moc."</i>
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Most students expressed that they enjoyed the lesson and found it engaging. Responses such as "Bylo to dobré, hodně mě to bavilo." and "Hodně se mi to líbilo a přála bych si víc takových lekcí." indicate a high level of enjoyment and a desire for more CLIL lessons. This suggests that the CLIL approach can effectively capture students' interest and make learning more enjoyable.

Several students appreciated the integration of different subjects, finding it meaningful and practical. Students see the benefit of learning content through another language.

A few students provided constructive feedback on the lesson structure and length. Comments like "Na mě to bylo krátké" and "Lekce byla v pohodě. Myslím, že byla docela krátká" suggest that some students felt the lesson could have been longer to cover the material more thoroughly. Additionally, a student remarked, "Bylo to dobrý, že stihneme víc věcí a že si tak dokážeme propojit věci i v hlavě a tak, ale nevím. Mám asi radši, když se věnuju jednomu tématu," indicating a preference for focusing on one subject at a time.

Some students noted difficulties with language comprehension, which affected their overall enjoyment and understanding. For example, one student stated, "Myslím, že to bylo zajímavé ale s mojí angličtinou jsem tomu nerozuměla na 100%," indicating that language proficiency can be a barrier in CLIL lessons. This points to the need for differentiated support to help all students fully engage with the material.

While the overall reception of the CLIL lesson was positive, students offered valuable suggestions for improvement. They appreciated the engaging content and the integration of subjects, but also noted areas where adjustments could enhance their learning experience, such as lesson length and language support.

<p><i>Které konkrétní části lekce Tě nejvíce zaujaly a proč? Co na nich bylo zajímavé nebo přínosné?</i></p>	<p><i>"Asi nejpřínosnější a nejzajímavější přišly ty videa, a to psaní vět protože jsme si to tak shrnuli."</i></p> <p><i>"Tvoření kampaní, protože je zajímavé na chvíli se vcítit do politiků."</i></p> <p><i>"To video, protože jsem se nad ním zamyslel."</i></p>
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Many students highlighted the videos as a particularly engaging and thought-provoking component of the lesson. Responses such as "Nejvíce mě zaujalo video" and "To video bylo hodně k zamyšlení" indicate that the use of multimedia content effectively captured students' attention and provoked deeper reflection. This suggests that incorporating multimedia elements can significantly enhance student engagement and comprehension.

Students expressed a preference for interactive and collaborative activities. For example, "Zaujalo mě vymýšlení vlastní kampaně a sloganů, protože bylo zajímavé, co ostatní vymysleli" and "Když jsme si psali kampaň a slibovali jsme změnu klimatu" highlight the appeal of creating campaigns and slogans. These activities allowed students to actively participate and share their ideas, fostering a sense of collaboration and creativity.

The lesson's practical application and connections to real-world scenarios were appreciated by the students. Comments like "Bavila mě ta soutěž o čokoládu protože prostě je to cool. Ta finanční gramotnost tak tam mě zaujalo jak Market to dobře propojila s tím tripem" show that students found value in activities that linked classroom learning to real-life contexts. This underscores the importance of designing CLIL lessons that are relevant and applicable to students' lives.

Some students were particularly interested in the language and grammar components of the lesson. For instance, "Nejvíce mě zaujala část, ve které jsme stupňovali přídavná jména" and "Asi nejpřínosnější a nejzajímavější mi přišly ty videa a to psaní vět protože jsme si to tak shrnuli" indicate that structured language activities were beneficial for reinforcing their language skills.

The responses also reveal varied preferences and individual interests among the students. While some students enjoyed the collaborative campaign creation, others preferred activities that required less interaction, such as "Papírová práce, protože mě to baví a nemusím mluvit s větší skupinou lidí." This highlights the need for a diverse range of activities within CLIL lessons to accommodate different learning styles and preferences.

<p><i>Vyskytly se během lekce nějaké momenty, které pro Tebe byly obtížné nebo matoucí? Pokud ano, jaké konkrétně a proč?</i></p>	<p><i>"Asi části videí, protože jsem jim nerozuměla."</i></p> <p><i>"Ne žádné takové momenty nebyly."</i></p> <p><i>"Pro mě byl trochu obtížný pracovní list."</i></p> <p><i>"Ne, vždycky jsem všemu rozuměla."</i></p>
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Many students reported no difficulties during the lesson, indicating overall clarity and comprehension. Responses such as "V lekci se žádné tyto momenty nevyskytly," "Všechno bylo srozumitelné," and "Ne, vždycky jsem všemu rozuměla" suggest that the lesson was well-structured and accessible to most students.

Several students found the video content challenging, primarily due to the speed of the speech and the complexity of the language used. Comments like "No možná trochu to video bylo dost rychlé a nešlo jim tolik rozumět," "Asi části videí, protože jsem jim nerozuměla," and "Nejvíce matoucí bylo video, protože bylo těžké pochopit jeho význam" highlight the need for careful selection of video materials that match the students' language proficiency levels. Providing subtitles or a summary before viewing could also help reduce these issues.

Responses such as "No skoro pořád, protože ničemu nerozumím, ale už jsem si zvykla, takže mi to neva. Když potřebuju, tak se zeptám" indicate that some students consistently struggle with understanding due to their language proficiency levels. These students often rely on peers or teachers for clarification, suggesting the importance of a supportive classroom environment where students feel comfortable seeking help.

A few students mentioned difficulties with specific activities, such as creating slogans or understanding the initial instructions given in English. Comments like "Chvilku mě nenapadal žádný slogan. Ale pak mě jich napadlo hned několik" and "Bylo pro mě obtížné vymyslet prázdné sliby" suggest that some students may need additional guidance or examples to engage effectively in creative tasks.

Most students found the lesson clear and understandable, as evidenced by responses such as "Ne, lekce byla jasná," simple "Ne," and "Ne. Lekce byla plně srozumitelná." This indicates that the lesson was generally well-designed to match the students' comprehension levels, though there is always room for refinement to address individual differences and specific challenges.

<p><i>Jak jsi vnímal/a použité materiály a pomůcky (např. pracovní listy, vizuální pomůcky)? Byly pro Tebe srozumitelné a užitečné? Pokud ano, jakým způsobem? Pokud ne, co bys navrhl/a změnit?</i></p>	<p><i>"Bylo to užitečné, protože jsem úplně pochopila stupňování přídavných jmen."</i></p> <p><i>"Třeba ty obrázky byly podle mě dobré, protože jsem si pak některé věci mohla líp představit."</i></p> <p><i>"Měli jsme pracovní list plný nových slovíček."</i></p> <p><i>"Pracovní listy byly srozumitelné, občas některé zadání byla dlouhá a bylo tam spousta slov, kterým jsem nerozuměla."</i></p>
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Many students found the materials and aids clear and understandable. Responses such as "Bylo to užitečné, protože jsem úplně pochopila stupňování přídavných jmen," "Ano byly srozumitelné," and "Všechno jsem chápala" indicate that the materials effectively communicated the lesson content. This suggests that the materials were well-designed to match the students' language proficiency levels.

