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**CLIL – ENGLISH IN BIOLOGY**

Diplomová práce

Vedoucí práce: Mgr. Josef Nevařil, Ph.D.

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Prohlašuji, že jsem závěrečnou písemnou práci zpracovala samostatně a použila jen uvedené pramenů, literatury a elektronických zdrojů.

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vlastnoruční podpis

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## **Abstract**

Although CLIL is a generally known method in education sphere, it is not used much. This is mainly caused by adverse conditions that do not allow the introduction of the method into broader use. Among the factors causing these conditions are for example teachers with insufficient education, lack of financial support, and prejudices against learning in foreign language. Nevertheless, there are efforts to overcome these obstacles as it is believed that the use of CLIL method can help pupils to acquire foreign language and various study skills in a natural environment of subject class.

## Table of contents

Abstract.....	2
Table of contents.....	4
Introduction.....	7
1.CLIL – All about it.....	8
1.1. History.....	8
1.2. CLIL-the basics.....	9
1.3. Versions of CLIL.....	10
1.3.1. Soft CLIL.....	10
1.3.2. Hard CLIL.....	11
1.4. Strategy.....	11
1.5. What level of foreign language is necessary.....	12
1.6. Supportive methods.....	13
1.7. Parts of lessons in English.....	13
1.8. Materials.....	14
1.9. Dual goals.....	15
1.10. Evaluation.....	15
1.11. Benefits of the CLIL.....	16
1.11.1. Benefits of the CLIL for the language subject.....	16
1.11.2. Benefits of the CLIL for the non-language subject.....	17
1.11.3. Benefits of the CLIL for the study competences.....	18
1.12. Participants.....	19
1.12.1. Pupils.....	20
1.12.2. Teachers.....	20
1.12.3. Parents.....	22
1.12.4. Directorate of the school.....	22
1.13. Usual approaches to CLIL.....	23
1.13.1. Approaches to CLIL according to Vojtková (2011).....	24
1.14. Conclusion.....	25

2. CLIL in the Europe .....	26
2.1. Common legislation background .....	26
2.2. Different location – different CLIL.....	26
2.2.1. Finland.....	27
2.2.2. Poland .....	28
2.2.3. Austria .....	29
2.2.4. Spain.....	30
2.3. The Czech Republic .....	32
2.3.1. Bilingual schools.....	32
2.3.2. CLIL for all kids .....	33
2.3.3. Overall language barrier .....	34
2.3.4. A humble project .....	34
2.3.5. Unprepared teachers .....	36
2.3.6. Other problems.....	37
2.4. Conclusion.....	37
3. Biology in the English course books.....	39
3.1. Project .....	39
3.1.1. Biology in Projects.....	39
3.1.2. Conclusion.....	41
3.2. Way to Win .....	41
3.2.1. Biology in Way to Win.....	41
3.2.2. Conclusion.....	42
3.3. Angličtina pro x. ročník základní školy .....	42
3.3.1. English in Angličtina pro x. ročník základní školy .....	43
3.3.2. Conclusion.....	43
3.4. Conclusion.....	44
4. CLIL in practice .....	44
4.1. Background .....	44
4.1.1. The sixth grade.....	44

4.1.2. Topic – Lepidoptera .....	45
4.1.3. Czech and English terminology differences .....	45
4.1.4. Theory – differences between moths and butterflies .....	46
4.1.5. Lesson strategy .....	48
4.1.6. Goals .....	48
4.1.7. Activities.....	49
4.1.8. The show time.....	49
4.1.9. Conclusion from the point of the teacher .....	52
4.1.10. Results of the fourth activity.....	53
4.1.11. Conclusion from the point of the pupil.....	55
4.1.12. The lesson after.....	56
4.2. Troubles that Czech Biology teacher will probably meet .....	56
4.2.1. Geographical areas .....	56
4.2.2. Lesson length .....	57
4.2.3. Number of pupils .....	57
4.2.4. Allergy to English.....	58
4.2.5. What do our pupils really need?.....	58
Final conclusion.....	60
Bibliography .....	61
Appendices.....	64
Resumé .....	69
ANOTACE.....	70

## **Introduction**

CLIL – C for Content, L for Language, I for Integrated, and L for Learning. The abbreviation, that hides in itself the use of the foreign language to give the instructions for the learning of the subject, was coined in 1994 by David Marsh in Finland (Underhill, 2008). Nevertheless, the method itself is not so young, it has been used for ages, just it was for some time a little bit forgotten (Deller and Price, 2007). Gone are those times and CLIL is currently according to Klečková (2007) spreading and becoming very popular as a method that helps with language learning.

I remember the first time I have met CLIL like it was yesterday. It was my first didactic lesson at the Department of Biology as soon as a lector detected that I study language, he told me in English that he had something for me. That something was an exercise on the interactive board, where my task was to join the words to the parts of a schematic picture of flower. It was quite shocking when only one of my answers from ten was correct.

A lot has changed since then. I have become more interested in the biological terminology in English language and as of today I would describe a picture of a flower without a hint. Nevertheless, CLIL became for me a method in which I can enjoy two things that I love – talking in English and Biology. Even its nature is great as it asks for amusing interactive methods and everything except boring lectures. This can help broaden the foreign language skills and make the biology lessons more enjoyable not only for teachers, but especially for the pupils.

This diploma thesis focuses on the use of CLIL in the lessons of Biology. The first part deals with the basic information about CLIL and methodology and its explicit use in the Europe and the Czech Republic. Next part consists of a research of three sets of mainstream students' books to discover which biological topics are usually served to pupils in English classes. Finally the last part describes my own experience from trying this method in one lesson of biology at school on “real living pupils” in ZŠ Velká Bystřice.



## **1. CLIL – All about it**

This chapter contains basic information about CLIL. It covers various topics from history, different types of CLIL, its negatives and benefits in relation to the competences, and so on.

### **1.1. History**

Even though the abbreviation CLIL was coined only in 1994 by David Marsh in Finland, the method itself is much older. Mehisto, Marsh, and Frigols (2008) give as example the Akkadians, the ancient empire that existed around 5000 years BC in modern day Iraq. He says that when the Akkadians conquered Sumerians, they wanted to learn the language of Sumerians as soon as possible. That is when ancient CLIL came in practice when they were taught the language through the subjects. These were particularly theology, botany and zoology (Mehisto, Marsh, and Frigols, 2008).

The middle age Europe was not deprived of CLIL either. In that time all sciences and even theology used to be taught in Latin. This language stayed in some extent in these fields till this day (Dalton-Puffer, 2007).

The modern history of CLIL is encoded in the “instructional talk” that was a part of reform in Western European countries in the 1960’s and 1970’s (Dalton-Puffer, 2007). It had its part in the school timetables until the IT technology became more popular and took its place. However, Deller (2007) says that in the last five years CLIL is returning into the fashion on the most of the continents.

Today is CLIL called by Čaňková (2011) “just” another method to teach languages that germinates from the needs of the human society in the 21<sup>st</sup> century. Specifically in the European Union, CLIL is seen as a medium that can improve the language skills of the majority of citizens that is necessary to increase the European cohesion and competitiveness (Mehisto, Marsh, and Frigols, 2008). Ball (2011) reveals that CLIL can be also introduced for pragmatic reasons. He says that it can be used to lower the number of the lessons especially in places where pupils are taught two or three foreign languages.

## 1.2. CLIL – the basics

According to Dalton-Puffer (2007) definition of CLIL is that it is an education setting where a language other than learners' mother tongue is used as a medium of instruction. The point is to integrate a non-language subject with language one and teach it in one go. CLIL offers the unique subject integration possibility, in which the pupils learn new information from non-language subject while practicing and therefore improving non-mother language skills. Mehisto, Marsh, and Frigols (2008) explain it as “learn as you use, use as you learn” strategy.

Languages which are used for CLIL are not defined – any language can be used. It depends only on the preferences of school and its partners. Novotná and Hofmannová (2007) claim that in the Czech Republic the most favourite languages for CLIL are English, German, French, and Spanish. English is marked by Dalton-Puffer (2007) as the most popular CLIL language in Europe and Asia. According to Ball (2012) English language is globally preferred thanks to its function of a common language – lingua franca.

Subjects that are taught through the CLIL method are also not specified. Mehisto, Marsh, and Frigols (2008) give as examples math, science subjects like physics, biology, and ecology, and art as the subjects in which it can be successfully used.

The main focus is integration and the fight against the separation of the subjects. The pupils learn a new language while using it and accomplishing tasks, while doing this they learn another language content. It may seem that the CLIL method does not allow pupils to develop in their mother tongue. Nevertheless, it is remembered on it as well as the main terminology is also offered in it (Mehisto, Marsh, and Frigols, 2008).

The goal is to make pupils use the language as naturally as possible. Also it offers the use of the language in extended opportunities and not just while filling in the exercises, but rather while enhancing the development of communicative competence. In this method pupils learn the language comparably to the way they used to learn their mother language. When pupils use foreign language for communication, almost a magic happens. Instead of being taught, pupils tend to acquire the language. This happens when the language is being passively noticed during the learning process (Dalton-Puffer, 2007). Therefore, if the CLIL

method is successful, it can help pupils to become bilingual or even multilingual (Mehisto, Marsh, and Frigols, 2008).

### **1.3. Versions of CLIL**

Čaňková (2011) calls CLIL an umbrella term as it has many forms. Therefore, a teacher can choose the suitable form according to his or her own needs as well as students' ones. Two main forms are soft CLIL and hard CLIL. Šmídová (2012) explains that the main difference between these two is in the goals. While soft CLIL includes only the use of the topic of non-language subject, the final goal always focuses only on the language skills. Consequently hard CLIL represents the method where a part or whole subject is taught in non-maternal language which forms dual goals with content and linguistic part that are equally important (Šmídová, 2012). A version of CLIL that stands between these two can be called medium CLIL, nevertheless, the majority of authors do not recognise it.

#### **1.3.1. Soft CLIL**

Soft CLIL is the best to start with for students as well as for the teachers with lower level of English. Their language level can be as low as B1 or B2 (Vojtková, Hanušová, 2011).

In this category belong so called Language showers. Although they were primarily meant for the youngest learners, they can be used anytime for pupils of any age group. The point is in using English in many activities while spending on it relatively short time frames. These are usually from 30 minutes to one hour long (Mehisto, Marsh, and Frigols, 2008). Vojtková and Hanušová (2011) name various ways to use soft CLIL from the simplest ones like using visuals – headlines, inscriptions and posters that make the environment more foreign-like while posing a little effort on the teacher. Then they suggest to use English to complete routine acts like greetings, simple instruction and organisation using fixed phrases. Further the promising situation supervenes in the beginning of the lesson and in its end, when English can be used to introduce the topic and to summarize it while the rest of the lesson was in mother tongue (Vojtková, Hanušová, 2011).

The CLIL fact sheet that is available on onestopenglish.com (2015) reveals that the further goals of language showers include the mediation of the awareness about the foreign

languages to students, help to form positive attitude to learn it by making students ready for the language learning processes. These possibly on the first sight hidden goals are very important for the motivation for the future language learning.

Any content material that is used in the English language lessons is classified in the soft CLIL category (Čaňková, 2011).

### **1.3.2. Hard CLIL**

Hard CLIL is the form of CLIL where the lesson plans are primarily based on the content goals, where the language is only the mean to reach it (Šmídová, 2012 and Ball, 2011). Also more significant parts of the lessons are taught in the foreign language than in the soft CLIL. Explicitly it has to be more than 25 % of the time. For this extent of language, it is necessary that the level of language skills of the teacher are at least on B2 level, even though level C2 is preferable (Vojtková, Hanušová, 2011). In the case of hard CLIL teacher also should be aware of the methodology and principles of CLIL teaching. The fact that the lessons are taught in CLIL must be mentioned in the School Framework (Hanušová, 2011).

### **1.4. Strategy**

Although integration of the content and language may sound simple – all the content subject materials have to be just translated into the foreign language – however, it is nothing like this as more things have to be adjusted. Hanušová (2012) speaks especially about special forms and methods that must be used to reach different cognitive treatment. As a bad example of the CLIL use can be presented its wrong conception by teachers in Valentia, where the use of different forms and methods was not considered. Vojtková and Hanušová (2011) report that in this place CLIL was taught by two teachers who were in the class simultaneously. Task of the first one was to teach the subject in the mother tongue while the other teacher translated everything to English. This setting according to them logically lead to fiasco and no benefit. Therefore, to make CLIL a success, certain rules have to be followed to make the learning through this method acceptable to pupils (Vojtková and Hanušová, 2011).

