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HLAVNÍ PŘEKÁŽKY PŘI ZAVÁDĚNÍ METODY CLIL DO VÝUKY NA DRUHÉM STUPNI ZÁKLADNÍ ŠKOLY V ČESKÉ REPUBLICE

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Thesis

THE MAIN DIFFICULTIES IN APPLYING CLIL METHOD ON TEACHING IN UPPER ELEMENTARY SCHOOL IN THE CZECH REPUBLIC

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Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*

(k vyzvednutí u sekretářky KAN)

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Tereza Hnátková

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ABSTRACT

Hnátková, Tereza, University of West Bohemia, Faculty of Education, April 2013, The main difficulties in applying CLIL method on teaching in Upper elementary school in the Czech Republic.
Supervisor: Mgr. Danuše Hurtová

In my final work I deal with the main obstacles in applying and using Content and Language Integrated Learning method (CLIL) throughout the practice of teaching and learning in upper elementary school ZŠ Kozinova, Prague. The final work is divided into two parts - theoretical and practical (experiment).

The first part introduces CLIL methodology with the impact it has in the Czech Republic. The implications of this new method are then pictured from the learner's as well as teacher's perspective.

In the practical part, my aim was to apply CLIL method on teaching Geography in three different classes, each of a different grade, and identify the main obstacles I perceived when implementing the method. At the same time I tried to validate whether it is feasible to cover the given amount of curriculum stated by the school educational program. Moreover I attempt to prove whether with CLIL method, pupils are able to attain the required knowledge which I tested at the end of my CLIL teachings. The second part of my experiment was to find out how pupils perceived the change of teaching method and what did they think about it.

Finally, my findings were summarized and compared with the regular teaching practice of Geography lessons using Czech language in that particular school.

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1. INTRODUCTION

In the modern world the emphasis on communication in another language, besides the native language, is becoming a standard and the educational system is pushed to match these needs. People are no longer required to use the language only during their holidays abroad but are increasingly forced to integrate foreign languages, especially English, in their work career or, in general terms, everyday contact with the world. The fully bilingual educational system is not possible for all students and thus a new methodological approach, CLIL, has been developed to cater for all students to participate in foreign language communication apart from traditional language learning classes.

In the theoretical part, my thesis introduces and outlines this new methodology. It also brings together the major attempts to introduce this new method in school in the Czech Republic. Furthermore, new competences of CLIL teachers are described as well as the shift of testing and assessing method used.

The research part focuses on question how pupils perceive the new method and whether the teacher can cover the same amount of content if applying CLIL method. My experiment is based on carrying out and applying CLIL methodology on Geography lessons in three different classes, each of a different grade, in upper elementary school in Prague, ZŠ Kozinova. These lessons are described in class preparation sheet in Appendices together with the assessment tools I used. Furthermore, a questionnaire for pupils is presented and their answers analyzed.

The final chapter summarizes the main points of my mater thesis with its implication for CLIL teachers. I introduce my own opinion on the subject and present recommendations I gathered from my CLIL teaching experience.

2. THEORETICAL BACKGROUND

The theoretical part introduces CLIL method in general, pointing out the main items necessary for implementing lesson using this methodology. The chapter is divided into sections closely related to CLIL, its emergence and the key factors of its proliferation in the Czech Republic. It also describes the implications it has on students as well as on the teachers.

About CLIL

Definition of CLIL

The aim of my thesis is to find out whether pupils who are undergoing teaching that incorporates CLIL methodology are able to learn the same amount of subject content as stated in the curriculum. Whether it is not too difficult for teachers to proceed in content plan, stated in school educational programmes, in case of pupils´ problems with language structure. Further I focused on the resource availability. The last part of my experiment was to gather findings about pupils´ perception of implementing CLIL methodology into the teaching of geography classes.

The term Content and Language Integrated Learning (CLIL) is quite new and was used in 1994 for the first time by David Marsh from the University of Jyväskylä. It has been developed in Europe and is oriented toward this region of language diversity where people strive to obtain the language knowledge in order to ensure their living. Because of this fact and with the knowledge of the high importance of education, the European Commission embraced a document called The White Paper - teaching and learning, towards the learning society in 1995.

It supports the development of three European languages for all European citizens.

Furthermore, European Union adopted another action plan in 2003 which states:

*„It can provide effective opportunities for pupils to use their new language skills **now**, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings."*

It is a method of education that incorporates both, content and linguistics into one lesson plan where language is taken as a communication tool in the class. Although it is perceived as all innovative and modern, the method itself is very old. People of ancient Rome already had their children educated in Greek (Ball, 2012).

As stated above, CLIL is an approach to teaching the content of curricular subjects through the medium of a non-native language (Cambridge ESOL, 2011). The aim of this method is for learners to benefit of the integration where apart from the new content they learn the language and these two parts are synergistically linked together. Further, according to Coyle (1999), successful CLIL teaching should embrace 4 Cs elements associated with this method – Content, Communication, Cognition and Culture. All these elements are to be included in CLIL lesson in order to achieve its benefits.

CLIL in the Czech Republic

The Czech Republic reacted to the language support of European Union by outlining the National plan for foreign language learning for years 2005 and 2008. This document has influenced the content of Framework educational programmes (FEPs) which defines the educational goals and key competencies for achieving it. Based on FEP, school are eligible to prepare their own school educational programmes (SEPs). These changes are welcomed as there is an ongoing trend to change the way the education is carried out in the Czech Republic. On the side of school subjects, they are disintegrated in the curriculum, as far as language learning is concerned, the need for a change of the obsolete methods is conclusive. According to Hánková (2009) today's Czech teachers are focused on the subject content and the students' participation in teaching is limited.

In terms of legislation, the implementation of CLIL is fully under the authority of the head of school and s/he is free to take advantage of this method and apply it in the school if the teachers' abilities allow doing so. The headmaster must state the usage of CLIL in their SEP and make sure the results meet the expected educational goals. At the same time he or she has to stick to the number of subject and language lessons required in curriculum and stated in the FEP and must not exceed the maximum of lesson allocation on a week (MŠMT, 2009). However as the research (Hanušová, Vojtková) found out many teachers in the Czech Republic are worried about their competencies and thus are hesitant to start incorporating CLIL methodology in their teaching practice. Due to that fact, only six percent of schools incorporated CLIL method in their teaching in 2008 (MŠMT)

According to Hanušová´s (2011) research, the support of the school management is crucial for implementing long-term changes towards CLIL method in Czech schools.

Actions taken to change such course started in 2010 and comprise of project called Národní project CLIL presented by the European social fund (ESF). This project was running until May 31, 2011 and focused on methodical education and increased awareness of CLIL for teachers. It was administered by Národní institut dalšího vzdělávaní (NIDV), Výzkumný ústav pedagogický (VÚP) and Asociací metodiků anglického jazyka (AMATE). The central outcome of the project was for teachers to participate in creating of methodical documents which were then presented on CD.

Another project, financed by EU and the national budget took place between November 1, 2009 and March 3, 2012 was directed on Vysočina region. It was called *Výuka angličtiny napříč předměty na ZŠ, G a SOŠ kraje Vysočina.* Similarly as with the first project it focused on education and support of content and language teachers in order to promote CLIL awareness.However, after the first year of the project completion it is clear that no school has decided to incorporate CLIL method in their SEP.

CLIL Philosophy

CLIL Methodology

The foremost indicator of CLIL method is the focus on learner. CLIL teachers are convinced that it is not possible to successfully transfer the knowledge through the transmissive approach in teaching. They desire is to communicate with learners in two ways directions using different inductive approaches and leaving more responsibility on learners. Less emphasis is put on a language form and accuracy and teachers try to reduce their intervention to the minimum. The aim is to promote fluency. In order to comply with this requirement and further increase learner's lexicon phrases and vocabulary it is important to provide enough exposure to language input. Moreover, students are supported to be proactive as it is more rewarding for the learners to reveal the knowledge themselves through discovery and practice and then connect the already obtained knowledge with the new one lectured by the teacher in order to clarify and integrate it. Such is called Task based learning approach. As Scrivener points out, this approach tries to omit the pure forwarding of knowledge from the teacher towards the learners, focusing on language form, but is rather a proactive approach where learners are to employ diverse cognitive methods in order to solve the meaningful task

which is central to the learning process (Scrivener). As a result, learners are motivated toward the learning. Another lesson procedure by which CLIL was inspired is presented by (Harmer, p. 66) and called Engage, Study and Activate (ESA). It is based on primarily emotional engagement of learners to the topic which ensures more effective learning. After detecting the possible problems, they are, later, studied and practised.

