UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

MICHAL JURČÍK

II. ročník NMgr. – prezenční studium

Obor: Učitelství anglického jazyka pro 2. stupeň základních škol a učitelství dějepisu pro střední školy a 2. stupeň základních škol

CLIL IN HISTORY CLASSES

Diplomová práce

Vedoucí práce: Mgr. Jana Kořínková, Ph.D.

OLOMOUC 2019

Prohlášení

Prohlašuji, že jsem tuto závěrečnou práci vypracoval samostatně a pouze s použitím uvedených zdrojů.

V Uherském Hradišti dne 29. 11. 2019

.....

podpis

Acknowledgement

I would like to thank Mgr. Jana Kořínková, Ph.D. for her consultation with me and her invaluable observations and comments regarding the content of this thesis. Additionally, I would also like to thank those who supported me in the course of work on this thesis.

ABSTRACT

The aim of this diploma thesis is to present CLIL as an innovative approach to teaching and learning content and language, its application and potential benefits and challenges with respect to history classes. The theoretical part introduces the term CLIL and explains what it encompasses on a theoretical level. This theory is then related to application in history classes. The practical part subsequently elaborates on the realisation of CLIL in history classes, utilising CLIL experience. Additionally, there are the results and interpretation of two surveys incorporated in this part. The student survey aimed at discovering their attitude to English language and its potential use in a content subject. The teacher survey aimed to discover their awareness of and position on CLIL.

Table of Contents

TABLE OF FIGURES

INTRODUCTION

My motivation for this topic were my fields of study which are English and history. I ascribe great importance to English for its being a lingua franca in the contemporary world. It is ubiquitous, and it has progressed as far as that even minimum command of English has become indispensable. History, on the other hand, may not be perceived as useful and fruitful. After all, it is just a sheer volume of dates and facts one has to learn by heart. Despite this conjecture that history is information-heavy, I view its narrative nature as potentially conducive to a rich exposure to English. If the design of history lessons is adjusted, I believe it can serve well to English acquisition, and content and language can work synergistically. This is the reason why I have ultimately chosen this topic.

The thesis is divided into two parts – theoretical and practical. The theoretical part aims at outlining the theoretical background of CLIL as the basis for its actual realisation. Since the study of CLIL is a pluralist field, its theory is vast. As a consequence, I will not address each and every feature deemed essential by their respective authors. Instead, I am going to present and explain those which I consider relevant to know for a practical application of CLIL by teachers.

The practical part is going to draw on my first-hand experience of CLIL. I am going present and detail two CLIL activities I administered in four history classes during my teaching practice. The analyses and reception of the activities by the students will then follow.

Besides presenting these activities, I am also going to present the findings of two CLIL-related surveys. A student survey was intended to discover their attitude towards English as a school subject and a means of communication. The other survey was for teachers, and I intended to discover their awareness of CLIL and whether they would be inclined to realise it. In both surveys, respondents were also asked to suggest any school subject they would deem suitable for CLIL. In this manner, I intended to verify my conjecture that history may be perceived as a suitable subject for CLIL. The data of the surveys will also be illustrated with respective bar graphs in the Appendices.

I. THEORETICAL PART

1 DEFINITIONS OF CLIL

The acronym “CLIL” stands for “Content and Language Integrated Learning”, briefly meaning that content subject matter is taught to learners through a second language. Likewise, a second language is taught through content.

The term “second language” generalises the reality that not only a foreign language can be utilised in CLIL classes.[1] The term can encompass the other official languages, regional or minority languages, in a country. For the purposes of this thesis, however, a second language (L2) will represent exclusively English.

Despite the long-going studies of and interest in CLIL, there has been no unified and unanimously agreed on definition of this term. The definitions generally do share the essence of CLIL being integrative of both content and language, nevertheless each author and theoretician endows the term with various extra features and qualities and views it from the perspective of their individual preference and bias. There are therefore as many definitions as there are the authors who expatiate on or inform about CLIL.

Phil Ball defines CLIL quite generally and simply as *“a way of teaching and learning subjects in a second language (L2).”*[2]

Coyle seems to offer the most comprehensive definition:

> *“CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus*

1 Content and language integrated learning (CLIL): at school in Europe, c2006, p. 7
2 Ball et al., 2015, p. 1

> *not only on content, and not only language. Each is interwoven, even if the emphasis is greater on one or the other at a given time."*[3]

Her definition informs of a second language being a vehicle for teaching and learning as well as being content itself.[4] It conveys the indispensability of dual focus. Ultimately, it mentions that CLIL teaching and learning is neither firmly content-led nor language-led. The roles of both are fluid, according with the momentary lesson goals.

Gondová bases her understanding of CLIL on dual-focused goals as well. She claims that the volume of L2 in a lesson is not crucial and that it can amount to as little as 10 minutes, equivalent to one activity per lesson.[5] It is the dual-focus that stands in the fore of a CLIL class.

For the sake of the conciseness of the complexity of CLIL, I prefer the definition by David Marsh:

> *"CLIL […] refer[s] to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content."*[6]

His cogent definition states that non-language content is taught and learnt through a second language, while the duality of focus refers to the notion that in this process, it is the language that is acquired and developed as well.

Dwelling overly on reaching the ultimate definition of CLIL in this pluralist field of study does not benefit furthering this matter of study. Yet, despite variation in the definitions, the core remains consistent and clear: the dual focus and a second language as a means of communication for teaching and learning are intrinsic to CLIL.

3 Coyle et al., 2010, p. 1
4 Ball et al., 2015, p. 25
5 Gondová and Kráľová, 2012, p. 10
6 Marsh, 2002, p. 15

2 DIVISION OF CLIL

CLIL can be generally considered an umbrella term for various forms of integration of content and language.[7] Before considering putting it into practice, it is prudent for the teacher to have concluded how to approach such an endeavour. They ought to decide whether it is content they would introduce in language classes or whether it is a second language which would be integrated in content classes. According to this fundamental distinction and how important a role language plays, CLIL branches into two main types: soft and hard.

2.1 Hard and soft CLIL

As regards this division, CLIL theoreticians are predominantly in accord as to how soft and hard CLIL are understood. Hard CLIL means that language is integrated into a content subject. The language is then taught and learnt along with and through the content. Soft CLIL, on the other hand, is realised in a language subject into which content is integrated. Then it is the content subject matter that is taught and learnt along with the language.

The conceptual distinction between hard and soft CLIL is convenient primarily for the purposes of realisation. A school must reach a decision whether to go hard-CLIL way or soft-CLIL way. Should it opt for the soft-CLIL way, it will be a language teacher who will be the manager of and responsible for such a course. Whether he or she would manage the CLIL lessons on their own, merely with external assistance and counselling by their content subject colleagues, or whether he or she would conduct the lessons in tandem with a content teacher would be left solely for the school to decide. Yet, it is advocated that ideally both a language and a content teacher be present in a CLIL class.[8] Either way, the co-operation of language and content teachers is indispensable and anticipated, although primary responsibility would rest in the hands of the language teacher. In hard CLIL, the positions of the teachers would be reverse.

7 Marsh, 2002, p. 58
8 Deller and Price, 2007, p. 6

The soft and hard form of CLIL can be accepted as the basis for its realisation in an organised, educational environment as it merely conveys which school subject CLIL is to be implemented in. This is the reason why a school embarking on CLIL needs to have a clear vision as to how to adapt it in respect to the school's resources, milieu and educational aims.

2.2 Alternative division of CLIL

Despite this straightforward division, Phil Ball expands the description of these two models, blurring the otherwise clear borderline between them. He conceives of soft and hard CLIL as being margin terms, meaning that they represent by their definitions their pure forms. Therefore, he delivers a set of additional models of CLIL with a more specific profiles. Consequently, rather than being distinguished from one another by their manner of realisation in either a content subject or a language subject, his models are based on the volume of L2, allocated CLIL time and preference of content.

Ball proposes a division into as many as seven forms.[9] In his division, he takes into consideration not only the volume of L2, the prominence of content but also co-operation between content and language teachers and focus on language skills. Ball thus accentuates that CLIL can be realised in a number of varied ways, some inclining towards content while the others towards language. One teacher can lay greater emphasis on language at the exclusion of content. Others can speak solely their first language using only L2 materials, and yet still be teaching within the boundaries of CLIL.

His classification of CLIL models is empowering since it demonstrates that even the teachers worried that they lack language competence to manage CLIL are, in fact, sufficiently competent as they are not forced to actually speak L2 whatsoever. They only need as little as to utilise L2 materials.

His division is also convenient for manifesting that CLIL can be practised in various forms and stages of intensity as there are not only two types of CLIL. There is a number of

9 Ball et al., 2015, p. 250

avenues to actually realise it. The division into soft and hard is strictly theoretical and representational, although it readily allows to impart the organisational reality of CLIL practice. Actual putting CLIL into practice is bound to vary profoundly depending on the schools' resources and bias. Consequently, it may not seem appropriate to call a hard-CLIL lesson "hard-CLIL" if the only integrative activity is a language shower. Alternatively, it can be referred to as part-time CLIL as it more appropriately imparts the notion that a lesson may not be entirely CLIL-based.[10] Nevertheless, the general distinction between hard and soft CLIL is still valid and conveniently used to distinguish between content taught and learnt in a language class and a second language taught and learnt in a content class.

As it can be seen, CLIL is not black and white. Its implementation is bound to vary, depending on the learners, the aims, resources and environment. As regards the Czech situation, The Ministry of Education, Youth and Sports acknowledges that our conditions may not be ideal or amongst the most favourable and that the implementation of CLIL should be phased in accordingly. In other words, CLIL should be localised according to the conditions appertaining to their respective countries.[11]

10 Ball et al., 2015, p. 17
11 Content and Language Integrated Learning v ČR, n.d., online

3 CORE FEATURES OF CLIL

Peter Mehisto presents the total sum of thirty core features, dividing them into six categories. I am going to list the categories only and subsequently explain what they convey. It is essential to understand what these categories generally encompass but not necessary to pinpoint every single feature to be able to realise CLIL.

Mehisto's core feature categories are as follows:

- multiple focus
- safe and enriching learning environment
- authenticity
- scaffolding
- active learning
- co-operation[12]

These are the six main categories which the core features emerge from, and their eloquent designations convey the common essence of each of the features in each category. Although they are theoretically discrete in what they impart, in practice they often overlap, being inextricably intertwined with one another.

3.1 Multiple focus

Listed first in his account of categories of CLIL features, Mehisto may imply the cardinal importance of dual focus. Entailing content as well as language goals, this is what differentiates CLIL from common, separate content and language classes. Language is used as a means to an end as it carries the meaning of content matter and because it is a means of discourse exchange. Content in a similar way facilitates the application of L2 purposefully.

The balance between language and content goals is not set. Although the opinion that CLIL is, or should be, content-led prevails, it is still a moot point, and it does not conclude the

12 Mehisto et al., 2008, p. 29-30

debate on the prominence of either.[13] Authors do acknowledge that language is intrinsic of CLIL, nevertheless they also maintain that it may not comprise as much of the volume of CLIL as it might be surmised.

The dual focus of CLIL means that content and language are paid attention to simultaneously. The balance of both or the prominence of one over the other are not strictly set, but it is this duality which differentiates CLIL from both traditional L1 teaching and learning and from solely bilingual education. That being said, Ball claims that there is no dual focus in CLIL. It is his notion that language can, in fact, be perceived as both language as a vehicle for communication and as content as part of the language subject syllabus. Likewise, content can be viewed as part of the subject syllabus to be learnt and as a vehicle for learning subject competences.[14]

Ball in this way contradicts the general notion of duality, and however worth mentioning his claim is, it only renders the already complicated and multifaceted matter more confusing. Therefore, it is apt to respect, adopt and follow the notion of dual-focused CLIL as it conveniently translates into discrete language and content goals.

3.2 Safe and enriching learning environment

One of the reasons for implementing CLIL is the fact that the integration of content and language is natural.[15] The teacher should not let this opportunity be hindered by inadequate objectives or intolerance among the learners. CLIL is, in fact, inclusive, providing for learners of different abilities, who may happen to emerge as performing better in CLIL classes.[16] Moreover, it can befit female learners more than male learners.[17]

In many respects, the notion of safe environment is necessary for learners' active participation in class. It is thus imperative that the teacher ensure that the conditions are

13 Coyle et al., 2010, p. 33
14 Ball et al., 2015, p. 25-26
15 Dalton-Puffer, c2007, p. 14
16 Marsh, 2002, p. 73-74
17 Coyle et al., 2010, p. 144

appropriate. Learners should not feel threatened. They must be made aware of what the goals of the lesson are and why the language is relevant.

CLIL is without doubt challenging and demanding of learners' cognition. Should its workload be too excessive or the goals too ambitious, the teacher may run the risk of distressing the learners with the demands. In order to preclude these hindrances or stalling CLIL, the teacher needs to utilise various techniques to compensate the students' command of L2 and to facilitate learning.

3.3 Scaffolding

Scaffolding serves as temporary support for learners who are challenged with the exposure to L2. It helps them to achieve learning goals.[18] It is a compensatory technique facilitating coping with learning content through a second language and offsetting learners' lack of language necessary for comprehending content. It is the teacher's responsibility to recognise what their learners' level of L2 is, where they might struggle with comprehension and provide against such pitfalls.

Scaffolding can be realised in various forms and strategies. Mehisto presents a list of as many as twenty-two strategies.[19] At the same time, he mentions that a number of them are employed by teachers intuitively, without having to differentiate one from the other or even knowing they pertain to CLIL. Additionally, he also lists a set of strategies for negotiating meaning.[20] These can be incorporated into the concept of scaffolding, too, since they facilitate understanding between the teacher and the learners.

The principle of scaffolding is its impermanence. Scaffolding strategies are employed at the teacher's discretion in order to bridge the language gap. Once the teacher is confident that the learners no longer need the support with a particular sort of task on that language level, he or she can either dispense with that strategy or keep using it while setting more ambitious goals.

18 Bentley, 2010, p. 69
19 Mehisto et al., 2008, p. 140
20 Ibid, p. 200

In order to compensate for a lack of L2, the teacher can supply the learners with dictionaries or, better still, they can prepare study materials which already provide for challenges the learners might encounter. As a result, text materials could include a list of vocabulary, synonym glosses on words or highlight key words. The text itself could be written only partially in L2. If the teacher reaches the decision to adopt an authentic L2 text, they ought to adapt it according to the aims of the lesson and the language level of the learners. In this regard, the teacher of CLIL should be ready to simplify or abridge texts to suit the learners' needs.

In the same way as a text can be scaffolded to facilitate comprehension, images, charts and graphs can be utilised to do the same. Bearing visual meaning and content, they can bridge the language gap.

The teacher should attempt to speak L2 as much as they are able to and as frequently as the learners' L2 level allows them to. Although the same should apply to the learners, they must not be forced to produce L2. In fact, speaking on the learners' part is not expected to be focused on as intensively as listening.[21] It is a mere exposure to L2 itself which the learners can capitalise on.[22] Therefore, they can freely communicate in L1, and only when they feel sufficiently confident can they start speaking L2. As a result, it can frequently occur that the learners may find themselves speaking or asking questions in L1 whereas the teacher reacts in L2. This phenomenon called translanguaging is going to be described later on.

The teachers of CLIL with low L2 competence should talk less, transferring the responsibility for learning on the learners. Teachers with good command of L2 can pose as models to follow, however they ought to accommodate to the learners, speaking slowly and clearly and repeating information if necessary.

In general terms, Dalton-Puffer considers CLIL per se to be scaffolding. She bases her claim on the fact that L2 is used in a content class providing a context. The whole matter of

21 Dalton-Puffer, c2007, p. 295
22 Ibid, p. 3

setting, material and people in the classroom are supportive of utilising understanding of L2.[23]

3.4 Authenticity

Authenticity is regarded in relation to language. Ball considers the authenticity of language in connection to a subject and the activities happening in it. If language is used to convey content subject matter or used as a vehicle for communication within the subject, it can be considered authentic as it captures the reality of the subject.[24] It is the use of the language in this manner that should be enriching for the learners.

Dalton-Puffer claims that language learning in schools is unsatisfactory.[25] Assuming she means discrete language classes, it can be surmised she implies that the language of language classes is perceived as contrived, used predominantly for the sake of the syllabus and as the matter for assessment. The focus of language classes is more on form than on meaning.[26] In this regard, CLIL should be a good alternative to traditional language classes, introducing a second language as a means to an end.

CLIL should not only provide learners with a place to actually put into practice the language they learn and know. CLIL classes provide learners with an opportunity to be exposed to the language of real life. It should be a playground for learners to experiment with L2 and put it in meaningful use. And since in practice there is little opportunity to encounter English outside school, this is likely to be the best alternative.[27] CLIL is in this manner a surrogate for the street where English is spoken.[28] It is exposure to language and the act of using it as a means to an end that is of value, despite Widdowson claiming that L2 used in class is inauthentic.[29]

23 Dalton-Puffer, c2007, p. 265
24 Ball et al., 2015, p. 105
25 Dalton-Puffer. c2007, p. 2
26 Coyle et al., 2010, p. 33
27 Dalton-Puffer, c2007, p. 52
28 Ibid, p. 2
29 Widdowson, 1998, p. 33

Viewing a second language as a means to an end, learners are more motivated to actively participate in class.[30] Additionally, should their assessment shift from summative to formative, it would promote their involvement even further, as they would know that learning and active participating indeed do matter and that it is not merely about their preparation for passing the final test.

Language is therefore not learnt and spoken primarily for the sake of the language goals or to fulfil curricular objectives. The primary aim of using language is negotiation of meaning and conveying content. Unlike in language classes, a second language is given a reasonable purpose here, other than being practised for its own sake or for the sake of assessment.

3.5 Active Learning

Learners' active participation stands in the fore of CLIL teaching and learning. Without it, CLIL would not be dissimilar to a standard lesson, taught narratively, with only one difference of it being done in L2. The teacher must exploit the learners' existing knowledge and their command of L2 to the greatest possible extent.

Being beneficial to the learners, their active participation can be helpful to the teacher as well. Since teachers may feel insecure about their command of L2, they should tend to refrain from speaking. This opens a window of opportunity for the learners' participation and contribution to the lesson.

CLIL in this regard provides for slow learners, who might otherwise go unnoticed as they would be too afraid or shy to say anything. It allows them to succeed either in language practice or content learning, whichever they are more versed in.[31] Positive instant feedback then only promotes their further activity. The positive effect of the immediacy of feedback should be inspirational and should then translate to standard subjects as well.

30 Mehisto et al., 2008, p. 21
31 Benešová and Vallin, 2015, p. 82

3.6 Co-operation

Mehisto believes that co-operation among teachers positively impacts on learners' co-operation.[32] Learners are able to notice whether their teachers co-operate or co-ordinate their efforts. If so, the spirit of mutual help is impressed on them, and they view it as a natural phenomenon occurring among people and as an example worth following. That is the reason why teachers ought to be encouraged to co-operate to a greater extent generally, not only in CLIL.

Besides co-operation among teachers, it is also favourable to make learners engaged in interaction among themselves, in peer learning. The process of learning then becomes a joint effort as learners capitalise on various people speaking L2 and help one another to a common goal.[33]

After the explanation of the features of CLIL, one could arrive at the assumption that majority of them may actually be suitable to and enriching for traditional approach to teaching as well. CLIL theory may in this fashion be inspirational for teachers in general as they might revise their established routine.

