

UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogická fakulta

Katedra anglického jazyka

IVANA JANÁČOVÁ

V. ročník – prezenční studium

Obor: Učitelství pro 1. stupeň základních škol a anglický jazyk pro 1. stupeň základních škol

“EXPLORE THE WORLD WITH MR. CLIL”

Exploitation of CLIL at Primary School

Diplomová práce

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

OLOMOUC 2012

PROHLÁŠENÍ

Prohlašuji, že jsem diplomovou práci vypracovala samostatně pod vedením
Mgr. Zuzany Bartsch Veselé, Ph.D. a uvedla v seznamu literatury všechny použité
zdroje.

V Olomouci 20. 3. 2012

.....

vlastnoruční podpis autora

I would like to thank Mgr. Zuzana Bartsch Veselá, Ph.D. for her guidance, valuable advice and comments on the structure and content of my diploma thesis.

ABSTRACT

The diploma thesis focuses on the exploitation of CLIL in the primary education. It analyses the conditions fundamental for the implementation of the approach among young learners.

The theoretical part describes overall CLIL strategy and the position of the method within Europe, including the Czech Republic. Additionally, it studies all components constituting primary CLIL methodology (planning CLIL lesson, assessing young learners, etc.)

The practical part deals with the collection of CLIL lesson (unit) plans and the teaching aids designed in order to incorporate the method in the primary education.

Since all lesson (unit) plans were taught and verified in the practice, the practical part moreover provides the thorough description of five chosen CLIL lessons or units.

Due to the “mini” questionnaires formed for the pupils, the effectiveness of the lessons (units) and the young learners’ attitude towards CLIL were evaluated.

TABLE OF CONTENTS

INTRODUCTION	8
THEORETICAL PART.....	10
1 Introduction to CLIL.....	10
1.1 Definition of CLIL	10
1.2 Various models of CLIL.....	11
1.3 CLIL-related aims	12
1.4 Merits influencing popularity of CLIL.....	13
1.5 Specific difficulties of CLIL	13
2 Historical background of CLIL.....	14
2.1 European interest in CLIL	15
3 CLIL in the European context.....	17
3.1 Portrayal of CLIL within the European countries	17
3.2 Languages and levels of education suitable for CLIL.....	18
3.3 Question of subjects and the exposure time convenient for CLIL	19
4 Development of CLIL in the Czech Republic.....	21
4.1 The National Plan for Teaching and Learning Foreign Languages	21
4.1.1 The Action Plan 2005-2008.....	22
4.2 Results of foreign language research carried by The Czech School Inspectorate.....	22
4.3 CLIL in the Czech primary education	23
4.4 CLIL teacher's competences	24
5 Children learning languages.....	26
5.1 Mother tongue acquisition.....	26
5.2 Foreign language learning	26
5.3 Motivation of young learners to foreign language learning	27
6 CLIL in the primary education.....	28

6.1	Key principles of CLIL methodology	28
6.1.1	Multiple focus	28
6.1.2	Reflection on learning.....	29
6.1.3	Stimulating environment.....	29
6.1.4	Genuine environment.....	29
6.1.5	Scaffolding language in CLIL	29
6.2	Role of primary CLIL teacher	30
6.3	Use of different forms how to realize CLIL	31
6.3.1	Language showers in the primary education	31
6.4	Various methods exploited in CLIL	32
6.5	Planning and preparing the lesson	32
6.5.1	Considering content of the lesson	33
6.5.2	Formulating teaching aims.....	34
6.5.3	Selecting appropriate materials and resources.....	35
6.5.4	Considering activity types and tasks.....	35
6.5.5	Planning the summary of the lesson	36
6.5.6	Considering procedures	36
6.6	Assessing young learners in CLIL	36
6.6.1	Major reasons for assessment in CLIL	37
6.6.2	Defining subject and all criteria of assessment.....	37
6.6.3	Valuable tools for assessment.....	38
6.6.4	Different types of assessment	39
6.6.5	Peer and self-assessment as forms of formative assessment	39
	PRACTICAL PART	40
7	Introduction to CLIL collection	40
7.1	Overall outline of CLIL lesson (unit) plans	41

7.1.1	List of the topics exploited in the lesson (unit) plans	42
7.1.2	Particular timing of CLIL lessons (units)	42
7.1.3	Frequency of non-language subjects incorporating CLIL	43
7.1.4	Realization of the collection among pupils of various classes	43
8	Putting CLIL in the practice.....	45
8.1	My senses	46
8.2	Shapes.....	50
8.3	My coat of arms.....	54
8.4	Ancient Egypt.....	57
8.5	Magnetic or not?.....	61
9	Pupils' evaluation of CLIL.....	65
9.1	Analysis of the “mini” questionnaires	65
9.1.1	Did you like the lesson (unit) implementing CLIL?.....	65
9.1.2	Why did you like the lesson (unit) based on CLIL?	66
9.1.3	Would you appreciate further education based on CLIL?.....	66
9.2	Summary of the evaluated data	67
	CONCLUSION.....	68
	BIBLIOGRAPHY	70
	INTERNET SOURCES.....	71
	LIST OF TABLES AND FIGURES	
	APPENDICES	
	RÉSUMÉ	
	ANNOTATION	

INTRODUCTION

Undoubtedly, foreign language teaching is recently undergoing the essential changes. The increasing demand emphasizing young learners to be proficient in at least two foreign languages forms the fundamental platform for investigating the innovative methods that would fulfil this goal. CLIL (Content and Language Integrated Learning) proved to be one of the approaches.

Due to the personal interest in the methods enriching the traditional primary foreign language teaching and the following participation in the seminar concentrating on exploitation of CLIL in the secondary education, the attempt to investigate the conditions for the implementation of the approach among young learners has been an impetus for choosing the topic.

The diploma thesis aims to sink deeper in the substance of CLIL and to study both its principles and all requisites necessary for the incorporation of the approach in the primary education.

The goal of the theoretical part is to provide the detailed information concerning overall CLIL strategy, its development within Europe, including the Czech Republic and to analyse all components essential for implementation of CLIL in the primary education.

The practical part aims to incorporate CLIL in the primary curriculum through the collection of the lesson plans and the teaching aids which I entitled “Explore the World with Mr. CLIL”. I created this teaching material in order to examine the principles of CLIL methodology, lesson planning, assessing young learners and selecting or creating materials suitable for the primary CLIL education. All lesson (unit) plans were taught and verified in the practice.

Additionally, the effectiveness of each lesson (unit) as well as the merits or the difficulties of the approach were evaluated by the pupils through the “mini” questionnaires.

In this diploma thesis I stipulated several questions whose answers are specified in the conclusion of the work. The questions are formulated as follows:

1. Do the lower foreign language abilities of young learners form an obstacle in implementing CLIL to the primary education?
2. Which non-language subjects are suitable for the accomplishment of CLIL in the primary education?
3. What activity types contribute to the successful realization of CLIL among young learners?

Since the approach is still developing, the literature focuses mainly on the specification of its theoretical base. In my opinion, the complex methodology concerning the exploitation of CLIL in the primary education has not yet been fully explored and therefore this topic should be properly investigated.

In this thesis I analysed the background literature, in particular books written by David Marsh, Do Coyle or Peeter Mehisto, the eminent CLIL researchers. Nevertheless, in the work there appear several Internet sources. I studied especially the articles published by the members of The Research Institute of Education in Prague contributing to the successful incorporation of CLIL within the Czech environment.

I believe that the number of literature dedicating to the implementation of the approach in the primary curriculum will gradually increase.

THEORETICAL PART

1 Introduction to CLIL

1.1 Definition of CLIL

If we want to sink in the essence of Content and Language Integrated Learning (henceforth CLIL), it is necessary to get to know its definition. Although, the materials closely related to this approach, provide various characterizations, the definition mentioned by Mehisto *et al.* (2008) clearly describe its message.

They define CLIL as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Mehisto *et al.*, 2008, p. 9). For the nature of the above-mentioned definition to be completely understood, it is desirable to explain every specific term used by the authors:

A dual-focused educational approach

The main strategy of CLIL is the integration of content of the non-language subject and language. Thus, CLIL lesson is characterized by two aims, applying to both topic and language. Primarily their equal value is emphasized (Marsh, 2012, online).

Since CLIL enables teachers to integrate various methodological concepts from both content and language teaching in one lesson, it represents the different experience for teachers and learners as well (Bentley, 2010).

An additional language

Coyle *et al.* provide another relevant term reproducing the meaning of an additional language, which is “CLIL vehicular language” (Coyle *et al.*, 2010, p. 1). It is viewed as any student’s foreign or second language which the lesson is taught through. Dalton-Puffer (2007) puts an additional language in concrete terms and calls it the medium of all pieces of knowledge that pupils acquire.

Undoubtedly, CLIL teachers have their specific role defined together with appropriate competences in the field of an additional language. Mehisto *et al.* (2008) highlight especially the position of language teachers who should encourage content teachers to officiate as the

facilitators helping pupils to acquire the appropriate language skills. The question of teacher's competences will be dealt with in other chapters of the diploma thesis.

Besides the introductory definition, Bentley quotes the words of Craen (2006) characterising CLIL as “a meaning-focused learning method...The aim is learning subject matter together with learning a language” (Bentley, 2010, p. 5).

For University of Cambridge (online) CLIL is “an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language.”

1.2 Various models of CLIL

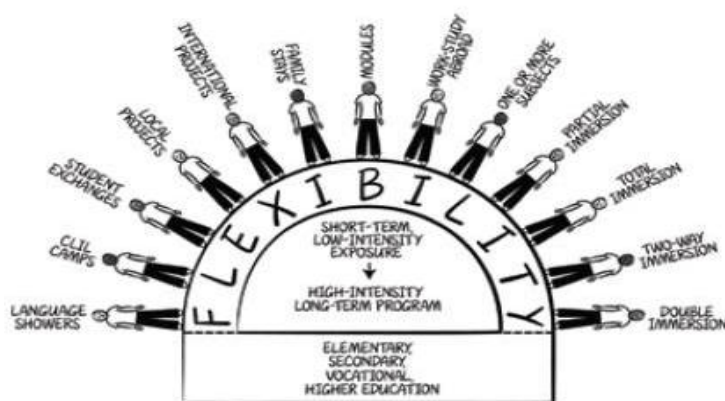
Mehisto *et al.* (Mehisto *et al.*, 2008, p. 12) view CLIL as “an umbrella term covering a dozen or more educational approaches (eg. immersion, bilingual education, multilingual education, language showers and enriched language programmes)”. In other words, CLIL is the combination of the above-mentioned approaches and many others because it simply shares some common features with each approach. On the other hand, they cannot be viewed as equivalent.

CLIL can be applied to various curricular models. Thus, the experts distinguish between soft and hard version of CLIL. The soft CLIL is driven by the language and it means that certain topics are taught in a language course. This version appears mainly in the primary education (Bentley, 2010, p. 6).

Then, there are CLIL modules characteristic for schools which decide to teach certain subjects (for example Art or Science) in an additional language for properly stipulated number of hours. This version represents the progressive transition to the hard CLIL staying on the top of all models (*ibid.*).

The hard CLIL is closely connected with the partial immersion because nearly 50 % of all subjects are taught in an additional language. Thus, this version is subject-led (*ibid.*).

In summary, the diagram offered below clearly illustrates various forms of CLIL:



Presented by Mehisto *et al.* (2008, p. 13)

The authors describe in details especially the language showers (organized for young learners up to ten years old), one-week CLIL camps (intended for larger group of pupils), international projects (such as Science Across the World) or total early immersion (starting in the kindergarten).

1.3 CLIL-related aims

As Marsh (2012, online) mentions, CLIL is based on two aims, the first one connected with the content of the subject and the second one related to the language.

In addition to this, Mehisto *et al.* (2008) provide other equally important aims concerning developing language skills also in pupil's mother tongue, applying features of multicultural education in connection with an additional language and acquiring the skills necessary for successful entry to the world.

In relation to the primary education, Calabrese and Rampone (2007) highlight that CLIL enables young learners to see an additional language as a tool for learning, to realize their individual learning strategies and to develop social skills.

Benešová (2011, online) also advises to exploit the subject matter which has been already taught and join it with the new one. As a result, all subjects will form the complex, never isolated group.

1.4 Merits influencing popularity of CLIL

Undoubtedly, the reason of such enormous development of CLIL is seen in various positive features enriching the traditional educational concept.

Coyle *et al.* (2010, p. 9-11) emphasize mainly these characteristics:

- Developing the competence of thinking in various languages
- Acquiring the language in natural situations embodied in the real-life themes
- Attracting pupil's attention while learning (their attitude to learning is the source of their interest in CLIL)

Frígols (2012, online) continues in listing key features and adds another one:

- Flexible adaptation of CLIL to already existing curriculum
- Facilitation to incorporate the interactive component in the lesson in order to develop pupil's language and learning skills as well as their grasp in the content

CLIL has the positive impact on development of the specific learning competences. The researches carried by Blakemoore and Frith or Hofmannová and Novotná (in Tejkalová, 2010a, online) highlight the difference between the level of cognitive mechanisms in the field of the CLIL lesson and education held in the mother tongue. Tejkalová (2012, online) also refers to the researchers like Stohlerová or Vollmer who both claim that CLIL intensifies pupil's confidence, patience and other learning strategies.

1.5 Specific difficulties of CLIL

In Darn's opinion (2012, online), the one serious difficulty is seen in the minimum number of teachers undergoing CLIL training.

Hofmannová and Novotná (2012, online) draw their attention to the problem of choosing the subject suitable for incorporation of CLIL in the lesson, depending on the age and the acquired language skills of pupils. Thus, they distinguish between subjects demanding higher level of language skills designed for older learners (History, Philosophy, etc.) and those for younger learners (Mathematics, Physical Education, etc.)

Furthermore, Benešová (2010) adds the lack of specific teaching aids increasing the necessity to create one's own materials with help of the Internet or other sources. She also

argues that teachers have to be willing to adapt all methods and teaching concepts in the way that all pupils would understand the content of the lesson.

2 Historical background of CLIL

Although the term CLIL was brought into existence in 1994 thanks to David Marsh (University of Jyväskylä, Finland), its roots reach back up to the Sumerian period.

The Sumerian area was overcome by the Akkadians, who settled there and demanded to learn the language of the Sumerians. Therefore Sumerian became the additional language which some of the subjects were taught through (Mehisto *et al.*, 2008).

The same experience concerning the incorporation of an additional language to the education has been seen in now modern-day Italy. Coyle *et al.* (2010) explain that after the occupation of Greek colony, the education of Roman children was held through the Greek language. The reason for this was well-founded. The Romans aimed to provide flourishing future for their descendants.

The information network of education in Europe, Eurydice (2006), points out that the essentials of providing content through an additional language has been frequent in the European education for many years.

During the period before 1970s such concept appeared principally in the regions unique in the field of their geographical position that significantly influenced the number of languages used there. The aspiration of the curriculum at that time was to cultivate bilingualism, facilitating children to speak all languages typical for those regions.

The period around 1965 is considered to be the key year for further evolution of CLIL. It introduced so-called “immersion programmes” (Mehisto *et al.*, 2008, p. 10) developed in Canada.

The impetus for forming the above-mentioned programmes was the aim of English-speaking parents residing in the French-speaking province of Quebec, to support their children in learning French and to gain appropriate language skills necessary for becoming involved in the French environment. Soon the immersion policy became very successful not only in Canada but also in the whole world (Mehisto *et al.*, 2008, p. 9-10).

During the last decade of the 20th century, the term CLIL turned out to be the most grasping designation for the preceding educational concept. It is the general title for all kinds of education characterised by the use of the second or a foreign language to teach appropriate subjects. It is necessary to emphasize that CLIL bears its unique features evident in the field of methodology and organization. Consequently, each country describes CLIL type education with use of the special terminology (Eurydice, 2006, Marsh, 2002).

2.1 European interest in CLIL

The development of languages in the field of education has always aroused great interest among the whole Europe. The last ten years of the 20th century are considered as the landmark in the interpretation of the languages from the view of original and creative methods.

The example of such aims is Resolution of the Council (1995) highlighting “the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching” (Eurydice, 2006, p. 8). Furthermore, this year the European Commission published another key document, *Teaching and Learning-Towards the Learning Society*, demanding the ability to speak three European languages. As Hofmannová and Novotná (2012, online) write, the agenda of methods aspiring to this main goal contained also CLIL, apart from other practices.

In 2002, the European Council in Barcelona ventured the requirement to teach young learners minimally two foreign languages. The Action Plan 2004-2006 has been the consequence of the preceding suggestions. It declared the realization of the particular subjects both in the official language and the foreign language.

Later on, during the symposium called *The Changing European Classroom: The Potential of Plurilingual Education* held in 2005, the Luxemburg officials showed their interest in training teachers in CLIL (Eurydice, 2006).

In this connection various networks of experts interested in CLIL have been founded, such as the CLIL Consortium (1999) and CLIL Cascade Network, both aiming to intensify the qualification of CLIL teachers. The CLIL Consortium turns its attention to organising courses like CLIL Comenius courses focusing on the presentation of new technologies and materials for CLIL practice (CLIL Cascade Network, online).

The European EuroCLIC Network (1996) is also worthy of mention because it coordinates together with the preceding networks the conference entitled CLIL (2012): *From Practice to*

Visions hosted by the University of Utrecht, Netherlands, in April 2012 (European Platform, online).

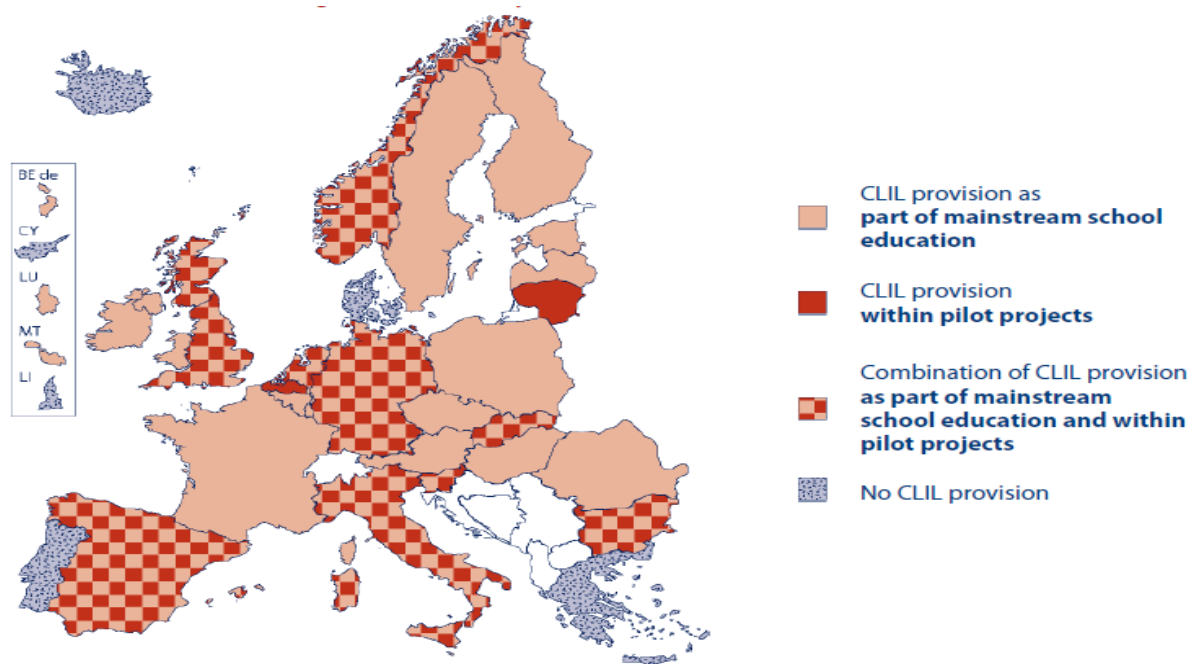
International CLIL Research Journal is equally important in the field of still developing CLIL. Its editorial board is composed of famous CLIL researchers like Marsh, Wolff, Mehisto, etc. As the title of the journal indicates, the special attention is dedicated to the current research in the field of CLIL.

All the above-mentioned successful efforts are signifying the distinct progress of CLIL and Eurydice (2006) assumes that during the following years the European Union will probably introduce another equally profitable programme supporting this approach.

3 CLIL in the European context

3.1 Portrayal of CLIL within the European countries

The chapter is completely based on statements made by Eurydice (2006, p. 13-19). The portrayal of CLIL within the European countries is clearly presented in the diagram used below:



Presented by Eurydice (2006, p. 13)

CLIL foundation forms the component of mainstream education at primary and secondary schools in most of the European countries. Nevertheless, this position does not guarantee that CLIL is extensive.

Firstly, CLIL is widely represented in Belgium, Luxembourg and Malta, countries rich in more than one official language, where local schools accepted CLIL type education at early 19th century.

Secondly, Europe is also formed of countries with one or more regional languages, for instance Germany, Poland, The United Kingdom, Hungary, etc. which included CLIL in the education as well but much later (in the 1940s).

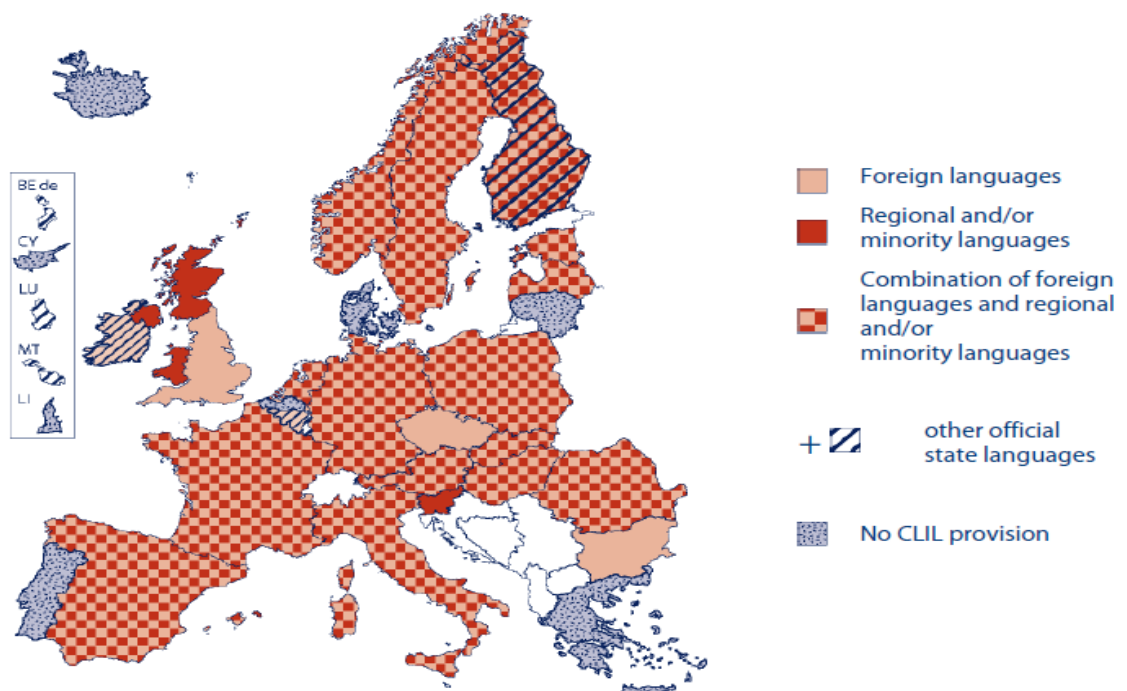
In the third place, there are countries with one or more foreign languages where CLIL was introduced mostly between the 1980s and 1990s.

However, the majority of Europe has launched CLIL since the 1990s.

It is necessary to highlight, in connection with the topic of the diploma thesis, that according to the research carried by Eurydice (2006) between 3 % up to 30 % of all the pupils from primary and secondary schools are involved in the CLIL education.

3.2 Languages and levels of education suitable for CLIL

An additional language that the non-language subject is taught through can vary and in most cases the European countries join CLIL with foreign or regional languages as it is stated in the diagram below:



Presented by Eurydice (2006, p. 17)

CLIL is applied at primary, lower and upper secondary schools. Countries like Belgium, Spain, Italy, UK or Finland realize CLIL at the pre-school level as well.

Besides this, CLIL appears within the pilot project in about 30 % of the European countries (UK, Germany, Spain, Italy, Norway, etc.). The pilot projects are arranged mainly by Ministry of Education and they can be viewed as the experimental efforts whose aim is to facilitate pupils to develop their language skills as well as to persuade minorities to be educated in two languages.

This chapter was based on Eurydice (2006).

3.3 Question of subjects and the exposure time convenient for CLIL

The results of the current research are released by Goethe-Institut (online). It provides valuable data which this chapter concentrates on.

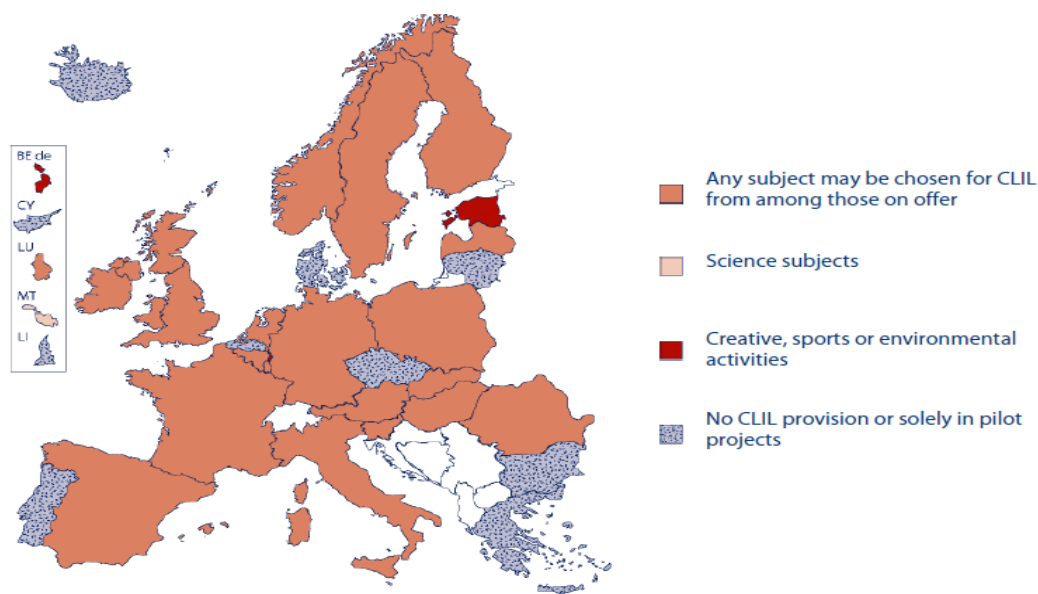
Obviously, the problem regarding the selection of subjects convenient for CLIL was viewed as the relevant topic to consider.

In essence, all subjects can be divided into three groups according to the areas which they are focused on.

The first category consists of subjects related to the social science and humanities, to cite an example of History or Geography.

The other group is formed of subjects with the specialisation in the natural sciences (Mathematics, Biology) and the last one is characterised by subjects requiring the certain level of originality and creativity (Art, Physical Education or Music).

The schema presented below describes the exploitation of certain subjects within the European primary education.



Presented by Eurydice (2006, p. 25)

In fact, the majority of the European countries do not certainly specify which subjects could be taught through an additional language.