In relation to the subject content, the aim of CLIL method is not bare achievement of particular subject syllabus objectives but it focuses on developing a cultivating pupil's thinking skills. According to Anderson (2001) the revised Bloom's taxonomy of our thinking skills includes knowledge and comprehension. CLIL method strives for higher order thinking skills such as analysis, evaluating and finally creating outcomes.
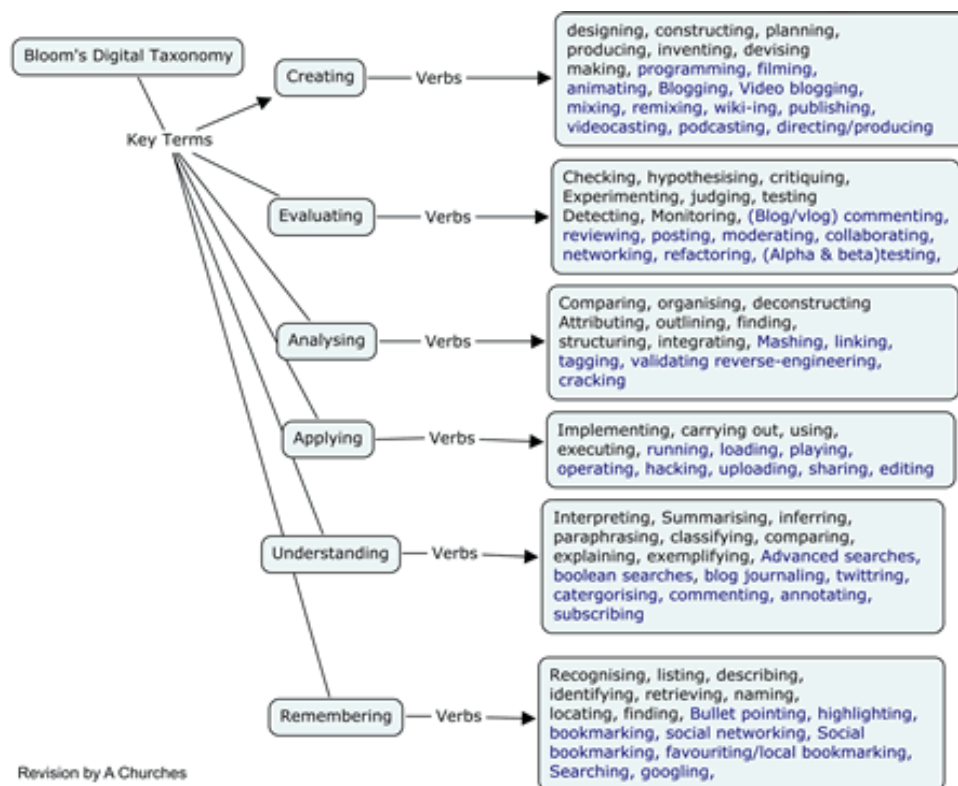
Source: L. W. Anderson

On the basis of the above argument, Novotná states that learners are active during the CLIL lessons and are constantly being supported for communication and cooperation. Teachers use different organizational forms and nonverbal communication strategies. (Novotná a kol., 2010)

Despite of the above mentioned assumptions, I was, however, unable to find clear descriptions of a CLIL methodology. Due to such reason, teachers might not know exactly what CLIL teachers really should be and consequently might experience a crisis of identity. I will look at this issue later in my work.

Language in CLIL

It is important not to mistake CLIL with bilingual method of teaching.

As a language teacher I am particularly interested in processes how learners acquire the foreign, second, language (L2) and whether CLIL method is a way which can be sometimes utilized in predominantly language teaching.

While in bilingual teaching approaches the main focus is on the content being communicated primarily in foreign language and therefore a certain degree of the learners´ language fluency is expected, the CLIL's aim is evenly put on the language and subject content (Baladová, 2007). The language competencies are developed in real life situations. Based on the Krashen's (1981) language acquisition theory, the authentic communication facilitates better language acquisition as the unconscious learning, supported by comprehensible input, is more effective and permanent. Others state that the application of CLIL is not only a bare language translation but it leads to different cognitive processes (Hofmanová a kol., 2008, p.15). In that way, the learners are acquiring the language similarly to the way they learnt their native language. They are exposed to it, not deliberately learning it. The advantage of it is that they learn to think in L2. „The usage of L2 requires a different, deeper cognition and thus leads towards the improved language as well as the non-language adoption. "

Based on the mention theories, CLIL does not only have an effect on how do learners in their minds create names and terms on one subject or activity in two different languages but it also effects the way they comprehend.

Nonetheless, CLIL is not a language teaching either. While the language teaching focuses mainly on practicing the four macro skills, receptive listening and reading and productive speaking and writing, the CLIL teacher is not primarily seeking activities in order to develop and advance language competences. These macro skills are just a tool for attaining new information about the given subject. The L2 is naturally generated by the need for communication about and practicing the subject's content matters. Thereat, CLIL exploits the

Task based learning approach, one of the learner-centred language teaching methods I have previously mentioned in the CLIL methodology chapter.

The role of L2 in CLIL

Since the language is an instrument for the teaching, the learner's level of English must be taken into consideration. At CLIL lessons the learners are, ideally, being exposed to the language to the degree they can comprehend. For this reason a native language (L1) is a natural part of every CLIL lesson. Where the learner's ability to use a foreign language is limited, more native language is used and only occasional language showers are implemented to introduce the L2. The teaching is eligible to be called CLIL if at least five percent of the communication is done in L2 (Hanušová, 2011).

With respect to the learners' language development, the teacher should clearly state the language objectives at the beginning of the lesson. They can be as general as the ability to communicate effectively or can be aimed to practice specific language forms such as past tense.

As one of the aims of my thesis is to prove whether it is possible to attain the same amount of content objectives together with teaching L2, it is important to emphasize that researchers from Cambridge University (ESOL 2011) suggest to divide the language used in CLIL classes into content obligatory where every subject has its own set of words or grammar structure used especially when talked about. Therefore, it is the subject contents what determines the language objectives. The Second sort of language used in CLIL classes is content compatible one which is not specific only to the particular subject but can be learned at regular language classes. (ESOL, 2011)

Once the learners master the content compatible language to a certain degree, it helps them in any subject taught in CLIL. As I point out later in my research part, learners of the upper elementary school realize it and they perceive the usage of L2 in different subject as a chance to improve their overall ability to speak in L2, not only for the purpose of the certain subject.

Content versus Language objectives

It is a daunting task to start for the teacher to start using CLIL method in one of his or her subject. As Hofmannová a kol. (2008) suggest, it is recommended to use CLIL in only one of the subject at the beginning to allow students to get used to it.

There is a simple rule at CLIL: the demand is to be increased in one area only. This means that a teacher focusing on content should not introduce new language structure at the same time. S/he should leave it for later summarising when the learners are already confident at the content knowledge.

Hanušová (2011) suggests that there are 3 options of implementing CLIL method:

1/ The main part of the class is in L1. L2 teaching is focused on corresponding vocabulary – recommended for lower grammar school.

2/ The main communication in class is in L1. Learners search for information in L2 texts but formulate their findings in L1.

3/ Communication in class is mainly in L2. In occurrence of grammar or vocabulary problems, the L1 is used.

Furthermore, CLIL is also open towards and welcomes any kind of non-verbal communication.

The usage of L1

As presented above, the use of L1 is recognized as a legitimate tool in case when learners are struggling to express themselves in L2. Moving from L1 to L2 is known as code switching. This bilingual strategy helps the classroom communication to be as fluent as possible.
 It is then up to the teacher to amend and support the learner's language structure for the future use. Some might suggest that the usage of L1 hinders the L2 acquisition. However, one of the first and main advocates of mother tongue use in the communicative classroom has been David Atkinson (1987). He states that: "Using the L1 in the classroom is part of natural practice, a classroom resource and a time-efficient strategy promoted by many teachers" (Atkinson, 1987).

Planning

Planning is an important part of lesson for pupils as well as for teachers.