Several students highlighted the usefulness of the materials in enhancing their understanding. Comments like "Pracovní listy pro mě byly srozumitelné a i poučné" and "Ten pracovní list byl dobrý, protože to je naučné" suggest that the materials were not only clear but also educationally valuable. This indicates that the materials successfully supported the learning objectives of the lesson.

Students appreciated the use of visual aids, as evidenced by responses such as "Líbily se mi plakátky, které nám sloužily jako příklad" and "Třeba ty obrázky byly podle

mě dobré, protože jsem si pak některé věci mohla líp představit." These comments highlight the importance of incorporating visual elements to aid understanding and engagement, making abstract concepts more tangible and relatable.

While most students found the materials effective, a few provided suggestions for improvement. One student mentioned, "Pracovní listy byly srozumitelné, občas některé zadání byla dlouhá a bylo tam spousta slov, kterým jsem nerozuměla," suggesting that simplifying the language and reducing the length of some tasks could enhance comprehensibility. Another student noted, "Ano byly velice srozumitelné, ale pracovní list mi přišel zbytečně dlouhý," indicating that brevity can be important for maintaining student focus and engagement.

The majority of responses were positive, with students appreciating the structure and content of the materials. Comments like "Pracovní list byl srozumitelný a zajímavý, líbilo se mi, že byly k dispozici fotky a taky pomůcka" and "Dobře zpracované, přehledné" reinforce that the materials were well-received and effectively facilitated learning.

<p><i>V čem vidíš největší přínos této lekce pro Tvoje porozumění předmětu (např. občanské nauce)?</i></p>	<p><i>"Zjistila jsem, co znamená fair trade."</i></p> <p><i>"Největší přínos pro mě je to, že se učím 2 předměty dohromady."</i></p> <p><i>"Uvědomil jsem si závažnost tohoto tématu."</i></p> <p><i>"Asi už jsem o téhle tématice věděl dost."</i></p>
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Several students highlighted their improved understanding of specific topics covered in the lesson. Responses such as "Porozuměla jsem tématu," "Zjistila jsem, co znamená fair trade," and "Uvědomil jsem si závažnost tohoto tématu" indicate that the lesson successfully conveyed key concepts and information. This suggests that the lesson was effective in making complex topics like fair trade and climate change more comprehensible.

Some students appreciated the practical knowledge gained from the lesson. Comments like "No je to i docela praktické. Jakože ty lekce, takže se i naučíme třeba jak si rozvrhnout finance a že to není tak jednoduché, jak se zdá" suggest that the lesson provided valuable real-world skills. This indicates that integrating practical examples and applications can enhance the relevance and impact of the lesson.

Many students valued the dual-subject approach of the CLIL lesson. Responses such as "Že se zároveň učíš 2 předměty," "Vidím přínos v tom, že probíráme 2 předměty najednou, protože se dozvíme nová slovíčka," and "Největší přínos pro mě je to, že se učím 2 předměty dohromady" highlight the benefits of integrating language learning with other subjects. This suggests that CLIL lessons can effectively reinforce knowledge across different subjects, providing a more holistic educational experience.

Several students noted the benefit of learning new vocabulary and language skills. Comments like "Asi v tom, že si doplním slovní zásobu a dozvím se zároveň nějaké zajímavosti" and "Naučil jsem se nová slova týkající se občanky" indicate that the lesson helped students expand their vocabulary and improve their language proficiency. This underscores the dual benefit of CLIL lessons in enhancing both subject knowledge and language skills.

A few students mentioned the lesson's impact on their personal and social awareness. Responses such as "Že se učíme o rasismu a o tom, jak se chovat, když se s ním potkáš" and "Že jsem se dozvěděl, že jsou mí spolužáci rasisti" suggest that the lesson also contributed to their understanding of social issues and interpersonal dynamics. This indicates that CLIL lessons can play a role in developing students' social consciousness and empathy.

While most responses were positive, some students did not find the lesson particularly beneficial for their understanding of other subjects. Comments like "Asi do jiných předmětů než do angličtiny mi to nic moc nepřineslo" and "Ne. Lekce pro mě nemá velký přínos" highlight that not all students perceived the lesson as equally valuable. This suggests that CLIL lessons may need to be tailored more closely to individual student needs and preferences to maximize their effectiveness.

<p><i>V čem vidíš největší přínos této lekce pro zlepšení Tvých jazykových dovedností?</i></p>	<p><i>"Největší přínos vidím při stupňování přídavných jmen."</i></p> <p><i>"Že víc mluvíme a doplníme si slovní zásobu."</i></p> <p><i>"V ničem, většinu slovíček znám, ale asi v pracovním listu."</i></p>
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Many students identified the improvement of specific language skills as a significant benefit of the lesson. Responses such as "Největší přínos vidím při stupňování přídavných jmen" and "Umím lépe přídavná jména" indicate that the lesson effectively

reinforced grammatical concepts, particularly the use of comparative adjectives. This suggests that the lesson successfully improved students' understanding and use of specific grammatical structures.

A considerable number of students highlighted vocabulary expansion as a primary benefit. Comments like "Rozšíření slovní zásoby," "Naučila jsem se pár nových slovíček," and "Spoustu nových slovíček o rasismu" demonstrate that the lesson introduced students to new words and phrases.

Several students noted improvements in their speaking and conversational skills. Responses like "V této lekci vidím největší přínos v mluvení jiným jazykem" and "Konverzace ve skupině" indicate that the lesson provided opportunities for oral practice. This aligns with the goals of CLIL to encourage active use of the target language in meaningful contexts, thereby improving students' fluency and confidence in speaking.

<p><i>Jak se Ti líbilo propojení výuky obsahu (např. občanské nauky) s angličtinou? Bylo to podle Tebe užitečné? Proč ano nebo proč ne?</i></p>	<p><i>"Propojení se mi líbí. Ale když jsme se dané téma ještě neučili a je těžké, tak je to trochu matoucí."</i></p> <p><i>"Líbilo se mi to, protože to výuku ozvláštňuje. Myslím si, že je to užitečné bylo, protože mě osobně to bavilo více než normální hodina."</i></p> <p><i>"Pro základní informace mi to přijde dobré, ale pokud se chceš věnovat hloub, tak spíše ne."</i></p> <p><i>"Možná tam bylo až moc informací najednou."</i></p>
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Many students responded positively to the integration of content learning with English. Comments such as "Jo, celkem se mi to líbilo, přijde mi to užitečné, protože to máš 2 v 1," and "Líbilo se mi to moc. Bylo to užitečné, protože se učíš 2 předměty naráz" reflect a general appreciation for the dual-subject approach. These students recognized the efficiency and value of learning multiple subjects simultaneously, which aligns with the goals of CLIL.