Just Estonia and partly Belgium properly define the subjects requiring the creativity to be incorporated in CLIL.

Generally speaking, according to Šmídová (2012, online), any subject is suitable to be implemented in CLIL. On the other hand, it is essential to realize that certain subjects like History stand on the acquired language skills. Thus, they do not fit to the primary CLIL as subjects such as Art or Science based on working with certain materials.

Regarding the exposure time or in other words, the number of hours determined for teaching, most of the European countries give the schools chance to specify this data. Then, it is necessary to distinguish between countries like the Czech Republic, Austria or Germany which work with the data just roughly and those countries (France or the Netherlands) specifying the exposure time exactly.

4 Development of CLIL in the Czech Republic

When we aim to describe the development of CLIL in the Czech Republic, it is essential to mention especially the bilingual education which introduces such kind of provision here.

The bilingual education appeared in the last decade of the 20th century. The temporary concept was realized by four schools organizing courses taught only in French. Since 1996 the bilingual education has been viewed as the concept providing education of several nature science subjects in a language other than the mother tongue (Hofmannová and Novotná, 2012, online).

Essentially, CLIL in the Czech Republic is traditionally exploited by the bilingual schools (such as for example Monty School Ostrava) and the international schools (for illustration International School of Brno or Olomouc). Concerning the state schools, according to Hanušová (2010, online) the research carried in 2008 shows that only 9 % of schools use CLIL in teaching.

Despite this fact, Šmídová (2010, online) expects that the rest of schools will probably introduce CLIL to the curriculum as well. This would consequently enable teachers to share their CLIL experience and to co-operate in the realization of various school projects.

Generally speaking, as the Ministry of Education, Youth and Sports (2009, online) claims, due to The Action Plan 2004-2006 formed by the European Union, CLIL was introduced to the Czech environment. The document assumes that CLIL supports the overall aims concerning the area of the language education in such way that pupils will apply all the acquired language skills in the lesson. Hence, the learners' attempt for further language education is strengthened.

The requirements regarding the language education are specified also in the document entitled The National Plan for Teaching and Learning Foreign Languages published by the Ministry of Education, Youth and Sports. The essence of the document is described in the following chapter.

4.1 The National Plan for Teaching and Learning Foreign Languages

The document established in 2006 calls for forming such conditions enabling Czech population the development of the language knowledge and skills. It emphasizes that pupils should be able to communicate in the foreign languages. The plan mentions that CLIL is one of the concepts how to develop pupils' language competence.

The requirements are met by the establishment of Framework Educational Programme for Basic Education arranging English teaching and learning through the basic education.

Generally speaking, the education of the foreign language can be realized already on the pre-school level. Then, related to the primary level, the schools can decide to provide the education of the foreign language with help of the concept entitled “Teaching Foreign Languages across the Primary curriculum” (CLIL) already to pupils attending the first grade.

4.1.1 The Action Plan 2005-2008

Essentially, The Action Plan 2005-2008 (constituent of The National Plan for Teaching and Learning Foreign Languages) specifies appropriate key activities commencing the successful realization of the preceding document.

The document aims to increase exposure time set for foreign language teaching. It supports also the participation of schools in international projects or exchange stays arranged for pupils and teachers.

In connection with the primary education, as a result of The Action Plan, the material exploiting the concept named as “Language Awareness” was published. Baladová *et al.* explain that “Language Awareness”, likely to be implemented in School educational programme, aims to outline culture differences in the area of the language and to prepare young learners for the life-long foreign language education.

Along with the mentioned material, the handbook concerning the concept “Teaching Foreign Languages across the Primary curriculum” was brought out to provide the valuable ideas how to incorporate CLIL in the education as well.

4.2 Results of foreign language research carried by The Czech School Inspectorate

The Czech School Inspectorate evaluated the level of development concerning the Czech foreign language teaching during the period of 2006-2009.

The results of the research were published in Thematic report (2010) claiming that approximately 75 % of all schools are likely to improve the quality of foreign language teaching. Although about 50 % of those schools also increased the exposure time set apart for foreign languages CLIL is rarely exploited (The Czech School Inspectorate, 2010, online).

4.3 CLIL in the Czech primary education

When introducing CLIL to the curriculum, it is essential to accompany the foreign language education by only one lesson of CLIL. Gradually with increasing pupils' language skills, the content of one or more non-language subjects can be integrated with the foreign language (The Ministry of Education, Youth and Sports, 2009, online).

As Hanušová (2010, online) claims, CLIL is exploited especially by the primary teachers who mostly hold the lesson through English as an additional language.

In connection with the topic, it is important to properly consider exposure time of all subjects forming the curriculum. The concept offers two possibilities how to stipulate exposure time.

The first way concerns the arrangement of one subject integrating the whole content of the non-language subject and the target language. In other words, exposure times of those subjects are joined.

The second way describes the possibility to join only parts of exposure times of the subjects providing the topics suitable for integration and to respect individual subject exposure times for themes not likely to be integrated.

The figure shown below presents the possible integration of Science and English in the primary education realized by joining only parts of exposure times:

	1. grade	2. grade	3. grade	4. grade	5. grade
English	0	0	3	2	1
Science	1	2	2	2	1
English+Science	0	0	1 (0+1)	2 (1+1)	4 (2+2)

Presented by Nezval (2009, online)

CLIL in the Czech primary environment is likely to be organized with the help of cross-curricular links. It means that the foreign language teaching and learning is enriched by the themes of the non-language subjects. The content is taught in the mother tongue and the instructions are given in the mother tongue or foreign language.

During the second period of the primary education the acquisition of the content happens in the mother tongue as well but pupils work with foreign language materials.

4.4 CLIL teacher's competences

CLIL teacher's competences are completely worked out by Bertaux *et al.* (2009, online) who distinguish between competences concerning purely theoretical base of CLIL (related to CLIL strategy) and competences connected with the incorporation of CLIL in certain conditions (focusing on learning process or management). Undoubtedly, CLIL teacher should be aware of their existence and willing to adopt them.

Despite this fact, as Klečková (2011a, online) states, the preceding competences cannot be required from the moment of adjustment of CLIL to the educational environment. She makes a reference to the Czech Republic where this approach is already developing. Thus, competences mentioned in the following paragraphs are related especially to Czech teachers starting to incorporate CLIL in the education.

It is essential to highlight that the following paragraphs will concern especially the non-language subject proficiency and appropriate skills applying to both language and methodology.

The field associated with the non-language subject proficiency represents the serious topic to consider properly. Obviously, leading the non-language subject by a teacher who is not qualified for its teaching runs down the proficiency of the lesson (*ibid.*).

It is important to realize the equal contemplation in the area concerning teacher's language proficiency as well.

If a teacher with minimal language proficiency decides to incorporate CLIL in the lesson, then he had better to co-operate with the language teacher in order to overcome the problem regarding the specification of appropriate language skills that pupils need to acquire.

Klečková (2011a, online) states that the ability to carry on the conversation, to give instructions and to transfer the subject matter form the essential qualification of CLIL teacher to hold the lesson. Ideally, CLIL teacher should exceed proficiency in all the above-mentioned competences.

CLIL teacher should be moreover flexible also from the view of methodology skills. It means that he or she exploits various methods of motivating pupils to actively participate in the lesson and reacts properly on their individual needs. This lesson consequently meets the requirements concerning the constructively directed education (*ibid.*).

In addition, Novotná and Hofmannová (2012, online) and Novotná (2011) write about competences applying to class management as well. To be specific, considering the division of

the class into groups or pairs and the time set for each activity lies within teacher's authority, as well.

Klečková (2011a, online), in summary, claims that the first thing to do in connection with incorporation of CLIL in the concept of each school, is to carefully think about the competences of all teachers to realize this approach successfully.

5 Children learning languages

Before dedicating to foreign language learning, it is essential to mention how children acquire their mother tongue.

5.1 Mother tongue acquisition

Brewster *et al.* (1992) offer a brief description of how the mother tongue acquisition develops and how rapid it is.

Mother tongue acquisition starts with the birth when babies begin to exploit the “auditory and phonatory mechanisms” that help them hear and produce sounds (Brewster *et al.*, 1992, p. 7). Gradually, from the first words occurring at about eleven months, children rapidly join words in sentences having some meaning.

The age of three and four years is generally characterized by the rich development of oral abilities caused especially by children’s creativity and skills enabling imitation. Their speech shares similar features as the communication of adults and it becomes more and more accurate (*ibid.*).

Brewster *et al.* (1992) also add that the natural process of picking up the mother tongue can be exploited for the acquisition of more languages as well. This fact is related to bilingual and multilingual infants whose parents do not share the same language.

5.2 Foreign language learning

We do not find a definite answer on the question whether teaching pupils a foreign language is easier than teaching adults. Undoubtedly, leading each age group has its advantages and disadvantages. As Cameron (2001) mentions, children are more active learners showing their pleasure. On the other hand, pupils tend to lose quickly their motivation and attention.

If we aim to understand how children learn languages, it is necessary to get to know the psychological concepts worked out by both Piaget and Vygotsky (*ibid.*).

Piaget concerns himself especially with mother tongue acquisition and its impact of the cognitive development. In this connection, he distinguishes between so-called “assimilation” and “accommodation” (Cameron, 2001, p. 3). If an action does not influence the child, assimilation appears.

Accommodation is the process of adaptation and exploration of new knowledge. These processes go hand in hand. According to Piaget, thinking is developing with the growth of knowledge and all skills concerning the intellect. Thus, he distinguishes between several stages that pupils pass through. Basically, the thinking based just on the concrete concepts gradually develops in the conceptual thinking that pupils acquire (ibid).

When dedicating to foreign language learning, it is necessary to view a child as an active learner having essential influence on its own development of the knowledge. As Donaldson (in Cameron, 2001) claims, it is the child who asks questions and explores the world. In other words, children learn through their own experience and opportunities provided by the environment (ibid).

On the other hand, Vygotsky as the equally important psychologist is interested in the acquisition happening especially when children are surrounded by other people acting as the mediators of the knowledge (ibid).

5.3 Motivation of young learners to foreign language learning

According to Brewster *et al.* (1992), foreign language learning is closely connected with the overall motivation of pupils to learn. Every lesson to be effective, it should happen in the authentic environment full of pleasure. It is essential to exploit learner's enjoyment in exploring a new language, its intonation or phonemes. Pupils are happy when they can acquire the names of many objects which are surrounding them also in other language. They are also pleased to explore features of different culture stored in various songs, riddles or fairy-tales.

6 CLIL in the primary education

6.1 Key principles of CLIL methodology

The principles of CLIL methodology specified in this chapter, are grounded on the thoughts of Mehisto *et al.* (2008, p. 25-34, 104-123) if not stated otherwise.

Every lesson needs a systematic planning in order to gain successful results. CLIL is not an exception. It requires proper consideration of key principles which form its methodology. Basically, these principles are divided into equally important areas characterized below:

6.1.1 Multiple focus

Supporting both content and language learning

First of all, CLIL teacher should support pupils to use the language without any fright. His or her aim is to create such conditions leading to form the beneficial environment where pupils feel the support from both the teacher and the classmates.

Then, related especially to young learners, there is no sense in expecting the communication only in an additional language. A better way is to recast their answer or question in the target language and to use various gestures or miming.

A basic rule can be generally applied: the more instructions given in an additional language, the increasing comprehension from the side of pupils.

Exploitation of cross-curricular projects

The aim of cross-curricular projects is to integrate subjects in order to view them as a whole. The greatest merit of this concept is seen in its relation with the real-life situations. The projects also develop other equally valuable learning strategies, such as the co-operation among pupils or the encouragement to active learning. Thus, themes like Four seasons of the year, My body, My hometown or Treasure hunts are the stimulating topics for young learners.

6.1.2 Reflection on learning

The assessment of learning process enables both teachers and pupils to experience their improvement. Learner's portfolio represents one of possible ways, how to realize the reflection on learning.

The portfolio can be characterized as a collection of pupil's work signifying his knowledge and the individual growth. It serves as the valuable feedback for parents and school headmaster as well.

6.1.3 Stimulating environment

Teachers can influence the learning environment in positive way if it is designed properly. Supporting the subject matter with help of pictures or posters and using appropriate instructions is one valuable possibility of how to stimulate pupils.

Providing other ideas, creating learning centres can help teachers as well. LearningRx, the international network of brain training centres (2012, online) sees the merit of learning centres especially in the development of co-operation and responsibility for fulfilling the aims of the lesson.

6.1.4 Genuine environment

The arrangement of genuine environment depends on several factors. First of all, teacher should react positively on pupil's experience and realize the requirements, concerning the integration of both learning and real-life themes in the lesson.

Obviously, as Curtain *et al.* (1994) state, the genuine environment is supported by various teaching aids providing experience to pupils.

6.1.5 Scaffolding language in CLIL

Scaffolding language forms an important component of CLIL. Tejkalová (2010b, online) defines scaffolding as the complex of all methods and techniques making pupils' learning process easier. It is the strategy guiding pupils to reach such stage of development that enables them to deal with any task completely without teacher's help (Mehisto *et al.*, 2008).

She mentions Palescar and Brown who present four important stages forming scaffolding learning.

The very beginning of the lesson can be introduced by the action in which pupils are guessing the content of the lesson, with the help of brainstorming, for instance.

The second step motivates pupils to formulate the meaningful questions.

This activity is fluently merging into the stage of the lesson when pupils work with a text and they find key information. Thus, scaffolding is closely related with the development of critical thinking.

By the end of the lesson or module teacher concentrates on the explanation of the subject matter which pupils were not familiar with (ibid).

Scaffolding means the use of effective methods and teaching aids making CLIL lesson successful. It includes all activities done in relation with vocabulary necessary for acquiring the content of the lesson, such as the scrupulous teaching of pronunciation, spelling and translation.

It can be realized by using simple sentences, writing specific requirements on the board, indicating the solution when necessary, exploiting various pictures, rhymes, realia, or gestures. All the preceding methods are essential especially in the primary education, thus every CLIL teacher should be aware of them (ibid).

6.2 Role of primary CLIL teacher

If we sink in the field of methodology concerning mainly young learners, then it is necessary to specify the role of primary teacher incorporating CLIL in the lesson.

Basically, Calabrese and Rampone (2007) define the specific role of primary CLIL teacher both in the area of the target language comprehension and production.

Regarding the target language comprehension, the first step of primary teacher is to form a safe and stimulating environment where young learners are supported to communicate.

The next point to emphasize is the careful choice of appropriate vocabulary and structures respecting both age and language skills of all pupils.

Primary CLIL teacher should also use so called “code-switching” when introducing the difficult subject matter or explaining its essence (Calabrese and Rampone, 2007, p. iv). They characterize code-switching as the natural transition of one language to another in order to keep the fluent communication (ibid).

Since all thinking processes of young learners are still based on the concrete level, the use of various visual teaching aids (such as pictures, flashcards or PowerPoint Presentation) is undoubtedly essential in CLIL lesson as well as providing immediate and supportive feedback.

The area of the target language production requires the equally important consideration. Each primary CLIL teacher should enable pupils to answer in the way which does not cause them troubles. Thus, the answers in the mother tongue supported by gestures are positively accepted during the start of the approach. Primary CLIL teacher should be also willing to create and use various posters or puppets to develop the target language production.

All the above-mentioned teacher's attributes were based on Calabrese and Rampone (2007).

6.3 Use of different forms how to realize CLIL

As mentioned at the beginning chapters of the diploma thesis, the use of various forms how to realize CLIL belongs to the main merits of this approach.

Related to the primary education, Šmídová (2010, online) claims that the first contact of the non-language subject with an additional language happens through the language showers. Their essence is described in the following chapter.

CLIL teacher can plan different activities which are included either within one lesson or more units. Furthermore, CLIL enriches the school year by implementing cross-curricular projects whose aim has been already specified.

Among all forms, the moment of using an additional language during the whole lesson represents the top in implementing CLIL (ibid).

6.3.1 Language showers in the primary education

Language showers are designed especially for young learners. According to University of Cambridge (online), the language shower is a method lasting about 15 or 30 minutes and appearing several times a week. Their aims are clearly described by Mehisto *et al.* (2008) who claim that the language showers function as the tool for pupils to develop both the interest in language learning and the basic knowledge concerning the field of phonetics, phonology and other linguistic disciplines.

This method should be realized in an additional language. It includes simple activities like songs based on Total Physical Response, games exploiting different teaching aids. Language showers are likely to be associated with the basic topics dealing with clothes, food, etc. (ibid).

6.4 Various methods exploited in CLIL

According to Klečková (2011c, online), CLIL teacher cannot expect that pupils will be able to express all their knowledge of ideas in an additional language. Hence, various methods are provided to pupils in order to help them acquire both content and language.

CLIL teacher exploits such methods which enable pupils to be active during the lesson and consequently to gain appropriate pieces of knowledge. These methods include traditional series of different crosswords, games or quizzes. On the other hand, brainstorming or working with texts and pictures are entirely welcome in primary CLIL as well (ibid).

It is necessary to mention, in connection with teaching young learners, that the content needs to be presented in the way that pupils are able to understand. Teacher's speech has to sound native-like and should use vocabulary respecting appropriate level of pupils' language skills. In this relation, scaffolding plays the key role in CLIL.

6.5 Planning and preparing the lesson

Planning and preparing the lesson forms an indispensable component of CLIL methodology. The following content provides the overall strategies key for planning CLIL lesson which can be applied in the primary education.

CLIL lesson planning is principally driven by the 4 Cs-Framework specified by Coyle *et al.* (2010, p. 53-54). They define four principles (content, cognition, communication and culture) integrating both the theoretical and practical concept of this approach. In other words, Bentley (2010) adds that these principles help teachers to formulate teaching aims of the lesson.

The principles are based on Coyle *et al.* (2010) if not stated otherwise.

Content as the first principle is associated with the topic, respectively with the knowledge, skills and understanding representing challenge for pupils. Bentley (2010) applies the content to the primary education and emphasizes especially the use of cross-curricular links among various subjects.

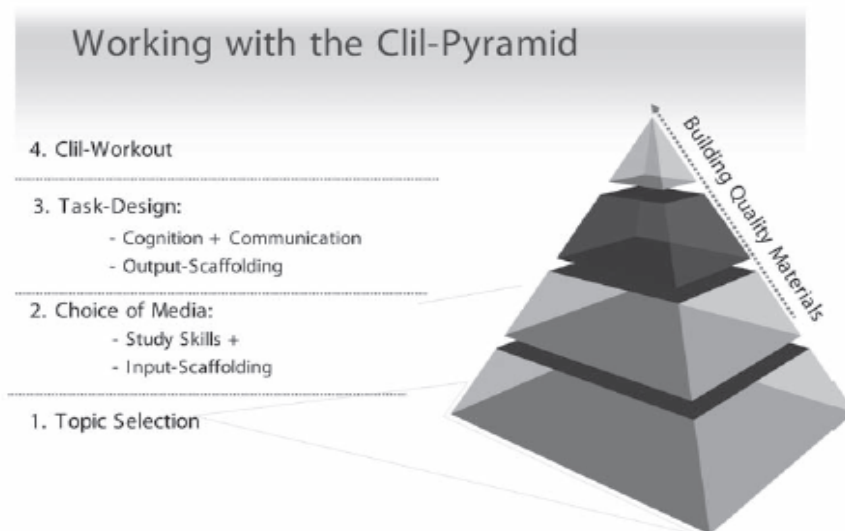
Cognition, the second principle, is closely related to the content. Its goal is to develop thinking processes on a higher level.

Communication, the third one, leads to the integration of both language learning (concerning the development in the field of grammar) and language using (focussing on the development of

communication skills). Bentley (2010, p. 7) adds that the overall aim of CLIL is to bolster student talking time.

Culture as the last principle emphasizes the understanding of worldwide cultures and features of citizenship as well. Bentley (2010) suggests participation in the local or international projects in order to develop the intercultural awareness.

Meyer (2010, online) states that the 4 Cs-Framework goes hand in hand with the CLIL-Pyramid (see below). It functions as the overall model making planning of CLIL lessons and creating appropriate materials easier. The CLIL-Pyramid won recognition within Europe and became the valuable tool for all CLIL teachers and trainers.



Presented by Meyer (2010, online)

6.5.1 Considering content of the lesson

CLIL content should reflect the real-life situations. In other words, it has to satisfy the requirements calling for creating authentic and meaningful environment where the topic is representing the challenge for pupils (ibid).

Klečková (2011b, online) stresses that teacher should think about the relation between the content already acquired and the one which is planned, when choosing the topic of the lesson. In other words, the aim of CLIL teacher is to specify the appropriate knowledge that pupils acquire in connection with planning the content.

Emphasizing young learners and their still developing conceptual thinking, it is essential to take into consideration the level of content generalization as well. Basically, the most suitable

content for CLIL lessons enables to exploit non-verbal teaching aids (pictures, diagrams or presentations) which complement the verbal language (ibid).

When analyzing the content of the lesson, teacher has to realize both the appropriate pupils' language skills needed for acquiring the content and all materials, teaching aids necessary for the lesson. This problem is dealt with in the following paragraphs.

6.5.2 Formulating teaching aims

When formulating teaching aims, Deller and Price (in Jahnová, 2010, online) suggest systematic proceeding.

First of all, it is essential to define the teaching aims related to the content of the lesson because the language aims are dependent on their specification.

The second step is characterized by the formulation of the language aims and appropriate language skills (listening, reading, speaking, writing) evolved in the lesson.

The last procedure refers to the certain learning strategies development. Brewster *et al.* (1992) mention strategies like reviewing, problem-solving or classifying representing the cognitive area and then pair or group work belonging to the social strategies.

Going back to the language skills, Baladová *et al.* (2007) write that the exploitation of language skills is much more natural in CLIL because they function as the valuable tool for acquiring the content.

The language skills briefly described below are viewed in connection with the topic of the diploma thesis as the medium for presenting the content in the primary education.

The following paragraphs are based on Brewster *et al.* (1992) if not stated otherwise.

Listening as one of the language skills acquired by learners is effectively developed if all tasks are pre-established and pupils form an idea of what they are going to listen to. The language skill to be motivating for young learners is likely to be combined with activities connected with performing and doing.

The development of speaking during CLIL lesson is dependent to a large extent on the scaffolding. Thus, all structures and teaching aids supporting pupils to speak are completely irretrievable in CLIL.

Reading develops the critical thinking and problem-solving. Teacher can offer the texts both in the mother tongue and the target language.

Writing needs to be supported by the scaffolding as well as speaking. Older pupils can be asked for instance to write a short text following a task and then present it in the class (Brewster *et al.*, 1992, p. 56-81).

6.5.3 Selecting appropriate materials and resources

The materials undoubtedly play the key role in CLIL because they enable pupils to understand the content of the subject (Bentley, 2010). She mentions four ways of selecting materials used in the CLIL lesson.

The materials can be either translated from pupils' mother tongue, adopted from coursebooks written in the target language, taken from the Internet or produced by teachers.

It is important to realize that the materials have to respect the age and the level of learning processes of all pupils. Furthermore, they have to be linked to the teaching aims (*ibid.*).

When adapting CLIL materials, teacher can use specialized softwares (like the Interactive Whiteboard) which enable teachers to make the material more comprehensible and motivating. Teacher can enrich the text with help of pictures, moving animations, highlighted explanations etc. In connection with young learners, the materials need to be adapted in order to avoid long sentences full of unnecessary details (*ibid.*).

Besides this, CLIL teachers produce their own materials too. The content of the subject needs to be explored through various worksheets and other teaching aids (posters, flashcards, puppets, etc) because as Brewster *et al.* (1992) claim, they motivate pupils and correspond with the requirements concerning the clearness of education.

6.5.4 Considering activity types and tasks

As Bentley (2010) says, activities exploited in the language courses are likely to be used in CLIL lessons as well.

Generally speaking, teachers have to offer activities developing language skills, specific content knowledge and also thinking processes in the way which is attractive and meaningful for pupils.

Each activity should correspond with the teaching aims. If teacher aims to revise certain vocabulary, then it is necessary to plan activities supporting this purpose. Various jigsaws or domino games are suggested (*ibid.*). In the case of listening comprehension it is beneficial to exploit activities like picture dictation, action songs etc. (Brewster *et al.*, 1992).

Meyer (2010, online) stresses that all tasks and activities should activate both pupils' thinking processes and the interactive communication. CLIL goes hand in hand with Task-Based Language Teaching because both mentioned aim to develop oral activities in authentic and relevant situations. Teacher has to think about tasks based on the real communication. In this connection, Brewster *et al.* (1992) recommends especially information gaps or classroom questionnaires based on the development of skills regarding simple classification of information for some purpose.

6.5.5 Planning the summary of the lesson

Bentley (2010) suggests planning the questions concerning the assessment of the lesson. Pupils can summarize important pieces of knowledge that they acquired during the lesson or they can tell which activity caused them troubles. Mehisto *et al.* (2008) add that in connection with primary education, CLIL educators use a poster with a big foot where young learners are supposed to write what they learnt in the lesson.

6.5.6 Considering procedures

Planning the procedures is an important step in writing a lesson plan because teacher summarizes all the above-mentioned features of the lesson and forms the clear structure of individual activities, time set for each task and the stage of the lesson where each activity will appear (Brewster *et al.*, 1992).

6.6 Assessing young learners in CLIL

To begin, it is essential to explain the difference between the terms concerning evaluation, assessment and testing because they do not have the same meaning.

Georgious and Pavlou (2003) explain that various kinds of educational and language programmes can be evaluated. In other words, teachers, parents and other involved people analyse if the programme fulfils its aims.

On the contrary, the assessment is characterized as the gathering of all methods aiming to get information about abilities, knowledge or motivation of pupils. Testing is one of the methods providing such information.

6.6.1 Major reasons for assessment in CLIL

Mehisto *et al.* (2008, p. 121) provide several reasons for assessing pupils. All of them are listed below:

- monitoring present knowledge of pupils
- defining “benchmarks” for the specification of learner’s progress in acquiring content, language and learning strategies
- being aware of pupils’ motivation, interests and opinions
- achieving responsibility for learning
- concentrating of further development of pupil’s learning process

6.6.2 Defining subject and all criteria of assessment

Many teachers are unsure if they should assess first content and then language. Their doubtfulness is well-founded. Nevertheless, content is viewed as the essential component of CLIL and language is dependent on it. Thus, the first step is to assess content (Coyle *et al.*, 2010, p. 114-121).

When assessing content, teachers should have the clear idea of what aspects they are focussing on (details or rather general knowledge) and how they gain certain information.

Assessing language operates with the same objectives as well. CLIL teacher needs to consider appropriate vocabulary knowledge, the level of language skills necessary for comprehension or what language structures pupils are able to form (*ibid.*).

The development of learning strategies is the subject of assessment as well. Georgious and Pavlou (2003) claim that teacher can monitor especially the ability of young learners to work with a dictionary, to organize their learning process, to co-operate with classmates etc.

Besides this, all pupils have to know certain criteria for assessment. The criteria need to be formulated in concrete terms and in connection with young learners, also accompanied by pictures and other valuable teaching aids (Coyle *et al.*, 2010).

6.6.3 Valuable tools for assessment

Georgious and Pavlou (2003, p. 8-12) stress that the friendly, motivating environment plays the key role in assessment.

The following paragraphs are focused especially on tools like portfolio making, structured assessment activities, traditional tests and take-home tasks (ibid).

