



Začlenění CLIL modulu do kurikula 2. stupně ZŠ

Diplomová práce

Studijní program: N7503 – Učitelství pro základní školy
Studijní obory: 7503T009 – Učitelství anglického jazyka pro 2. stupeň základní školy
7503T045 – Učitelství občanské výchovy pro 2. stupeň základní školy

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Implementing a CLIL Module into Lower Secondary School Curriculum

Master thesis

Study programme: N7503 – Teacher training for primary and lower-secondary schools
Study branches: 7503T009 – Teacher Training for Lower Secondary Schools - English
7503T045 – Teacher training for lower-secondary school. Subject -
Civics.

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ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

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Učitelství občanské výchovy pro 2. stupeň základní školy
Název tématu: **Začlenění CLIL modulu do kurikula 2. stupně ZŠ**
Zadávací katedra: **Katedra anglického jazyka**

Z á s a d y p r o v y p r a c o v á n í :

Cílem diplomové práce je zmapovat možnosti začlenění CLIL modulu do ŠVP nižšího stupně víceletého gymnázia. Teoretická část se zaměří na zásady týkající se CLIL a jeho začlenění do vzdělávacího programu. Praktická část poskytne rozbor momentálního využití metody CLIL na víceletých gymnáziích v oblasti Semil a Jičína a navrhne modul CLIL hodin pro předmět občanská výchova, který bude ověřen ve výuce.

Metody: Studium odborné literatury, analýza dat získaných z dotazníků, testů a pozorování.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Jazyk zpracování diplomové práce: **Angličtina**

Seznam odborné literatury:

Bentley, Kay. 2010. The TKT Course CLIL Module. Cambridge: Cambridge University Press

Coyle, Doe, at al. 2010. CLIL Content and integrated language learning. Cambridge: Cambridge University Press

De Diezmas, Esther Nieto Moreno. 2016. The impact of CLIL on the acquisition of L2 competences and skills in primary education. International Journal of English Studies Volume 16.2:81-101.

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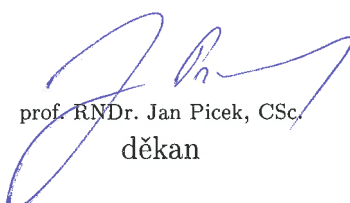
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Datum zadání diplomové práce: **30. dubna 2017**

Termín odevzdání diplomové práce: **30. dubna 2018**


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V Liberci dne 30. dubna 2017

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2. 4. 2019

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Abstract

The thesis presents a research in the field of Content Language Integrated Learning (CLIL) method. The core of the research was the development, implementation and execution of a CLIL modular programme into a lower-secondary school curriculum, specially into a subject of Civics. The thesis offers a detailed account of this experiment from the initial phases of constructing a model for CLIL to conducting an assessment to see the impact of the programme on the learners. However the aim of the research was not only the case study but the report is also focusing on the CLIL's influence on knowledge and skills as well as interest and motivation of the participating pupils. The study used comparison and statistical analysis of assessment tests completed by pupils who learnt by CLIL method and pupils who learnt the same content in their mother tongue. Further predetermined goal included a survey among lower-secondary teachers to see what their experience and opinions are on the CLIL method. Their responses were obtained during an interview or through a questionnaire. The findings gathered during the research and presented in this thesis are in agreement with previous CLIL studies which report on the positive outcomes of the CLIL method. The experiment showed that implementation of CLIL modular programme does not lead to worse understanding of Civics and that it leads to development of foreign language competence. Both pupils and teachers liked it and considered it useful. The presented case study constitutes a valuable source of information and materials for other CLIL practitioners and suggests topics for further research as well as recommendations formed on the basis of the experiment.

Key words: CLIL, content, target language, assessment, motivation, implementation, CLIL modular programme, curriculum, School Educational Programme, Civics

Anotace

Tato práce se zabývá výzkumem na téma metody CLIL nebo-li integrovanou výukou jazyka a obsahu. Základem práce je vývoj, implementace a uskutečnění CLIL modulového programu v rámci kurikula druhého stupně základní školy, konkrétně v předmětu občanská výchova. Výzkum nabízí podrobný popis experimentu od přípravné fáze konstrukce CLIL modulu až po fázi hodnocení výsledků práce žáků, kteří se experimentu účastnili. Cílem diplomové práce ovšem není pouze případová studie ale také zpráva o tom, jaký vliv měl CLIL modulový program na znalosti, jazykové dovednosti a motivaci zúčastněných žáků. Výzkum porovnával a statisticky analyzoval výsledky testů žáků, kteří se učili pomocí CLIL metody a žáků, kteří se stejný obsah učili v mateřském jazyce. Dalším cílem práce bylo zjistit jaké názory a jaké zkušenosti mají učitelé druhého stupně základní školy s metodou CLIL. Průzkum byl uskutečněn pomocí rozhovorů a dotazníků. Výsledky, které byly zkromážděny během výzkumu a které jsou prezentovány v této práci se shodují s nálezy předešlých studií, které vypovídají o pozitivních výsledcích metody CLIL. Experiment ukázal, že implementace CLIL modulárního programu není příčinou horšího porozumění obsahu předmětu občanská výchova a že vede k rozvoji jazykových dovedností. Zúčastněným žákům i učitelům se výuka líbila a považovali ji za užitečnou. CLIL případová studie jež je objektem tohoto výzkumu poskytuje hodnotný zdroj informací a materiálů pro ostatní učitele praktikující CLIL. Poskytuje doporučení na základě zkušeností nabytých během experimentu a může být také odrazovým můstkem pro další výzkum na téma CLIL.

Klíčová slova: CLIL, obsah, cílový jazyk, hodnocení, motivace, implementace, CLIL modulový program, kurikulum, školní vzdělávací program, občanská výchova

Poděkování

Ráda bych poděkovala vedoucí mé diplomové práce Mgr. Renatě Šimůnkové, PhD. za poskytnutí odborných rad, věcné připomínky, ochotu a vstřícný přístup během zpracování této práce.

Mé poděkování patří také kolegyním, kolegům a žákům, kteří se účastnili mého výzkumu a zvláště vedení ZŠ T. G. Masaryka v Lomnici nad Popelkou, které umožnilo průběh výzkumu.

Nakonec bych chtěla vyjádřit jak moc si cením podpory a trpělivosti, kterou mi poskytovala rodina a přátelé po dobu mého studia.

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List of abbreviations:

| | |
|------|--|
| CLIL | Content and Language Integrated Learning |
| P | Pupils |
| T | Teacher |
| MT | Mother tongue |
| SEP | School Educational Programme |
| FEP | Framework Educational Programme |
| R | Response |
| Q | Question |
| ZS | Elementary school |
| 4Cs | Content, Communication, Cognition, Culture |
| No. | number |

1 Introduction

'It is not so much what we know but how we use it'

David Marsh

Content and Language Integrated learning (CLIL) is an approach which involves learning various subjects through an additional language. The essence of CLIL is integration of language, content and learning skills; however above all CLIL is content driven. It is a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language which opens up doors on an educational experience which can be very hard to achieve in a language-learning classroom. It gives learners the opportunity to receive instruction and at the same time experience real-life situations in which they can acquire language. This natural use of language can in turn boost the learners' positive 'can do' attitude towards themselves.

David Marsh, one of the 'fathers' of CLIL is of the view that being good at languages is not as much a matter of natural talent but a matter of opportunity. 'It is not so much what we know but how we use it', which is so important when an effective language learning and communication is considered. To learn effectively means according to CLIL to learn by experiencing both learning about the language and having hands-on practice at using the language at the same time from as early a point as possible.

CLIL can be very successful in enhancing the learning of languages and other subjects yet it can also have an impact on how we think. Being able to think in

another language enriches our understanding of concepts. In fact CLIL provides the opportunity to learn to think in the language, not just learn about the language.

CLIL method suits the demands of the present day. The impact of globalization and integration is making the world a smaller place in which the benefits of being able to speak different languages are becoming more and more obvious. It transpires that the integrated world views integrated learning as a modern form of educational delivery designed to better equip the learner with knowledge and skills for the global age.

The purpose of this thesis is to conduct a survey among lower secondary teachers in the Semily and Turnov region to see what their experience and opinions are on CLIL method; to develop, implement and execute a CLIL modular programme in the lessons of Civics; to find out whether the implementation of CLIL leads to worse understanding of Civics; to ascertain whether the implementation of CLIL leads to development of foreign language competence and to identify the pupils' and teachers' feelings and opinions about the CLIL method upon conclusion of the modular CLIL programme.

The experiment was conducted in ZŠ Masarykova in Lomnice nad Popelkou with three 6th grade classes while one was a CLIL class and the others were non-CLIL classes. The researcher created a CLIL Civics modular programme consisting of 10 lessons covering the topic – Family. The research data were collected by means of interviews with teachers, from questionnaires completed by pupils and teachers and from the results of parallel assessment testing.

The thesis is structured into five chapters whose main contents can be outlined as follows. After introduction there is a chapter dedicated to the review of up to date literature regarding CLIL. The readers will be informed about the use of CLIL in Europe (2.5) and the Czech Republic (2.6), about CLIL's benefits and disadvantages (2.8), about the core features of its methodology (2.9) and assessment (2.9.6). Subsequently the third chapter introduces the methodology of this research, sets out the research questions, research methods and offers description of the experiment and its assessment. The findings are then presented in the conclusion (4) and recommendation (4) part of the thesis.

The materials prepared and data collected throughout the research constitute a valuable collection for other CLIL practitioners as well as a reference for further research into CLIL.

2 Literature Review

2.1 Definition of CLIL

There is a number of definitions of Content and Language Integrated Learning (CLIL). Here are some of them presented according to the date of their publishing:

'An approach...that may concern languages, intercultural knowledge, understanding and skills, preparation and improvement of education itself.' (Marsh, 2002)

'A meaning focused learning method...the aim is learning subject matter together with learning a language.' (Van de Craen, 2006)

CLIL is according to the above definitions an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. The knowledge of another language helps learners to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, art and technology to people around the world.

'An 'umbrella' term used to talk about bilingual education situations.' (Gajo, 2007)

'CLIL is an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches.' (Mehisto et al, 2008)

CLIL is referred to as an “umbrella“ term in the above definitions. That includes many variants and a wide range of different approaches (Gajo, 2007, Mehisto et al. 2008). Mehisto (2008, chapter 1) lists a number of educational approaches such as language showers, CLIL camps, student exchanges, local projects, international projects, family stays, modules, work-study abroad, partial immersion, total immersion, two-way immersion, double immersion. Mehisto claims that the

innovation CLIL brings is that it synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches.

Marsh (2008,233) points out: “ Applications of CLIL are multifarious depending on education level, environment and the specific approach adopted.“

Coyle et al. (2010) provide a succinct definition that refers to its specific features and I believe it is the most appropriate definition for this research.

'Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.' (Coyle et al. 2010)

According to this definition, CLIL can include a wide range of educational practices provided that these practices are conducted through the medium of an additional language. The dual role of language and content has been understood in different ways. (Cenos et al. 2013) Cenós (2013) quotes Ting (2010) “ CLIL advocates a 50/50 Content: Language CLIL equilibrium.“ However it also points out that there have been conducted many research in actual classrooms which show that it is difficult to achieve a strict balance of language and content. According to Marsh (2002), there should always be a dual focus on language and content for instruction to qualify as CLIL, even if the proportion is 90 per cent versus 10 per cent.

Coyle also uses a term “ educational approach“ in his definition, which indicates that CLIL is “essentially a methodological“ (Marsh 2008,244) and “pedagogic tool“ (Coyle 2002, 27) or “innovative methodological approach“ (Eurydice 2006,7). Such conceptualisation of CLIL is according to Cenós (2013,245) widespread. There are however others who consider CLIL mainly in curricular terms. (Cenos 2013,245).

The definition of CLIL also includes reference to an additional language as a medium of instruction. According to Coyle (2010,1): 'An additional language is often a learner's foreign language, but it may also be a second language or some form of heritage or community language.' Additional language was defined also by Marsh (2002, 17) as any language other than the first language, including foreign language or minority language. However, CLIL has often been identified exclusively with English-medium instruction because it has had an especially significant impact on scholars, teacher trainers, and teachers who work in English as a second or foreign language contexts (Dalton-Puffer et al. 2010, Whittaker et al. 2011).

In short CLIL has many faces, it involves a range of models which can be applied in a variety of ways with diverse types of learners. Good CLIL practice is realised through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable. (Coyle, 2010. 1)

2.2 History of CLIL

CLIL is not new. Coyle points out that education in a language which is not the first language of the learner is as old as education itself. Mehisto claims that the first known CLIL type programme dates back some 5000 years to what is now modern-day Iraq. The Akkadians, who conquered the Sumerians wanted to learn the local language. To this end, Sumerian was used as a medium of instruction to teach several subjects to the Akkadians, including theology, botany and zoology. He also offers another example from history with the use of Latin as a second language which was used to teach content. For centuries, Latin was used as a language of

instruction in European universities and became the primary language of law, medicine, theology, science and philosophy.

2.3 The value of multilingualism

In Europe, in more recent centuries, many people have understood the value of multilingualism. However, bilingual or multilingual education seemed, above all, a privilege belonging to the wealthy. The well-to-do hired governesses or tutors who spoke to their children in a foreign tongue with the express purpose of having them become fluent in another language. Some people sent their children abroad to study in private schools. (Mehisto 2008,9)

In the 1970s, with the expansion of language-immersion programmes, bilingual education became more easily accessible to children coming from a diversity of backgrounds. Similarly, work done on Language Across the Curriculum in the 1970s (UK) helped raise awareness of the need for all teachers to help students improve their language skills, whether it be their first or second language. An increased understanding that content and language needed to be taught and learnt hand in hand was developing. At the same time it was becoming apparent that standard second-language teaching alone was not achieving adequate results on a widespread scale. (Mehisto, 2008/10)

2.4 CLIL and globalisation

The growing interest in CLIL in the beginning of the 21st century can be according to Coyle (2010,2) understood by examining best practice education which suits the demands of that time and present day. Globalisation and the forces of economic and social convergence have had a significant impact on who learns which language, at

what stage in their development, and in which way. The driving forces for language learning differ according to country and region, but they share the objective of wanting to achieve the best possible results in the shortest time. This need has according to Coyle often dovetailed with the need to adapt content-teaching methodologies so as to raise overall levels of proficiency and has led to attention being given back to cognitive processing and how learning successfully occurs.

In an integrated world, integrated learning is increasingly viewed as a modern form of educational delivery designed to even better equip the learner with knowledge and skills suitable for the global age. (Mehisto, 2008,10-11) Mehisto also believes that 'Generation Y' (born between 1982-2001) as well as 'Cyber Generation' (born after 2001) is focused on immediacy as in 'learn as you use, use as you learn' - not 'learn now, use later'. Those generations are more influenced by their own early, personal, hands-on experience with integrated technologies. CLIL is according to him one innovative technology that has emerged to cater to this new age.

Coyle (2010,5) uses the term 'Knowledge Age' when he talks about globalisation and the emergence of new technologies. CLIL according to him developed as an innovative form of education in response to the demands and expectations of this modern age. Coyle believes that CLIL is not merely a convenient response to the challenges posed by rapid globalisation; rather, it is a solution which is timely, which is in harmony with broader social perspectives and which has proved effective.

2.5 CLIL in the European Union

The major reason which underpinned the initial interest in CLIL in Europe was the need for greater levels of multilingualism, which arose during discussion on

economic unity during the 1950s. In 1958, a European Economic Community regulation determined which languages would be official within the newly forming union of separate countries. From this point it was clear that the new Europe would be a plurilingual entity, and that educational systems would need to make greater efforts to provide language education for more young people. In 1978, the European Commission made a proposal to the member states (EC, 1978) that encouraged teaching in schools through the medium of more than one language. Coyle calls this a catalyst for the development of CLIL across the continent. (Coyle, 2010,8)

In 1984, the European Parliament questioned weaknesses in languages education and from then on there were a range of declarations and statements made about the need to explore alternative paths in language education. Finance was invested in projects which led to the development of practical educational solutions such as CLIL. From 1990 onwards, CLIL became increasingly prioritised within the European Union as a major educational initiative (Eurydice, 2006), culminating in the 2005 European Council recommendation that CLIL should be adopted throughout the entire European Union (EC, 2005). The first statistical study on where and how CLIL was being implemented in Europe was published (Eurydice, 2006). (Coyle, 2010, 9)

2.6 CLIL in the Czech Republic

According to the information from network on education in Europe, Eurydice (2006) a CLIL type of general secondary education started to develop in the Czech Republic in early 1990s. (Sulista, 2010) The study programmes of schools offering CLIL were originally approved by the Ministry of Education, Youth and Sports (henceforth

Ministry) and their existence was later reflected in the 1995 Amendment to the Education Act of 1990 and then in later education acts of 2004 and 2005. CLIL became part of Czech educational policy when the Ministry issued *Guidelines for implementation of foreign languages in teaching of some subjects in 2005*. (Hanušová, 2011). Furthermore, later amendment specified CLIL as a new method of education in teaching other subjects, where language becomes the means of teaching the subject and the subject becomes the source of learning the language.

According to Hanušová (26,2011) 6% of schools in the Czech Republic were using CLIL in 2006. The most frequent CLIL language of instruction was English and the integrated subjects were mostly Maths, ICT, Art and Music. CLIL was predominantly used in primary education and secondary education, partially also in the lower-secondary education.

Ministry published a methodical guide prepared by a team from the National Institute for Education called – *Cizí jazyky napříč předměty 1. stupně* (Languages across the curriculum of other subjects in primary education) in 2009. Systematic teacher training in CLIL; however hadn't began until 2010 when there were teacher courses across the whole country funded through the European Social Fund project. The aim of the project was to inform the teachers about the benefits of CLIL, about the way of its implementation in the lessons and to produce suitable material for CLIL teaching of various subjects in English. Another national CLIL project was prepared and carried out by Masaryk's University Faculty of Education in Brno. The researchers cooperated with the teachers of lower-secondary schools in order to prepare and pilot materials for teaching in accordance with the CLIL principles. Furthermore the Faculty of Education in Pilsen also took part in an international

project Comenius 2.1 from the European Educational Programme called Getting Started with Primary CLIL between years 2006-2009.

Hanušová (2011,27) claims that the Faculty of Education of the Charles University has got the longest experience with CLIL teacher training. There is a two semestral course of integrated Math and English at the Faculty of Math and a two semestral course of CLIL at the faculty of English language.

2.6.1 Implementation of CLIL into Czech schools

Czech education system is mainly based on educational programmes and frameworks. Schools develop their own School Educational Programmes (SEP) on the basis of binding Framework Educational Programmes (FEP) which represent the national level. FEP define the objectives and outputs of education and key competencies for each level and course and also the content of education necessary for achieving these.