Planning must produce lessons that enable students to make connections between their own knowledge and experience and the new information being taught (Rumelhart, 1994). By activating the prior knowledge at the start of the lesson, teachers motivate pupils towards

further learning. Bridging the understanding, a part of the effective planning, enables teachers to take their pupils from where they are and leads them to a higher level of understanding.

Such planning applies on both, content and language aspect of teaching. The teacher must be aware of pupils' level of L2 and approach them with understandable, comprehensible, input as well as their level of content knowledge and attend to their need for further expansion.

In face of the complexity of CLIL method; special teaching assistance is needed for students to facilitate the proper course and advancement in the lesson. One of the ways the teachers can help is through the technique called scaffolding. As Lev Vygotsky believed "learning is assisted performance". Implementing scaffolding, teachers provide "supportive framework for the construction of knowledge" (Harmer, 2007) or "possible elements of conversation…echo the meaning…give correct pronunciation" (Scrivener, 2011).

Although teachers aspire to include all aspects of CLIL methodology in their teaching, some pupils might perceive the usage of second language as a threat or a kind of cultural restriction. This effect might arise from the lack of subject or language competencies. If such happens pupils are not likely to benefit from the usage of another language and acquire its proficiency nor are they to improve in subject content. On contrary, if the L2 is perceived as prestigious and valuable the pupils tend to display enhanced results in both, the language and content aspect.

It is important to remember that however fundamental is the language side in CLIL teaching, it is interesting to notice that the term content is the first word in CLIL title. It is due to the fact that curriculum content leads language learning (ESOL 2011).

Although I have previously mentioned that CLIL is a method of diversion from the teacher-centred approach, the role of a teacher is yet very important. S/he should facilitate in providing adequate resource and instruments in order to create the relation between the subject and the language. Teachers should bear in mind that "for every academic topic, certain language is essential for understanding and talking about the material" (Snow, Met and Genesee, 1989).

Competences of CLIL Teachers

It has been mentioned in the text that the role of teacher is crucial in attempt to apply CLIL methodology in teaching. Therefore, the teacher training is a crucial part of introducing and implementing this method. What kind of teachers should CLIL teachers be?

According to Novotná a Hofmannová (2002) there are free basic CLIL teachers' qualifications:

- L2 native speakers who have been educated in the subject's content.
- Subject content teachers without any L2 education who are capable to use it to some degree. The language level requirements are not specified, enabling simply anybody confident in L2 to participate.
- Language teachers without any subject content education.

A certain advantages for teachers who are involved in CLIL methodology have been pointed out. They include the language development, increasing proficiency and benefit from making contacts with other teachers from different schools which accommodates the demand for new teaching materials. Assembling materials is an integrated way to create personalized and effective CLIL lessons.

The absence of adequate resources is one of the mostly mentioned difficulties among CLIL teachers (Kelly, 2010). The major publishers haven't really produced many books for CLIL teaching and thus teachers spend a lot of their time making resources – finding materials on the internet, importing native speaker books that they have to adapt to their learners.

Another burden for teachers is the L2. Not many teachers have the level of language needed. According to Kelly (2010), in some countries there are programs for language development while teachers are already practicing CLIL. The Netherlands is one example of this. Ongoing language development for teachers is essential.

Assessment in CLIL

The mode of assessment determines how the learners perceive the teacher's intentions. It is closely linked with planning; the aims of learning. Just when the teacher is aware of the aims of the lesson and s/he makes them clear to the learners, they are able to strive to attain it. At such, the criteria for assessment are set.
However, assessment in CLIL method causes a great amount of uncertainty. Teachers are not sure whether to asses content and language separately or whether to assess them together. Another issue is in what language do we assess at? Or what tools can be used for assessment? Short in her article (1993) states that teachers must distinguish between the students´ language and content knowledge and decide if one is interfering with the demonstration of the other. Assessment is closely related to the overall language understanding. Because the language is

assessed for a real purpose and in an authentic context, one of the problem teachers might face is to judge and distinguish between how much learners know or have understood the definition but are not capable of expressing themselves and whether the learner simple do not know the content information. Communicating back to the teacher is difficult due to limited language competences. On the other hand some learners might try to overshadow their lack of knowledge by simulation of language inadequacy and teachers must be aware of this feature.

Assessment and the use of academic language in L2

It is the academic language what is viewed by students as one of the most daunting task to master in terms of language development. As Dalton-Puffer (2008) suggests, Academic language is a subject specific language which has low frequency of use in everyday informal interaction. For this reason it impedes the cognitive demand. As mentioned above it is, therefore, possible that learners are able to carry out the task but their language ability is not to the level to implement it or to conceive the answer. This discrepancy leads to a question of in what manner teachers should assess the language and content part of learning. As stated above CLIL methodology makes it clear that understanding the content of the subject is central to this method. Therefore, with the clear objectives, content skills are to be assessed first. It should be done in basic language which has been practiced in class. Afterwards the language is incorporated into assessing in some form. However, teachers should bear in mind that it is different and therefore more difficult for students to learn content in L2 due to the attention paid to language in the first case. It is important for the teacher to continually check on the learners´ understanding for the topic. The use of scaffolding should not be viewed as some kind of a cheating. Scaffolding is a legitimate tool for supporting learning in CLIL led lessons. It supports the lack of language knowledge and with the ongoing monitoring of students performance it can be subsequently eroded leading towards assessment without support. Further, at foreign languages the concept of language as discourse usually differs. Based on the previous statement, the integration of content and language should be taken into account when assessing and evaluating in CLIL classes.

Summative versus formative assessment

There is a clear difference between the form the assessment is being executed. One method, the summative assessment judges the capabilities of the learner at that point of time and it is usually done for the purpose of giving information about student's capabilities to another party, school management or learner's parents (Harmer, p. 379). It involves formal

setting and is often done as an end of the year test to produce final results. However, Dweck (1986) argued that summative assessment demotivates students. As this kind of assessment is widely recognized and respected, CLIL method must incorporate some kind of summative assessment in its assessing criteria in order to be perceived as mainstream educational method.

Opposed to summative assessment, formative assessment is more complex. It is recommended to be an integral part of every lesson whenever interacting with learners the teacher should give them instant feedback on their performance. It can change the lesson planning and practice and thus has an instant impact on learner's, as well as teacher's, next step. Formative assessment was advocated at first by M. Scriven in 1967 and Bloom in 1968 (Stiggins, 2005). Researchers believe that formative assessment has the power to actively support better summative outcomes. Another advocate of formative assessment is Zangl (2000) who points out that teachers should assess the learner's proficiency with in a multi-component framework, comprising not only domain-/structure-specific items, but also the use of language within the social context of the classroom.

The ongoing research of assessment (Black and Wiliam, 1998) led toward developing the term Assessment for Learning (AfL) in 2002 which aim is to demonstrate desirable processes in the lesson plans. These processes include sharing of the learning intentions which means stating of the lesson objectives to be clear for teacher and students. Another aim is the use of success criteria meaning that students are aware of task content and the outcomes of it. Further aim on the list is the involvement of learners in self- and peer- assessment. The last key feature of the AfL document is the importance of feedback which should be sensitive to learner's self-esteem and should positively impact student's motivation towards the subject. Especially where comprehension might be difficult at the start it is important for teachers not to forget to enhance students' self-confidence about what they can do in the foreign language rather than focus on the mistake. Students should learn to take an advantage of a mistake and use it as a mean of self-improvement.

It might be argued that learners should not be expected to learn the same amount of content as if taught in L1.Generally speaking, the same content objectives should be used to assess the achievement of second language and native speakers alike - lower standards of achievement should not be established for second language speakers (Genesee and Upshur, 1996, p.47).
I will look at this issue later in my research.

One of the areas of assessment is testing. The effect of testing on teaching and learning

is known as backwash. As Hughes points out, it can be harmful or beneficial. (Hughes p.1) CLIL method strives for positive backwash effect. CLIL pupils learn to focus their attention on a particular item that the teacher is oriented towards. In that way they subsequently learn what they are assessed on and can aim their strength towards the same goal as their teachers. For the students to trust the test, it should be accurate, reliable and related to the topic of content they have been learning.

The last ambiguity in assessing during CLIL classes is who assesses. Apart from the traditional teacher's role in assessment it is recommended for it to be collaborative. Such assessment takes place when the teacher presents the work of one anonymous learner and the others are assessing without knowing the author.