Portfolio assessment

Bentley (2010) claims that the portfolio assessment (as the collection of pupil's work) is very popular among CLIL programmes in Europe, especially in combination with formative and peer assessment.

Portfolio helps to assess pupils' knowledge in the subject, overall skills and cognitive abilities (ibid).

Georgious and Pavlou (2003) state that it can include various drawings, test results or texts. Thus, this tool is the beneficial assessment method not only for CLIL teachers, but also for parents.

Young learners moreover view it as the motivating and amusing project showing their knowledge and abilities.

Structured assessment activities

Structured assessment activities are characterized as the tasks which concentrate on monitoring knowledge, skills or attitudes acquired during the lesson. Young learners appreciate especially the activities based on doing, like drawing, touching, miming etc. (ibid).

Traditional tests

Georgious and Pavlou (2003) admit that although tests constructed with true or false statements or multiple-choice questions are viewed as the objective method demanding minimal preparation, they are not the most suitable tool for assessment of young learners. They associate tests with something negative and upsetting. Thus, this technique is likely to be accompanied by other methods.

Take-home tasks

Take-home tasks can be exploited in CLIL because they develop appropriate learning strategies. Pupils organize their free time in order to fulfil the task, they think about the best way of its presentation and learn to have responsibility for something (ibid).

6.6.4 Different types of assessment

Bentley (2010, p. 89) names two main types of assessment-summative and formative assessment.

Summative assessment focuses on identifying the specific content, knowledge that pupils acquired. It is usually taken at the end of the course or unit with help of standardised tests.

On the contrary, formative assessment concentrates on formulating feedback which enables pupils to develop their learning. Since this type is informal it can be carried out every CLIL lesson and realized for instance by asking questions, observing or recording learners (ibid).

6.6.5 Peer and self-assessment as forms of formative assessment

Georgious and Pavlou (2003) appreciate peer-assessment because of its positive impact on classroom environment. This type of formative assessment is important in the primary education because it reduces competitive aspect of learning and boosts feelings of classroom unity.

Self-assessment is equally important. It enables pupils to concentrate on their own progress. Poisel (in Bentley, 2010, p. 90) suggests writing so called “You can do” statements aiming to specify all learning results.

Besides this, CLIL teacher can also assess all methodology concepts and materials that he or she exploits in the lessons in order to focus on further development (Georgious and Pavlou, 2003).

PRACTICAL PART

7 Introduction to CLIL collection

As mentioned earlier, CLIL is still developing in the Czech environment. Since there is not adequate amount of materials concerning the exploitation of the approach in the primary education, I decided to design my own collection.

This essential outcome of the diploma thesis consists of nine CLIL lesson (unit) plans and a considerable number of selected and created teaching aids (like posters and worksheets). I entitled it with respect to young learners as “Explore the World with Mr. CLIL”. The designation entirely conveys children’s unflagging eagerness to acquire the unknown pieces of knowledge and their ability to represent the inanimate objects as being humans. It is necessary to stress that the name of the collection is introduced in order to work with it more effectively. Thus, the title of “Explore the World with Mr. CLIL” occurs in the following chapters.

Mr. CLIL is the main character of the collection. “He” plays the key role in the field of the assessment of young learners. The pupils who participate in all tasks in order to acquire the valuable knowledge, get the picture of Mr. CLIL (see Appendix 40) and become the gentleman’s friends.

Another significant element of the collection is the record of two units (My senses, Shapes). It provides me an important feedback on the effectiveness of both units.

Each lesson (unit) plan, taught and verified in the practice, reflects the main CLIL principles and objectives as described in the theoretical part of this work. The head page of the lesson (unit) plan defines content and language aims as well as key vocabulary, structures and the teaching aids necessary for the realization of the lesson (unit) plan.

Since the procedures of each lesson or unit are thoroughly and comprehensively described, the lesson (unit) plans are ready for use in the primary classroom.

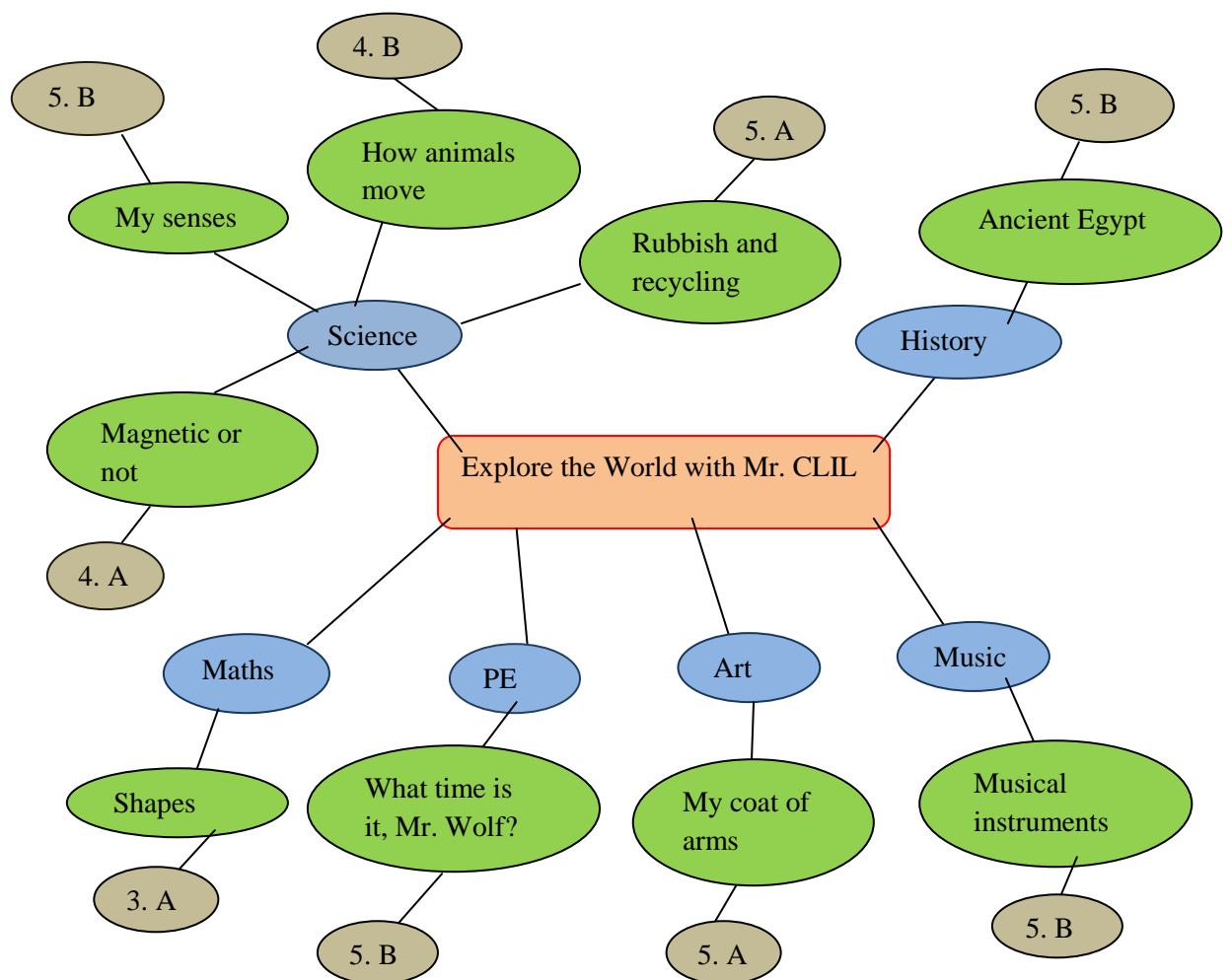
My aim is to gradually widen the collection “Explore the World with Mr. CLIL” by designing further materials and lesson plans which implement the approach in the primary education.

7.1 Overall outline of CLIL lesson (unit) plans

As Figure 1 states, “Explore the World with Mr. CLIL” consists of nine lesson (unit) plans. Each plan applies on different topic, subject and the class that the lesson (unit) participants attend as well.

All outlines of CLIL lessons (units) have the form of a mind map based on Coyle *et al.* (2010, p. 79).

Figure 1: Outline of CLIL lesson (unit) plans



7.1.1 List of the topics exploited in the lesson (unit) plans

The complete list of the topics exploited within the lesson (unit) plans is provided in Table 1.

Table 1: The topics belonging to “Explore the World with Mr. CLIL”

	Topic
1.	My senses
2.	Shapes
3.	How animals move
4.	Musical instruments
5.	My coat of arms
6.	What time is it, Mr. Wolf?
7.	Ancient Egypt
8.	Rubbish and recycling
9.	Magnetic or not

7.1.2 Particular timing of CLIL lessons (units)

“Explore the World with Mr. CLIL” consists of the lesson (unit) plans which were realized in the period lasting either 10 minutes (organized as a language shower), 45 minutes (arranged as a lesson) or 90 minutes (considered as a unit).

Figure 2 presents the number of the lesson (unit) plans prepared for the preceding timing.

Figure 2: Timing of CLIL lessons (units) within “Explore the World with Mr. CLIL”

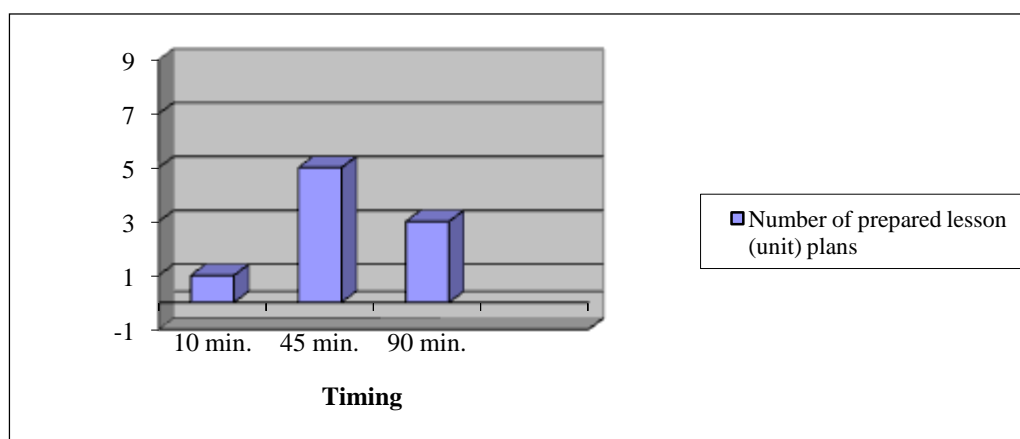


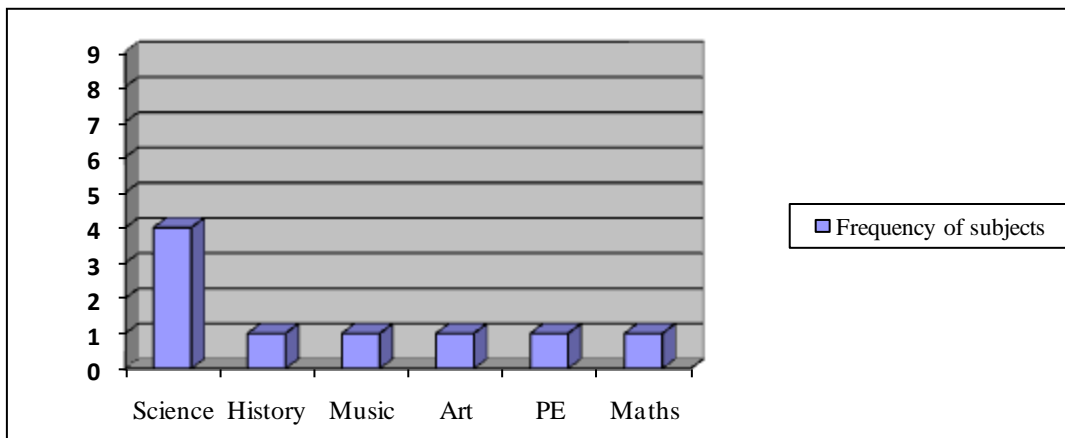
Figure 2 shows that the majority of the collection was realized in the lessons enduring 45 minutes. Obviously, three topics were arranged for 90 minute units and just one language shower occurred.

7.1.3 Frequency of non-language subjects incorporating CLIL

As it has been already mentioned in the theoretical part, CLIL can be implemented in every non-language subject.

Figure 3 shows the frequency of subjects occurring within “Explore the World with Mr. CLIL”.

Figure 3: Frequency of subjects appearing in the collection



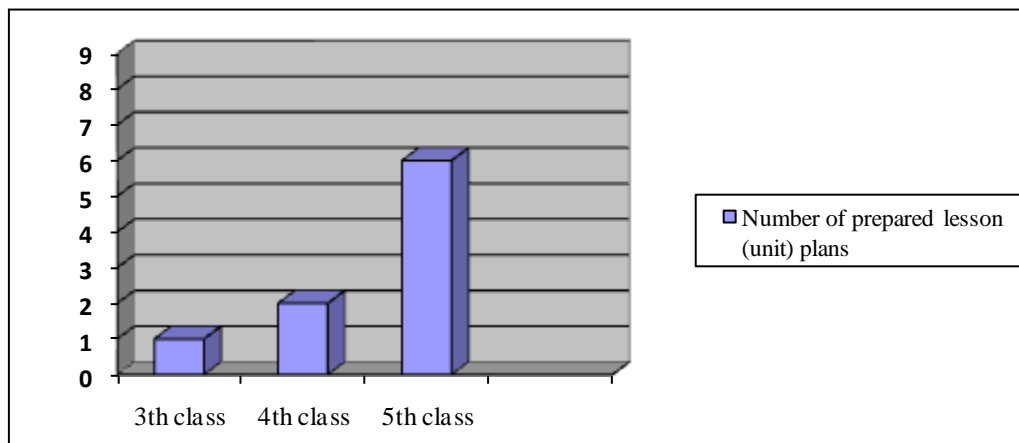
As Figure 3 presents, CLIL lesson (unit) plans were arranged for six different subjects. Among all of them, Science was the most frequent subject exploited in the collection.

7.1.4 Realization of the collection among pupils of various classes

Essentially, “Explore the World with Mr. CLIL” consists of the lesson (unit) plans applied among pupils who belong to the first and the second period of the primary education.

Figure 4 demonstrates the number of the lesson (unit) plans prepared for the individual classes.

Figure 4: Realization of the lesson (unit) plans in the certain classes



Although the collection was created for the pupils of both periods of the primary education, the majority of all plans was prepared for learners attending the parallel 5th classes, as Figure 4 demonstrates.

8 Putting CLIL in the practice

All lesson (unit) plans of “Explore the World with Mr. CLIL” were taught and verified in the basic school 5. května situated in Rožnov pod Radhoštěm during the period from 14th October till 9th November.

Since the collection was formed without any previous experience with CLIL, one of the goals of its realization was to find out whether the activities planned for each lesson (unit) successfully fulfil its stipulated aims.

In view of the fact that the collection is very extensive, I describe in details five chosen CLIL lessons or units.

Each description is divided into seven areas dedicating to a specific methodological element of the lesson (unit). Its structure is provided below:

A. Overall outline of the lesson (unit)

The schema of the particular lesson (unit) clearly presents the name and the purpose of its activities.

B. Dual-focused aims and learning strategies development

The section describes content and language aims of the lesson (unit) and specifies which pupils' learning to learn strategies are evolved.

C. Lesson (unit) procedures

This part characterizes the progress of all activities key for the acquisition of the knowledge.

D. Evaluation of CLIL materials used in the lesson (unit)

Materials exploited in CLIL lesson (unit) are evaluated according to the particular criteria. Especially their overall strategy is specified.

E. Assessment of young learners

I stipulated several assessment criteria as the conditions for getting “Friend of Mr. CLIL picture”.

F. Young learners' evaluation of the lesson

Since the pupils evaluated the lesson (unit) through the “mini” questionnaires, the data concerning the most interesting activities are presented in this section.

G. My evaluation of the lesson (unit)

This part focuses on specification of particular merits and drawbacks of the lesson (unit).

8.1 My senses

“My senses” was the first unit commencing my CLIL practice. Its unit plan was designed for pupils attending the class 5. B (see Appendix 1). Since they have not experienced such education before, the undemanding topic was chosen.

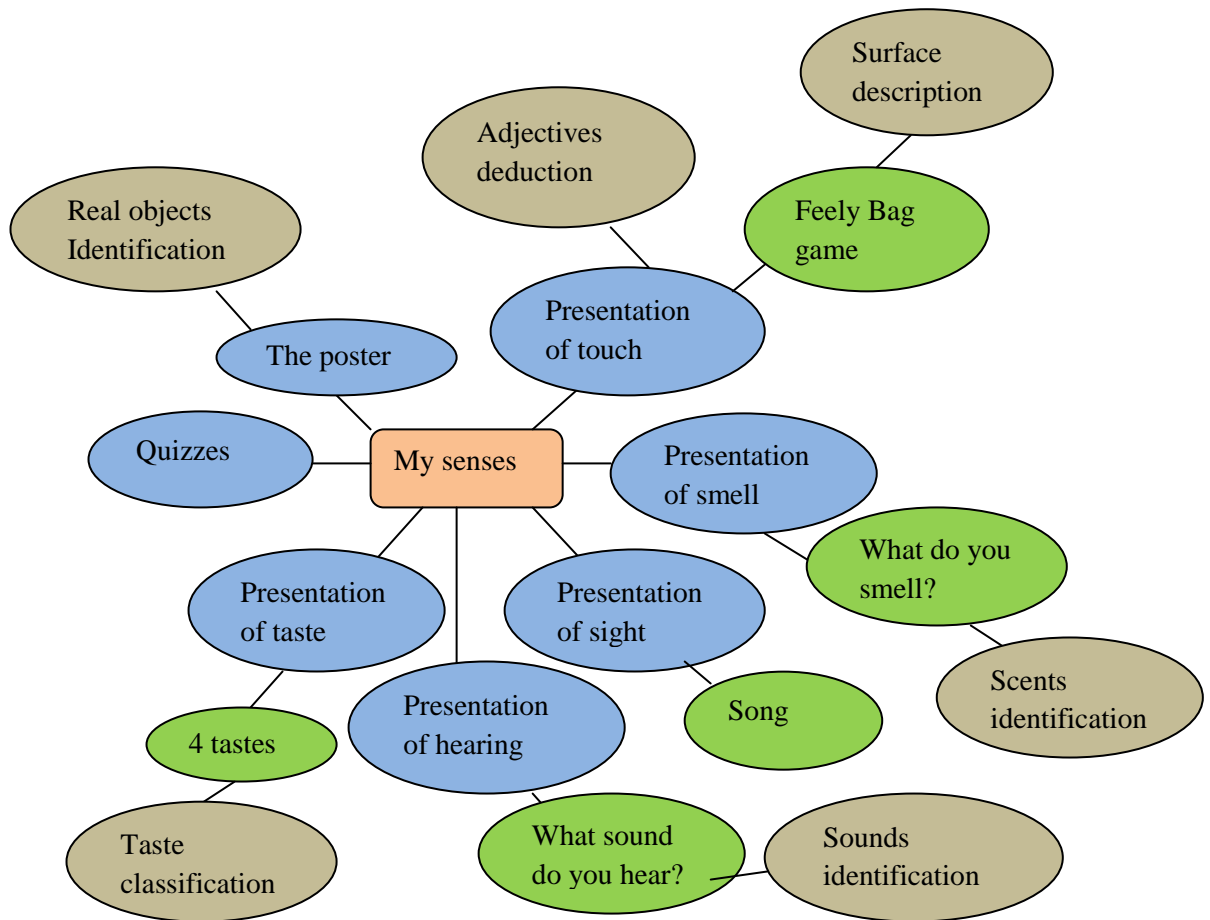
The theme “My senses” revised the knowledge that the learners gained already in the first period of the primary education.

A. Overall outline of the unit

The structure of the unit is clearly described by Figure 5. As the schema presents, the unit was introduced by the poster entitled My senses (see Appendix 10). The main part of the unit was dedicated to the presentation of each sense. The verification of the pupils’ knowledge was carried out at the end of the unit.

Figure 5 uses various colours in order to be comprehensible. Red and blue specify the content of the unit whereas green and brown signify the name and the purpose of each activity.

Figure 5: Outline of the unit My senses



B. Dual-focused aims and learning strategies development

Specifying the content of the unit, the pupils aimed to exploit senses in various situations and additionally to understand the value of the healthy state of their senses.

Regarding the language development, the unit participants learnt how to describe a surface of different objects with help of key adjectives and the structures. Furthermore, the modal verb “can” was revised.

Due to the frequent interaction among the pupils, the development of social learning strategies (such as the co-operation or the empathy) played the key role in the unit as well.

C. Unit procedures description

The unit was introduced by brainstorming. The pupils named in Czech the things closely related to senses.

The sense of touch was the first to revise. The pupils learnt and practised how to describe a surface of different objects through the entertaining game called Feely bag. Motivated by the music, the learners chose an object from the so called feely bag and outlined its surface with help of the scaffolding poster providing the key structure (see Appendix 11).

The sense of smell was presented in an interesting way as well. Children formed the groups and co-operated in order to identify the specific scents with closed eyes. Consequently, they were asked to express their personal preferences in the field of various smells.

The presentation of touch and smell demanded the use of the important structures, whereas the sight was explored through the simple song that examined the pupils' ability to find a word fitting in the rhythm of the song and also to improvise.

At the beginning of the foregoing part of the unit the pupils revised all information about the sense of touch, smell and sight. Due to the main part of the second unit the young learners realized the difficult situation of people with impaired vision and they tried to identify different sounds, which they heard in the classroom (for example knocking on the door, opening the window etc).

The last sense to explore was taste. The pupils classified the cards with food and drink according to the particular tastes (see Appendix 12) and thus they revised the basic facts about this sense.

In addition, the whole content of the unit was supported by narration of the fairy tale about Goldilocks and the three bears. The story outlined how senses are exploited in various situations.

Five senses quiz (see Appendix 13) and a take-home task to make a poster closed the whole CLIL unit. The chosen unit outcome is included in Appendix 14.

D. Evaluation of CLIL materials used in the unit

The overall criteria for evaluation of materials are provided by Cunningsworth (1984). The majority of materials used in the unit functioned as the scaffolding for the pupils to learn and to use the appropriate structures. In other words, the created posters (see Appendix 10, 11) supported the learners to properly describe a surface of different objects and to acquire a wide range of vocabulary.

The illustrated quizzes (see Appendix 12) designed by Calabrese and Rampone (2007, p. 114-115) aimed to verify the knowledge gained during the unit. Thus, they were exploited at the end of the whole unit.

I selected or made all teaching aids with respect to both learners' age and the level of their language skills. Furthermore, the materials were supported by different visuals that made the learning process much more effective.

E. Assessment of the young learners

For the purpose of giving a motivating feedback, I designed a picture entitled "Friend of Mr. CLIL" (see Appendix 40). Mr. CLIL "appreciated" the attempt of the learners to participate in all tasks in order to gain the valuable knowledge.

Since a take-home task to make a poster was set at the end of the unit, the outcome was assessed in the following CLIL lesson. As a result, the pupils who created a pretty poster were given the second "Friend of Mr. CLIL picture".

F. Pupils' evaluation of the unit

For evaluating the effectiveness of the unit, I distributed the "mini" questionnaires among the pupils in order to get their feedback.

Basically, they were asked to think about the benefits of the unit and to specify the most enjoyable activities.

As the results of the "mini" questionnaires show, the learners appreciated especially the wide range of English vocabulary explored within the unit.

Concerning the most interesting and entertaining activity, the majority of all learners was fascinated by the identification of the specific scents organized as the group work.

Besides the "mini" questionnaires, I displayed the poster of "a big foot" (see Appendix 15) in the class. It gave the young learners an additional opportunity to express their attitude towards CLIL unit more freely. Apart from other statements, a certain pupil appreciated the enhancement of his knowledge.

G. My evaluation of the unit

First of all, the aims of the unit were entirely fulfilled. Although the pupils have not experienced the education through the foreign language before, they actively participated in the tasks and all of them became the friends of Mr. CLIL.

The interaction within the class was supported by both the scaffolding posters motivating the learners to produce the structures in English and code-switching making the communication fluent.

In summary, the pupils were surrounded by the genuine and safe environment where they acquired the particular knowledge.

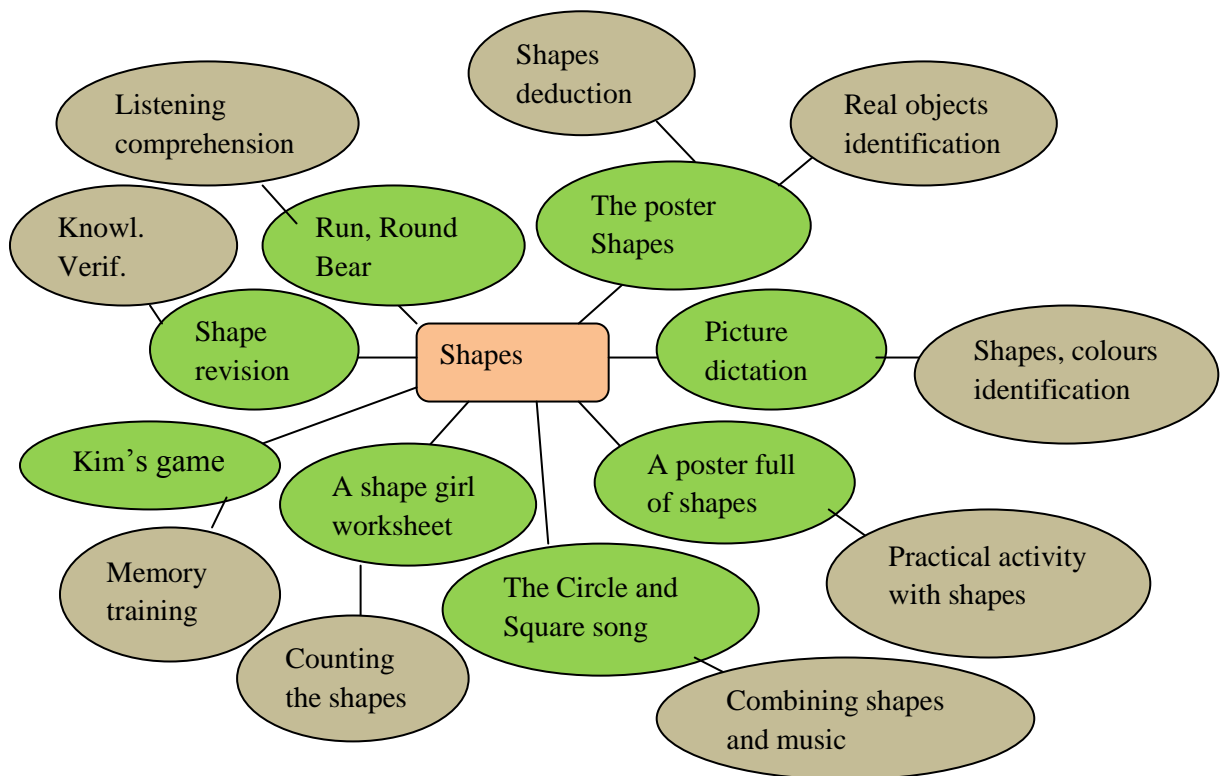
8.2 Shapes

“Shapes” is the only unit plan (see Appendix 2) designed for the learners attending the third class. Since they began to learn English just this year, it was essential to choose a motivating topic. A broad spectrum of activities exploiting especially the cross-curricular links was thus prepared.