At schools, CLIL can be implemented in the school curriculum in two ways. Schools can either implement CLIL to a limited extent – some lessons of a particular subject are presented in the CLIL environment or it is implemented in all lessons but for a limited period of time – or schools can implement CLIL in all lessons of a particular subject throughout the school year. In the first case, schools are free to do so in accordance with their School Educational Programme (SEP) while in the latter case, schools have to ask for permission from the Ministry and they have to meet certain conditions and restrictions stated in the Directive of the Minister. The conditions include the following provisions:

- the Ministry does not permit the teaching of the Czech language in a foreign language and the teaching of a foreign languages in a different foreign language;
- the teaching of some subjects in a foreign language can be performed in all or in some years of study;
- the Ministry can permit the teaching of some subjects in one or more foreign languages;
- the Ministry does not permit the teaching in a foreign language of subjects which are closely related to the Czech Republic (e.g. history, geography);
- the school has to make such conditions for acquisition of the given subject terminology both in Czech as well as in a given foreign language;
- in schools where the educational process is performed in a language of a minority, the Czech language is considered to be a foreign language;
- the teaching in a foreign language has to be secured by teachers with relevant qualifications and with language competence of the level of C1 specified by the Common European Framework of Reference for Languages.

However, Najvar (2009) criticises the Ministry's approach to CLIL and its implementation conditions. He points out that there are simply not enough qualified foreign language teachers who would be available to teach other than language subjects and he also doubted the availability of other subject teachers with language competence of C1 level. In addition he finds the integration of two subject contents too complex for most pupils. Najvar advises to be more cautious with regards to

CLIL as according to him the benefits of this approach to language instructions are yet to be confirmed and validated.

2.6.1.1 CLIL models

Some schools teach topics from the curriculum as part of a language course. This is called soft CLIL. In Czech schools it takes place in the form of English Across the Curriculum pages that are available in some course books. Other schools teach partial immersion programmes where almost half the curriculum is taught in the target language. This is called hard CLIL. A similar programme was conducted by Bintnerová et al. In 2010-2011 in three primary schools in České Budějovice. Pupils had one or two lessons of Math in English during one school year. (Bintnerová et al. 2012) Mid-way between these models, some schools teach a modular CLIL programme where a subject such as science, art or civics is taught for a certain number of hours in the target language.

CLIL teachers can be subject teachers, language teachers or primary classroom teachers. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is intense cooperation between subject and language teachers at least in the initial stages of the programme. Some schools use team-teaching where there is a subject as well as a language teacher in the CLIL lesson. However Hanušová quotes Naves (23,2011), who concludes that if a CLIL programme is to be effective and successful the CLIL teacher should be qualified in both subject and language.

2.7 CLIL in comparison with immersion and bilingual education

According to CLIL advocates, there was a need for CLIL in Europe because European approaches to bilingual education were borrowed from other contexts with over 30 descriptors to choose from but especially drawing on immersion and bilingual movements in the USA and Canada (Coyle in Cenoz 2013,243). Coyle (2008, 97) considers CLIL to be unique and different from bilingual or immersion education and a host of alternatives and variations such as content-based language teaching, English for Special Purposes, plurilingual education.

French immersion programs were developed in Canada in the 1960s. Immersion is commonly defined as an educational program in which the foreign language is used for academic instruction. There are different types of immersion programs which are offered in different languages in Canada and, indeed, around the world (Genesee 2004).

Immersion programs can be viewed as a form of content-based second language instruction (CBI). Content-driven instruction has content learning as priority and language learning is secondary (Met 1999 in Cenoz 2013,248). Cenoz quotes Perez-Canado (2012), who claims that many advocates of CLIL have highlighted the differences between CLIL and immersion. Differences between CLIL and immersion often focus on the goals of each approach, students and teachers profiles, the target languages, the balance between content and language instruction, and other pedagogical issues.

In contrast to some perspectives that CLIL and immersion are different, some consider CLIL to be the same as CBI and, thus, immersion which is clearly a form of

CBI (Jarvinen and Ruiz de Zarobe in Cenos, 2013,253). Ruiz de Zarobe (2008,61) believes that CLIL and CBI can be considered synonymous. The former is according to him used more frequently in Europe while the latter has gained more popularity in the United States and Canada.

Cenos at all (2013) analysed distinctions that had been used by CLIL advocates to argue that CLIL is unique and their study claims that they do not hold up when analysed carefully. However their report points out that in the European context, CLIL has attracted scholars and practitioners in the field of English as a foreign language (EFL) in particular. As a result, CLIL has become a label to designate a relatively innovative form of teaching EFL as teaching in Europe has traditionally been limited to the English language class and has not included much academic content.

2.8 Benefits and disadvantages of CLIL

David Marsh, one of the 'fathers' of the CLIL term, describes CLIL as being very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (2000). According to him CLIL boosts a youngster's motivation and hunger towards learning as they are given opportunities to try to practise what they learn whilst they learn. Marsh continues by claiming that CLIL can have a positive impact on the youngster's thinking process as it doesn't only promote linguistic competence. '*Being able to think about something in different languages can enrich our understanding of concepts, and help broaden our conceptual mapping resources.*'

(Marsh 2008,8) CLIL provides the opportunity to learn to 'think' in the language, not just learn about the language itself as the major learning focus.

The advancement of learner's cognitive development through CLIL lessons was also supported by Gajo and Serra (2002). Hanušová (2011,15) refers to their research and also mentions another finding of their research. According to their research not only students but also teachers were positively influenced by the CLIL programme. They modified their methods and forms of classroom practice even in the lessons conducted in their mother tongue (MT).

Application of CLIL in classes according to other authors results also in improvement of the climate in the class (Binterová 2012, Pokrivčáková et al. 2015). Moreover, the time is saved within the curriculum because the foreign language competence is developed in other than language lessons as well, thus making the concept of learning content integration wider and deeper. (Pokrivčáková et al. 2015, 31)

Besides the opportunity of being exposed to the target language at least for one extra lesson, which is not a language lesson, there are other advantages of CLIL, which in fact reflect the five CLIL dimensions. The five CLIL dimensions are related to culture, environment, language, content and learning. (Frydrychova Klimová, 2012, 573) Frydrychová Klímová details among others the following benefits of CLIL: it builds intercultural knowledge and understanding, it introduces the wider cultural context, it develops intercultural communication skills, it develops plurilingual interests and attitudes, it accesses subject-specific target terminology, it prepares for future studies and/or working life, it enables to diversify methods and

forms of classroom practice, it increases learner's motivation and confidence in both the language and the subject being taught.

Interesting point of view is proposed by Novotná et al. In their article 'Teacher training for CLIL – Competences of a CLIL Teacher' (2001). According to this article CLIL may be more successful in overcoming the learning difficulties that have their origin either in the student's personality or the educational environment. There are two types of barriers: cognitive and affective. Their tests concentrated on the affective blocks. Affective barriers in both young learners and adults are mainly those that originate in their personality (Rogers, 1996). First of all it is anxiety manifested as the fear of failing, uncertainty of success and the fears of being ridiculed by the teachers or the peers. The unwillingness to use non-traditional methods may according to authors create yet another block.

Their research discovered both types of barriers. Some of them increased through CLIL, others decreased. The increase occurred in those learners who are afraid of unusual, alternative learning methods and techniques. The decrease of barriers occurred mainly in the area of fears of failing. The authors explain that the CLL teachers are lead towards sensitivity to the learner's personality. Through the use of interactive, non-traditional methods they may succeed in altering the student's prior negative learning experience.

Despite advantages, there are limitations and weaknesses as well. Table 1 contains a list of selected advantages and limits from Šmídova et al. (2012,11).

Table 1: CLIL advantages and limits

| CLIL advantages | CLIL limits |
|--|--|
| CLIL applies higher requirements on learners cognitive processes which are not commonly used in foreign language textbooks | Insufficient language competence to exploit a foreign language in professional context with learners |
| CLIL develops and trains compensation strategies and communication skills efficiently | Lack of appropriate learning materials and tools for CLIL evaluation |
| CLIL works with real content and information which can be used in real life | Inform-less school management and non-systematic implementation of CLIL |
| CLIL increase learner's success rate on the labour market (even abroad) and in future studies | Teachers not willing to work in the CLIL team |
| CLIL develops learner's inter-cultural competences | Time-demanding and difficult preparation for CLIL lessons |
| CLIL increases teacher's professional qualification | Insufficient teacher qualification in foreign languages and/or professional field |

Hanušová et al. (2011,14) analysed the research that had been conducted in relation to the efficiency of CLIL and reports that the impact on the foreign language competence is decidedly positive. According to her the implementation of CLIL leads to authentic use of the target language in the class which brings the learning process closer to language immersion.

The research with regards to learning the content is not according to Hanušová et al. (2011,14) so conclusive. There are reports which claim that pupils learn the content in the same extent as if the language of instruction was the mother tongue. However, there are also studies that show decreased efficiency of learning content by CLIL in comparison with learning in mother tongue.

Both Marsh (2008,8) and Gajo and Serra (2002) whose research I mentioned earlier (see 3.8) advocate advancement of learner's cognitive development through CLIL. According to them being able to think in different languages enriches understanding of concepts and leads to better understanding of the content than in the mother tongue.

Dalton-Puffer, whose research aim was to identify conducive instructional arrangements to language learning and those which are not, says that there are number of factors which speak against CLIL. According to him most of them lie in a different socio-linguistic context. Most importantly, CLIL in the U.S. takes place in a second and not a foreign language environment, that is the language to be learnt is also present in the environment outside school or university. Learners in such environment are being prepared to join the mainstream of the education system and it is easier to define the language and communication requirements which CLIL instruction needs to prepare the students for. On the other hand when students undertake CLIL in a foreign language environment they are already part of the educational mainstream. One of the declared CLIL's aim to prepare the students for using English in the 'real world' is according to Dalton-Puffer in this case very difficult as the 'real world' consists of an infinite number of different communication needs and events.

Frydrychová Klímová (2012, 573) comments on the specific difficulties that exist in the Czech environment which prevent teachers from achieving ideal CLIL. As reported by her, CLIL was included into the Czech syllabuses a decade ago. Nevertheless, it has faced difficulties since. She believes the most obvious one is the insufficient number of teachers who are both competent linguists and experts in the

content subjects. Other issues, which cause constraints to CLIL in the Czech Republic are according to her as follows: student's lower knowledge of the target language, students with mixed language competences of the target language in one class, students with mixed learning abilities in one class, language is not taught systematically, a lack of suitable learning materials for the selected CLIL subjects, unsuitable learning styles and teaching approaches, a large number of students in one class or that language teachers might find it difficult to teach other subjects.

Another possible obstacle for implementation of the CLIL is according to Šulista (2010,40) methodological support. He quotes The British Council organization, which states in their materials (www.teachingenglish.org.uk) that the teacher training is an issue.

Šulista (2010,40) cites from British Council materials that 'for many teachers CLIL offers a number of challenges as it requires a rethink of the traditional skills and knowledge of the language teacher, classroom practises and resources. Some educational reformers may underestimate the difficulties involved in implementing CLIL, and may introduce innovations without ensuring that all of the necessary resources are in place. For example, teachers might not have a language level appropriate to the demands of the content or they might not receive the necessary re-training to carry out their revised roles effectively and suitable classroom resources may not be available in all subjects at all levels.'

The Table 2 summarizes the account of benefits and disadvantages collected from various sources. It serves as a point of reference in the assessment and conclusion part of this research.

Table 2: Summary of CLIL benefits and disadvantages

| Benefits of CLIL | Disadvantages of CLIL |
|---|--|
| CLIL develops positive attitude to learning | Insufficient qualification of teachers in foreign language or in the other subject |
| CLIL boosts motivation | Lack of learning materials and tools for evaluation |
| CLIL learns 'to think' in the foreign language | Non-systematic implementation or non-willingness to implement |
| CLIL improves class climate | Teachers are not willing to work in CLIL team |
| In CLIL foreign language is developed also in other subject lessons (longer exposure to language) | Preparation for CLIL lessons is time-demanding and difficult |
| CLIL builds intercultural knowledge and understanding | It is difficult to define language and communication aims of CLIL lessons |
| CLIL introduces wider cultural context | Students' lower knowledge of the foreign language |
| CLIL develops intercultural communication skills | Students with mixed learning abilities in one CLIL class |
| CLIL brings plurilingual interests and attitudes | Large number of students in one class |
| CLIL accesses subject specific target terminology | Decreased efficiency of learning content |
| CLIL prepares for future studies and/or working life | Lack of methodological support and teacher training |
| CLIL enables to diversify methods and forms of classroom practice | |
| CLIL overcomes learning difficulties originated in students' affective barriers | |
| CLIL advances learner's cognitive development | |

2.9 CLIL Methodology

2.9.1 CLIL aims

Mehisto summarizes CLIL aims in his chapter called CLIL foundation pieces (Mehisto, 2008, 11). He explains that CLIL is a tool for the teaching and learning of

content and language. *'The essence of CLIL is integration. This integration has a dual focus':*

1. *Language learning is included in content classes. This means repackaging information in a manner that facilitates understanding. Charts, diagrams, drawings are all common CLIL strategies.*
2. *Content from subjects is used in language-learning classes. Students learn the language and discourse patterns they need to understand and use the content.*

In addition to a focus on content and language Mehisto continues, there is a third element, the development of learning skills. Learning skills goals constitute the third driver in the CLIL triad as seen in Figure 1

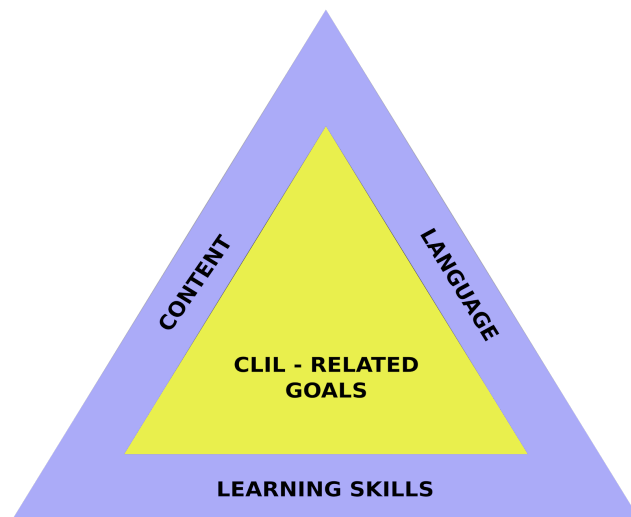


Figure 1: CLIL triad

The ultimate goal of CLIL initiatives is to create conditions that support the achievement of the following:

- grade-appropriate levels of academic achievement in subjects taught through the CLIL language;

- grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language;
- age-appropriate levels of first-language competence in listening, speaking, reading and writing;
- an understanding and appreciation of the cultures associated with the CLIL language and the student's first language;
- the cognitive and social skills and habits required for success in an ever-changing world.

2.9.2 CLIL principals

CLIL is referred to as having '4 C' as components: content, communication, cognition and culture (Bentley, 2010, 7) The integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes in CLIL. The fourth C, culture is also referred to as citizenship or community. The 4 Cs are connected as seen in Figure 2.

These principles can serve as a reference point for lesson planning. Mehisto (2008, 31) gives the following examples of how these four principles, which contribute to successful outcomes, can be found in a CLIL lesson.

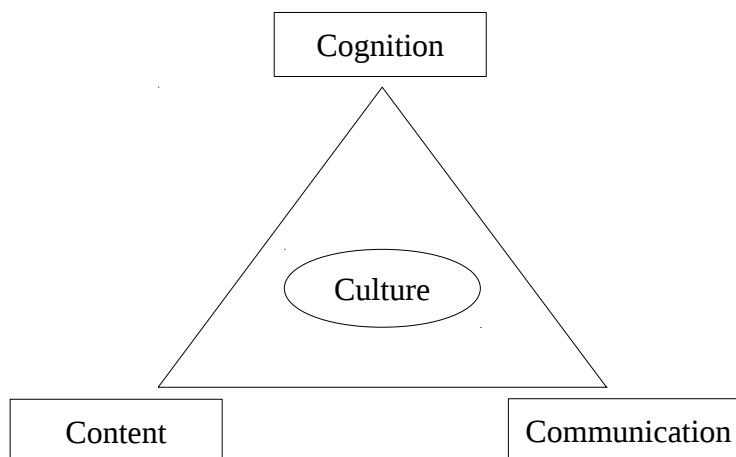


Figure 2: 4Cs

Cognition

- learning builds on a student's existing knowledge, skills, attitudes, interests and experience
- students analyse achievement of learning outcomes independently, with other students and with the teacher, and work to set new outcomes
- students synthesise, evaluate and apply knowledge and skills acquired in several subjects

Community and Culture

- students feel that being members of a learning community is enriching
- students have the self-confidence and skills to work within a group and the local community, balancing personal interest with those of others
- teachers, students are partners in education

Content

- content is clearly linked to the community within and outside the classroom
- content is substantive without being overwhelming
- content from various subjects is integrated
- cultural content is integrated into all subjects

Communication

- students actively use the right to participate in activities and communication, in the classroom and in the community

- desk placement, displays on classroom walls and other available resources support learning and communication
- language/communication skills are developed in all subjects

2.9.3 Core features of CLIL methodology

CLIL involves a new approach; however, as Mehisto confirms, CLIL can not be separated from standard good practice in education. In this chapter I would like to list strategies that are essential elements of good practice in CLIL and in education in general. The following strategies recorded by Mehisto (2008, 29) support the successful delivery of CLIL lesson, when fused together.

Multiple focus

- organizing learning through cross-curricular themes and projects
- supporting language learning in content classes
- supporting content learning in language classes
- supporting reflection on the learning process

Safe and enriching learning environment

- using routine activities and discourse
- displaying language and content throughout the classroom
- building student confidence to experiment with language and content
- guiding access to authentic learning materials and environments
- increasing student language awareness

Authenticity

- letting the students ask for the language help they need
- making a regular connection between learning and the student's lives
- using current materials from the media and other sources

Active learning

- students communicating more than teacher
- students evaluate progress in achieving learning outcomes
- favouring peer co-operative work
- negotiating the meaning of language and content with students
- teachers acting as facilitators

Scaffolding

- building on a student's existing knowledge, skills, attitudes, interests and experience
- repackaging information in user-friendly ways
- responding to different learning styles
- fostering creative and critical thinking
- challenging students to take another step forward and not just coast in comfort

The 4C principles and the above strategies were used as a point of reference while creating the CLIL lessons for the purpose of this research.

2.9.4 CLIL design and the key competences in the Framework educational programme in the Czech Republic

The key competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The European Reference Framework (2006/962/EC) sets out eight key competences:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

Reflecting the CLIL methodology, CLIL aims, principles, strategies and core features clearly support the key competences development as defined in the Framework educational programme (FEP) in the Czech Republic. (Pokrivčáková et. al., 2008,34)

The following strategies illustrate how CLIL develops some of the competences according to Pokrivčáková et. al.