### **1.5. What level of foreign language is necessary**

It might seem that to use CLIL, the learner has to already possess certain level of language skills before the education is initiated. However, in the methodology classes of the English Department at Palacký University was said that the great thing about CLIL is that it can be used for everyone. It is obvious that the teachers educating lower level learners will have to adjust their lessons. First they must analyse the language skills of pupils and consider these by giving them according support. It is expectable that pupils on lower levels are more receptive than productive. After this so called “silent period” the teacher can rejoice from the first production of pupils that are in the beginning usually only one word answers (Krashen and Terrell, 1983). Also the length of the foreign language input should be modified and preferably presented by teachers in the form of short bursts. Materials for more advanced pupil should include simplified texts, a lot of visual materials and props. It is also good to introduce the necessary language support in the initial lessons (Deller and Price, 2007).

If the learners do not have enough language skills, Mehisto, Marsh, and Frigols (2008) ensure that it is no need to worry. He says that the language necessary can be given in the class and in a few months the learner will have all the language skills that are needed for the interaction in the CLIL lessons.

Another advantage for all the learners is that CLIL allows the use of the mother language. Deller and Price (2007) consider the role of mother language a support tool that is allowed to be used in lower level learners as the medium in which the answer can be delivered. Deller and Price (2007) suggest that in pair or group work learners may talk to each other in mother tongue to get the correct content answer. He says that with the time these situations will appear less frequently until they will finally vanish. In short, the teachers who starts with CLIL should prepare for a plenty of code switching in their speech (Deller and Price, 2007).

## **1.6. Supportive methods**

As working with the texts in the foreign language is demanding, it is good to help pupils a bit by using supportive methods that will make their work easier. One of the main supportive methods is called scaffolding. The main point of this is based on a hypothesis that when pupils are learning, teachers have to help them by building a construction from hints, vocabulary, examples, and so on. This construction gives pupils a support to reach the goals. Each next time when pupils will solve similar tasks, they will need less support till they will be finally able to reach the goals alone without their teachers' help (Šmídová, Vojtková and Tejkalová, 2012). Dalton-Puffer (2007) has a different opinion. She says that materials that are presented should match the stage pupils' understanding level. Nevertheless, all, Šmídová, Vojtková and Tejkalová, (2012) and Dalton-Puffer (2007) propose the same goal, which is to produce pupils that discover principles by themselves.

To help pupils to get accustomed to the foreign language as soon as possible, it is important that pupils are surrounded by it. This can be attained by installation of inscriptions of the school's equipment around the school building in shape of small papers or by hanging posters in the target language (Hanušová, 2012). Hanušová (2012) says that nowadays it is much easier for pupils to get surrounded by languages than it used to be before. This is caused especially by internet connection that is available for everybody and offers everything.

The basic methods and procedures that are commonly used in classes that are lead in mother language should be also used in CLIL lessons, where they serve to the same function. Among these supportive strategies belong the use of visualisation, graphical images, experiments, etc. Also the comments of teacher should be clear and slow and important information should be repeated more times. Dramatic techniques are also helpful (Hanušová, 2012).

## **1.7. Parts of lessons in English**

As it was already mentioned CLIL is very flexible. If teachers do not feel confident enough because of their language skills or when pupils are beginners, it can be experimented with the method for example by enhancing the subject classes with short activities and exercises in the CLIL language. This approach can according to Urbancová (2012) be used

also in advanced classes when the topic presented is too difficult. Hanušová (2012) suggests that even just the ending of the lesson and summary of the lesson carried out in CLIL language is helpful. In this case pupils can be given a text with gaps that they will have to complete. To support the knowledge of the subject the language teacher can bring texts and materials with the topic that is currently presented in other subjects to language lessons. As pupils get advanced, they manage to work in foreign language for longer time frames. In this case Hanušová (2012) suggests to introduce fully integrated lessons once or twice a week. Soukup (2012) says that the CLIL lessons do not have to be continued. Therefore, CLIL can be used during project days. However, these can be executed only after simple forms of CLIL were tested in these classes with positive results (Hanušová, 2012).

### **1.8. Materials**

There is a wide range of different materials that may be used in CLIL lessons. It is important to utilize these as they offer a great help with the new word stock and understanding. Teachers can either make their own materials, but lots of them are usually already easily available on the internet. Among these belong for example pictures, models, schemas, animations, movies, texts, and many more (Hanušová, 2012).

Texts and videos that are used may be simplified for the use in the classroom, however, it is better when they are worked with in their original version. In the case of English being the CLIL language, the teachers are in advantage. There are plenty of interesting materials that are not usually available in the Czech language. This helps not only to the teachers as they do not have to translate it, but it has also good motivating effect on pupils who realise that they can find these texts online and even if they are not able to understand each word, they still manage to grasp the important information (Hanušová, 2012). Like this can CLIL help pupils to increase their sources they will once use in the future.

Zimčík (2012) says that the use of information and communications technology is a wonderful way to support CLIL method teaching by making the lessons more interactive and interesting. He highlights the use of Power point presentations, which bring the possibility of more pictures and animations into the class, and Hot Potatoes. Hot Potatoes is a software that can be used to create interactive exercises ranging from gap-filling and matching exercises to

quizzes and many more (Babická and Nevařil, 2008). These can be either published on the web, printed or saved. Zimčík (2012) in particular appreciates that pupils can use Hot Potatoes exercises at home as homework or for students that are absent not to fall much behind.

### **1.9. Dual goals**

Setting the correct goal of any lesson is crucial (Prášilová and Šmelová, 2010). In the lessons where the CLIL is used this is valid twice as much as the need of dual goals must be satisfied. The goals must focus on both language and subject outcomes. Vojtková and Hanušová (2011) say that even the language goals in the CLIL classes should be aimed on terminology and understanding of the written and spoken text rather than on grammar.

Vojtková and Hanušová (2011) claims that to the dual goals of the CLIL lessons it is possible to add one more sphere. The study strategies are also acquired while learning. These are also trained during CLIL lessons and in final they are beneficial not only for other school subjects but also to solve the situations in life.

Especially because of the dual goals, sometimes even triple goals, greater effort has to be used for preparation of the lessons by teachers. They have to think not only about content, but also about language and learning strategies that will be used. However, the main goal should always be mainly aimed to the content of the subject (Mehisto, Marsh, and Frigols, 2008).

### **1.10. Evaluation**

There are many doubts about what the evaluation of CLIL should look like. Deller and Price (2008) contemplate about question whether the language and content should be evaluated separately. They reach the conclusion that it is dependent on the age and level of the pupils. They also think that the assessment should be in mother tongue or in non-verbal language.

Soukup (2012), who was a member of the team that participated in the CLIL project in the Czech Republic, says that the pupils in his school were informed that English is in the



subjects extra and that its knowledge or not-knowledge would not be classified. He supports the opinion that broadening teaching of the language, in other words its stabilisation should not be taken in account when evaluating pupils in the subject.

As the lessons where CLIL is used have language and subject goals, both should be considered also in the evaluation. Otherwise pupils would not have any extrinsic motivation and especially any evidence that they are improving in language skills.

Novotná (2011) adds that the evaluation should be connected with self-evaluation. If the pupils are able to do this, they will tend to improve themselves alone also in the future. They can also set their own goals and become their own coaches not only in the language education.

### **1.11. Benefits of the CLIL**

There are many positive things that are brought by the CLIL method into the subject lessons. The following subchapter will deal with them. To give clearer picture of benefits, the positive things were classified into three categories. These are sorted on the basis of their contribution to the triple goals of CLIL lessons.

#### **1.11.1. Benefits of the CLIL for the language subject**

The improvement of language skills is the main reason why is CLIL done, that is why there are many things in this category. CLIL gives the possibility to increase the space of natural and meaningful language. This is especially due to the fact that pupils communicate, solve exercises, and search for answers in the foreign language. Čaňková (2011) says that this constellation of class leads to automation of the language skills which is based also on the language acquisition. Urbancová (2012) considers the biggest advantage of CLIL the ability of pupils to talk in any situation. From the classes they are used to speak in foreign language, so it does not cause them problems to do the same when they are outside as their language confidence has grown. When pupils are fully pulled-in the discussions, they use the language without pressure on correctness. Like this they are greatly increasing their fluency skills Hanušová (2012). According to Ball (2011) fluency can be easily taught in CLIL lessons, because the topics are real. She gives an example of Global warming. She says that in CLIL

they learn about Global warming to save the world. She considers this as the real reason to use the language.

In the CLIL classes the language has a unique function for the students, especially when it is the only way they can show that they understood the content. Therefore, the language receives usefulness that is usually lacking in typical language classes (Urbancová, 2012).

If CLIL is used with the young pupils, it can help to prepare for the future language studying. They will know the sound and basic structure of it and it will not feel new anymore, so it will not be scary and stressing for them (Mehisto, Marsh, and Frigols, 2008).

Work with materials in the CLIL language expands the pupils' possible activity. Ball (2011) says that studying in the foreign language is difficult only in the beginning. Once this phase is overcome and pupils are used to it, it will be much easier for them to study abroad.

Another great aspect of CLIL is that it enlarges lexicon. Soukup (2012) says that it can be done relatively quickly and in "nonviolent" form. When pupils use these words in usual communicative situation, it is beneficial for them. Mehisto, Marsh, and Frigols (2008) think that thanks to CLIL pupils can actually acquire the metalingual awareness that results in better word choice.

### **1.11.2. Benefits of the CLIL for the non-language subject**

Benefits of CLIL for the language subject are from the three the smallest. Hanušová (2012) says that the acquisition of CLIL method for language is scientifically confirmed. However, the same cannot be said yet about the non-language subject outcomes as the results are not clear. Nevertheless, this might not be as straightforward as it looks.

Ball (2011) describes the situation in Basque, where the results of pupils who were using CLIL were better than the results of the control group of students without CLIL. He claims that it is a result of more demanding processes that appear when one studies in foreign language. This leads to deeper absorption of the facts. He says that pupils were forced to analyse the materials more than if they were in their mother language. Doing this they reach higher levels of Bloom's taxonomy (Ball, 2012). Vojtková and Hanušová (2011) say that

pupils are solving problem situations, construct, draw consequences, estimate, analyze, and search for information, and so on. This their activity helps them to remember more. It is planned to that the transport of the knowledge to pupil will be replaced by activating methods of education in future (Vojtková and Hanušová, 2011).

Vojtková and Hanušová (2011) say that the best way to determine if CLIL has positive effect on subject skills is to make longitudinal research.

Mehisto, Marsh, and Frigols (2008) agree with Ball (2012) and also sees the benefit in the difficultness of learning in the foreign language. He thinks that by learning in different language it is easier to make learners avoid parroting, and they will more likely connect the new information with already existing knowledge.

### **1.11.3. Benefits of the CLIL for the study competences**

There are many things by which the use of CLIL increases the study and other competences. Among the widely used forms of education is pair and group work. This enables pupils to improve their key competences, namely the communicative, and social and personal competences. Hanušová (2012) says that CLIL supports also critical thinking and self-evaluation of learning.

CLIL can bring a diversion to the lessons. Deller and Price (2007) say that pupils learn language at school for many years. The student books usually offer similar topics that are repeating, which becomes boring and unattractive to the pupils.

Another positive thing is that CLIL offers a way to break the monotonous class stereotype. Chocholatá (2012) says that too many teachers start their lessons with checking of homework and oral examination. Then it usually continues with frontal lecture, when only a teacher is speaking and students are busy by making notes from the blackboard, and finishes by filling a few exercises in the books. To make CLIL successful a teacher must give space to pupils and let them be the active ones. This prevents pupils from being bored and keeps them motivated and rejoiced. Tejkalová (2013) says that CLIL is a challenge that makes teachers change methods, look for different ways, and instruments. With the use of different methods, it is easier to satisfy the needs of different stimulus for the pupils. Each pupil acquires new

information in a unique way, that is why there should be used a variety of the used method in classrooms where these pupils meet. For example some of them learn better with visual stimulus, others with voice, kinaesthetic, or touch ones. Tejkalová (2012) suggests also to use verbal and non-verbal forms. She says that the first one enhances the knowledge and skills and the other consolidates it. In short, CLIL method supports multiple intelligences (Deller and Price, 2007).

CLIL also helps pupils to study and understand the cultures. Novotná (2012) explains that English language skills can enable the possibility to cooperate with foreign partners and participation of schools in international projects. This helps the pupils to become more open to other cultures (Tejkalová, 2012).