Overall, assessment should be well planned and the criteria which are going to be assessed are known to the teacher as well as students before commencing the lesson. Additionally, they should be expressed in a friendly manner with the awareness of cognitive complexity.

In this chapter I have introduced the main characteristics of CLIL methodology with general implication for teaching practices in schools. I focused on its integration into teaching in the Czech Republic. I have also outlined the possible ambiguities when implementing CLIL methodology. In the practical part of my thesis I aimed to obtain practical experience of this method and evaluate it from the perspective of a teacher as well as from pupil's side. I focused on a question whether it is possible to cover the required amount of content in the subject taught in CLIL compared with teaching in L1. Further, my experiment demonstrates how much preparation time the teacher needs to carry out CLIL teaching for the first time and the availability of resources and materials for implementing geography classes in upper elementary school.

3. RESEARCH METHODOLOGY

With regard to the topic of my work I selected to use two research tools; Experiment and Questionnaire. At the beginning of my practical part I opted for experimental research. I taught one Geography topic in three different classes in upper elementary school, each class with a topic relevant to their school educational programme. I integrated CLIL methodology throughout the whole teaching block. At the end of each teaching block a class was presented with final written test in order to gain findings about pupils´ improvement in the topic. Later, the pupils were presented questionnaires to specify their opinion about the just passed experience of CLIL teaching. This chapter covers detailed description of the experiment in terms of topics, pupils' capabilities and time allowance I was given as well as analysis of questionnaires. All my lesson plans for each lesson together with tests and questionnaires are attached in the appendices.

Experiment

I decided to carry out a five weeks experiment of teaching Geography lessons incorporating CLIL methodology. I chose three different classes, each of a different grade. I implemented this experiment from January 28 to February 8, 2013.

I am an English teacher in every of these classes and thus have a fair knowledge of the level of language proficiency each class, in general terms, possess. Due to this fact I was able to promptly develop a class language adequate to their language level. In every class I decided to teach one block of Geography topic which I elected from the relevant curriculum. I went through the textbooks and other materials the pupils use in their Geography classes and adapted them to be used in CLIL lessons. In order to incorporate adequate English words at the appropriate level, I further adopted other external sources of information, mainly from the Internet. Based on these materials I prepared teaching plans in compliance with CLIL methodology.

Due to the different amount of syllabus for each of my chosen topic I taught two classes for 5 hours each and one class for 10 hours. Altogether, it was twenty lessons of CLIL teaching.

My aim was to prove the fact that CLIL methodology is a sound way in teaching content and language. With respect to subject content, Geography, my intention was to find out whether it is feasible for pupils to obtain the same amount of content knowledge. I tried to prove this fact by presenting pupils with a test at the end of the block (see Appendix 5, 7 and 10). This test

covered the talked about subject theme as well as English comprehension. Outcomes of these tests are presented later in the results and commentaries chapter.

Further, I tried to prove that CLIL methodology is applicable to any grade with always positive effect it leaves on pupils´ language and content learning. In order to obtain relevant data, pupils were given a questionnaire (see Appendix 2 and 3) after I finished the experiment. The gathered data are described and compared in details at the results and commentaries chapter.

Place of Experiment

I decided to execute my experiment at the elementary school in Prague, ZŠ Hostivař.

It is a fairly large suburban school with 450 students. There are approximately 19 pupils in each class. The school has 24 available classrooms of which five have interactive board. There is one multimedia classroom available to any teacher and one Language classroom with specific setting for English language teaching. There is also English library available in where pupils can borrow graded books, magazines to take home or dictionaries to use in class.

The school follows the school educational programme called "Journey towards understanding" which strives to provide pupils with not only the knowledge but also support their competences towards problems solving and communication. The emphasis is on practical learning and overall support of pupils' responsibilities.

Objects of experiment

As mentioned above, I executed the experiment on three different classes, in the 5th, 6th and 8th grade.

In all of these classes pupils are taught English three times a week and their general level of English according to Common European Framework of References for languages flows around A2 to B1, advanced beginners to intermediate. Clearly, the eighth grade pupils are expected to be on higher level of proficiency but the fifth graders are also, with some help, able to attain basic level of communication.

Altogether, I taught 55 pupils in 20 CLIL lessons. There were 24 pupils in 5th grade (age 11), 19 pupils in 6th grade (age 12) and 12 pupils in 8th grade (age 14). I spent 5 lessons each in 5th and 6th grade and 10 lessons in 8th grade.

These pupils started learning English from the first grade with allocation of one lesson per week for the first year moving to two lessons a week in the second year and reaching three English language lessons a week in the third year onwards. They were introduced the language basics through Happy House textbooks followed by Happy Street series. At the upper elementary school pupils work with textbooks from M. Zahálková, Angličtina pro 5., 6., 8. ročník where they have Pupil's book and workbook at disposal.

At this school, English language pupils regularly visit English spoken theatre where plays are adapted for language learners. Pupils also engage themselves in drama playing in English. All this helps in promoting pupils' competencies in English language.

With regards to content subject, geography, pupils start learning basics of Geography in Grade 4 in a subject called Vlastivěda. The subject's name then changes to Zeměpis starting from grade 6. From the fourth grade pupils are introduced facts about the world around them, stating basic rules. Based on the school educational programme, all pupils in the school are allocated two hours a week starting from the fourth grade.

With respect to the experiment, all pupils were informed in advance about the change of a teacher. They also knew we will use English language along with Czech as a mean of communication about Geography. They were assured the level of English will be up to their abilities and as I am their English teacher during language classes, they were not afraid of the change.

The Procedure of experiment

As already mentioned above, the topic I chose for each of the three classes was always relevant to the Geography objectives required by the school educational programme (SEP). Based on the programme I executed lesson plans for each class. For class 1, the 5th grade, it is The Czech Republic, for class 2, the 6th grade, it is Atmosphere and in 8th grade, class 3, I presented topic about Europe. Detailed lesson plans are attached in the Appendices 4, 6 and 8. .

In compliance with SEP the 5th grade pupils were to obtain the basic awareness about their country, the Czech Republic. The aim is to present physical geography of the Czech Republic, cover Czech neighbouring countries and identify the direction of each bordering country. Pupils are introduced the main Czech cities together with Czech traditions which are to be discussed.

In the topic of the 6th grade, Atmosphere, the aim is to provide basic understanding of the presence of such phenomena. The layers of atmosphere are then presented and their effect on our lives and existence on the planet Earth. The pupils are introduced with experiment for experiencing the effect of atmosphere.

The pupils of 8th grade are to obtain an overview about Europe from the perspective of physical and socioeconomic geography. Pupils are to learn the basic knowledge about European surface and its location in the world. Further, the socio-economic aspects of geography are introduced and pupils try to connect capital cities with their countries and get familiar with population data. In addition, pupils acquire knowledge about the existence of European Union, its structure and member countries.

With respect to the resources, I was unable to find relevant materials to any of the three topics which I could use for CLIL teaching. Therefore, I was forced to create them myself. I utilized school textbooks and adapted them for the use in English and internet sources which also needed my amendment. My adapted materials are attached in the lesson plans part of Appendices (see Appendix 4, 6 and 8).

Pupils were assessed throughout every lesson, specifically through authentic assessment. However, for the purpose of this experiment they were presented a test at the end of the teaching block in which they were to prove and manifest the obtained knowledge. For the experiment purposes the test's assessment is based on criteria. The sample test for each class together with assessment criteria is attached in the Appendices 5, 7 and 10. The result and commentaries of each class test are discussed further in this paper.

The entire research was closed up by a questionnaire which I handed out to all pupils who undergone the experiment. This questionnaire is also presented later in this paper.

Questionnaire

At the end of the CLIL lesson block in each class I presented pupils my questionnaire in order to elicit their perception about the just experienced teachings. This questionnaire together with its English translation is attached in Appendix 2 and 3. I decided to use this kind of research tool as it is an effective source of quantifying data from each class concerning pupils´ opinion and emotions about it.

Every class was given the same sheet in order to avoid discrepancy in research data. The goal of my questionnaire was to compile evidence of positive or negative impact CLIL teaching has on learners. Further, my aim was to measure the possible differences in perception about CLIL teaching within different age groups. The questionnaire, enclosed in the appendices, contains the yes or no question with further chance to support their answers.