Several students found the integrated lessons more engaging compared to traditional methods. Responses like "Líbilo se mi to, protože to výuku ozvláštňuje" and "Podle mě to je velice dobrá cesta, jak se učit" suggest that the novelty and interdisciplinary nature of CLIL lessons can increase student interest and motivation. This indicates that integrating different subjects can make learning more dynamic and appealing.

Some students highlighted the practical benefits of integrated learning. For instance, "Bylo to užitečné, protože jsme to brali i z hlediska politiky a něco jsme se i dozvěděli" and "Ano, protože mě to zlepšilo v obou předmětech" reflect a recognition of the real-world applications and enhanced subject comprehension gained from such lessons. These responses indicate that students see practical value in combining content learning with language acquisition.

Despite the positive feedback, some students pointed out challenges and areas for improvement. Comments like "Ale neuvědomila jsem si, že je to občanka, takže to mi na tom nevyhovuje, že ani nevím, když něco propojujeme" and "Pro základní informace mi to přijde dobré, ale pokud se chceš věnovat hloub, tak spíše ne" highlight the importance of clear subject delineation and depth in learning. These students felt that while integrated learning was beneficial for basic knowledge, it might not suffice for more in-depth understanding.

A few students had mixed feelings about the integrated approach. For example, "Bylo to zajímavé, ale nemyslím si, že mi to nějak extra pomohlo. Spíš mě to furt mátló" and "Možná tam bylo až moc informací najednou" suggest that the integration can be overwhelming or confusing if not executed carefully. These responses indicate that the success of CLIL lessons depends on balancing the amount of information and ensuring clarity in instruction.

Many students appreciated the simultaneous learning of language and content. Comments like "Učíš se taky mluvit o daném tématu v angličtině." and "Myslím, že je to fakt dobré. Dozvíím se toho pak víc a zvětším si slovní zásobu" underscore the dual benefit of expanding vocabulary while learning subject matter. This reflects the core advantage of CLIL in promoting both linguistic and cognitive skills.

<p><i>Co bys navrhl/a zlepšit pro příští CLIL lekce, aby pro Tebe byly zajímavější a přínosnější?</i></p>	<p><i>"Nic, všechno bylo fajn."</i></p> <p><i>"Aby byla delší."</i></p> <p><i>"Je to podle tématu, když je téma zajímavé v češtině, tak v angličtině bude o to zajímavější."</i></p> <p><i>"Trochu změnit pracovní list, méně textu."</i></p>
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A notable number of students expressed high satisfaction with the current lesson format, indicating minimal to no changes needed. Comments such as "Asi nic tahle lekce byla 10 z 10," "Asi nic," and "Nic, všechno bylo fajn" reflect a positive reception of the lesson. These students appreciated the structure and content of the lesson as it was.

Some students suggested improvements related to group dynamics and clarity in subject integration. For instance, "Aby byly po menších skupinkách a aby bylo vždycky řečeno, s čím je to propojené" emphasizes the importance of clear explanations regarding the integration of different subjects and the benefits of smaller group interactions. This suggests that students value clear guidance and more personalized interactions during lessons.

Several students proposed extending the duration of CLIL lessons. Comments like "Aby byla delší" and "Delší lekce, delší časová dotace" indicate a desire for more time to engage deeply with the content. This suggests that students find the lessons engaging and would appreciate more time to explore the topics in depth.

Suggestions for more interest-based content were also common. For example, "víc by mě zajímalo, kdybychom se bavili o knihách a filmech" and "Myslím, že CLIL lekce by měly být o tématech, která jsou aktivní, kontroverzní a obecně probírané" reflect a preference for lessons that align with students' personal interests and current events. This highlights the importance of selecting relevant and engaging topics to maintain student interest.

Several students mentioned the need for a better balance between different types of activities. Comments such as "Více mluvené části než papírové" and "Víc videí o tématu" suggest that students prefer a mix of interactive and multimedia content over traditional paper-based tasks. This indicates that incorporating more diverse teaching methods can enhance engagement and learning outcomes.

Some students suggested simplifying the materials and focusing on key information. For instance, "Kratší pracovní listy" and "Trochu změnit pracovní list, méně textu" highlight the need for concise and manageable materials. These suggestions point to the importance of clarity and focus in lesson materials to avoid overwhelming students.

<p><i>Jak důležitý je pro Tebe výběr tématu/obsahu lekce?</i></p>	<p><i>"Samozřejmě dělá nějakou roli, ale více se zajímám o angličtinu."</i></p> <p><i>"No docela dost, někdy mě to téma zajímá a vnímám, ale někdy ne."</i></p>
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	<p><i>"Asi není důležitý, hlavně ať to prostě není těžké."</i></p> <p><i>"Myslím, že když má člověk volbu tématu, dává pak větší pozor."</i></p>
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A significant number of students emphasized that the choice of topic is crucial for their engagement and motivation. Comments such as "No docela dost, někdy mě to téma zajímá a vnímám, ale někdy ne" and "Hodně, protože když je téma nudné, tak mě lekce nebaví" underscore that interesting topics are essential for keeping students focused and enthusiastic about the lesson. This group of students believes that a captivating topic can significantly enhance their learning experience.

Some students indicated that while the topic is important, their primary interest lies in learning English. For example, "Samozřejmě dělá nějakou roli, ale více se zajímám o angličtinu" and "Záleží spíše na tématu, ale baví mě i angličtina" reflect a balanced view where both the content and the language aspect of the lesson hold value. These students appreciate when the topic is engaging but are equally motivated by the language learning component.

A few students stated that the topic is not very important to them. Responses like "Není to pro mě vůbec důležité" and "Asi není důležitý, hlavně ať to prostě není těžké" suggest that these students are more focused on the ease and manageability of the lesson rather than the specific content. For them, a lesson's difficulty level and clarity might be more significant than the topic itself.

Some responses indicated that the importance of the topic depends on specific conditions. For example, "Je mi to docela jedno, ale možná kdyby se vynechala ta politika atd., tak by mi to nevadilo a spíš mi záleží na té angličtině" shows that certain topics might detract from their interest, while "Je velmi důležité řešit rasismus" highlights the relevance of socially significant topics. These students appreciate relevant and impactful topics but may have preferences regarding what is covered.