Tejkalová (2012) enumerates a long list of competences that pupils will acquire in the CLIL lessons. She says that CLIL ignites in pupils the positive approach to learning. These pupils also work more assiduously. She says that this is caused by higher level of frustration. It is not easy to study in a foreign language, but if the pupils decide not to surrender and they persist instead, they will see that not giving up opened them new opportunities. After this experience pupils tend to use this approach also in other spheres of their lives (Tejkalová, 2012).

Kazellová (2013) says that pupils prefer the alternative methods used in CLIL lessons for its uniqueness and difference from the stereotype. Nevertheless, she says that even alternative methods will once become old and she questions whether this is not the future stereotype.

### **1.12. Participants**

The educational activities obviously include pupils and teachers no matter what method is used. However, CLIL method is so complex and innovative that it needs support from more spheres (Hanušová, 2012). That is why among these belong also people who are not directly present in the classes. These are parents of the pupils and directorate of the school.

### **1.12.1. Pupils**

Pupils are the most important members of the process as CLIL is a pupil-centred method. According to Hanušová (2012) the different forms and methods used in lessons are an interesting enrichment that engages students and makes them active. As a result pupils speak much more than a teacher (Deller and Price, 2007).

CLIL offers holistic development of pupils. Mehisto, Marsh, and Frigols (2008) claim that it makes them capable and motivated. He says that the aim is to make the pupils gain the content and language knowledge and skills. Once they have mastered it, they will independently seek for opportunities to speak with other people that know the CLIL language (Mehisto, Marsh, and Frigols, 2008). By this they will naturally keep their language skills improving (Krashen, 1983).

Hanušová (2012) says that when the CLIL is introduced to pupils they are fearful in the beginning. They anticipate failure and impairment of the knowledge that will be caused by the lack of language competences and increased demands of the teachers.

### **1.12.2. Teachers**

According to Kazellová (2012) The CLIL can be used at schools only when enthusiast teachers are present. She says that the preparation of the lesson plan is demanding due to the need to ensure things that are not necessary for traditional lessons. These are the subject specific word stock, new methods, and creation of new materials. Therefore, the teachers must be willing to undergo this and offer their time to the creation of a new style of education (Soukup, 2012).

According to Soukup (2012) CLIL should be taught only by teachers who are interested in it. He says that the teachers are the ones who creates the class climate and in the case of CLIL it is crucial as pupils have to have a feeling of assurance and voluntariness. This is because it is considered that friendly, and low anxiety environment makes learning easier (Krashen and Terrell, 1983). If the teachers practiced CLIL only because they would have to, they would not be able to achieve intended climate. Therefore, it is advisable that the teachers

should not be motivated only by the financial support and orders from top, because if the participation is not their free will, they will never enjoy it and neither will pupils.

Hanušová (2012) claims that CLIL cannot be executed only by one person. She names many things that must be done, for example the mapping of the needs, requirements, and attitudes, planning and realizations of the lessons, as well as feedbacks and reflections whether the goals were met. Therefore, it is advised that not only teachers from one school should cooperate, but the area of CLIL allies should be extended also to other schools with which can be shared mainly inspirations, materials and experiences (Hanušová, 2012).

#### **1.12.2.1. Teachers and their language and subject competences**

CLIL Teachers must be extra skilled on the language level. According to Novotná (2011) they have to be able to use three languages. These are mother language, foreign language and language that is specific for the subject.

Big problems are noticed in the compatibility of the teachers to use the CLIL method. Deller and Price (2007) say that the push for the teachers to be available and ready to teach using this method is faster than their training. That is why in the most cases a CLIL teacher is the one whose one subject is language and the other one subject (Deller and Price, 2007). However, in practice can be seen both non-language and non-subject teachers who use CLIL. They may be excellent, but they have their weaknesses. Non-language teachers are according to Deller and Price (2007) more likely to be poor in their language skills. They do not feel much confident while talking as they are not used to give input in another language. This can even affect their teaching ability. If they are used to give lectures in their mother language and they would do the same in the foreign language, they would meet with failure as it is crucial for the CLIL to be successful that the pupils are active.

Non-subject teachers will on the other side communicate with more confidence, nevertheless, their knowledge of the subject and its syllabus may be limited and not up to date (Deller and Price, 2007).

Ball (2011) says that teachers who start with CLIL method realize more the influence of language and speech in their subjects than they ever did before.

### **1.12.3. Parents**

Parents are a very important aspect, even though they do not attend the classes personally. They are the only ones who decide to put their “small angel” in the school and when they feel that their baby is threatened they will not think twice to protect it. New methods are often met with negativity due to the lack of information and misunderstanding that originates in it. That is the reason why parents must be informed even about only planning of the use of CLIL method at the school their child attends and their opinion to it must be respected (Hanušová, 2012).

Hanušová (2012) writes about her experiences with parents that include both extreme poles. She says that while planning the biggest CLIL project in the Czech Republic, which will be analysed in one of the next chapters of this thesis, the makers of it were surprised by the positive attitude of parents. They were interested in details and even were prepared to participate financially to help to support the cost of study materials and a vacation abroad. She mentions also a different situation that occurred on a grammar school, where parents decided to write petition to save their children from CLIL. Nevertheless, after they were explained the point of the method, they changed their decision. Hanušová (2012) reports that everyone participating in the project was satisfied in the end and all were interested in using of this method in future.

Soukup (2012) mentions that CLIL method can be an answer to the need of parents. Many of them wish that their children started with learning of foreign languages as soon as possible, preferably in the first class. Nevertheless, the timetable is not inflatable and the number of lessons per week must be in accordance with the Framework. A kind of solution of this would be if certain subjects were taught in foreign language.

### **1.12.4. Directorate of the school**

The CLIL method can be executed only with a support from the directorate of the school (Kazellová, 2012). They can greatly help teachers especially by organization. Hanušová (2012) says that the headmaster can for example decide to change the modify teachers’ teaching hours, take into account their cooperation, and support them financially.

Finances are in this case used especially for buying special literature, new teaching materials, and teachers' salaries.

It is also important that the directorate of the school manages their teacher staff. Kazellová (2012) says that favouring CLIL and its teachers by directorate can cause rivalry among the school staff. On one side who do not teach with CLIL can be jealous of the extra financial support and other benefits that were given to CLIL teachers and on the other side they feel unsure and threatened. They suspect that if the method succeeds, they will have to start learning a foreign language to be able to include CLIL in their lessons as well (Hanušová, 2012).

If the school decides to use CLIL lessons regularly, it is considered as a quality one and that attracts the attention of society and thereby of parents who will want to place their children there. That is the reason why some headmasters may decide for it even when they do not believe in it. Soukup (2012) warns against this as he claims that if the CLIL is introduced only as a weapon against competition, it will end in a failure.

### **1.13. Usual approaches to CLIL**

As a relatively unusual and new method, CLIL has to deal with many prejudices from people that encounter it. The first usual reaction to it is fear and doubt. Mehisto, Marsh, and Frigols (2008) and Dalton-Puffer (2007) agree that the most usual opinion is that pupils will not be able to grab enough in lessons and that would make them to fall behind. Deller and Price (2007) name a full list of the anticipated problems. Among these are for example the difficulty of explanation in foreign language, pupils' negative feelings toward English, the need to make own materials, passivity of the pupils, and that pupils find it hard to read in English and learn from it. Nevertheless, these statements are usually from people that have never seen a CLIL lesson. Also they probably do not remember anymore, how difficult it used to be when they were learning to speak in mother tongue and yet they managed to master it.

Mehisto, Marsh, and Frigols (2008) say that according to his experience once when the method was used in practice and the benefits of CLIL are felt by pupils, parents, and teachers, everyone wants to continue in it.



### **1.13.1. Approaches to CLIL according to Vojtková (2011)**

Vojtková (2011) says that approaches of people to the instruction of CLIL to schools are not only negative, but they rather appear in a wide scale. That is why she is comparing it to the “theory of six hats”. Like this she classifies the common opinions and statements into six groups, based on their approach and emotional load.

The first one is the White hat. The colour itself denotes neutral and thoughtful approach. In this group belong factual statements: CLIL is meaningful, the content is based on the needs of the pupils, it builds new knowledge and skills on already known things, it develops language and subject knowledge and skills simultaneously, language that is practiced in classes can be used for real conversations, the method makes pupils more focused and motivated, presence of CLIL at school makes it more prestigious, it prepares students for future studies and jobs, and so on.

The second one is the Red hat. The colour red represents strong emotions. These appear in both poles of the range. On one side the negative statements say that pupils are not gifted for languages, school cannot afford to fund it, and the teachers are already overloaded. On other side positive statements are that it is an exquisite idea, parents are interested in the language skills of their children, and that this interest will be reflected in parents’ support of their children.

The third is the Black hat. It unites restrained opinions. Among these belong statements: teachers do not possess required language skills, pupils would not be able to grab enough information from the content subject, pupils would not be able to talk about content subject its terminology in mother language, and slower pupils would fall even more behind.

The fourth one is the Yellow hat, which represents the positive attitude. In this group belong statements which see the good things - that schools where the CLIL method is used are more attractive for future pupils, CLIL supports the integration of subjects, allowing of real communication, development of learning strategies and cognitive skills, and teachers would improve their language and methodical skills.

The fifth one is the Green hat, which carries creative opinions. Here belong the facts that there would be more used modern informative technology and new methods of work in the CLIL lessons, also it would promote participation on international projects.

The sixth and the last one is the Blue hat. It denotes calm and responsible statements. For example here belong universal awareness of everyone included in the process, production of material database, and awareness about the pilot projects, providing of contact with other schools, and ensuring the financial sources (Vojtková, 2011).

In short, concerning CLIL, there are many attitudes that can be taken. It is important to be aware of them, as it is necessary to know the strengths, weaknesses, or even impending dangers. If there is considered only one point of view, it will probably do more bad than good.

#### **1.14. Conclusion**

CLIL is a really interesting method that has survived for many centuries, and is still considered modern. There are different types of CLIL, the simplest one is soft CLIL, which is great for beginners as well as for teachers who do not have strong language skills. More complex form of CLIL is hard CLIL; education in this form has qualities of a bilingual one.

The uniqueness of CLIL is based on the use of wide range of materials. That changes the whole concept of old-kind-lessons and elevates the education on many levels. Among the benefits belong that the lessons lose their stereotype as materials are motivating and engage pupils in real life problem solving situations. The fact that the materials are in English is also beneficial. With them, pupils can learn new vocabulary, improve the syntax, and so on. Even though work with foreign texts will be tough for pupils in the beginning, they will get used to it. They can use this skill in the future for example if they decide to study abroad or when they will have to write a thesis and use sources written in English for it.

Even though CLIL might seem wonderful, it has also weaknesses. Among them belongs for example it is demanding in financial sphere and the preparation of lessons is tough. Nevertheless, the benefits are in superiority.

## **2. CLIL in the Europe**

CLIL gained its popularity all around the world. This chapter reflects the use of CLIL in a few European countries and its specifics.

Despite CLIL's worldwide popularity according to Eurydice (2005) there are a few European countries that do not use CLIL at all. Among these belong for example Iceland, Greece, Denmark, Portugal and Lithuania. In all other European countries is CLIL used at least in some extent to teach the subject through either foreign language or regional or minority language and their combinations (Eurydice, 2005).

### **2.1. Common legislation background**

According to Eurydice (2005) the first legislation regarding CLIL in Europe is the "1995 Resolution of the Council". It deals with the promotion of the new method of teaching languages through the foreign language, denoting it as a bilingual education. Despite the equal legal conditions for all European countries, the level of CLIL has not reached the expected amount everywhere. For that reason the initial appearance of CLIL had to be boosted many times by various programmes to resume the efforts. Among these are for example the Socrates Program from 2000-2006, Education Council's Action Plan 2004-2006 and 'The Changing European Classroom: The Potential of Plurilingual Education' from the year 2005 (Eurydice, 2005).

### **2.2. Different location – different CLIL**

In practice the CLIL is in European countries used in the way that would benefit its pupils and students, therefore it can be said that it is correspondingly dependent on the local conditions. The styles as Čaňková (2011) says differ especially in the form of conception of teaching in different language, evaluation and other aspects. Differences in conception are based on the overall foreign language proficiency in individual states as well as on the requirements that must be taken to prepare pupils and students for life. Hence in the countries in which the level of language literacy is on high level, so CLIL is used just as a natural continuation of learning to improve the word stock. In other countries was CLIL introduced, because it was necessary that the pupils gain the foreign language skills as soon as it is

possible. The last big group includes countries in which foreign language skills are not very advanced, therefore the usage of the CLIL method there is quite limited (Ball, 2011).

Čaňková (2011) ranks Finland, Poland, Austria and Spain among the European countries with a good use of CLIL. These countries are further elaborated.