- teacher applies various organizational forms and methods of instruction for learners to select those which are appropriate to their individual learning styles and strategies, fosters creative and critical thinking to enhance and develop the *learning to learn competence*;
- teacher provides learners with opportunities to work independently, fosters critical thinking, , builds student's confidence, lets students ask for the language help they need to enhance *the problem-solving competence*;
- teacher gives learners time and space to express and present their own ideas, opinions, experience in the oral and written form, to apply their foreign language skills in real situations, to enhance and develop *the communication competence*;
- teacher applies pair/team work to support peer co-operation, help and respect to other members, builds students self-confidence and skills to work within a group, to enhance and develop *the social and personal competence as well as sense of initiative and entrepreneurship competence*;
- teacher exploits learning materials in foreign languages to let students know, understand and respect home and foreign cultures, traditions, to enhance and develop *the cultural awareness and expression competence and the social and civic competence*.

2.9.5 CLIL lesson preparation and delivery

This chapter offers a brief account of the fundamental stages that are necessary in order to prepare a CLIL lesson. Coyle (2012,48) suggests using 'The Tool Kit' . At

each stage, the Tool Kit provides a range of questions from which CLIL teachers can select and generate their own set of questions relevant to their own context.

The Tool Kit is process orientated and consists of six stages. Other conceptual tools such as 4Cs framework detailed in chapter 2.9.2. , the Language Triptych and the CLIL Matrix are also part of the aforementioned Tool Kit.

2.9.5.1 *Stage 1: A shared vision for CLIL*

The first stage involves those interested in CLIL – language teachers, subject teachers, primary teachers and their colleagues, programme managers and so on, engaging in the construction of a shared vision for CLIL. The shared vision is according to Cole (2012,50) created in a range of brainstorming activities and discussions which lead to a construction of overarching goals called 'global goals.

2.9.5.2 *Stage 2: Analysing and personalizing the CLIL context*

This stage requires those responsible for the CLIL programme to construct a model for CLIL which reflects the local situation. The CLIL programme reflects a school type and size, environment, teacher supply, regional as well as national policies.

2.9.5.3 *Stage 3: Planning a unit*

Stage 3 provides a planning map for CLIL. It consists of four different planning steps using the 4Cs Framework (chapter 2.9.2) and other conceptual tools which form part of the Tool Kit.

Whilst the 4Cs (content, cognition, communication, culture) can be outlined individually, they do not exist as separate elements. However, it is content which initially guides the overall planning along the learning route to avoid limiting or reducing the content to match the linguistic level of the learners.

Coyle describes the third stage as the most detailed in the planning process. It involves the careful analysis of different elements of CLIL as suggested in the 4Cs Framework. He recommends using a mind map or similar visual organizer to create a unit of work. A unit might consist of a series of lessons over a specific period of time or a theme. Coyle (2012,57) plans the unit in four steps:

a) Step 1: Considering the content

b) Step 2: Connecting content and cognition

This process analyses and selects the thinking skills given the content and ensures that the cognitive level of the CLIL unit relates to the learners' own levels of development. The teacher should encourage the use of higher-order thinking such as hypothesizing and problem solving as well as lower-order thinking such as remembering, understanding and applying new knowledge.

c) Step3: Communication – Defining language learning and using

This step links the content and cognitive demands with communication. Coyle believes it to be the most challenging. It requires the subject teachers to be aware of different types of language used for different purposes. Coyle suggests using The Language Triptych which consists of language of learning, language for learning and language through learning.

Language of learning explores what language learners will need to access new knowledge and understanding when dealing with the content. Language for learning is the language needed by learners to operate in a learning environment where the medium is not their first language. Language through learning is the new

language which will emerge through learning. As new knowledge, skills and understanding develop, then so too will new language.

d) Step 4: Developing cultural awareness and opportunities

Integrating cultural opportunities into the CLIL classrooms can be done through the ethos of the classroom, through curriculum linking with other classes, through the content of the unit or through connections made with the wider world.

2.9.5.4 *Stage 4: Preparing a unit*

At this stage, the mind map is transformed into materials, resources, tasks and activities. It involves bringing together good practice in non-CLIL settings with alternative approaches in order to match the demands of the teaching aims and outcomes determined by the unit. It involves careful analysis of the map into a series of lessons based on the identified key elements. Coyle talks about this stage as the most time-consuming as there are few ready-made materials which respond to the needs of context-specific units. He recommends setting up professional learning communities within and between institutions for sharing resources and ideas.

2.9.5.5 *Stage 5: Monitoring and evaluating CLIL in action*

Monitoring the development of a unit and evaluating the processes and outcomes are integral to the teaching and learning process. This stage focuses on understanding classroom processes. The CLIL teachers are challenged to develop a learning environment which is linguistically accessible whilst being cognitively demanding – one in which progression in both language and content learning develops systematically. The tasks and activities should follow route from low linguistic and cognitive demands to high linguistic and cognitive demands. The initial tasks should be aimed at installing confidence in the learners by starting with familiar work as a point of reference. The next task uses recycled language, but it can make cognitive demands. The following tasks continue to develop new knowledge and language or can incorporate new language and new content. Coyle (2012,67) suggests using The CLIL Matrix based on Cummins' work (1984). This tool can measure and analyse the interconnectedness of cognitive and linguistic levels of tasks and materials used during a unit.

2.9.5.6 *Stage 6: Next steps: Towards inquiry-based professional learning communities*

It is Coyle's view that to develop as a CLIL professional, to gain confidence, to explore the CLIL agenda, to take risks and move beyond the familiar, it is desirable that a CLIL teacher belongs to or builds a professional learning community where everyone considers themselves as learners as well as teachers. This involves teachers sharing their own understanding of what is to be taught and learnt, transforming ideas into activities for the classroom, connecting these with decisions about the optimal organisation of the learning environment, followed by evaluation, reflection

and new understandings for classroom teaching and learning. To sum it up, the 6th stage is to do with sharing reflections on CLIL practice in order to move towards sharing inquiry-based practice.

2.9.6 Assessment

Assessment process can be broadly divided into summative and formative. Summative assessment makes a judgement on the capability of the learner at that point in time and leads to some form of information-giving to another party, for example the school management or the learner's parents. It is associated with testing. There are many variations of testing processes around the world and CLIL units need to mirror such systems in order to retain credibility as a mainstream educational programme.

Formative assessment is more complex, as its intention is to be directly diagnostic with a view to immediately impact on the learner's next steps. It is also formative for the teacher, because it can alter planning and practice mid-unit. Coyle (2012,113) believes that formative assessment should be central to classroom practice. He lists its following key features:

- the sharing of learning intentions (the teacher tells students at the beginning of the lessons what they will learn)
- the use of success criteria (meaning that students will be told what the task will involve and what the outcome will contain)
- the involvement of learners in self and peer-assessment

- the importance of feedback, which should be sensitive to learners' self-esteem and which should thereby positively impact on motivation.

2.9.7 Specific assessment issues in CLIL

CLIL aims at teaching both content and language. CLIL assessment can therefore focus on areas of subject content, on areas of language or areas of content and language. A focus on language according to Bentley (2010,84) is more common in soft CLIL programmes, while hard CLIL programmes focus on content and language or sometimes just content.

2.9.7.1 *Assessing content*

Assessing content is potentially challenging. Coyle quotes Genesee and Upshur (2012, 116) who say that the same content objectives should be used to assess the achievement of second language and native speakers alike. However, the content may be understood by the second language learner, but she or he may not be able to express it sufficiently clearly if the language forms needed are not known, or if anxiety prevents it. The content should therefore be assessed using the simplest form of language which is appropriate for that purpose.

There is a possibility of assessing the learner in the first language but Coyle (2012,118) doesn't recommend it. He points out among other reasons that it can fail on a practical level when the specialist vocabulary needed for the content area is simply not known in the first language, because the topic has been taught through the CLIL language.

2.9.7.2 *Assessing language*

Teachers need to be clear both why they are assessing language and how they wish to do this. There is the need which has already been mentioned above to mirror the recognised local testing frameworks. Coyle (2012,130-131) claims that language should be assessed for a real purpose in a real context – sometimes this will be for form/accuracy, sometimes for communicative competence and/or fluency. And if the assessment is orally based, 'wait time' is crucial.

2.9.7.3 *Peer-and self-assessment*

Coyle (2012,128) advocates the use of self and peer-assessment which according to him enhances students' longer-term learning potential. Peer-assessment can also be a larger-scale exercise, including the whole class listening to presentations by other groups and 'marking' them all with reference to a set of criteria.

3 Methodology of Research

3.1 Research intention and raised questions

The first but not the uppermost goal of this work was to ascertain if CLIL as a method is being used at lower-secondary schools in the Semily and Turnov region, the North-West part of Bohemia. The researcher also wanted to identify the ideas and opinions of the lower-secondary teachers of English and other subjects on the CLIL teaching.

The core of the research was the development, implementation and execution of a CLIL module according to School Educational Programme (SEP). My intention was to experience CLIL from the initial phases of constructing a vision and a model for CLIL which reflected the local situation and the school SEP, preparing a unit full

of tasks, materials and activities, monitoring and evaluating its progress and finally conducting assessment to see the impact of the programme on the learners.

However the aim of the research was not only the implementation of a CLIL module into lessons, but also focusing on its influence on the knowledge and skills of participating pupils. The experiment raised several key questions which form the research questions of this work. The following are the main and key research questions:

- Is it possible to present Civics using the method CLIL within ordinary lessons of Civics to pupils and to cover the required content in the same extent as is in the case that the language of instruction is the mother tongue?
- Does the implementation of CLIL lead to worse understanding of Civics?
- Does the implementation of CLIL lead to development of foreign language competence, specifically the subject target terminology?

The questions related to the efficiency of CLIL were prompted by Hanušová et al. (2011) analysis details of which are in chapter 3.1. According to her CLIL has a decidedly positive impact on learning foreign language however the impact on learning content is not so conclusive.

The last set of questions focuses on the pupils' interest in the CLIL method.

- Do the pupils find the teaching of Civics in English by the CLIL method useful?
- Is the CLIL method implemented in the lessons of Civics motivating for the pupils?

David Marsh describes CLIL as being able to boost youngster's motivation and hunger towards learning as they are given opportunities to try to practise what they learn whilst they learn. (see 3.8) In addition application of CLIL according to some authors results also in improvement of the climate in the class (Bitnerová, Pokrivčáková et al. 2015).

The answers to all the posed questions should bring a self-contained picture of the implementation, execution and evaluation of the CLIL programme in lessons of Civics.

3.1.1 Survey on CLIL teaching

To get acquainted with the situation in the local region, the writer used the opportunity of a regional English language competition called 'Olympics' which takes place once a year in Semily and interviewed all the present teachers. In addition some teachers participated in a small scale survey by completing a questionnaire. The aim of the survey was to determine their experience with CLIL and to identify some of the factors which can influence their decision whether to implement CLIL teaching in their lessons.

The interview was conducted on 13th of February 2018 with twelve teachers of English from elementary schools (ZS) or grammar schools (G). The interviewer asked two questions:

1. Do you know the CLIL method?
2. Do you implement CLIL teaching in your lessons?

Below is a table 3 with the details of their responses:

Table 3: Survey on CLIL teaching

| School | Question 1 | Question 2 |
|------------------------|------------|---|
| ZS Jablonec nad Nisou | Yes | Sometimes in physical education |
| ZS Jilemnice | Yes | Only in English classes, extra curriculum pages |
| ZS Turnov, 28. října | Yes | Sometimes in Geography lessons |
| ZS Turnov, Žižkova | Yes | No |
| G Semily | Yes | No |
| ZS Horní Braná | Yes | No |
| ZS Poniklá | Yes | Partly in Art or Maths |
| ZS Vysoké nad Jizerou | Yes | No |
| ZS Semily | Yes | No |
| G Turnov | Yes | No |
| ZS Semily, Olbrachtova | Yes | No |
| ZS Studenec | Yes | No |

It is clear that the schools that use CLIL to some extent do this by way of 'soft CLIL'. They teach topics from the curriculum as part of a language course which takes form of English Across the Curriculum pages that are available in the course books. (see 2.6.1.1) Only three teachers from different schools stated that they use CLIL teaching in other than English subjects. They did not however indicate that the implementation of CLIL is systematic such as a modular CLIL programme, where a subject is taught for a certain number of hours in the target language.

The predicted difficulties and problems were also identified in the survey questionnaire (partly adopted from Hanušová et al. 2011,96) and posed questions were formulated accordingly. The survey questionnaire (see Appendices) addressed the following key questions:

- 1) Do you find teaching other subjects in a foreign language beneficial?
- 2) Are you willing to implement CLIL method in your classes?
- 3) Do you think that your school is able to arrange systematic implementation of CLIL?
- 4) What is according to you the required language competence of a student in CLIL programme?
- 5) What is according to you the required level of language competence of a CLIL teacher?
- 6) Are you willing to improve your language competences?
- 7) What are the possible disadvantages of CLIL implementation?

There were 7 respondents (R1-7) in total who participated in the survey. All of them were elementary school teachers. Their reactions to the above presented key questions (Q1-7) are presented in Table 4.

The presented survey shows that there is not a totally unified opinion on the teaching by the CLIL method among the teachers however it can be observed that:

- 99% of the respondents find teaching other subjects in a foreign language beneficial
- 57% of the respondents would be willing to implement the CLIL method in their teaching
- 86 % think that their school would be able to arrange systematic implementation of CLIL

- 43% think that the required language competence of a student for CLIL is intermediate, the same percentage think that the required competence is from beginner and 14% say advanced.
- 71% think that the required language competence of a teacher for CLIL is advanced and 29% think it is intermediate.
- 71% would be willing to improve their language competence and 29% would not.

Table 4 Survey questionnaire

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 |
|----|-----|-----|-----|---------------|--------------|-----|---|
| R1 | Yes | No | - | Intermediate | Advanced | Yes | Low level of teacher's language competence |
| R2 | No | No | Yes | Intermediate | Advanced | No | Teaching would be slower |
| R3 | Yes | Yes | Yes | From beginner | Intermediate | Yes | Stressful for pupils with learning difficulties |
| R4 | Yes | Yes | Yes | Intermediate | Advanced | Yes | Too difficult and demotivating for some students |
| R5 | Yes | Yes | Yes | From beginner | Advanced | Yes | Unwillingness from pupils or their parents |
| R6 | Yes | No | Yes | Advanced | Advanced | No | Students with mixed learning abilities in one class |
| R7 | Yes | Yes | Yes | From beginner | Intermediate | Yes | Students with mixed learning abilities in one class |

The last question elicited diverse responses which are however correspondent with the disadvantages quoted in table 1 and table 2 (see 3.8) and were thus predicted. It should be pointed out that four out of seven respondents see the possible disadvantage on the student's side. They perceive CLIL as too difficult, stressful,

demotivating for some students and consider CLIL unsuitable for mixed ability classes. Only one teacher suggested that CLIL might affect the learning process, that it may slow down and one teacher doubted the language competence of other subject teachers necessary for the CLIL method.

The results of the conducted survey show that most of the teachers think that teaching other subjects in a foreign language is without doubt interesting. However it also shows certain worries among teachers about the implementation of the method. It transpires that they are afraid that in their particular case the conditions are rather unsuitable for such teaching. They see limitations on their side, with students, their parents or in the actual learning process.

It is worth mentioning comments of the teachers in response to question number six. The target language competence of the responding teachers is considered by the majority of them as rather insufficient and they would be willing, apart from two, to improve their language competence.

The insufficient qualification of teachers of other subjects in foreign languages as well as a lack of a methodological support was noted earlier (in 2.8) as a major problem in Czech education system with regards to implementation of CLIL.

3.2 Research methods

To answer the first set of research questions whether it is possible to present Civics by the method CLIL within ordinary lessons of Civics to pupils and to cover the required content in the same extent as is in the case that the language of instruction is the mother tongue, whether the implementation leads to worse understanding of the content and whether the implementation of CLIL leads to development of foreign

language competence, it was necessary to perform experimental parallel teaching. One class was taught the Civics module by CLIL in English language and two other classes were taught the same module in Czech language. It is necessary to point out that neither Civics or English subject was taught by the researcher in the parallel classes. The teachers of the subjects were however informed about the learning outcomes and were instructed to follow the same presentation as the CLIL teacher, albeit in Czech language.

To find the answer to the question whether the implementation of CLIL leads to worse understanding of content was done by comparison and statistical analysis of the results of an assessment test based on the content of the Civics module. The CLIL class pupils did the test in English language, the non-CLIL classes in Czech language.

Another assessment which focused on subject target terminology was taken by the pupils of all three classes at the end of the experiment to find out whether the CLIL programme improved their foreign language competence, specifically the subject target terminology. The test was in English language. The data from the test was compared and analysed.

The answers to the last two questions, whether pupils find the teaching of Civics in English by the CLIL method useful and whether the implementation of CLIL in the Civics lessons is motivating for the pupils were found using questionnaires distributed to pupils at the end of the experiment and to teachers, who observed a CLIL class during the experiment.

The answers to the questions were also found during the experiment while observing, monitoring and reflecting the progress of the CLIL lessons.

3.2.1 Research environment

The research was conducted in ZŠ Masarykova in Lomnice nad Popelkou (elementary school, lower-secondary level). Class 6.A with 18 pupils participated in the experiment. Additional data were collected for comparison from class 6. C with 24 pupils and class 6.B with 18 pupils. All the pupils were between 11 and 12 years old.

The reason behind the choice of these particular classes and the age level was that I became 6.A form teacher at the beginning of the 2018/19 school term. As a form teacher I teach both target subjects. Three lessons of English and two lessons of Civics per week in this class. This gave me an opportunity to plan the curriculum of each subject so that they support and complement each other. On top of that I have become acquainted with the children and I know their abilities as well as their family background. The role of a form teacher also gives me some authority to move their timetable in order to suit the CLIL needs.

The class 6.A consists of 18 pupils who have been together since the first class apart from 3 pupils who left the class at the end of the fifth class to join the sport oriented class. In terms of their results at school it is an average class. There are approximately 7 excellent pupils however the rest of the class is average or below average. There are 2 pupils who have been diagnosed with learning difficulties and I would identify at least 3 others who have not been officially diagnosed but show clear signs of learning difficulties.

The CLIL was undertaken in both lessons of Civics either on Monday in the fifth lesson or on Friday in the 6th lesson during two consecutive months in agreement with the school curriculum. There were 10 lessons. In addition I spent approximately 8 English lessons teaching vocabulary or grammar which complemented the CLIL topic. The lessons were conducted concurrently with the CLIL lessons.

3.2.2 Experiment – preparatory phase

For the purpose of this research I adopted 'The Tool Kit' suggested by Coyle (2012,48) At each stage, 'the Tool Kit' provides a range of questions from which CLIL teachers can select and generate their own set of questions relevant to their own context. (See 2.9.5) Indeed, I had to adjust some stages or parts of stages to the environment, context and learners involved in the CLIL programme.

Before teaching the CLIL method, it was necessary to undertake the following steps:

- Choosing a suitable CLIL model
- Planning a unit
- Preparing a unit

All three preparatory steps are described in detail below.