Objects of questionnaire

As discussed throughout the research part of the text, I executed the experiment on the 5th, 6th and 8th grade classes.

All pupils from these three classes who experienced Geography classes taught by CLIL method were given the questionnaire with clear guideline of how to fill it in. They were then given ample of time to fully express their perception and opinion. Pupils did not have to fill in every question but were supported to utilize the yes or no answers, at least. In order to avoid false answers because of the fear of disagreement the questionnaire was anonymous. Furthermore, to accommodate those who would be hesitant to write their answers in English and to refrain of any misunderstanding, I opted for presenting the questionnaires in the native language, Czech. Both, the Czech and English versions are enclosed in the appendices.

The questionnaire was answered by 53 pupils as two of them were missing that day and for the two following weeks. I decided not to give them the questionnaire after they returned to school as it has been long time since they undergone the CLIL teaching and this fact might affect their answers.

In the third chapter I introduced the research tools I used to gather the desired data. The next chapter presents the results utilizing graphs in order to picture the comparisons. Further I comment on the results and contribute with my own opinion and suggestions.

4. RESULTS AND COMMENTARIES

In this chapter I present the results of my experiment. The gathered data are introduced and then interpreted. I present these results separately for each class and comment on them from the perspective of the teacher who experienced both, the preparative and execution part. I, then, present results of the tests.

Further, I describe the answers of my questionnaire which I used as a tool to obtain the overall perception of those who experienced CLIL methodology. Each question of the questionnaire in presented, compared and discussed individually. The distinctions are characterised in details. I support my findings with graphs.

Experiment

In order to find result to my questions I decided to use experiment as a research tool. This method enabled me to receive an inside to the issue of CLIL methodology. In my research I carried out Geography lessons in upper elementary school in three different classes, each of different grades. The experiment focused on dilemma whether is the CLIL method, applied in upper elementary school, efficient to include the required amount of subject syllabus as stated by the school curriculum. My other question was to find out if the pupils are capable of comprehending the subject content. I decided to prove this fact by presenting them a test and then interpreting the results. Below I present each individual class with my comments on the results. Collective data were analysed and results were put in the graph. At the end I summaries the findings and present my general comments on carrying out the CLIL lessons.

The students´ test analysis

Class 1

The first class I describe is grade 5 with 24 pupils. The topic we covered in 5 lessons was The Czech Republic. Pupils were periodically checked for understanding in authentic assessment. They proved their ability to communicate about the given topic in pair and group work and also had to complete several fill in exercises. As the level of English of these pupils is around A2, advanced beginner, I opted for incorporation of fill in tests and only the second question required answering in complete sentences. It is important to emphasise that the whole test was in English language. It examined their overall understanding of common L2 not concentrating too much on academic language. From the language perspective, the knowledge of only few key words was tested.

**5th grade, 24 pupils
test results**

- mark 1
- mark 2
- mark 3
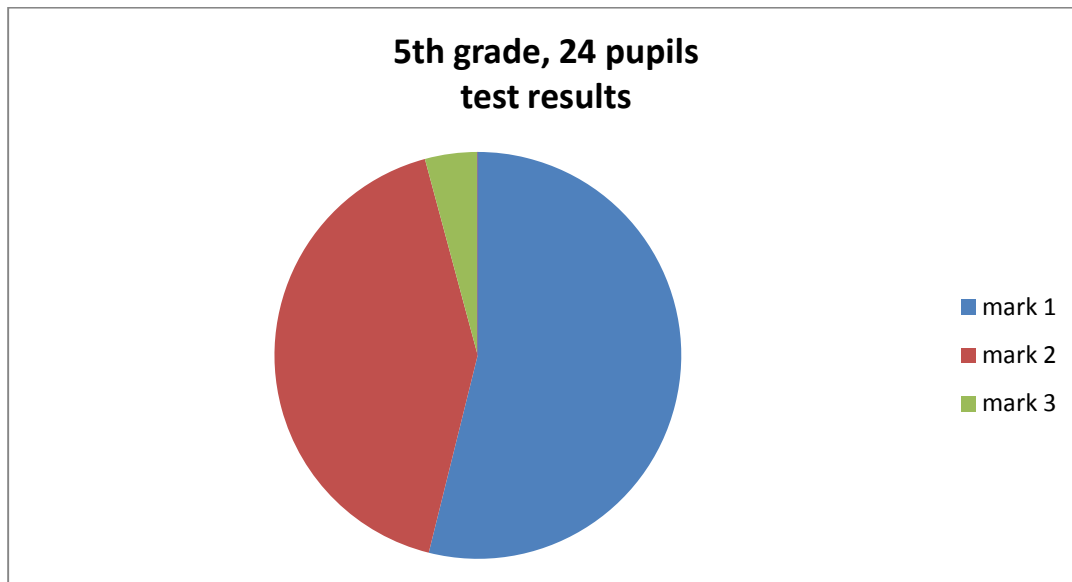
graph 1, test results 5th grade

With regards to question number one of the test 10 pupils (42%) made no mistake, 9 pupils (37,5%) made only one mistake and 5 pupils (20,8%) had two to three wrong answers. In question number two, 18 tests (75%) were correct and only 6 pupils (25%) wrote one or two incorrect answers. The last part of the test was simple map description which 23 pupils (95,8%) managed to do correctly and only 1 student made a minor mistake. In total 13 pupils (54, 2%) obtained mark 1, 10 pupils (41,7%) obtained mark 2 and only 1 pupil (4,2%) obtained mark 3. None of the pupils received mark 4 or 5.

Commentary 1

I was keen to find out whether even the fifth grade pupils are able to employ their language knowledge in the authentic conversation. To my surprise the 5th graders reacted to the change of teaching method with ease and although they were not familiar with most of the key words they were introduced and their level of English is fairly low, they were not worrying about mistakes and used English language naturally. They seemed interested in the topic as they had a chance to talk about places they have personal experience with and speaking in another language served as an entertaining element.

However, by utilization of all scaffolding techniques which was sometimes lengthier than expected, I did not cover the required amount of topic as required by school curriculum. I compromised this fact due to emphasis on pupils´ comprehension of the topic. Nevertheless, due to thoughtful setting of the test, pupils' results were extraordinary. Only a rare misuse of English word or sentence structure in question two appeared. As stated above it is important

to say that the level of geography was compromised with respect to the English language application.

Class 2

The second class which took part in the experiment was of grade 6 with 19 pupils. The topic covered was Atmosphere. As it is quite a difficult topic, pupils were encouraged into thorough evocation part using brainstorming techniques and creating mind maps. Also the wrap up techniques were employed to the great extend.

Similarly to the 5th grade test, I opted for fill in structure as the whole test is in English. Further I added strip up sentences where pupils did not have to engage in eliciting answers but rather connecting the meaningful clauses.

6th grade, 19 pupils test results

- mark 1
- mark 2
- mark 3
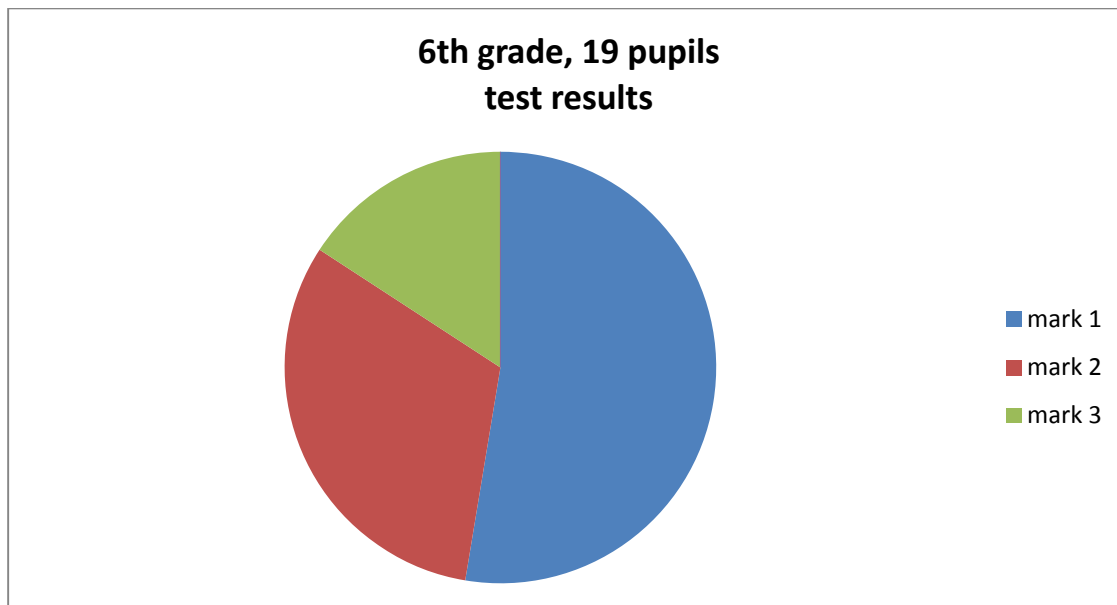
graph 2, test results 6th grade