A. Overall outline of the unit

Figure 6 presents the simple schema describing all activities used in the unit together with their purpose.

Figure 6: Outline of the unit Shapes



B. Dual-focused aims and learning strategies development

First of all, the basic knowledge of the pupils about the names of the shapes was the vital condition for further work with the topic.

The unit aimed to revise the shapes and essentially to realize their connection with the real objects (a rectangle as a shape of the board etc). The content of the unit was supported by the practical activity concerning a poster making. Its benefits and all characteristics are described in the foregoing sections.

As regards the language, the goal of the unit was to practise all subject matter taught during the first month of the language course. Hence, the activities concentrating on counting, forming simple sentences or identifying the colours had the key position in the language objectives.

Since the topic went hand in hand with the use of the cross-curricular links (a poster making in this case), the pupils learnt to take responsibility for the practical activity and to help the classmates when it was necessary.

C. Unit procedures description

Since preparing the unit for the 9 years old pupils, the motivation needed to be considered properly. A simple story entitled as Run, Round Bear undoubtedly proved to be the right choice. The entertaining pop-up picture book successfully introduced the topic of the unit and it also enticed the learners into reading simple English books.

The motivation culminated in the brainstorming prepared in order to review all shapes that the pupils know.

The poster (see Appendix 16) presenting the target shapes was displayed in the class. Thus, their English equivalents were deduced.

The process of teaching and learning was supported by the picture dictation aiming to practise the target topic, to revise the basic colours and to introduce the brightly coloured worksheet key for the foregoing task as well.

The picture dictation systematically switched to the practical activity concerning a poster making. To be specific, the pupils were supposed to cut all the shapes occurring in the worksheet (see Appendix 17) and to stick them on the prepared paper. They created a three-dimensional poster (included in Appendix 18).

Since the work demanded a lot of energy, the content of the second unit was just relaxing. In other words, children learnt the lyrics and the rhythm of a song concerning the topic and then

they dealt with another worksheet (see Appendix 19) aiming to practise both counting to 30 in English and recognizing the shapes. Additionally, they acquired the question “How many triangles do you see?”

By the end of the unit the pupils played the popular Kim’s game training their memory and their own posters were exploited to verify the gained knowledge (with help of the instructions like Point to the yellow star. What colour is the square? etc).

D. Evaluation of CLIL materials used in the unit

In fact, the majority of the materials was designed in order to primarily develop the productive skills. The pop-up picture book Run, Round Bear aimed along with other purposes to evolve listening comprehension and to enrich learners’ vocabulary in an entertaining way.

Due to the worksheet (see Appendix 17) used to create a poster, the cross-curricular links were exploited. This valuable CLIL material joined Mathematics with the practical activity demanding the exquisite manipulation with the cut out shapes. The bright coloured outcome (see Appendix 18) was also the teaching aid for giving the simple commands like “Point to the yellow star”.

Another worksheet with a girl formed of different shapes (see Appendix 19) was designed to acquire the question “How many triangles do you see?”. To be compared with the preceding one, it required the interactive communication. The pupils were supposed to count the particular shapes, write a number and then to follow the question to check their answers.

E. Assessment of the young learners

Along with the unit My senses, the attempt of the young learners to gain the knowledge and to participate in all tasks was appreciated by “Friend of Mr. CLIL picture”.

Although I used the poster made by the pupils to assess the knowledge concerning the names of the shapes, monitoring of the learners’ work played the key role in the field of assessment as well. The level of their ability to identify the shapes, the colours and the numbers was examined.

Additionally, a good-looking poster was also one of the conditions for getting the picture.

F. Young learners’ evaluation of the unit

The unit was evaluated with help of the “mini” questionnaires as it similarly happened in the unit My senses. On the other hand, it is essential to stress that the method used for getting

feedback of the unit differed in the formulated questions. Hence, the participants of the unit Shapes were supposed just to circle the answers grasping their opinion.

According to the “mini” questionnaires, the topic fascinated all pupils. Concerning the most entertaining activity, Figure 7 clearly presents the results of the individual answers.

Figure 7: Number of the pupils who liked the individual activities

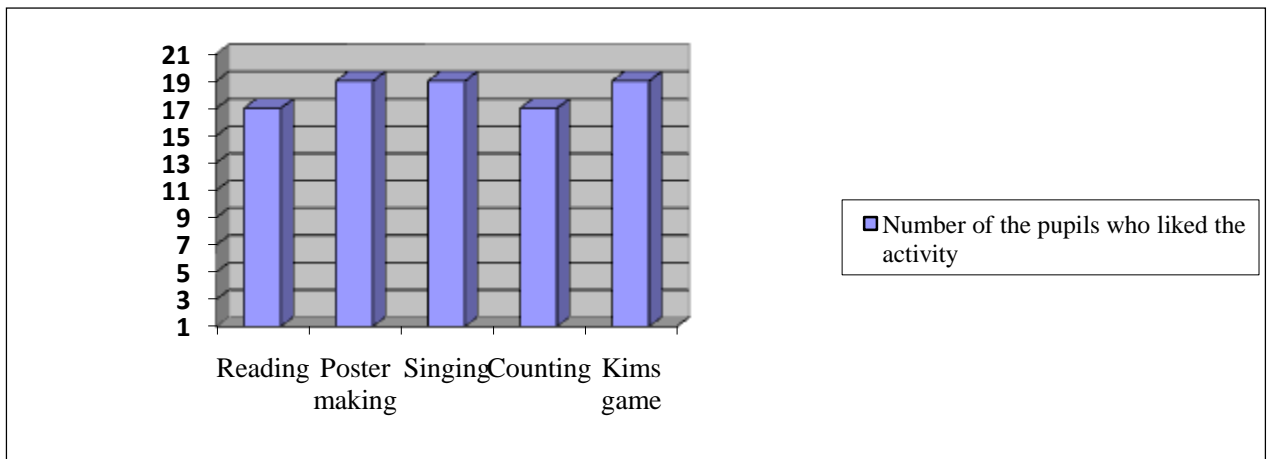


Figure 7 states that although the number of the learners who liked the particular activities was almost balanced, a poster making together with singing a song and playing Kim’s game were the most interesting activities prepared for the pupils.

G. My evaluation of the unit

I found teaching the young learners attending the class 3. A very difficult because of a considerable number of the pupils forming the class. Moreover, there is also a hyperactive boy whose behaviour constantly disturbs other classmates. Thus, when preparing a lesson plan, it was necessary to think about all possible methods how to guide his reactions.

Due to the various activities children paid attention and actively participated in the tasks. Concerning the aims of the unit, the learners were able to identify the majority of all names of the shapes. Furthermore, their confidence in fulfilling the simple commands was gradually increasing with the practice.

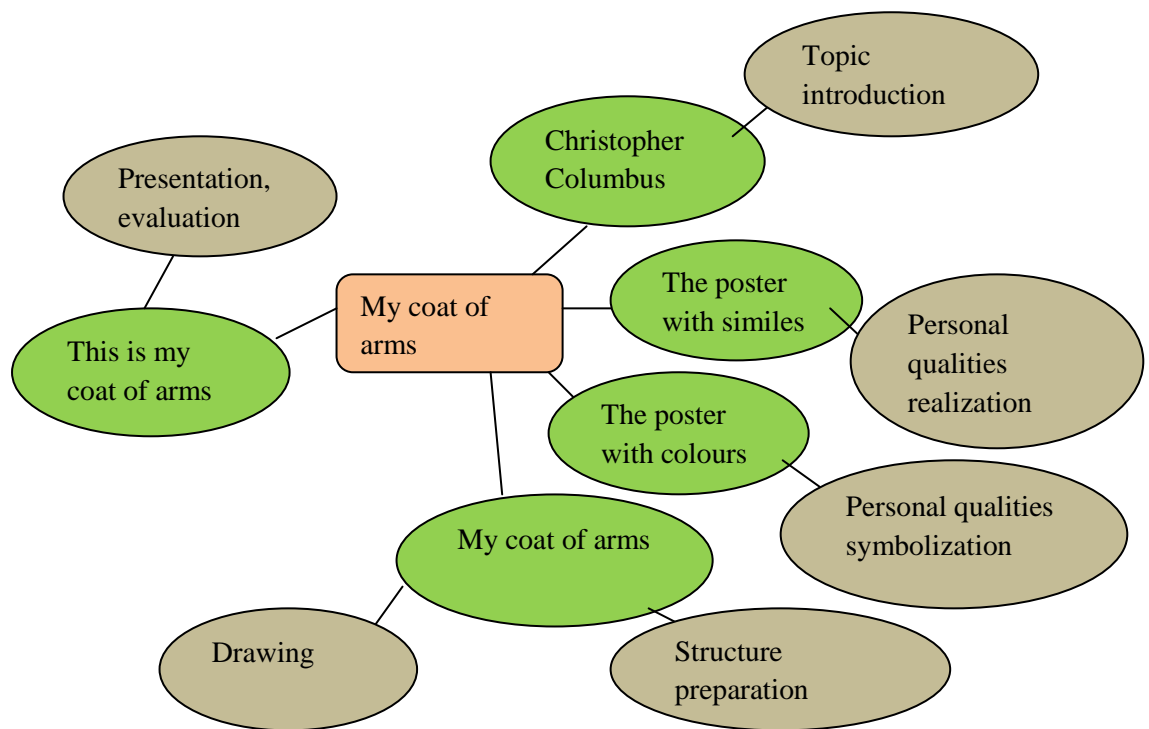
8.3 My coat of arms

“My coat of arms” is the only lesson plan (see Appendix 5) designed for Art. The topic is demanding because the learners evaluate their personal qualities. Thus, it was arranged for the 12 years old learners who are still able to carry out the serious introspection.

A. Overall outline of the lesson

Figure 8 provides the schema describing the structure of the lesson divided into four activities.

Figure 8: Outline of the lesson My coat of arms



B. Dual-focused aims and learning strategies development

The development of the pupils’ ability to seriously think about their personal qualities was the main objective of the lesson. Due to making a coat of arms exploring the well-known similes connected with the certain animals, the above listed aims could be fulfilled.

In addition, to formulate at least three sentences bringing the information about the personal qualities and the favourite hobbies was one of the goals of the topic as well. Thus,

learning, practising and using the structures necessary for this purpose formed the essential component of the language goals.

Due to the challenging topic, higher-order thinking processes were evolved. In other words, the pupils learnt to evaluate their assets and drawbacks in an entertaining and motivating way.

They were moreover asked to express their opinion about the work of other classmates as the peer-assessment.

C. Lesson procedures description

Since the pupils were supposed to draw their own coat of arms, the stage opening the lesson was dedicated to the explanation of its general purpose. The famous seafarer Christopher Columbus was introduced. I displayed his coat of arms (see Appendix 20) in the class and explained all pictures characterizing it.

In fact, due to a lion (the symbol of bravery) presenting one field of the seafarer's coat of arms, the similes describing the typical qualities associated with the certain animals were explored (see Appendix 22). The pupils acquired a lot of useful adjectives and the names of the animals and they also learnt the English equivalents for the well-know similes.

The symbolization of the colours was demonstrated as well. The pupils learnt that each colour presents a particular personal attribute (see Appendix 23).

After the detailed explanation of the subject matter, the task for the following 40 minutes was obvious. The learners were asked to draw their coat of arms representing the animal and the colour well conveying their personal qualities and additionally two favourite activities describing the preferred hobbies.

After finishing the work, "the artists" gathered to show their own coat of arms (see Appendix 21). When introducing the work, they used simple structures acquired already in the language courses. They were supposed to present the simile and the colour connected with their personal qualities and to tell at least three sentences describing leisure time activities.

Code-switching was generally exploited in order to get the opportunity to assess the work of the classmates. Using the mother tongue, the pupils expressed their opinion towards the individual coats of arms and stated the main reasons for the particular attitude.

D. Evaluation of CLIL materials used in the lesson

Since the majority of the lesson was dedicated to drawing the coat of arms, the posters presenting the coat of arms of Christopher Columbus, the similes and the colours (see Appendices 20, 22, 23) form all materials used within the lesson.

The designed teaching aids functioned as the support for all pupils to be able to evaluate their certain assets and drawbacks. Due to the well-known similes, the learners were motivated to carry out the introspection.

E. Assessment of the young learners

I formulated several criteria in order to assess “the artists”. To begin, all pupils should be able to complete the work within the stipulated time. Besides this, they were supposed to exploit the structures learnt during the language courses to introduce their own coat of arms and to present the key information about it. I stress that the demanding structures were not expected. On the contrary, the simple, fluent presentation was primarily appreciated.

“Friend of Mr. CLIL picture” was given to the artists who fulfilled the above-mentioned criteria.

F. Young learners’ evaluation of the lesson

“My coat of arms” was one of the lessons evaluated by the pupils just orally. All pupils appreciated the innovative and original integration of English and Art. On the other hand, they admitted that such education was demanding for them.

Concerning the evaluation of the individual activities, most of the learners enjoyed drawing their coat of arms because they were entirely involved in the work.

G. My evaluation of the lesson

First of all, the aims of the lesson were fulfilled. Except for two pupils working too slowly, the rest of the artists completed the task within the stipulated time and they also drew the attractive coat of arms.

The artists who were not able to introduce their work learnt the key structures from the presentations done by the classmates.

Although the topic was demanding, the pupils had the opportunity to concentrate on themselves.

Considering the certain drawbacks of the lesson, the incorporation of CLIL in Art should be arranged at least two units with respects to the pupils working at a slow pace.

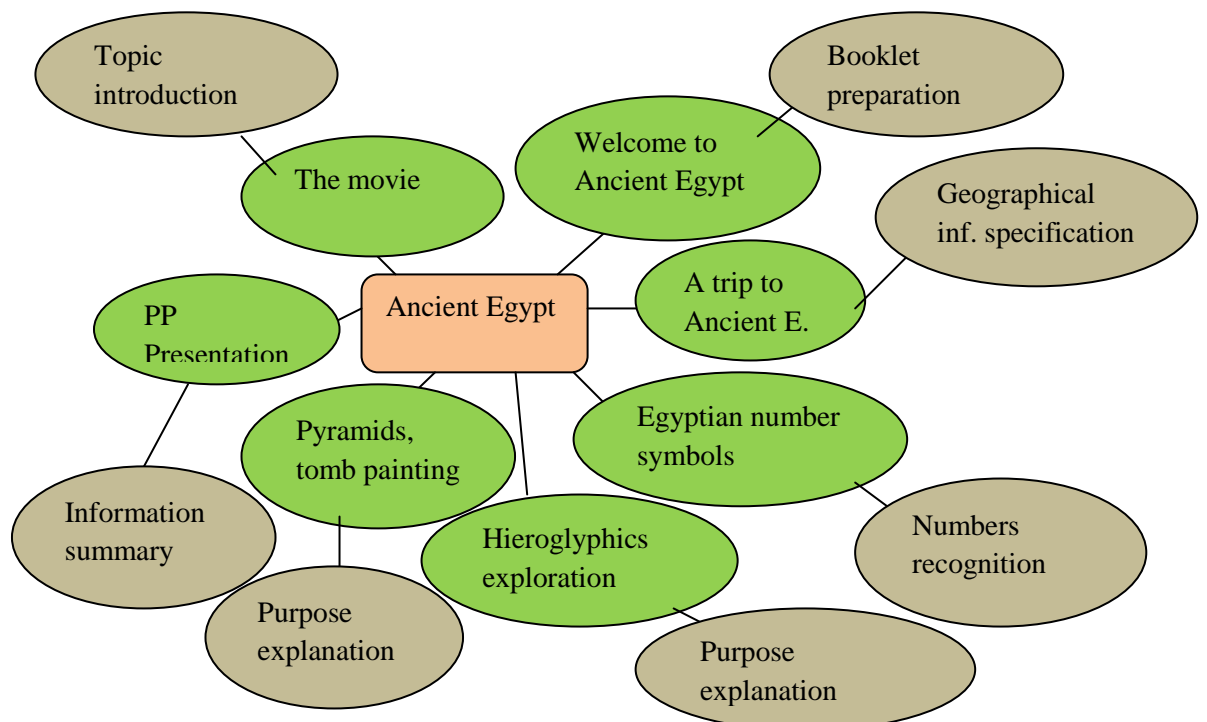
8.4 Ancient Egypt

“Ancient Egypt” is one of the unit plans (see Appendix 7) prepared for the pupils attending the class 5. B. Since the topic concentrated on the various areas to analyse, it was realized within two units.

A. Overall outline of the lesson

The pupils explored the main information concerning ancient Egypt through different motivating activities as it is showed by Figure 9.

Figure 9: Outline of the unit Ancient Egypt



According to Figure 9, the Egyptian Hieroglyphics together with the pyramids or the number symbols were introduced.

B. Dual-focused aims and learning strategies development

All activities done within the unit aimed to form a booklet providing the key information about ancient Egypt. Hence, both content and language objectives were closely related to the preceding goal.

During a booklet making, the pupils acquired the basic knowledge referring to the geographical features of ancient Egypt, the special symbols used in writing the numerals, the Hieroglyphics and the pyramids built for the certain purposes.

Specifying the language aims, the emphasis was put on the development of the pupils' ability to classify and summarize the principal information especially in the mother tongue. On the other hand, the learners also enriched their vocabulary by the easy to remember English words.

Since receiving the data from various sources, the pupils learnt to select just the essential facts.

C. Unit procedures description

Due to the pupils' minimal knowledge about ancient Egypt, the animated movie chosen from the educational series entitled as "One upon a Time...Man", opened the unit.

The film conveyed the basic information concerning the topic and it served as a valuable motivational tool. All facts described by it were consequently specified during the following activities.

To begin, I gave each pupil the set of the worksheets together with the blank exercise book fundamental for making a booklet.

The first worksheet to work with was the black and white picture of Tutankhamun constituting the head page of a booklet. The pupils stuck it in the beginning page of the exercise book and thus, they introduced the booklet called "Welcome to ancient Egypt" (see Appendix 25).

The next activity brought just the elementary geographical facts about the topic. The pupils wrote the correct answers about the land and the climate specific for the country. The second page of the outcome was designed (see Appendix 26).

The foregoing worksheet provided the detailed characterization of the special Egyptian symbols representing the numerals. Along with the explanation of the general rules applied for their writing, the pupils practised both to recognize and to form the numbers presented in the worksheet which is included in Appendix 27.

Regarding the Egyptian significant script, the Hieroglyphics, the learners focused on reading and writing the words according to the table clarifying the meaning of each picture symbol.

Another section of the booklet was dedicated to the pyramids that rendered Egypt so famous. The pupils realized the purpose of building these monuments.

The tomb paintings depicting the important events in the life of the ancient Egyptians were explored as well.

Since all worksheets were stuck in the exercise book, the take-home tasks leading to complete the booklet were assigned.

The following PowerPoint Presentation enriched the unit too. The individual pictures enabled the pupils to see the contemporary form of the most imposing Egyptian monuments and the valuable objects stored inside the pyramids.

By the end of “the trip to ancient Egypt” its participants summarized all relevant facts concerning the country.

D. Evaluation of CLIL materials used in the unit

I offered a considerable number of the materials and the untraditional teaching aids supporting the content.

All worksheets forming the pages of the booklet were designed by Calabrese and Rampone (2007, p. 182-187). The materials particularly aimed to evolve higher-order thinking processes including problem-solving or classifying the information.

The movie chosen from the series called “Once upon a Time...Man” motivated the pupils to acquire the subject matter in an attractive way. The film in the form of a didactic story used simple Czech structures transferring its content.

PowerPoint Presentation as the equally important material provided the visual aids specifying the topic. I aimed to make the unit much more authentic. Due to various pictures of the Egyptian pharaohs and their masterpieces, the knowledge acquired in the unit increased.

E. Assessment of the young learners

The theme of ancient Egypt initiated the analysis of the most interesting issues. The learners dealt with the information describing the purpose of building the pyramids, the significance of the Hieroglyphics or the geographical demarcation of the country.

“Friend of Mr. CLIL picture” was given to the pupils who primarily co-operated in summarizing the facts characteristic for ancient Egypt.

Since the time stipulated for the unit was limited, several take-home tasks were assigned. Motivated to complete the booklets, the young learners were supposed to colour in its head page, to draw their “tomb painting” and to solve the rest numbers represented by the Egyptian symbols. The unit participants who fulfilled all activities listed above got the second “Friend of Mr. CLIL picture”.

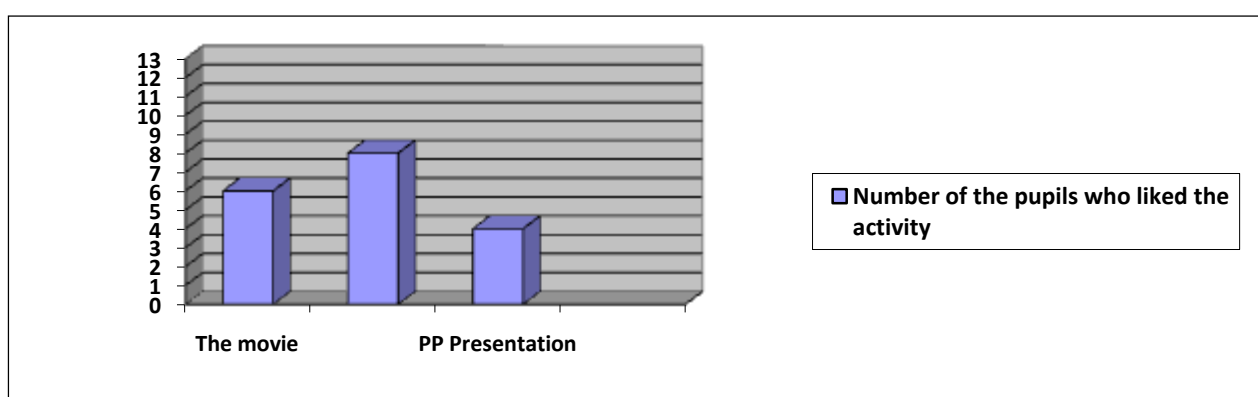
F. Young learners’ evaluation of the unit

The learners were asked to give a relevant feedback concerning the unit through the “mini” questionnaires. They evaluated both the value of the particular activities and the general effectiveness of the unit.

Above all the mentioned positive features, the education through English was mostly appreciated. The pupils understood the essence of such provision principally from the view of amplifying the knowledge and practising the target language.

Evaluating the appeal of the activities exploited within the unit, Figure 10 provides the clear schema.

Figure 10: Number of the pupils interested in the activity



As Figure 10 states, the majority of all learners was engaged in the exploration of the Egyptian Hieroglyphics and nearly half of them also enjoyed watching the movie.

G. My evaluation of the unit

“Ancient Egypt” was another topic prepared for the pupils attending the class 5. B, who proved to be the good CLIL participants. Most of them realized the effects of the approach and they were actively involved in the learning process.

Despite the learners’ minimal knowledge about the topic, they gradually became well versed in the facts concerning ancient Egypt.

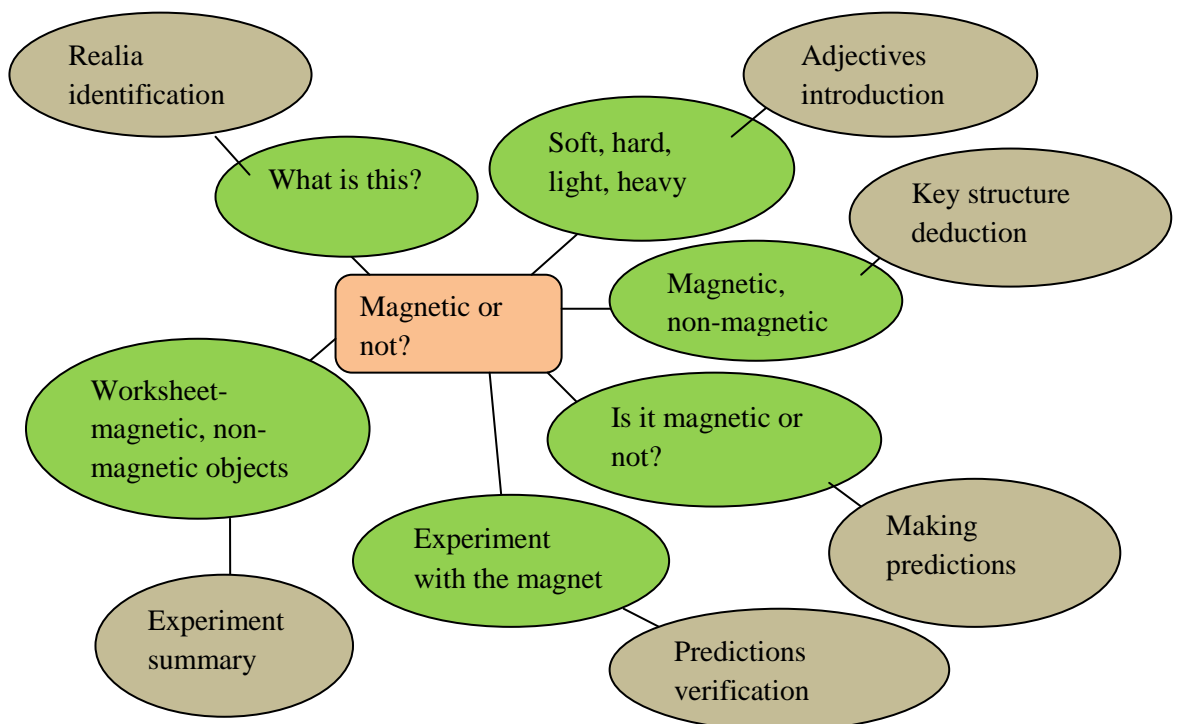
8.5 Magnetic or not?

“Magnetic or not?”, the final lesson plan of the collection, was prepared for the pupils attending the fourth class. The significant topic indicates that CLIL is implemented in Science.

A. Overall outline of the lesson

Figure 11 demonstrates the structure of the lesson divided into several stages.

Figure 11: Outline of the lesson Magnetic or not?



B. Dual-focused aims and learning strategies development

The goal of the topic was to give reasons why do the certain objects stick to the magnet. Through the own investigation, the learners tried to define which realia are magnetic and non-magnetic.

As regards the language, the pupils were guided to acquire the structure necessary for both making predictions and describing the results of their experiment.

The understanding how the noun in the singular influences the form of the verb constituted the important language component as well. Since various objects were introduced, the pupils could learn a considerable number of the useful words.

The lesson aimed to evolve the specific learning strategies. The learners analysed the material which the realia were made of and consequently they predicted their magnetic properties. Due to the practical test, the learners could compare its results with the previous assumptions.

C. Lesson procedures description

I introduced the lesson by a motivating activity. The realia important for the following experiment were displayed and the learners matched each object with the particular card. They acquired the key vocabulary and also practised the structure “This is a stone”.

The main part of the lesson introduced the magnet and due to the simple test, the fundamental adjectives (magnetic, non-magnetic) were deduced.

The pupils got the worksheet with a table divided into 2 sections (see Appendix 30) and the task to guess which objects attract the magnet was assigned. All assumptions were recorded in the first column of the table and consequently presented by the learners.

The rest of the experiment was dedicated to the verification of the pupils’ predictions. They were encouraged to demonstrate the test and to inform the classmates about its results with the help of principal structure. The magnetic properties of all objects were investigated.