3.2.2.1 *Choosing a suitable CLIL model*

For the purpose of this research I selected a modular CLIL programme which is midway between soft CLIL and hard CLIL (see 2.6.1.1.,10). In this model a subject is taught for a certain number of hours in the target language.

The modular CLIL was chosen because it offers long enough exposure of pupils to foreign language that can be monitored and then assessed and evaluated. It is not concurrently too time-demanding and difficult for preparation and it does not have to be incorporated into the School Educational Programme (SEP).

I therefore prepared a CLIL Civics modular programme consisting of 10 lessons covering topic – Family. The module was prepared according to SEP and followed the expected outputs and objectives specified in School Educational Programme for this topic and subject.

There was no need for cooperation between a subject teacher and the language teacher, so called team-teaching (see 3.6.1.1.,11) because I am a qualified teacher of Civics as well as of English language. I was able to prepare the modular programme independently and set the language and content objectives accordingly. This appears to be according to Naves in Hanušová (23,2011) the most effective and the most successful option. (see 3.6.1.1.,11)

3.2.2.2 *Planning a unit*

This stage involved four different planning steps using the 4C Framework (see 2.9.5.3). I created the plan for the modular programme with the assistance of a visual organizer – a mind map (see Figure 3). The mind map offers an overview of a unit, consisting of key elements and prioritised aspects for teaching and learning. This process does not go into the details of individual lesson planning but the map provides stimulus for task design and sequencing across different lessons of a unit.

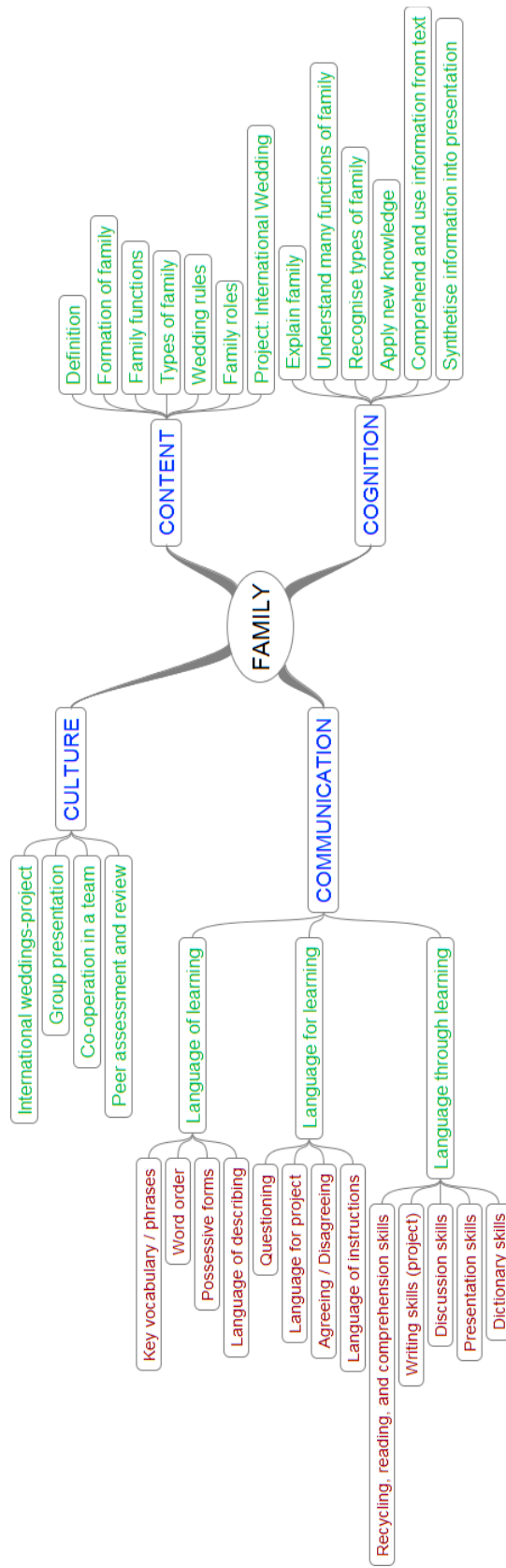


Figure 3 Mind Map Family Project

3.2.2.2.1 Step 1: Considering content

The content of the modular programme follows the School Educational Programme for the subject Civics or so called 'Family education' and it is based on their syllabuses. These can be inspected in the Appendices. The theme family is being taught in both.

The learning outcomes of the Family education syllabus for the month of October, which are related to the topic 'Family' are: family functions, my place in the family and communication in the family. Copy of the syllabus can be seen in the Appendices.

The title of the modular programme is 'Family' and the content learning outcomes are stipulated as the definition of family, formation of family, family functions, types of family, wedding rules, family roles, project: International wedding.

The content goals can be seen in the individual lesson plans in chapter 3.2.3.

3.2.2.2.2 Step 2: Connecting content ad cognition

In this step I analysed and selected the thinking skills, problem solving and creativity which connect with the content. I had to ensure that the cognitive level of the CLIL unit relates to the learners' own levels of development.

In the initial stages of the programme I encouraged the children to use lower-order thinking such as remembering, understanding, recognising and explaining and the higher-order thinking such as applying new knowledge and synthesizing were stimulated in the later stages of the programme. (see 2.9.5.3.)

The thinking skills can be seen in the lesson plans under the global goals or content goals of the lessons as they support the development of the individual key competences.

3.2.2.2.3 Step 3: Communication – Defining language learning and using

In the next step I linked the content and cognitive demands with communication, using the 'Language Triptych' described in chapter 3.9.5.3.

The 'Triptych' starts with the language needed by content. Although the language learning progresses through the conceptual understanding of the content a specific grammar is not rejected but is approached through content demands. As I am both the English and the Civics teacher I was able to include the necessary key vocabulary, phrases, skills as well as grammar in the English lessons which were conducted concurrently with the CLIL lessons of Civics.

The communication and language goals can be seen in the individual lesson plans in the chapter 3.2.3.

3.2.2.2.4 Step 4: Developing cultural awareness and opportunities

The core of the fourth C, culture, is to create shared learning experiences and raising cultural awareness, where the learners can work alongside other learners. Coyle (2010,64) says that integrating cultural opportunities into the CLIL classroom is not an option, it is a necessity. The development of intercultural experiences were described in 3.9.5.3.

The content of the CLIL programme which is the object of this research was adapted in order to integrate pluricultural understanding. This was done by way of a group project on international weddings in which the pupils learnt about the wedding

traditions of countries such as India, Greece, Albania and other countries. They gained understanding of other cultures' traditions that were not known to them from their own cultural background. And at the same time they could see that some of the Czech traditions are very similar to the foreign ones. The pupils had to co-operate in a team during the project and they also assessed their peer's work after the projects' presentations.

3.2.2.3 *Preparing the unit*

In this stage, the mind map was transformed into materials, resources, tasks and activities. A careful analysis of the map was carried out into a series of 10 lessons.

No ready made materials or textbooks were used as there are few materials which would respond to the needs of the context-specific unit. I attempted to assemble materials and tasks in an integrated way and applied core strategies and features to support successful delivery of the CLIL lessons. (see 2.9.3.) The following strategies were applied throughout the CLIL programme:

- supporting language learning in the classes of Civics
- supporting Civics content in the language classes
- supporting reflection on the learning process
- using routine activities at the beginning and at the end of the lessons
- displaying language and content in the classroom (printed parts of presentation)
- building student confidence to experiment with language and content during the communication activities and in the final group project

- guiding access to authentic learning materials and using current materials from the media and other sources in order to create worksheets and a project about the traditions at various international weddings
- letting students ask for the language help they needed
- making a regular connection between learning and the student's lives when they had to report on their own family, its type, members and its functions
- favouring peer co-operative work during the lessons
- negotiating the meaning of language and content with students throughout the lesson
- building on student's existing knowledge, skills, attitudes, interests and experience
- repackaging information in user-friendly ways such as preparing worksheets with tasks and vocabulary sheets

Below is a list of the materials that were created specifically for the purpose of the CLIL programme together with a brief description of their content. Copies can be inspected in the Appendices.

- Online presentation
 - A visual support of the learning process. It stimulated and motivated the pupils during the learning. It introduced the structure of the whole unit and clearly informed the pupils about the learning objectives.
- Worksheets

- There were three worksheets in total titled: Family, Family types, Family, wedding, history. They contained tasks connected with the presentation, reading and comprehension task, writing tasks, translation tasks
- Vocabulary sheets
 - There were four in total. They served as a support material. They contained selected vocabulary related to individual topics of the CLIL programme.
- Peer assessment sheets
 - Prepared for marking the groups presentations with reference to a set of criteria.

Below is a list of authentic materials that were used or adapted for the CLIL lessons:

- Posters with illustrations of various family types from magazine Raketa no: 16, 2018.
- Illustrated page with family related vocabulary from magazine Raketa no: 16, 2018.
- Text adapted from an article called 'Rodina přesně podle plánu' from magazine Raketa no: 16, 2018.
- Texts about Indian, Albanian, Greek and Jewish wedding adapted from internet sources. (sources quoted in the lesson plans in 3.2.3.)

3.2.3 Experiment – Teaching process

After taking into account all the findings during the preparatory phase, the experiment started. Below is the structure of the CLIL lessons in the modular programme with the details of the general goal, the content goal (a) and the language goal (b) of each lesson. There were ten lessons in total.

- Lesson 1: Introduction of the CLIL programme
 - a) Define the family
 - b) Vocabulary related to family, describing skills
- Lesson 2: Family functions
 - a) Recognize various family functions
 - b) Describing skills, *have got*.
- Lesson 3: Family members
 - a) Understand the diversity of family
 - b) Vocabulary related to family – family members and relationships
- Lesson 4: Family types
 - a) Identify different types of family
 - b) Reading, Comprehension of a written text, possessive forms
- Lesson 5 and lesson 6: My family and Wedding
 - a) Realize the importance of my family and its many functions, apply new knowledge, understand marriage rules

- b) Improving writing skills, dictionary skills, speaking skills
- Lesson 7: Group project - International weddings – introduction
 - a) To be aware of marriage rules and national wedding traditions, to compare different international traditions
 - b) Vocabulary related to wedding, dictionary skills, listening and speaking skills, language of comparing
- Lesson 8: Group project – International weddings
 - a) Synthetise information into presentation, co-operation in a team
 - b) Writing skills, dictionary skills, word order
- Lesson 9: Group project – International weddings
 - a) Synthetise information into presentation, co-operation in a team
 - b) Writing skills, dictionary skills, word order
- Lesson 10: Presentation of the group project, peer assessment, self-assessment, teacher's assessment, reflection.
 - a) To understand other cultures' wedding traditions, being able to critically assess peer's work as well as their own work
 - b) Language for project, presentation skills, description skills, speaking skills

The following 4 lesson plans, descriptions of the lessons and reflections were chosen to illustrate the structure, organisation and pupils' and teacher's conduct during the CLIL programme.

This is a list of abbreviations used in the lesson plans: T – teacher, MT – mother tongue, P – pupil/pupils.

Lesson 1 Date: 5.10.2018

| <p>General goal: <u>Learning to learn competence:</u> Introduction of CLIL method and its benefits, procedure and rules. Raising interest and motivation for learning. <u>Communicative competence:</u> Using listening, speaking, reading and writing skills. Improving communication skills.</p> <p>Content goal: The pupils will be able to define/explain family and recognize its many forms.</p> <p>Language goal: The pupils revise and learn new vocabulary connected with the topic family. Practise structure there is/there are while describing pictures. Practise possessive 's and possessive adjectives</p> <p>Materials: Presentation on interactive board Worksheet 1 – Family Vocabulary sheet 1 and 2</p> | |
|--|---|
| Lesson plan | Description of the lesson |
| <p>1. <u>Greeting, introduction, procedure, aims of the modular programme</u> T: Welcome to your first CLIL class. I will talk to you in English most of the time, sometimes in Czech. Now, I will tell you about CLIL in Czech language. CLIL znamená, že o následujícím téma rodina v OV se budeme bavit v angličtině. Budeme pracovat na tom, aby jste se dozvěděli co nejvíc informací o rodině, ale také si zlepšili slovní zásobu a schopnost komunikace v angličtině. T: Please hand out these wallets with a worksheet 1 and Vocabulary worksheet 1 and 2. You will write information into the worksheet and you will find translation of new words in the vocabulary sheets.</p> | <p>P are listening. They are looking at the 1st slide of presentation with a picture of the Simpsons. They are interested in the worksheet.</p> |
| <p>T: Firstly, we will read the rules for CLIL classes. Rules mean pravidla. Look at your worksheet.</p> | <p>One P reads the rules aloud. A good P translates.</p> |

| | |
|--|---|
| T: Now, look at the board. I will tell you what are we going to learn in the CLIL classes. | P read 5 points in the presentation aloud. We translate some points together. |
| 2. <u>Definition of family</u> T: What do you imagine, see, when you hear a word family? | P are looking at the slide 3 with 6 pictures of different family types. Some are trying to answer my question such as: mum, dad, children etc. T encourages P to use the phrase there is/are. |
| T: OK, lets describe the pictures into our worksheets. What can you see in picture number 1, 2, 3....? Use your vocabulary worksheets. | P give T their own answers, sometimes in MT. T asks them to find the translation in vocabulary sheet. |
| T: So, what is a family? Which picture shows family? | P suggest most pictures. I explain that all pictures show family in different forms. |
| T: How can you describe family? Look at the words in your worksheet. Translate them and put them in correct order to find out the definition of a family. | P work with vocabulary worksheet. Individually or in pairs. They suggest the word order. T monitors and helps if needed. Correct definition is then read out and shown on the board in the presentation. P record it in English and then write its Czech translation into worksheets. |
| T: Well done, you can now describe family and you know it has many forms. Next time we are going to learn: Why do we live in family and not alone? We will talk about family functions. | Pupils are listening. They translate the aim of the next lesson. Two of them collect the wallets with the worksheets. |
| <p>Reflection:</p> <p>Children appeared to have understood the procedure and the aim of CLIL lessons. It was necessary to use MT in this phase of the process. They are quieter than usually probably concentrating more on understanding. The worksheets and vocabulary sheets were a good idea. They keep children busy, active and creative. The vocabulary sheets create good scaffolding that assists them with their learning process. So far, most of the activity was on me with lots of talking and explaining but they tried speaking, mostly the good and keen students. I would like them to be more active in the following lessons. I will use some game or creative activities. I also want them to work on some group project.</p> | |

Lesson 4 Date: 12.10.2018

General goal: Learning to learn competence:

Pupils are able to comprehend and use facts from a text.

Development of study skills.

| | |
|---|---|
| <p><u>Communicative competence:</u> Using listening, speaking, reading and writing skills. Improving communication skills.</p> <p><u>Sense of initiative and entrepreneurship competence:</u> They can co-operate in a team.</p> <p>Content goal: The pupils can identify at least five types of family They realize that family has many forms</p> <p>Language goal: Comprehension of a text about family types and its functions. Answering questions from text. New vocabulary connected with the topic family.</p> <p>Materials: Presentation on interactive board Worksheet 2 – Family types Vocabulary sheet 3 Text adopted from a magazine Raketa, no: 16 (2018/4) Picture from the same magazine (2018/5)</p> | |
| Lesson plan | Description of the lesson |
| T: Hello, this is your CLIL lesson no: 4. Please hand out your portfolios and a new worksheet. | P greet me and are busy checking the new worksheet. |
| <p><u>Greetings and revision</u> T: First of all lets revise the rules and what we have learnt in the previous lessons. So, what are the rules in our CLIL lessons? What is a family? Why do we live in a family? What does it mean emotional, social, protective function? Give me examples? What does your family give you Julčo, Davide....?</p> | P are raising their hands to answer or suggest answers spontaneously. |
| <p><u>Family types</u> T: Look at the board. We know what a family is, what functions it has and now we will learn what types of family there are. T: Look at the text on the first page – <i>The most important is – not to be alone.</i> First, I will read it to you, listen and follow the text. Then, read the text alone quietly. Finally, read the questions under the text. Underline the correct answers in the text</p> | P are looking at the board. A good P translates the instructions into MT. Then they are listening, reading and answering the question on their own or with a partner. |

| | |
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| and then write them. Kubo, did you understand? Please translate to others. | |
| T: OK, lets check your answers. | P raise hand to read out their responses or I choose someone to read it. |
| T: Great, look what I have got for you. A beautiful poster with lots of different families. You will work in 4 groups. Your task is to match the cards in this bag with pictures on the poster. There are 7 cards with definitions of 7 family types. Now, I will give you the number of your group and then you can start working together. Tell me when you are finished and I will check your answers. | P are listening. A good P translates the instructions. They are forming the groups, discussing the pictures in the poster, working with cards, matching them to illustrations, comparing them with illustrations. I monitor the groups and check their results, correct them if necessary. I instruct them to write the definitions of 7 family types into their worksheets. P are copying the definitions, still in groups around the poster, usually on the ground. |
| T: Great job! Next time we will look at your family. What is your family type, what do your parents give you and what do you do together. | P are finishing worksheets and/or listening. They are collecting wallets with their portfolio. |
| <p>Reflection</p> <p>Some children have learnt the definition of family by heart now. This is the third time we have revised it at the beginning of the lesson. It seems to be working. They can also answer simple questions about the family functions, however they are not quite able to form their answers into sentences. But it is nice to see they understand and they try answering their best.</p> <p>They managed the reading activity very well, even faster than I presumed.</p> <p>They enjoyed the poster activity and working in groups. They became quite chatty, commenting on the pictures, especially some boys had comments on the registered partnership. I think it is quite unusual for them to call two men or two women a family. They didn't like copying the text into their worksheets though. Group activity is definitely the way to go. I am going to prepare a group project.</p> | |