The results of the test were 47%, nine pupils, without a mistake. None of the test was returned blank or poorly filled. With regards to the first question 16 pupils (84%) succeeded without any mistake. The second question was more demanding. Nine pupils (47,4%) made no mistake, five pupils (26,3%) had one to two mistakes, four pupils (21,1%) had three to four mistakes and only one pupil (5,3%) made more than five mistakes. In total 10 pupils (52,6%) obtained mark 1, 6 pupils (31,6%) obtained mark 2 and 3 pupils (18,8%) obtained mark 3. None of the pupils received mark 4 or 5.

Commentary 2

This is quite difficult topic as it is hard to be imagined. Learners also have to memories many new terms. The Into stage of teaching was important at this topic.

Partly due to the complexity of the topic but I suppose also because of the older age, it seemed more difficult for pupils to engage in communication in L2. They tried to refrain from the speech and especially at the beginning tried not to engage in L2 at all. These tendencies subsided as the teaching block progressed. Probably of these facts I struggled to cover the required amount of subject content and I failed to accomplish my plans in that matter.

Class 3

The last class of my research was grade 8 with 12 pupils. The topic taught in CLIL was Europe.

As the topic we covered was partly rehearsal of knowledge they have already been introduced, pupils seemed to have fair background knowledge. This fact allowed me to build on this knowledge and use it as a bridge toward the new information. I presented number of quizzes. We then moved toward in more detailed topics. Due to this fact I decided to create test that includes many geographical terms and names, mainly in Czech language.
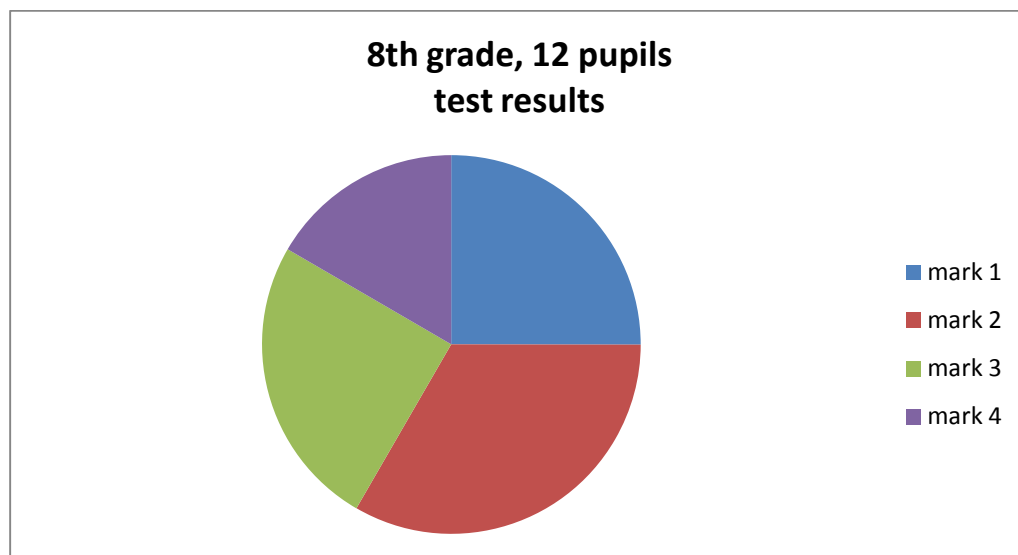
graph 3, test results 8th grade

The results of the test were of the worst in the whole experiment. Two pupils out of 12 (16,7%) scored lower than half of the percentage. Only one student (8,3%) scored 100%. With regards to the first question only three pupils (25%) filled in the correct information. The second question was all in Czech language. Nevertheless, only five pupils (41,7%)

succeeded in the task without making mistake. In total 3 pupils (25%) obtained mark 1, 4 pupils (33,3%) obtained mark 2, 3 pupils (25%) obtained mark 3 and 2 pupils (16.6%) received mark 4. None of the pupils received mark 5.

Commentary 3

The result of the test showed some inadequacy in comprehending the topic but as it was presented in Czech language I think the results are more of consequence of a poor preparation then of employment of foreign language. Teaching in 8th grade was, surprisingly, the most difficult of all. I sensed greater gaps in pupils´ level of English proficiency and thus it was difficult to cater for all the pupils´ needs especially when I was pushed to advance further in the topic by the curriculum. Consequently, some of the weaker pupils were not able to catch up.

Overall summary

My experiment focused on dilemma whether is the application of CLIL method efficient in terms of including the required amount of subject syllabus as stated by the school curriculum. My other question was to find out if pupils are capable of comprehending the subject content when presented partly in foreign language. This experiment comprised of carrying out Geography lesson that incorporated CLIL method.

I found it quite difficult to carry out teaching in CLIL, especially at the beginning of first lesson in each class. Nonetheless I tried, according to the CLIL principles, to change the class tasks regularly to keep pupils engaged. Pupils of every grade seemed to be pleased with the interactive mode of the class. At the end of each lesson I made sure all important features were well understood. One of the most difficult parts was to adopt class language suitable to the learners´ level. Later, however, it was easier as I could build on key words previously presented. My expectations were that the most difficult work will be with the youngest pupils. However, I was surprised to find out that the 5th graders reacted to the change of teaching method with the greatest ease and they had less worries about speaking up and overall communication in English language. Contrary to that older pupils were more aware of their language incompetence and also more sensible to the risk of making mistake and losing a status within the class. It was difficult for them to change from focusing on language to the content of their words. Due to these facts they were most hesitant about using the English language in common communication. They reflected their doubts throughout every lesson but the most at the beginning of CLIL teachings. This uncertainty eroded later in the teaching

block. Therefore I suppose that after broader exposure to CLIL methodology pupils would get familiar to the language switching and the initial reluctance will vanish.

Furthermore, older the pupils were of a greater variance in terms of their English proficiency. While some of them proved a solid knowledge and command of English language, others were struggling with the basics of putting a sentence together. This fact had an impact on the lesson flow as it proceeded. For that reason I found it more difficult to cater for individual needs of every pupil as they get older. Whenever I sensed difficulty I tried to employ many different activities to allow for every pupil to be engaged. Due to that struggle every lesson proceeded in a slow pace and I was unable to cover the curriculum required topic in both 6th and 8th grade.

I my work I do not summarise test results of all three classes together as it is apparent that substantive differences between classes exist. This fact may be due to the age diversity or overall class dynamics. For the reasons stated above I decided not to describe the collective test results in percentage or graph. However, I am competent to claim that all pupils have managed to master the CLIL classes to some extent.

Questionnaire analysis

In order to uncover what pupils think about the CLIL method I utilized their answers to the questionnaire. The same questionnaire was presented to all the pupils after the last class of the CLIL teaching block. In order to keep it simple I opted for five questions, two of which were open questions and three were yes or no ones with an option for extending their answer.

Here I present each and individual question results. The summary of my commentaries is at the end of this chapter.