<p><i>Popiš, jak by měla podle Tebe probíhat ideální lekce CLIL výuky od začátku až do konce.</i></p>	<p><i>"Na začátku by měl být úvod do lekce na 5 až 10 minut. Potom nějaký pracovní list a na konci povídání o tom, co jsme napsali."</i></p> <p><i>"Nejdřív nějaké představení toho tématu, pak nějaké povídání o tom. Zadáni samostatné práce nebo práce ve dvojicích. A pak krátké prezentace."</i></p>
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	<p><i>“Podle mě bychom si měli o tématu povídat. Třeba se podívat na nějaké video. Učitel by si měl o tématu něco zjistit a pak mít aspoň desetiminutový výklad.”</i></p>
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The analysis of student responses on the structure of an ideal CLIL lesson reveals a preference for a balanced approach that incorporates clear introductions, engaging activities, and summarizing conclusions.

Many students emphasize the importance of starting with a clear introduction to the topic. This includes explaining what will be covered and how it relates to both content and language objectives. The response "Na začátku by měl být úvod do lekce na 5 až 10 minut." corresponds with the recommended length of a warm-up.

Several students expressed satisfaction with the current format of CLIL lessons, indicating they found them well-structured and effective ("Tak jak byla", "Tak jak to bylo").

Students suggest that the main part of the lesson should involve a variety of activities that engage them in both content and language learning. These activities can range from discussions and watching videos to completing worksheets and working on projects. Responses like “Nejdřív nějaké představení toho tématu, pak nějaké povídání o tom. Zadáání samostatné práce nebo práce ve dvojicích. A pak krátké prezentace.” indicate that students prefer to go more in depth by having a project assigned for the topic.

Several students appreciate having practical, hands-on activities that allow them to apply what they've learned in a real-world context. This can include games, group work, and other interactive tasks.

In responses like “Pro vyšší srozumitelnost vybírat spíše lehčí témata” some students highlighted the importance of adapting the lesson content to the difficulty level appropriate for the students to ensure better comprehension.

8 REFLECTION

This part of the thesis is dedicated to reflection on the lessons, on the worksheets, observations from the classroom and the received feedback. Reflection is a very important part of teaching and therefore is included in this thesis. Reflection can be especially useful to teachers who are trying to reinvent their teaching methods, for example, through incorporating CLIL lessons.

8.1 Lesson plan A

I designed the lesson plan A for the lower-level students who are not complete beginners but their knowledge of English limits them in speaking. In the lesson I focused on listening and practising simple grammatical structures such as present simple sentences.

This lesson had the best effect on students' motivation which was probably caused by the presence of two chocolate bars. There was a little investment needed to obtain the chocolates, however, they are very accessible. The warm-up of this lesson was, in my opinion, the best out of the three lessons. Students were focused right from the beginning due to the sweet motivation and were keen on active participation in the lesson.

There were 6 students participating in this lesson. The small group of students was easy to manage. Students were already familiar with the FairTrade logo, but were not sure what does it mean. The videos really helped them to understand, and I answered any additional questions. They quickly understood the concept.

The grammar focus on comparative adjectives was a good choice, because students were able to connect it with words they already knew (better, worse), and build up on that. For the last exercise students were asked to work in teams which helped to include everyone in the task. They helped each other and both teams came up with a similar number of sentences. I decided to reward both teams with the chocolates. The winners with the big fairtrade chocolate and the other team with the small non-fairtrade chocolate.

Overall this lesson was fun and we managed to learn something about FairTrade as well as forming comparative adjectives.

8.2 Lesson plan B

Lesson plan B about climate changes and with focus on future simple for making promises or predictions was fun as well. There were 8 students who participated in this lesson.

We started the lesson with activity from warm-up, where students were asked to find the other half of a sentence. The sentences were a bit challenging for some of the students due to advanced vocabulary, therefore for future lessons I would simplify them. However, the students were able to finish the exercise and together they also managed to translate them. They had no problem with guessing the topic of the lesson.

Pictures (materials B) of campaigns were very successful, the students enjoyed them, and some students even recognized the politicians. It was more enjoyable for boys, but girls focused on the activists rather than the politicians. We discussed together the campaigns and their opinion on climate change. I picked up the picture of Boris Johnson and asked students what is he doing. Students knew the meaning of promises and we learned two new phrases (make a promise, keep a promise). Then we moved to the worksheet.

The worksheet was short which pleased the students. We discussed together what empty promises could be and I helped them with referring to Boris Johnson again. We used his picture as an example and students were excited to create their own promises and predictions about our planet. They also used the sentences from warm-up activity as inspiration.

The lesson ended on a very cheerful note as we presented our promises and predictions in a theatrical way and the students enjoyed each other's performances. Overall very nice lesson. The warm-up activity needs adjustments and it would be nice to have a little bit more time for this lesson or a follow up lesson where students could create bigger campaigns with the target language.

8.3 Lesson plan C

Lesson about racism was language-wise the most difficult from these three and there were 9 students participating in this lesson. Mainly they were 9th graders, but also some 8th and 7th graders joined, as their confidence in English language is high. This group was the most challenging in terms of management, because they were all boys and they are naturally very loud and interrupt often.

Students were already familiar with many words related to racism. They really enjoyed the video, partly because it was originally a football ad and partly because they found the language funny. The video was thought provoking and a longer discussion after the video would be useful.

Regarding worksheet, students were annoyed because it was long, even though the exercises did not take up so much time. It just seemed long. For the future lesson I would probably recreate exercise 1 into match making activity and transform exercise 2 into noting new vocabulary in their own logbooks. The vocabulary could be reviewed later in form of a Kahoot or similar application.

The grammar part of the lesson seemed easy for all of the students in terms of understanding the 1st conditional sentence structure but there needs to be more time to do it or the exercise must be shorter. Some students had problems with the correct use of the new vocabulary. In the end we did not have enough time to make the video, but we agreed we will do it in the following lesson. Therefore the worksheet needs to be adjusted and shortened for the next lessons.

For more advanced students it would be better to focus more on speaking as they expressed they would like to discuss the topics such as racism rather than write about them. However, even for the discussion they will need new vocabulary. The best option to me seems to do one lesson focused on vocabulary and grammar and then have a follow-up lesson focused on speaking and practising.

9 CONCLUSION

This chapter synthesizes the findings from the student questionnaires to draw conclusions about the key considerations for designing successful CLIL lesson plans and materials from the students' perspectives. A total of 23 questionnaires were collected, with responses from students participating in three different lessons (A, B, and C). The detailed analysis of each question reveals insights into student preferences, challenges, and suggestions for improvement in CLIL lessons.