Lesson 5 and 6 – joined lesson of English and Civics 19.10.2018

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| <p>General goal: <u>Learning to learn competence:</u> Pupils are able to write a meaningful text about their family on the basis of what they have learnt – applying new knowledge Development of study skills Pupils are comparing information</p> |
|--|

| <p><u>Communicative competence:</u> Using listening, speaking, reading and writing skills. Improving communication skills. Comparing skills</p> <p><u>Sense of initiative and entrepreneurship:</u> They can co-operate in a team</p> <p>Content goal: The pupils consider functions of their own family. Pupils realize the importance of their family.</p> <p>Language goal: Improving writing skills. Answering questions - communication in L1 with a teacher. Language of comparing New vocabulary connected with a topic – wedding.</p> <p>Materials: Presentation on interactive board Worksheet 2 and 3 – Family types and Wedding Vocabulary sheet 3 and 4 Video accessible from youtube: https://www.youtube.com/watch?=&NugQdVcNVW8</p> | |
|--|--|
| Lesson plan | Description of the lesson |
| <p>T: Hello children. Hand out your portfolios and find worksheet 2. Who can tell me some family functions? And what does it mean social function? Family gives you food and clothes what function is it? What types of family there are? What type of family is when 2 men or 2 women live together with children?</p> | <p>P greet me and organize their wallets with sheets for work. They are answering my questions.</p> |
| <p>Lets play game – running dictation. I will explain you the rules. There are four chairs at the end of the class. There are words on each chair. Your task is to put together a sentence from these words. Each member of the group will run and read one word. Then he or she dictates it to a team member. Remember to turn the word when your read it. Can you Julčo translate the instructions, please? Please form the same groups as when you worked with a poster.</p> | <p>P are listening. Sometimes asking questions. Julča is translating with my help. P form the groups.</p> <p>All the groups managed to put together the definition of a family. The fastest group was awarded with + each.</p> |
| <p>T: Last time we learnt about different family types. Now I would like you to think about your family. What's your</p> | <p>P are listening. They are preparing worksheets and vocabulary lists.</p> |

| | |
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| <p>family type? How many members are in your family? What do your parents give you? What do you do with your family? Please look at the worksheet 2, second page and complete part c). I will then read it before the next lesson. Take your time and think about your family.</p> | <p>Sometimes they ask for assistance with translation, meaning, grammar. I am monitoring and assisting. Some students volunteer reading about their family.</p> |
| <p>T: OK, we know quite a lot about a family now. We actually know how a family begins. Can you tell me? It is in the definition of family.</p> | <p>P answer with some help. P explain with help of the teacher meaning of: by blood, by marriage, by registered partnership, by adoption.</p> |
| <p>T: Our next topic is wedding. What is it? Do you know what happens at a wedding? Have you been at wedding?</p> | <p>T shows a new slide in the presentation with title wedding. There are pictures of wedding traditions. P are talking about their personal experience with wedding in English or MT.</p> |
| <p>T: Use your vocabulary sheets 3 and 4 and describe what is happening in the pictures.</p> | <p>P are looking up new words and describing: bride and groom are cutting a wedding cake, eating soup together, guests throwing rice on them, bride and groom clearing a broken glass together. Some are using only English, some respond in MT.</p> |
| <p>T: These are Czech traditions, but do you think that other countries have the same traditions? I will now play a video to you from an Indian wedding. At the end you will tell me what is the same and what is different.</p> | <p>P are saying their opinion, some offer examples. P are watching video and then suggesting similarities and differences such as: bride and groom, dress, rice, music, dancing, food, colours etc.</p> |
| <p>T: Lovely, next time we will continue with the topic wedding. You will complete the worksheet and then you will start working on a group project. I will tell you all about it next time.</p> | |
| <p>Reflection: My colleague, an English teacher visited this lesson. I was very happy that lots of children raised hands at the revision stage. I think they got used to it and they remember the routine and are happy that they can show their knowledge. My colleague was surprised what kind of vocabulary they know and that they can communicate about such topics. I wanted to get the children up from their desks so I prepared a running dictation. I think they enjoyed it, but it took quite a lot of time to explain the rules. I had to resort to Czech sometimes. I rely on Kuba or Julca for</p> | |

translating as well, they are great help. I joined two lessons together, if only I could do this every time I do CLIL. There is more time for everything and no stress that we won't manage things in time. I started new topic wedding. Children looked quite excited about it. They wanted to tell me about their experience, but it very often ended in using Czech instead of English. They enjoyed the video about Indian wedding. Most of them probably saw Indian traditions for the first time. They were surprised how beautiful the bride looks and liked the make up and henna painting. They were laughing when they saw the traditional dancing. Comparing the differences and similarities were no problem.

Lesson 7 Date: 22.10.2018

| | |
|----------------|---|
| General goal: | <p><u>Communicative competence:</u> Using listening, speaking, reading and writing skills. Improving communication skills.</p> <p><u>Social and civic competence:</u> P can co-operate and share information in a team. P can effectively distribute work in a team. P feel responsible for their team work.</p> <p><u>Learning to learn key competence:</u> Pupils can comprehend relevant information from the text. Development of study skills.</p> <p><u>Initiative and entrepreneurship:</u> Planning and organizing, managing their team work on project.</p> <p><u>Cultural awareness and expression</u> Understanding other countries' wedding traditions</p> |
| Content goal: | <p>Pupils can explain how a family can be formed. They are aware of our national traditions at weddings. They know under which conditions a marriage can't be formed.</p> |
| Language goal: | <p>Translating – using new vocabulary. Answering questions - communication in English with a teacher. Learning new vocabulary connected with a topic – wedding. Writing skills</p> |
| Materials: | <p>Presentation on interactive board Worksheet 3 – Wedding Vocabulary sheet 3 and 4 Adapted text and pictures about Jewish, Greek, Albanian and Indian wedding from the following websites: https://www.brides.com/story/jewish-wedding-ceremony-traditions https://www.easyweddings.com.au/articles/greek-wedding-traditions/ http://www.nacionalalbania.al/2012/10/albanian-wedding-traditions/ https://www.brides.com/story/hindu-wedding-ceremony</p> |

| Lesson plan | Description |
|---|--|
| <p>T: Hello everyone, are you ready to work? Lets look at what we already know. Tell me the definition of family...family types...functions...What do you do with your family Leonko?</p> | <p>P greet me. They distribute portfolios and answer my questions.</p> |
| <p>Do you remember what we were talking about last time? What video we were watching? We will continue with topic wedding today.</p> | <p>P are responding in English, sometimes in Czech.</p> |
| <p>T: Hand out a new worksheet number 3, please. Sign it. Look at exercise 1. Find the right words for the pictures. Use your vocabulary sheet 3 or 4.</p> | <p>P are working individually with vocabulary sheets. They are reading out their answers.</p> |
| <p>T: There are some rules for weddings. You can't get married sometimes. Read the rules and translate them.</p> | <p>P are working individually, translating. We are then discussing the rules. T is code-switching (English – Czech)</p> |
| <p>T: Great, you can put worksheets into your wallet. Come and sit in front of me. It's time for a group project. You will make a poster about a wedding from a different country and you will then present it to the class. This is my poster about Czech wedding. Let me tell you about it.....</p> | <p>P are sitting on the carpet and listening. P are looking at my poster and listening to me.</p> |
| <p>T: Listen what to do next. First, I will choose four leaders who will choose their team. Then, your leader will pick a wedding. Your leader will then explain the details to you.</p> | <p>P are listening.</p> |
| <p>T: Can Julča, Martina, Kuba and David come here? Please pick your team mates.</p> | <p>P are forming new teams. There are 2 teams with 5 members and 2 teams with 4 members.</p> |
| <p>T: Teams, please find a place for work in the class. The leaders, come to me please.</p> | <p>T explains the rules to team leaders: - pick a wallet - translate the text - pick 4 traditions - use pictures for the poster - draw one tradition - each member must have a job/ must</p> |

| | |
|--|--|
| | <p>present at the end</p> <p>P are discussing the project in teams and leaders are giving tasks to team members. They usually cut pieces of text and each member translates one piece.</p> |
| <p>T: OK, it's the end of the lesson. Please put everything into your project wallet and bring it to me. Next time, you will continue with your project.</p> | <p>P are handing in their team and individual portfolios.</p> |
| <p>Reflection:</p> <p>Observation by the principal Mrs Ženatá. The revision went without problem. I will consider giving them a quick „what do I know“ test next time to see everybody's level of understanding. Pictures in the worksheets were quickly done. The translating of the rules took slightly longer time. I think this might have been a little too complicated for them. Might not include it in the final testing. I think I organized the teams well...I chose 4 leaders on purpose as they are the highest achievers in English, however I'm not sure about Kuba's ability to lead the team. We will see.</p> <p>It was obvious they chose their team mates because they are friends with them, not because they will do good job. It will be interesting to see the progress of their work, especially Julca's team. She has got 3 people, who are not very hardworking. I'm not sure at the moment how long to give them for making the poster. I hope 2 lesson will suffice. I would like them to evaluate their peer work at the end of project. In the next lesson, I will tell them my assessment criteria for content, language, communication. So they are aware of it when creating and presenting the poster.</p> | |

3.2.4 Assessment

Both summative and formative forms of assessment were carried out in the CLIL programme which is the object of this research.

The summative assessment involved two sets of test. One focused on subject content and one focused on language.

The formative assessment was implemented through the following strategies:

- telling the pupils at the beginning of every lesson what they will learn and what they can expect

- the pupils were told at the beginning of each task what will the task involve and what is the expected outcome
- the pupils were involved in self and peer-assessment at the end of the project 'International weddings'
- the pupils were given sensitive feedback in order to motivate them after the presentation or upon completion of individual tasks during the lessons

3.2.4.1 Assessment of content

The content was assessed by a test in the second language. (See appendices for completed test) The test comprised of 5 tasks. The pupils could achieve a maximum of 20 points. The tasks were open-ended questions and one matching task. The assessment was designed in order to give information on the pupils' knowledge of the key terminology, their comprehension of the topic and it tested their ability to apply their newly acquired knowledge. The results of the assessment is shown in Figure 4. The maximum number of points in this figure was normalized to equal the number of points in the test designed for the parallel classes 6.B and 6.C.

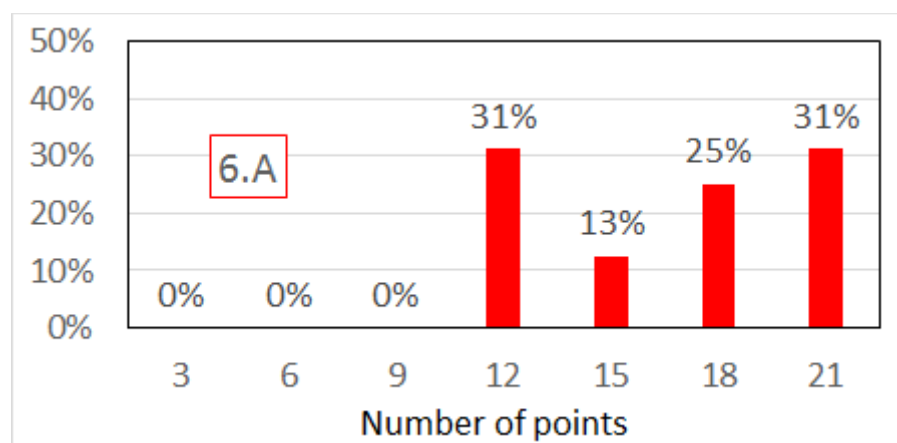


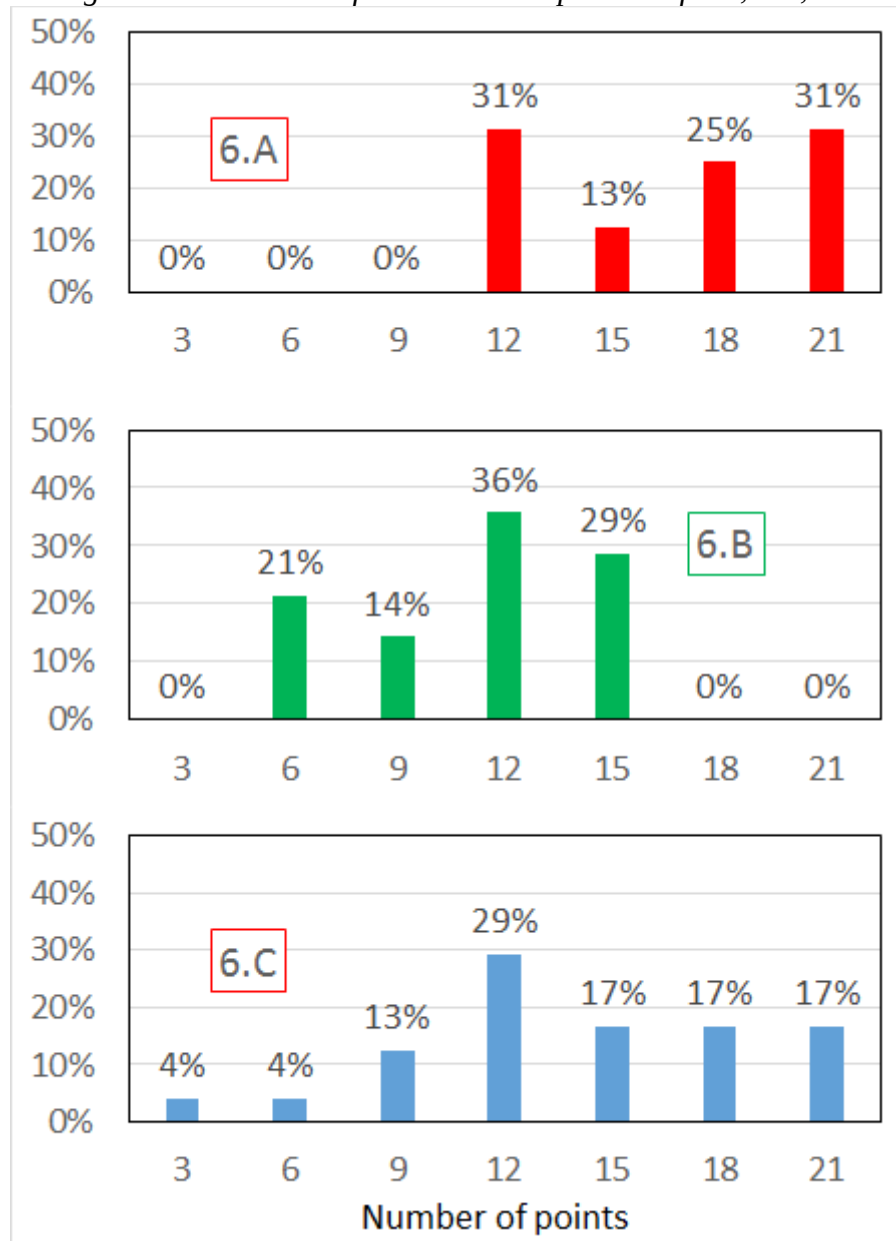
Figure 4: Assessment of Content - 6.A

There were 16 pupils who took part in the testing. The figure 4 shows that 31% of the pupils achieved between 18.1 to 21 points. The same number of pupils achieved between 9.1 to 12 points, 25% achieved between 15.1 to 18 points and 13% attained between 12.1 to 15 points.

Figure 5 shows the content test results of class 6.A in comparison with the content test results of classes 6.C and 6.B. As mentioned in chapter 3.2 an experimental parallel teaching was carried out in order to find out the answer to the first set of research questions. The questions were aimed at the prospects of teaching CLIL in Civics classes and its outcome with regards to the scope and comprehension of the content and development of the foreign language competence.

The test for classes 6.B and 6.C was in Czech language and the pupils could achieve a total of 21 points. There were 5 tasks of similar design as in the CLIL content test. The only difference was that on one occasion there was an open-ended question instead of a matching task. In addition pupils could achieve 4 instead of 3 points for task number 5. The English CLIL version of the test offered one example in task number 5. (See Appendices for a copy of a blank test and a completed test.) There were 14 pupils in 6.B class and 24 pupils in 6.C class who completed the test.

Figure 5: Assessment of Content - Comparison of 6.A, 6.B, 6.C



In the class 6.B the best results were obtained by 29% of the pupils who scored in the range of 15.1 to 18 points. The class 6.C best results were in the range of 18.1 to 21 points and were obtained by 17% of the pupils in the class.

It is evident that with 31% of the pupils scoring above 18.1 points, the CLIL class 6.A achieved the best results. The mean value of the classes' results are:

6.A 15.6 points

6.B 10 points

6.C 13 points

3.2.4.2 *Assessment of language*

The language was assessed by a test. There were three tasks in the test. The instructions for the tasks were in English as well as in Czech language. There was a matching task, gap filling task and open-ended task. (See appendices for a completed test) The test was designed in order to give information on the pupil's range of vocabulary in relation to topic 'family' mainly, however it also tested their ability to apply their knowledge. Family related vocabulary was at the same time being taught in the lessons of English in all three classes. The results of the class 6.A can be seen in Figure 6.

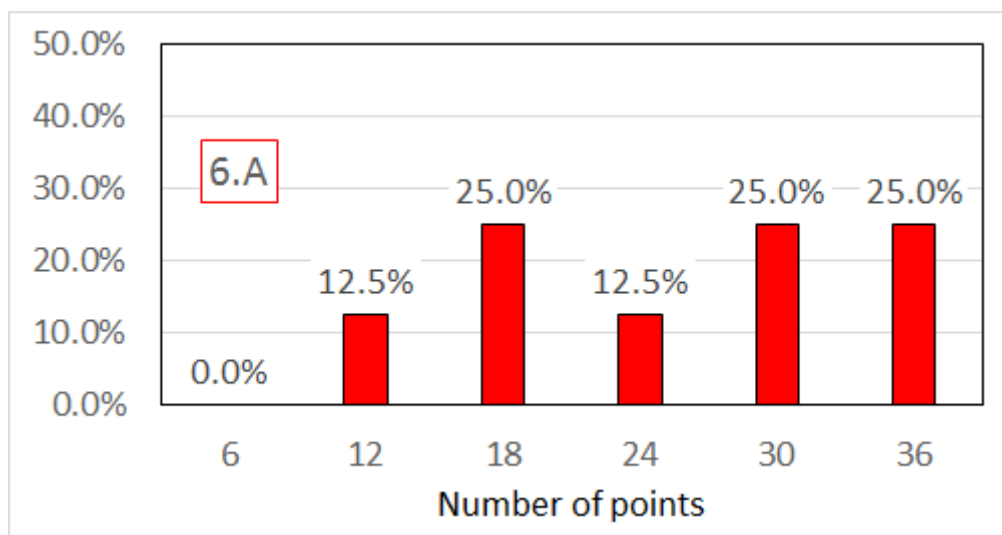


Figure 6: Assessment of language - 6.A

There were 16 pupils who completed the test. 25% of the pupils achieved more than 30.1 points. The mean value of the Class's result is 22.8 points.

Figure 7 shows the language test results of class 6.A in comparison with the language test results of classes 6.C and 6.B.