### **2.2.1. Finland**

Finland is generally known as the country with the best education system in the world. It is also a resident country of the person who coined the word CLIL, David Marsh (IH Journal, 2009). According to Marsh, Järvinen, Haataja (2007) the initial idea to use a foreign language to teach a subject comes from a teacher practicing in Africa, who needed a new methodology to teach his pupils through a foreign language. When he returned to Finland he contacted Jyväskylä University, because he thought that this approach could be beneficial to Finnish pupils. Hereby the CLIL methodology started brewing in 1980' and Finland became its crib. These being the case, no wonder that nowadays the local educational programmes are available in many languages. The education in Finland can be received in English, Finnish, French, German, Russian, Sami and Swedish. Moreover, Finland has the highest number of programmes in higher education taught in English as a second foreign language in Europe (Marsh, Järvinen, Haataja, 2007).

Despite the rich history and high number of languages, the total statistic of schools using the CLIL is rather harsh. While in 1996 CLIL was used at 8.4% of Primary level, 14.4% of Lower secondary level and 23.6% of Upper secondary level schools, nine years later the situation was unexpectedly different. In 2005 CLIL was implemented at 3.6% of Primary level, 9% of Lower secondary level and only 11% of Upper secondary level schools. The drop in statistics is explained by Marsh, Järvinen, Haataja (2007) as the cool down of the initial CLIL craze when it was very modern as well as the teachers were not professionally prepared.

To avoid this situation teachers in Finland who want to teach hard CLIL must be certified to do so. In-service training is recommended (Eurydice, 2005). The training is based on the foreign, minority or regional language skills, subject skills and pedagogical skills. According to ICF (2014) language skills consist of general language and subject-specific

language mastery and pedagogical skills include general pedagogical skills, skills for teaching certain subject, skills for teaching subject-specific language and skills for teaching second language learners categories. To acquire these skills there are several universities that offer courses especially for future “immersion” - CLIL teachers (ICF, 2014).

According to Eurydice (2005) no special assessment of pupils’ skills and knowledge of subject is organized.

According to Eurobarometer 386 (2012) 75% of Finns say that they can speak by at least one foreign language, while for 70% of them this language is English. 50% of them feels confident in understanding of TV or of the radio and 49% is able to understand newspaper, all in English. 51% can use English well enough to communicate and 31% does that every day. When abroad 65% of Finns use foreign languages. 61% use foreign languages regularly on internet and 33% of them use foreign languages to read something at work on daily bases. Finally 13% of Finns think about starting to learn a new foreign language (Eurobarometr 386, 2012).

### **2.2.2. Poland**

Zielonka (2007) reveals that Poland used to be a multilingual country before the Second World War, which destroyed this tradition as beside else the communist general policy made Poland a monolingual country. However, the languages remained used in families and with the fall of the regime in 1989 they became to gain its past status and even in some places to schools and offices. Nevertheless Zielonka (2007) admits that the level of language skills of pupils and citizens were low. Turn came with the new books that use the Communicative approach and the use of CLIL. The absolute number of schools that use CLIL is not known (Zielonka, 2007).

The main goal of using CLIL in the lessons is that the absolvents of schools will be able to use the language skills to successfully study colleges abroad and to work there. Therefore the schools using this method are favoured and are considered more prestigious (Zielonka, 2007). Some bilingual upper secondary schools that teach CLIL using French

established international partnerships that enable students to continue studying at universities abroad without having to take language tests (Eurydice, 2005).

The pupils and students are according to Eurydice (2005) assessed in target language.

All teachers in Poland must meet the according law requirement. To become a CLIL teacher, it is enough to be a teacher of foreign language. Zielonka (2007) says that many teacher trainees after their compulsory continue in studying to gain more qualifications or to improve their English. After finishing they become “dual-qualified” which makes them more desirable as especially CLIL teachers. No special courses for CLIL are held, however, CLIL is a part of general methodology of foreign language teaching courses (Zielonka, 2007).

In Poland only 50% of people can speak at least in one foreign language, 17% of them can understand English enough that they will be able to follow the radio or watch TV, and 18% is able to read newspaper in English. 20% citizens can use English to communicate online. 21% of Polish citizens use foreign languages to speak to friends and just 10% for reading books, magazines and newspapers in it. Since 2005 has been noticed a drop of 7% of people who think that English is important for personal development (Special Eurobarometer 386, 2012).

### **2.2.3. Austria**

In Austria, where the German language is used as the main language of instruction is CLIL used especially for education of the acknowledged minorities. Abuja (2007) lists for example Croatians, Czechs, Hungarians, Slovaks, Slovenes, and Romanies.

CLIL is implemented at schools from the primary level. It is made in form of a language showers, using the cross-curricular relations, when the foreign language is used to instruct the activities in compulsory subjects like math, music, and physical education. Abuja (2007) says, that this greatly helps to become acclimatized to use the language for practical purposes in future. The secondary level has been using CLIL since 1991 when the project ‘Fremdsprache als Arbeitssprache’ (Foreign language as the language of work) was created.

From that time this method has been developing and by 1997 CLIL was used in 30% of schools (Abuja, 2007).

Nowadays CLIL is used in different versions at schools. In some schools it is used in short time, when one or more subjects are taught in foreign language for a limited time. In other schools CLIL is used through the school year. According to ICF (2014) at least 25% of content must be in foreign language to be qualified as CLIL. In places where the amount of foreign language is 50% or higher, the school is called bilingual. To uplift the climate, classes are preferably created from German speaking and foreign speaking students, while same rule applies also for teachers (Abuja, 2007).

Assessment of the study results is according to Eurydice (2005) carried out in language of pupils' choice.

To become a CLIL teacher, one must be a graduate from teacher training college. No further CLIL education is necessary. However, Abuja (2007) mentions that some colleges offer CLIL methodology courses that last from a few lessons up to two semesters. Two semestral absolvents receive a certificate.

Austria has the highest number of citizens in Europe who can speak at least one foreign language – 78%, and for 73% of them the language is English. This number has improved by 15% since 2005. However, 45% of Austrians are able to use English for online communication. 71% use foreign languages when on holidays and 22% to watch movies or TV. And finally 63% of Austria citizens think that learning languages helps to understand people from other cultures (Special Eurobarometer 386, 2012).

#### **2.2.4. Spain**

Spain was for a long time under the regime. When was the democracy established in 1978, many things changed. Muñoz and Navés (2007) note that Spain consists of 19 Autonomous Regions which have own political and administrative power and in some cases even own regional language that gained official status and was used in schools and offices. Among these languages belong Basque, Catalan, and Galician. This lead to bilingual society in some regions. After Spain joined the European Union in 1986, it started to feel the need to

have citizens able to speak also in English to better cooperate with European Union. The educational reforms in teaching of foreign languages had to happen to succeed (Muñoz and Navés, 2007). Vojtková and Hanušová (2011) say that the CLIL methodology was introduced to spread the English language skills and knowledge as soon as possible. Therefore, the CLIL strategy in Spain has always been strongly supported by politics - specifically a regional education authority that is liable for funding and management (Eurydice, 2005).

The CLIL programmes appeared in three main branches. The first one focused on improving English language skills of pupils, the second one on promoting bilingualism in multilingual community and the last one on multilingualism in bilingual community (Muñoz and Navés, 2007).

According to Eurydice (2005) the assessment of the knowledge and skills is done in the target language.

Teachers who use CLIL method are mostly of Spanish nationality in public school, but in some schools that are run with the British council a certain per cent of English-native speakers appears. This cooperation between Spain and the United Kingdom was ensured by Agreements between Spain and the United Kingdom for the establishment of bilingual organizational arrangements from 1996 (Eurydice, 2005). The basic teacher's training does not include CLIL methodology and also the most of the teacher's programmes do not consist of subject combined with foreign language. Hence, all teachers learn to use the CLIL in service. Nevertheless, teachers who came from the bilingual regions and used immersion programmes are in advantage (Muñoz and Navés, 2007).

According to Special Eurobarometer 386 (2012) 54% of Spanish people can understand at least one foreign language, 16% of them would be able to do it in English, which is 6% more than it was in 2005. 12% of citizens can follow the TV or radio and understand it and 15% can read newspapers or a magazine in English. Only 17% of Spanish people feel confident in communicating online in English. Foreign languages are used by 44% of Spaniards on every day basis and 55% does that to communicate with friends and even 32% when speaking to family. As much as 79% of Spanish citizens thinks that learning of a new language facilitates them to work abroad in future (Special Eurobarometer 386, 2012).



#### **2.2.4.1. The Czech Republic – same story as Spain?**

Vojtková and Hanušová (2011) see Spain as the main country that can inspire the CLIL use in inspiration in the Czech Republic. They say that Spain is very similar to the Czech in the term of politics. Both countries used to be in isolation because of the regime. After its fall, the period of democracy began and the state opened to Europe and European Union (Vojtková, Hanušová, 2011). As the fall of regime in Spain happened more than ten years earlier than Czech one, their language-subject integrated education is further on its way and Czech one can follow their lead.

### **2.3. The Czech Republic**

In the Czech Republic the Czech language is the only official language. Czech students have always studied a foreign language at school – before 1989 it was Russian and after the revolution English replaced it. For the most of the Czech citizens is according to Novotná and Hofmannová (2007) valid the statement that the mother tongue as the first language is in very strong position to the language that is taught at schools. Therefore it should be regarded to as a “foreign language” and never as the “second language” as it is on much lower level. However, they claim that this is a usual situation in inland countries, where there is no real life input from the communities whose mother tongue is the “Czech foreign language” (Novotná and Hofmannová, 2007). Nevertheless, this situation may be nowadays considered overcome due to globalization and connection to internet where there are no borders.

#### **2.3.1. Bilingual schools**

In the Czech Republic exist a few schools in which bilingual. In the national documents they are referred to as Třídy s výukou vybraných předmětů v cizím jazyce and Třídy se specifickými formami rozšířené výuky cizího jazyka a výukou dalších vybraných předmětů v cizím jazyce. Eurydice (2005) says that there is not big difference between these two as in both the first two years of studying are focused on the increasing of the language skills and then the non-language content is taught using it.

In these schools is used Czech language and some selected subjects are taught in English, French, German, Italian or Spanish. Eurydice (2005) mentions the existence of 18 bilingual schools in the Czech Republic. The most of them are located in Prague, where pupils can attend French, German, Italian, and Spanish bilingual schools. In Olomouc there are English, Spanish and French ones. The remaining are located in Ostrava, Brno and other big cities. The only school that offers two foreign languages is in Liberec where pupils can choose from English and French. These schools have been established with support from abroad (Eurydice, 2005).

However, the bilingual schools should not be the only place, where the CLIL is used as its nature was made so variable that it could be used everywhere at least in some extent and not only in selective schools with entrance exams.

### **2.3.2. CLIL for all kids**

CLIL is already for a few years a part of Czech language politic. The term is multiple times mentioned in “Národní plán výuky cizích jazyků” as a convenient method to improve the language knowledge and skills of the pupils in Czech schools (MŠMT, 2005-2008). However, despite this CLIL is not much used in the Czech Republic (Váňová, 2012), Česká Školní Inspekce (2010) actually states in the topical report that it is “entirely uncommon”. In the Year Report of Česká školní inspekce from the school year 2011/2012 CLIL belonged in the observed criteria. It was found that in that school year in comparison with school year 2008/2009 the trend of CLIL slightly rose. In the first period it was observed in 6.9 % and in the other one in 9.1 % of the secondary schools visited by Česká školní inspekce. In the case of high schools the use of CLIL in the mentioned period remained the same on 12.8 % (Česká Školní Inspekce, 2013).

When the school decides to teach some of their subject through CLIL, they have to meet some conditions. Among them belongs according to Hanušová (2012) a note in the School Framework that the lessons will be lead in CLIL and specify the goals of the language and subject. Also the minimal number of the lesson dotation of the language and subject has to be in accordance with the European Framework. When all this is cleared, the school is legally allowed to teach through CLIL as the acknowledgement of the competence of the

teacher is internal and done by a headmaster of the school and literally any subject teacher with enough of language confidence can become a CLIL teacher (Hanušová, 2012).

Nevertheless, Hanušová (2012) admits that it is not that easy to implement CLIL in Czech schools and lists two main factors that make it difficult for CLIL to successfully acclimate in Czech schools. These include the general problems with languages in the Czech Republic and insufficiently trained teachers.