On the whole, the learners summarized the data in the second worksheet (see Appendix 31) whose description is provided in the foregoing paragraphs.

D. Evaluation of CLIL materials used in the lesson

The set of the worksheets exploited in the lesson was created by Bentley (2009, p. 30-31). The CLIL materials were designed for recording all data investigated through the test.

The firstly introduced worksheet (see Appendix 30) provided the list of the things becoming the subjects of “the mini research” carried out by the pupils. The teaching aid aimed to develop the learners’ ability to work with the information and to classify it according to the clear criteria. The material additionally encouraged “the young researchers” to use simple structure in order to make predictions before doing the experiment.

The next worksheet (see Appendix 31), compared with the previous one, exploited two types of the tasks. The pupils were supposed to fill the gaps in the sentences by both using the particular words and the pictures. Due to the material they revised the structures and the vocabulary presented within the lesson. Furthermore, it was a valuable tool for assessing the knowledge acquired by the learners.

E. Assessment of the young learners

Since I prepared various activities, the pupils had the opportunity to work actively during the whole lesson.

Several stipulated assessment criteria formed the conditions to “become a friend of Mr. CLIL”.

Concerning the activity opening the lesson, the pupils should designate at least half of all realia exploited in the further test with the magnet. The ability to appropriately define whether an object is magnetic (non-magnetic) was the next benchmark for the assessment.

Due to their own investigation, the pupils were supposed to supply the correct words or the drawings to the worksheet in order to be rewarded by the picture.

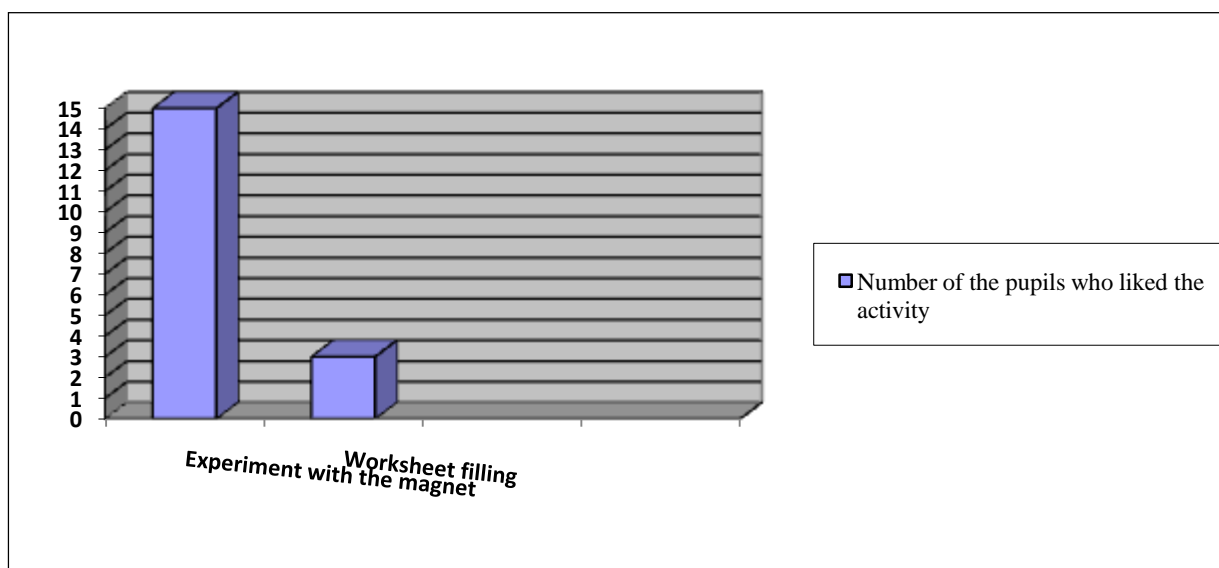
F. Young learners’ evaluation of the lesson

The pupils evaluated the lesson through the “mini” questionnaires. They specified its positive features and listed the most interesting activities.

The acquisition of the pieces of knowledge that they were not familiar with before and the entertaining nature of the lesson, were two mainly appreciated aspects.

Concerning the second question, Figure 12 presents its results.

Figure 12: Number of the pupils who enjoyed the activity



As Figure 12 proves, all learners found the experiment with the magnet the most exciting activity done in the lesson.

G. My evaluation of the lesson

The topic had one great merit. It boosted the lesson by the “mini” investigation that the learners really enjoyed. Due to this practical test, the pupils learnt the simple way how to record its results in the table. Additionally, they made predictions in order to evolve higher-order thinking processes.

The experiment with the magnet applied both the deductive and the inductive methods. When presenting the principal structures, the deductive way was exploited. The learners learnt the key sentences that they used according to the results of the research (The pencil sticks/doesn't stick to the magnet).

On the contrary, the inductive method was adopted when the learners carried out the investigation to explain the magnetic properties of the certain objects in Czech.

9 Pupils' evaluation of CLIL

9.1 Analysis of the “mini” questionnaires

The pupils were asked to formulate their opinion about the lessons (units) incorporating CLIL. For this purpose 95 “mini” questionnaires were distributed among the lesson (unit) participants.

Each “mini” questionnaire served as a tool for the evaluation of the effectiveness of CLIL lesson (unit) plans taught and verified in the practise. It additionally aimed to find out the pupils' attitude towards the approach.

Due to different abilities of the young learners to express themselves in Czech, I made two versions of the “mini” questionnaires both written in the mother tongue.

The simple one (see Appendix 37) was handed out just among the participants of the unit “Shapes” (the pupils attending the third class). It exploited the multiple choice questions.

On the other hand, the older learners received the version which gave them an opportunity to phrase also the open answers (see Appendix 38).

Since I have already presented the results concerning the most interesting activities, the foregoing paragraphs are focused especially on the learners' evaluation of CLIL.

9.1.1 Did you like the lesson (unit) implementing CLIL?

The pupils were asked to circle the particular answer according to their preferences. The data obtained by the question are described in Figure 13.

Figure 13: Did you like the lesson (unit) implementing CLIL?

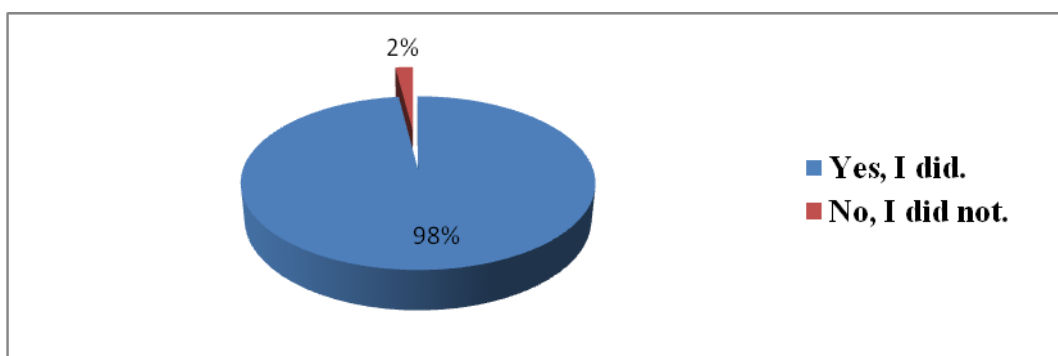


Figure 13 proves that nearly all pupils out of 95 enjoyed the lessons (units) exploiting CLIL. Just two respondents did not find CLIL lesson (unit) interesting.

9.1.2 Why did you like the lesson (unit) based on CLIL?

The item gave the pupils an opportunity to give reasons for their positive or negative evaluation of the lesson (unit) and CLIL.

The learners assumed responsibility for writing just the relevant answers. 93 pupils out of 95 presented the merits of CLIL lessons (units) and only two did not provide any argument.

The most frequent positive features of the lessons (units) are listed in Table 2.

Table 2: The major merits of lessons (units) incorporating CLIL

The answers of the pupils	
1.	I acquired the subject matter and the vocabulary that I was not familiar with before
2.	The integration with English is great because I like this foreign language
3.	The lesson (unit) was entertaining

According to Table 2, most of the learners appreciated both the development of the knowledge that they have not acquired yet and the enrichment of their vocabulary as well.

A fair number of the respondents also found the integration of the content with English exciting because of their interest in this foreign language.

Furthermore, several participants named the entertaining aspect of the education.

9.1.3 Would you appreciate further education based on CLIL?

The question aimed to find out the pupils' attitude towards further CLIL provision. The foregoing figure clearly presents the predominance of the favourable answers.

Figure 14: Would you appreciate further education based on CLIL?

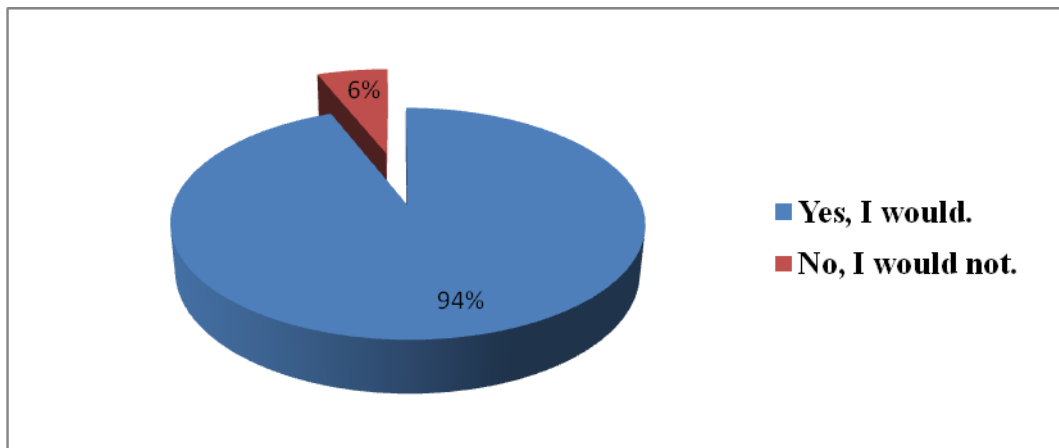


Figure 14 states that except for six respondents who would not like to be taught through CLIL, the majority of all 95 lesson (unit) participants positively reacted on the implementation of the approach to the education.

9.2 Summary of the evaluated data

The goal of the third section of the practical part was to analyse the pupils' attitude towards CLIL.

As it is obvious from the previous schemas, most of the learners realized some of the main advantages of the approach.

More than half of the pupils enjoyed the lessons (units) incorporating CLIL and found the approach the exciting and entertaining method of teaching and learning.

CONCLUSION

The diploma thesis sank in the essence of CLIL, an approach introducing the innovative elements into the traditional concept of teaching and learning.

The theoretical part analysed both overall strategy concerning CLIL and its position within the European countries, including the Czech Republic. Additionally, it studied all components fundamental for incorporation of the method in the primary education.

Due to the detailed examination of the constituents forming the core methodology of CLIL, the collection of nine lesson (unit) plans and the teaching aids was worked out. Its verification in the practice enabled me to answer the questions formulated in the introduction of the diploma thesis.

First of all, my doubts about the implementation of CLIL among young learners were rebutted. In other words, their lower foreign language abilities do not form an obstacle in the exploitation of the method in the primary education. If a teacher recasts pupils' answers and thoughtfully uses code-switching, the learners do not view a foreign language as an obstacle in acquisition of content of the lesson.

Preparation of the lesson (unit) plans made me specify which non-language subjects are appropriate for CLIL education. Obviously, Science providing a great number of motivating topics proved to form the best circumstances for the incorporation of the approach.

The subjects requiring certain level of creativity (such as Art, Physical Education or Music) go hand in hand with CLIL as well. Nevertheless, a teacher has to properly choose an attractive and challenging content.

Since I desired to exploit CLIL across various subjects of the primary curriculum, History was also implemented in the collection of the lesson (unit) plans. As I found out, the quantity of the topics suitable for the method was significantly limited. I modified a theme designed for lower secondary students.

The analysis of the outcomes of the "mini" questionnaires, formed for the pupils, enabled me to outline the different types of activities contributing to the successful realization of CLIL.

The research revealed that young learners appreciated especially the activities which offered the exploration of the interesting facts, for example recognizing the words written in the Hieroglyphics or identifying the magnetic properties of the objects. In this connection, I recommend to incorporate principally the activities based on the pupils' investigation like the practical experiments carried out as the group work.

Preparation of the lesson (unit) plans made me understand the essential difficulty of CLIL. What I view as the most significant drawback of the approach is the lack of materials available for primary teachers. Hence, production of one's own teaching aids is necessary. I entirely approve to make various colourful posters because they generally make teaching and learning more attractive.

Although forming the materials took much time, they enriched my CLIL practise and the diploma thesis as well.

The pupils were also motivated by "Friend of Mr. CLIL picture". They participated in the tasks in order to get the picture. This element made my collection unique.

Concerning the message of CLIL, in my opinion, it is well-founded. The increasing demand for being proficient in at least two languages just shows us the potential of the method. In view of the fact that I understood the value of CLIL, I am willing to exploit it in my future career.

My aim is to gradually widen the collection "Explore the World with Mr. CLIL" by designing further materials and lesson plans which implement the approach in the primary education.

BIBLIOGRAPHY

- BALADOVÁ, G. et al. *Cizí jazyky napříč předměty 1. stupně ZŠ*. Praha: Výzkumný ústav pedagogický v Praze, 2007. ISBN 978-80-87000-47-2.
- BALADOVÁ, G. et al. *Jazyková propedeutika pro učitele 1. stupně ZŠ*. Praha: Výzkumný ústav pedagogický v Praze, rok vydání neuveden. ISBN 978-80-87000-48-9.
- BENTLEY, K. *The TKT Course CLIL Module*. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-15733-9.
- BENTLEY, K. *Primary Curriculum Box. CLIL lessons and activities for younger learners*. Cambridge: Cambridge University Press, 2009. ISBN 978-0-521-72961-1.
- BREWSTER, J. et al. *The Primary English Teacher's Guide*. England: The Penguin Group, 1992. ISBN 0-14-081359-4.
- CALABRESE, I., RAMPONE, S. *Cross-Curricular Resources for Young Learners*. Oxford: Oxford University Press, 2007. ISBN 978-0-194-42588-9.
- CAMERON, L. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press, 2001. ISBN 0-521-77434-9.
- COYLE, D. et al. *CLIL. Content and Language Integrated Learning*. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-13021-9.
- CUNNINGSWORTH, A. *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann International, 1984. ISBN 0435280066.
- CURTAIN, H. et al. *Languages and children. Making the match: Foreign language instruction for an early start grades K-8*. New York: Longman Publishing Group, 1994. ISBN 0-8013-1140-3
- DALTON-PUFFER, CH. *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam; Philadelphia: John Benjamins Publishing Company, 2007. ISBN 978-90-272-1981-7.

GEORGIU, S., PAVLOU, P. *Assessing Young Learners*. Oxford: Oxford University Press, 2003. ISBN 0-19-437281-2.

EURYDICE. *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: The Eurydice European Unit, 2006. ISBN 92-79-00580-4.

MEHISTO, P. et al. *Uncovering CLIL. Content and Language Integrated Learning in bilingual and multilingual education*. Oxford: Macmillan Publishers Limited, 2008. ISBN 978-0-230-02719-0.

NOVOTNÁ, J. *Učitel metody CLIL*. (in Sborník z konference Integrovaná výuka cizího jazyka a odborného předmětu-CLIL). Praha: Výzkumný ústav pedagogický v Praze, 2011. ISBN 978-80-87000-85-4.

ŠVECOVÁ, H. *Cross-curricular Activities*. Oxford: Oxford University Press, 2003. ISBN 978-0-19-442188-1.

INTERNET SOURCES

A Shape Exhibition. One Stop English. [online]. [cit. 2011-10-11]

Dostupné na WWW: <<http://www.onestopenglish.com/clil/young-learners/arts-and-crafts/pdf-content/a-shape-exhibition-lesson-plan/500165.article>>.

BENEŠOVÁ, V. *Metoda CLIL: Krátký pohled do historie, využití metody CLIL v Evropě, přínosy a úskalí používání metody CLIL ve výuce*. [online]. [cit. 2012-02-08]

Dostupné na WWW: <http://clil.nidv.cz/dokument_2.html>.

BENEŠOVÁ, V. *Zavádění prvků CLIL na 2. stupni základní školy*. [online]. [cit. 2012-02-15]

Dostupné na WWW: <http://theses.cz/id/sqxmlc/downloadPraceContent_adipIdno_9741>.

BERTAUX, P. et al. *The CLIL Teacher's Competences Grid* [online]. [cit. 2012-02-17]

Dostupné na WWW: <http://ulises.cepgranada.org/moodle/pluginfile.php/36023/mod_resource/content/0/Modulo_CI Primaria/CLIL/CLIL_teacher_competences.pdf>.

CLIL Cascade Network [online]. [cit. 2012-02-13]

Dostupné na WWW: <<http://ccn-clil.eu/index.php?name=News&nodeIDX=5600&Itemid=84>>.

ČESKÁ ŠKOLNÍ INSPEKCE. *Tematická zpráva. Souhrnné poznatky o podpoře a rozvoji výuky cizích jazyků v předškolním, základním a středním vzdělávání v období let 2006-2009* [online]. [cit. 2012-02-24]

Dostupné na WWW: <<http://www.csicr.cz/cz/Dokumenty/Tematicke-zpravy/Podpora-a-rozvoj-vyuky-cizich-jazyku>>.

DARN, S. *Content and Language Integrated Learning*. [online]. [cit. 2012-02-09]

Dostupné na WWW: <<http://www.teachingenglish.org.uk/articles/content-language-integrated-learning>>.

Ekopohádky [online]. [cit. 2011-11-8]

Dostupné na WWW: <http://www.psanci.cz/dilo.php?dilo_id=6943-ekopohadky>.

English Language Teaching. *Chit Chat a Chatterbox* [online]. [cit. 2011-10-16]

Dostupné na WWW: <http://fdslive.oup.com/www.oup.com/elt/general_content/cz/havefun_hry.pdf?cc=cz&selLanguage=cs&mode=hub>.

European platform [online]. [cit. 2012-02-13]

Dostupné na WWW: <<http://www.europeesplatform.nl/sf.mcgi?4031>>.

EVANS, J. *My Senses* [online]. [cit. 2011-10-04]

Dostupné na WWW: <<http://images.scholastic.co.uk/assets/a/00/1c/ne0908a2iback1inp106829.pdf>>.

FRÍGOLS, M. *The Relevance of CLIL in Vocational & Professional Education in Spain*. [online]. [cit. 2012-02-08]

Dostupné na WWW: <http://www.clil-axis.net/potential_clil_spain.htm>.

Goethe-Institut. *CLIL in Europe* [online]. [cit. 2012-02-15]

Dostupné na WWW: <<http://www.goethe.de/ges/spa/dos/ifs/ceu/cs2751287.htm>>.

HANUŠOVÁ, S. *CLIL v ČR a v zahraničí* [online]. [cit. 2012-02-24]

Dostupné na WWW: <http://www.vysetu.cz/vismo/fulltext.asp?hledani=1&id_org=600139&id_ktg=1010&p1=1052&vtyp=-10&query=clil&submit=Hledat>.

HOFMANNOVÁ, M., NOVOTNÁ, J. *CLIL-nový směr ve výuce*. [online]. [cit. 2012-02-08]

Dostupné na WWW: <<http://people.fjfi.cvut.cz/novotant/jarmila.novotna/CiziJazyky-def.pdf>>.

JAHNOVÁ, P. *CLIL-Prohlubování znalostí v daném předmětu a zdokonalování v cizím jazyce*

[online]. [cit. 2012-02-21]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/o/j/9783/CLIL---PROHLUBOVANI-ZNALOSTI-V-DANEM-PREDMETU-A-ZDOKONALOVANI-V-CIZIM-JAZYCE.html/>>.

KLEČKOVÁ, G. (a) *Kompetence CLIL učitele* [online]. [cit. 2012-02-17]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/o/z/13093/KOMPETENCE-CLIL-UCITELE.html/>>.

KLEČKOVÁ, G. (b) *CLIL-Výběr učiva pro výuku prostřednictvím cizího jazyka* [online]. [cit.

2012-02-21]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/k/z/13091/CLIL---VYBER-UCIVA-PRO-VYUKU-PROSTREDNICTVIM-CIZIHO-JAZYKA.html/>>.

KLEČKOVÁ, G. (c) *CLIL – Vhodné učební metody pro výuku CLIL vycházející z potřeb žáků*

[online]. [cit. 2012-02-23]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/k/z/13095/CLIL---VHODNE-UCEBNI-METODY-PRO-VYUKU-CLIL-VYCHAZEJICI--Z-POTREB-ZAKU.html/>>.

LearningRx. *Classroom Learning Centers* [online]. [cit. 2012-02-15]

Dostupné na WWW: <<http://www.learningrx.com/classroom-learning-centers-faq.htm>>.

MARSH, D. *CLIL/EMILE. The european dimension. Actions, Trends and Foresight Potencial.*

[online]. [cit. 2012-02-15]

Dostupné na WWW: <http://ec.europa.eu/languages/documents/doc491_en.pdf>.

MARSH, D. *Using Languages to Learn and Learning to Use Languages* [online]. [cit. 2012-02-

07] Dostupné na WWW: <<http://clilcompendium.com/1uk.pdf>>.

MEYER, O. *Towards quality-CLIL: successful planning and teaching strategies* [online]. [cit. 2012-02-21]

Dostupné na WWW: <<http://revistapulso.cardenalcisneros.es/documentos/articulos/114.pdf>>.

MŠMT. *Národní plán výuky cizích jazyků* [online]. [cit. 2012-02-24]

Dostupné na WWW: <<http://aplikace.msmt.cz/PDF/JT010NPvyukyCJnaNet.pdf>>.

NEZVAL, J. MŠMT. *Content and Language Integrated Learning v ČR* [online]. [cit. 2012-02-

24] Dostupné na WWW: <<http://www.msmt.cz/vzdelavani/content-and-language-integrated-learning-v-cr>>.

NOVOTNÁ, J., HOFMANNOVÁ, M. *Teacher training for Content and Language Integrated Learning* [online]. [cit. 2012-02-17]

Dostupné na WWW: <http://people.fjfi.cvut.cz/novotant/jarmila.novotna/Novotna_Jarmila-Hofmannova_Marie_ICMI15.pdf>.

NOVOTNÁ, J. *Pojetí CLIL a bilingvní výuky*. [online]. [cit. 2012-02-09]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/o/z/8879/POJETI-CLIL-A-BILINGVNI-VYUKY.html>>.

Recycle Song by Noah Gomez [online]. [cit. 2011-11-8]

Dostupné na WWW: <<http://www.youtube.com/watch?v=6xhAneY5WbI>>.

Songs for teaching [online]. [cit. 2011-10-11]

Dostupné na WWW: <<http://www.songsforteaching.com/earlychildhoodelementarypreschoolkindergarten/thecircleandsquaresong.php>>.

ŠMÍDOVÁ, T. *Integrovaná výuka cizího jazyka a obsahu-jak začít?* [online]. [cit. 2012-02-17]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/c/Z/9249/INTEGROVANA-VYUKA-CIZIHO-JAZYKA-A-OBSAHU---JAK-ZACIT.html/?rate=5>>.

TEJKALOVÁ, L. (a) *Výzkumy o přínosu CLIL*. [online]. [cit. 2012-02-09]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/o/z/9653/VYZKUMY-O-PRINOSU-CLIL.html>>.

TEJKALOVÁ, L. (b) *Postavte žákům lešení! aneb jak na scaffolding v hodinách CLIL a nejen tam* [online]. [cit. 2012-02-15]

Dostupné na WWW: <<http://clanky.rvp.cz/clanek/k/z/9797/POSTAVTE-ZAKUM-LESENI-ANEK-JAK-NA-SCAFFOLDING-V-HODINACH-CLIL-A-NEJEN-TAM.html>>.

University of Cambridge. *Teaching Knowledge Test. Content and Language Integrated Learning. Glossary* [online]. [cit. 2012-02-17]

Dostupné na WWW: <<http://www.cambridgeesol.org/assets/pdf/exams/tkt/clil-glossary.pdf>>.

University of Cambridge. *TKT Content and Language Integrated Learning (CLIL). Handbook for teachers*. [online]. [cit. 2012-02-20]

Dostupné na WWW: <<http://www.cambridgeesol.org/assets/pdf/exams/tkt/clil-handbook.pdf>>.

LIST OF TABLES AND FIGURES

Tables:

Table 1: The topics belonging to “Explore the world with Mr. CLIL”

Table 2: The major merits of lessons incorporating CLIL

Figures:

Figure 1: Outline of CLIL lesson (unit) plans

Figure 2: Timing of CLIL lessons (units) within “Explore the world with Mr. CLIL”

Figure 3: Frequency of subjects appearing in the collection

Figure 4: Realization of the lesson (unit) plans in the certain classes

Figure 5: Outline of the unit My senses

Figure 6: Outline of the unit Shapes

Figure 7: Number of the pupils who liked the individual activities

Figure 8: Outline of the lesson My coat of arms

Figure 9: Outline of the unit Ancient Egypt

Figure 10: Number of the pupils interested in the activity

Figure 11: Outline of the lesson Magnetic or not?

Figure 12: Number of the pupils who enjoyed the activity

Figure 13: Did you like the lesson (unit) implementing CLIL?

Figure 14: Would you appreciate further education based on CLIL?