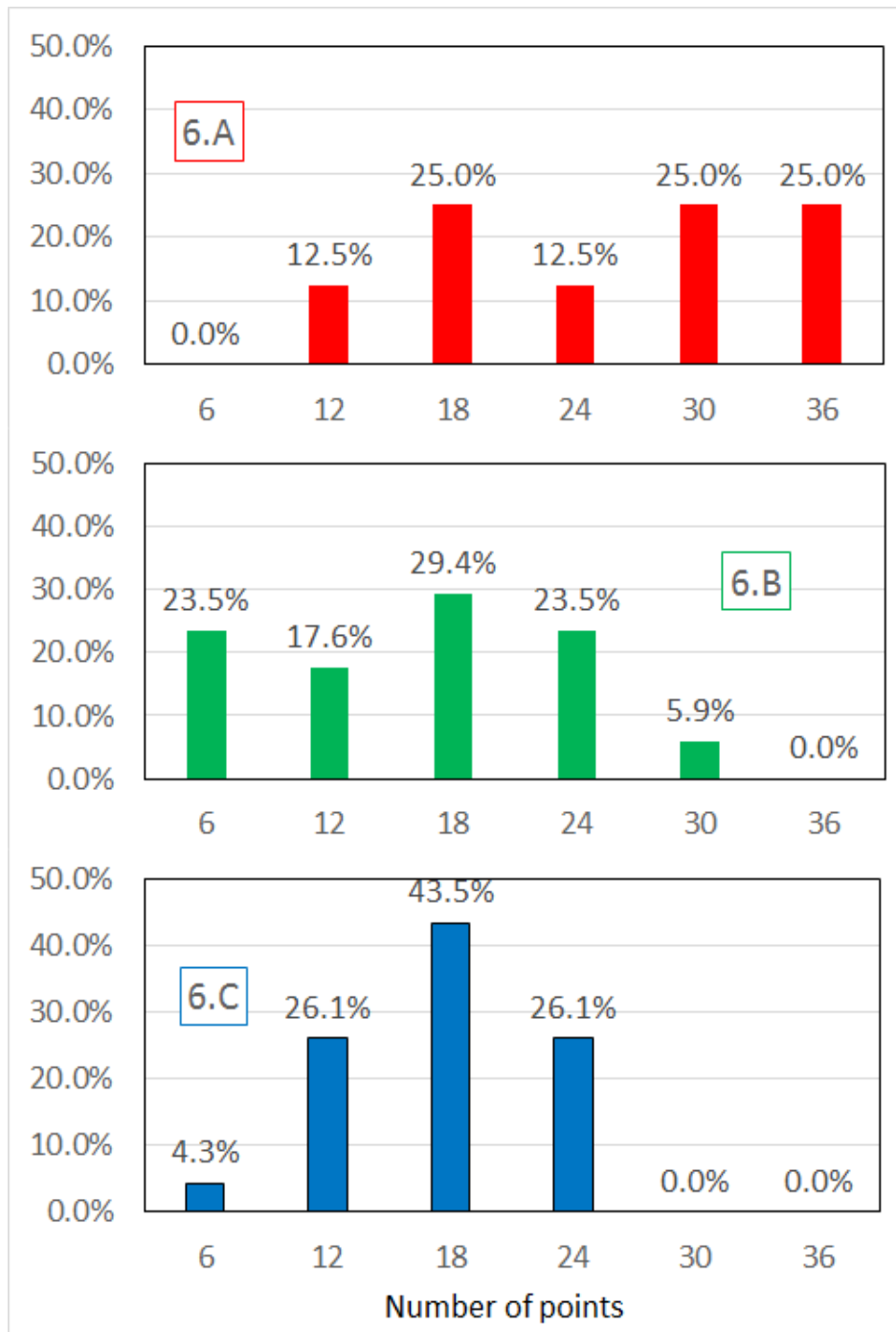


Figure 7: Assessment of language - Comparison 6.A, 6.B, 6.C

The mean value of the classes' results are:

6.A 22.8 points

6.B 13.8 points

6.C 14.6 points

3.2.4.3 Peer assessment

Formative assessment is considered by CLIL methodology as central to classroom practice. (see 2.9.6.) The involvement of learners in peer and self-assessment is one of its many strategies which allows learners to take some responsibility for their own assessment.

In the experiment the pupils listened to group presentations about international weddings and assessed them with reference to a set of criteria. The criteria were: design, content, language and expression. The pupils completed a prepared assessment table. The assessment was in Czech language. (see a copy of a completed one in Appendices)

The presentations and the actual assessment process was preceded by a thorough explanation and demonstration of the use of the success criteria and the peer-assessment was also followed by self-assessment and self-valuation of the pupils' own team work.

3.2.5 Pupils' Opinions on CLIL Teaching

The opinions of the pupils – 18 respondents were probed by questions, which focus on their perceptions of the CLIL lessons. The pupils as well as the teachers who observed some of the CLIL lessons completed a questionnaire at the end of the

CLIL module. The questionnaire for pupils was partly adopted from a Lifelong Learning Programme of the European Union and then adjusted to the specific circumstances of the research. (a completed copy can be inspected in the Appendices) The questions most relevant to answer the research question about the usefulness of the CLIL lessons were as follows:

- Question 1: Do you consider your experience with learning through CLIL as very useful, useful, not very useful, useless?
- Question 12: Do you consider learning Civics through CLIL as very useful, useful, not very useful, useless?

The pupil's answers to question 1 are summarized in figure 8 and their answers to question 12 in figure 9.

- 28% consider them very useful
- 44-67% useful
- 6-22% not very useful
- 0-6% useless

The questions most relevant to the last research question concerning motivation of the pupils in CLIL lesson were:

- Question 13: Did you like this experience?
- Question 14: Would you like to take part in CLIL lessons in the future?
- Question 15: Would you like to continue improving your communication skills in a foreign language?

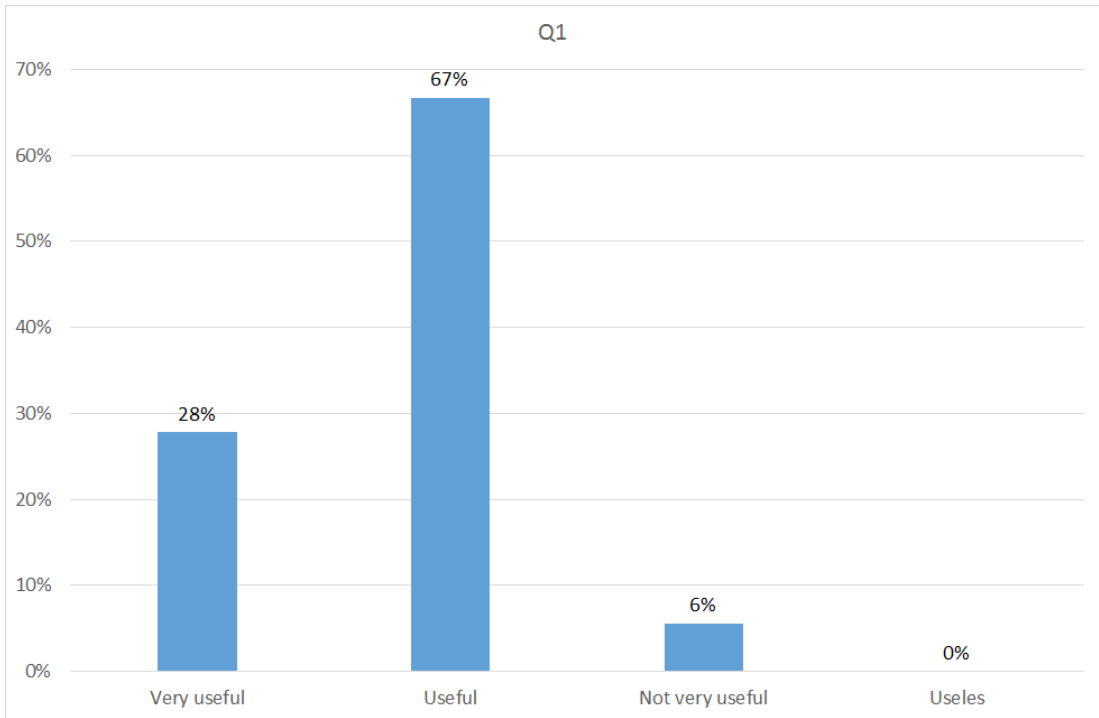


Figure 8: Question 1

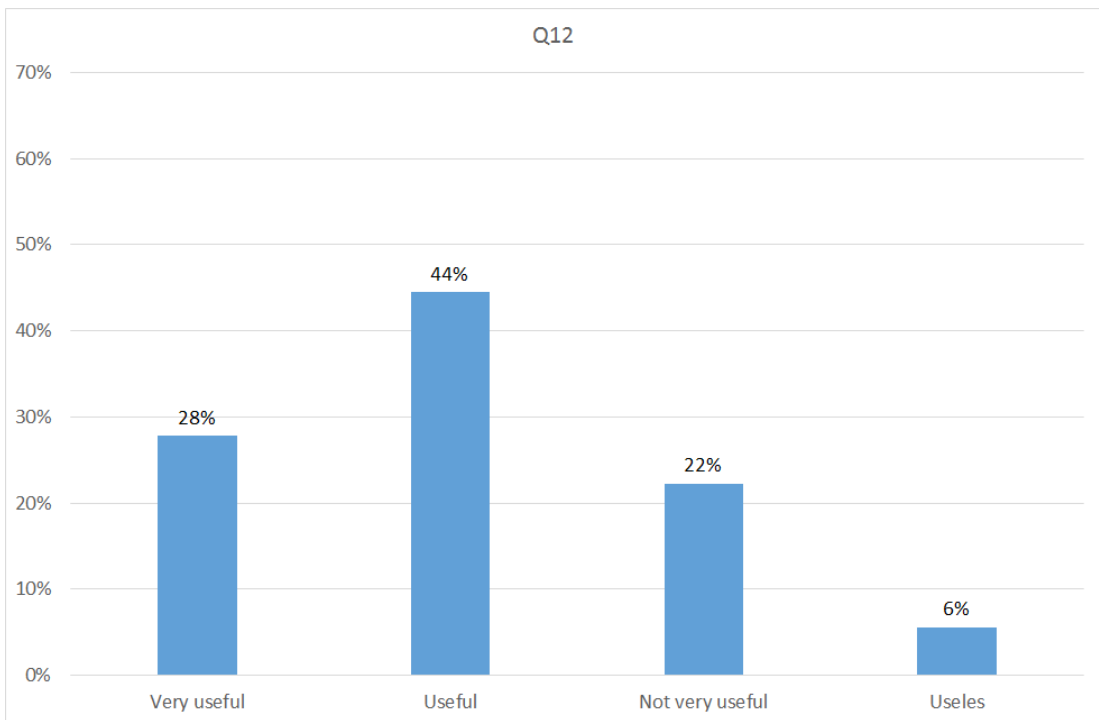


Figure 9: Question 12

Pupils' answers are summarized in figure 10

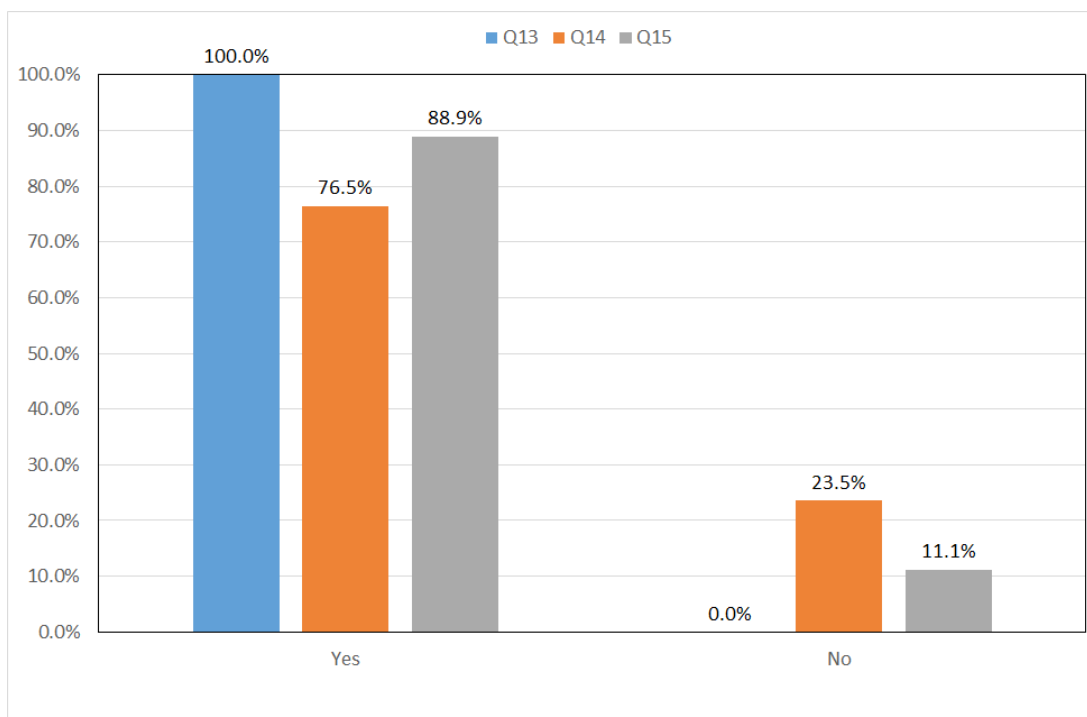


Figure 10: Pupils' answers question 13,14,15.

- All the respondents liked the CLIL lessons
- 76% would like to take part in CLIL lessons in the future
- 88.9% would like to continue improving their communication skills in a foreign language.

The answers to the remaining questions in the questionnaire are a valuable source of feedback for the CLIL teacher about the use of the target language, atmosphere during the lessons, the efficiency of the CLIL methods and about the teacher's role. The data constitute a good source of information for any further research.

3.2.6 Teachers' Opinions on CLIL teaching

The total of five teachers observed at least one CLIL lesson of Civics. They completed a questionnaire at the end of the lesson. The questionnaires were designed for the regular teachers of Civics or English who served as objective observers because they were only able to judge the atmosphere in the classroom, the behaviour of the pupils and successfulness of the CLIL teaching.

The teachers marked each statements with the following five number scale (0 – it hardly ever happened to 5 – it happened all the time).

There were 10 statements which quizzed the teachers about the atmosphere in the class, about the conduct of the teacher, her methods or about the content and its learning outcomes. The questionnaire was adopted from Hanušová (2011,90) and a copy of a completed one can be seen in Appendices.

Most answers were marked with a number 4 or 5. Only one respondent used number 3 with a statement which asked the respondent to judge the ability of the teacher to grade the language according to the learners' needs and with a statement regarding the learning outcomes.

The conclusion drawn from the questionnaires can be formulated to show that the teachers liked the CLIL lessons, they viewed the atmosphere as friendly and positive They considered the content, the methods, the materials, tasks and interactions during the lessons appropriate. The only concern was indicated in relation to the complexity of the language and the expected learning outcomes as well as in respect of the suitability of this method for pupils with some form of learning disability.

4 Conclusion

This Masters thesis presenting research in the field of CLIL had several predetermined goals: to conduct a survey among lower secondary teachers in the Semily and Turnov region to see what their experience and opinions are on CLIL method; to develop, implement and execute a CLIL modular programme in the lessons of Civics; to find out whether the implementation of CLIL leads to worse understanding of Civics; to ascertain whether the implementation of CLIL leads to development of foreign language competence and to identify the pupils' and teachers' feelings and opinions about the CLIL method upon conclusion of the modular CLIL programme.

4.1 CLIL survey

Twelve teachers of English from the region of Semily and Turnov were interviewed in relation to their experience with the CLIL method. Subsequently, seven teachers completed a survey questionnaire.

The interviews showed that the schools that use CLIL to some extent do this by way of 'soft CLIL'. Only three teachers from different schools stated that they use CLIL teaching in other than English subjects. They did not however indicate that the implementation of CLIL is systematic such as a modular CLIL programme, where a subject is taught for a certain number of hours in the target language.

The data collected from the regional schools clearly confirm Frydrichová Klímová (2012,573) research where she reports that although CLIL was included into the Czech syllabuses a decade ago it has faced difficulties since. She points out

specific difficulties that exist in the Czech environment and which prevent teachers from achieving ideal CLIL. (see 2.8)

The questionnaire completed by seven respondents, teachers at elementary schools, was more elaborate and addressed issues such as benefits or disadvantages of teaching by CLIL, implementation of CLIL, required language competences of learners and teachers or willingness to use this method of teaching.

To summarize the completed questionnaires' results which are described in detail in chapter 3.1.1., it should be said that even though the majority of the responding teachers think that teaching other subjects in a foreign language is beneficial only about half of them would be willing to implement the CLIL method in their teaching. It transpires that they are afraid that in their particular case the conditions are rather unsuitable for such teaching. They see limitations on their side, with students, their parents or in the actual learning process. In addition the target language competence of the responding teachers is considered by the majority of them as rather insufficient and they would be willing, to improve it.

The insufficient qualification of teachers of other subjects in foreign languages as well as a lack of methodological support is in unison with the theoretical background in chapter 2.8 and is considered a major problem in Czech education system with regards to CLIL implementation into teaching.

I believe that the lack of specialized textbooks, materials suitable for the CLIL method and methodological support generally can be also seen as an obstacle for possible implementation of the CLIL method in classes of other subjects than English in the Czech Republic.

4.2 Implementation of CLIL modular programme

The conducted research primarily presents a case study concerning all the phases of the CLIL modular programme implementation in the lessons of Civics. The process is described in details from the preparatory phase in 3.2.2. to the assessment phase in 3.2.4. The programme consisted of 10 lessons covering topic - Family and followed the expected outputs and objectives in the School Educational Programme.

The conducted experiment at lower secondary level showed that the implementation of CLIL teaching was successful, and that the prescribed Civics subject matter was covered.

It must be however pointed out that although the topic was covered in the same extent it was not covered in the same time donation as prescribed by the school syllabus. The topic – Family is allocated with approximately 4 to 5 lessons; however the CLIL programme lasted 10 lessons.

4.3 Evaluation of the impact of CLIL programme

The third goal of this work was to determine whether the implementation of the method CLIL within ordinary lessons of Civics leads to worse understanding of Civics content and whether it develops foreign language competences.

The experiment concluded that its implementation does not lead to statistically worse understanding of the content. The pupils' scores in final revision tests were in fact better in comparison with the results of the parallel classes that were taught the same content in Czech language. The CLIL class achieved the best results with the mean value of 15.6 points ahead of two classes with the mean value of 13 points and 10 points.

Although there are reports which claim that pupils learn the content by CLIL method in the same extent as in their mother tongue, there are certainly studies which show decreased efficiency of learning content by CLIL. (see 2.8) In light of the research the overwhelming achievement of the CLIL pupils in this programme might come as a surprise. Nevertheless, there are factors which might have contributed to such result.

The conducted research reported on a 'soft CLIL' modular programme which runs for a certain number of lessons only. On the other hand the reports which claim worse or the same achievements through CLIL are long-term studies.

Considering the results in terms of this short-term experiment it must be brought to attention that the topic was not covered in the same time allocation as in the parallel classes, which covered the topic in the allocated time of approximately 4 lessons. The CLIL programme lasted 10 lessons. Besides the CLIL teaching might have been perceived as something new and motivating by the pupils in the short term but in the long term the pupils' enthusiasm and interest might have decreased as well as their study achievements. With this in mind a further long-term case study would be needed to make a general conclusion on this matter.

Turning to the impact of the CLIL programme on the language competence, the existing research reports are decidedly positive. (see 2.8) Coyle (2010,140) quotes Lasagabaster (2008) and Zarobe (2008) whose findings and evaluations of CLIL programmes show significant gain through CLIL, with a CLIL group surpassing a non-CLIL group. Both studies showed higher scores by the bilingual programme students.