32 Mehisto et al., 2008, p. 103
33 Dalton-Puffer, c2007, p. 270

4 PROMINENCE OF L2 IN CLIL

At first sight, it may appear to be logical that CLIL teachers ought to incorporate the syllabus from a language subject. Language teaching and learning would seemingly be transferred into a content subject. This is not, however, the aim of CLIL. Depending on the CLIL teacher's level of L2 competence, they may still partially focus on the language theory, but a CLIL lesson must not become a surrogate language lesson. The aim of CLIL is exposure to L2 and the provision of L2 discourse approximating the real-life authenticity as much as possible.[34]

It has been proved that the learners receiving education in L2 can subsequently understand content-related nomenclature in L1.[35] Ball's claim that *"the more students do with language, the more it seems to make sense to them"*[36] is indeed relevant. This may contribute to the substantiation of Mehisto's claim that CLIL should aim to gradually abandon the use of L1 in favour of total immersion in L2.[37] That being said, CLIL must not be perceived as teaching and learning a subject solely in L2. A CLIL class is not an attempt at introducing bilingual education in a monolingual school. Kees de Bot claims that *"it is obvious that teaching a subject in a foreign language is not the same as an integration of language and content."*[38]

Furthermore, a high exposure to CLIL has not been substantiated as more effective than a low exposure. As a consequence, it is stated that as few as 20 minutes of CLIL per day suffices for attaining goals over a longer period of time. The continuity seems to outweigh the intensity of exposure.[39]

Nevertheless, the very realisation of CLIL should not take place for the sake of innovation or integration per se. It is, in fact, how little CLIL is needed for obtaining the desired goals

34 Dalton-Puffer, c2007, p. 2
35 Ball et al., 2015, p. 30
36 Ibid, p. 237
37 Mehisto et al., 2008, p. 105
38 Marsh, 2002, p. 31
39 Ibid, p. 75

that the school is advised to estimate.[40] That is why the school needs to have conceived of a vision.

4.1 Language of the CLIL class

Unlike in language classes, a second language is not the mere content of the syllabus. It becomes a pragmatic instrument for teaching and learning content and for conducting and a CLIL lesson. In the light of this, authors suggest and present various nomenclature pertaining to a second language employed in CLIL.

Mehisto suggests the terms *"content-obligatory language"* and *"content-compatible language"*.[41] He explains that content-obligatory language is vital for mastering content. Being indispensable to learning, it is the language which the learners need to know to be able to learn the content and achieve the learning goals. It is what Ball calls *"subject-specific language"*.[42]

Content-compatible language is then considered as a helpful vehicle for communication and for expressing oneself but not unconditionally necessary for learning content. It facilitates learning, and although it may be of secondary importance to content learning, it may eventually be perceived by the learners as the language which they find particularly relevant.

Llinares, Morton and Whittaker speak of the instructional register as being at the heart of CLIL pedagogy as it is used for interaction between the participants. They state that it impacts the development of a lesson and how learning takes place. And since CLIL provides a unique opportunity for communication in L2, the instructional register ought to be in L2.[43] Dalton-Puffer justifies the use of regulative register in the same manner.[44]

40 Marsh, 2002, p. 200
41 Mehisto et al., 2008, p. 104
42 Ball et al., 2015, p. 76
43 Llinares et al., 2012, p. 34-35
44 Dalton-Puffer, c2007, p. 203

As regards the uniqueness of CLIL, Coyle proposes the formerly mentioned term *"translanguaging"*. She defines it as *"a systematic shift from one language to another for specific reasons."*[45] Being a type of code-switching, teachers and learners may without any constraints alter between speaking L1 and L2 according to their language competence or confidence. Thus, it should not be uncommon to practice a CLIL communication when learners ask the teacher questions in L1 whereas the teacher replies in L2. In a similar fashion, learners may be instructed to read an L2 text, but their subsequent interpretation or work with the text can be realised in L1. Facilitating comprehension and cognition, combined and alternate use of L1 and L2 can be perceived as scaffolding.

As a mandatory minimum volume of L2 in CLIL is not set, it will be the teacher who determines to what extent L2 will be employed and to what end. Translanguaging is ultimately a technique to mediate comprehension and to bridge the language gap.

45 Coyle et al., 2010, p. 16

5 BENEFITS AND DRAWBACKS OF CLIL

Šmídová lists benefits and threats of CLIL in twelve points ranging from those on the part of learners to those on the part of teachers.[46] The cardinal contribution for learners is that CLIL develops their cognitive skills through setting more demanding goals. Additionally, it raises their command of L2 and culture awareness. Regarding teachers, it is enriching for their teaching qualification.

As regards the threats, she views them as residing in teachers and their duty. They may lack competence in the CLIL language, and they may be reluctant to co-operate with one another. Their preparation for CLIL classes is more demanding of diligence in their work. Additionally, teachers have limited material support at their disposal since there is a paucity of student's books and workbooks.

Pokrivčáková, Menzlová and Farkašová extend the range of benefits of CLIL. They maintain that CLIL facilitates contextualised tasks. A second language is applied in a meaningful communication and authentic situations, and since the communication in CLIL class is content-led, the learners are less worried about making mistakes. Apart from language competences, learners develop other general competences, such as intercultural or aesthetic.[47]

Mehisto maintains that CLIL is beneficial in that learners learn more language when there is actually less focus on language learning. The main focus of the lesson should be on the content, and as the learners learn the content, they retain the language they encounter along the way as well.[48]

Mehisto also surmises that learners are compelled to stay focused more. Being aware of the challenge of CLIL, they realise it is meaningful to pay attention to what is happening, stay alert and avoid daydreaming.[49]

46 Šmídová et al., 2012, p. 11-12
47 Pokrivčáková, 2010, p. 8
48 Mehisto et al., 2008, p. 32
49 Ibid, p. 49

Benešová claims that CLIL allows weak students to succeed. While they may struggle in regular language lessons for their focus and dwelling on accuracy, they are empowered to express themselves in context in CLIL classes. Aiming at comprehension and negotiating meaning rather than linguistic accuracy, CLIL also promotes learners' participation.[50]

There are also gender-specific benefits of CLIL. Based on research, Campo states that women view CLIL more positively than men due to various factors.[51] This notion is particularly of interest here as in the practical part, there will be the findings of my survey, which were related to the matter of gender as well.

CLIL can potentially be an avenue to raise learners' language competence in more than just one additional language. As multilingualism is one of the educational aims of European policy,[52] CLIL can eventually facilitate exposure to more languages. As ambitious as it may seem, this is a challenge which schools, especially grammar schools, might attempt to mount.

Besides positives and benefits, CLIL issues challenges as well. Šmídová, as explained above, very conveniently conveys that it is teachers who are to be faced with problems. They are the ones responsible for the conduct of CLIL and its management. In order to do that, they must be able to tackle language and content. Knowing where their weaknesses lie, they must seek to find their ways to provide against them in order to deliver. In the identical way to scaffolding, aiding learners to cope with the language, even teachers themselves must employ compensatory techniques to dispose of their weaknesses.

CLIL teachers can no longer content themselves with traditional techniques of teaching as they are not sufficient for CLIL. In order to compensate for their potential lack of language command or content knowledge, they have no other option but to employ activating techniques and transfer a portion of the responsibility for teaching and learning onto the learners. Subsequently, positive results yielded after the abandonment of traditional,

50 Benešová and Vallin, 2015, p. 82
51 Campo et al., 2007, p. 43
52 Conclusions on multilingualism and the development of language competences, 2014, online

narrative teaching techniques may serve as motivating factors since they would prove that educational goals can be achieved even without extensive monologuing and transference of the volume of ready-made knowledge.

Teachers must not be ashamed to admit making mistakes or not knowing something regarding a second language.[53] It is likely that they may happen to be teaching in a class where the learners might be as linguistically competent as themselves. Therefore, they should not be embarrassed about having to use L1 when they are short of words.[54]

The reluctance on the part of teachers to venture on CLIL is one of the early obstacles hindering the implementation of CLIL.[55] Therefore, teachers may not feel obliged to experiment with CLIL beyond the extent of their usual workload. In order to change their attitude, they can be motivated extrinsically for this cause. Thus, their usual workload can be diminished.[56] Furthermore, they can be offered adequate monetary remuneration for their attempt to innovate teaching and learning in their school.[57]

Due to scarcity of CLIL materials, teachers are challenged to adapt any available resources to befit CLIL requirements and the language level of the learners. They must be aware of what they want the goals to be and adjust the materials accordingly. This stresses the significance of their methodological competences.

Ultimately, the benefits of CLIL do not stem from teachers' idleness. It is the teachers' efforts that raise the benefits. Overcoming problems and challenges, teachers can prove its worth. Should CLIL yield positive results, it could manifest that sole transference of ready-made knowledge is not the only avenue of attaining the curricular objectives. It can therefore be employed not only for the sake of teaching and learning per se but also as a venture to demonstrate that teaching and learning can be done differently.

53 Mehisto et al., 2008, p. 174
54 Dalton-Puffer, c2007, p. 292
55 Vítková, 2014, p. 24-25
56 Benešová and Vallin, 2015, p. 47
57 Ibid, p. 46

6 TEACHERS OF CLIL

Since CLIL is realised in either content or language classes, it is expected to be conducted by content or language teachers respectively. Content teachers may be hesitant whether to embark on CLIL or not since they know best whether they feel confident about teaching in a foreign language, unless, of course, they are qualified for the language as well. These teachers may feel threatened by this challenge and therefore be unwilling to accept it.

In the case of language teachers, they may initially seem to find themselves in an advantageous and convenient position, being fluent in the second language. All they need to do is merely incorporate new content in their classes. And knowing the second language, the teacher can pose as a more competent model delivering the content. Their task thus might seem more manageable. Nonetheless, even they are to face a challenge in the form of the content that is to be included in their language classes. Should a language teacher who is not qualified for history be asked to teach history through English, they would be faced with an equally demanding challenge as a content teacher having to tackle English.[58]

Both content and language teachers are to be faced with a challenge of the unknown. They would need to handle subject matter they are unfamiliar with, and what is more, they would also have to employ a new set of techniques and strategies since it would no longer be possible for them to continue teaching via their traditional time-tested, yet sometimes rigid, techniques. Therefore, Ball maintains that a teacher's language competence is not as crucial as their pedagogical skills. A fluent teacher may be a good interlocutor, but their language skills are of marginal use if they are unable to make their learners understand.[59]

Regarding teacher L2 competence further, there is no uniformly mandated minimum language proficiency for CLIL, and seldom is the admission to CLIL teaching curtailed by legislation. Ball, however, does caution that teachers with A1 or A2 level of English should not teach CLIL as they are the ones who themselves should receive language training in the first place.[60]

58 Mehisto et al., 2008, p. 27
59 Ball et al., 2015, p. 15
60 Ibid, p. 271

CLIL necessitates teachers to revise their concept of lesson procedure. If they came to the conclusion that their command of English is low, they would need to bear it in mind while designing CLIL lesson plans. In such a case, the teacher would not be able to spend the entire length of a lesson giving their speech on the content matter, as they would commonly do in a conventional lesson. Instead, their recourse would be to the learners' activity in class. CLIL per se is therefore activating as it implies the utilisation of activating techniques. Ball also substantiates this notion with a case of a history teacher who thought to be in need of L2 training. Instead, he was given simple advice: *"Just don't talk so much."*[61]

His recommendation nicely conveys how teachers of CLIL should approach tackling it. A teacher may surmise that they require advanced language skills to manage a CLIL lesson from start to finish, as if they were teaching in L1. Instead, the teacher needs to utilise strategies to compensate for any lack of language. These strategies then imply employing various teaching techniques, activating being one set of them. It is only logical that if a teacher feels to lack language skills, they will have to resort to teaching in a way that is compatible with their level of language competence. Consequently, they will have to realise that transferring the responsibility for the lesson conduct onto the learners is helpful.

The ideal situation according to Klečková, besides having a content and a language teacher conduct CLIL classes in tandem, appears to be when the CLIL teacher is qualified for both the content and the second language.[62] Such a teacher would not worry about a lack of knowledge of the content nor a lack of L2 command. Seemingly, the only challenge for them would be accommodating their methodology to suit CLIL lessons.

Thus, unless a teacher happens to be qualified for both CLIL the content and the language, the co-operation of teachers is imperative to provide against any blind spots. Consequently, the responsibility for CLIL conduct lies in the hands of both content as well language teachers. Additionally, teachers will need to revise their concept of teaching. It may be

61 Ball et al., 2015, p. 21
62 Hlaváčová et al., 2011, p. 40

prudent for them to accept the fact that they may no longer be those unconditionally in charge of the class. They may still manage the lesson, but they will share the right to administer the content or the language along with the learners. The notion of persisting teacher-centred teaching conflicts with CLIL as teachers may eschew employing activating techniques, being intimidated by transferring the responsibility for the lesson onto the learners. This CLIL-related matter is an apt reminder for teachers in general.

7 WHEN TO START CLIL

As in the case of the plurality of definitions of CLIL, there is no unanimous prescription as to when to start CLIL. Do Coyle suggests that CLIL should be introduced as early as possible.[63] In the dimension of primary school, it can be at the age of six.

Contrarily, Ball maintains that introducing CLIL in a class comprising learners below a certain level of L2 competence is counterproductive. Such education would become too demanding in terms of both language and content. Language is a vehicle for content, and content is a vehicle for language. A learner with an adequate level of L2 competence or a zeal for content is likely to cope better in CLIL than a learner with a low level of L2 competence and an aversion to content.[64] Ball therefore suggests that learners' L2 ability should be tested prior to their attendance in CLIL classes.[65] Familiarity with either the language or the content can thus be in itself scaffolding for learning the other.

One way of providing exposure to CLIL is via language showers. They are described as short L2 activities administered in content classes. Such lessons would not be solely CLIL-based. Language showers provide learners with immersion and exposure to L2. Although intended predominantly for young learners, Benešová extends their significance as she informs that they are beneficial for older learners, too.[66]

Instead of implementing CLIL as a mandatory component of the curriculum available to all learners, a school may decide to offer CLIL classes as an elective with a limited capacity exclusively for those scoring the best results in the entry language test.[67] Thus, based on the results of the test, the school may endeavour to initiate CLIL at the time of their choosing. On the other hand, such a procedure violates the inclusiveness of CLIL, excluding those with an insufficient command of L2.[68] One way or the other, it would only seem

63 Coyle et al., 2010, p. 18
64 Ball et al., 2015, p. 251
65 Ibid, p. 12
66 Benešová and Vallin, 2015, p. 18-19
67 Coyle et al., 2010, p. 145
68 Marsh, 2002, p. 73-74

appropriate to ask learners whether they would agree to or be keen on participation in such classes in the first place.

8 ASSESSMENT IN CLIL

The teachers of CLIL are also faced with the challenge of assessment in CLIL classes. Dual aims merit dual assessment. However, as there is no uniform agreement as to what amount of L2 there should be in a CLIL class, nor how intensive a language exposure should be, there is a similar grey area when considering assessment in CLIL.

Although language and content are taught and learnt concurrently in class, content goals should remain on the level as in an L1 class. Genesee and Upshur maintain:

> *"Generally speaking, the same content objectives should be used to assess the achievement of second language and native speakers alike – lower standards of achievement should not be established for second language speakers."*[69]

Ideally, CLIL teachers ought to pursue the same content goals as in ordinary content classes. Nonetheless, Coyle concedes that they may be lowered.[70] She explains that pursuing as demanding content goals as in L1 classes may be an ambitious undertaking. She explains that content comprehension precedes linguistic production. As a result, learners may grasp the content but be unable to express it in L2.[71] As Steve Pinker puts it:

> *"Any particular thought in our head embraces a vast amount of information. But when it comes to communicating a thought to someone else, attention spans are short and mouths are slow."*[72]

Learners should not be forced to communicate or answer questions in L2 unless they feel confident enough. It is the comprehension of content input that is crucial. And in order for the teacher to discover the extent of intake on the learners' part, the learners must express themselves. Whether it is in L1 or L2 should not be subjected to assessment. Once a

69 Genesee and Upshur, 1996, p. 47
70 Coyle et al., 2010, p. 116
71 Ibid, p. 116
72 Pinker, c1994, p. 81

learner feels confident enough, they are presumed to start using L2 on their own. Until then, comprehension of content in L2 as well as exposure to L2 per se are of value. After all, it is a mere exposure to language that facilitates and accelerates acquisition of L2.[73]

Vítková subscribes to the notion that language should not be assessed whatsoever at primary school.[74] Since L2 is employed as a vehicle for meaning, the learners' comprehension may not necessarily be tested and assessed because the teacher knows whether the learners have grasped the language at hand, based on immediate interaction and their comprehension of content.

Benešová claims that it is important that assessment should not take place exclusively in a form of marks. Immediate feedback and formative assessment is vital. Furthermore, in order to empower and embolden the learners to speak L2, she submits that their oral performance should be assessed on a limited scale from one to two only. If the teacher happens to deem the learners' performance unsatisfactory, they will not provide any marks.[75]

Since language should be assessed on the basis of interaction and comprehension of content, formative assessment is what CLIL implies and merits. Its immediacy helps the learners with their current, ongoing learning. They are made aware of their progress, and they can adjust their learning tactics accordingly.[76] They ought to be assessed based on their success, not on their having made mistakes.[77] And since the teacher can immediately see whether communicating a thought or the content has been successful, they can provide adequate feedback. In this manner, formative assessment is viewed as another strategy of scaffolding.[78] Summative assessment bears little value in this regard.

Content goals may not necessarily be attained in L2 since the learners' command of L2 is not expected to be unconditionally adequate for production. Language goals, on the other hand, may be achieved through interaction or communication. Assessment of such goals

73 Pinter, 2006, p. 32
74 Vítková, 2014, p. 26
75 Benešová and Vallin, 2015, p. 109
76 Popham, 2008, p. 6
77 Kolář and Šikulová, 2005, p. 64
78 Llinares et al., 2012, p. 303

can consequently take place without delay, provided that the teacher concludes that a goal has been adequately addressed.

9 RELEVANCE OF CLIL FOR HISTORY CLASSES

Theoreticians and authors undertake their study of CLIL as a concept in general. Seldom do they focus on or relate CLIL solely to a particular content subject. Instead, they present it as a universally applicable approach, suiting any content subject.

Content and learning goals predetermine the implementation of CLIL in respective subjects. Should the authors attempt to detail CLIL methodology for every single school subject, the volume of their books would swell enormously. Moreover, an extensive prescription as to how CLIL is to be put into practice, and what its minimum in any subject is, would deprive CLIL teachers of the leeway they now have when practising it.

CLIL teachers ought to know best why they have opted for it and what their aims are in accordance with the curriculum. They then make their decision as to to what extent CLIL will be realised in class. Once there were strict delimitations of what is considered CLIL and how it should be realised in a given subject, it would be constraining and pose the risk that a CLIL teacher's concept of CLIL history lessons would not be in agreement with the prescribed procedure, and therefore might be dismissed as not CLIL, despite pursuing dual aims.

General studies on CLIL explain its theory and rationale. They also provide guidance. Prior to the implementation of CLIL in a school, teachers need to become familiar with CLIL and its fundamental principles. Then they will decide as to how they can utilise its features, what strategies they will use and what time will be allocated to it.