APPENDICES

- Appendix 1: The unit plan My senses
- Appendix 2: The unit plan Shapes
- Appendix 3: The lesson plan How animals move
- Appendix 4: The lesson plan Musical instruments
- Appendix 5: The lesson plan My coat of arms
- Appendix 6: The language shower plan What time is it, Mr. Wolf?
- Appendix 7: The unit plan Ancient Egypt
- Appendix 8: The lesson plan Rubbish and recycling
- Appendix 9: The lesson plan Magnetic or not?
- Appendix 10: The poster My senses
- Appendix 11: The scaffolding posters necessary “Feely Bag” game
- Appendix 12: The poster and the cards key for the presentation of taste
- Appendix 13: Five senses quiz, Goldilocks quiz
- Appendix 14: The outcome of the unit My senses (the pupil’s poster)
- Appendix 15: Young learners’ evaluation of the unit My senses (Big foot)
- Appendix 16: The poster Shapes
- Appendix 17: The worksheet key for the poster making
- Appendix 18: The outcome of the unit Shapes (the pupil’s poster)
- Appendix 19: The worksheet “A girl formed of the shapes”
- Appendix 20: The coat of arms of Christopher Columbus
- Appendix 21: The pupil’s work (My coat of arms)
- Appendix 22: The poster presenting the similes
- Appendix 23: The poster presenting the symbolization of the colours
- Appendix 24: The poster Ancient Egypt
- Appendix 25: The head page of the booklet
- Appendix 26: The second page of the booklet (A trip to ancient Egypt)
- Appendix 27: The third page of the booklet (Ancient Egyptian number symbols)
- Appendix 28: The fourth page of the booklet (Egyptian writing)
- Appendix 29: The fifth page of the booklet (Pyramids)
- Appendix 30: The sixth page of the booklet (Tomb paintings)
- Appendix 31: The worksheet key for the experiment

Appendix 32: The worksheet filled after the experiment

Appendix 33: The poster How animals move

Appendix 34: How animals move quiz

Appendix 35: The outcome of the lesson Musical instruments (the pupil's poster)

Appendix 36: The poster Rubbish bins

Appendix 37: The worksheet Rubbish and recycling

Appendix 38: The simple version of the "mini" questionnaire (just for the third class)

Appendix 39: The second version of the "mini" questionnaire (for the fourth, fifth class)

Appendix 40: "Friend of Mr. CLIL picture"

“Explore the World with Mr. CLIL”

The collection of CLIL lesson (unit) plans and materials

Appendix 1: The unit plan My senses

MY SENSES (Unit plan)

Date	4 th October 2011
Class	5. B
Language level	Elementary
Number of pupils	15
Timing	90 minutes
Subject	Science

Content aims	<ul style="list-style-type: none"> • To demonstrate the function of five senses • To understand the exploitation of particular senses in various situations • To state the importance of the healthy states of our senses (referring to people with impairment afflicting senses)
Language aims	<ul style="list-style-type: none"> • To learn, practise and use the key vocabulary necessary for particular activities (see 1 below) • To describe a surface of the objects (see 2 below) • To express personal preferences of the particular smells (see 3 below) • To practise the modal verb CAN –ability (see 4 below) • To acquire present continuous while listening to the fairy tale (see 5 below)
Key vocabulary and structures	<ul style="list-style-type: none"> • (1) Adjectives-smooth, hard, cold, soft, rough Verbs-to taste, to smell, to hear, to see, to touch, to use Nouns-perfume, soap, cinnamon, vanilla sugar, spice, vinegar • (2) <i>It feels hard/cold/... It feels like a book/a ball/...</i> • (3) <i>It smells horrible/bad/good/wonderful.</i> • (4) <i>I can see flowers in my class.</i> • (5) <i>Goldilocks is going to the living room.</i>
Learning strategies	<ul style="list-style-type: none"> • To work in group (developing pupils' co-operation and empathy) • To express personal attitude towards the specific activities

Teaching aids	<ul style="list-style-type: none"> • The poster My senses (see Appendix 10) • The scaffolding posters (see Appendix 11) • The bag with objects (a book, a teddy bear, a glass, a soft ball, a tennis ball, a key) • CD Enrique Iglesias • The paper cups with specimen of spice, coffee, vanilla sugar, soap • The poster designed for classifying tastes (picture of tongue) and cards with food and drink (see Appendix 12) • The fairy tale Goldilocks and the Three Bears • Goldilocks Quiz, Five Senses Quiz (see Appendix 13) • The poster “Big foot” (see Appendix 15)
----------------------	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • describe a surface of the objects with the help of scaffolding posters • specify the function and the purpose of all senses • classify food and drink according to the taste • fill Goldilocks quiz testing how well pupils comprehended listening to the fairy tale • fill Five senses quiz and understand vocabulary used in the quiz • make a poster as a take-home task-to exploit a wide range of vocabulary with the right spelling, to show an endeavour to make a poster, to use colourful pictures <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> • co-operate within the group work and use key structures • actively participate in all tasks • make a valuable poster (a take-home task) <p>The pupils are supposed to evaluate the lesson (specify which activities were difficult, amazing) with the help of the poster “Big foot”</p>
----------------------------	--

Procedures

Unit 1

Opening the unit 1

Purpose of activity	Activities
Warm up	<p>Work with the poster My senses</p> <p>A. Teacher: <u>Identifying the objects drawn on the poster</u></p> <ul style="list-style-type: none"> • <i>Look. This is a ball/a teddy bear/...</i> • <i>Can you see any of these objects in your class?</i> <p>B. Pupils: <u>Identifying the real objects found in their class, using the structure I can</u></p> <ul style="list-style-type: none"> • <i>I can see a ball in my class.</i>
Brainstorming	<p>A. Teacher: <u>Supporting pupils to think about senses from the various points of view</u></p> <ul style="list-style-type: none"> • <i>Co vše se Vám vybaví v souvislosti se smysly?</i> <p>B. Pupils: <u>Naming anything connected with senses (activities, verbs,...)</u></p>

Main part of the unit 1

Presentation of Touch	<p>Function and purpose of touch</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>With our hands we can touch and feel things.</i> • <i>Look at the cat. Když ji pohladíte, jaká je její srst po hmatu?</i> <p><u>Deducing the adjectives (smooth, hard, cold, soft, rough) and the structure It feels smooth/hard/...</u></p> <p>B. Pupils: <u>Describing a surface of the objects</u></p> <ul style="list-style-type: none"> • <i>The cat feels smooth. / The book feels hard./...</i>
A Surface of the objects description	<p>Game Feely Bag</p> <p>A. Teacher: <u>Explaining the rules</u> (to outline the surface of an object chosen from “Feely Bag” with use of the scaffolding posters, music forming great atmosphere) <u>Checking up the pupils’ understanding of the key vocabulary</u></p> <p>B. Pupils: <u>Choosing an object from the bag and outlining its surface</u></p> <ul style="list-style-type: none"> • <i>It feels hard. It feels like a book.</i>

Presentation of Smell	<p>Function and purpose of smell</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>We can smell with our nose. Look at the poster. We can smell flowers, pizza, ...</i>
------------------------------	--

Specific scents identification	<p>What do you smell? Working in groups of 4 pupils</p> <p>A. Teacher: <u>Giving instructions and handing out the paper cups with specimen of spice, soap, vanilla sugar and cinnamon for each group</u></p> <p>B. Pupils: <u>Identifying specific scents with closed eyes</u> <u>Asking question What's this? Answering in Czech</u> <u>Expressing personal preferences</u></p> <ul style="list-style-type: none"> • <i>The coffee smells horrible/bad/good/wonderful.</i>
---------------------------------------	---

Ending the unit 1

Presentation of Sight	<p>Function and purpose of sight</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>With our eyes we can see things, their colours, shapes. Look at the poster. What else can you see?</i>
Singing a song	<p>Song With my eyes I can see</p> <p>A. Teacher: <u>Explaining the purpose of the song</u> (the same chorus With my eyes I can see, I can see my friends. Each pupil names a word to fit at the end of the song)</p> <p>B. Pupils <u>Naming the words that would fit in the rhythm of the song</u></p>

Unit 2

Opening the unit 2

Warm up-brainstorming	<p>A. Teacher: <u>Encouraging the pupils to name the things connected with touch, smell and sight in English</u></p> <ul style="list-style-type: none"> • <i>Say anything you can touch, smell or see.</i> <p>B. Pupils: <u>Practising the structure I can...</u></p>
------------------------------	--

Main part of the unit 2

Presentation of Hearing	<p>Function and purpose of hearing</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>With our ears we can hear different sounds.</i>
Sound identification	<p>What sound do you hear?</p> <p>A. Teacher: <u>Making the different sounds with use of various objects (knocking on the door, ...)</u></p> <p>B. Pupils <u>Identifying the sounds with closed eyes (in Czech)</u></p>

<p>Presentation of Taste</p> <p>Getting to know 4 tastes</p>	<p>Function and purpose of taste</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>With our tongue we can taste food and drink. Rozlišujeme také 4 základní chutě (hořkou, sladkou, slanou a kyselou). Ty mají své místo na určité části jazyka.</i> <p>B. Pupils</p> <p><u>Acquiring the right pronunciation of the adjectives-bitter, sweet, salty, sour</u></p>
	<p>Classification of cards with food and drink according to the taste</p> <p>B. Pupils</p> <p><u>Considering the taste of specific food and drink (cards) and fixing them on appropriate part of tongue (poster)</u></p> <ul style="list-style-type: none"> • <i>Coffee is bitter. /Cake is sweet. / Chips are salty./...</i>

<p>Knowledge fixation</p>	<p>Telling the story-Goldilocks and the Three Bears</p> <p>A. Teacher:</p> <p><u>Reading the fairy tale and showing the pictures in the book</u></p> <p>B. Pupils:</p> <p><u>Developing listening comprehension, retelling the story in Czech</u></p>
<p>Knowledge verification</p>	<p>Goldilocks quiz</p> <p>A. Teacher:</p> <p><u>Explaining the unknown words (a tent, sausages, a sofa)</u></p> <p>B. Pupils:</p> <p><u>Choosing the right answer (the multiple choice), reading the answers</u></p> <p>Five senses quiz</p> <p>A. Teacher:</p> <p><u>Explaining the verb to use in different sentences</u></p> <p>B. Pupils:</p> <p><u>Choosing the right answer (the multiple choice), reading the answers</u></p> <ul style="list-style-type: none"> • <i>I use my tongue to taste chocolate.</i>

Ending the unit 2

<p>Setting the unit outcome</p>	<p>My poster</p> <p>A. Teacher:</p> <p><u>Dividing pupils into five groups and giving instructions</u></p> <ul style="list-style-type: none"> • <i>Your task is to make a poster. Na základě přiděleného smyslu nakreslete nebo nalepte obrázky věcí, které tímto smyslem vnímáte. Jednotlivé věci také pojmenujte anglicky.</i>
--	--

See the unit outcome in Appendix 14.

Appendix 2: The unit plan Shapes

SHAPES (Unit plan)

Date	11 th October 2011
Class	3. A
Language level	Elementary
Number of pupils	21
Timing	90 minutes
Subject	Mathematics

Content aims	<ul style="list-style-type: none">• To revise the shapes and to learn their English equivalents• To identify the shapes in the real life• To make a poster “full of the shapes”• To learn a song exploring various shapes
Language aims	<ul style="list-style-type: none">• To learn, practise and use the key vocabulary necessary for the particular activities (see 1 below)• To revise the various colours in connection with the shapes• To practise counting to 30• To answer the question How many triangles do you see? (see 2 below)• To develop listening comprehension skills while the short story is read
Key vocabulary and structures	<ul style="list-style-type: none">• (1) Shapes-a triangle, a rectangle, a circle, a square, a star, a heart, an oval, a diamond• (2) <i>I see 24 triangles.</i>
Learning strategies	<ul style="list-style-type: none">• To guess the content of the lesson from reading a short story• To express personal attitude towards the specific activities• To help the classmates when necessary• To take responsibility for making a poster
Teaching aids	<ul style="list-style-type: none">• The poster Shapes (see Appendix 16)• The poster with the lyrics of the song• The worksheet A shape exhibition (see Appendix 17)

	<ul style="list-style-type: none"> • The worksheet A girl formed of the shapes (see Appendix 19) • Blank papers, a glue, scissors • The cards with shapes for Kim’s game • The book Run, Round Bear
--	---

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify all 8 shapes forming the content of the lesson • fulfil the instructions given during the picture dictation (to revise the colours) • make a poster-to join a card with a name of the shape • count to 30 in English <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> • use key structures and correctly name the shapes • actively participate in all tasks • show an effort to make a pretty poster
----------------------------	--

Procedures

Unit 1

Opening the unit 1

Purpose of activity	Activities
Motivation	<p>A short story Run, Round Bear</p> <p>A. Teacher: <u>Reading a short story and identifying all shapes used in the story</u></p> <ul style="list-style-type: none"> • <i>Look. This is a round bear / a triangle hat</i> <p>B. Pupils: <u>Developing listening comprehension skills and acquiring various shapes used in the story</u> <u>Guessing the content of the unit</u></p>
Brainstorming	<p>A. Teacher: <u>Motivating the pupils to name various shapes in Czech</u></p> <ul style="list-style-type: none"> • <i>Jaké druhy tvarů znáte?</i> <p>B. Pupils: <u>Naming the various shapes and identifying the shapes in real life</u></p> <ul style="list-style-type: none"> • <i>Rozhlas má tvar čtverce. Tabule je obdélník.</i>

Main part of the unit 1

<p>Shape presentation</p> <p>Connection with the real life</p>	<p>Revising shapes with help of the poster Shapes</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>You can see many shapes in this poster. Now tell me, je tabule kruh?</i> <p><u>Deducing the English equivalents for the shapes</u></p> <p>B. Pupils:</p> <p><u>Identifying the shapes of the real objects</u></p> <ul style="list-style-type: none"> • <i>The board is a rectangle. A ball is a circle.</i>
<p>A shape exhibition worksheet (colours)</p>	<p>Picture dictation</p> <p>A. Teacher:</p> <p><u>Giving instructions in order to revise the colours</u></p> <ul style="list-style-type: none"> • <i>Colour the star yellow.</i> <p>B. Pupils:</p> <p><u>Identifying the colours and the shapes</u></p> <ul style="list-style-type: none"> • <i>The star is yellow.</i>
<p>Cutting, sticking, identifying the shapes</p>	<p>Making A poster “full of the shapes”</p> <p>A. Teacher:</p> <p><u>Giving the instructions-to divide a blank paper into 8 fields, to fill each field with one shape and particular card with its name</u></p>

Unit 2

Opening the unit 2

<p>Singing a song together</p>	<p>The Circle and Square Song</p> <p>A. Teacher:</p> <p><u>Displaying the lyrics, explaining the necessary vocabulary and dedicating to the right pronunciation of the difficult words</u></p>
---------------------------------------	---

Main part of the unit 2

<p>Counting to 30</p>	<p>The worksheet A girl formed of the shapes</p> <p>A. Teacher:</p> <ul style="list-style-type: none"> • <i>Count how many triangles/rectangles/circles/squares do you see.</i> <p>B. Pupils:</p> <ul style="list-style-type: none"> • <i>I see 24 triangles. I see 15 squares.</i>
<p>Practice</p>	<p>Kim’s game</p> <p>A. Teacher:</p> <p><u>Displaying all cards with the shapes on the board, explaining the rules of the game</u></p> <p>B. Pupils</p> <p><u>Memorizing all shapes and identifying what shape is missing</u></p>

Ending the unit 2

Revision	A poster “full of the shapes” A. Teacher: <u>Asking several questions, giving the instructions</u> <ul style="list-style-type: none">• <i>What colour is a triangle? Point to the heart.</i>
-----------------	---

Appendix 3: The lesson plan How animals move

HOW ANIMALS MOVE (Lesson plan)

Date 12th October 2011

Class 4. B

Language level Elementary

Number of pupils 16

Timing 45 minutes

Subject Science

Content aims	<ul style="list-style-type: none">• To realize various ways how animals move• To integrate the topic with the physical exercise• To perform how animals move
Language aims	<ul style="list-style-type: none">• To revise the names of animals (see 1 below)• To use the key verbs in connection with appropriate movement (see 2 below)• To acquire the superlative form of the adjectives (see 3 below)• To practise the modal verb CAN-ability (see 4 below)• To form the verbs in 3rd person sg. (see 5 below)
Key vocabulary and structures	<ul style="list-style-type: none">• (1) a frog, a dolphin, a bear, a kangaroo, a giraffe, a butterfly, an elephant, a rabbit, a monkey, a snake, a cheetah, a caterpillar, a snail• (2) to jump, to swim, to walk, to fly, to run, to crawl, to slide• (3) <i>The snail is the slowest of all animals.</i>• (4) <i>Can a lion swim? Yes, he can. No, he can't.</i>• (5) <i>A kangaroo jumps.</i>
Learning strategies	<ul style="list-style-type: none">• To guess the content of the lesson• To respect other classmates while moving

Teaching aids	<ul style="list-style-type: none">• The poster How animals move (see Appendix 33)• The book Come to my house• The worksheet How animals move (see Appendix 34)
----------------------	--

	<ul style="list-style-type: none"> • The pictures of animals • The cards with the names of moves
--	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • name different ways how animals move • join an animal with appropriate movement (to know the English equivalents of animals) • use the key structures mentioned in the language aims • fill the worksheet <p>“Friend of Mr. CLIL picture” given to learners who:</p> <ul style="list-style-type: none"> • actively participate in all tasks • fulfil the above-mentioned criteria
----------------------------	---

Procedures

Opening the lesson

Purpose of activity	Activities
Motivation	<p>A book Come to my house</p> <p>A. Teacher: <u>Reading a book and introducing the topic of the lesson</u></p> <ul style="list-style-type: none"> • <i>Which animals from the book can you remember?</i> <p>B. Pupils: <u>Developing listening comprehension skills</u></p>
Brainstorming	<p>How animals move</p> <p>B. Pupils: <u>Naming different ways of moving (in Czech)</u></p>

Main part of the lesson

Getting to know the ways of moving	<p>The poster</p> <p>A. Teacher: <u>Recasting the answers of the pupils to English</u></p> <ul style="list-style-type: none"> • <i>Look at the picture. Is it a fish? Jak se ryba pohybuje?</i> <p>B. Pupils <u>Answering in Czech and learning the English equivalents</u></p> <ul style="list-style-type: none"> • <i>Plave. A fish swims.</i>
	<p>Working with the cards and the poster</p> <p>B. Pupils: <u>Sticking the cards with movements to the right picture of the poster</u></p> <ul style="list-style-type: none"> • <i>This is a dog. He runs.</i>

TPR with music	Move like... A. Teacher: <u>Showing a picture of an animal and giving the instructions</u> <ul style="list-style-type: none"> • <i>Fly like a butterfly. Crawl like a snake.</i>
-----------------------	--

Physical exercise	The magic box A. Teacher: <u>Explaining the rules of the game-the pupils have changed in animals hiding in a box. When hearing “open the boxes and rabbits jump out/the elephants walk out/...”, the pupils mime the move and the animal as well</u> <ul style="list-style-type: none"> • <i>Open the boxes and the rabbits jump out! Close the boxes!</i> B. Pupils: <u>Miming the movements of animals according to the instructions</u>
--------------------------	---

Practice of the modal verb CAN	Can a lion swim? A. Teacher: <u>Asking several questions</u> <ul style="list-style-type: none"> • <i>Can a lion swim? Can a kangaroo fly?</i> B. Pupils: <u>When the answer is positive, they mime the movement. If not, they do not move.</u>
---------------------------------------	---

Ending the lesson

Knowledge verification	How animals move quiz A. Teacher: <u>Explaining the verb “to slide”, a noun “a caterpillar, a cheetah”</u> B. Pupils: <u>Joining animals with the appropriate movements</u> <ul style="list-style-type: none"> • <i>A fish swims. A cheetah runs.</i> <u>Acquiring the superlative form of the adjectives by reading Did you know section</u> <ul style="list-style-type: none"> • <i>The snail is the slowest of all animals. It can move just a few metres in 1 hour.</i>
-------------------------------	--

Appendix 4: The lesson plan Musical instruments

MUSICAL INSTRUMENTS (Lesson plan)

Date 14th October 2011

Class 4. B

Language level Elementary

Number of pupils 18

Timing 45 minutes

Subject Music

Content aims	<ul style="list-style-type: none">• To distinguish between wind, string and percussion instruments• To name at least 3 musical instruments belonging to each group• To define the sound of certain musical instrument
Language aims	<ul style="list-style-type: none">• To acquire vocabulary necessary for the content, its proper pronunciation as well (see 1 below)• To ask a simple question Is it a ...?• To introduce favourite instruments (see 2 below)
Key vocabulary and structures	<ul style="list-style-type: none">• (1) drums, a flute, a harp, a violin, a xylophone, a double bass, a saxophone, a clarinet, a trumpet, a piano, a guitar• (2) <i>My favourite musical instrument is ...</i>
Learning strategies	<ul style="list-style-type: none">• To co-operate in pairs• To take responsibility for a take-home task

Teaching aids	<ul style="list-style-type: none">• CD with recorded sounds of musical instruments• The pictures of musical instruments
----------------------	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• classify musical instruments in appropriate groups• define the sounds of basic musical instruments <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none">• recognize at least 4 sounds of musical instruments• actively participate in the tasks• make a valuable poster
----------------------------	---

Procedures

Opening the lesson

Purpose of activity	Activities
Motivation	<p>Recognition of different sounds made in the class</p> <p>A. Teacher: <u>Making different sounds with help of the classroom objects-knocking on the door, opening the window,...</u></p> <p>B. Pupils: <u>Recognizing the sounds</u></p>

Main part of the lesson

Recognition of the sounds of musical instruments	<p>CD record-What musical instrument do you hear?</p> <p>B. pupil: <u>Guessing what musical instruments are played, recognizing their sounds</u></p>
Division of musical instrument	<p>Wind, string and percussion instruments</p> <p>A. Teacher: <u>Presenting 3 categories of musical instruments and characterizing each group in Czech</u></p>

Musical instrument classification	<p>Filling the chart</p> <p>A. Teacher: <u>Drawing a simple chart consisting of 3 columns (wind, string, percussion), showing a picture of an instrument and asking someone to stick the picture to the right column</u></p> <ul style="list-style-type: none"> • <u>What is the name of this musical instrument, Petra?</u> <p>B. Pupils: <u>Naming musical instrument and sticking the picture to the right column</u></p> <ul style="list-style-type: none"> • <i>This is a flute. It is a wind musical instrument.</i>
--	---

Pantomime in pairs	<p>What musical instrument am I playing?</p> <p>B. Pupils: <u>“Playing”, asking (switching the roles)</u></p> <ul style="list-style-type: none"> • <i>It is a clarinet? No, it isn't. Is it a flute? Yes, it is.</i>
---------------------------	---

Ending the lesson

Assignment of a take-home task	<p>The poster</p> <p>B. Pupils: <u>Supposed to make a poster of one group of instruments</u></p>
---------------------------------------	--

See one of the posters in Appendix 35.

Appendix 5: The lesson plan My coat of arms

MY COAT OF ARMS (Lesson plan)

Date 14th October 2011

Class 5. A

Language level Elementary

Number of pupils 15

Timing 45 minutes

Subject Art

Content aims	<ul style="list-style-type: none">• To draw personal coat of arms• To introduce personal qualities and favourite hobbies
Language aims	<ul style="list-style-type: none">• To acquire vocabulary necessary for the content, its proper pronunciation as well (see 1 below)• To use the similes important for the content (see 2 below)• To introduce favourite hobbies (see 3 below)• To introduce personal coat of arms (see 4 below)
Key vocabulary and structures	<ul style="list-style-type: none">• (1) Animals- a lion, a bee, a lark, a horse, a kitten, a mouse, a snail Adjectives-quick-tempered, creative, honest, practical, optimistic, cheerful, energetic, lazy• (2) <i>brave as a lion, busy as a bee, happy as a lark, strong as a horse, playful as a kitten, quiet as a mouse, slow as a snail</i>• (3) <i>My favourite hobbies are...</i>• (4) <i>This is my coat of arms. I am brave as a lion. My colours are yellow and white. I am optimistic and cheerful. My favourite hobbies are...</i>
Learning strategies	<ul style="list-style-type: none">• To take responsibility for drawing pretty coat of arms• To think about personal qualities and to realize own assets and drawbacks• To assess coat of arms of other classmates and give reasons for such assessment

Teaching aids	<ul style="list-style-type: none"> • The poster Coat of arms of Christopher Columbus (see Appendix 20) • The poster with similes (see Appendix 22) • A blank paper, the crayons
----------------------	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • draw a complete coat of arms during one lesson • introduce personal qualities with help of coat of arms • Assess coats of arms of the other classmates and give reasons for it <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> • complete the task during one lesson • present personal qualities without any help
----------------------------	---

Procedures

Opening the lesson

Purpose of activity	Activities
Motivation	<p>Coat of arms of Christopher Columbus A. Teacher: <u>Displaying the poster on the board, introducing the life of Columbus and explaining all fields of his coat of arms</u></p> <ul style="list-style-type: none"> • <i>Lev je symbol Španělska a také symbol statečnosti. Hrad je typický symbol Španělska. Ostrovy symbolizují jeho dráhu objevitele zemí. Šipky jsou symbolem kanceláře Admirála moře.</i>
Introducing the similes and personal qualities	<p>The poster with similes A. Teacher: <u>Displaying the poster on the board and explaining that some animals and colours symbolize personal attributes (in Czech)</u> B. Pupils: <u>Acquiring the proper pronunciation of all similes and personal qualities</u></p>

Main part of the lesson

Setting the task	<p>My coat of arms A. Teacher: <u>Explaining the individual steps of the work</u></p> <ul style="list-style-type: none"> • <i>Nakreslete si strukturu erbu se čtyřmi poli. Do jednoho pole nakreslete zvíře vystihující vaši vlastnost, do dalšího barvu(y) typické pro vaši povahu, a do zbylých dvou vaše záliby.</i>
-------------------------	---

My coat of arms	<p>B. Pupils</p> <p><u>Thinking about the above-mentioned steps and fulfilling the task</u></p> <p><u>Writing the used simile on the rest of the paper</u></p>
------------------------	--

Ending the lesson

Coat of arms presentation	<p>B. Pupils:</p> <p><u>Presenting their coat of arms and using the appropriate structures</u></p> <ul style="list-style-type: none"> • <i>This is my coat of arms. I am brave as a lion. My colours are yellow and white. I am optimistic and cheerful. My favourite hobbies are...</i>
----------------------------------	---

See one of the pupils' works in Appendix 21.

Appendix 6: The language shower plan **What time is it, Mr. Wolf?**

WHAT TIME IS IT, MR. WOLF? (Language shower)

Date	17 th October 2011
Class	4. B
Language level	Elementary
Number of pupils	18
Timing	10 minutes
Subject	Physical Education

Content aims	<ul style="list-style-type: none"> To ask the question politely To integrate the content with the physical exercise
Language aims	<ul style="list-style-type: none"> To ask for the question (see 1 below) To answer the question (see 2 below)
Key vocabulary and structures	<ul style="list-style-type: none"> (1) <i>What time is it?</i> (2) <i>It's one o'clock.</i>
Learning strategies	<ul style="list-style-type: none"> To develop the abilities such as the acumen and the speed To co-operate within the group (against Mr. Wolf)

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> are not caught by Mr. Wolf
----------------------------	--

Procedures

Explanation of the rules	<p>One pupil is acting Mr. Wolf. He is aiming to catch a sheep (a pupil). Mr. Wolf is standing with his back to all pupils and he is gradually coming near the pupils. The pupils are carefully approaching to wolf as well while saying: What time is it, Mr. Wolf?</p> <p>If Mr. Wolf tells some time (eg. It's one o'clock), the pupils stand. If Mr. Wolf tells “Dinner time”, he signifies that he is going to catch someone. A caught pupils becomes Mr. Wolf</p>
Choose of Mr. Wolf	Teacher chooses Mr. Wolf

Appendix 7: The unit plan Ancient Egypt

ANCIENT EGYPT (Unit plan)

Date 8th November 2011

Class 5. B

Language level Elementary

Number of pupils 13

Timing 90 minutes

Subject History

Content aims	<ul style="list-style-type: none">• To form a booklet about ancient Egypt• To acquire the basic geographical information about Egypt, the Hieroglyphics, the pyramids and pharaohs
Language aims	<ul style="list-style-type: none">• To learn vocabulary necessary for the content, its proper pronunciation as well (see 1 below)• To develop especially the language skills of the mother tongue
Key vocabulary and structures	<ul style="list-style-type: none">• (1) a land, a desert, a climate, a river, the Hieroglyphics, a pyramid, a pharaoh, a tomb painting
Learning strategies	<ul style="list-style-type: none">• To develop the ability to summarize just the essential information• To work with the English materials• To take responsibility for making a booklet

Teaching aids	<ul style="list-style-type: none">• The poster Ancient Egypt (see Appendix 24)• A blank exercise book• The set of worksheets for each pupil• The movie Once upon a Time...Man• PowerPoint Presentation Ancient Egypt
----------------------	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none">• summarize the basic information about ancient Egypt-the geography, the Hieroglyphics and the pyramids <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none">• actively participate in all tasks
----------------------------	---

	<ul style="list-style-type: none"> • fulfil the above-mentioned criteria • make a pretty booklet (fulfil the take-home tasks)
--	---

Procedures

Unit 1

Opening the unit 1

Purpose of activity	Activities
Motivation	Watching the movie A. Teacher: <ul style="list-style-type: none"> • <i>Zkuste si během divání zapamatovat co nejvíce informací o starověkém Egyptě</i> B. Pupils: <u>Acquiring the information about the topic</u>
Introducing the booklet	Welcome to Ancient Egypt B. Pupils: <u>Getting the blank exercise book and the set of worksheets</u> <u>Sticking the picture of Tutankhamun as the head page of the booklet</u>

Main part of the lesson

The geographical information	A trip to ancient Egypt (1st part of the set) A. Teacher: <u>Introducing the basic information about ancient Egypt</u> <u>Explaining the term 1400 BC and the other words-a desert, a climate, a river (paying attention to proper pronunciation)</u> B. Pupils <u>Fill the basic geographical information in the worksheet</u>
Number symbols	Ancient Egyptian number symbols (2nd part of the set) A. Teacher: <u>Explaining the different sequence of numerals in a number</u> B. Pupils <u>Trying to recognize the numbers</u>

Ending the lesson

The Hieroglyphics	Egyptian writing (3rd part of the set) A. Teacher: <u>Explaining the purpose of the Hieroglyphics and the rules of their writing</u> B. Pupils: <u>Trying to recognize the words written in the Hieroglyphics</u> <ul style="list-style-type: none"> • <i>I can read pyramid/pharaoh/coffins.</i>
--------------------------	---

Unit 2

Opening the unit 2

Purpose of the pyramids	Pyramids (4th part of the set) A. Teacher: <u>Explaining the purpose of building the pyramids</u> B. Pupils: <u>Developing their imagination when counting all pyramids drawn in the picture</u>
--------------------------------	--

Purpose of the tomb paintings	Tomb paintings (5th part of the set) A. Teacher: <u>Explaining the purpose of the Egyptian tomb paintings</u>
--------------------------------------	---

Main part of the unit 2

Help of the visual aids	PowerPoint Presentation A. Teacher: <u>Showing the Egyptian monuments and their contemporary form</u> <u>Presenting the death mask of the famous Egyptian pharaohs</u> <u>Explaining the purpose of reincarnation</u>
--------------------------------	--

Ending the lesson

Revision	What do you know about ancient Egypt? B. Pupils: <u>Summarizing the important information</u>
-----------------	--

See the booklet in Appendices 25-30.