The data collected during this experiment are consistent with their findings. The comparison of the language test results established a superiority of CLIL group over non-CLIL groups. The assessment was designed in order to give information on the pupils' range of vocabulary in relation to topic 'family', however it also tested their ability to apply their knowledge. The total number of achievable points was 32. The mean value of the CLIL class's results is 22.8 points which is 8.2 points higher than a non-CLIL class which achieved a mean value of 14.6 points and 10 points higher than another non-CLIL class which achieved a mean value of 13.8 points.

Since evaluation of a language competence by comparing CLIL and non-CLIL groups was carried out only in written form and concentrated on a subject target terminology it would be beneficial if in the future a similar case study compared also a speech production of both groups.

4.4 Pupils' and teachers' opinions

The undertaken questionnaire focused on the pupils' perception of the CLIL lessons and the details of their answers to the most pertinent questions can be inspected in chapter 3.2.5.

The investigation showed that all of the pupils liked the lessons, 28% of them considers learning Civics by CLIL very useful and 44% useful. The majority of them (76.5%) would like to take part in CLIL lessons in the future and 88.9% feel motivated to continue improving their communication skills in a foreign language.

Literature reviewed and cited on previous pages (see 2.8) describes CLIL as being very successful in enhancing the learning of languages and other subjects and being able to boost learner's motivation towards learning. The experiment showed

that this is certainly true for a modular CLIL programme consisting of 10 CLIL lessons. Pupil's achievements in the content and language assessment only corroborate the statement.

The teachers who completed questionnaires upon observing a CLIL lesson liked the lessons, viewed the atmosphere as friendly and positive. They considered the content, the methods, the materials, tasks and interactions during the lessons appropriate. Only some concerns were indicated in respect of the complexity of the language, learning outcomes and mixed ability CLIL classes. More details can be found in chapter 3.2.6.

5 Recommendations

The conducted research presents a case study showing implementation of a CLIL modular programme in lessons of Civics. It showed that it is possible to implement it successfully within the syllabus of the subject albeit with a longer time allocation. Still, I believe that the advantages of bilingual education such as CLIL outweigh their drawbacks and I would recommend development of further CLIL modular programmes on various topics to be implemented in other than language subjects throughout the school terms. Ideally this could be accomplished by creating a professional learning community where teachers share their ideas, activities, evaluations and reflections on CLIL practice.

It is clear from the reviewed literature as well as from the comments of the participated teachers that there is a need to create suitable conditions for CLIL teaching and preparation at universities as well as at schools. Future teachers and the existing teachers would benefit from courses which would improve their language

competence and introduce the use of terminology of their other than language subjects in the target language. It has been mentioned earlier that the development and preparation of the CLIL lessons is time consuming. The school management should therefore reflect this by creating the best possible conditions for the CLIL teacher if they want to increase the use of this method at their school.

Although the teachers expressed concerns about the implementation of CLIL in mixed ability classes the researcher did not see this as a major problem during the experiment. In the lessons, the pupils accomplished all the assigned tasks and cooperated with each other and the teacher. They liked the lessons and most of them considered them useful. In my experience the short-term modular programme is suitable for the whole class without differentiation.

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Figure1: CLIL Triad image [online], accessed in March 15, 2019 from: <http://olesiyakivchyk.blogspot.com/2016/11/clil.html>

7 Appendices

1. Survey questionnaire – Teachers' opinion on CLIL – completed
2. Syllabus for the subject of Civics
3. Syllabus for the subject of Family education
4. CLIL Worksheet – Family - completed
5. CLIL Worksheet – Family types - completed
6. CLIL Worksheet – Family Weddings and history - completed
7. Vocabulary sheets 1, 2, 3, 4.
8. CLIL Content test – completed
9. Non-CLIL Content test – completed
10. Language test – completed by a CLIL pupil
11. Language test – completed by a non-CLIL pupil
12. Peer-assessment table – completed
13. Questionnaire – Pupils' opinion on CLIL – completed
14. Questionnaire – observing teachers' opinion on CLIL – completed
15. CLIL presentation (CD)

Appendix 1

Survey questionnaire – Teachers' opinion on CLIL – completed

Dotazník pro učitele – výuka metodou CLIL

Datum: 29.11.2018

Jméno: DANIELISOVÁ

Aprobace: 1. STUPEN

Tento dotazník je zaměřen na výuku metodou CLIL. Metoda CLIL (Content and Language Integrated Learning) spočívá v integrované výuce konkrétního školního předmětu a cizího jazyka. Ráda bych znala váš názor na případné zavedení této metody na naší škole. Prosím o vyplnění krátkého dotazníku.

1. Máte osobní zkušenost s metodou CLIL?

Ano Jaké?Ne

2. Považujete za přínosné vyučovat jeden nebo více školních předmětů částečně v cizím jazyce?

Ano Proč? Procvičení jazyka, zpestření výuky, jiné využití než v běžné hodině AJNe Proč?

3. Chtěl/a byste se do této výuky zapojit?

Ano Proč?Ne Proč? Nejsm si jistá svou úrovní jazyka.

4. Za jakých podmínek byste byli ochotni se zapojit?

5. Domníváte se, že škola je schopna zajistit nezbytné podmínky pro zavedení metody CLIL?

Ano Proč?Ne Proč?

6. Byli byste ochotni se dále jazykově vzdělávat?

Ano Proč? Kvůli soběNe Proč?

7. Jaká je podle vás nejvhodnější úroveň ovládnutí cizího jazyka pro zahájení výuky metodou CLIL? (zakroužkujte):

u žáků: začátečník mírně pokročilý pokročilýu učitele: začátečník mírně pokročilý pokročilý

8. Jaké přínosy by mohlo mít zavedení a využívání CLILu?

Procvičení Aj, zavedení Aj i do jiných oblastí (např. technická Aj)

9. Jaké problémy by mohlo přinést zavedení CLILu?

Osobně si nedokážu představit vešst hodinw např. přírodovědy v anglickém jazyce a nejsem si jista, zda se dokážu na patričnou úroveň dostat

10. Jak by bylo možné tyto problémy překonat?

Děkuji za váš čas!

Appendix 2

Syllabus for the subject of Civics

OBČANSKÁ VÝCHOVA

VI. A
2018/2019

| Období: | Učivo: | Průřezová témata: |
|------------------|--|---|
| září - říjen | <p>Úvod Seznamujeme se s občanskou výchovou</p> <p>-----</p> <p>Život ve škole Škola – základ života Školní řád Umění učit se</p> | <p>Výchova demokratického občana – občan, občanská společnost a škola Osobnostní a sociální výchova – sociální rozvoj</p> <ul style="list-style-type: none"> - mezilidské vztahy - komunikace <p>Etická výchova</p> |
| říjen - prosinec | <p>Rok v jeho proměnách a slavnostech Cyklus dne, týdne a roku Cyklus přírody Kalendář Významné dny a svátky během roku Výroční obyčeje a zvyky</p> | <p>Environmentální výchova</p> <ul style="list-style-type: none"> - základní podmínky života <p>Multikulturní výchova</p> <ul style="list-style-type: none"> - lidské vztahy |
| leden - únor | <p>Vlast Pověsti o počátcích národa Naši slavní předkové Život v regionech Státní symboly</p> | <p>Výchova demokratického občana</p> <ul style="list-style-type: none"> - občan, občanská společnost a stát <p>Multikulturní výchova</p> <ul style="list-style-type: none"> - lidské vztahy - etnický původ |
| březen - duben | <p>Domov Domov, vztah k obci Obec, obecní zřízení Městský úřad Životní prostředí Osobnosti, rodáci, pověsti</p> | <p>Výchova demokratického občana</p> <ul style="list-style-type: none"> - formy participace v politickém životě <p>Mediální výchova</p> <ul style="list-style-type: none"> - fungování a vliv médií ve společnosti <p>Environmentální výchova</p> <ul style="list-style-type: none"> - vztah člověka k prostředí |
| květen | <p>Významné osobnosti Významné osobnosti – umělci, vynálezci, sportovci Naši prezidenti Praha</p> | <p>Výchova demokratického občana</p> <ul style="list-style-type: none"> - občan, občanská společnost a stát |
| červen | <p>Lidská práva Práva a povinnosti Práva dětí Náměty žáků</p> | <p>Osobnostní a sociální výchova</p> <ul style="list-style-type: none"> - morální rozvoj – řešení problémů a rozhodovací dovednosti |

Appendix 3

Syllabus for the subject Family education

RODINNÁ VÝCHOVA

VI. A

2018/2019

| Období: | Učivo: | Průřezová témata: |
|------------------|--|--|
| září - říjen | Úvod Seznamujeme se s rodinnou výchovou Osobnostní a sociální rozvoj Osobní identita, sebepoznávání Rodina Funkce rodiny Postavení v rodině Komunikace | Osobnostní a sociální výchova – sociální rozvoj - mezilidské vztahy - komunikace Etická výchova Multikulturní výchova |
| říjen - prosinec | Změny v životě člověka a jejich reflexe Duševní a tělesné zdraví Způsob řešení krizových situací Prevence šikany Péče o zdraví a osobní hygiena Režim dne Volný čas Digitální gramotnost | Osobnostní a sociální výchova Multikulturní výchova - lidské vztahy Mediální výchova - digitální gramotnost |
| leden - únor | Zdravý způsob života a péče o zdraví Hodnota zdraví Vliv výživy na vývoj a zdravotní stav člověka a na rozvoj civilizačních chorob Energetická hodnota potravin Energetická potřeba organismu Zpracování potravin podle pravidel zdravé výživy Sestavování jídelníčku | Výchova ke zdraví Osobnostní a sociální výchova (psychohygiena) Enviromentální výchova (životní prostředí a zdraví) Mediální výchova (mediální sdělení a realita) |
| březen - duben | Rizika ohrožující zdraví a jejich prevence Pozitivní hodnotový systém Různé formy závislosti Reklama a propagace návykových výrobků Důsledky závislosti a způsoby řešení závislosti | Výchova ke zdraví Osobnostní a sociální výchova Mediální výchova - fungování a vliv médií ve společnosti |
| Květen - červen | Sexuální výchova Proměny člověka v dospívání Pochopení základů lidské reprodukce Vztahy mezi pohlavím Cesta k trvalému láskyplnému vztahu | Výchova ke zdraví Osobnostní a sociální výchova Mediální výchova |

Appendix 4

CLIL Worksheet – Family – completed

Name: *Linda Cermanová*

Date:

CLIL WORKSHEET 1 - FAMILY

Rules:

- a. Listen
- b. Speak and write in English (you can make some notes in Czech)
- c. If you don't know - TRY!
- d. Use vocabulary worksheets

AIM: To communicate - speak better in English and to have fun when learning :)

1. What do you imagine (see) when you hear a word FAMILY?

- a. Picture 1: There is *a bride and a groom.*
- b. Picture 2: *There is a happy family.*
- c. Picture 3: *There is a very big family.*
- d. Picture 4: *There is a single mum with children.*
- e. Picture 5: *There is registered partnership.*
- f. Picture 6: *There are adopted children.*

In which picture is a family? *1-6*

Put the words in correct order and find out a definition of family:

marriage Family a group are connected who
 is of people by blood adoption registered
 partnership or

*Family is a group of people who are connected by marriage
 registered partnership, blood, adoption.*

Translate it to Czech:

.....


- By blood - we are born to the family
- By marriage - we are married to the family
- By adoption - we are adopted to the family
- By registered partnership - 2 man or 2 women are registered as a family

2. Why do we live in a family ?

Match the correct picture with correct family function:



PICTURES


Lord of the Rings 

Dancing Africans 


Family 

Indian village 


Killing mammoth 

Old Man and a grandson 


WHAT IS IN THE PICTURE


getting food together 

protection 

caring for ill and old 

talking, fun, being part of a group 

parents live forever in their children 

caring for children, teaching, working together 

FAMILY FUNCTIONS

MATERIAL 

SOCIAL  

EMOTIONAL  

PROTECTIVE 

EDUCATIONAL 

BIOLOGICAL 

food, many

fun

love, care

education

e

life

My family gives me *love, fun, house, food,*

care, many, education

.....

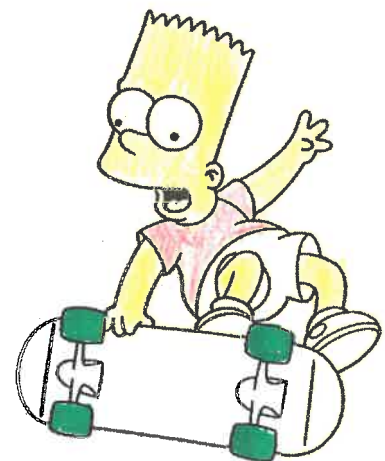
.....

.....

.....

.....

.....



Appendix 5

CLIL Worksheet – Family types – completed

Name: *Lila Cermánová*

Date:

CLIL - WORKSHEET 2 - FAMILY TYPES

3. What types of family there are?

a) Read the text and answer the questions.

The most important is - not to be alone

Family is a group of people connected by blood. Blood is not water, they say. Do you understand? Parents, brothers and sisters, grandparents....sometimes they all live together and sometimes they buy a dog too. Sometimes it doesn't work and there are no children in the family or there is only mum or dad. Sometimes there are two mums or two dads. But still it is a family.

Family usually starts when mum and dad have a baby. Sometimes they have a wedding, sometimes not. Sometimes two mums or two dads have wedding and this is called registered partnership. People can also adopt a child. And here we go - a new family is here :)

But this is only beginning my friend. The family group lives together under one roof and this is sometimes difficult. They respect and help each other. Parents teach you and educate you. Parents love children and children love parents which is very important. Childhood should be fun and great because what you learn when you are small you remember for the rest of your life.

Family also gives you money, food, good ideas, bacterias, viruses, dreams and problems too. Family is a place where people communicate. Communication, listening, smiling and sometimes crying - all this happens in a family.

Vocabulary:

| | | | | |
|-----------|-----------|-----------|--------------|-------------------------|
| Sometimes | - někdy | a roof | - střecha | childhood - dětství |
| Usually | - obvykle | difficult | - těžké | remember - pamatovat si |
| A wedding | - svatba | educate | - vychovávat | rest - zbytek |
| Beginning | - začátek | important | - důležité | crying - pláč |

Questions from the text:

1. What is a registered partnership? *Sometimes two mums or two dads have wedding and this is called registered partnership.*
2. What is very important in the family? When *Parents love children and children love parents which is very important.*
3. What happens in the family? *Communication, listening, smiling and sometimes cry - all this happens in a family.*

b) Match pictures and texts and write the definitions:

? Use the vocab. Sheet 3 ?

- Nuclear family: *a small, dad, mumm, 1 or 2 children*
- Extended family: *a big family - dad, mumm, 3 children + grandparents*
- Single parent: *one mumm, one dad, 1 children*
- Spinster: *a woman lives with pets*
- (Married) Pair: *small family, no children, or children*
- Registered partnership: *2 man or 2 woman*
- Bachelor: *a man lives with pets*

c) What's your type of family?

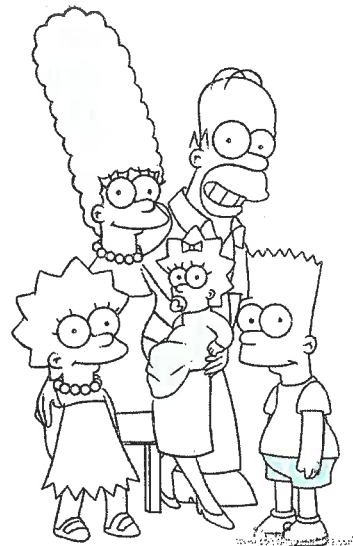
Write a short text about your family and about your family members.

My family is *extended family*

There are *mum, dad, brother, uncle, granny, grandpa, I'm*

My parents give me *love, fun, house, food, care, many, education*

(What do you do in the family?) We *play game, cycling, traveling, skating, shopping*



Appendix 6

CLIL Worksheet – Family Weddings and history – completed

Name: Julie Bischofova

Date:

CLIL - WORKSHEET 3 - FAMILY WEDDING, HISTORY

1. A Typical Czech wedding!

Find the words in your Vocabulary sheet:



a bride



a groom



a cake



first dance



rings



first kiss

2. RULES

Translate the rules:

- Free will of both partners
- Wedding is impossible when:
 - the people are from one family
 - Mentally ill
 - They are married
 - They are not adult

svobodná vůle obou partnerů
svatba je nemožná když...

lidi jsou v jedné rodině
mentálně retardovaný
vdaná/ženatý
oni nejsou dospělí

3. FAMILY ROLES

- ROLE is
- Who expects it?

MAYBE I'M THE
BLACK SHEEP OF THE FAMILY
BUT SOME OF THE WHITE SHEEP
AREN'T AS WHITE AS THEY SEEM!



a) Write typical mother's or father's activities:

Ex: cooking, working with wood, mending car, driving.....
Use online or book dictionaries.

What is a black
Sheep of family?

MOTHER'S ROLE

FATHER'S ROLE

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....

b) People have many roles.

What are my teacher's roles? Underline the correct roles and cross X the wrong roles:

- grandmother mother daughter teacher terrier club member car driver
motorbike rider politician headmaster gardener interpreter

What are your roles?:

.....
.....
.....
.....
.....