### **2.3.3. Overall language barrier**

Despite foreign language is a part of the national curriculum and children are in contact with it from the fourth grade or even earlier, in most cases their actual level is lower in comparison to same age children from European Union. Actually according to Special Eurobarometer 386 report (2012) only 49 % of Czechs is able to speak in at least one foreign language, while only 18 % of people understands the language to that extent that they can watch TV or listen to the radio. Their study also reveals the fact that the number of people able to speak in foreign language used to be 13 points higher in 2005 (Special Eurobarometer 386, 2012).

Nevertheless, it is not easy to be a CLIL teacher. Novotná (2011) suggests that a CLIL teacher must be able to use three languages. Among these belong mother language, foreign language and “professional subject language“.

Čaňková (2011) says that because of the insufficient language skills we can work with CLIL in the Czech Republic only in “a humble way”.

### **2.3.4. A humble project**

As an example of the Czech “humble way” can be taken the project “Výuka angličtiny napříč předměty na ZŠ, Gymnáziích a SOŠ kraje Vysočina“, which goal was to create a web of ten schools and teachers who will create the CLIL materials, implement them in their lessons and will share them to others (Hanušová, 2012). Váňová (2012) describes that the project has three main parts. First is based on the collection of the suitable word stock that is required for education in foreign language, next one is to create a database of these words that

are in the last part translated and vocalized. She says that teachers managed to collect 33.000 Czech words and phrases.

This is undoubtedly a venerable collection which cost all the participants a lot of effort and energy for sure, but it is a question whether it will be ever useful. Adam (2012) adds to this account that it is important that pupils learn fewer words, but properly. Another problem of this word collection is its nature. Vogel (2012) says that sometimes it was really tough to translate given words and phrases as some of them are polysemous, and in the time of translation they missed the connotation as they were ripped out of the context. If it was tough to make the translations, it will be even tougher for teachers to choose the words correctly in the future.

The booklet that is the outcome from this project consists of a reports written by methodologists, school headmasters, a few teachers, and some other people who participated. Váňová and Hanušová (2012), the main methodologists, offer a really detailed recherche on the CLIL topic, commenting on everything from the history, strategies and methods, advantages and disadvantages, as well as on the relationships of participants of the CLIL education. However, the reports from the educators and especially school headmasters do not reflect on the most of these. It appears that they adopted just a brief pieces of CLIL methodology.

According to the report of Zimčík (2012), the headmaster of school in ZŠ and MŠ in Březová, the CLIL means for him mainly only the use of interactive technology. Another headmaster Soukup (2012) from ZŠ Slavkov u Brna gives an example when he used English in a subject lesson. It was to demonstrate why the physical unit of “výkon” is P – that was the time he used English word “Power”. This is a perfect example of using English to support the education in mother language, however, there are not many opportunities to do so. For example Urbancová (2012) confessed that with the CLIL project her vocabulary was enlarged. This means that she taught at school vocabulary that is not essential for the basic communication needs.

Moreover, Adam’s (2012) statement introduces his idea that the goal of CLIL is not to teach pupils English, but to convey important word stock from subjects to foreign language.

Nevertheless, this statement is not much in accordance with the CLIL methodology. In short, the main aim of CLIL in Czech is to only introduce elements of CLIL into Czech schools (Urbancová, 2012). Hanušová (2012) adds that while doing this the limits of the current situation must be taken into account and progress can be done only in small steps.

### **2.3.5. Unprepared teachers**

The main obstacle for CLIL is according to Váňová (2012) insufficient education of teachers in languages. Hanušová (2012) points out that Czech education struggles even for qualified language teachers. As CLIL can be taught by both language and non-language teachers, their levels of English are different. Teachers that are weaker in their English skills may unintentionally create some inappropriate situations. Adam (2012) says that for example when the teachers do not feel confident in what they do due to their level of English, they tend to talk alone in the class. He says that they focus on building the sentences themselves instead of giving the space to talk to their learners. However, if they gave the space to learners, it would make their work easier and also helped to their students.

Hanušová (2012) says that even most of the colleges and universities cannot help future CLIL teachers with preparation while training, because even the teacher trainers do not have appropriate experiences with it. However, in fact there is a special course for on the Pedagogical faculty on Charles University that has been working since the school year 1999/2000 which offers the education of future CLIL teachers (Novotná, 2011). There are available two courses. The first one focuses on non-language subject and its didactic in foreign language. Specifically it deals with terminology, accuracy of professional language and didactical approaches. The other one is very different as it based on foreign language and CLIL didactic. In this course students learn about main aspects of bilingual education, professional methodological terminology, and also they know the way to integrate learning strategies from the language subject to non-language one (Novotná, 2011). Moreover, generally all teacher trainees studying at Pedagogical faculty at Palacký University meet CLIL during their training as it is classically a part of the methodology syllabus of Foreign Language Teaching lessons and sometimes it is even dealt with in subject methodology classes.

The preparation of future CLIL teachers would be easier if the faculty departments would cooperate. Inter-department teams could work together more efficiently for example in terms of specialized words stock (Váňová, 2012).

It is also important to develop teachers' competences in the methodology. Ball (2011) says the methods used in classes are the most problematic. He says that it is caused by the commonly used teacher centred approaches has fossilized in the education system and it is really tough to banish them.

To sum up the topic, many of the members, from the previously mentioned project in Czech, blame teachers as the main obstacle that impedes the prosperity of CLIL in Czech schools. Namely Zimčík (2012) says that this is the reason why the introduction and use of CLIL in the Czech is tougher than in the rest of Europe. However, after comparing the local and foreign situation, it is or used to be actually very similar. In short Czech educators should realise that nothing is easy in the beginning.

#### **2.3.6. Other problems...**

Everything costs money. Abroad the CLIL lessons are usually prepared according to Kazellová (2012) by a subject teacher and native speaker of the CLIL language. This assembly is demanding financially and takes a lot of time. Czech education contends with lack of finances even in contemporary usual structure. Therefore she says that in the Czech CLIL has a chance to be done only with a great help of enthusiast teachers, because extra financial support from the Ministry of Education and other sources cannot be expected.

#### **2.4. Conclusion**

The main aim of CLIL in Europe is to gain the language skills to be able to communicate and cooperate and gain integrity by that way. Nevertheless, CLIL method used in each European country is different. It has various requirements towards teachers, financial funding, and most importantly goals.

Roughly the countries that have higher motivation for CLIL are meeting their goals much faster. This can be seen for instance on the Polish example – it is a country which

entered relatively late the European Union, but its citizens see future in learning languages and therefore also CLIL thrives. Consequently if the political system decides that teaching via CLIL is good for them, the bilingual learning prospers. It is especially because the government satisfies the money needs which attracts not only teachers, but also international organisations that can greatly help with securing of the quality of education.

The Czech Republic is just on the beginning of the still unpaved road that is waiting. To start building it is necessary that members of the teams do not search for excuses why things cannot be done. Nevertheless, nowadays the level of the foreign language spoken by the most of the Czech society is pitiful and if CLIL is what could help, it should be used.

### **3. Biology in the English course books**

As Čaňková (2011) said, the students' books react on CLIL in a way that they independently include topics from other subjects in it. With this they are creating previously mentioned soft CLIL. Ball (2011) says about this practice that the language course books enslave the thematic content for own benefit.

The goal of this chapter is to compare the amount of any biology material presented only in the student's books. The chosen sets are Projects, Way to win and Angličtina pro x. ročník základní školy. It was decided for these books for two specific reasons – I have worked with all of them in the school environment and each set is very distinctive.

#### **3.1. Project**

Projects have been “fixed stars” in the Czech education for more than 15 years. They are produced by the Oxford University press and they include sets of books for students from the 5th or 6th grade till the 9th grade. They became popular because they were English books very different from the previous ones, as they mainly focus on communicative method. In 2013 was approved by MŠMT already its fourth edition, however, the majority of Projects at schools are from older editions.

For this research was used the third edition.

##### **3.1.1. Biology in Projects**

The first biology part can be found in the Project 1. There is a writing exercise in which pupils have to write sentences about animals in the pictures, concretely there is a cheetah, a mouse, and an elephant. The choice of elephant encourages pupils to actively look for new vocabulary as they would probably want to know the words “tusks” and “trunk”.

Another text that contains animals is about pets. There are mentioned basic information about a bunny and a hamster. Nevertheless, some words used in the article are useful also for biology, for example “nocturnal”, “female”, “nuts”, and so on. In this unit pupils also learn a few new animals. Among these are a fish, a snake, a budgerigar, a guinea pig, a cat, a tarantula, and insects.



In the other place can be found perfect CLIL lesson text. It is about the bat. It explains the bat's lifestyle, body morphology, and all basic information that they would learn in usual lessons of biology. The text is accompanied by gap-exercise and a few questions.

Next pupils should make project about favourite animal. With this are again presented new animals with the help of pictures. In this case these are a collection of wild and farm animals. One activity is focused on dividing animals into these two groups. In the picture there are a bear, a tiger, a tortoise, a hippopotamus, a horse, a snake, a goat, a kangaroo, and a dolphin. There is also a smaller picture of a bird in a nest which carries new vocabulary as well. Pupils will be able to describe a bird – there are words: beak, wing and tail. They will also know the word nest and eggs. Pupils' task is to make a project about animals. They are given useful language that describes animal's usual activity, behaviour, and typical habits.

Next exercise where can be found biology is a quiz called Record breakers, where are two questions about animals. First one is: "What is the largest animal in the world?" With hints - an African elephants, a blue whale, and a great white shark. The other question is: "What is the fastest animal in the world?" With hints: a cheetah, an ostrich, and a lion.

Another a kind of biological thing is included in a joke. There is a picture of two snakes and one says "Are we poisonous?", the other replies "I do not know. Why?", and the first one answers "I have just bitten my tongue." There is a good new for the snake with a bitten tongue that no snake in the world is poisonous. Poisonous are things that are ingested, but snake teeth are not meant to be eaten. Therefore, snakes can be only venomous, but never poisonous.

Then pupils can enjoy a bit biological topic again in the chapter about Australia. Here are again mentioned only animals. Pupils will learn that in Australia live kangaroos, koalas, platypuses, and poisonous snakes and spiders. They are also informed about the Great Barrier Reef, which is the largest coral reef in the world.

Next there is a topic "the oceans". Pupils are taught about the function of oceans, and how they alternate the climate by circulation. Also the text mentions that fish are being caught there. Then, animals are mentioned in three points of one gap-filling exercise in which pupils should practice the passives. In the first case the content of the sentence is overfishing, in

second one the problem of lost fishing nets that are thrown away and in which fish, birds, seals, and dolphins get trapped and die. In the last one the mentioned problem are tankers which sink and pollute the sea by oil which kills animals.

Another exercise with topic from biology is a reading about the orphan bears. It tells a story of a small brown bear cub. In the beginning pupils can learn a few facts about a life of bear, for example that it is hibernating, and so on. However, the story soon changes, when the mother of the baby bear was shot by hunters. Nevertheless, in the end at least baby bear gets saved. Sentences from the text are used to find the differences between past and future passive verb forms. There is also a matching exercise where the words should be connected to their definitions. From biology field there are words cub, hibernate, den, nature reserve extinct, and fur.

### **3.1.2. Conclusion**

These are all biological topics that were found in Project Student's books. A wide variety of topics can be seen. These are usually focused on the topic animals and in the case of advanced learners on the global issues. The most of the exercises in which biology can be found are writing ones and separate sentences in which the topic happens to appear.

## **3.2. Way to Win**

Way to Win is a set of books that should be used from sixth grade till ninth. These books are of the Czech origin. They are published by FRAUS. Interesting thing is the use of margins, in which are presented extracurricular relations. There can be found also biological topics. However, the margins are in the Czech language, so it does not help to develop the foreign language in any way. These books are used at the Základní Škola Vítězná in Litovel.

### **3.2.1. Biology in Way to Win**

The first topic that includes biology is "ZOO". There is a questionnaire about elephant, in which pupils fill the information where it is from, where it sleeps, what it eats, and so on. This topic is accompanied by a song about animals, which sadly does not have any educational content. In the same units there is a task to make project. Pupils should choose

their favourite animal and write or draw what it looks like and what it eats. Nevertheless, if they decide for the drawing option, even this activity does not have any new vocabulary value.

Another exercise that is based on biology is the activity about animals of Denali. Pupils get to know which animals live there and basic information about them. Presented animals are a caribou, a moose, a grizzly bear and, a wolf.

In one chapter is also mentioned killing of the whales. However, it is rather taken from the cultural point of view than of the biological one.

In chapter about California is in very short paragraph mentioned Sequoia National Park. They write about the size of the trees and point out its uniqueness.