Appendix 8: The lesson plan Rubbish and recycling

RUBBISH AND RECYCLING (Lesson plan)

Date 9th November 2011

Class 5. A

Language level Elementary

Number of pupils 15

Timing 45 minutes

Subject Science

Content aims	<ul style="list-style-type: none"> • To give reasons for recycling • To realize the purpose of different rubbish bins in connection with recycling
Language aims	<ul style="list-style-type: none"> • To learn, practise and use key vocabulary necessary for particular activities (see 1 below) • To use the verb <i>to go</i> in connection with rubbish bins (see 2 below) • To use the modal verb CAN (see 3 below) • To form the verbs in 3rd person sg. (see 4 below) • To learn vocabulary used in a song (see 5 below)
Key vocabulary and structures	<ul style="list-style-type: none"> • (1) Nouns-a rubbish bin, a can, a bottle, a paper, a banana skin, an apple, a bottle top, a plastic bag, a newspaper, a plastic bin, a metal bin, a paper bin, fruit and vegetables bin • (2) <i>The plastic bag goes in the plastic bin.</i> • (3) <i>We can use a plastic bag again.</i> • (4) <i>A can goes in the metal bin.</i> • (5) Nouns- the amount of waste, the Earth, a trash, a floor, a hero Verbs-to save, to throw, to reduce
Learning strategies	<ul style="list-style-type: none"> • To co-operate in pairs and to check the answers reciprocally • To express personal attitude towards recycling

Teaching aids	<ul style="list-style-type: none"> • The poster Rubbish bins (see Appendix 36) • The worksheet (see Appendix 37)
----------------------	--

	<ul style="list-style-type: none"> • The cards with pictures • The story O recyklovaném papíru
--	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • give major reasons for recycling • classify the rubbish in appropriate rubbish bins • name the objects which can be used again <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> • co-operate with the classmate (in pairs) • actively participate in all tasks • fulfil the above-mentioned criteria
----------------------------	---

Procedures

Opening the lesson

Purpose of activity	Activities
Motivation	<p>The story O recyklovaném papíru</p> <p>A. Teacher: <u>Reading a short story and setting the task</u></p> <ul style="list-style-type: none"> • <i>Při čtení pohádky promyslete, co znamená slovo recyklace</i> <p>B. Pupils: <u>Listening to the fairy tale and thinking about the meaning of recycling</u></p>
Vocabulary acquisition	<p>The worksheet</p> <p>A. Teacher: <u>Introducing the words</u></p> <p>B. Pupils: <u>Trying to explain the words in English, acquiring the appropriate pronunciation</u></p>

Main part of the lesson

Classification of the rubbish	<p>The plastic bag goes in the plastic bin</p> <p>B. Pupils <u>One pupil from the pair deals with the upper side of worksheet and one pupil with the lower part</u></p> <p><u>Using the structure to tell the classmate the answers</u></p> <ul style="list-style-type: none"> • <i>The plastic bag goes in the plastic bin.</i>
Explanation of the meaning of recycling	<p>Classification of the pictures on the board</p> <p>A. Teacher: <u>Creating a simple table on the board with the section “Can use again”,</u></p>

	<p>“Can’t use again“</p> <p>B. Pupils:</p> <p><u>Classifying the pictures</u></p> <ul style="list-style-type: none"> • <i>We can use a plastic bag again. We can’t use a banana skin again.</i>
--	--

Singing a song together	<p>Recycling song</p> <p>A. Teacher:</p> <p><u>Displaying the lyrics, explaining key vocabulary and its pronunciation</u></p>
--------------------------------	--

Ending the lesson

Revision	<p>The poster Rubbish bins</p> <p>A. Teacher:</p> <p><u>Showing the pictures of rubbish and encouraging the pupils to “throw” the rubbish in the appropriate bin</u></p> <p>B. Pupils:</p> <p><u>Sticking a picture to the right rubbish bin while using the structure</u></p> <ul style="list-style-type: none"> • <i>The newspaper goes in the paper bin.</i>
-----------------	---

Appendix 9: The lesson plan Magnetic or not?

MAGNETIC OR NOT? (Lesson plan)

Date 9th November 2011

Class 4. A

Language level Elementary

Number of pupils 15

Timing 45 minutes

Subject Science

Content aims	<ul style="list-style-type: none"> • To explore which objects are magnetic and to give reasons for it • To integrate the topic with the practical experiment
Language aims	<ul style="list-style-type: none"> • To learn vocabulary necessary for the content, its proper pronunciation as well (see 1 below) • To use the structure necessary for the content (see 2 below) • To express the attributes of different objects (see 3 below) • To make predictions (see 4 below)
Key vocabulary and structures	<ul style="list-style-type: none"> • (1) Nouns- a straw, a paper clip, a jar, a coin, a fork, a spoon, a key, a stone Adjectives-magnetic, non-magnetic • (2) <i>A paper clip sticks to the magnet. A pencil doesn't stick to the magnet.</i> • (3) Adjectives-soft, hard, light, heavy <i>A straw is light. A stone is heavy.</i> • (4) <i>I think that a pencil doesn't stick to the magnet.</i>
Learning strategies	<ul style="list-style-type: none"> • To make predictions • To record the results of the practical experiment to a simple table

Teaching aids	<ul style="list-style-type: none"> • The set of two worksheets for each pupil (see Appendix 31, 32) • The magnet • The objects-a pencil, a pen, a straw, a paper clip, a can, a jar, a coin, a fork, a spoon, a book, a key, a stone
----------------------	---

	<ul style="list-style-type: none"> • The cards with the objects
--	--

Assessment criteria	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • tell if an object is magnetic or non-magnetic with use of the key structure • verify their predictions • explain in Czech why an object sticks to the magnet <p>“Friend of Mr. CLIL picture” given to the learners who:</p> <ul style="list-style-type: none"> • actively participate in all tasks • fulfil the above-mentioned criteria
----------------------------	---

Procedures

Opening the lesson

Purpose of activity	Activities
Motivation	<p>What is this?</p> <p>A. Teacher: <u>Displaying all objects on the carpet and asking for their names</u></p> <ul style="list-style-type: none"> • <i>Look. What is this? Jana, come and match the card with an object.</i> <p>B. Pupils: <u>Naming the realia in English, matching the cards with the particular objects</u></p> <ul style="list-style-type: none"> • <i>This is a stone.</i>
Introduction of the adjectives	<p>Soft, hard, light, heavy</p> <p>A. Teacher: <u>Writing the adjectives on the board, asking</u></p> <ul style="list-style-type: none"> • <i>Is a pencil soft? No, it isn't. It is hard.</i> <p>B. Pupils: <u>Choosing an object and asking someone in the class</u></p> <ul style="list-style-type: none"> • <i>Is a straw heavy? No, it isn't. It is light.</i>

Main part of the lesson

Introduction of the magnet	<p>Magnetic, non-magnetic</p> <p>A. Teacher: <u>Showing the magnet, choosing an object and demonstrating the experiment, using the key structure</u></p> <ul style="list-style-type: none"> • <i>Look. This is a pencil. A pencil doesn't stick to the magnet. A pencil is non-magnetic.</i>
-----------------------------------	---

Prediction making	<p>The worksheet (the exercise 1)</p> <p>A. Teacher: <u>Explaining in Czech that the pupils will guess if the objects are magnetic or non-magnetic</u></p> <p>B. Pupils <u>Guessing and recording the assumptions to a table in the worksheet</u></p>
--------------------------	--

Verification of predictions	<p>The practical experiment with the magnet</p> <p>A. Teacher: <u>Asking</u></p> <ul style="list-style-type: none"> • <i>Do you think that a pencil sticks to the magnet?</i> <p>B. Pupils: <u>Demonstrating the experiment, answering and recording the results to a table in the worksheet</u></p> <ul style="list-style-type: none"> • <i>A pencil doesn't stick to the magnet.</i>
------------------------------------	---

Ending the lesson

Summary of the experiment	<p>The worksheet (exercise 2, 3, 4)</p> <p>B. Pupils: <u>Drawing the magnetic and non-magnetic objects, specifying which objects are magnetic and non-magnetic</u></p> <ul style="list-style-type: none"> • <i>The coin and the key stick to the magnet.</i> • <i>The book and the jar don't stick to the magnet.</i>
----------------------------------	---

Appendix 10: The poster My senses



Based on Evans (2008, online)

Appendix 11: The scaffolding posters necessary “Feely Bag” game

It feels ... (soft, hard, ...)
It feels like a ... (ball, glass, ...)

VOCABULARY
SOFT - MĚKKÝ
COLD - STUDENÝ
HARD - TVRDÝ

Appendix 12: The poster and the cards key for the presentation of taste











Appendix 13: Five senses quiz, Goldilocks quiz

ALL ABOUT ME • He and my senses

S-10 WORKSHEET

Five senses quiz

Choose the right answer for each question.


I use my _____ to see colours  and shapes	I use my _____ to hear a cat miaow 
<input type="checkbox"/> a) hand <input checked="" type="checkbox"/> b) eyes <input type="checkbox"/> c) tongue	<input type="checkbox"/> a) nose <input type="checkbox"/> b) eyes <input checked="" type="checkbox"/> c) ears
I use my _____ to taste chocolate 	I use my nose _____ to _____ 
<input type="checkbox"/> a) ears <input type="checkbox"/> b) eyes <input checked="" type="checkbox"/> c) tongue	a) touch <input checked="" type="checkbox"/> b) smell c) taste
I use my hands  to _____	Cotton wool  feels _____
a) taste b) smell <input checked="" type="checkbox"/> c) touch	a) cold b) hard <input checked="" type="checkbox"/> c) soft
A lemon  tastes _____	An ice-cream  tastes _____
a) sweet <input checked="" type="checkbox"/> b) sour c) salty	a) cold b) salty <input checked="" type="checkbox"/> c) sweet

Och


ALL ABOUT ME • He and my senses




S-11 WORKSHEET


Goldilocks







Read and circle the right picture.




What did Goldilocks see  ?


a school 	<input checked="" type="checkbox"/> a cottage 	a tent 
---	---	--




What did Goldilocks smell  ?


sausages 	a cake 	<input checked="" type="checkbox"/> porridge 
---	--	--

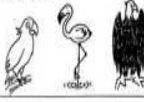


What did Goldilocks taste  ?

<input checked="" type="checkbox"/> hot porridge 	hot milk 	ice-cream 
---	--	---

What did Goldilocks touch  ?

a sofa 	<input checked="" type="checkbox"/> a bed 	a cat 
---	---	---

What did Goldilocks hear  ?

three birds 	three dogs 	<input checked="" type="checkbox"/> three bears 
--	--	---

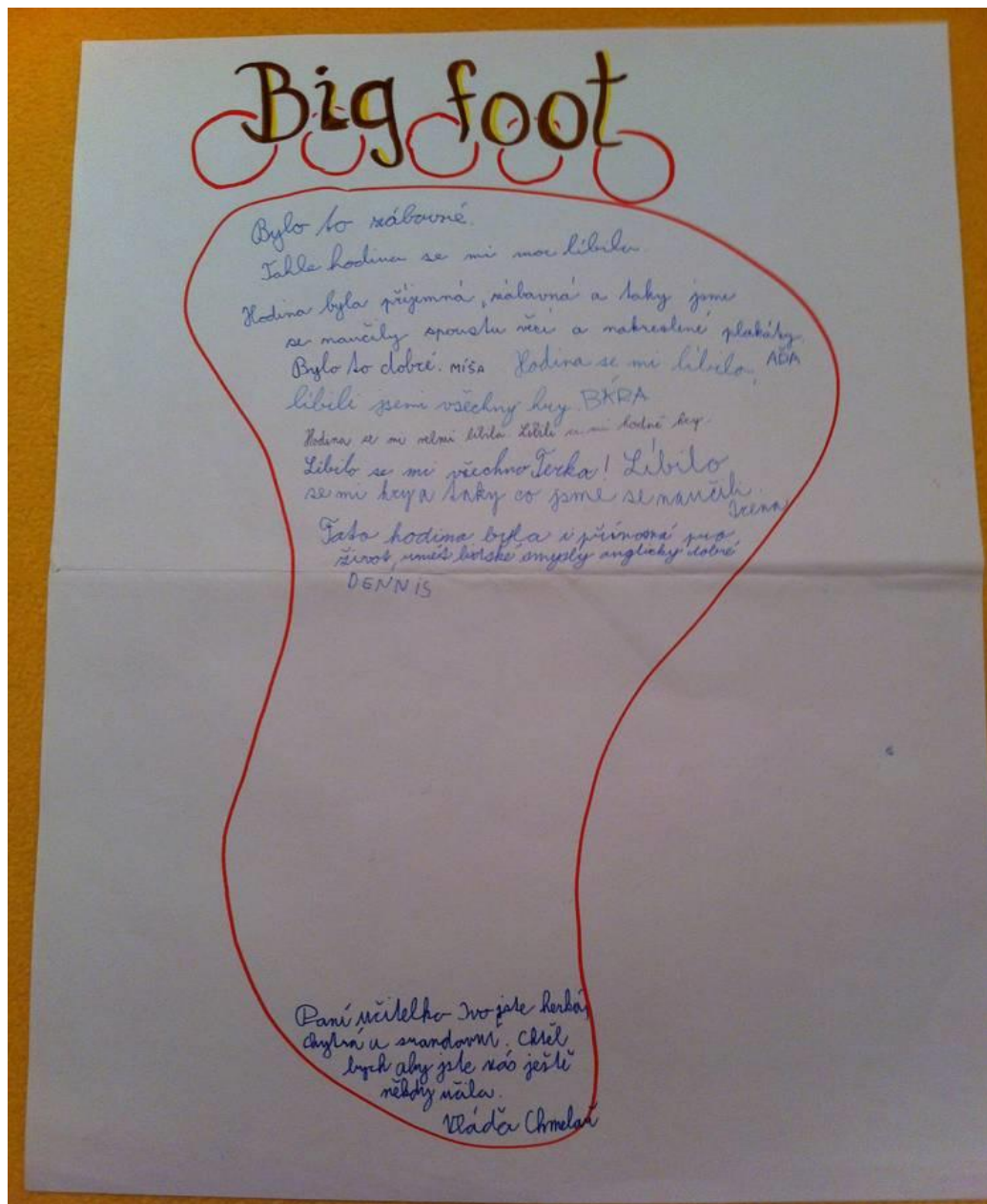
Och

Designed by Calabrese and Rampone (2007, p. 114-115)

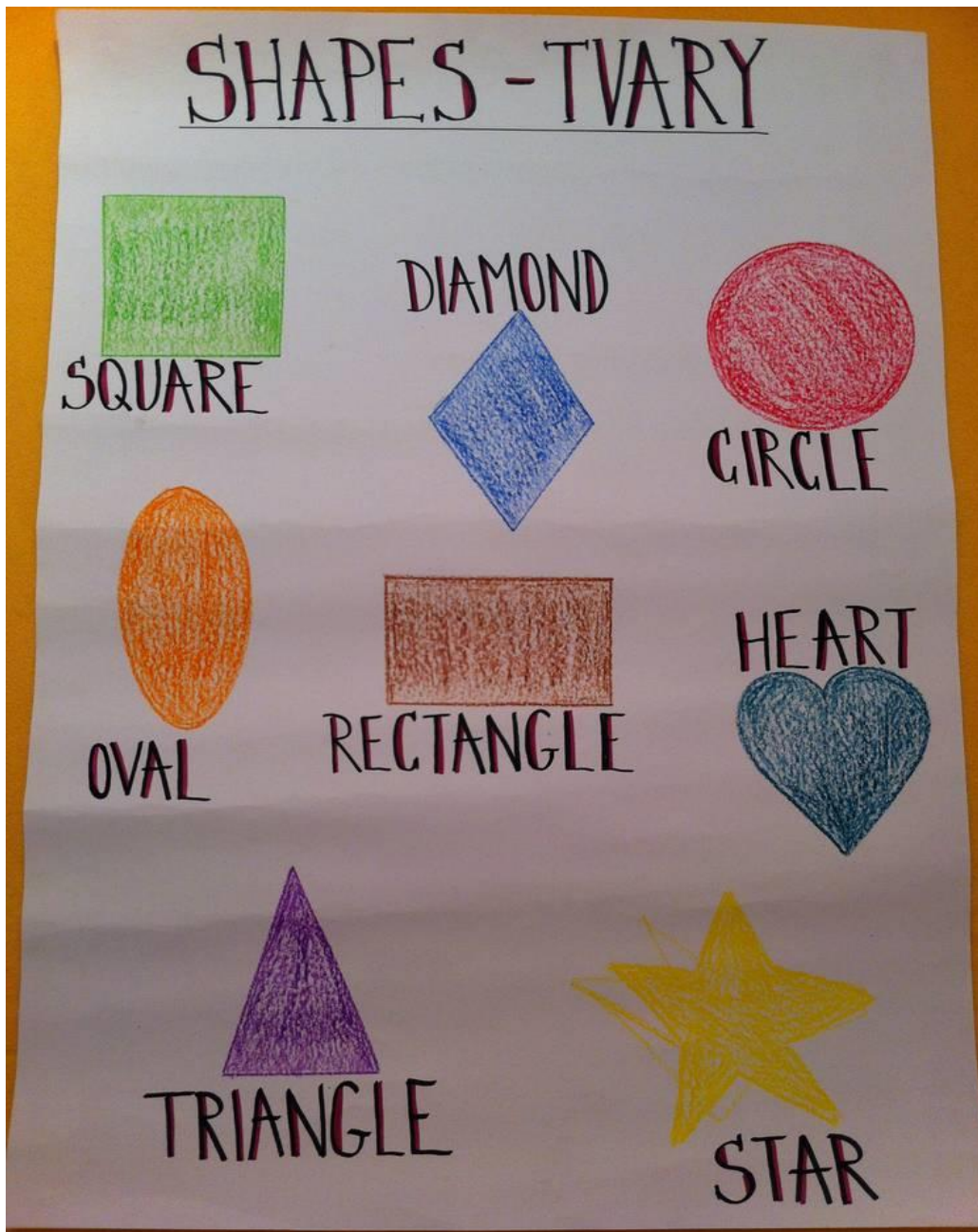
Appendix 14: The outcome of the unit My senses (the pupil's poster)



Appendix 15: Young learners' evaluation of the unit My senses (Big foot)



Appendix 16: The poster Shapes



Appendix 17: The worksheet key for the poster making

This page has been downloaded from www.onestopelli.com. Written by Marcelino Palacios Alvarez and Peco Santos Juarez © Copyright Macmillan Publishers Ltd 2006.

A SHAPE EXHIBITION

diamond	oval	square	heart
star	rectangle	triangle	circle

one stop clll

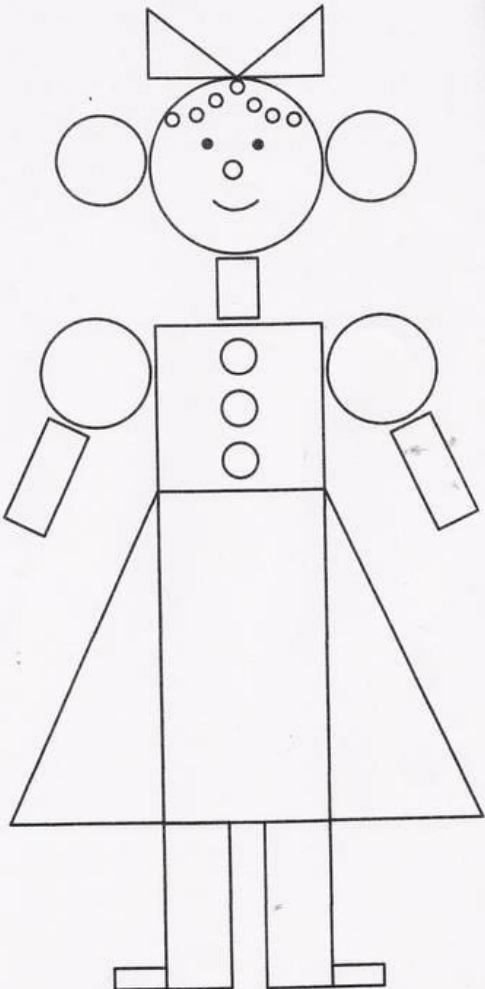
Designed by One Stop English (2011, online)

Appendix 18: The outcome of the unit Shapes (the pupil's poster)

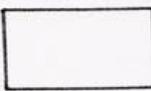

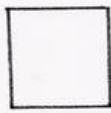



Appendix 19: The worksheet "A girl formed of the shapes"

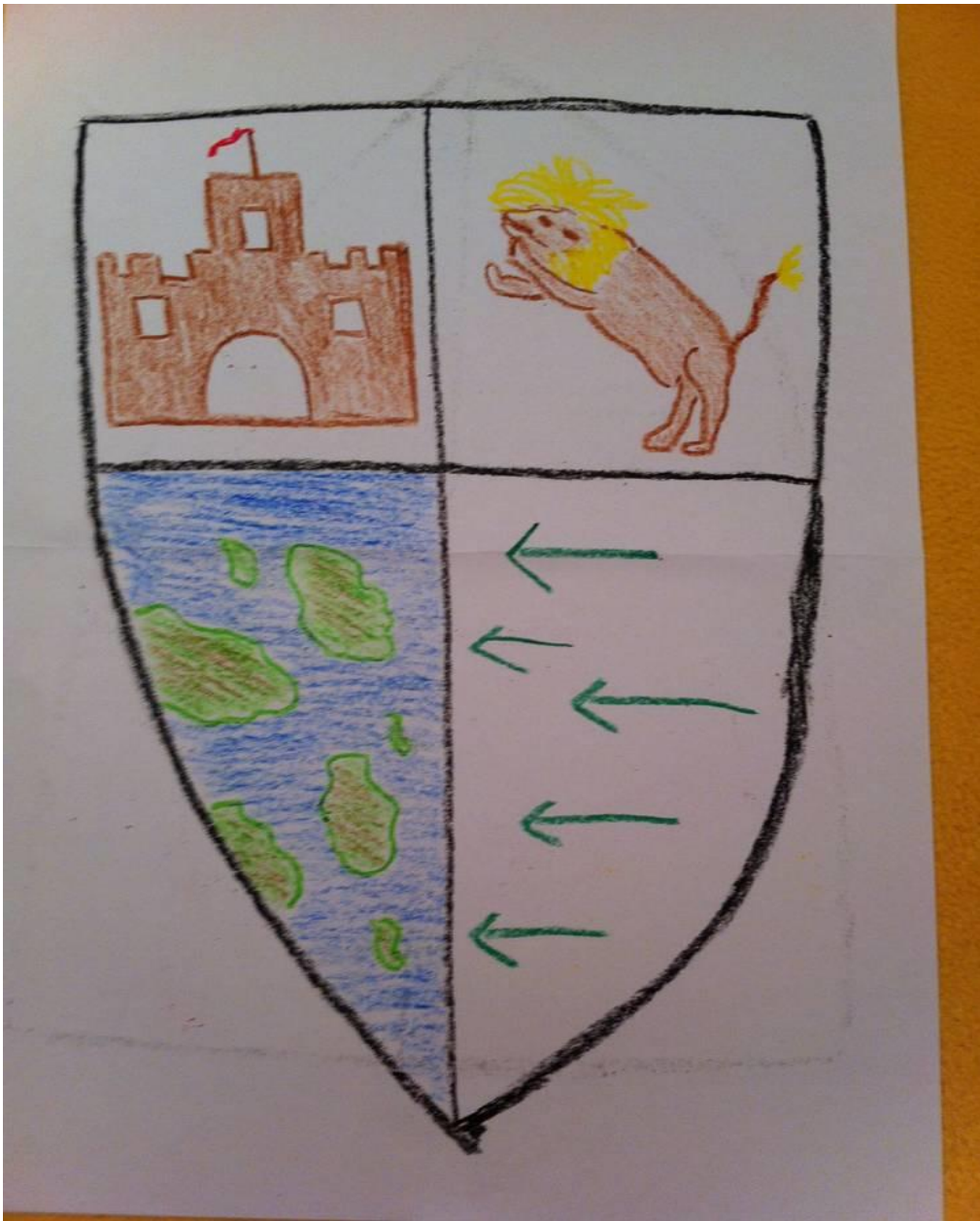
Worksheet



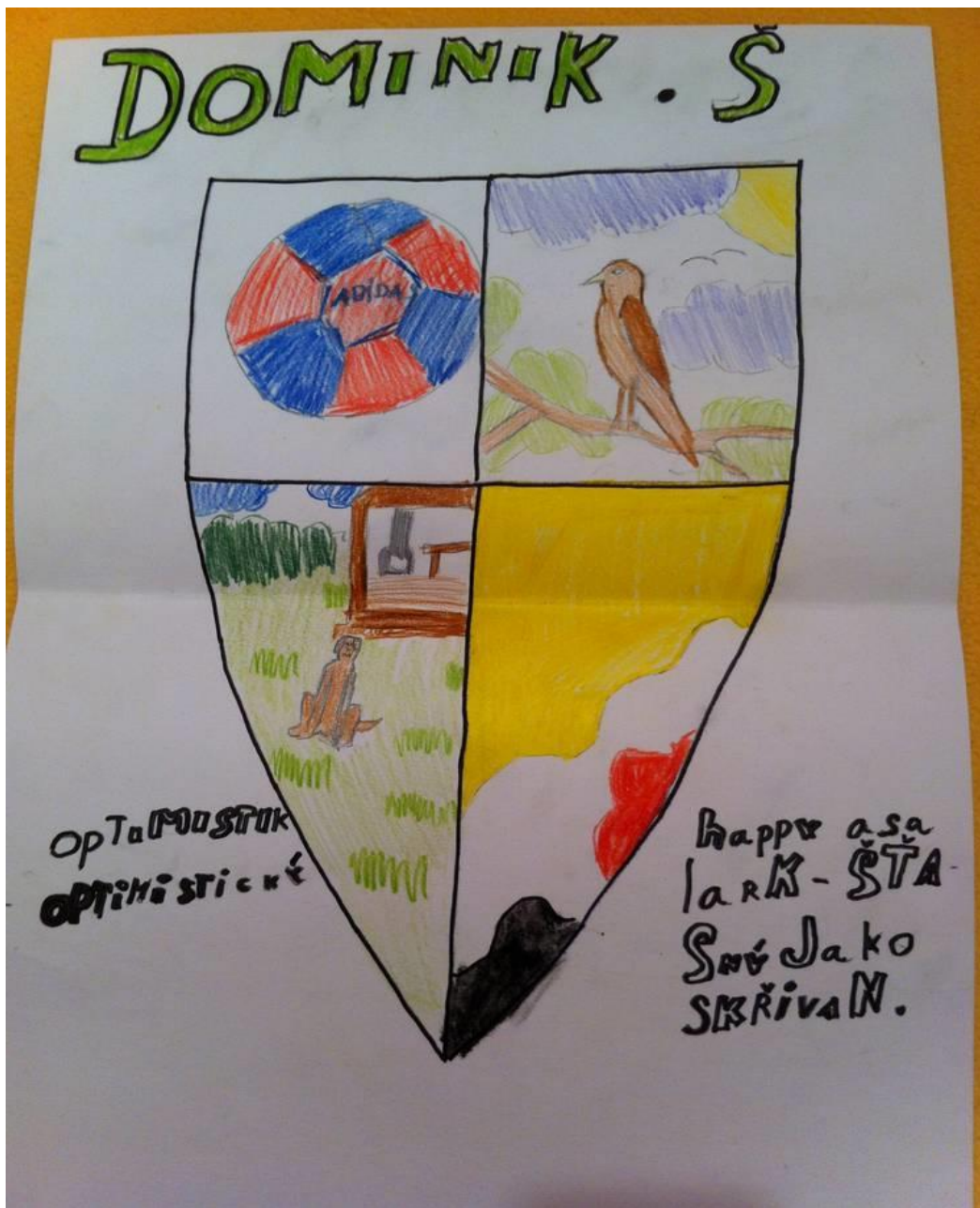
How many shapes do you see?