Question 1 - Did you find the lesson presented in other language interesting?
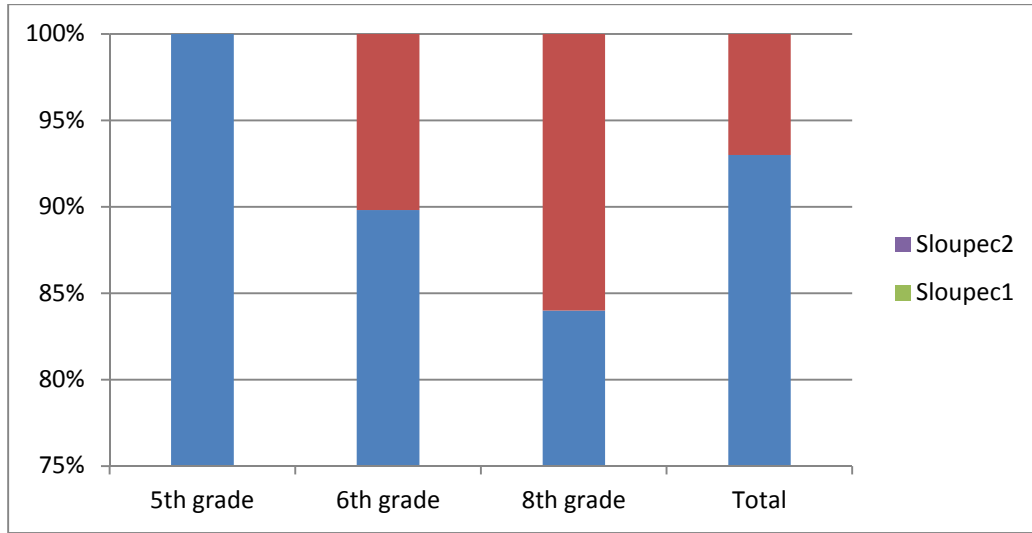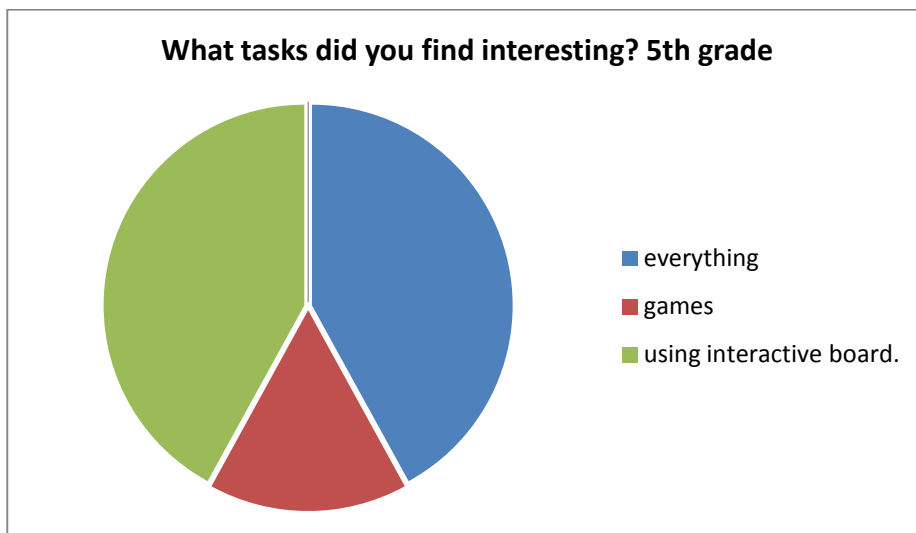
graph 4 , questionnaire, question 1

This yes or no question was a warming question of the questionnaire.

All 24 pupils of 5th grade found CLIL interesting. 2 pupils out of 19 from the 6th grade (11%) did not find CLIL interesting while 17 pupils (89%) did. Finally 2 pupils out of 12 in total in 8th grade (16%) did not find CLIL interesting while 10 of them (84%) did.

Altogether 93% of pupils in three classes found CLIL method interesting and only 7% did not.
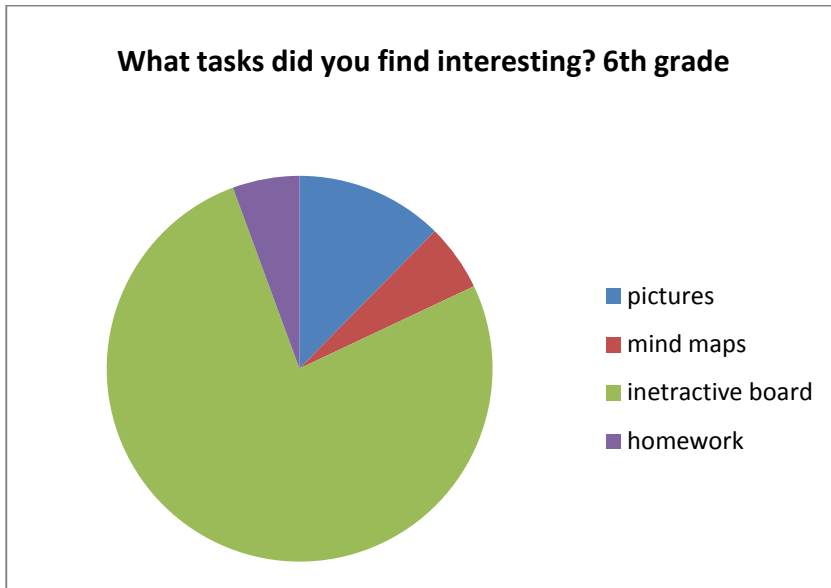
Question 2 - What tasks did you find interesting?

5th grade

graph 5 , questionnaire, question 2; 5th grade

The same number of 5th grade pupils (41,7%) liked to use interactive board and what they called "everything". Four pupils out of 24 (16,7%) liked playing games.
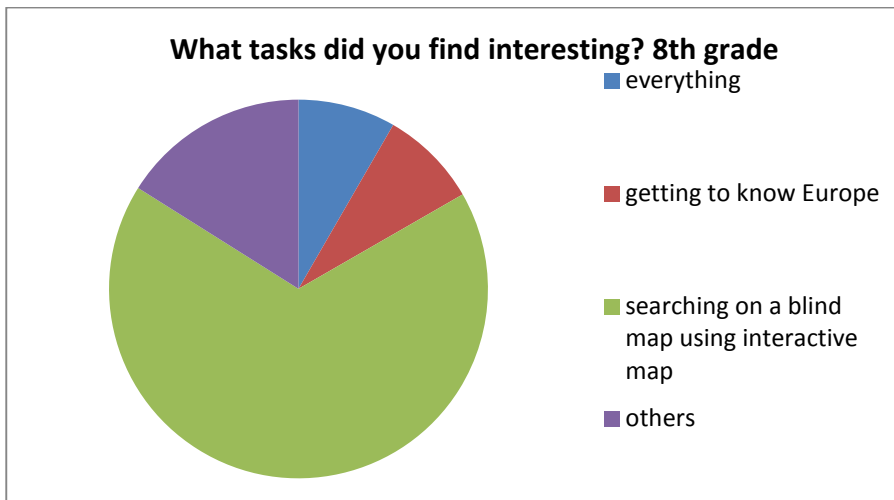
6th grade

graph 6 , questionnaire, question 2; 6th grade

Most of the 6th grade pupils (68%) stated they found interesting the usage of interactive board. 2 pupils (11%) liked pictures and 1 pupil (5%) liked mind maps and homework.

8th grade

graph 7 , questionnaire, question 2; 8th grade

Most pupils, eight (66,7%), from the 8th grade liked searching and finding cities on a blind map of Europe. This task was part of every class using interactive board. One pupil (8,3%) stated he liked everything and one pupil (8,3%) enjoyed learning facts about Europe. Two pupils (16,7%) stated obscure answers such as geography tasks.

In total

What tasks did you find interesting? In total

- others
- interactive board
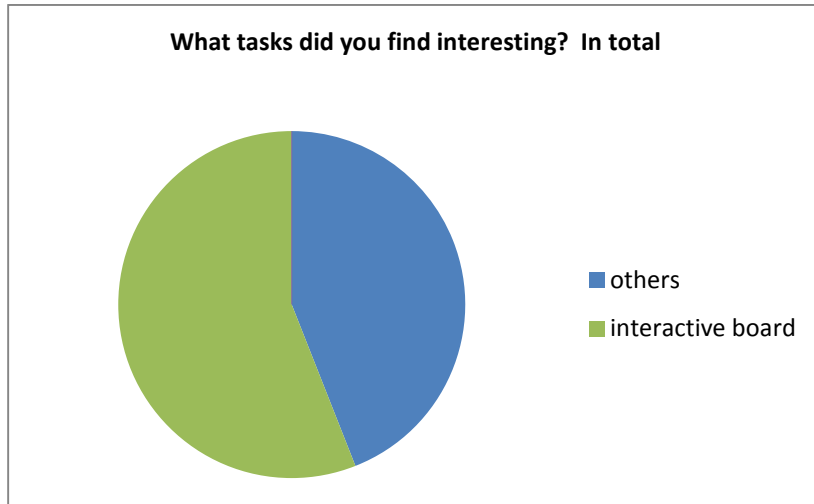
graph 8, questionnaire, question 2; In Total

The most frequent answer for this question was the usage of interactive board. 31 pupils used it as the main task they liked in CLIL teachings, scoring 56,4% of all the answers. The rest of answers were specific to the given topic and different activities introduced with it.