9.1 CLIL challenges to history classes

Specifically on the matter of CLIL in history classes, Ball describes history as "text-heavy".[79] He assumes that this can be both encouraging and deterring for teachers to decide whether to implement CLIL or not. Text understandably is a carrier for knowledge and content, and the study of history is inextricably bound with factuality. That is possibly

79 Ball et al., 2015, p. 40

the reason for the lasting clinging to the use of narrative techniques in history. The teacher believes that they must convey every single fact and among this sheer volume of information stress the most defining moments. This is a rather extensive approach. Instead, the learners could be led to study a piece of language-appropriate text prepared by either the content teacher or a language teacher. It is only after the students have been exposed to the facts and context that the teacher could start their narrative, ideally in L2, accentuating the importance of select facts and events. The extent of such a text and its aims would be contingent on the learners' L2 level, which the teacher must take into consideration. As Ball remarks: *"There is no such thing as an easy or a difficult text, there are only easy or difficult tasks."*[80]

The volume of factual content poses a challenge to CLIL history teachers. It may not be inapt to suggest that any teacher would find their respective subjects unsuitable for CLIL due to the extent of subject matter. It is more so in the case of history, which is by its very nature narrative. The teacher, therefore, conveniently approaches teaching the history content via narrative techniques.

To implement CLIL in history, the teacher would need to reduce their talking time and abandon dwelling on chronological narration in favour of activating techniques. Concurrently, the learners should not be demanded to memorise all the dates and events or retell the narrative of historical development. Instead, they ought to be encouraged to elicit facts or discover the causality of events. That way, they would not learn for the content knowledge but for operational knowledge.[81]

Ideally, teacher talking time should diminish in favour of student talking time. This is a compensatory strategy for a lack of language competence of the teacher. An insufficient command of language is constraining as it hinders their management of the lesson. It can also be negative in that if a teacher feels confident in their command of language, they can speak more. In this regard, they might be tempted to continue using verified narrative

80 Ball et al., 2015, p. 206
81 Hanušová and Vojtková, 2011, p. 15

techniques. As a consequence, lessons would be conducted in a manner of language baths, rich in the teacher's L2 input and short of the learners' production.[82]

High teacher talking time must not be perceived as a priori negative. The teacher's good command of L2 is by all means positive and empowering as they are able to compensate for a lack of L2 on the learners' part. The teacher can pose as a model, exposing the learners to L2. Likewise, low learner talking time is not entirely negative. It is the extra exposure to the language that is relevant. By no means should the learners be forced to speak L2 since one can barely expect the pupils at lower secondary school to actually speak L2 in class.[83] Nonetheless, the learners should be encouraged to use L2 whenever possible.

The learners' active participation is essential. Some of them, of course, may find it encumbering and inconvenient. Being used to mere listening and taking notes of the teacher's lecturing or, better still, being conveniently given ready-made study scripts are comforts naturally hard to abandon. Therefore, the learners must be informed of what the goals of the lesson are so that they know what to anticipate and what is going to be relevant for their assessment. The learners have to see that there is a continuous purpose in their participation and in the process of learning; that the merit is in the process of learning, not in the final result. And the teacher's immediate feedback facilitates it.[84]

As it was formerly mentioned, there is an apparent shortage of CLIL education materials, which may impact on teachers' decision whether to venture on it or not. Specifically with regard to history classes, there is one available edition of CLIL student's book and workbook called *"Labyrinth A1. History & English"* and *"Labyrinth A2. History & English"* by Michaela Hlaváčová. This package of books is designed for the pupils of lower secondary schools and in accordance with Framework Education Programme for Elementary Education, mandating the aim of attaining level A2.[85]

82 Dalton-Puffer, c2007, p. 285
83 Gondová and Kráľová, 2012, p. 62
84 Ball et al., 2015, p. 231
85 Rámcový vzdělávací program pro základní vzdělávání. 2017, p. 17

In spite of these books being a significant contribution to CLIL, they can not fully substitute for traditional L1 history student's books for their insufficient depth of content matter. That being said, they are still enriching for teaching and learning history in an integrative way since they are a source of inspiration, and they can be utilised as extra supplementary teaching and learning materials.

As regards writing in CLIL classes, it may prove to be problematic. Dalton-Puffer maintains that writing in CLIL seems to be of low priority.[86] The teacher speaks L1 or, preferably, L2 in order to manage the lesson and to share knowledge. Additionally, they prepare and distribute written materials to the learners. The learners, on the other hand, listen and speak to the teacher and to one another. Writing activity is unlike any of these above as it takes too much time to actually produce any piece of text. Should the teacher decide to substitute writing for speaking, it would render the exchange of information impractically long, and doing so merely for the sake of writing is unreasonable. The only viable avenue to give writing the time it needs seems to be to encourage the learners to do written L2 homework.

The institution of homework is ever-present, however, the learners must be persuaded that the tasks they would be assigned are not mere homework for the sake practice or assessment but that it does matter. They must be convinced that finishing homework predicates their successful learning and participation in class. Additionally, promoting the learners' independence renders them more responsible for their learning.

Dalton-Puffer further specifies which language skills are unlikely to be fully oriented on. Besides writing, she maintains that even speaking may not be in the centre of attention.[87] Despite her claim, it should not be inferred that CLIL lessons may be completely devoid of the practice of any particular language skill. It is, nonetheless, reassuring to know that teachers are not obligated to unconditionally cater for all four language skills but rather focus on those which can be conveniently developed in the given time and the content.

86 Dalton-Puffer, c2007, p. 271
87 Ibid, p. 294

To render the course of a lesson more communicative, its design is bound to change. One of the avenues to achieve this is to shift learning from the classroom outside the school.[88] Setting relevant homework can, indeed, be a convenient option in this matter. Self-study may become a crucial activity towards reaching the set goals. If the teacher invited the learners to find answers to given questions, they would subsequently come into the class with already pre-learnt content, which would facilitate their going in the lesson.

This approach may benefit teaching and learning any school subject, not necessarily being exclusive to CLIL. Learners' self-study implies the use of the Internet as the primary source of information. And since the Internet is a multilingual domain, learners are bound to encounter English, and they are exposed to it. Regardless of the language origin of the sought information, they would return to the class with the necessary answers to facilitate their classroom activity.[89]

CLIL challenges history teachers to revise their time-tested procedures. It urges them to employ fresh techniques in order to accommodate themselves to the venture. They will have to draw on their mastery of methodology to provide for content and language goals, to assess and to compensate for their alleged lack of L2.

88 Marsh, 2002, p. 177
89 Ibid, p. 183

II. PRACTICAL PART

In this part of the thesis, I am going to present my experience from my teaching practice, where I attempted to introduce language showers in history classes. I will describe the procedure of the lessons in order to explain how the activities unfolded. Then I will continue with analyses of the course of the activities in individual classes and with the students' reflections.

The next part of this section is going to present the findings of two surveys I conducted during my teaching practice. The first one was a student survey in which I intended to explore the students' attitude towards English language. The data are interpreted against the background of CLIL. The second one was a teacher survey aiming at yielding data on the teachers' awareness of CLIL and their position on its prospective implementation.

10 LANGUAGE SHOWERS IN HISTORY CLASSES

As it was mentioned at the beginning of this thesis, I had realised a couple of CLIL lessons during my teaching practice in a grammar school, which took place in two sessions: in February 2018 and September 2018. The teaching practice was an inextricable part of my master study. However, instead of mere participation in the school's daily routine, participation in teaching and gathering experience, I endeavoured to present and offer my mentors a new challenge and an innovation. In the limited timespan I had, I sought to perform CLIL activities as means to invigorate the design of history lessons.

Prior to the very realisation of the activities, I informed my mentors of what I intended to do during my teaching practice. It was only after their consent that I was able to conduct CLIL language showers. Their approval for these activities was on condition that I would include them only after I have finished narrating the content matter. Thus, I prepared a set of activities that would be employed to facilitate revision of the history subject matter and to test the students' reading comprehension and retention of the information they would be exposed to.

Although I was allowed to perform language showers in class, I was not given the latitude to substantially alter the lesson design. Instead, I had to follow the established course of history class. Consequently, my lesson design respected and reflected that of my mentors'.

An ordinary lesson was opened with presenting the aims of the lesson and asking several display questions[90] relating to the last lesson's content. In this manner, the students would recall the topic and would be stimulated to continue. The exposure to the content was done primarily via a narrative technique complemented with a PowerPoint presentation, showing a text and visuals. My narrative was frequently interspersed with questions aiming to employ the students' knowledge and to elicit their inferences and answers. Whenever the opportunity arose, I would play a short educative video. Finally, the lesson would be concluded with a brief summation and a set of questions reflecting on the lesson.

90 Dalton-Puffer, c2007, p. 95

When preparing for CLIL history lessons, I needed to make allowance for the language showers. Since I deemed it necessary to have an adequate stretch of time allocated to the activities, I had to revise the content, which the teachers instructed me to cover, to determine which information is vital and structure the narrative accordingly. Yet, I still had to approximate the content as transferred by the teachers. It was primarily due to the fact that I was a trainee teacher only, and as such, I was not allowed to experiment or change the functioning design of the lesson.

The organisational reality was that of hard CLIL since the activities were realised in a content lesson. At the same time, the lesson was only part-time CLIL, in Ball's terminology, as it was conducted in the course of an ordinary lesson, which means that I proceeded teaching via a narrative technique with an L2 activity following the students' exposure to the subject matter.

In the light of these conditions, I concluded that it would be most convenient to introduce a CLIL activity for the purpose of summarising the topic. After the students have been exposed to the content in Czech, they should be familiar with the facts, events, dates and terms. Subsequently, it would be a challenge for them to try to apply this knowledge in a reading comprehension, summarising the current topic.

The reading comprehension activity would not be dissimilar to those administered in regular language classes. Transferred from language classes to history classes, or any other content subjects, a reading comprehension can become enriching for both the content and the language. Being linguistically purpose-made, texts in language classes can serve well to language practice, yet their content or culture value might be questioned. Integrated into a history lesson, an English text can indeed bear relevant informative value while the language is practised through understanding the content.

10.1 Jigsaw reading activity

This was the first CLIL activity I did during my teaching practice, and I administered it in class 3.A. The topic of the lesson was The Protectorate of Bohemia and Moravia, and the activity was employed at the end of the lesson in order to summarise the topic. In the Appendices, there is the text sheet for the activity (see Figure 1).

10.1.1 Course of the lesson

The design of the lesson matched the description mentioned above. Working within the boundaries of the design, I did a brief revision asking display questions on the topic at the beginning of the lesson. Afterwards, I continued with the narrative of the content, complemented with a PowerPoint presentation. This activity took approximately twenty-five minutes, totalling thirty minutes with the initial revision and register. As a result, I had approximately fifteen minutes allocated for the CLIL activity. This remaining time had been estimated as adequate.

10.1.2 Description of the activity

This reading activity requires students to work both in pairs and in groups to re-organise isolated and jumbled paragraphs into a coherent text. Students are to start by working in pairs. Each pair is given a slip of paper with a paragraph of English text containing several items of word choice. Students are to read the text and choose the right word out of the two, completing the meaning of the text. Once they are finished reading their piece of text, they move on to co-operate with the rest of the class in a group and try to chronologically order the slips of text.

As each pair has read their respective paragraphs, they now know what their extract is about. Being familiar with it, the pairs now tell the rest of their group about the content of the paragraph, paraphrasing or summarising it. The rest of the group must not be shown the paragraph, relying solely on the comprehensible interpretation of their classmates.

Listening to each other, the students exchange information about the text so as to order the paragraphs chronologically. Ultimately, they will put the slips in correct order, read the whole text and check the correct choice of words. Following the finish of reading, the teacher may have the students use select words in a sentence to ascertain that they understand their meaning.
As there are eight paragraphs, there are eight slips of text in total. Depending on the number of students in the classroom, the teacher may need to prepare more copies of the set in order to accommodate all the students.

10.1.3 Realisation of the activity

At the beginning of the lesson, I informed the students that they were going to do an English reading activity in the course of the lesson in order to revise and summarise the subject matter. When the time came for the activity, I switched to English and gave them the instructions on what they were supposed to do and what time they had. Then I systematically distributed the slips of paper so that each pair had one and so that I knew which students would eventually be assigned to which groups. That way, each group would have all the slips to compose the whole text. Finally, I also asked them whether they understood what they were instructed to do. Their following response was a non-verbal affirmative nod of their heads. It was only then that I told them to start working.

The student were given approximately two minutes to read the text and to choose the right word. While working on the text, one of the students asked whether they could use their mobile phones. In spite of the fact that the school policy prohibited using mobile phones or laptops in class, I allowed them to use them as substitutes for written dictionaries ad hoc. The number of pairs employing phones then totalled eight, meaning sixteen students could capitalise on this aid.

Following their being finished with the reading, I asked the students to form groups as instructed so that each group would have all the slips of the set. In the remaining time, they were trying to re-order the slips of paper chronologically. They had to understand the meaning of the content of the text. They had to realise the temporal situation of the events and the relation between them in order to be able to re-organise them.

Observing the going of the activity, I kept asking about the students' progress and, on occasion, I helped them with translation of words. Their communication in group and with me was entirely in Czech. I, on the other hand, responded in English. Their spoken production may have been in Czech, but the primary objective was to comprehend the written text. This combination of English and Czech followed the principles of translanguaging.

The final check of the activity was conducted in English on the part of both me and the students. The students said the numbers of the respective paragraphs in English and read the text in turn. The students read the text with the right word of the choice right away.

Immediately after the finish of the activity, I asked them whether they needed any more information or explanation. As there was no request for clarification nor expression of uncertainty, I moved on to reflection on the activity. And since the activity had been formally concluded, I conducted this stage in Czech.

10.1.4 Post-activity analysis

Following the end of the activity, I asked the students for their reflection on it. Bearing in mind what information to gather, I asked the students how they had felt about the task, whether it had been complicated and whether they would like to do this sort of task again in the future. I intended to discover the students' general contentment with the activity. Having presumed that the students would provide feedback on the difficulty of the language of the text, I also aimed to discover their confidence in managing the task. Finally, in the wake of the activity, I wanted to know whether they would be keen on participating in English activities more. Therefore, the questions I asked the students were as follows:

1. How did you like the activity?
2. How did you cope with the English text?
3. Would you like to do such activities more?

Subsequently, the students' responses could be paraphrased as follows:

1. The activity was good.
2. It was something new and fresh.
3. It was a good form of revision.
4. The vocabulary of the text was difficult, and there were many new words.
5. Because it was too complicated, we did not understand it. It was pointless.
6. We would like to do such tasks more often.

The students expressed their opinions freely and without hesitation. These statements above were the most frequent ones, triggering a consequent vote.

Since the students contributed with the responses one, four, five and six, I had them vote on these claims by raising their hands so that I could know how many of them identified with these opinions on the activity and what the implications might be for the future.

In the subsequent vote, 21 out of 27 students (78%) affirmed that the activity had been good. 24 students (89%) stated that the vocabulary had been too difficult. Only 4 students (15%) said that the activity had been pointless whatsoever due to the difficulty of the language and unknown vocabulary. Finally, 19 students (70%) voted that they would like to do such activities more frequently.

Despite the large proportion of the students admitting that the language was too difficult, the class ultimately finished the task admirably. In pairs, they managed to read the text for the correct words. When co-operating in groups, they spoke solely Czech. That did not, however, prevented me from asking them in English. When I later queried whether they had had problems with the vocabulary, they answered that they had been able either to find everything in the dictionary or to deduce the meaning from the context. On the other hand, one student admitted that he had not been able to comprehend the text even with the provision of dicionary. This would suggest that it was the form of the text that was more hindering than the vocabulary itself. In the light of this, such a text would require to be

either reframed, simplified or scaffolded with various strategies, some of which are to be outlined below.

Even though the students were speaking Czech in pairs and in groups, I did not force them to talk in English. Although I had encouraged them to try to apply English, I was aware that this would be difficult to achieve in the long run, let alone in the initial exposure. Being self-aware, the learners ought to be compelled to start speaking English themselves.

The revision text provided the students with English input, and I conducted the activity in English. The students' production was very limited. The only occasions when they did speak English was when they were reading the numbers of the paragraphs, putting them in the correct order, and when they were reading the text itself. It is worth mentioning that although there was as little student English production as there was, the students did react spontaneously and reciprocated me speaking English since they read the numbers of the paragraphs in English.

The regulative register and instructions were unlike those which the students must have been familiar with from their language classes. In this manner, the students benefited from an extra exposure to the language even without actually producing it.

My teaching in this class deviated infinitesimally from the established lesson design. However, if had opted to administer the activity at the beginning of the lesson, it would have opened an avenue to attempt to conduct the entire length of the lesson in English. Once the activity was concluded, the students could be asked whether they would like to continue in English. Should they be in favour of such an option, English could extend for the full length of the lesson. Instead, having been realised the way it was, the lesson was conducted in Czech initially. Without a manifest reason for me speaking English prior to the activity, such conduct of the lesson might have been met with a refusal on the part of the students.

As regards combining Czech and English in CLIL class, translanguaging definitely does have merits. Nevertheless, it is important to know when to do so. The aim for doing so

must be evident and conveyed to the students. Therefore, introducing English prior to a CLIL activity with no reason nor the students knowing why is not the way to follow. Despite the fact that CLIL does not strive to replace L1 with L2 completely, if the teacher and the students do feel confident and competent enough, they should not refrain from doing so.

Considering the overall time management, the activity was not successfully managed in its entirety. The students did manage to complete the task of re-ordering the jumbled paragraphs, understand the text and choose the correct words. Nonetheless, we did not manage to conclude the activity properly as planned with the application of words in a sentence. Instead, I precipitated the end so that I could elicit feedback from the students. According to the originally conceived plan, the activity should have continued for five more minutes.

10.1.5 Scaffolding strategies

As this was a text-based activity, scaffolding would relate directly to the text itself. Although the activity itself can be administered in classes of various learner age, this particular text was tailor-made for these students. As a result, I decided not to augment the text sheet with extra scaffolding.

Prior to the activity, the students were given information as to what to do and what to search for within the text. As they were told, there were obvious items of word choice in the text. Additionally, they were also warned that there were a few deliberate factual mistakes. Therefore, they were supposed to choose the correct words and spot and correct possible factual mistakes.

With the benefit of hindsight, a few scaffolding strategies could have, indeed, been utilised in relation to the factual mistakes. Although the students did manage to correct the date of the establishment of the Protectorate Bohemia and Moravia, they did not notice the wrong cardinal direction “east”, which was supposed to be replaced with “west” or “eastwards”. In the light of this, factual mistakes could be either written in bold, to inform the students

that these are the words of interest, or the students could be told how many factual mistakes there actually are. That being said, the former would appear to be more convenient, being on record and straightforward.

To facilitate comprehension of the text in order for the students to array the paragraphs in correct order, the paragraphs may be headlined in a manner that will help with navigation. The headlines could encapsulate key information from individual paragraphs, providing the students with the chronology of events, helping them to realise where to put the paragraph on the timeline. Instead, the paragraphs were only randomly numbered.

One of the conditions I had to take into consideration when preparing for the lesson was the fact that the school's policy forbade using mobile phones or other electronic devices in class. This can prove to be rather constraining especially nowadays when these devices are ubiquitous. On one hand, such a regulation is understandable as it aims at protecting the individuality of the teachers and the students. On the other hand, it establishes a general rule labelling and excluding mobile phones as a priori negative tools.

Being aware of this regulation prior to the activity, I asked the teacher if I could allow the students to use their mobile phones. First, I was reminded that it was forbidden, but I was given consent to allow them at my own risk. I was also cautioned that once the students were allowed to use mobile phones, they were likely to use them not exclusively for learning and that it might eventually render the management of the class more difficult. Admittedly, as far as I was able to observe, there were three students whom I saw using their phones for more than just translating.

Despite this brief experience, I believe that the employment of mobile phones in class is practicable and should be endorsed. It is all, however, a matter of setting the boundaries. Learners have to see that mobile phones are not something that must necessarily be excluded from the classroom. The teacher and their learners must set their class rules and abide by them. In return, the learners can use phones as a source of information.