Also in this book the topic Australia is not missing. From animals they have included crocodiles – “the salties” who live in the salty water, Great Barrier Reef, koala bears, and galahs – special kind of birds.

Another topic is the GM Food, where they explain what it is and let pupils to compare it with organic food.

### **3.2.2. Conclusion**

Way to Win presents various choice of the topics. Some of them are really interesting, for example the genetically modified food and so on. However, if the margins were in English, topics would be even broader. Topics in margins include environmental issues, comparisons between similar animals – e.g. turtle and tortoise, endangered species, and many more.

### **3.3. Angličtina pro x. ročník základní školy**

The last set of books is again from the Czech publisher, written by Marie Zahálková. This set of four books is designed for the pupils from sixth till ninth class. They are used at Základní Škola Brodek u Přerova.

### **3.3.1. English in Angličtina pro x. ročník základní školy**

The very first topic that can be found is Save the Earth. The chapter focuses on the global problems like pollution, water, electricity, paper, and oil consumption. Short texts explain the context of each problem and give a hint what should one do not to support it in own life. The instructions to the exercise are to listen and then read it, and to give other suggestions how to save the planet Earth.

The next chapter is about the five senses. It offers pictures to introduce the name of each individual sense. Then there is a collection of short texts that give the position of the placement of the sense cells and some other basic information.

Another part of the book focuses on the health. There are presented short texts about the main parts of human body. Among these belong the brain, the skin, the heart, the skeleton lungs and the stomach. The texts explain especially the function of each body part.

The last biological topic is titled Koalas. It indeed contains a long text about koalas, but there are also a few shorter texts about other Australian animals. Pupils learn in this chapter many new information about koalas, the information include the etymology of the word koala, their lifestyle, behaviour. Other texts are about kangaroos, platypus, emu, and sharks. They also include the most important information. These things would be taught to pupils in the same extent in the lessons of biology. Texts presented would be great for CLIL, however, only in the case if the teacher prepared some exercises to accompany them, as in the book, there are none.

### **3.3.2. Conclusion**

This set of books offers a limited stock of topics. To sum up the topics, there are again mainly texts about animals and environment. Great is especially the topic about global problems that offers information what pupils can do to help the planet. Wonderful are also texts about Australian animals, but it would have been better if there were included also some exercises.

### **3.4. Conclusion**

All sets of books contain biological topics in some extent. On one side the richest in the number of topics was Way to Win set, where they included information about zoology, genetics and botany. The two mentioned as last did not appear in any other set of books. On the other side, each set had a section dealing with Australia and global problems. Angličtina pro x. ročník základní školy was the best when considering the style of the texts. They were the longest and offered the most integrated piece of information that is comparable to the information that can be get from the classical biology classes. Set of books Angličtina pro x. ročník základní školy also included the most elaborated information about human body.

To sum up, the most favourite biological topic that is presented in English language books are animals. It appears that here is valid direct correlation that the fluffier, the better (koalas, and so on).

## **4. CLIL in practice**

To reveal the way CLIL method really is in practical life and how the pupils react to it, it was decided that this method will be used in a real class. Being a teacher trainee and a fresh teacher of both English and Biology, I am according to Vojtková and Hanušová (2011) an ideal teacher to practice this method.

### **4.1. Background**

It was quite easy to decide in which class CLIL should be used as the choice was only between the sixth and eight class, which are the classes where I am in charge of the biology lessons. Sixth grade has in April on program according to the thematic plan the topic insect. In the eighth grade it is human body. Because many lessons of eight graders were cancelled and the fulfilment of the plan is a little bit behind, the sixth grade was decided to be my CLIL “laboratory rabbit herd”.

#### **4.1.1. The sixth grade**

Sixth grade is a mixed ability class that consists of 16 pupils. In the day of CLIL lesson only thirteen pupils were present, ten girls and three boys. The class has very good

results in both English and Biology in general. The most of them are intrinsically motivated universally in all subjects, but to ensure that everyone participates, the extrinsic motivation in the form of a candy was also used.

#### **4.1.2. Topic – Lepidoptera**

The topic concerning the order Lepidoptera is a part of the unit of holometabolous insect. Pupils already have the knowledge of the differences between holometabolous and hemimetabolous insect from the previous lessons.

#### **4.1.3. Czech and English terminology differences**

The name of the order Lepidoptera translates to the Czech language as “Motýli”. This is the point where the terminology between Czech and English languages diversifies. In Czech all individual Lepidopterans are commonly referred to as “motýli”. However, in English one has to be careful as the specimens of the order Lepidoptera are divided into two groups – butterflies and moths. These two groups are very distinctive and can be easily divided. Interchanging of the names is considered a mistake.

This partition to butterflies and moths, when translated, again collides with the Czech taxonomic system. Moth is translated to the Czech language as “můra”, but not all moths in English language are Czech “můra”. In the Czech language the word můra is used for some of the lepidopterans from the family *Hadeninae*, genus *Hadena*. Biolib (2014) lists for example můra běloskvrnná, můra knotovková, and můra malá.

English style partition of lepidopterans to moths and butterflies can be confusing even for the native speakers. That is why there are many informative posters, YouTube videos, and other tools to be found on the internet that explain and list the differences between moths and butterflies. One informative poster taken from the Easy science for kids (2015) is included in the appendices for illustration.

Despite all these, learning English language for more than a decade, and being a biology fanatic I have become acquainted with differencing between moths and butterflies when speaking English only recently. To avoid the confusion in naming these two groups of

lepidopterans in the case of my pupils, because it is inaccurate to call them all butterflies. Especially because according to Everyday Mysteries (2014) 89-94 % of the specimen from the order Lepidoptera are moths. Moreover, for the topic's attractiveness, I have decided that it is a perfect topic for my practice CLIL lesson.

#### **4.1.4. Theory – differences between moths and butterflies**

There are many ways to determine the differences between moths and butterflies, but the easiest way to distinguish them is by their morphological features. Differences between moths and butterflies and overall information in the following chapter is based on the Emily Graslie's video "Moths vs Butterflies" from The Brain Scoop educational series that is funded and supported by The Field Museum in Chicago (Graslie, 2013).

##### **4.1.4.1. Antennae**

Antennae is an organ on the insect's head, which enables the animal to sense the pheromones of the same species opposite sex specimen. There is a significant difference in shape between the antennae of moth and butterfly. While Butterflies' have antennae called "filiform", which are straight with a club in the end, antennae of moths are more structured. It is regarded to as a feathery antennae as it really resembles a feather.

What is not mentioned in the video is that moths can also have a different kind of antenna. This kind is a saw-edged antennae (Everyday Mysteries, 2014). The absence of this information is quite unfortunate and causes confusion.

##### **4.1.4.2. The encasings**

When caterpillars of a moth and of a butterfly are ready to progress in its life cycle and undergo so called metamorphosis, they form a pupa whose part is an encasing to protect their body when it is developing. To build this encasing moths and butterflies do not proceed in the same way.

A butterfly caterpillar forms its encasing from own skin which hardens. Therefore, the shape of it has a structured shape. It is called a chrysalis.

A moth caterpillar builds its encasing from nearby materials like sticks or leaves. It can even produce own material like for example the silk. As the encasing is made of foreign material, it tends to have an anonymous oval shape. The structure that is formed is called a cocoon.

Graslie (2013) highlights that butterflies form chrysalises and moths forms cocoons. However, it is easily mistaken. Exactly this mistake can be found in the iconic book *Very Hungry Caterpillar* written by Eric Carle, where can be read that “a big fat caterpillar built a small house called cocoon around himself” then the story continues after hatching “he was a beautiful butterfly” (Carle, 1969). Nevertheless, butterflies actually do not emerge from cocoons.

When the fully developed moth or butterfly are ready to emerge from their chrysalis or cocoon, they follow different approaches. Moths use acid spits to break the walls of cocoons while butterflies burst out of the chrysalises.

#### **4.1.4.3. Wings**

There are two main pointers dealing with wings that can be used to differentiate the specimen whether it belongs to moths or butterflies.

The first one concerns the most visible feature – the colour. Generally the most beautifully coloured are butterflies and less fancy are moths with dull colours like grey, brown, white and black. However, there are specimens that are colourful and belong to moths and vice versa.

Another one is the position of the wings when the specimen is resting. Butterflies rest with their wings together and up and moths with their wings down on both sides of their abdomen and thorax. Graslie (2013) complements this information in video by positioning herself repeatedly in the postures of moths and butterflies. This use of Total Physical Response is a great way to help children to remember the information.

In the video is not mentioned the information that moths have a device called “frenulum”. It is some kind of tape that connects the forewing with the hind wing. This helps the moth to fly more easily. Butterflies do not have these.



#### **4.1.4.4. Shape of body**

Moths have a body that is much fuller in shape and butterflies are slender.

#### **4.1.4.5. Activity during a day**

It is generally known that butterflies are active in the day time and moths at night. In more proper terms butterflies are diurnal and moths are nocturnal.

However, in video are mentioned some species to which this rule does not apply as they are active in the day time when they should not. As an example is mentioned the Madagascar moth which is active during the day time and is as brightly coloured as a butterfly.

Everyday Mysteries (2014) say that some butterflies are crepuscular, meaning that they are active when the night and day meet, at dawn and dusk.

#### **4.1.5. Lesson strategy**

The lesson is 45 minutes long. The classroom has a PC, projector pointed on the whiteboard on which can be written with felt-tip pens. The main part will be spent with Power point presentation. Pupils will get handouts with questions on it which they will keep and stick it into their exercise books. After the main part the pupils will be given a feedback sheet.

#### **4.1.6. Goals**

Subject goals – pupils are able:

to describe the parts of body of butterfly

to name things with which help they can distinguish between moths and butterflies

to demonstrate the position of wings of moth and butterfly while resting

to apply the rules and decide whether there is moth or butterfly in the picture

Language goals:

to describe the parts of body of butterfly in English

to describe differences between moth and butterfly use of - it is/it has

Study goals:

to pick the important information from the video

to apply the rule learnt in practice

#### **4.1.7. Activities**

0. Acquaint pupils with the lesson plan, motivation, reason why it is being done, briefly explain the CLIL method
1. Description of the body of the butterfly – on the whiteboard (give them worksheet)
2. Watch the video
3. Exercises in the Power point presentation – overall questions in the Czech language, differences between moths and butterflies, compilation of pictures of moths and butterflies – pupils are guessing and showing the answers using total physical response, specific comprehension questions in English
4. Feedback (give them handout), give candy when handout handed back in

#### **4.1.8. The show time**

The class started exactly on time, but I was informed by the class teacher that pupils have to leave the classroom ten minutes earlier, so they can participate on a different school event. That was only a signal for me that everything must be done faster. The most of the pupils sat in two front rows except from four pupils who stayed in the back of the class.

After the class was informed about the purpose and reason of the lesson, they all agreed to help me and participate as well as they could. It was visible on them that they were looking forward with either enthusiasm or expectation or even both.

Throughout all the lesson I was acting very positively. Pupils were praised, sometimes even overpraised, for each correct answer. When the answer was not quite right, pupils were motivated to think more about it to correct themselves.

#### **4.1.8.1. The first activity**

In the first activity the task was to connect the vocabulary items with the pictures. I read the word, they translated it and to save time I connected the word with the part of butterfly's body, but only according to pupils' instructions.

Pupils were very active and were answering quickly and correctly the most of the time. In case of tough new word and when they did not know the correct answer, I gave a hint that encouraged them to guess. As some of the words were tricky, their translation was kept on the side of the page to as well enrich their word stock in mother tongue. With the help of the Czech translation we managed quickly to complete this exercise.

During this activity I spoke only in English. It was nice to see that in the beginning they were answering me in Czech language, but towards the end some of the pupils even tried to answer in English.

#### **4.1.8.2. The second activity**

In this part pupils watched the video Moths vs Butterflies. To make it more understandable, the subtitles were switched on. Video served as the source of new information.

I was forced to stop the video after about thirty seconds as I noticed that the pupils in the back were not able to see the subtitles, so they rather entertained themselves in different way. After their relocation to the front rows the video was restored. From this time everyone paid attention till the end of the video.

#### **4.1.8.3. The third activity**

The third activity was based on the compilation of questions which could be answered with the information in the video. The questions were written in Czech, because the aim of this exercise was to determine whether they caught all important information from the video. All questions were answered correctly by the pupils and actually two of them were giving the information in English even though the words that were introduced only a few minutes before.

To save time the answers were written on the whiteboard by me while pupils were noting the answers into their worksheets. This activity was again managed very quickly.