Students generally appreciated the CLIL lessons, particularly the integration of subjects, which made learning more engaging and practical. However, lesson plans should consider extending lesson durations and providing differentiated language support to accommodate varying levels of language proficiency.

Incorporating multimedia elements like videos and interactive activities enhances student engagement and comprehension. Lessons should include a mix of collaborative tasks and practical applications to accommodate different learning styles and preferences.

While the overall lesson structure was clear and accessible, careful selection of video materials and additional support for language comprehension are essential. Providing subtitles or summaries for videos and ensuring a supportive classroom environment can help mitigate these challenges.

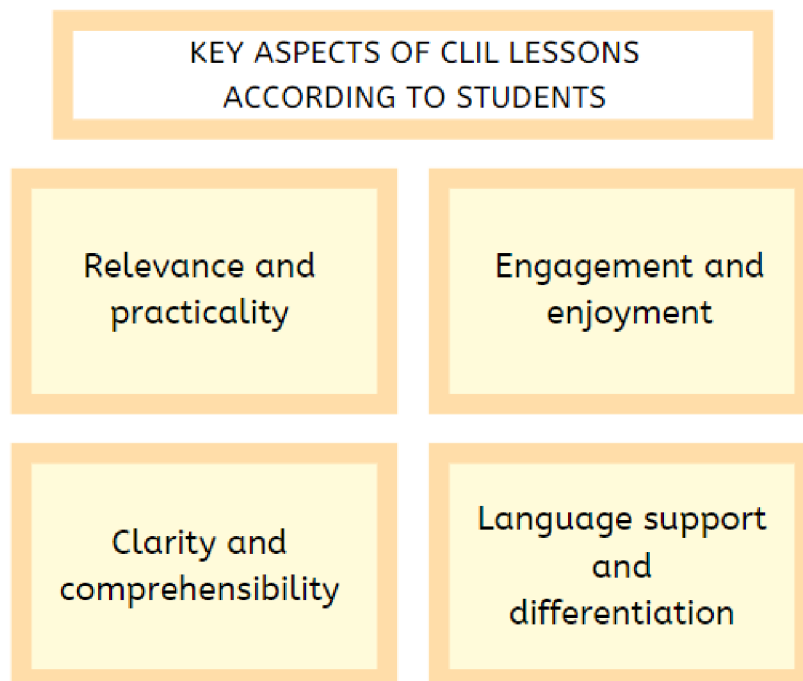
Selecting captivating and relevant topics is essential for maintaining student interest and motivation in CLIL lessons. Clear delineation of subject matter and ensuring manageable content complexity are important for effective learning.

The findings correspond with the theory about CLIL lesson structure. However, they also reveal the wide variety of individual needs and preferences of the students. For successful CLIL teaching, it is therefore necessary to know the students well to meet their needs and provide the best support for learning both content and language.

CLIL lessons are a great way to enrich language teaching and to accompany subject teaching at lower-secondary schools. Depending on the students' language proficiency, CLIL has the potential to cover various topics across the curriculum. The topics should be chosen carefully to maintain students' interest and motivation, and the lessons should include games and projects to give students enough time to understand the subject and to practise the target language.

As a conclusion, based on the analysis of the students' feedback and my observations in lessons, from the students' point of view, the key considerations for designing successful CLIL lesson plans and materials include:

1. Relevant, practical and engaging topics that connect to real-world scenarios and are meaningful.
2. Interactive activities and aids, and use of multimedia materials.
3. Clear lesson structures with simplified language according to the pupils' language proficiency.
4. Language support and accommodating different learning styles and needs.



Appendices

Appendix 1: worksheets

Worksheet A

Worksheet A – Fair Trade – Present simple + comparative adj. Name: _____

1. What does FAIRTRADE mean? Use a dictionary!

Fair = _____

Trade = _____

2. Study the grammar rules, make comparatives and translate:

Comparatives (*compare = porovnat/srovnat (něco)*)

Short adjectives (one syllable): Add -er at the end of the adjective <i>Example: cheap → cheaper</i>	Adjectives with more than one syllable Use more before the adjective. <i>Example: expensive → more expensive</i>
Adjectives ending in 'y' Change the 'y' to -ier <i>Example: happy → happier</i>	Irregular adjectives Some adjectives have unique comparative forms. <i>Example: good → better</i>

Sweet = _____ sweeter _____ = _____ sladší _____

Bitter = _____ = _____

Good = _____ = _____

Bad = _____ = _____

Hard = _____ = _____

Soft = _____ = _____

Tasty = _____ = _____

Delicious = _____ = _____

Expensive = _____ = _____

Healthy = _____ = _____

Fair = _____ = _____

TEAM WORK!

3. Translate these words:

Products =

Farmers =

Consumers =

Price =

Market =

4. What products can be Fairtrade?

5. For your team, write as many simple sentences as you can!

Example team FAIRTRADE: Fairtrade products are more expensive.

Example team NON-FAIRTRADE: Non-Fairtrade products are cheaper.

Worksheet B

Worksheet B – Climate change (future) – future simple

Name:

1. What does the phrase „empty promises“ mean? Explain in English:
2. Imagine you are a politician or an activist. You need to make a campaign and make some promises or predictions about what you will do in the future. Or as an activist, you need to make a campaign with predictions (předpovědi) about climate change effects.

Structure of making promises or predictions:
WILL + BASE VERB
<i>Example: I <u>will save</u> the planet.</i>
<i>Example: Our children <u>will have</u> no clean air.</i>

Brainstorm some ideas here and practise reading them:

Materials B



Source: Daily mail (2021)



Source: United Nations (2019)



Source: League of Conservation Voters (2021)



Source: Trust Science



Source: Echo24



Source: Necenzurovaná pravda



Source: The Guardian (2013)



Source: El Poder de las Ideas (2009)



Source: Yeo, J. (2023)

Worksheet C

Worksheet C – Racism – 1st conditional sentences Name: _____

1. Can you match these words with their definitions?

colored, racism, discrimination, equality, prejudice, stereotypes, civil rights, activism, labelling, empathy

EQUALITY: The belief that all people should have the same rights and opportunities regardless of their race, gender, or other characteristics.

_____ : An unfair treatment of a person or group based on characteristics such as race, gender, or age.

_____ : The unfair treatment or injustice directed at someone because of their race, belief in the superiority of one race over others.