Another avenue for coping with unknown words is to bring printed dictionaries into the class. Understandably, using mobile phones to search for vocabulary in an online dictionary is faster and more convenient, nonetheless having a clutch of dictionaries at disposal in the classroom is instrumental as well.

Bringing dictionaries into the classroom is one of scaffolding strategies. Apart from this one, students may capitalise on several others in relation to this activity. The text could be augmented by the provision of synonyms for or explanations of potentially unknown vocabulary. Key words could be highlighted or written in bold. Depending on the language competence of the students and the aims of the activity, the teacher should determine what the corresponding language level of the text should be. As these students were in the third grade, I presumed that their level of English would be adequate for coping with the task. Yet, I subsequently realised that the language appeared to be beyond their level of competence. However, as the activity was content-led, its aim was not to translate the text or comprehend it in its entirety but rather to grasp the gist and the chronology of the events. Had it been language-led, the text would have been linguistically framed accordingly.

Last but not least, the teacher may decide to manage providing feedback in Czech, if necessary. He or she may do so as well if they believe their level of competence is insufficient. Whereas they may not be required to be overly versed in English for conducting the activity, speaking Czech, they ought to be set to explain the correct word choice in the text. Without the assistance of a language teacher, the CLIL teacher is likely to be left exposed to the students' queries, should they be unable to answer readily. It is thus crucial that a language teacher delivers and attaches notes of explanation to the text as to why the correction should be done the way it is and what the differences between the words are. The CLIL teacher can ultimately deliver this explanation in Czech. Should they happen to insufficiently cover this justification of correction, he or she can always refer the students to the language teacher for explanation, which can be done in a language class to expand on the language of the CLIL lesson, giving it further prominence.

10.2 Reading comprehension and correction activity

The second CLIL activity was administered in three classes: septima B, 3.B and 3.C respectively. The activity was once more a reading comprehension, and the text was identical for all three classes. As a result, I am not only going to describe the procedure of the activity, but I am going to compare its development in each class since there were clear distinctions between each of them.

10.2.1 Course of the lessons

As I adhered to the lesson design of my mentors', the lessons were opened in the usual way by me asking the students questions on the topic from the previous lesson, aiming at recalling the subject matter. Afterwards, I moved on to the narration of the content to conclude the topic of The American War of Independence. The length of this activity approximated twenty minutes. The remainder of the lesson time was then allocated for the CLIL activity.

10.2.2 Description of the activity

It is a text-based activity where students are to work in pairs. Each pair is given a sheet of paper with a text summarising the topic of The American War of Independence. The text contains gaps to fill in and factual mistakes to correct. The aim of the activity is to provide a summary of the topic and for the students to revise the topic. The time allotted for the whole procedure of the activity is estimated at twenty minutes.

10.2.3 Procedure of the activity

In the very beginning, I explained to the students what the purpose of the activity was and what they were supposed to do. When explaining the text itself, I specifically told them that the mistakes to find were solely factual, not language-related, the text it was no grammar exercise. Afterwards, I distributed the text sheets and told them how much time

they would have. Subsequently, the very last instructional step I took varied in each of the classes, conveying encouragement regarding the language.

In septima B, which was the very first class I had this activity do, I directly asked the students: *"What will you do if there is a word that you do not know?"* I had presumed that they would suggest using their mobile phones, in spite of the aforementioned policy regulating the use of phones in class. However, obviously being overly aware that mobile phones were not permitted, they appeared to simply avoid suggesting such a strategy in the first place. It was then I who encouraged them to use their phones for translating. As I am going to explain later, the classes would prove to be most inventive in employing these instruments.

In class 3.B, I was not prompt enough to ask the students the same question since it was actually one of the students who queried whether they could use their phones. Understandably, I spurred them to.

As for class 3.C, I merely repeated the step as it had been done in septima B.

The time allotted for reading was ten minutes, during which I kept monitoring the students' progress and advised them.

Once they were finished, we moved on to reading the text aloud, one student per paragraph. I instructed them to read the text straightforward with the mistakes corrected. It was done so in order for their reading to be fluent and uninterrupted for the whole length of the paragraph. It was only when they did the correction wrong that I would return to the item and helped them elicit the right solution. If I deemed it convenient, I asked for or provided more details on either the facts or the language.

At the very close of the activity, I asked the students whether they had any questions regarding the content of the text. This checking stage along with the students' feedback amounted to ten minutes.

Regarding the overall conduct of the activity, I gave the instructions and managed the entire course of the activity in English. However, since the CLIL activity was realised subsequent to my narrative, in the latter stage of the lesson, I spoke Czech in the preceding stage. Had I intended for the activity to take place in reverse order, I would have considered speaking English from the very beginning of the lesson, which might encompass attending to the administrative duties as well. This would not have been something that the students were unfamiliar with since they experienced it in their regular English classes on a daily basis. However, it would be prudent to do so with an understanding of the students.

10.2.4 Post-activity analysis

In the same way as it had been done for the previous activity, I asked for the students' feedback on the activity immediately after its finish. For the sake of the comparison of the classes, I asked these students the identical questions as in class 3.A (see above) to obtain their opinions. And since this activity was administered in three classes, the collected results are threefold. The provided feedback also varied profoundly in each of these classes. The students' responses and their respective interpretations are as follows.

10.2.4.1 Feedback on the activity in septima B

1. The activity was good.
2. The language was difficult but manageable.
3. We would like to do such activities more.

After voting on these statements, 25 out of 27 students (93%) claimed that the activity had been good. The remaining two students did not voice their opinions. Positively, none of the students stated that the activity had been pointless. Following this poll, the students also believed by a large majority of 25 students (93%) that it would be good to do such activities more often. As for the linguistic aspect of the activity, all the students claimed that the language had been too difficult. It is worth mentioning that the task was still considered manageable on their part since they were capable of coping with it.

10.2.4.2 Feedback on the activity in 3.B

1. It was pointless because there was a great number of new words.
2. We could have done something else instead. It was a waste of time.
3. The language was far too difficult.
4. We would rather not do such an activity again.

As this class generally appeared to have been disappointed at and intimidated by the activity, the post-activity feedback yielded different results from those of the other two classes.

All of the 25 students admitted that the language was too difficult. 6 of them (24%) conceded that they had been unable to comprehend the text even with the aid of dictionary. Furthermore, 9 students (36%) found the activity outright pointless, which was blamed on the difficulty of the language. Consequently, only 5 students (20%) would agree to the opportunity to participate in such activities more.

Whereas the students in the other classes provided primarily positive feedback, considering the activity good without being explicitly asked a question about it, in this class, I had to eventually query whether there was anybody finding the activity good. As a result, only as few as 11 students (44%) deemed the activity good. In the light of these findings, the conclusion may be drawn that their reception of the activity was overall negative and rejective here, unlike in the other classes.

10.2.4.3 Feedback on the activity in 3.C

1. The activity was good.
2. The activity was pointless because it was in English.
3. There were many new and unknown words.
4. We had more problems with the content rather than the language.
5. We could do such activities again, but the language should be less demanding.

In this class, the set of results I yielded resembled those in septima B. This outcome only reflects the fact that the going of the activity was akin to that in septima B.

26 out of 28 students (93%) found the activity good. The remaining 2 students expressed their opinion that the activity had been pointless because it was in English. However, the problem for them was not as much in the language as it was in the task itself. Being remarkably open and concrete in their justification of their position, they stated that the standard lesson procedure would be better and that English should be practised exclusively in English classes. 23 students (82%) then said that they would like to participate in such activities again. Finally and remarkably, only 9 students (32%) found the language too difficult.

10.2.4.4 Comparison of the data from the post-activity polls

As I elaborated above, I had conducted two CLIL activities in four classes. Since the data collection in septima B, 3.B and 3.C was done under the same conditions, the task being identical, the data can be directly compared. In general terms, as both the activities shared the same core of being a reading comprehension, the data from 3.A are incorporated into the figures from the other classes and included in a block graph below in the Appendices as well (see Figure 3). Ultimately, the grand total of all the students totals 107.

The most general conclusion, which can be drawn from the findings, is that only as few as 14% of the total sum of the students from all four classes found the activity pointless, regardless of it being due to the difficulty of the language or their notion that English should not be practised in that manner outside English classes.

The total number of those amenable to participating in such activities amounts to 67%. Having experienced a CLIL language shower, the students conveyed their acceptance of this approach. This and the preceding value of the students' perception of the meaningfulness of the activity substantiate CLIL as a viable and appealing approach to teaching and learning.

The two remaining values are apparently the most conclusive ones. 78% of the students stated that the activity had been good, and 79% considered its language to be difficult or challenging. The data on the students finding the activity good ought to convey their contentment with the activity and suggest their perceived relevance of the task. These two high values thus indicate that regardless of the difficulty of the language of a task, students may still deem such a task useful and be fond of making the effort with it.

Despite the vast majority finding the language difficult, the students did express their approval of the activity. It is, nevertheless, appropriate to remark that despite the activity having been positively accepted in all the classes as a whole, it was not so for 3.B, where negative feedback predominated and positive feedback had to be subsequently elicited, and consequently as such, it reached 44%.

10.2.4.5 Analysis of septima B

While working in pairs, the students talked to each other solely in Czech. Their discussion related either to the vocabulary or the content. Despite the fact that they eventually admitted that the language had been difficult, none of them felt it necessary to ask me for help. Instead, they all seemed to be able to cope on their own, and surprisingly, all of them seemed immersed in their work.

As soon as they were allowed to use their phones, as many as 12 out of 14 pairs started working with them. Only two pairs kept working without them. However, since I asked them, I discovered that the reason for that was that they had no dictionary application in their phones. Additionally, I was later told that if they had had a dictionary application, they would have without doubts been using it.

As I briefly mentioned earlier, the class proved to be very inventive in terms of the employment of mobile phones. Two pairs, both of them male, used their phones not merely for searching for translations, but instead, they used the camera to scan the text for instant translation of the whole text. In this manner of their work, their activity would result in little gain as they failed to see the purpose of the task. Instead of facing the challenge of the language, they disposed of it through having the phone do all the work.

In the light of such a student approach, and considering any potential mobile phone regulation, teachers should be wary whether they would allow mobile phones or tablets in class. In spite of being a very quick and efficacious way of obtaining a translation, it may not necessarily be the most conducive one to language acquisition. And although printed dictionaries may take more time to work with, they can, at least initially, be preferred to online dictionaries since students have to exert themselves to find whatever word they need.

Further to translating via a dictionary, all the students used solely bilingual dictionaries, listing Czech equivalents of English lexis. As a result, one pair suffered a setback when translating the phrasal verb “get away with”. The pair, and as I queried the rest of them as well, was unable to procure the Czech equivalent. That was the moment when I had to contribute as this situation attested to the fact that bilingual dictionaries may be of use for quick and pragmatic translation but, having a finite amount of word-stock, they offer only a limited range of meaning. Therefore, I took advantage of this setback to advise the students to preferably tend to use monolingual dictionaries.

When eventually the activity was brought to a close, all the students had reportedly managed to finish. Despite the obvious language challenge, they were fairly successful. Admittedly, it may not have been the student currently called upon to read who would provide the right answer, yet there was always someone willing to answer in their stead.

10.2.4.6 Analysis of 3.B

As much as in septima B, the students spoke Czech only. When I asked them a question, they would reply in Czech as well, regardless of me speaking English. As a result, the only opportunity for them to speak English was when they should read the text aloud.

Unlike in the other classes, it became obvious in a fairly short time span that some of the students had ceased to even try to complete the task, talking to one other. Subsequently, they admitted that the text was so complicated that they were unable to understand it even with a dictionary. Therefore, even though they knew the vocabulary, it did not suffice them

to comprehend the gist of the text. Such a situation would call for reconsidering reframing the text or employing at least a handful of scaffolding strategies.

As a consequence, it was the language that was the major hindrance for the class. Yet despite this challenge, there was a smaller portion of those utilising phones for translation, it being nine pairs. All of these students were using solely bilingual dictionaries, none of them using phone cameras for translation, quite unlike in the other classes. The remainder of the class was coping on their own or admitted not having a dictionary application in their phones.

In spite of the obvious lack of language, none of the students felt it necessary to ask for help whatsoever. With the benefit of hindsight, it is worth mentioning that this was the only class which seemingly did not manifest having any problem understanding the meaning of the phrasal verb “get away with”. Whereas the other classes did report having trouble finding the meaning of the phrasal verb, these students did not do so. Given their admitted impeded comprehension of the text, it can be presumed that they indeed had a problem translating the verb, but they were too coy or intimidated to ask for help.

In spite of those students who admitted that they did not understand the text and that it would be better to end and check the text right away, I gave them the same amount of time as in the other classes to attempt to finish as best as they could regardless.

When we ultimately moved on to checking their endeavour, I ask then and there how many of them had managed to at least finish the task of reading and correcting, not taking into consideration being right or wrong. 14 students (56%) signalled so with their raised hand. This was a rather small portion in comparison with the other two classes. Nevertheless, despite the struggle with the language, when we were checking the text in concert, the students were able either to state the correct facts themselves, having found the mistakes, or help their classmates by providing the right correction. Eventually, I pointed out any remaining unaddressed mistakes and tried to elicit the solution from the students.

Despite a discouraging development of the task, the class did manage to accomplish it. Furthermore, I additionally asked them for Czech equivalents of a handful of the words from the text at my discretion, and with me defining them in English and with the help of the context, they were successful in delivering.

10.2.4.7 Analysis of 3.C

The progress followed a similar course to that in septima B in terms of language use in pair work and the students' coping with the text. Additionally, they were also similarly successful.

The class also mimicked septima B in the manner they utilised their phones. While in septima B there were two pairs using the phone cameras to scan the text for translation, in this class, it was four pairs. On the other hand, ten pairs in total used phones, which is lesser than in septima B. Regarding those working without the aid of phone, I was once again told that they did not have a dictionary installed. Curiously, two pairs answered that they did not feel being in need of a dictionary whatsoever, feeling confident and determined to cope with the task on their own.

As much as in septima B, the students had a problem translating the phrasal verb "get away with". The enquiry about the translation was made by a pair of boys using the phone camera, which situation was identical to that having arisen in septima B. This once again demonstrates that neither a bilingual dictionary nor a translator are impeccable aids as they can answer only so much, and that the teacher must anticipate potential pitfalls and provide scaffolding accordingly.

This class was the only one in which somebody felt confident enough as to actually produce English speech, apart from mere reading the text aloud. Once the text had been read aloud and checked, one student asked in English a factual question relating to the text. She pointed out at the mention of France entering the War of Independence. Admittedly, this bit of information was not something I had mentioned in my narrative, and as a consequence, she asked for clarification. Instead of providing her with an instant answer, I invited the whole class to think about what reasons the French could have in joining the

war and whose side they might have fought on. These questions were followed by the students suggesting answers in English. Although simple, their answers were succinct and purposeful as they did answer the questions.

This class additionally claimed to have faced an unexpected problem. While the other classes said that they had struggled with the language, this class admitted that they had had problems with the content. Since it was English that had been of the utmost challenge for the students in the prior classes, the fact that this class reportedly found the content to be more demanding than the language was striking.

Ultimately, despite contending with the content, all the students claimed to have finished in the allotted time. More importantly, it was subsequently demonstrated that they had been able to tackle the task well as they managed to correct the mistakes and fill in the gaps themselves or with the advice from their classmates.

10.2.5 Scaffolding strategies

The students were told that the text related to the content subject matter only. English was used solely as a vehicle for meaning. Therefore, the students knew that the mistakes would be purely factual.

The text as such was complemented with no in-text guidance, not containing any highlighted words, aiding word definitions or synonyms. The text was tailor-made for the students of these classes, respecting their English level. As a consequence, I did not deem it necessary to augment the text with any scaffolding strategy. That being said, in hindsight, the text could have been simplified to an even greater degree or scaffolded, indeed. Instead, I opted to give them only the pre-activity instructions to make it challenging yet manageable with the use of a dictionary. Nonetheless, as it was explained above, the students in 3.B did experience problems with understanding the text.

In retrospect, it may have been prudent to supplement the text with synonyms or glosses. Furthermore, the key items may have been written in bold. That way, the students would

have known that that was the word or the phrase which needed to be changed. As per phrasal verbs, there may have been a synonym or a definition attached to them in brackets.

As regards the struggle with the phrasal verb, this was the only student request for help with the language. I was initially going to provide them with an English equivalent for the sake of time, however, not anticipating such a request, I was suddenly unable to immediately deliver a synonym. Instead, I tried to explain the meaning of the phrasal verb and afterwards elicit the Czech equivalent from the students. The alternative emerged as quite effective.

This experience demonstrates that scaffolding may be of use not merely for students but for teachers as well. A text must be prepared so that not only students are capable of coping with it but also a teacher with limited command of English is capable of handling potential setbacks. Should a text be prepared by a language teacher on a content teacher's request, the language teacher must anticipate where weak spots in the text might lie and make provision for such pitfalls which students or teachers are unlikely to find in a bilingual dictionary. Otherwise the teacher themselves might experience the exact same setback as the students, being unable to either provide a translation off the top of their head or to find the word in a dictionary. Likewise, should the history content be integrated in a language lesson, the content teacher ought to provide for the language teacher in the same fashion.

Being a reading comprehension, the activity gave limited leeway to focus on speaking. Nevertheless, a hunger for knowledge of the students in 3.C did open an avenue to utilise the delimited space for speaking. Being aware of this, a teacher can create such activities not only to practise reading but also with the intention to speak or write. An array of text-related questions can be appended to the text in a manner that is akin to language lessons. Moreover, as much as being asked to answer the questions orally, the students may be asked to answer them in writing. What post-reading, or even pre-reading, tasks the teacher assigns to the students would be at their discretion.

As well as preparing a set of complementary questions, the teacher may also facilitate English speaking in post-activity reflection. Encouraged to speak English, the students can

give their feedback in English. If the teacher is linguistically competent enough, he or she should speak English, too. If it is so, despite the possibility that the students will not speak English, they will still capitalise on translanguaging since they will have to react to the teacher's English input.

11 CLIL SURVEYS

During my teaching practice, I also conducted two CLIL surveys. The initial intention of mine was to discover what significance the students ascribe to English, what their position on learning English is and whether they would be agreeable to learning school subjects in English. As regards the teacher survey, I intended to discover the teachers' familiarity with this teaching approach and their interest in participation in CLIL.

I embarked on these surveys with a couple of hypotheses. First, I hypothesised that students are keen on learning English, considering understanding it useful, and that they will be partial to participating in a content subject conducted in English. Then, I presumed that as for their choice of subjects considered suitable for such a way of teaching and learning, students would find history as one of the top candidate subjects for CLIL.

Having such a notion, I drew on my prior experience of having attended this grammar school. As a consequence, I surmised that whether students would like history lessons or not was a crucial factor affecting their proneness to potential implementation of CLIL. If students did not like history classes, they would probably harbour reservations about attending it in English. Therefore, the students were to be asked to mark the conduct of history and English lessons in their school. This was meant to indicate their contentment with the conduct of the subjects, not just whether they were fond of learning and studying the subjects. A school subject evaluated subjectively by a student as perfect is likely to be perceived as suitable for CLIL. Conversely, a resented subject is likely to suffer from a lack of positive acceptance, and therefore would only unlikely merit listing as potentially convenient for CLIL.

Besides these hypotheses regarding students, I presumed that teachers would find history suitable for CLIL as well. This hypothesis is based on my notion that teachers may view history as narrative-prone, containing a large volume of complex facts.