 = 8	 = 17
 = 1	 = 4

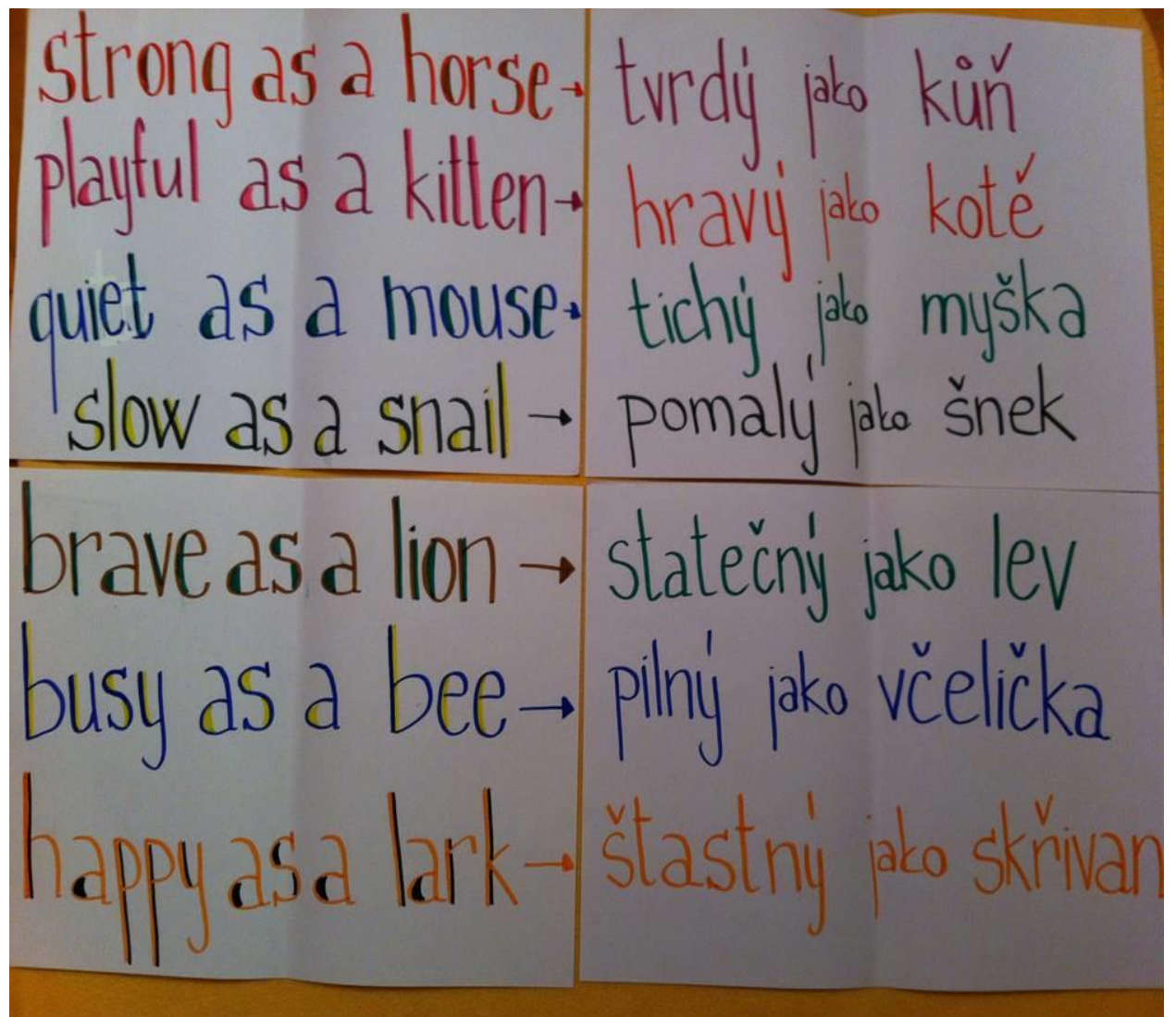
Appendix 20: The coat of arms of Christopher Columbus



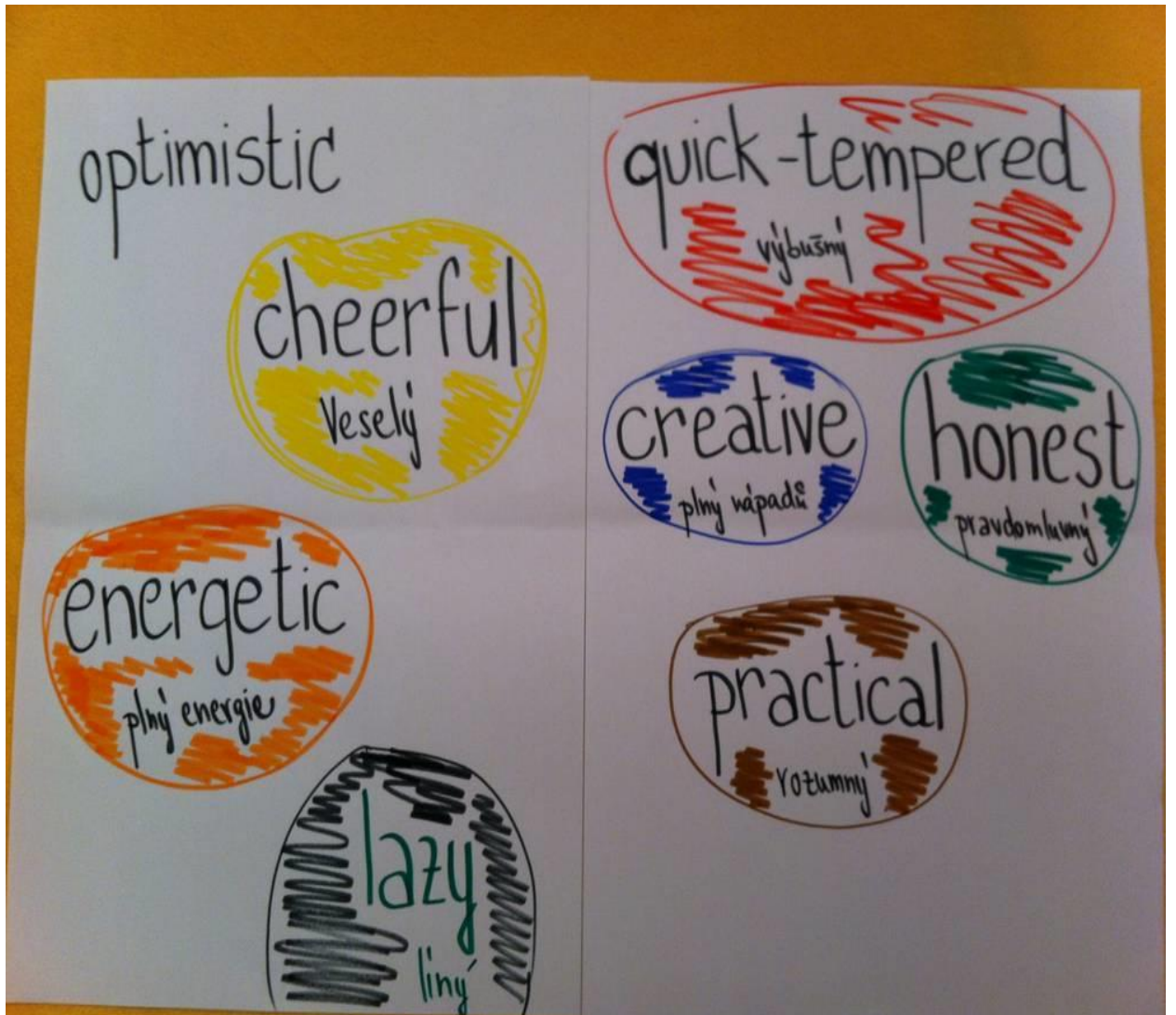
Appendix 21: The pupil's work (My coat of arms)



Appendix 22: The poster presenting the similes



Appendix 23: The poster presenting the symbolization of the colours



Appendix 24: The poster Ancient Egypt



Appendices 25, 26, 27, 28, 29, 30: The booklet Welcome to Ancient Egypt

WELCOME TO ANCIENT EGYPT

A TRIP TO ANCIENT EGYPT

Date: 1400 B.C.
 Place: Egypt
 Land: Rocky and sandy desert
 Climate: Sunny and hot
 River: Nile

DELTA RED SEA

THE GREAT PYRAMID AND THE SPHINX AT GIZA

THE VALLEY OF THE KINGS TOMBS OF TUTANKHAMUN

TEMPLE OF KARNAK

THE GREAT TEMPLE AT ABUSIMBEL

ANCIENT EGYPTIAN NUMBER SYMBOLS

1 2 3 4 5 6 7 8 9

10 1,000 Lotus stalk 100,000 Tadpole

100 10,000 Finger 1,000,000 also used for 'many'

Numbers are written from the smallest to the largest. For example 315 is: $\equiv \cap \text{P}$

Can you read these numbers?

4044 1618 97

Can you write these numbers?

858 1,645 92 469

EGYPTIAN WRITING

Can you read these words?

Write your name in the cartouche from left to right.

PYRAMIDS

How many pyramid shapes can you see in this picture?

Can you find the king's tomb?

King's Tomb

TOMB PAINTINGS

Paintings on the walls of the tombs tell us about life in ancient Egypt (farming, clothes, animals, hairstyles, boats...).

A PAINTING ABOUT MY LIFE




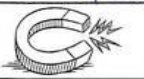













Make a drawing about your life (the place where you live, your family, your hobbies...). Use simple colours like blue, red, and green.

Designed by Calabrese and Rampone (2007, p. 182-187)

Appendix 31: The worksheet key for the experiment

1.9A KLARA.D. **Magnetic or not?**

1 Make predictions. Tick 'magnetic' or 'non-magnetic'.

		My prediction			
					
pencil			✓		✓
pen			✓		✓
straw			✓		✓
paper clip		✓		✓	
can			✓	✓	
jar			✓	✓	
coin		✓		✓	
fork		✓		✓	
spoon		✓		✓	
book			✓	✓	
key		✓		✓	
stone			✓		✓

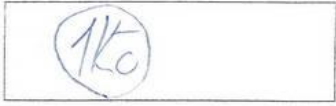
30 **PHOTOCOPIABLE** Primary Curriculum Box © Cambridge University Press 2009

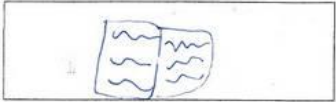
Designed by Bentley (2009, p. 30)

Appendix 32: The worksheet filled after the experiment

Magnetic or not? KLÁRA D 1.98

2 Complete the sentences. Draw pictures then write.

1 The  will stick to the magnet.






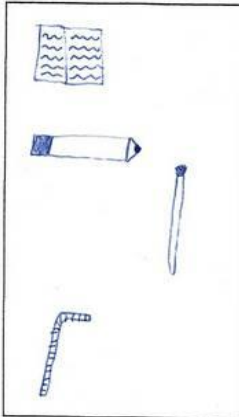
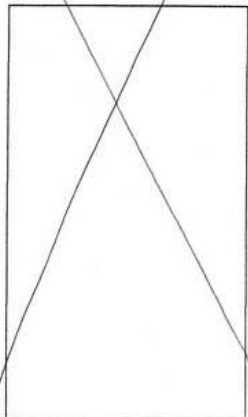
2 The  will stick to the magnet.

3 Test the objects. Tick 'magnetic' or 'non-magnetic'.

1 The coin and the key stick to the magnet.

2 The book and the jar don't stick to the magnet.

4 Find three more objects. Test them with the magnet. Draw them in the boxes.

 magnetic	 non-magnetic	  magnetic and non-magnetic
		

Primary Curriculum Box © Cambridge University Press 2009 **PHOTOCOPIABLE** 31

Designed by Bentley (2009, p. 31)

Appendix 33: The poster How animals move



Appendix 34: How animals move quiz


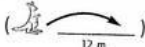




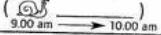
GROWING • Animals

A-9 WORKSHEET

How animals move

Match each animal to the word describing how it moves.

DID YOU KNOW?

	The kangaroo is a big jumper. Some jumps are as long as 12 metres. 	
	The cheetah is the fastest of all animals. It can run as fast as a car. 	
	The snail is the slowest of all animals. It can move just a few metres in 1 hour. 	

Photocopiable © Oxford University Press

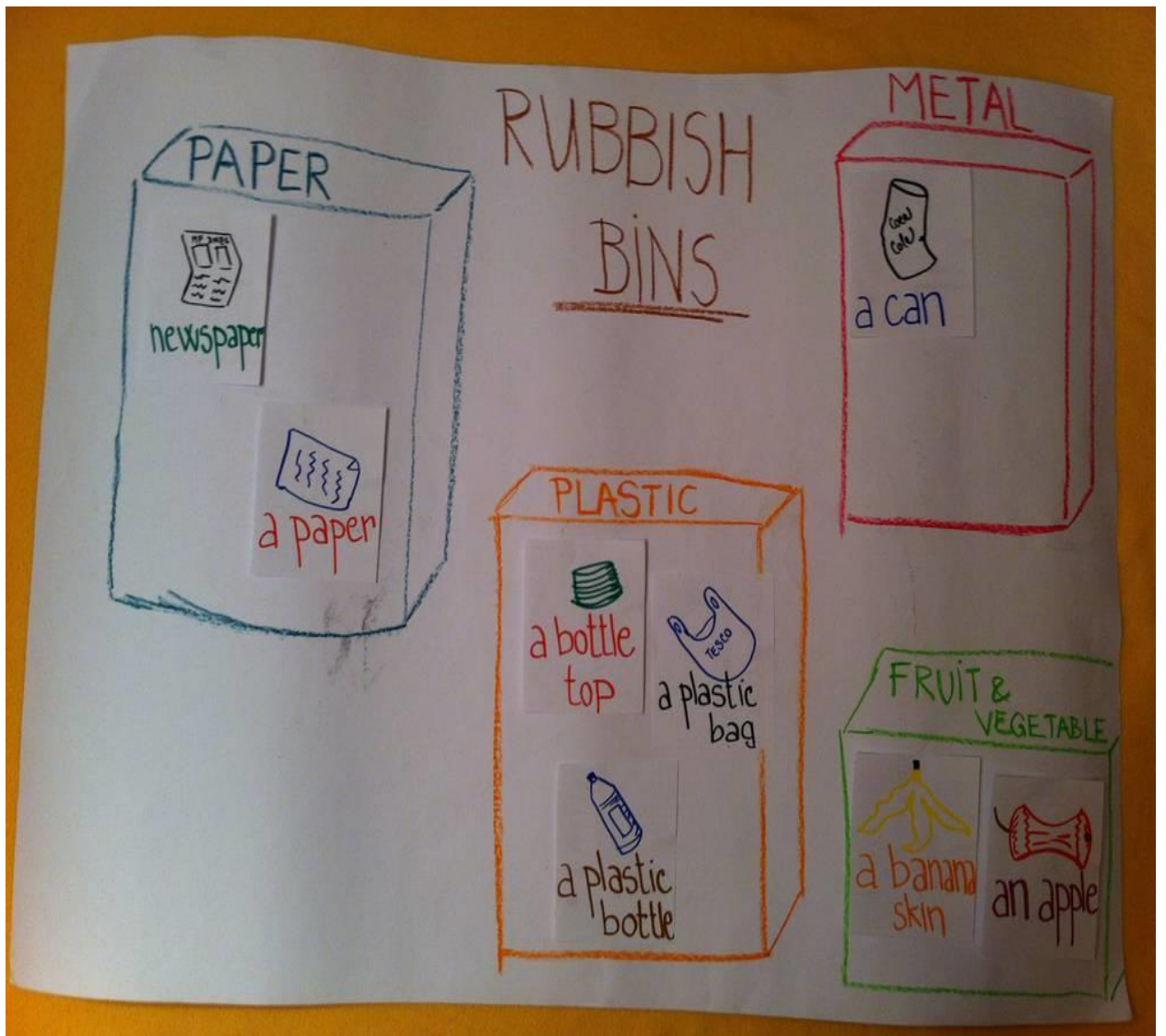
48

Designed by Calabrese and Rampone (2007, p. 48)

Appendix 35: The outcome of the lesson Musical instruments (the pupil's poster)



Appendix 36: The poster Rubbish bins



Appendix 37: The worksheet Rubbish and recycling

21

Rubbish and recycling

1 Match the objects with the right bins. Draw lines.

can bottle paper banana skin

a b

c d

fruit and vegetables metal plastic

5 6 7 8

apple bottle top plastic bag newspaper

2 Compare your pictures.

The plastic bag goes in the plastic bin.


The newspaper goes in the paper bin.


Primary Curriculum Box © Cambridge University Press 2009 **PHOTOCOPIABLE** 37

Designed by Bentley (2009, p. 37)

Dotazník

1. Líbila se ti tato hodina? Zakroužkuj.

 ... ano

 ... ne

2. Zakroužkuj aktivity, které tě bavily.

A) čtení o medvídkovi


B) vystřihování a nalepování tvarů


C) písnička

D) práce s pracovním listem (kolážka z tvarů)

E) Kimova hra (Co chybí?)

3. Chtěl/a by ses vyučovat tímto způsobem i nadále?
Zakroužkuj.

 ... ano

 ... ne

DOTAZNÍČEK

1. Zakroužkuj příslušného smajlíka.



... hodina se mi líbila.



... hodina se mi nelíbila.

2. Jestli jsi zakroužkoval/a  , proč se ti hodina líbila?
Tato hodina byla velmi dobrá tím, že jsem se naučil něco nového*
co jsme se ještě neučili.

3. Která aktivita se ti líbila a bavila tě?

Líbilo se mi sk. na prezentace.



4. Chtěl/a bys mít takový typ hodiny i nadále?

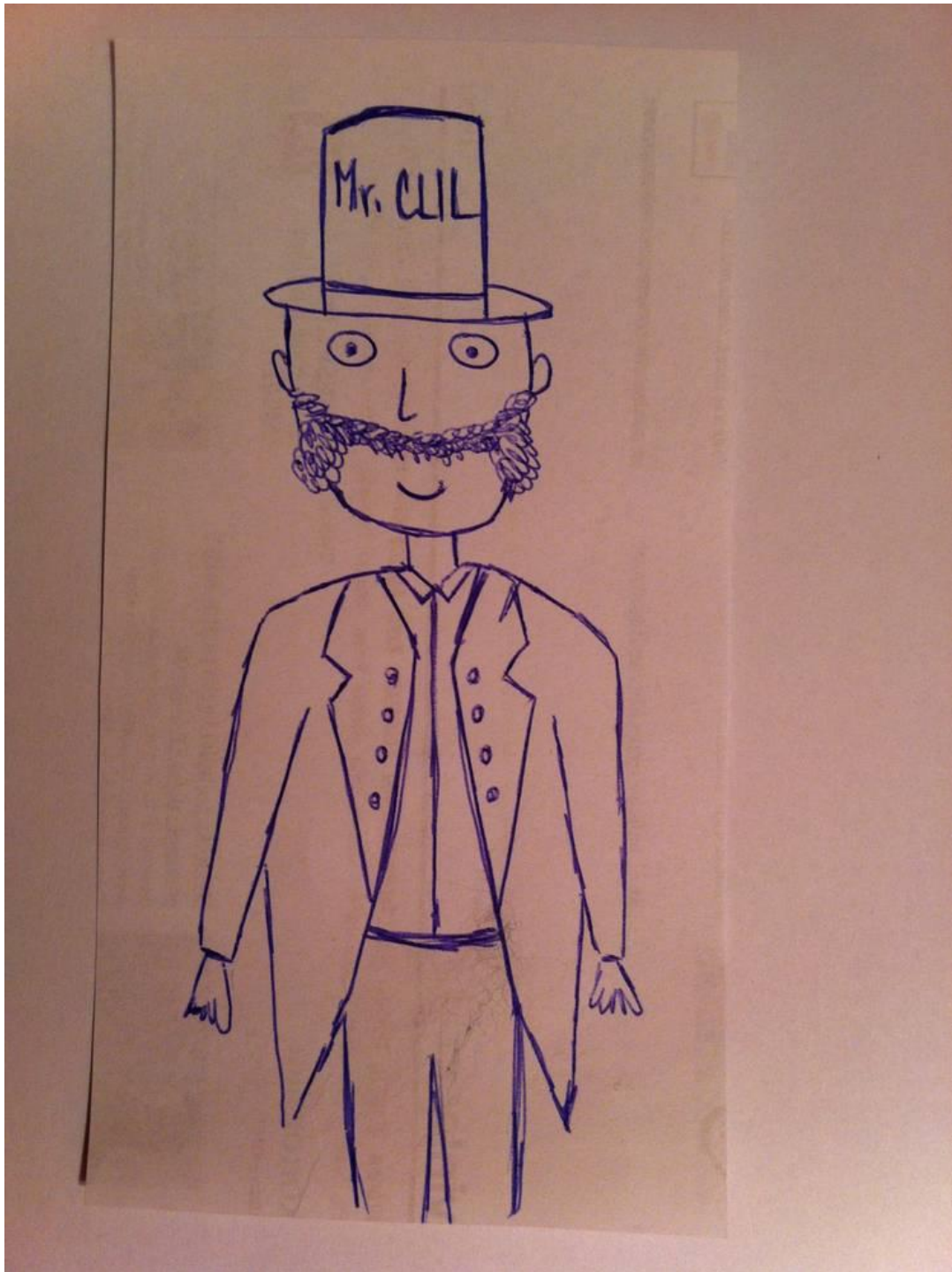


... ano



... ne

Appendix 40: "Friend of Mr. CLIL picture"



RÉSUMÉ

Diplomová práce se zabývá využitím metody CLIL v primárním vzdělávání. Analyzuje podmínky klíčové pro uvedení metody mezi žáky mladšího školního věku.

Teoretická část charakterizuje strategii metody CLIL a také její pozici v Evropě, včetně České republiky. Dále pak studuje všechny metodologické principy a náležitosti důležité pro zavedení směru do primárního vzdělávání.

Praktická část pracuje s kolekcí složené jednak z příprav na hodiny založené na CLILu a také z učebních pomůcek. Tato kolekce je speciálně vytvořena pro žáky 1. stupně základní školy. Vzhledem k tomu, že všechny přípravy na hodiny byly ověřeny v praxi, daná část diplomové práce rovněž detailně popisuje průběh pěti vybraných hodin majících znaky CLILu.

Na základě dotazníků vytvořených pro žáky, byla posouzena jednak efektivita jednotlivých hodin a také míra zaujetí dětí metodou CLIL.

ANNOTATION

Jméno a příjmení:	Ivana Janáčková
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2012
Název práce:	“Explore the World with Mr. CLIL” Exploitation of CLIL at Primary School
Název v angličtině:	„Objev svět s panem CLILEM“ Využití metody CLIL v primární škole
Anotace práce:	Diplomová práce se zabývá využitím metody CLIL v primárním vzdělávání. Analyzuje jednak strategii metody a také nezbytné podmínky pro uvedení metody mezi žáky mladšího školního věku. Její klíčovou součástí je kolekce s názvem „Objev svět s panem CLILEM“ speciálně vytvořena pro žáky 1.stupně ZŠ. Kolekce je složena z příprav na hodiny založených na CLILu a také z učebních pomůcek nezbytných k daným hodinám. Protože všechny přípravy na hodiny byly ověřeny v praxi, praktická část práce detailně popisuje průběh pěti vybraných vyučovacích jednotek.
Klíčová slova:	CLIL, primární vzdělávání, žáci 1. stupně ZŠ, příprava na hodinu založená na metodě CLIL
Anotace v angličtině:	The diploma thesis focuses on the exploitation of CLIL in the primary education. It analyses both overall CLIL strategy and the conditions necessary for implementation of the method among young learners. The collection entitled as “Explore the World with Mr. CLIL” is the essential outcome of the work. The collection is designed especially for young learners. It is formed of the lesson (unit) plans based on CLIL and the teaching aids key for the lessons (units). Since all lesson (unit) plans were taught and verified in the practice, the practical part additionally provides the thorough description of five chosen CLIL lesson or units.
Klíčová slova v angličtině:	CLIL, primary education, young learners, CLIL lesson plan
Přílohy vázané v práci:	40 příloh
Rozsah práce:	75 stran
Jazyk práce:	Angličtina