_____ : A preconceived opinion that is not based on reason or actual experience.

_____ : Actions taken to bring about social or political change.

_____ : Oversimplified and generalized beliefs about a group of people that lead to unfair judgments.

_____ : Rights that protect individuals' freedom from infringement by governments, social organizations, and private individuals.

_____ : The ability to understand and share the feelings of another.

_____ : Attaching a descriptive or identifying label to someone, often unfairly.

_____ : An outdated and offensive term that was historically used to refer to people of African descent or other non-white populations.

2. Hmmm, but what is the Czech word for this? Do you know it? You can use the dictionary 😊 !

colored (people) = lidé tmavé barvy pleti
racism =
discrimination =
equality =
prejudice =
stereotypes =
civil rights =

activism =
labelling =
empathy =

3. Study the examples and try to make your own conditional sentences. Follow the grammar form:

1st conditional (for real and possible situations)
Form: If + present simple, will + base verb

Colored: *If* people use the term "colored" respectfully, they will avoid offending others.

IF + PRESENT SIMPLE,,..... WILL + BASE VERB

Racism: *If* a teacher educates children about racism, they will understand the importance of equality.

Discrimination: *If* I see discrimination in our school, I will report it immediately.

Equality: *If* we fight for equality, everyone will have the same opportunities.

Prejudice:

If, will

Stereotypes:

Civil rights:

Activism:

Labelling:

Empathy:

Appendix 2: full questionnaire answers

Question 1

Jaký byl Tvůj celkový dojem z dnešní CLIL lekce?

Fairtrade:

- Bylo to dobré, hodně mě to bavilo.
- Bylo to dobrý, že stihneme víc věcí a že si tak dokážeme propojit věci i v hlavě a tak, ale nevím. Mám asi radši, když se věnuju jednomu tématu.
- Čekala jsem to horší a dostali jsme čokoládu, takže super.
- Hodně se mi to líbilo a přála bych si víc takových lekcí.
- Dobrý, bylo to zajímavé.
- Z dnešní CLIL lekce mám dojem dobrý. Téma mě bavilo a provedení také.

Climate change:

- Bylo to zajímavé. Je zajímavé propojovat více předmětů.
- Bylo to fajn, je zajímavé propojit více témat.
- Bylo to zábavné, naučné a dávalo to smysl. Učíš se takhle vlastně dva předměty, takže se toho naučíš mnohem víc.
- Bylo to docela fajn a zajímavý koncept.
- Jo v pohodě, myslím si, že učitelka to zvládla dobře.
- Myslím, že to bylo zajímavé, ale s mojí angličtinou jsem tomu nerozuměla na 100%. Jinak kdybychom se tomu věnovali dýl, tak by to bylo i lepší. Ale mě to nebavilo nějak extra moc.
- Bavilo mě to, protože si myslím, že to mělo smysl. Nebo alespoň větší smysl, než abychom se učili z učebnice AJ.
- Hodně mě to bavilo i jsem celkem dobře rozuměla. Baví mě to možná i víc, než normální lekce, ale když nerozumím, o čem se bavíme tak mě to nebaví.

Racism:

- Lekce se mi velmi líbila, měl jsem skvělý pocit například z přístupu učitelky, který se mi zdál více kamarádský, než obvykle.

- Bylo to velmi zajímavé a do své slovní zásoby jsem si přidal několik nových slov
- Na mě to bylo krátké.
- Lekce mi přišla velice zajímavá.
- Bylo to dobré, protože jsme se učili o rasismu.
- Bylo to velmi zajímavé.
- Lekce byla v pohodě. Myslím, že byla docela krátká.
- Nebylo to špatné, naopak mě to docela bavilo. Podle mě ale ta finanční gramotnost byla lepší.
- Tento styl lekce mě zaujal, přišlo mi to zajímavé.

Question 2

Které konkrétní části lekce Tě nejvíce zaujaly a proč? Co na nich bylo zajímavé nebo přínosné?

Fairtrade:

- Asi nejpřínosnější a nejzajímavější přišly ty videa a to psaní vět protože jsme si to tak shrnuli.
- Bavila mě ta soutěž o čokoládu protože prostě je to cool ta finanční gramotnost tak tam mě zaujalo jak Market to dobře propojila s tím tripem.
- Celkově, co to je fair trade.
- Dozvěděla jsem se víc o zdravých produktech.
- Celkově to bylo zajímavé i přínosné. Žádná určitá část asi nebyla.
- Nejvíce mě zaujala část, ve které jsme stupňovali přídavná jména.

Climate change:

- Tvoření kampaní, protože je zajímavé na chvíli se vcítit do politiků.
- Zaujala mě část, kdy jsme hledali 2 papírky co patří k sobě.
- Zaujalo mě vymýšlení vlastní kampaně a sloganů, protože bylo zajímavé, co ostatní vymysleli.
- Mluvení o politicích, kteří slibují sliby, které nemůžou splnit.
- Nic mě nezaujalo.
- Třeba, jak jsme vymýšleli ty naše sliby.

- Vymýšlení sloganů.
- Když jsme si psali kampaň a slibovali jsme změnu klimatu.

Racism:

- Zaujalo mě video, protože se mi zdálo velmi zajímavé.
- Nejvíc mě zaujalo video.
- To video bylo hodně k zamyšlení.
- Video.
- To video, protože jsem se nad ním zamyslel.
- Asi to video, protože jsem se nad ním úplně zamyslel.
- Video, protože bylo krátké. Naučil jsem se pár nových slovíček.
- Papírová práce, protože mě to baví a nemusím mluvit s větší skupinou lidí.
- Úvodní video reklama.

Question 3

Vyskytly se během lekce nějaké momenty, které pro Tebe byly obtížné nebo matoucí? Pokud ano, jaké konkrétně a proč?

Fairtrade:

- V lekci se žádné tyto momenty nevyskytly.
- No možná trochu to video bylo dost rychlé a nešlo jim tolik rozumět.
- Všechno bylo srozumitelné.
- Pochopit, že jsem nedostala větší čokoládu.
- No skoro pořád, protože ničemu nerozumím, ale už jsem si zvykla, takže mi to neva. Když potřebuju, tak se zeptám. A když řeknu něco úplně špatně, tak se tomu jenom zasmějeme.
- Asi části videí, protože jsem jim nerozuměla.

Climate change:

- Spíš ne, ale pokud ano, zeptala jsem se kamaráda nebo průvodkyně.
- Chvilku mě nenapadal žádný slogan. Ale pak mě jich napadlo hned několik.

- No tak ten úplný začátek, jak se o něčem povídalo anglicky. Moc jsem toho nepochytila.
- Ne žádné takové momenty nebyly.
- Ne.
- Ne, vždycky jsem všemu rozuměla.
- Bylo pro mě obtížné vymyslet prázdné sliby.
- Ne, lekce byla jasná.