The composition of the survey sheets for both the student and the teacher survey was inspired by the surveys presented in the book *"CLIL v české školní praxi"* by Světlana

Hanušová. I also included several items of my own so that the surveys would cater for my desired aims. And since her surveys had already been conducted and interpreted, I am going to compare my findings with theirs as well.

11.1 Student survey

My intent for conducting this survey was to gain data on the students' perception of English and their position on a prospective implementation of English in content subjects. Unencumbered by the theory and the complexities of CLIL, the students were presumed and supposed to answer according to their own personal bias, projecting their preference and competence onto their answers. With the focus on history, I hypothesised that history would be viewed by the students as a suitable subject for teaching and learning in English.

11.1.1 Preparation of the survey sheet and its administration

When compiling the items for the student survey sheet, I drew inspiration from a survey sheet presented in a book by Světlana Hanušová, from which I adopted a handful of the items.[91] The other items were incorporated in order to pursue and cover my aims.

Since I presumed that the students would not know what CLIL was, there is no mention of CLIL in the survey sheet whatsoever. Instead, I simply synonymised the term CLIL with teaching and learning a subject in English as it is the students' second language.

The administration of the survey sheets was done quite early in the teaching practice. While distributing the survey sheets, I explained that the survey was for my diploma thesis and that it was anonymous. I eventually gave them the deadline for the submission of the sheets, which should have been no later than the realisation of the CLIL activities. It was done in this way so that they would express themselves prior to the language showers in order not to be positively or negatively affected by them.

91 Hanušová and Vojtková, 2011, p. 94

11.1.2 Data of the survey

Out of all the sheets distributed, totalling 112, the students submitted 82. As the proportion of female to male students in the school is rather higher, the collected survey sheets only underlined this reality. Consequently, the number of female respondents was 53 (65%).

Analysing the data of the survey, several of the items can be presented as valuable on their own, without combining them with other items. In this regard, it was found that 77% of the students liked learning English. 16% conveyed their impartiality in this matter, and, more importantly, only 7% voiced that they did not like learning English.

Whereas 77% of the students are fond of learning English, this percentage is surpassed by those believing that they will employ English in the future, amounting to 94%. The students do not have to take pleasure in learning English, yet they realise that English is an inextricable part of life, which they will have to be able to cope with. Positive attitude towards English can thus drive teaching and learning of both language and content.

In the light of this notion, two more survey items directly related to teaching and learning subjects in an integrated way. 64% of the students believe that it would be beneficial to learn part of school subject matter in English. Moreover, 71% would welcome the opportunity for such participation. As the latter value surpasses the former, it demonstrates that students would like to try such a way of teaching and learning, if only out of their curiosity rather than viewing it as synergising content and language.

Actual participation in an integrated subject was something that the students had infinitesimal experience with since only two students (2%) claimed they had participated in such a lesson before. However, since one of them submitted the survey sheet after the deadline, after the language shower, he acknowledged participating in this very English activity. Consequently, I shall draw the conclusion here that exclusively one student had had experience of CLIL altogether.

When queried whether they would consider meeting subject requirements in English more difficult than in Czech, the students' position was that it would be so by a 74% majority.

More specifically, 21% surmise that it would be much more difficult, and 54% surmise it would be rather more difficult. 22% conclude that it would be as challenging as in Czech. Finally, 3% believe that meeting the requirements could actually be easier than in Czech.

Among the multiple-choice items, there was one open question. The students were asked to write down which subjects in their opinion could be apt for teaching in English. They suggested multiple subjects. Every occurrence of a subject from their survey sheets was later accounted for, and the data were translated into a graph (see Figure 11), demonstrating the occurrences in a total sum and as a percentage. As I hypothesised about history viewed as a suitable subject for CLIL at the beginning of this section, the collected data suggest so. With 28.8%, the history was chosen as the students' favourite for CLIL, followed by geography and biology respectively.

Apart from focusing on interpreting the items separately in order to draw a conclusion, I also aimed to analyse the data in relation to gender. Focusing attention on the gender aspects of the perception of CLIL or the perception of English as a means of communication, the data imply that females seem to harbour a greater awareness of English than males, and thus may be more amenable to participation in a CLIL course.

To begin with, 69% of the female students believe that learning subject matter in English has its merits, whereas the male students believe so by a 55% majority (see Figure 4). In addition to these figures, the females are as well more in favour of participation in such an English-taught subject, agreeing by 72% (see Figure 5). Furthermore, as many as 96% of the females are convinced that they are likely to employ English in the future, unlike the males, who are convinced by 90% (see Figure 6).

The females also appear to be more wary and cautious than the males about the language challenge of an integrated subject. By a total of 85%, they suppose that meeting subject requirements in English would be more difficult than in Czech (see Figure 7). The males suppose so by 55%. Additionally, 35% of the males suppose that an integrated subject would be as challenging as in Czech, and 10% claim that it could even be easier in English

than it is in Czech. Regarding the females, none of them suppose so in the latter case, and in the former, 15% suppose that it could be as demanding as in Czech.

In relation to this perception of the challenge of CLIL, it is also apposite to convey how the students themselves view their command of English regardless of their marks. In the survey, they were meant to evaluate their command of English on a scale one through five, as it is done in the case of school assessment. An overview of the results is depicted in Figure 8 in the Appendices. Here, it is purposeful to simply convey that the mean representational value for the command of English of the females is 2.2 while that of the males is 1.8. The mean value of all the students is 2.1.

In the light of these figures, the females may have subjectively evaluated their command of English as worse than the males did, yet it is them who manifest a greater interest in and inclination to CLIL. That being said, when considering the fondness of learning English, 68% of them admit that they like learning English, whereas it is so for as many as 93% of the males (see Figure 9).

One more aspect in which the males seem to outperform the females is the actual mundane employment of English (see Figure 10). 90% of the males claim that they employ English outside the class, be it in reading, watching films or chatting, while 79% of the females do so as well. In connection with these findings, it is worth reminding that despite this language practice on the part of the females, they still do stand, due to the other findings, as more in favour of CLIL than the males.

Admittedly, the values for both the males and the females have narrow margins, not deviating from each other remarkably, nevertheless the females' figures do exceed those of the males' by and large. Although the males may be more fond of learning English and use it practically more frequently than the females, for a potential realisation of CLIL, it is imperative to perceive English as relevant and to be aware of its significance for a future career rather than be fond of it.

11.1.2 Comparison between surveys

As I mentioned at the beginning of this part, I was going to compare the findings of my surveys with the findings of the surveys from the project *"CLIL – Výuka angličtiny napříč předměty na ZŠ, G a SOŠ kraje Vysočina"* as published in the book by Světlana Hanušová.[92] Since these surveys were conducted in secondary schools, grammar schools and vocational schools but mine in a grammar school only, I will compare my findings accordingly.

Hanušová demonstrates that 87% of grammar school students like learning languages. Presuming that English is the major L2, the general notion of being fond of learning languages may be related to learning English. As a consequence, if her and my findings are compared, it appears that my findings do not reach the value of those of hers since only 77% of the students polled in my survey claim to be fond of learning English. In the same way, deviating from her survey, 64% of my respondents believe in the merits of learning a subject in English, while her percentage reaches as high as 80. Approximating Hanušová's figure of 69.5%, 74% of my respondents suppose that learning a subject in English would be more difficult than in Czech. On the other hand, 94% of the students in my survey believe that they will employ English in the future, which percentage is 83.5 in Hanušová's survey.

As regards the students' choice of subjects for CLIL, my survey concludes that history should be the student's top choice with 29%. As geography follows with 21%, it approximates Hanušová's results, ranking geography as students' top choice with 18%. However, there is no mention of history whatsoever in her results, mathematics and ICT following geography with 13 and 12% respectively. Given these figures, her and my results on this matter are inconsistent.

As the conditions in each school are specific and diverse, researchers are eventually likely to collect various and distinct data. Simple generalisation may thus prove to be problematic.[93] Inclination to preferring whichever school subject as potentially suitable for

92 Hanušová and Vojtková, 2011, p. 32-34
93 Coyle et al., 2010, p. 165

CLIL is likely to be affected by the students' fondness of and contentment with respective subjects. And since history was evaluated with the mean mark of 1.22, it suggests that it is viewed quite positively by the students, which is then in return reflected in their preference of history as their favourite for CLIL.

11.2 Teacher survey

My intent for conducting a teacher survey was not dissimilar to that for conducting the student survey. I aimed to explore the teachers' awareness of CLIL and see what their position on participation in it would be.

11.2.1 Preparation of the survey sheet and its administration

In the same manner as I proceeded when preparing the student survey sheet, I drew my initial inspiration from the book by Hanušová.[94] I paraphrased and adjusted several of the survey items from her book, and then incorporated some of my own.

The survey sheets were administered to the teachers in person in their offices. I distributed these survey sheets among 54 teachers, however only as few as 25 (46%) were ultimately submitted. Despite this rather limited quantity, I was able to derive the following results.

11.2.2 Data of the survey

The submitted survey sheets were predominantly by women teachers, totalling 60%. Regardless of gender, it was discovered that 54% of all the teachers polled had encountered CLIL before, be it in theory or in practice. Then, a vast majority of the teachers, that being 92%, are convinced of the usefulness and merits of CLIL. Despite this persuasion of theirs, they are less amenable to actual participation in CLIL teaching. The teachers are divided on this issue since 52% would agree to the challenge.

Furthermore on the realisation of CLIL, with only a 27% support, they are even less amenable to its implementation, voicing their refusal of incorporating CLIL into their school curriculum under current conditions. Being versed and experienced in their profession and knowing the conditions and situation in their school firsthand, the teachers seem to have their reasons for such a stance.

94 Hanušová and Vojtková, 2011, p. 96-97

The teachers are also convinced that preparation for CLIL lessons will be more demanding than that for a standard lesson. As many as 96% of them state so. Similarly, 89% surmise that there are not enough CLIL materials. However, when it comes to their reflection on their competence for CLIL teaching, their defensive position is not as evidently definite since 46% consider their competence sufficient for CLIL. Furthermore, as many as 91% claim that they would be willing to enrol on a training course in order to gain the necessary qualification for conducting CLIL. Ultimately, the teachers do not seem to reject CLIL as an approach; they only seem to deem their competences insufficient.

Interpreting the data against the backdrop of gender, it emerges that there is a remarkable distinction between men and women in certain aspects. While the teachers are divided on their position on willingness to participate in CLIL, it is not so if the findings are analysed for the respective genders. Suddenly, it emerges that the women teachers are in favour of participation in CLIL by 73% whereas the men by only as few as 20% (see Figure 14). They also seem to deem themselves more competent, stating so by 50% (see Figure 15).

Besides inclining towards CLIL more than the men, it is also noticeable that the women teachers take a less negative position on mounting the challenge of CLIL immediately. 40% of them claim that they would agree to the incorporation of CLIL into their school curriculum. As for the men, there were none claiming so (see Figure 16). This finding and the portion of the men keen to participate in CLIL demonstrate a clear gender divide on this matter and predominant female preference of CLIL.

Although it may appear that the men are in a less favourable position overall, all of them claim that they would be willing to enrol on a training course on CLIL to gain the adequate qualification (see Figure 17). The fact that the women claim so by 85% may be due to the fact that they consider their competence sufficient already.

Ultimately, the fact of teachers deeming themselves competent for CLIL is a crucial factor. The results indicate that if a teacher believes that they are competent, they are more inclined to venture on CLIL. 64% of the teachers who considered themselves competent

for CLIL expressed their interest in participating in CLIL (see Figure 20). Additionally, those subjectively incompetent claimed so by 33%.

11.2.3 Comparison of surveys

Besides stating their position on CLIL, the teachers were also asked to convey which school subjects they would subjectively find the most suitable for CLIL. Since the students were asked the identical question, there are now two sets of data pertaining to the preference of CLIL-suitable subjects.

The teachers' subject of choice for CLIL is geography, suggested by 31%. History is suggested by 27%. Following with 13%, biology is the third preferred choice (see Figure 21). These results share resemblance with those of the students' since the top three choices are identical, although in altered order in the case of history and geography (see Figure 11).

As my survey was inspired by Hanušová's survey[95], it is possible now to draw a comparison with her findings as well. She informs that 81% of the teachers in grammar schools find CLIL useful. Those polled in my survey stated so by 92%. Furthermore, she discovered that as few as 23% of the teachers would like to participate in CLIL. The teachers in my survey are more agreeable to taking part in CLIL. With a 48% support of such an endeavour, this proportion of teachers is evidently more partial to accepting it.

As regards the comparison of the choice of CLIL-suitable subjects, Hanušová's respondents suggested geography, history and ICT as the top three choices respectively. The first two subjects rank the same in my survey, although ICT did not yield as positive a response. Nevertheless, in general terms, it can be seen that geography and history do achieve quite high recognition among both teachers and learners. What is more, history, geography and ICT do, indeed, emerge as subjects in which CLIL is most frequently realised.[96]

95 Hanušová and Vojtková, 2011, p. 30-32
96 Výroční zpráva České školní inspekce za školní rok 2014/15, 2015, p. 89

Having compared the surveys, it appears that students and teachers share the preference for potential CLIL subjects. This conclusion can be relevant for the sake of realisation since it is only convenient if their bias meets. Furthermore, it has also been attested that teachers perceive CLIL as a useful and beneficial approach. And although they are not outright keen on partaking in it as of now, there is room for remediation.

CONCLUSION

In this thesis, I strived to present CLIL and explain how it is relevant to history classes. In order to do that, I initially provided details on the theory of CLIL as its basis for putting it into practice. I demonstrated its benefits and potential drawbacks. The theory was eventually related to history teaching as I pinpointed its specific challenges.

The practical part subsequently comprised two sections. The first drew on my experience from a teaching practice when I tried to put CLIL into practice via language showers. Having administered two CLIL activities, I analysed their course and presented the students' reaction to them. The post-activity analyses indicated that the students had accepted the English activities in the history classes, viewing them as invigorating, although they had found them linguistically demanding. The seminal conclusion was that they would agree to further participation in history conducted in English.

The other section incorporated the results of a student and a teacher survey and their interpretation. It again proved that the students were inclined to attending CLIL classes. The teachers, on the other hand, appeared to be wary of CLIL. They did realise and admit its merits, nonetheless, they harboured reservations about participation. Although they seemed resolute in their objection to implementing CLIL under current conditions, they did not reject it a priori. They merely felt insufficiently competent. Consequently, should teachers' competence be raised, they will be more inclined to CLIL.

Additionally, both the surveys showed that history and geography were considered as the most suitable for CLIL. Consequently, this consensus among the teachers and the students substantiated my hypothesis. Last but not least, they also indicated that women were more in favour of CLIL than men.

In conclusion, CLIL was recognised as a viable approach to teaching and learning content and language. The recognition on the part of both the teachers and the students should endorse its implementation in schools as it can elevate learners' interest in subjects and respond to their demands and expectations.

REFERENCES

Bibliography:

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

BENEŠOVÁ, Barbora a Petra VALLIN. CLIL - inovativní přístup nejen k výuce cizích jazyků. V Praze: Univerzita Karlova, Pedagogická fakulta, 2015. ISBN 978-80-7290-821-9.

BENTLEY, Kay. The TKT (teaching knowledge test) course: *CLIL, Content and language integrated learning module*. Cambridge: Cambridge University Press, published in collaboration with Cambridge ESOL, 2010. ISBN 9780521157339.

Content and language integrated learning (CLIL): at school in Europe. Brussels: Eurydice, c2006. ISBN 92-79-00580-4.

COYLE, Do, Philip HOOD a David MARSH. *CLIL: content and language integrated learning*. Cambridge: Cambridge University Press, 2010. ISBN 9780521130219.

DALTON-PUFFER, Christiane. *Discourse in content and language integrated learning (CLIL) classrooms*. Philadelphia: John Benjamins Pub., c2007. Language learning and language teaching, v. 20. ISBN 9789027219817.

DELLER, Sheelagh a Christine PRICE. *Teaching other subjects through English*. Oxford: Oxford University Press, 2007. Resource books for teachers. ISBN 9780194425780.

GENESEE, Fred a John A. UPSHUR. *Classroom-based evaluation in second language education*. New York: Cambridge University Press, 1996. ISBN 9780521566810.

GONDOVÁ, Danica, KRÁĽOVÁ, Zdena, ed. *CLIL - nová výzva*. Ústí nad Labem: Univerzita Jana Evangelisty Purkyně, 2012. ISBN 978-80-7414-507-0.

HANUŠOVÁ, Světlana a Naděžda VOJTKOVÁ. *CLIL v české školní praxi*. Brno: Studio Arx, 2011. ISBN 978-80-86665-09-2.

HLAVÁČOVÁ, Michaela, Pavlína HOŘÁKOVÁ, Gabriela KLEČKOVÁ, Jarmila NOVOTNÁ a Lenka TEJKALOVÁ. *Seznamte se s CLILem: Getting to know CLIL practices*. Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků (NÚV), divize VÚP, 2011. ISBN 978-80-87063-52-1.

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ. *Hodnocení žáků*. Praha: Grada, 2005. Pedagogika (Grada). ISBN 802470885X.

LLINARES, Ana, Tom MORTON a Rachel WHITTAKER. *The roles of language in CLIL*. New York: Cambridge University Press, 2012. ISBN 9780521150071.

MARSH, David. *CLIL/EMILE The European Dimension. Actions, Trends and Foresight Potential.* Jyväskylä: University of Jyväskylä, 2002.

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

PINKER, Steven. *The language instinct*. New York: W. Morrow and Co., c1994. ISBN 0-688-12141-1.

PINTER, Annamaria. *Teaching young language learners*. New York: Oxford University Press, 2006. ISBN 978-0194422079.

POKRIVČÁKOVÁ, Silvia. *Modernization of teaching foreign languages: CLIL, inclusive and intercultural education*. Brno: Masaryk University, 2010. ISBN 978-80-210-5294-9.

POPHAM, W. James. *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. ISBN 978-1416606673.

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

VÍTKOVÁ, Tereza. *Výuka ve vzdělávací oblasti Člověk a jeho svět v 1. období základní školy prostřednictvím metody CLIL*. 2014. Diplomové práce. Univerzita Palackého, Katedra anglického jazyka.

Výroční zpráva České školní inspekce za školní rok 2014/2015. Praha: Česká školní inspekce, 2015. Dostupné také z: https://www.csicr.cz/cz/Dokumenty/Vyrocni-zpravy/Vyrocni-zprava-Ceske-skolni-inspekce-za-skolni-(1)

Online sources:

BALADOVÁ, Gabriela. Výuka metodou CLIL. *Metodický portál RVP.CZ - unikátní PROSTOR PRO UČITELE, sdílení zkušeností a spolupráci.* [online]. 2009 [cit. 2019-10-17]. Dostupné z: https://clanky.rvp.cz/clanek/c/Z/2965/vyuka-metodou-clil.html/

CAMPO, Alejandro, Jesus GRISALEÑA a Esmeralda ALONSO. Trilingual students in secondary school: A new reality. [online]. Bilbao: Basque Institute of Educational Evaluation and Research, 2007. [cit. 2019-11-20]. Dostupné z: http://www.isei-ivei.net/eng/pubeng/Trilingual-students.pdf

Conclusions on multilingualism and the development of language competences. [online]. Brussels: The Council of the European Union, 2014. [cit. 2019-11-22]. Dostupné z: https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf

Content and Language Integrated Learning v ČR. *Ministerstvo školství, mládeže a tělovýchovy České republiky.* [online]. [cit. 2019-11-25]. Dostupné z: http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/content-and-language-integrated-learning-v-cr?lang=1

Rámcový vzdělávací program pro základní vzdělávání. [online]. Praha: MŠMT, 2017. [cit. 2019-11-17]. Dostupné z :.http://www.msmt.cz/file/43792/

WIDDOWSON, H. G. Context, Community, and Authentic Language. *TESOL Quarterly.* [online]. 1998, 32(4) [cit. 2019-11-20]. DOI: 10.2307/3588001. ISSN 00398322. Dostupné z: https://www.jstor.org/stable/3588001?origin=crossref

APPENDICES

Figure 1: English text for 3.A

The situation in Europe in the late 1930s was very volatile/ecstatic. The politics/policy of appeasement proved to have failed when the Munich Agreement was signed/autographed on the 30th October allowing Nazi Germany to occupy the Sudetenland. But this was only an introduction/prelude because the German forces ultimately invaded that what was left of Czechoslovakia and established the Protectorate of Bohemia and Moravia.