Next part consisted of a few slides dealing with individual differentiating features of butterflies and moths. Pupils were asked what the difference was between moths and butterflies when focused on antennae, time of activity, structure of the encasing, shape of body, colours, and position of wings while resting. They had to say one sentence about moth and one about butterfly that would describe or characterize the difference. The usual construction of the sentence produced by pupils was “Moth/butterfly is/has \_\_\_\_\_ .” These sentences should have been written into the working sheets, but because of the time reasons the exercise was completed only orally.

The other activity was deciding whether is in the picture moth or butterfly. The answers were based on Graslíe’s position when she was imitating the postures of moth and butterfly while resting – when there was a moth/cocoon in the picture pupils had to “do the plane”, in case of a butterfly/chrysalis in picture they were expected to “touch the sky”. Pupils were given instructions and then asked to stand up and ensure that they have enough of space around them. Pictures were being swapped on the projector and after each picture individual pupils were asked why they decided the way they did. Aim was to apply the knowledge gained in the previous exercises and to enable them to be out of their desks for a while. Special bonus for me was that it was easy to check their answers and whether they participate.

The last activity was again a choice of question and definitions, but this time in English. The most of them were answered by either moth or butterfly. Other answers were the words that were presented in the first vocabulary activity. Aim of this exercise was to revise the vocabulary as well as to check whether they could unravel the riddle or question and connect it with something they already know. This exercise was the most problematic. They seemed to understand every single word in individual hint, but it was tough for them to connect it into one chunk. Another theory why it was problematic is that the hints were unclear and inexplicit.

#### **4.1.8.4. The fourth activity**

The final task was aimed to get the feedback. The pupils got a questionnaire to fill which surveyed more things. As first thing it questioned their confidence whether they can recognise if they see a moth or a butterfly and if they remember the differentiating characters. Then they were filling in a table in which they expressed their opinions on the lesson and potential CLIL use in the lessons in the future. The last part of the questionnaire contained an appeal to write what remained in their mind – what they liked or not and so on. Nevertheless, this part stayed on the first glance empty, because the time was up and pupils had to leave as soon as possible.

#### **4.1.9. Conclusion from the point of the teacher**

Before this lesson I had been overplaying this lesson plan in my head again and again already for a few months, so I knew exactly how I wanted to do some things, when to do them and what should be the pupils' reaction. When finally the lesson was successfully over, I was not disappointed.

The lesson plan was created in the way that required a huge cooperation from the side of pupils. That I managed to get and I am so much glad and thankful to pupils that they were so cooperative, because without their activity this would not be possible. A few pupils resisted and did not cooperate at all times, but when they were asked individually, they managed to answer correctly.

As for the extent of fulfilling the exercises it was quite successful when considering the lack of time. If there was more of it, pupils would be allowed to spend more time to fill in the exercise first alone and to think about them independently before checking them together. Also I believe that if they had more time, more pupils would try to use English while answering. Nevertheless, in the class was English used for more than 25 % for sure, so the lesson qualifies as a real CLIL.

The preparation for the class did not take much time, but it was caused only by the fact that I was thinking about it already for a long time. It is sure that this kind of lesson would not be possible to make with just any topic that should be taught according to thematic plan.

As this lesson focused only on the basic information and the differences between two groups, there were not mentioned any typical representatives from the local area. To deal with these will be dedicated the next lesson.

I think that it would not make sense to translate the names of the species living in Czech to English language for a few reasons. Moths and butterflies are mostly endemics living only in secluded area. It is highly possible that this area does not overlap with the area where English is a native language. This means that the name of the specimen will be referred to in English language only by Latin name, while lacking its English common name and Latin names are usually tough to remember. Also when the particular species does not appear in English speaking country, there is really is small chance that pupils will need to talk about them when visiting these countries in the future. In short, learning the names of particular specimens makes sense only when it is dealt with generally known species, for example luna moth, or when the species is cosmopolitan.

To sum up, the aims of the lesson were satisfyingly fulfilled, my expectations as well, and pupils learnt something. Having the chance, I would do it again. Similarly.

#### **4.1.10. Results of the fourth activity**

The questionnaire was filled in quickly, because of the low time condition. To minimize the confusion and to shorten the time necessary to fill, it is in Czech language.

In the most of the questions pupils had to choose one answer from three given. These were “Yes”, “A little”, and “No”. Only question number two was an open question.

The rate of returned questionnaires was 100 %, because none of the pupils would miss the opportunity to get a candy in return for it. Therefore, the total of individuals answering is thirteen.

##### **4.1.10.1. Questionnaire**

1. Can you differentiate a moth and a butterfly?

Eleven pupils believe that they can differentiate between a moth and a butterfly. Two pupils are less self-conscious and think that they can do it a little bit.

2. What are the differences between moths and butterflies?

Everyone listed at least one differentiating sign. Two pupils listed one sign, five pupils two signs and six pupils listed three signs. None wrote more than three things.

The most commonly remembered sign were the antennae that were mentioned nine times. Difference in the body shape was listed seven times, between the positions of the wings six times, whether the specimen is diurnal or nocturnal five times, and two times was mentioned that butterflies have “kuklu” – chrysalises.

Seven pupils decided to make a drawing of the sign either to show their knowledge or to support their answer with it. Four pupils drew two different signs. In two cases pupils drew the body of moth and butterfly, six times the antennae, and three times the position of the wings.

Only in one case the answer did not make sense. The pupil wrote that the difference is that butterflies have thin wings, while moths have them feathery. Obviously he or she meant the antennae, not the wings.

3. Did you like the lesson?

Eleven pupils ticked that they liked the lesson and the remaining two liked it a little bit.

4. Did you enjoy the lesson?

All thirteen pupils agreed that they enjoyed the lesson.

5. Do you feel smarter today? (in English language and in Biology)

After this lesson seven pupils feel smarter, four a little bit, and two do not observe any changes in their cognitive skills and abilities.

6. Do you think that with this style of lesson you can improve your English language skills?

Seven pupils think that they can improve their English skills by this type of lessons, four pupils think that it is possible only in a limited amount and two think that it does not help at all.

7. Did the style of the lesson suit you?

Despite according to the question number five four pupils learnt a little bit and two nothing at all, everyone in the class appreciated the style of the lesson.

8. Would you like to include pieces of English into other subjects?

This was the first and only question in which “Yes” was not the most common answer. Six pupils claimed that they would like include a little bit of English into other subjects. Five of them would be happy with the use of English in other subjects and two pupils would not appreciate it.

9. Do you think that it makes sense to speak about things from different subjects in English?

Eight pupils think that it would be great if they could talk about things from different subjects in English, four thinks that it would be a little bit helpful and only one pupil chose the option that it would not make sense to be able to speak about it.

10. Please write your opinion, observation, comment... (open answer expected)

Seven pupils managed to write their opinion. They wrote that they liked everything, they enjoyed it, and the lesson was rated by one of them as “super”.

The remaining six questionnaires remained blank in the place where the answer should have been. Many of them were sad that they had to leave it that way, but they had to leave the class because of the previously mentioned reasons.

#### **4.1.11. Conclusion from the point of the pupil**

From the pupils’ reactions in the classroom it can be said that pupils enjoyed it. They enjoyed the different style of the lesson, that they could be active and they were the ones who



found the answers to the questions. Only two boys were disruptively active focusing on each other and not on the tasks.

According to the questionnaire, all of them enjoyed the lesson and they were happy with the style of the lesson. There is no one who would not be able to distinguish a butterfly from a moth at all. Everyone could list at least one sign which can be used to divide lepidopterans into two groups.

The “yes” answer was the most common one in all but one question. In more than half of the questions appeared the answer “no”. The highest number of the “no” answers appeared in two questionnaires. Despite being anonymous, there is a particular probability that these two belonged to the two boys who were not paying attention.

#### **4.1.12. The lesson after**

The knowledge and skills to differentiate between moths and butterflies were checked in the revision part of the following lesson. As for the subject content, pupils managed to name all the differences. Even one boy who never joins this part voluntarily had his hand raised. Nevertheless, as for the language content, not a single word was remembered. The theory is that the cognitive process that occurred in the previous lesson was not quite based on the foreign language. It is more likely that pupils remembered information thanks to the use of video, various activities, use of Total Physical Response, and most of all the activity from the side of pupils.

#### **4.2. Troubles that Czech Biology teacher will probably meet**

Next part is a compilation of the problems that were noticed either while studying materials or while practice in the classes. They are valid in the case of English being the CLIL language. These could interfere with the preparation of the beginning Czech biology teachers for CLIL lessons and give them a really hard time if they tend to overthink things.

##### **4.2.1. Geographical areas**

According to the theory of zoogeography everywhere lives somebody, but not everybody lives everywhere. This fact affects also CLIL teachers. The area of Czech Republic

is quite closed and separated from the rest of the Europe by ranges of mountains. The unique position enabled the development of some species that exist only in one area. They are called endemic species. These area can be as broad as a whole continent, but also as small as Krkonoše (Gerža, 2009). However, when the endemic animal or plant does not live or grow in the place where the CLIL language that should be taught is spoken, it is quite possible that the specimen will not have common name in that particular language. Therefore, the specimen is referred to only by its name in Latin (Chocholatá, 2012). These words are usually difficult to remember. As an example can be quoted a tiny beetle from the *Buprestidae* family with a nice Czech name “váleček český” and its only English equivalent “*Cylindromorphus bohemicus*” (Natura Bohemica, 2014).

The use of Latin nomenclature brings another unclearness, in this case it is a pronunciation. Traditionally is Latin read as it is written, however, in English speaking countries people tend to use the English pronunciation with stresses on the most unpredictable places. This can again lead to confusion and non-native English speaker must learn specific pronunciation even for these words.

#### **4.2.2. Lesson length**

In the Czech Republic is the traditional length of one lesson 45 minutes. Nevertheless, the most of the CLIL lesson manuals anticipate that the time allowance for the lesson is 60 minutes (Mehisto, Marsh, and Frigols, 2008). Being short of 15 minutes, it is really tough to decide which suggested part of the lesson skip or make shorter. Even if a teacher manages and modifies the plan, there is always possibility that something will take longer than expected and that can disrupt the integrity of the already modified parts of the lesson.

#### **4.2.3. Number of pupils**

Czech schools’ funding is based on the number of pupils. That is why it is normal that in one class there is around thirty pupils. As it is necessary in CLIL methodology that pupils are active, it is really tough to ensure that in such a big amount of pupils. Other impending disadvantages are that it is a real challenge to manage them while group and pair work and

when using the interactive board, it takes a long time till every one of them uses it at least once.

#### **4.2.4. Allergy to English**

Not all students have the need for finding new things and it is challenging to motivate them in mother tongue. When they face subject they almost hate in English that is not their most favorite thing either, they evaluate the situation unbearable and will do nothing.

I have been in class in which I only tried to initiate the lesson in English. The instant reaction of pupils was that it was not a lesson of English and neither are we in England. This happened only in one class, other ones were first surprised and then they cooperated without protesting.

#### **4.2.5. What do our pupils really need?**

This question appeared in my mind after a short on-isle-between-lessons-break conversation with a senior teacher. He showed me his book of History and said that it does not have any sense anyway, that only languages are important for the future. After a long contemplation about the topic, and inspecting it from many angles, I am still not really sure what our pupils need.

The most of the pupils that leave the secondary school continue to practical schools, where they become hairdressers, bakers, lath handers, and so on. This means that some of the science classes that they have at secondary school, they will never see again. However, they will probably have English lessons.

As a biology teacher, I think it is necessary that they do not miss their only opportunity and gain the basic knowledge of the world around them, all kinds of animals, and the most importantly their own body. If the CLIL is used, and considering, that the previously mentioned hypothesis claiming that pupils improve their language skills, but that the increase of the subject knowledge is not proved, deprives them of their only chance. And that would be a pity.

Nevertheless, according to the other scenario, if they used CLIL in science lessons, they would rapidly improve their communication skills. Moreover, these skills could be more valuable than those, which were gained in the English language classes. Especially when these lessons focus only on completion of the exercises. According to theory the English spoken in CLIL classes is more natural like as it has to be produced on the spot. This production of English naturally would be beneficial for everyone as all – a hairdresser, baker, lath hander, and so on – will the most likely meet someone who is able to speak only in English, go abroad for a vacation, or just visit internet.

The study skills gained in CLIL classes together with the language and subject skills are not a throwaway either. They can use them any time in their life and not only while their studies. They will always need to be able to get the important information from the text, plan, cooperate with others, and work under stress.

To sum up, it is really tough to decide whether to go for CLIL or not. At secondary schools teacher work with a broad variety of pupils who have different aims. The goal of the school should be to offer to the pupils the best what they can and the most of the things that they will need and actually use in the future. Teaching subjects using CLIL may help in some ways, but in others can even cause harm, which we cannot afford.