Racism:

- Ne.
- Ne.
- Ne.
- Ne.
- Ne.
- Ne. Lekce byla plně srozumitelná.
- Pro mě byl trochu obtížný pracovní list.
- Nejvíce matoucí bylo video, protože bylo těžké pochopit jeho význam.
- Nic takového se nestalo.

Question 4

Jak jsi vnímal/a použité materiály a pomůcky (např. pracovní listy, vizuální pomůcky)? Byly pro Tebe srozumitelné a užitečné? Pokud ano, jakým způsobem? Pokud ne, co bys navrhl/a změnit?

Fairtrade:

- Bylo to užitečné, protože jsem úplně pochopila stupňování přídavných jmen.
- Ano byly srozumitelné, ale už je nebudu dál využívat. Ale kdybych chtěla, tak jsou dobře udělané pro další učení.
- Ano byly.
- Všechno jsem chápala.
- Ano, byly srozumitelné, byly i užitečné, asi jsem to víc pochopila.
- Pracovní listy pro mě byly srozumitelné a i poučné.

Climate change:

- Pracovní list byl srozumitelný.
- Líbily se mi plakátky, které nám sloužily jako příklad.
- Pracovní list byl srozumitelný a zajímavý, líbilo se mi, že byly k dispozici fotky a taky pomůcka. Všechno bylo užitečné a přínosné, nic bych neměnila.
- Nevím, co změnit, ale obrázky mi přišly chvályhodné.
- Myslím si, že pomůcky měla dobré.
- Bylo to pro mě docela zmatené, ale jak jsem to pochopila, tak to bylo v pohodě.
- Třeba ty obrázky byly podle mě dobré, protože jsem si pak některé věci mohla líp představit.
- Pracovní listy byly srozumitelné, občas některé zadání byla dlouhá a bylo tam spoustu slov, kterým jsem nerozuměla.

Racism:

- Pracovní list byl pro mě naprosto srozumitelný.
- Pracovní list mi přišel srozumitelný.
- Ten pracovní list byl dobrý, protože to je naučné.
- Měli jsme pracovní list plný nových slovíček.
- Ano, bylo to srozumitelné.
- Ano byly velice srozumitelné, ale pracovní list mi přišel zbytečně dlouhý.
- Pracovní list byl v pohodě, nebyl krátký ani dlouhý, takže fajn.
- Jak jsem předtím říkal, tak mě ty pracovní listy baví.
- Dobře zpracované, přehledné.

Question 5

V čem vidíš největší přínos této lekce pro Tvoje porozumění předmětu (např. občanské nauce)?

Fairtrade:

- Porozuměla jsem tématu.
- Tak asi že vím co je fair trade vím jak zhruba funguje, proč je dobré.

- Zjistila jsem, co znamená fair trade.
- Já nevěděla, co to je fair trade, takže asi to.
- No je to i docela praktické. Jakože ty lekce, takže se i naučíme třeba jak si rozvrhnout finance a že to není tak jednoduché, jak se zdá.
- No asi v porozumění fair trade.

Climate change:

- Že se zároveň učíš 2 předměty.
- Vidím přínos v tom, že probíráme 2 předměty najednou, protože se dozvíme nová slovíčka.
- Největší přínos pro mě je to, že se učím 2 předměty dohromady.
- Mluvení o politicích.
- Asi se dozvíš něco o přírodě, ale píšeš anglicky.
- Asi do jiných předmětů než do angličtiny mi to nic moc nepřineslo.
- Třeba jsem se dozvěděla, že nějací lidi si myslí, že klimatická změna není reálná.
- Asi v tom, že si doplním slovní zásobu a dozvím se zároveň nějaké zajímavosti.

Racism:

- Že jsme se mohli o lekci s učitelkou bavit.
- Uvědomil jsem si závažnost tohoto tématu.
- Naučil jsem se nová slova týkající se občanky.
- Že se učíme o rasismu a o tom, jak se chovat, když se s ním potkáš.
- Asi už jsem o téhle tématice věděl dost.
- Že jsem se dozvěděl, že jsou mí spolužáci rasisti. Porozuměl jsem více tématu.
- Nevím.
- Ne. Lekce pro mě nemá velký přínos.

Question 6

V čem vidíš největší přínos této lekce pro zlepšení Tvých jazykových dovedností?

Fairtrade:

- Největší přínos vidím při stupňování přídavných jmen.
- Mohli jsme občas použít překladač. Nebo nám market pomohla, takže jsem poznala víc slov.
- Umím lépe přídavná jména.

Zlepšení v pravidlech stupňování.

- Je tam hodně nových a neznámých slov, takže tohle.
- V přídavných jménech.

Climate change:

- Rozšíření slovní zásoby.
- Přeložím si slovíčka, která znám z češtiny a vím, že se týkají tématu.
- V této lekci vidím největší přínos v mluvení jiným jazykem.
- Mluvení
- No tak učím se angličtinu, takže asi něco naučím.
- Naučila jsem se pár nových slovíček.
- Ve slovní zásobě. A taky jsem si zopakovala dost slov, na které jsem zapomněla.
- Že víc mluvíme a doplníme si slovní zásobu.

Racism:

- Že jsme se mohli bavit.
- Že jsem se naučil dost slov k tomuto tématu.
- V mé slovní zásobě.
- Spoustu nových slovíček o rasismu.
- Protože jsem se naučil nové slovíčka.
- Rozšířil jsem si slovní zásobu.
- Konverzace ve skupině.
- V ničem, většinu slovíček znám, ale asi v pracovním listu.

- Konverzaci.

Question 7

Jak se Ti líbilo propojení výuky obsahu (např. občanské nauky) s angličtinou? Bylo to podle Tebe užitečné? Proč ano nebo proč ne?

Fairtrade:

- Jo, celkem se mi to líbilo, přijde mi to užitečné, protože to máš 2 v 1.
- Jo dobrý. Ale neuvědomila jsem si, že je to občanka, takže to mi na tom nevyhovuje, že ani nevím, když něco propojujeme.
- Asi v poho.
- Ano spojili se 2 předměty dohromady, takže jsem se naučila něco z občanky a něco z angličtiny.
- Bylo to užitečné, ale myslím, že například ta finanční gramotnost v angličtině byla trochu moc.
- Propojení se mi líbí. Ale když jsme se dané téma ještě neučili a je těžké, tak je to trochu matoucí.