When The Protectorate of Bohemia and Moravia was informed/decreed on the 16th September 1939, the prior political system collapsed. The Party of National Unity, being far-left, and The National Labour Party, being right-wing, were both disbanded/dismantled. Prime Minister Rudolf Beran was replaced by Alois Eliáš shortly after/afterwards. The official Czech government was a fancy/mere puppet, being virtually powerless.

1942 saw a significant venue/milestone in Czech history since Reinhard Heydrich was assassinated. In the wake of his assassination, there was an atrocious/mild terror. Lidice and Ležáky were annihilated/erased. Heydrich's assassins/muggers were blindly/fiercely searched for, and when they were discovered, they committed/performed suicide.

Following this momentous/vain event, the resistance groups were pursued. As a result, all the immersive/subversive activities stopped. The resistance would eventually recuperate/fix, but it would take time. But when it did, guerillas proved invaluable/expensive at the time of liberation.

While the situation in the Protectorate was not pleasant/grim whatsoever, the people in the Slovak State were covertly/cheerfully discontent. They were not fond of being an ally/enemy of the Axis, and they knew the situation/spectacle was going north/south for Germany. In the light/shine of this course of events, the Slovaks secretly planned a revolution/uprising.

A(n) revolution/uprising eventually broke out in Slovakia. The circumstances/surroundings were, however, very inconvenient/uncomfortable. Not only were the insurgents/strikers disorganised but most of all, German forces unexpectedly withdrew/fled to Slovakia to take up a strategic position, suppressing/supporting the uprising. The Slovaks kept fighting to the very end despite the odds of winning.

Simultaneously/following with the Slovak National Uprising, there was another minor/major event taking place in the west of Slovakia. An advancing division of the Soviet army, reluctantly/immensely supported by Czechoslovak troops, tried to cross the Slovak borders via the Dukla Pass to assist the assailants/insurgents in Slovakia. But by the time the units managed to break through the Pass, the uprising had already been extinguished/won.

Finally in the early/late 1945 was being liberated. Being aware of all the atrocities/treats they had committed/performed, the fleeing/withdrawing Germans had only one option – getting smacked/captured by the Americans advancing from the east. The retreating Germans got involved/interested in The Prague Uprising on their way, and they had no compunction about conquering/slaughtering more people to save their own leather/skin. Fortunately, the German decapitation/surrender was signed and the fighting in Europe continued/ceased.

Figure 2: English text for septima B, 3.B and 3.C

The American War of Independence

In the late 17th century, the colonists in ……. America were discontent. Britain made them pay low/high taxes, but they did not agree with that. Most of all, the colonists did not like the tea, sugar and paper taxes. In March 1757, there was the Boston Massacre, in which several people were arrested because they attacked the Redcoats.

The situation then escalated a few years later. It was in December 1774 when ships loaded with chests of tea arrived at Boston Harbour. A number of young men secretly got on the ships and burned all the chests of tea. This event became known as The Boston Tea Party.

But the British did not let the colonists get away with it. Boston Harbour was closed and blocked. Because of this, the colonists eventually rebelled.

The first battle took place at Concord in 1775, and so the war began. On the 4th June 1776, the Declaration of Independence was signed and so the United States of America was established.

The war was not easy for the Americans, but luckily in 1777, the Americans won a decisive battle …… Saratoga. Then France entered the war and helped the British. Spain also joined the war to fight alongside Britain. With this invaluable help, the Americans were successful, and in 1781, they won the Battle …… Yorktown. Afterwards, the Redcoats left America, and in 1783, the Treaty of Paris was signed. British took the Americans their independence

Finally after the war, in 1788, the Constitution of the United States was adopted. In 1789, Benjamin Franklin became the first American president.