## **Final conclusion**

This thesis has dealt with the CLIL method and its use in education. The first part contains the main theoretical points that must be taken into account if one wants to feel the benefits of CLIL. There is a number of conditions that must be satisfied, otherwise the method itself will have no effect at all or would even cause harm.

The second part describes the European countries which actively use the CLIL method in their education systems. In this chapter was found out that every country has own rules that affect the CLIL practice, despite the common European legislative background.

The third part deals with the content of biological topics in the books that are used in the Czech Republic. The results are that not all of them offer the same amount of it, neither the same topics, which means that pupils learning from different books have very different word stock in the field of biology.

The forth part describes the practice of CLIL in the real classroom. It was found that pupils enjoyed the lesson. They remembered a lot of information, however, there is a certain possibility that the methods used and their active participation in the lesson was what helped them in learning, instead of learning in different language.

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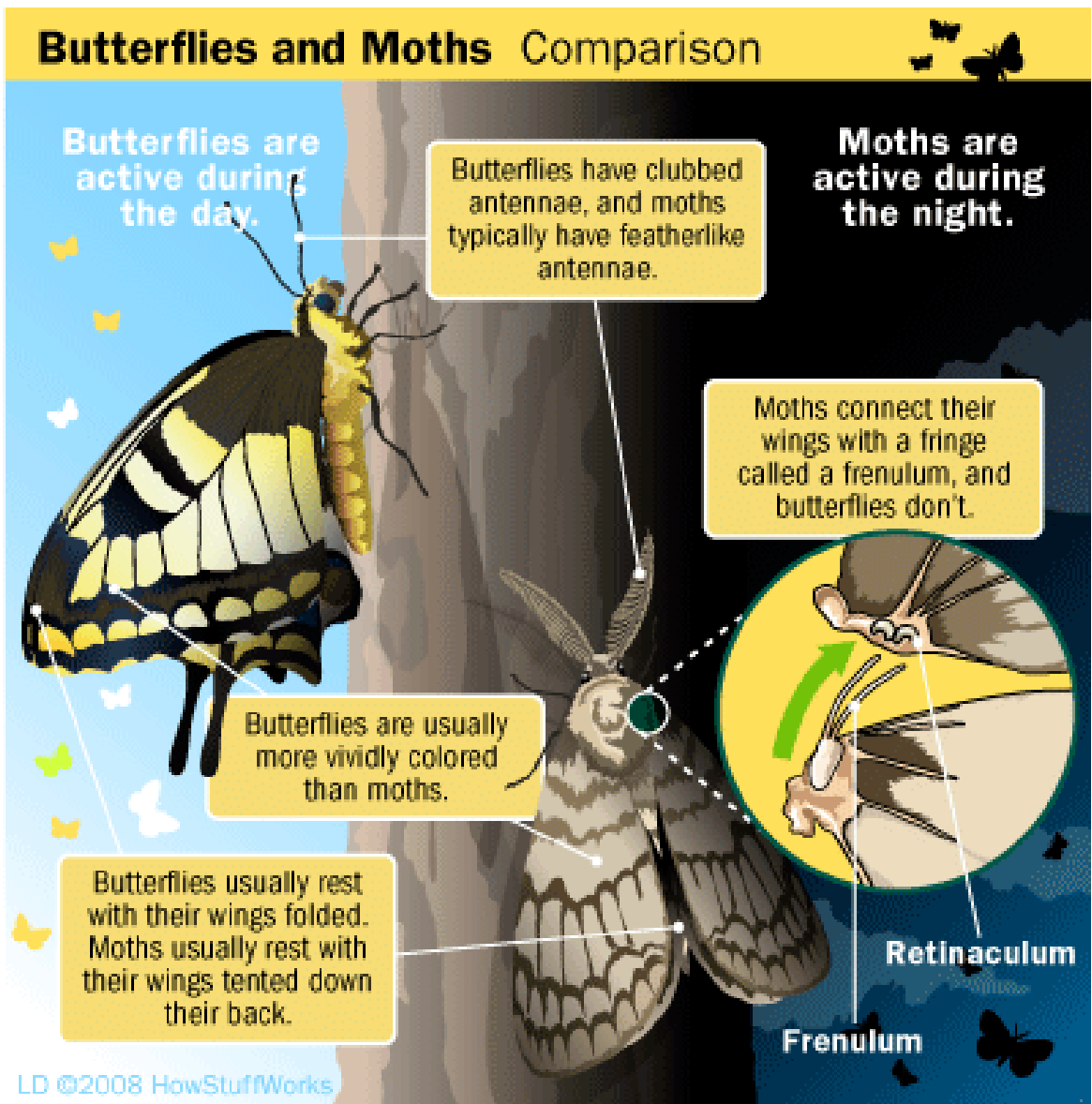
## **Appendices**

Appendix 1 Picture that compares moth and butterfly

Appendix 2 Work sheet

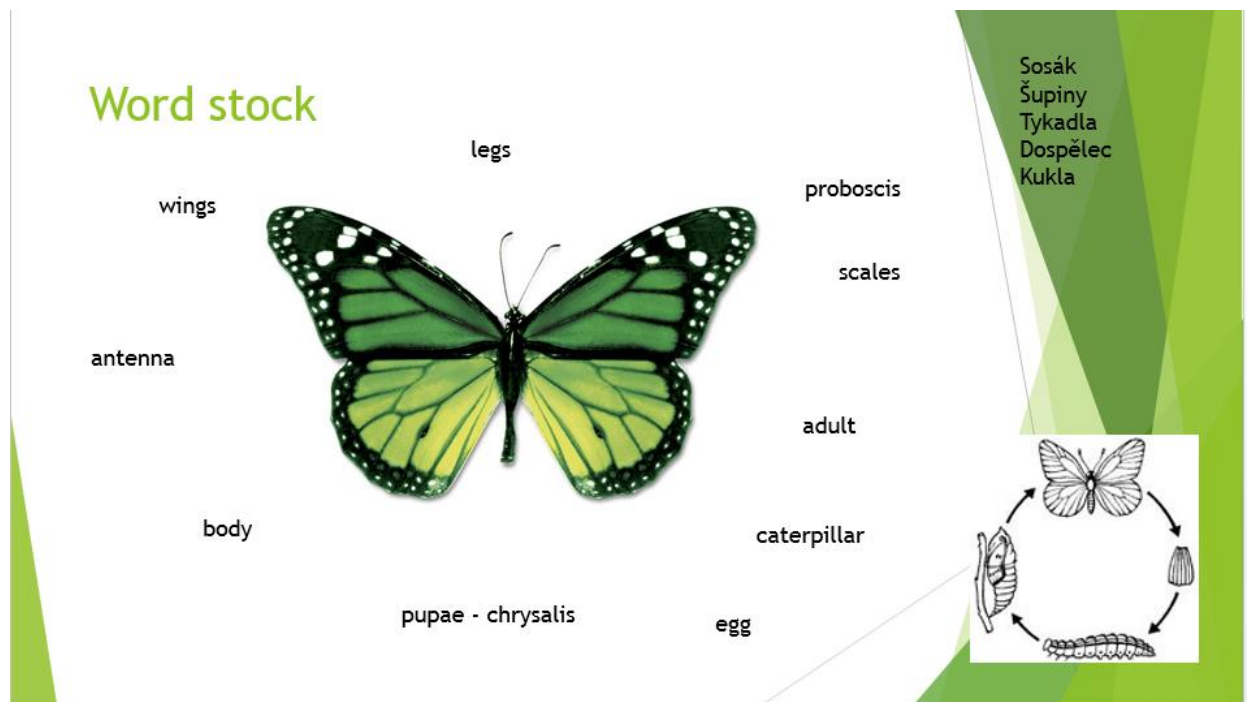
Appendix 3 Questionnaire

Appendix 4 Power point presentation – on CD



## Appendix 2

### Butterfly or moth?



- ▶ Na co motýlům slouží tykadla?
- ▶ Jaký je rozdíl mezi tykadly motýla a můry?
- ▶ Z vajíčka se vylíhne?
- ▶ Motýli tvoří kukly a můry tvoří zámotky -
  - ▶ Jak je vytvořena kukla?
  - ▶ Jak je vytvořen zámotek?
- ▶ Jak se dostane můra ze zámotku?
- ▶ Jak se dostane motýl z kukly?
- ▶ Jaký je rozdíl mezi sedící můrou a motýlem?
- ▶ Čím mají kryté tělo?
- ▶ Jaký je rozdíl mezi tvarem těla motýla a můry?

- ▶ Kdo je aktivní ve dne a kdo v noci?

Moth or butterfly? Describe and write and/or draw differences.

Antenna

Nocturnal or diurnal?

Chrysalis or cocoon? What is it made of and how does the animal get out?

Body

Colors

Wings while resting

What is it?

- ▶ A moth or a butterfly can smell pheromones with it
- ▶ How is called baby moth or butterfly when it hatches?
- ▶ There are three pairs of this on every insect
- ▶ A moth or a butterfly eat with this
- ▶ It has a fat body and feathery antennae
- ▶ It rests with its wings down
- ▶ It is diurnal
- ▶ It is nocturnal
- ▶ It has to use acid to get out of the cocoon
- ▶ It has thin body and clubbed antennae
- ▶ It has to bite out of its chrysalis

### Appendix 3

Motýl nebo můra? ☺

Rozeznáš motýla od můry? ANO TROCHU NE

Jaké jsou mezi nimi rozdíly? Vyjmenuj některé...

Vyplň tabulku

	ANO	TROCHU	NE
Líbila se ti hodina?			
Bavila tě hodina?			
Cítíš se chytřejší? (v rámci angličtiny a přírodopisu)			
Myslíš, že si tímto stylem výuky můžeš zlepšit angličtinu?			
Vyhovoval ti styl výuky?			
Chtěl/a bys zařadit kousky angličtiny do jiných předmětů?			
Myslíš, že má smysl umět mluvit o věcech z různých předmětů anglicky?			

Prosím, dopiš svůj názor, postřeh (co se ti líbilo, co ne, co tě bavilo, nebavilo)?

## **Resumé**

Závěrečná diplomová práce je zaměřená na používání metody CLIL v hodinách biologie. Analýzou zdrojů byly zjištěné důležité základní informace potřebné k porozumění metodě. Dále byl zjištěn stav používání metody v Evropských zemích, které vyvrcholilo analýzou situace v České republice. Dále proběhlo zkoumání tří sad učebnic, ve kterých byla hledaná témata týkající se biologie. Finální částí projektu bylo zhotovení přípravy na hodinu přírodopisu, ve které je použita metoda CLIL.

## ANOTACE

<b>Jméno a příjmení:</b>	Kateřina Ghodki Idríková
<b>Katedra:</b>	Anglického jazyka
<b>Vedoucí práce:</b>	Mgr. Josef Nevařil, Ph.D.
<b>Rok obhajoby:</b>	2015

<b>Název práce:</b>	CLIL – angličtina v biologii
<b>Název v angličtině:</b>	CLIL – English in Biology
<b>Anotace práce:</b>	Diplomová práce pojednává o metodě CLIL. Teoretická část se zabývá vším, co se metody týká – od historie, základních informací, materiálů, po přístupy, atd. Dále je tu rozebráno využití CLILu v Evropě, v případě České republiky podrobněji. První oddíl praktické části je zaměřen na zjištění biologických témat a jejich rozsah ve třech vybraných řadách učebnic anglického jazyka používaných v ČR. Druhou část tvoří plán na hodinu, který využívá metodu CLIL. Tento byl přímo využit v hodině biologie (přírodopisu) na druhém stupni základní školy.
<b>Klíčová slova:</b>	CLIL, anglický jazyk, biologie, integrace předmětů, řád Lepidoptera
<b>Anotace v angličtině:</b>	This diploma thesis deals with the method CLIL. The theoretical part contains everything that concerns the method – from history, basic information, materials, to approaches, etc. There are also included information about practical use of CLIL in Europe, the Czech Republic is described in more detail. The first piece of the practical part focuses on the presence of biological topic in three chosen sets of course books, which are commonly used in the Czech Republic. The other part deals with a lesson plan that uses the CLIL method, which was used in real class of biology at secondary school.
<b>Klíčová slova v angličtině:</b>	CLIL, English language, biology, integration of subjects, order Lepidoptera
<b>Přílohy vázané v práci:</b>	4 přílohy
<b>Rozsah práce:</b>	70 stran
<b>Jazyk práce:</b>	Angličtina