Climate change:

- Ano, bylo to užitečné propojení bylo přínosné.
- Líbilo se mi to, protože to výuku ozvláštní. Myslím si, že je to užitečné bylo, protože mě osobně to bavilo více než normální hodina. Ano, protože je to potom zajímavější a ne mě nenapadá.
- Líbilo se mi to moc. Bylo to užitečné, protože se učíš 2 předměty naráz. Učíš se taky mluvit o daném tématu v angličtině.
- Pro základní informace mi to přijde dobré, ale pokud se chceš věnovat hloub, tak spíše ne.
- Asi jo ale záleží jak pro koho pro někoho to může být moc.
- Bylo to zajímavé, ale nemyslím si, že mi to nějak extra pomohlo. Spíš mě to furt mátlo.
- Myslím, že je to fakt dobré. Dozvim se toho pak víc a zvětším si slovní zásobu. Jak už jsem psala lepší než učit se z učebnice.

- Užitečné to bylo, protože jsme to brali i z hlediska politiky a něco jsme se i dozvěděli.

Racism:

- Bylo to užitečné, protože jsme se učili 2 předměty zároveň.
- Možná tam bylo až moc informací najednou.
- Ano, protože mě to zlepšilo v obou předmětech.
- Ano, bylo to zajímavé.
- Ano, protože když jsem se naučil něco nového.
- Podle mě to je velice dobrá cesta, jak se učit.
- Spojení angličtiny a občanské výuky bylo fajn. Myslím, že je to dobrý nápad. Jsou to 2 mouchy 1 ranou.
- Dle mě to užitečné, bylo, i zábavné, takové lekce s pracovními listy mě baví.
- Líbilo, téma je zajímavé a podstatné.

Question 8

Co bys navrhl/a zlepšit pro příští CLIL lekce, aby pro Tebe byly zajímavější a přínosnější?

Fairtrade:

- Asi nic tahle lekce byla 10 z 10.
- Aby byly po menších skupinkách a aby bylo vždycky řečeno, s čím je to propojené.
- Asi nic.
- Nic, všechno bylo fajn.
- Nevím, přišla mi dost zajímavá a i přínosná.
- Lekce se mi líbila taková jaká byla.

Climate change:

- Aby byla delší.
- Asi nic moc, ale třeba víc by mě zajímalo, kdybychom se bavili o knihách a filmech, ale klimatická změna mě taky zajímá.
- Nevím, tak zatím to bylo dobré, jen tahle mě moc nevzala.

- Já nejsem učitel a nemám nápad.
- Asi nic (záleží na tématu)
- Nic bych nezlepšovala.
- Je to podle tématu, když je téma zajímavé v češtině, tak v angličtině bude o to zajímavější.
- Více mluvené části než papírové.

Racism:

- Delší lekce, delší časová dotace.
- Nevím.
- Myslím, že cíl lekce měli být o tématech, která jsou aktivní, kontroverzní a obecně probírané.
- Kratší pracovní listy.
- Nic.
- Asi nic.
- Víc videí o tématu.
- Aby tam bylo trošku méně informací.
- Trochu změnit pracovní list, méně textu.

Question 9

Jak důležitý je pro Tebe výběr tématu/obsahu lekce?

Fairtrade:

- Samozřejmě dělá nějakou roli, ale více se zajímám o angličtinu.
- Tak stačí jen, aby to bylo zajímavé, jinak mi to je jedno.
- Záleží spíše na tématu, ale baví mě i angličtina.
- Mně se téma líbilo.
- No docela dost, někdy mě to téma zajímá a vnímám, ale někdy ne.
- Hodně, podle toho, co to je za téma, pak dávám pozor.

Climate change:

- Je pro mě důležité, aby mě téma bavilo.
- Hodně, protože když je téma nudné, tak mě lekce nebaví.

- Není to pro mě vůbec důležité.
- Hodně.
- Asi není důležitý, hlavně ať to prostě není těžké.
- Je mi to docela 1, ale možná kdyby se vynechala ta politika atd., tak by mi to nevadilo a spíš mi záleží na té angličtině.
- Hodně, protože zase, když je to něco, co mě fakt nezajímá, tak nemám motivaci to dělat a moc se toho nenaučím.
- Ano celkem dost, protože když je to téma, které mě nezajímá, tak nemám chuť to dělat a nebaví mě to.

Racism:

- Je velmi důležité řešit rasismus.
- Abych se pořádně zabral do lekce, musí být téma důležité.
- Tak podle tématu je i lekce zajímavá.
- Hodně.
- Hodně.
- Je to docela klíčové.
- Myslím, že když má člověk volbu tématu, dává pak větší pozor.
- Moc ne, ale aby mě to bavilo.
- Důležitý, záleží na tom průběh lekce.

Question 10

Popiš, jak by měla podle Tebe probíhat ideální lekce CLIL výuky od začátku až do konce:

Fairtrade:

- No, nějaký úvod, pak jakoby to učení. A na závěr shrnutí, případně nějaká hra.
- Na začátku se řekne, co budem dělat a s čím to bude propojeno. Pak to uděláme, pokusíme se naučit něco anglicky a konec.
- Tak jak byla.
- Tak jak to bylo.
- Líbilo se mi to tak jak to bylo.

- Tak jak byla.

Climate change:

- Průvodce nám o tématu něco poví a ptá se nás na otázky a pak máme nějaký pracovní list nebo výstup.
- Nejdřív nějaké představení toho tématu, pak nějaké povídání o tom. Zadáání samostatné práce nebo práce ve dvojicích. A pak krátké prezentace.
- To nemůžu úplně říct, protože jsem to ještě moc nepobrala. Ale ty doted' byly fajn, asi bych nic moc neměnila.
- Nejsem učitel, pardon.
- Pro vyšší srozumitelnost vybírat spíše lehčí témata.
- Udělala bych ji stejně, jako jsme ji měli my, protože byla super.
- Na začátku by měl být úvod do lekce na 5 až 10 minut. Potom nějaký pracovní list a na konci povídání o tom, co jsme napsali.
- Někaký úvod do tématu říct něco o tématu pracovní list.

Racism:

- Lekce by měla začít důkladným obeznámením s daným tématem. Pak ho rozebrat a zpracovat dále. Skončit s lekcí s dávkou nových informací.
- Tak na začátku dostat nějakou lekci, jak to dělat a potom dostat pracovní listy a pracovat.
- Podle mě bychom si měli o tématu povídat. Třeba se podívat na nějaké video. Učitel by si měl o tématu něco zjistit a pak mít aspoň desetiminutový výklad.
- Kouknul bych se na film o daném tématu a poté bych vedl konverzaci. O kontroverzích daného tématu.
- Jako tahle.
- Nevím, je mi to jedno.
- Neumím určit.
- Stejně jako probíhala.

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