Figure 3: Students' post-activity reflection

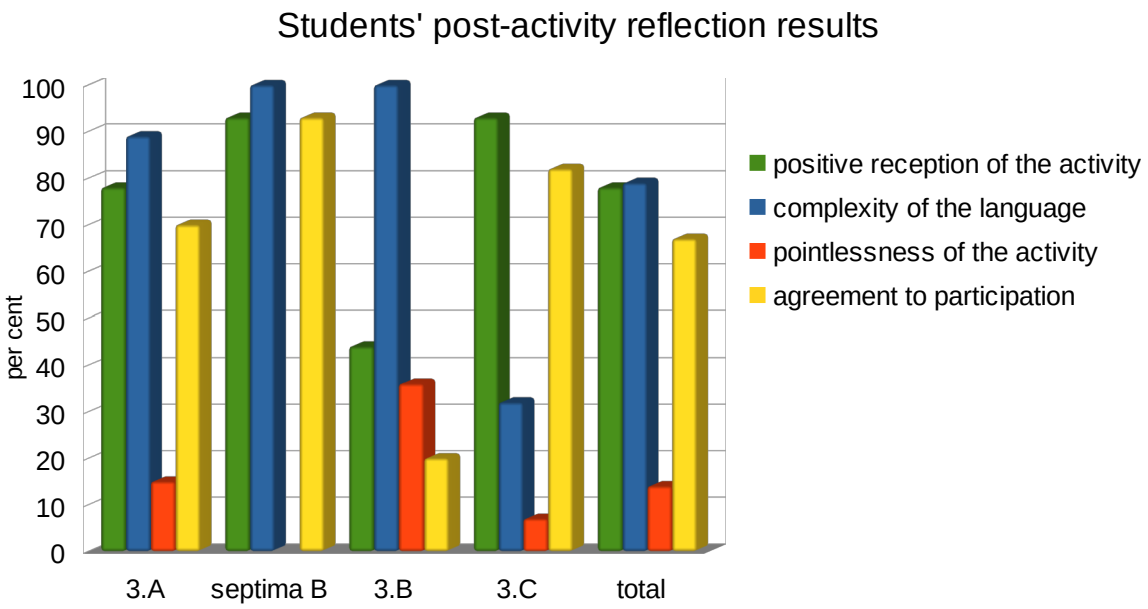

Figure 4: Student survey results

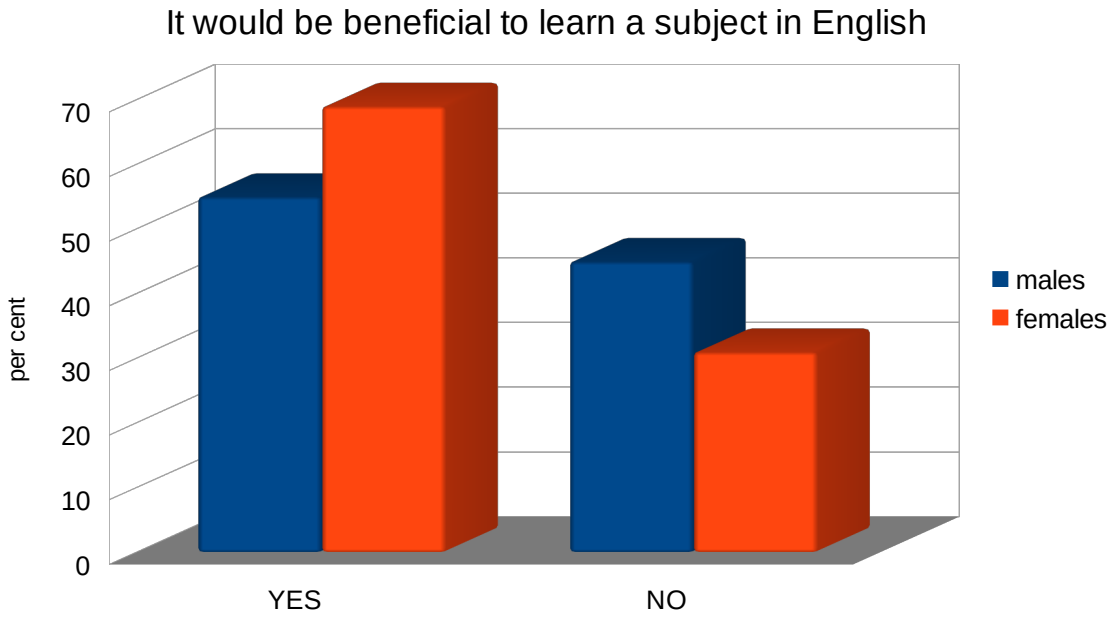

Figure 5: Student survey results

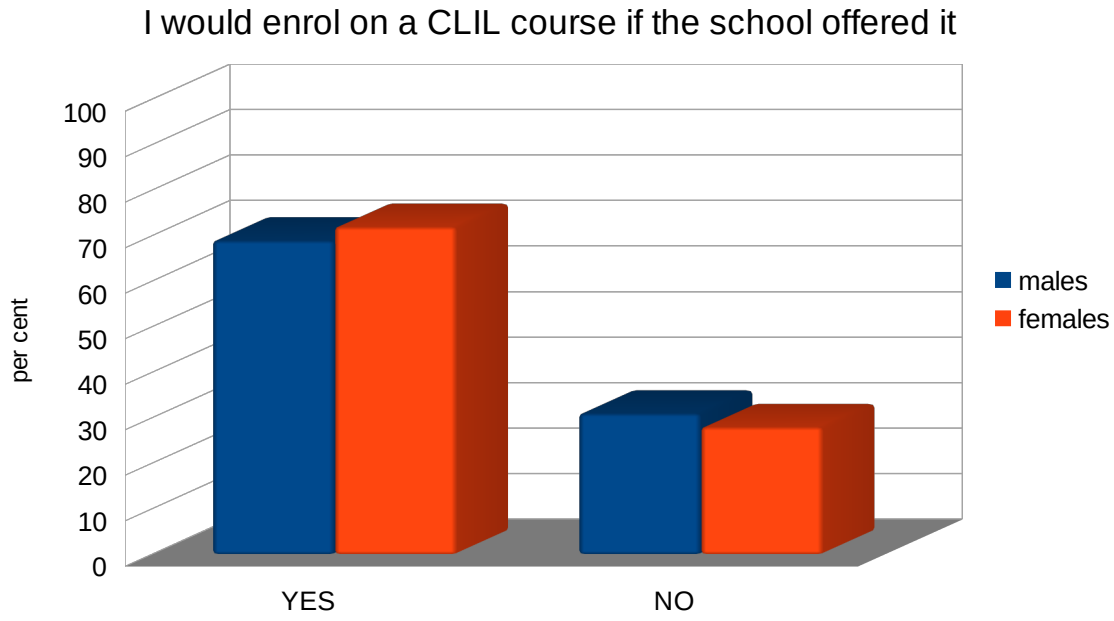

Figure 6: Student survey results

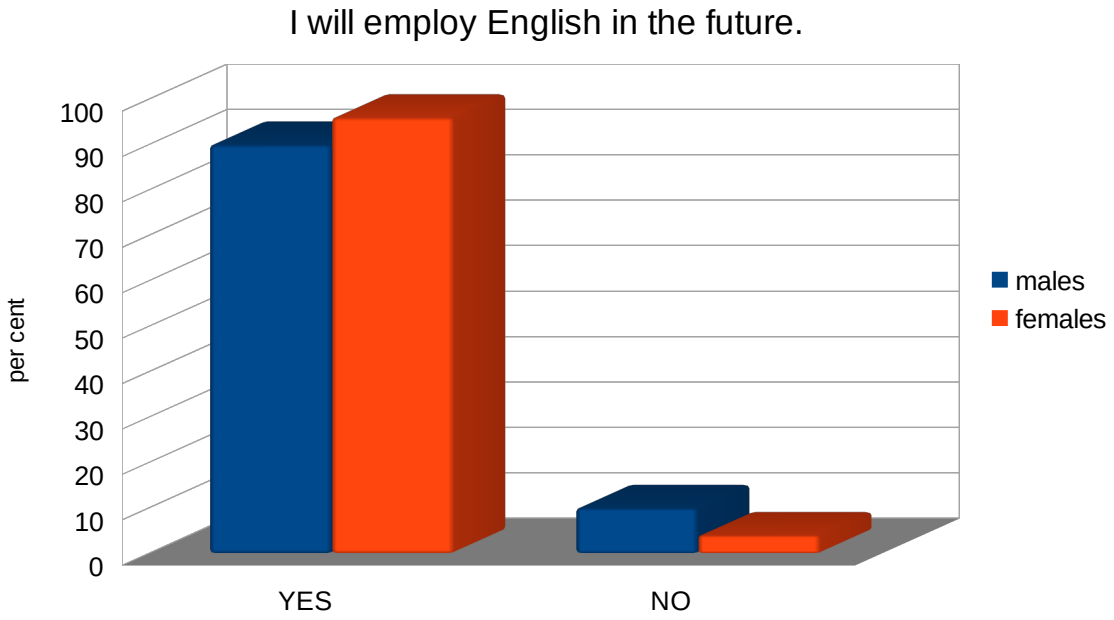

Figure 7: Student survey results

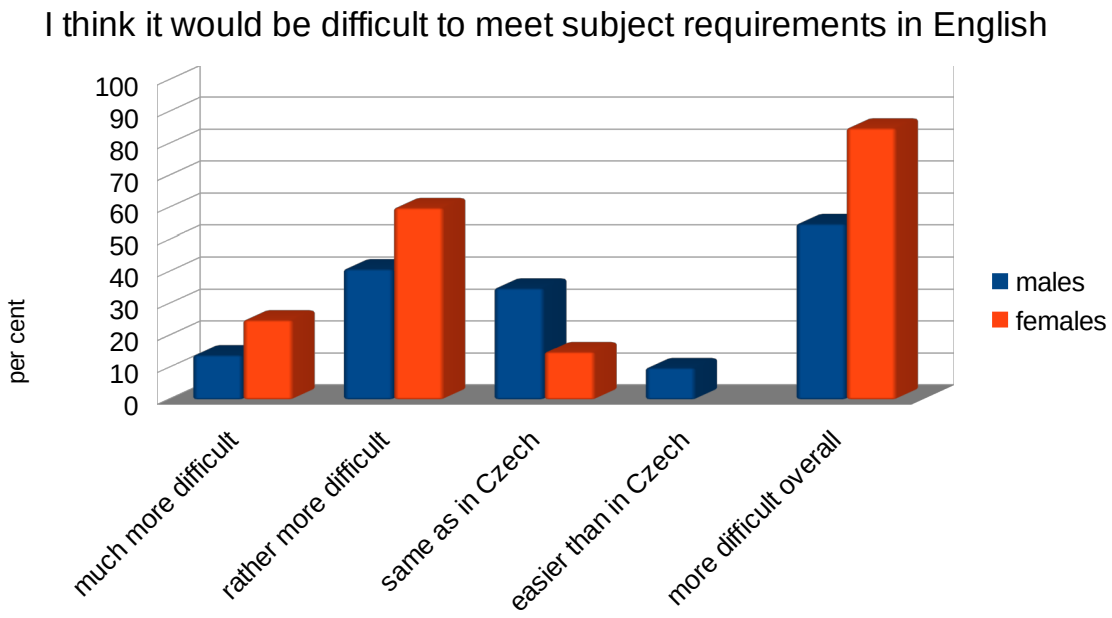

Figure 8: Student survey results

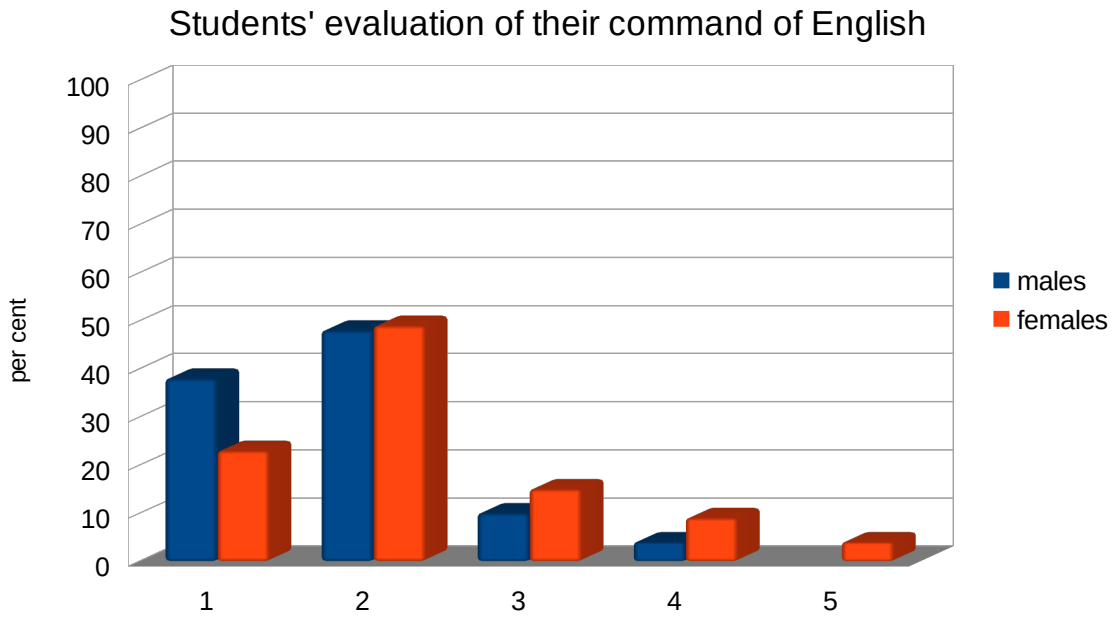

Figure 9: Student survey results

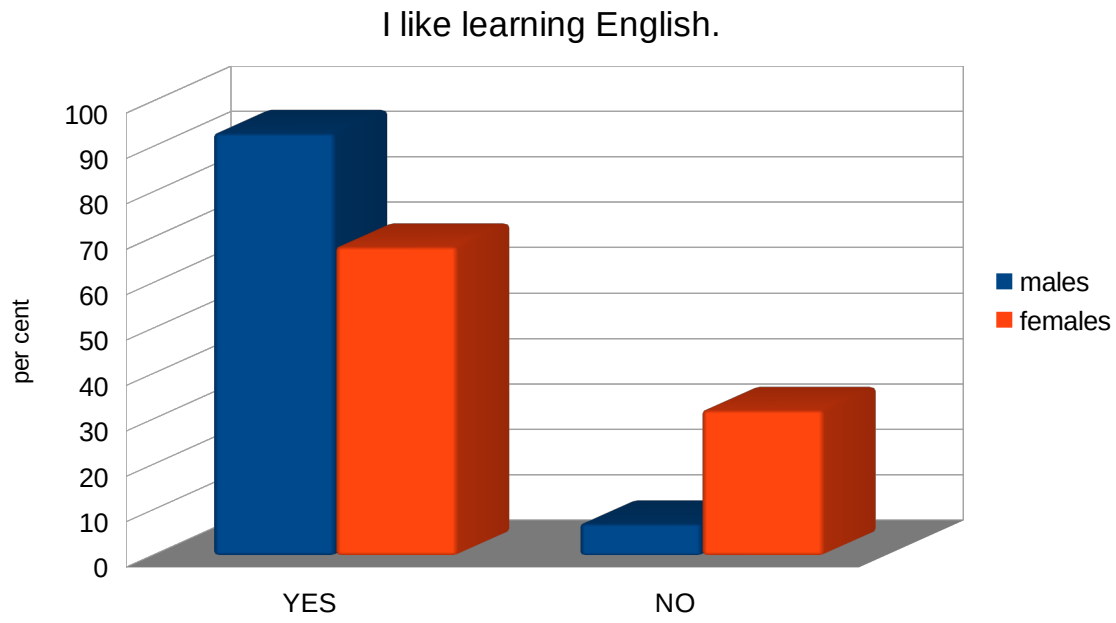

Figure 10: Student survey results

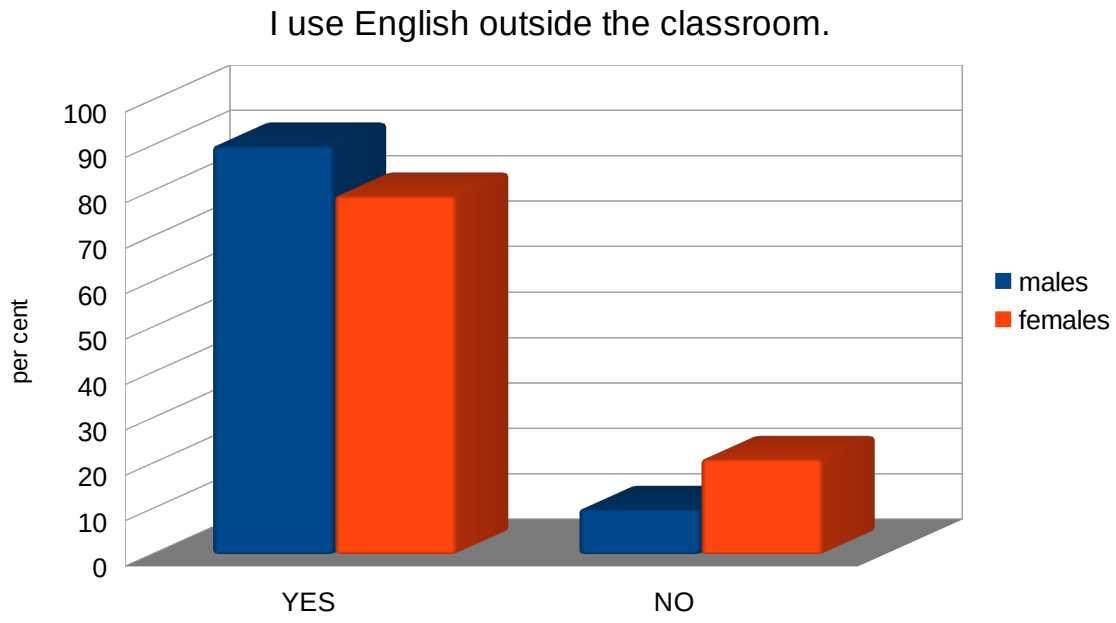

Figure 11: Student survey results

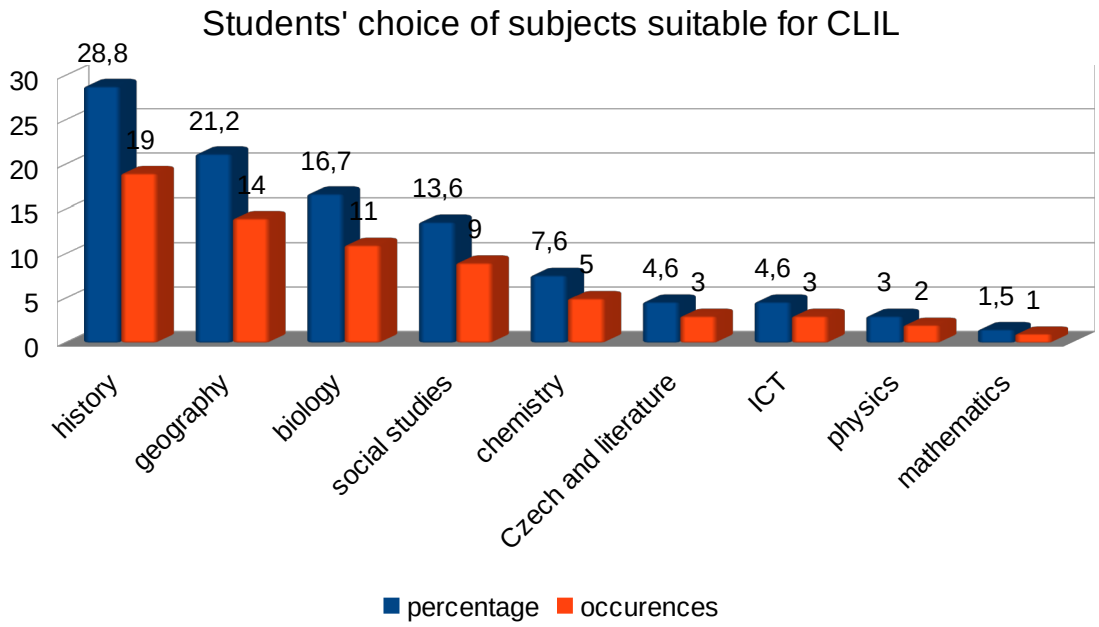

Figure 12: Teacher survey results

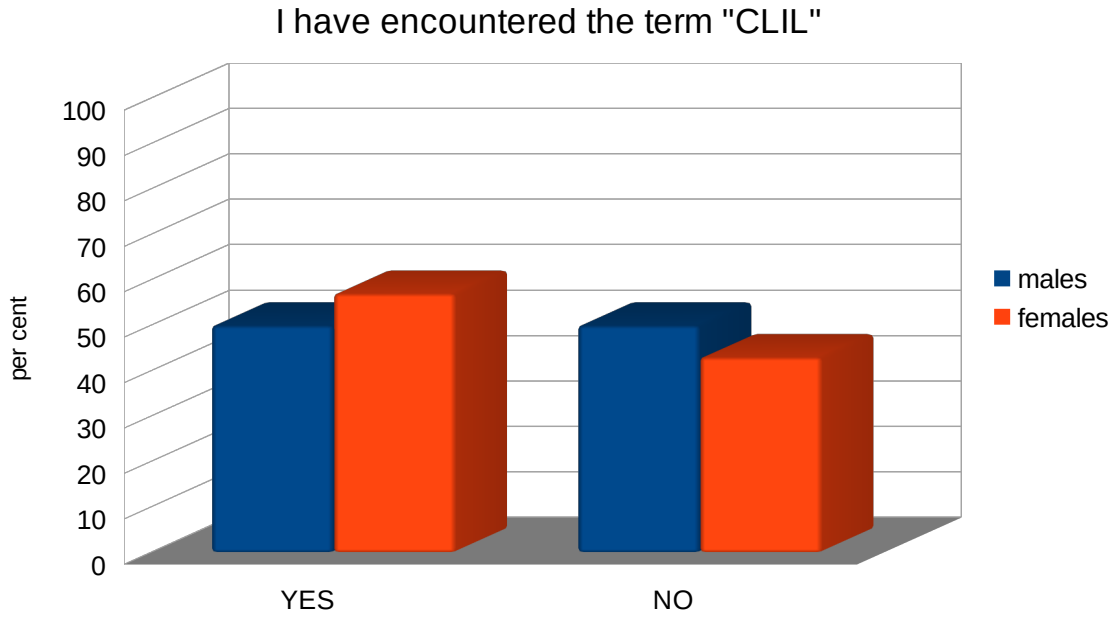

Figure 13: Teacher survey results

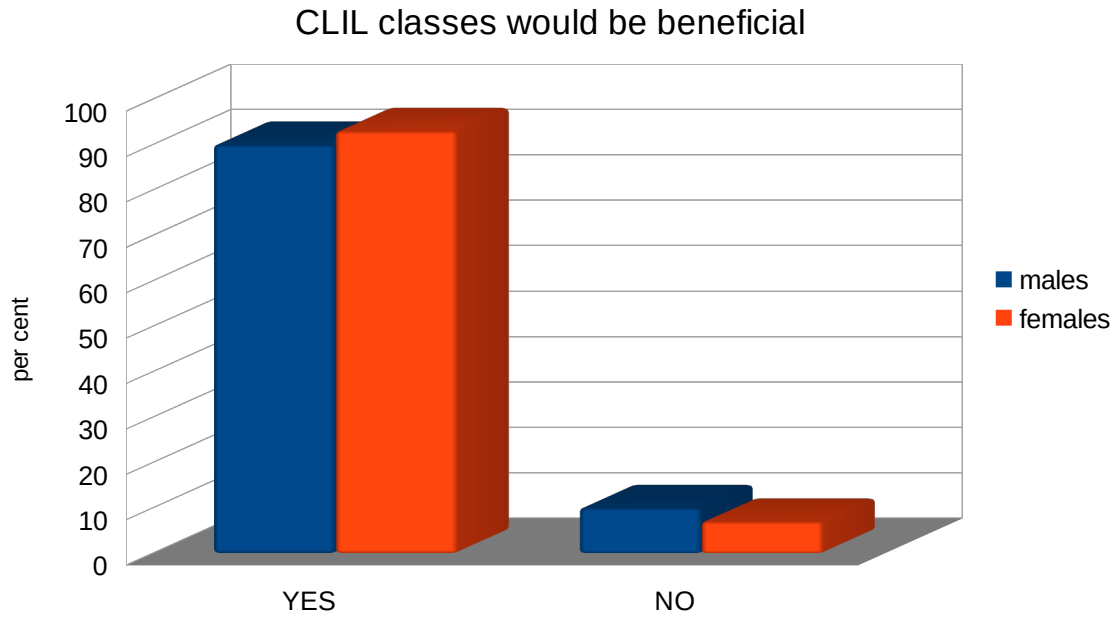

Figure 14: Teacher survey results

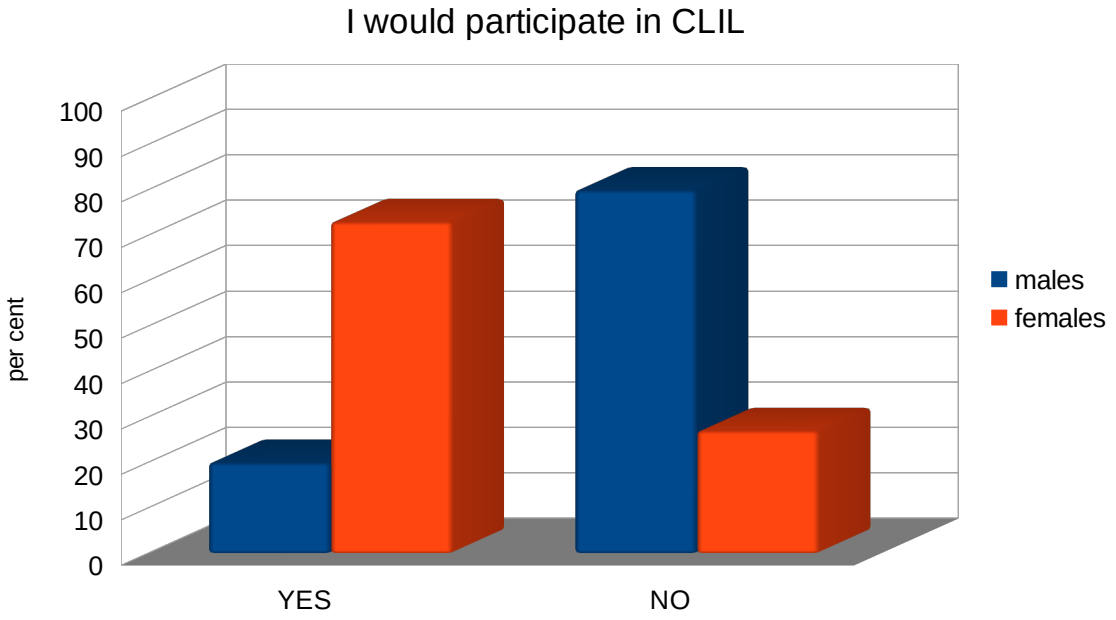

Figure 15: Teacher survey results

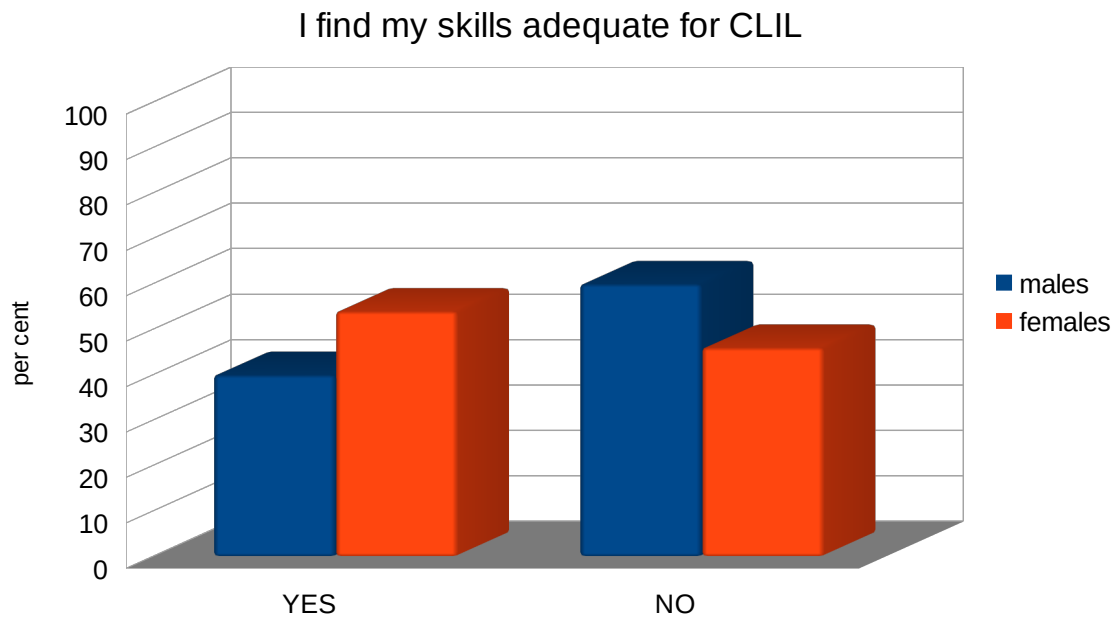

Figure 16: Teacher survey results

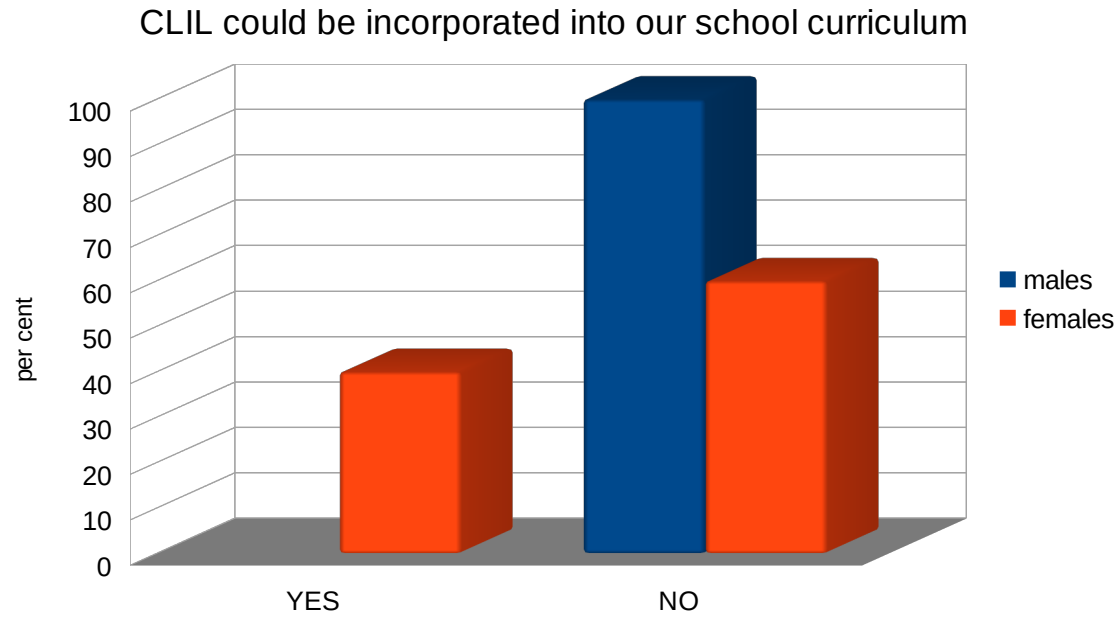

Figure 17: Teacher survey results

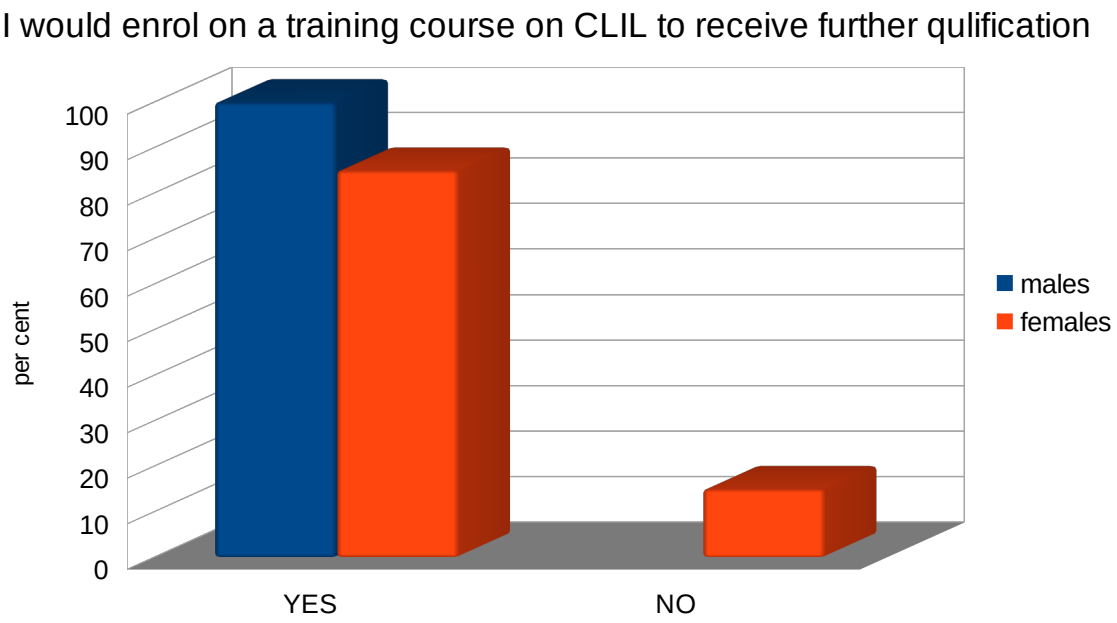

Figure 18: Teacher survey results

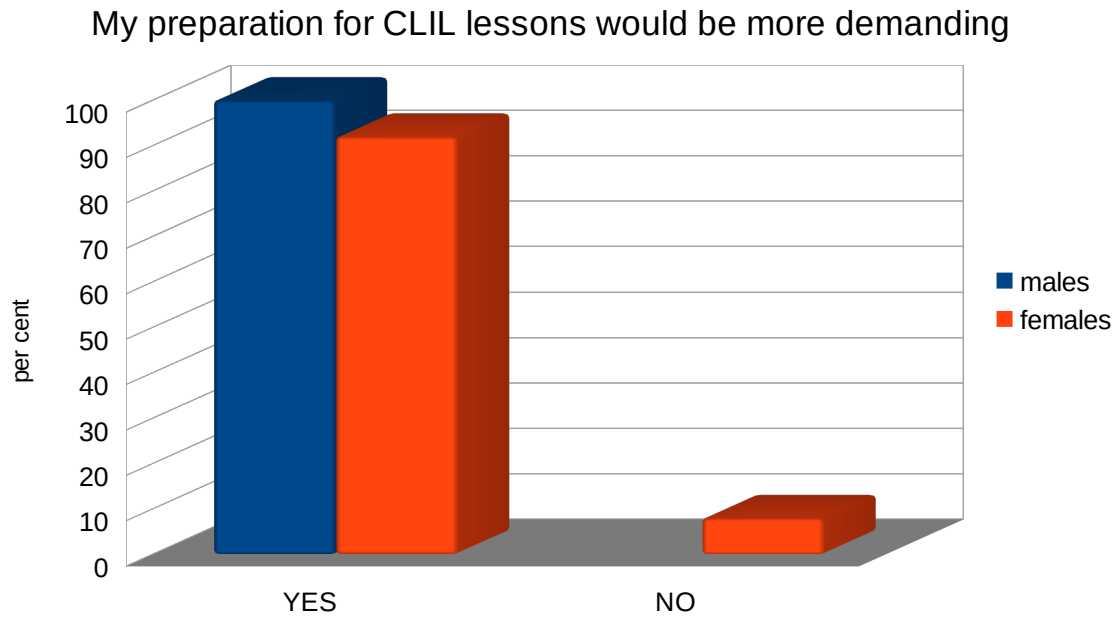

Figure 19: Teacher survey results

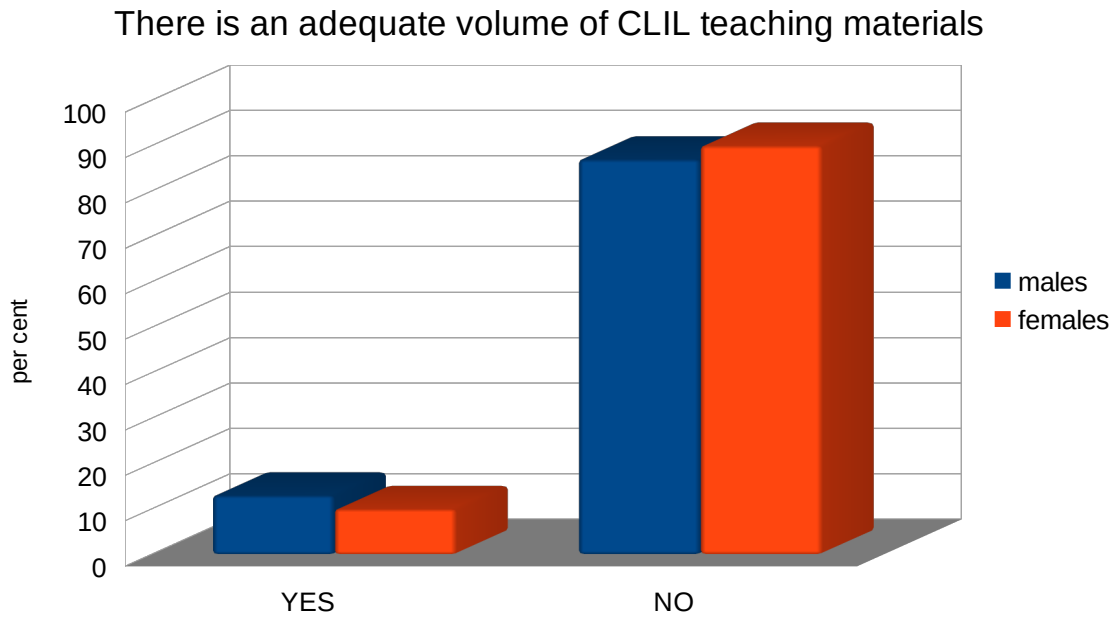

Figure 20: Teacher survey results

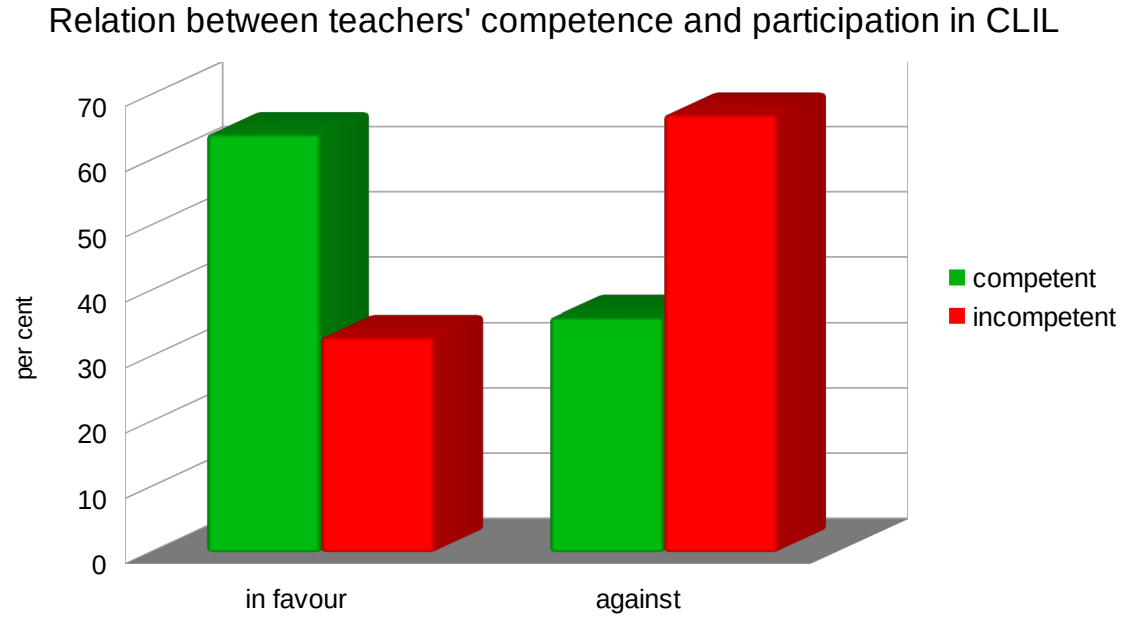

Figure 21: Teacher survey results

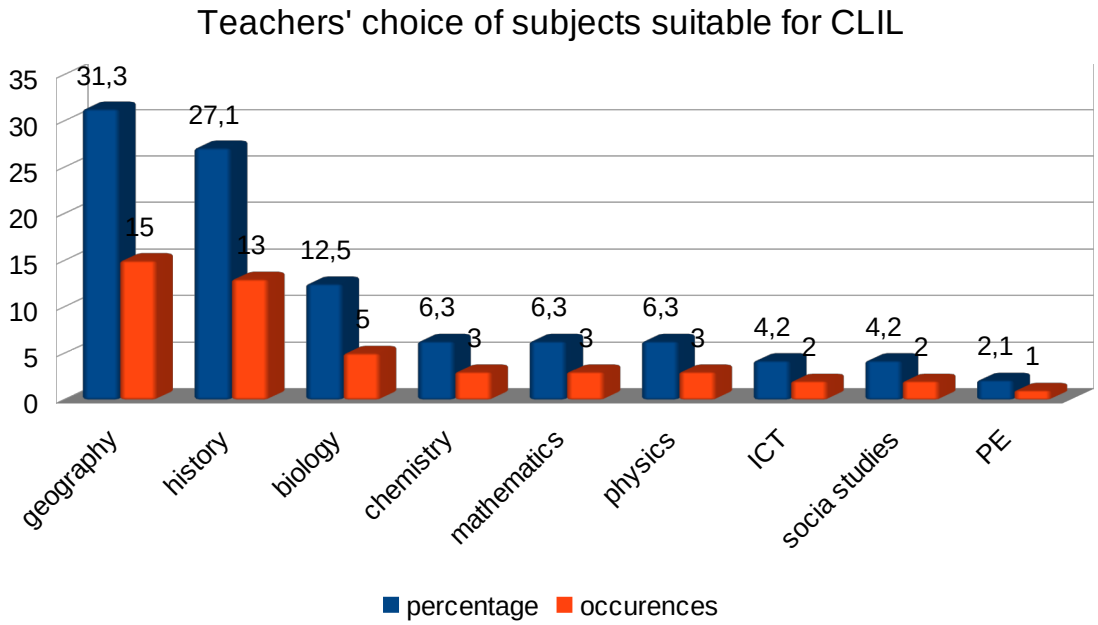

Figure 22: Combined survey results

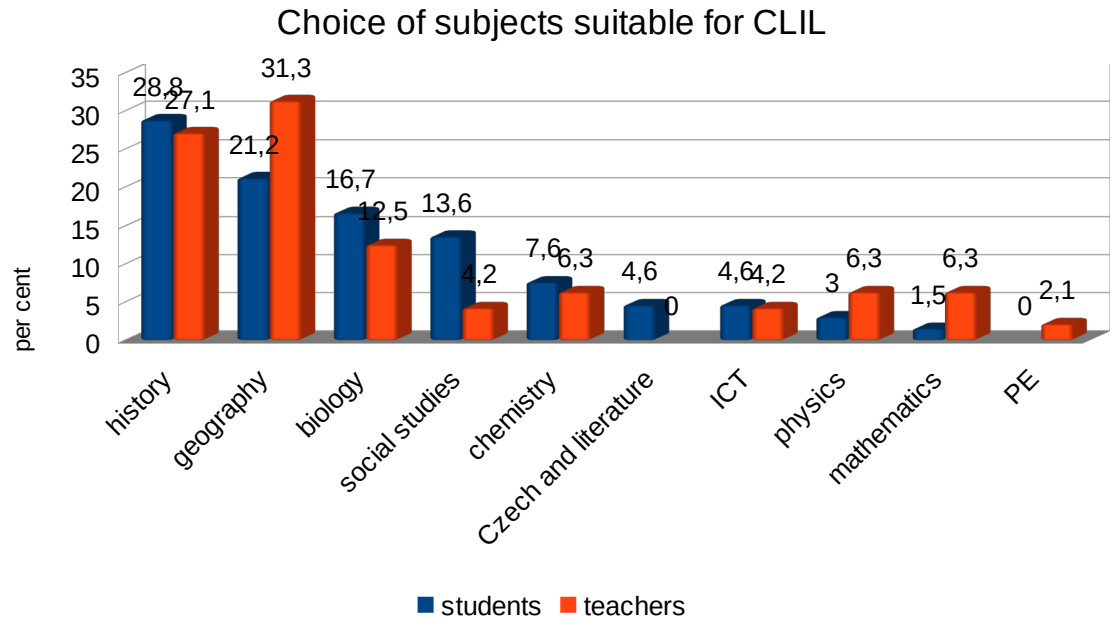

Figure 23: Student survey sheet, side A

Studentský dotazník

Vážení studenti,
dostáváte do rukou dotazník se zaměřením na vaše zkušenosti s anglickým jazykem. U většiny položek máte možnost vybrat odpověď, přesto vás u některých z nich prosím, abyste svou volbu doplnili o vysvětlení, názor či příklad. Dotazník je anonymní a dobrovolný. Vámi poskytnuté informace mohou přispět ke zkvalitnění školní výuky. Proto vás prosím o vaši spolupráci s jeho vyplněním. Děkuji vám za váš čas.

Třída: ……..

Jsem:

☐ žena

☐ muž

Anglický jazyk se učím rád/a

☐ ANO

☐ NE

☐ Nevadí mi, jsou i horší předměty.

Anglický jazyk v současnosti využívám i mimo výuku.

☐ ANO Jak konkrétně?

☐ NE

Anglický jazyk uplatním i v budoucnosti.

☐ ANO Jak konkrétně?

☐ NE

Myslím, že by bylo přínosné učit se část látky v některém školním předmětu v anglickém jazyce.

☐ ANO Proč?

☐ NE Proč?

Jestliže ano, ve kterých předmětech by to podle mě bylo nejužitečnější?

Uvítal/a bych, kdyby škola v některých předmětech nabízela takový způsob výuky.

☐ ANO Proč?

☐ NE Proč?

Takové výuky jsem se již zúčastnil/a.

☐ ANO V jakém předmětu?

☐ NE

Figure 24: Student survey sheet, side B

Myslím, že plnění požadavků předmětu vedeném v cizím jazyce by pro mě bylo obtížnější.

☐ Ano, mnohem obtížnější, než v češtině. Proč?

☐ Ano, spíše obtížnější. Proč?

☐ Ne, stejně náročné jako v češtině. Proč?

☐ Ne, právě naopak, může to být jednodušší. Proč?

Jak bych subjektivně ohodnotil výuku anglického jazyka na naší škole? (známkování jako ve škole)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Proč? (zajímavé, obohacující, přínosné, aktivizující, nudné, nepraktické, neužitečné, náročné, atd.)
Co bych si přál jinak? Co mi chybí?

Jak bych subjektivně ohodnotil výuku dějepisu na naší škole? (známkování jako ve škole)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Proč? (zajímavé, obohacující, přínosné, aktivizující, nudné, nepraktické, neužitečné, náročné, atd.)
Co bych si přál jinak? Co mi chybí?

Bez ohledu na své současné známky, jak bych subjektivně ohodnotil/a svou současnou úroveň anglického jazyka? (známkování jako ve škole)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Děkuji vám, že jste vyplňování dotazníku věnovali svůj čas.

Figure 25: Teacher survey sheet, side A

Pedagogický dotazník

Vážené paní učitelky, vážení páni učitelé,
dovoluji si vás požádat o vyplnění dotazníku se zaměřením na vyučovací metodu CLIL (Content and Language Integrated Learning = integrovaná výuka předmětu a cizího jazyka). Pro účely své diplomové práce bych rád znal vaše zkušenosti a názory. Otázky v dotazníku jsou uzavřené, přesto bych byl rád, kdybyste svoji volbu doplnili o vysvětlení či zdůvodnění. Dotazník je anonymní a dobrovolný. Děkuji vám za váš čas.

Jste:

☐ žena

☐ muž

Kolik let již pracujete jako učitel/ka?

Pro jaké předměty máte aprobaci?