Appendix 7

Vocabulary sheets 1, 2, 3 and 4

| CLIL – 1 lekce | |
|-----------------------|------------------------|
| family | rodina |
| aunt | teta |
| brother | bratr |
| cousin | bratranec, sestřenic |
| adopted child | dcera |
| dad | táta |
| father | otec |
| grandchildren | vnučata |
| grandfather | dědeček |
| granddad | děda |
| grandmother | babička |
| grandpa | babi |
| grandparents | prarodiče |
| mother | maika |
| mum | mamka |
| parents | rodiče |
| sister | sestra |
| son | syn |
| uncle | strýc |
| Great-grandparents | Prararodiče |
| Step-father | nevlastní otec |
| Step-mother | nevlastní matka |
| Step-children | nevlastní děti |
| adoption | adopce |
| adopted child | adoptované dítě |
| Mother-in-law | tchyně |
| Father-in-law | tchán |
| Brother-in-law | švagr |
| Sister-in-law | švagrová |
| Possessive adjectives | přivlastňovací zájmena |
| my | můj |
| your | tvůj |
| her | její |
| his | jeho |
| its | jeho |
| our | náš |
| your | vaše |
| their | jejich |

| CLIL – 2 lekce | |
|------------------------|--------------------------|
| by blood | pokrevně |
| marriage | šňatek |
| family relationship | příbuzenství |
| adoption | adopce |
| registered partnership | registrované partnerství |
| together | spolu |
| alone | o samotě |
| to be married | vdaná, ženatý |
| to be divorced | být rozvedeny |
| to live together | žít spolu |
| a role | role |
| a group | skupina |
| connected | spojené |
| hunt | lovit |
| field | pole |
| pick | sbírat |
| cook | vařit |
| care | pečovat |
| talk | povídat si |
| have fun | užívat si |
| ill | nemocný |
| food | potrava |
| clothes | oblečení |
| education | vzdělání |
| teach | učit někoho |
| behave | chovat se |
| behaviour | chování |
| share | sdílet |
| wrong order | špatné pořadí |
| correct order | správné pořadí |
| a function | funkce |
| a bride | nevěsta |

a groom - ženich
 a single mum - matka samotná matka
 protect - chránit
 adopted children - adoptované děti
 imagine - představa
 a definition - definice
 have fun - baví se
 education - výchova, vzdělávání
 get food - dostat jídlo
 emotional background - emocionální pozadí
 transfer of genes - přenos genů

| CLIL – 3 lekce | |
|------------------------|--------------------------|
| a type | typ |
| different | různý |
| match | dát dohromady |
| a description | popis |
| a definition | definice |
| spinster | stará panna |
| pets | domácí zvířata |
| nuclear family | nukleární rodina |
| wife | manželka |
| husband | manžel |
| single parent | rodic samoživitel |
| care | pečovat |
| pregnant woman | těhotná žena |
| having a baby | očekávat narození dítěe |
| registered partnership | registrované partnerství |
| extended family | rozšířená rodina |
| bachelor | starý mládenec |
| relationship | vztah |
| marriage | svatek |
| adoption | adopce |

CLIL 4 Wedding

| | |
|-----------------|----------------------|
| a wedding | svatba |
| a bride | nevěsta |
| a groom | ženich |
| a guest | host |
| a wedding party | svatební hostina |
| a ritual | rituál |
| a tradition | tradice |
| a marriage | svatek |
| first dance | první tanec |
| first kiss | první polibek |
| free will | svobodná vůle |
| impossible | nemožné |
| mentally ill | mentálně retardovaný |
| to be married | vdaná ženatý |
| an adult | dospělý |
| behaviour | chování |
| expected | očekávané |
| way | způsob |
| a society | společnost |
| a member | člen |
| a rider | jezdec |
| a politician | politik |
| a headmaster | ředitel |
| an interpreter | překladatel |

Appendix 8

CLIL Content test – completed

TEST - CLIL

Name: M. Bartonickova

Topic: Family/ content

Points: 20 / 20

Grade: 7

1. Write a definition of family: Family is a group of people connected by blood, wedding, registered partnership or adoption. 4/4

2. Family functions: Match the functions with the examples. 6/6



3. What family is this?

- 2 mums or 2 dads and children registered partnership ✓
- 1 mum and 1 dad, 3 or more children + Grandparents extended family ✓
- 1 mum and 1 dad and 1 or 2 children ~~single parent~~ nuclear ✓

4. What is your family type?

My family is nuclear ✓ There are mum, dad, brother, me and pets 4/4

5. How does family start?

By adoption, wedding, registered partnership or blood. 3/3

Appendix 9

Non-CLIL Content test – completed

TEST - RODINA

Jméno: eberlová

Body: 15/21 Znamka: 2

1. Napiš definici rodiny : skupina lidí kteří jsou příbuzní nebo jsou adoptivní 4/3

2. Funkce rodiny : Uveď konkrétní příklady funkcí rodiny: 6/5

- Výchovná funkce Mami se o nás stará ✓
- Materiální funkce dávají mi peníze, jídlo, oblečení, ...
- Emocionální funkce psychická podpora ✓
- Ochranná funkce rají se mi bezpečí ✓
- Společenská funkce musíme fungovat společně ✓
- Biologická funkce

3. O jakou rodinu se jedná? 3/2

- 2 mámy nebo 2 tátové a děti neúplná, úplná
- 1 máma, 1 táta a 3 nebo více dětí + prarodiče rozšířená ✓
- 1 máma a jeden táta a 1 nebo 2 děti klasická ✓

4. Popiš svou rodinu (typ, členové?) 4/2

Moje rodina je klasická Jsou tam máma, táta, brácha, babička, babička, děda, bratři

5. Jak vzniká rodina? 4/3

sňatkem, stvořením nebo adoptivním dítětem

Appendix 10

Language test - completed by a CLIL pupil

Excellent!

TEST - CLIL

Name: Sauchman, Class: 6.A

Topic: Family/ language

Points: 31 / 32 Grade:

1. Label the pictures/ Popiš obrázky. Choose from the words below/ Vyber ze slovíček dole.
There are 3 extra words/ 3 slovíčka jsou navíc.

10 / 10



1. ~~an aunt~~
a spinster ✓



2. ~~nuclear family~~
grandparents ✓

3. grandchildren ✓



4. a pregnant woman ✓



5. a husband ✓
6. a wife ✓



8. a bride ✓



8. wedding rings ✓

7. a groom ✓



10. first kiss ✓

Words: wedding cake first kiss a guest a bride a husband grandparents a spinster
an aunt a pregnant woman a wife grandchildren wedding ring a groom

2. Write about your family, about your family members.

What do you do with your family? *Napiš o své rodině, členech rodiny a co spolu děláte?*

My family is *extended family* ✓ 2 / 12

In my family there is *mom, dad, grandparents, ^{two} sisters,* 4 / 14

playing games, eating,

What do you do with your family? We *are watching ~~the~~ TV, going to ~~shopping~~ shops* 5 / 4

3. Complete the sentences with one word. / Doplň věty jedním slovem.

11 / 11

Use the word only once. / Každé slovo použij pouze jednou.

~~great-grandmother~~ ~~single parent~~ ~~married~~ ~~bride~~ ~~connected~~ ~~cousin~~
~~talk~~ ~~fun~~ ~~traditions~~ ~~care~~ ~~groom~~

- My mum and dad are *married* ✓, they are husband and wife. ✓
- When we are together at the table we often *fun* ✓ and have *talk* ✓
- My parents *care* ✓ about me and that is why I am happy.
- Family is a group of people *connected* ✓ by blood, marriage, adoption or registered partnership.
- There are many *traditions* ✓ at a wedding for example cutting the wedding cake.
- My grandmother's mother is my *great-grandmother* ✓
- Cousin* ✓ is my uncle's son.
- She is a *single parent* ✓, she lives alone with her child.
- There is usually *bride* ✓ and *groom* ✓ on the wedding cake.



Appendix 11

Language test – Completed by a non-CLIL pupil

TEST - CLIL

Name: KABELAČ, Class: VIC

Topic: Family/ language

Points: 15/32 Grade:

1. Label the pictures/ Popiš obrázky. Choose from the words below/ Vyber ze slovíček dole. 10 / 3
There are 3 extra words/ 3 slovíčka jsou navíc.



1.



2. grandparents



4. a bride



5.

6.



8. a spinster



7. a pregnant woman

8. wedding ring



10. husband

Words: wedding cake first kiss a guest a bride a husband grandparents a spinster
an aunt a pregnant woman a wife grandchildren wedding ring a groom

2. Write about your family, about your family members.

What do you do with your family? Napiš o své rodině, členech rodiny a co spolu děláte?

My family is *in Lomnice nad Popelkou* 2 / 1

In my family there is *Dad, mum, brother, cat and I.* 4 / 4

What do you do with your family? We *are work in garden and in winter go to the mountains.* 5 / 4

3. Complete the sentences with one word. / Doplň věty jedním slovem. Use the word only once. / Každé slovo použij pouze jednou.

11 / 3

great-grandmother single parent married bride connected cousin talk fun traditions care groom

- 1. My mum and dad are *connected*, they are husband and wife.
2. When we are together at the table we oftenand have
3. My parentsabout me and that is why I am happy.
4. Family is a group of people *a bride* by blood, marriage, adoption or registered partnership.
5. There are manyat a wedding for example cutting the wedding cake.
6. My grandmother's mother is my *great-grandmother*.
7. *Cousin* is my uncle's son.
8. She is a *single parent*, she lives alone with her child.
9. There is usually *traditions* and *talk* on the wedding cake.



Appendix 12

Peer-assessment table – completed

HODNOTITEL: Pavlína Švadlaková

| | ZPRACOVÁNÍ | OBSAH | JAZYK | KOMUNIKACE | Body 1-3 |
|------------------------------|--|--|---|------------|-----------|
| Albanian wedding | 2 | 3 | 2 | 1 | Nejméně 1 |
| Greek wedding | 2 | 2 | 2 | 2 | Nejméně 3 |
| Indian wedding | 3 | 3 | 2 | 3 | |
| Jewish wedding | 2 | 3 | 4 | 1 | |
| Tabulka pro hodnocení | | | | | |
| počet bodů | 1 | 2 | 3 | | |
| ZPRACOVÁNÍ | Nepěkné, bez ladu a skladu | Text čitelný, obrázky souvisí s tématem | Krásně a názorně zpracováno | | |
| OBSAH | Obsah nesouvisí s tématem tradice na svatbách | Plakát obsahuje 5 tradic na svatbě | Plakát obsahuje 5 tradic a jiné zajímavé informace | | |
| JAZYK | Mnoho chyb ve výslovnosti i v gramatice | Pouze 1 nebo 2 chyby ve výslovnosti nebo gramatice | Výslovnost a gramatika perfektní | | |
| KOMUNIKACE | Text je čten po celou dobu z plakátu, mluví příliš rychle, potichu | Text je čten z plakátu jenom někdy, většinou jde rozumět | Text je vyprávěn, není čten z plakátu a je jasně srozumitelný | | |

Appendix 13

Questionnaire – Pupils’ opinion on CLIL – completed

Dotazník pro žáky – výuka občanské výchovy metodou CLIL

Prosím, vyplň tento dotazník, který slouží ke zjištění tvého názoru na výuku metodou CLIL. Svě odpovědi označ pomocí ✓. Děkuji za spolupráci.

1. Považuješ svou zkušenost s výukou metodou CLIL (učení předmětu v jiném než v mateřském jazyce) za:

Velmi užitečnou Užitečnou Málo užitečnou Zbytečnou

2. Ve kterých z těchto situací jsi použil/a při komunikaci v hodině angličtinu a jak často?

| | Vždy | Často | Někdy | Nikdy |
|--|------|-------|-------------------------------------|-------------------------------------|
| Anglicky jsem mluvil/a k celé třídě (např. prezentace) | | | <input checked="" type="checkbox"/> | |
| Diskutoval/a jsem v anglickém jazyce | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mluvil/a jsem anglicky s učitelem | | | <input checked="" type="checkbox"/> | |
| Mluvil/a anglicky se spolužáky | | | | <input checked="" type="checkbox"/> |
| Mluvil/a jsem anglicky při skupinové práci | | | | <input checked="" type="checkbox"/> |

3. Jak příjemně jsi se cítil/a v následujících situacích?

| | Velmi příjemně | Příjemně | Ne úplně příjemně | Nepříjemně |
|--|----------------|-------------------------------------|-------------------------------------|------------|
| Mluvil/a jsem anglicky k celé třídě (např. prezentace) | | | <input checked="" type="checkbox"/> | |
| Diskutoval/a jsem v anglickém jazyce | | <input checked="" type="checkbox"/> | | |
| Mluvil/a jsem anglicky s učitelem | | | <input checked="" type="checkbox"/> | |
| Mluvil/a jsem anglicky se spolužáky | | <input checked="" type="checkbox"/> | | |
| Mluvil/a jsem anglicky při skupinové práci | | <input checked="" type="checkbox"/> | | |

4. Které z následujících metod ve výuce CLIL ti pomohly v učení, a považuješ je tedy za užitečné?

| | Užitečné | Docela užitečné | Ne příliš užitečné | Zbytečné |
|--|-------------------------------------|-------------------------------------|--------------------|----------|
| Poslouchání výkladu učitele | <input checked="" type="checkbox"/> | | | |
| Odpovídání na otázky učitele | <input checked="" type="checkbox"/> | | | |
| Práce se spolužákem/y | | <input checked="" type="checkbox"/> | | |
| Používání příkladů uvedených učitelem např. příklady funkcí rodin | | <input checked="" type="checkbox"/> | | |
| Ústní opakování toho, co jsme se učili – na začátku nebo na konci hodiny | <input checked="" type="checkbox"/> | | | |
| Používání obrázků, grafů v učitelově prezentaci | <input checked="" type="checkbox"/> | | | |
| Hraní her | <input checked="" type="checkbox"/> | | | |
| Práce na prezentaci o mezinárodní svatbě | <input checked="" type="checkbox"/> | | | |

5. Když si mluvil/a v angličtině během výuky CLIL, co jsi považoval za důležité

| | Velmi důležité | Důležité | Částečně důležité | Zbytečné |
|---|-------------------------------------|-------------------------------------|-------------------------------------|----------|
| Správnou výslovnost | | <input checked="" type="checkbox"/> | | |
| Zkusit vyjádřit myšlenku, i když nepřesně | <input checked="" type="checkbox"/> | | | |
| Znalost slovíček | | <input checked="" type="checkbox"/> | | |
| Znalosti o tématu rodina | | | <input checked="" type="checkbox"/> | |
| Správnost gramatiky | | | <input checked="" type="checkbox"/> | |
| Mluvit tak, aby mi ostatní rozuměli | <input checked="" type="checkbox"/> | | | |

6. Pomohla ti výuka občanské výchovy metodou CLIL zlepšit tvou schopnost komunikace v cizím jazyce?

Hodně Dost Trochu Vůbec

7. Jak hodnotíš svou schopnost naučit se učivo občanské výchovy v cizím jazyce?

Velmi kladně Kladně Částečně pozitivně Negativně

8. Jaké problémy jsi během výuky měl/a?

| | Vždycky / velmi často | Často | Někdy | Málokdy / nikdy |
|---|-----------------------|-------------------------------------|-------------------------------------|-----------------|
| Jazyk ve výuce byl nesrozumitelný | | | <input checked="" type="checkbox"/> | |
| Učitelovy otázky a vysvětlení byly nesrozumitelné | | <input checked="" type="checkbox"/> | | |
| Nelíbilo se mi téma výuky | | | <input checked="" type="checkbox"/> | |
| Tempo výuky bylo příliš vysoké | | | <input checked="" type="checkbox"/> | |
| Nelíbilo se mi jak bylo učivo prezentováno | | | <input checked="" type="checkbox"/> | |

Jiné: _____

9. Označ nástroje/metody používané učitelem, které ti pomohly při učení?

- Audio/video (prezentace, obrázky, grafy, plakátky, video...)
- Praktické příklady (jak je to v mojí nebo jiné rodině)
- Ústní opakování pojmů na začátku nebo konci hodiny
- Skupinová práce, práce na projektu

Jiné: _____

10. Jak ti vyhovovala práce učitele?

| | Vždy | Často | Někdy | Nikdy |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| Učitel jasně vysvětlil cíl hodiny | <input checked="" type="checkbox"/> | | | |
| Učitel jasně vysvětlil aktivity v hodině | | <input checked="" type="checkbox"/> | | |
| Učitel přizpůsobil tempo výuky svým schopnostem | | | <input checked="" type="checkbox"/> | |
| Učitel shrnul dosavadní znalosti na začátku nebo na konci hodiny | <input checked="" type="checkbox"/> | | | |
| Učitele hodina bavila | <input checked="" type="checkbox"/> | | | |

11. Jak byla tvá práce a výsledky tvé práce hodnoceny?

| | Vždy | Často | Někdy | Nikdy |
|---|------|-------------------------------------|-------------------------------------|-------------------------------------|
| Mou práci hodnotil učitel | | | <input checked="" type="checkbox"/> | |
| Mou práci hodnotili spolužáci | | | | <input checked="" type="checkbox"/> |
| Svou práci jsem si hodnotil sám/a | | <input checked="" type="checkbox"/> | | |
| Byl/a jsem hodnocen/a za to co jsme probírali v hodinách | | <input checked="" type="checkbox"/> | | |
| Byl jsem seznámen/a s výsledkem hodnocení a s důvody pro toto hodnocení | | | <input checked="" type="checkbox"/> | |

12. Myslíš, že výuka Občanské výchovy metodou CLIL byla pro tebe užitečná?

- Velmi užitečná Užitečná Částečně užitečná Zbytečná

Proč? _____

Protože v živé potřebě budu pracovat AJ

13. Líbila se ti tato zkušenost?

- Ano Ne

Proč? _____

Bavilo mě to

14. Chtěl/a by ses v budoucnu účastnit dalšího vyučování metodou CLIL?

- Ano Ne

Proč? _____

chtěl se zlepšit v AJ

15. Chceš se dále zdokonalovat v komunikaci v cizím jazyce?

- Ano Ne

Proč? _____

Chci umět dobře AJ

Appendix 14

Questionnaire – Observing teachers’ opinion on CLIL - completed

Evaluační dotazník pro učitele – výuka Občanské výchovy metodou CLIL

Datum: 6. 11. 2018
 Jméno: Mgr. Jitka HEGALOVÁ
 Aprobace: ČJ-0V

Zaznačte na ose 0-5, jak výuka odráží jednotlivá kritéria. 0 = téměř se nevyskytuje, 5 = vyskytuje se v hojné míře.

| Kritéria | Hodnocení |
|---|--|
| Kooperativní, přátelská a nestresující atmosféra ve třídě | 0 1 2 3 4 <u>5</u> Poznámka: děti se zapojily, ve třídě se rozgovářely, skupička se klátila |
| Učitel mluví jasně a srozumitelně | 0 1 2 3 4 <u>5</u> Poznámka: vyřazuje znalost jazyka katedrám |
| Jazyk je přizpůsoben úrovni a potřebám studentů | 0 1 2 3 4 5 Poznámka: reakce dětí různá (kdo měl slovní zásobu, zapojoval se celkem), kdo nemá – neudržel po celou dobu pozorovat |
| Obsah je zprostředkován tak, že je pro studenty smysluplný, užitečný a blízký. | 0 1 2 3 <u>4</u> 5 Poznámka: (stejně jako v předchozím) |
| Výuka je zaměřena na studenty, tj. Podporuje jejich aktivní účast při objevování obsahu a kritické myšlení | 0 1 2 3 4 5 Poznámka: |
| Využití různých forem interakce ve výuce (párová práce, skupinová práce, samostatná práce, práce v centrech aktivit...) | 0 1 2 3 4 5 Poznámka: |
| Využití různých metod práce (prezentace, brainstorming, práce s textem, práce s grafickým a obrazovým materiálem, vyhodnocování dat, projektová práce...) | 0 1 2 3 <u>4</u> 5 Poznámka: |
| Jasně vymezené dosažitelné obsahové a jazykové cíle, srozumitelné pro studenty. | 0 1 2 3 4 <u>5</u> Poznámka: |
| Postup od známého k novému. | 0 1 2 3 4 <u>5</u> Poznámka: celková připravenost |
| Využití vhodných materiálů. | 0 1 2 3 4 <u>5</u> Poznámka: |

Postřehy
 Návrhy na zlepšení: Děkuji paní učitelce, že jsem se mohla seznámit s metodou CLIL. Myslela jsem si, že tato metoda není pro začátek (tak jako jsem neustále kolektivně učila) – třeba v hodině, ale na druhé straně třeba se speciálně oddělovat u potřebám. Než se ji pella

časová náročnost na přípravu hodin.
Je nutné v rámci spolupráce s učiteli musela být
drožbažná učebnice.

Appendix 15

CLIL presentation (CD)