Setkal/a jste se již prakticky či teoreticky s metodou CLIL?

☐ ANO

☐ NE

Na následující tvrzení prosím odpovídejte pouze, pokud jste u předchozí otázky odpověděl/a ANO

Výuka metodou CLIL nahrazuje běžné hodiny cizího jazyka.	☐ ☐	ANO NE
Výuku metodou CLIL může realizovat pouze učitel, který dokonale ovládá cizí jazyk.	☐ ☐	ANO NE
U výuky metodou CLIL je přesně stanoveno, kolik procent výuky je vedeno v mateřském jazyce a kolik v cizím jazyce.	☐ ☐	ANO NE
Výuka metodou CLIL spočívá v tom, že v hodinách cizího jazyka učitel probírá látku z jiného předmětu.	☐ ☐	ANO NE
Při výuce CLIL by měli být ve třídě vždy dva učitelé – učitel cizího jazyka a učitel dalšího předmětu.	☐ ☐	ANO NE

Považujete za přínosné vyučovat jeden či více školních předmětů částečně v anglickém jazyce?

☐ ANO Proč?

☐ NE Proč?

Které předměty považujete za nejvhodnější pro uplatňování metody CLIL?

Chtěl/a byste se do takové výuky zapojit?

☐ ANO Proč?

☐ NE Proč?

Považujete své jazykové kompetence za vyhovující pro CLIL výuku?

Figure 26: Teacher survey sheet, side B

☐ ANO
☐ NE

Byla by pro vás příprava a realizace CLIL výuky náročnější než výuka běžným způsobem?
☐ ANO Proč?
☐ NE

Domníváte se, že je k dispozici dostatek CLIL edukačních materiálů pro předmět(y) vaší aprobace?
☐ ANO
☐ NE

Byl/a byste ochoten/na se dále jazykově či didakticky vzdělávat?
☐ ANO
☐ NE

Jak byste subjektivně zhodnotil/a svou současnou úroveň anglického jazyka?

☐	Moje angličtina je na velmi dobré úrovni. Anglicky se dovedu domluvit v zahraničí při všední komunikaci na různá témata. Zvládám porozumět anglickým knihám či článkům na internetu. Filmům rozumím v originále i bez titulků popřípadě s anglickými titulky.
☐	Svou angličtinu považuji za spíše dostačující pro své všední potřeby, ale občas mi neznalost jazyka překáží. S menšími potížemi se mi daří porozumět anglických textům (zprávy, komentáře, články, anglické edukační materiály) i jednoduchý videím. Filmy v originále musím sledovat s českými titulky.
☐	Moje angličtina je na špatné úrovni. Anglické texty nečtu, protože jim zkrátka nerozumím. Rozumím pouze některým běžným frázím, ale reagovat na ně dokáži v pouze velmi omezené míře.

Přidali byste nějaký další komentář stran úrovně vaší angličtiny?

Souhlasil/a byste, aby byla výuka metodou CLIL za současných podmínek zařazena do ŠVP vaší školy?
☐ ANO
☐ NE Proč?

Děkuji vám, že jste vyplňování dotazníku věnovali svůj čas.

RESUMÉ

Diplomová práce je zaměřena na vyučovací metodu CLIL a její uplatnění v hodinách dějepisu. V teoretické části je nejprve přiblížen význam pojmu CLIL a s ním související teorie. Jsou zde uvedeny jeho přínosy, výzvy a rizika, Obecný teoretický obsah je nakonec vztažen pro aplikaci ve výuce dějepisu. Praktická část poté obsahuje poznatky ze samotné praxe použití metody CLIL v několika hodinách dějepisu na gymnáziu. Je zde proveden rozbor průběhu CLIL aktivit v jednotlivých třídách, prezentována následná odezva samotných studentů a navržena opatření pro zlepšení a řešení nedostatků. Závěr práce tvoří rozbor studentského a učitelského průzkumu s cílem zjistit potenciál pro zavedení CLILu do praxe.

ANNOTATION

Jméno a příjmení:	Michal Jurčík
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2020

Název práce:	CLIL v hodinách dějepisu
Název v angličtině:	CLIL in History Classes
Anotace práce:	Diplomová práce pojednává o metodě CLIL a jejím uplatnění v hodinách dějepisu. Teoretická část se soustředí na vysvětlení pojmu a teorie CLILu a jeho relevance pro výuku dějepisu. Praktická část poté čerpá z autorovy zkušenosti s aplikací CLILu v hodinách dějepisu během jeho učitelské praxe. Na závěr je proveden rozbor studentského a učitelského průzkumu se zaměřením na výuku metodou CLIL.
Klíčová slova:	Angličtina, CLIL, čtení s porozuměním, dějepis, jazykové sprchy, metodologie, scaffolding, průzkum
Anotace v angličtině:	This diploma thesis focuses on CLIL and its implementation in history classes. The theoretical part explores the meaning and theory of CLIL and its relevance for history. Then, the practical part focuses on the author's realisation of CLIL in history classes during his teaching practice. Finally, the findings of a CLIL-related student and a teacher survey are presented and interpreted.
Klíčová slova v angličtině:	CLIL, English, history classes, language showers, methodology, reading comprehension, scaffolding, survey
Přílohy vázané v práci:	16 stran příloh
Rozsah práce:	95 stran
Jazyk práce:	angličtina