Question 3 - What tasks were too difficult for you to practise in English?

5th grade

What tasks were too difficult for you to practise in English? 5th grade

- none
- talking/discussion
- I don´d know
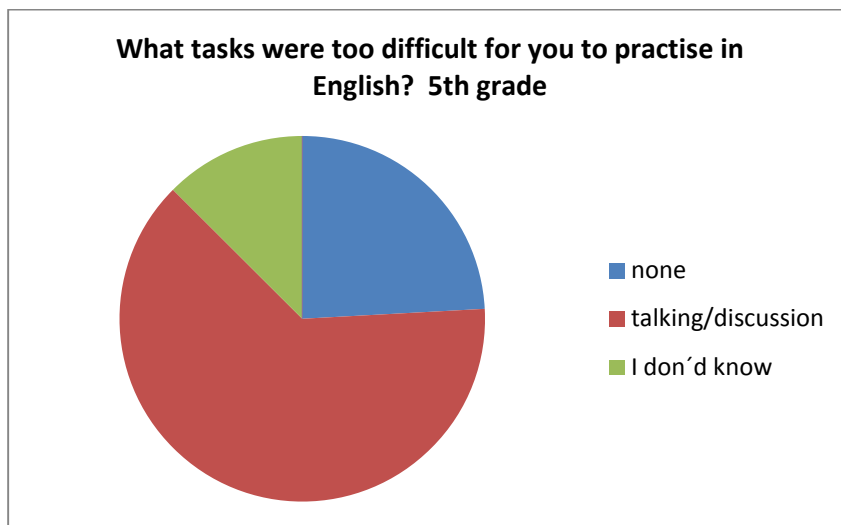
graph 9, questionnaire, question 3; 5th grade

This was a tricky question for 5th graders. Four of them (16,7%) did not have problem with anything, 10 pupils (41,7%) found it difficult to lead a discussion about the topic and two pupils (8,3%) stated they don´t know. Eights pupils (33,3%) did not answer this question at all.

6th grade
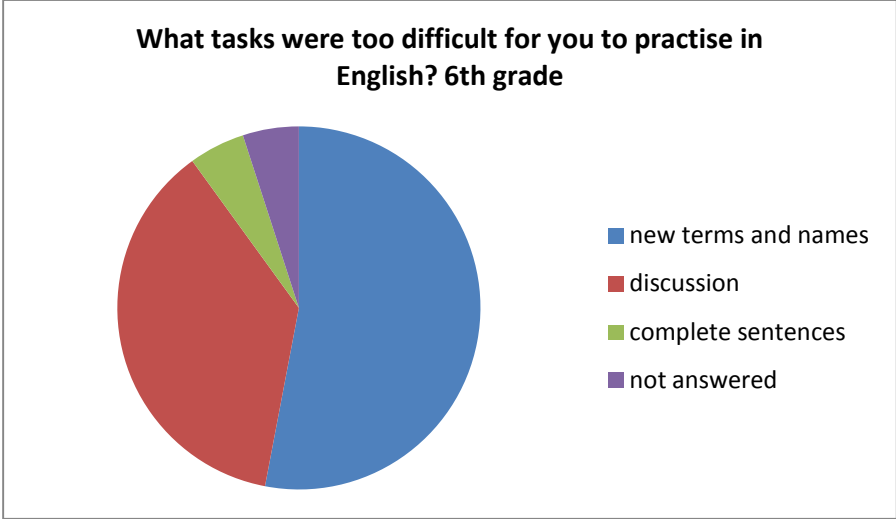
graph 9, questionnaire, question 3; 6th grade

For 10 pupils form 6th grade, 53%, it was difficult to learn new terms and names associated with the topic. Another 7 pupils (36,8%) had difficulties discussing the topic. One pupil (5,3%) did not answer this questions and one (5,3%) stated the difficulty in completion of sentences.

8th grade

graph 10, questionnaire, question 3; 8th grade

This seemed to be a difficult task full of controversy for the 8th grade pupils. While three of them (25%) did not answer at all, two pupils (16,7%) did not have problems with anything. For four pupils 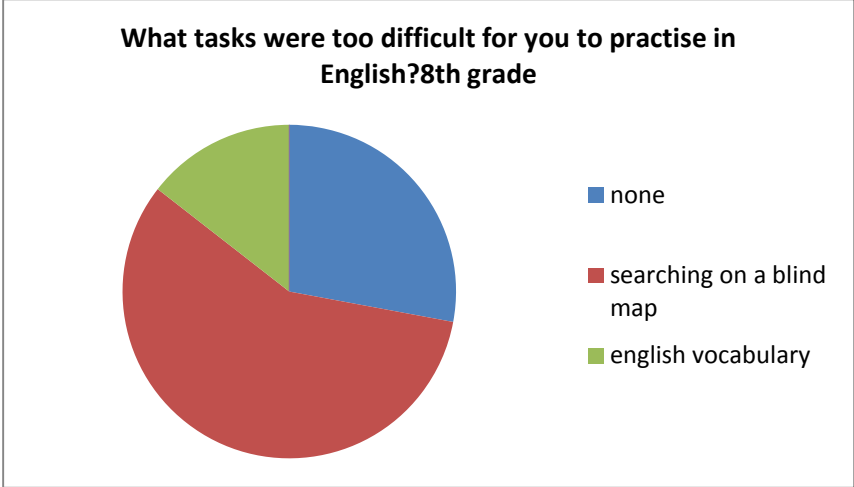(33%) the hardest task was to use interactive board and comment on it in English. One pupil (8,3%) had an overall problem with English vocabulary.

Question 4 - Do you think it is an advantage for you to use English language in Geography lessons?
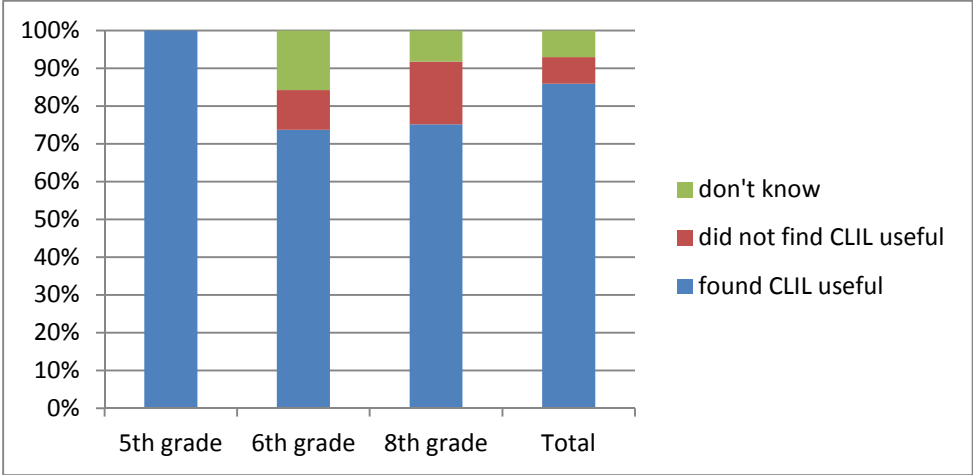
graph 11, questionnaire, question 4

As pictured on the graph all 24 pupils (100%) from 5th grade perceive CLIL as an advantage. 14 pupils from 6th grade (58,3%) view CLIL of an advantage an only 2 (8,3%) pupils do not. Three pupils (12,5%) from this grade don't know. On the other hand 75% of 8th graders perceive CLIL advantageous and only 16% doesn't. Overall, 85% of all pupils perceived CLIL method of an advantage, 7% did not find CLIL useful and 7% didn't know.

Why do you find CLIL useful? Answers of 55 pupils

Number of pupils (y-axis)

Categories: I better remember the content; improves English proficiency; can communicate the topic in two languages; learn better pronunciation; it is more fun
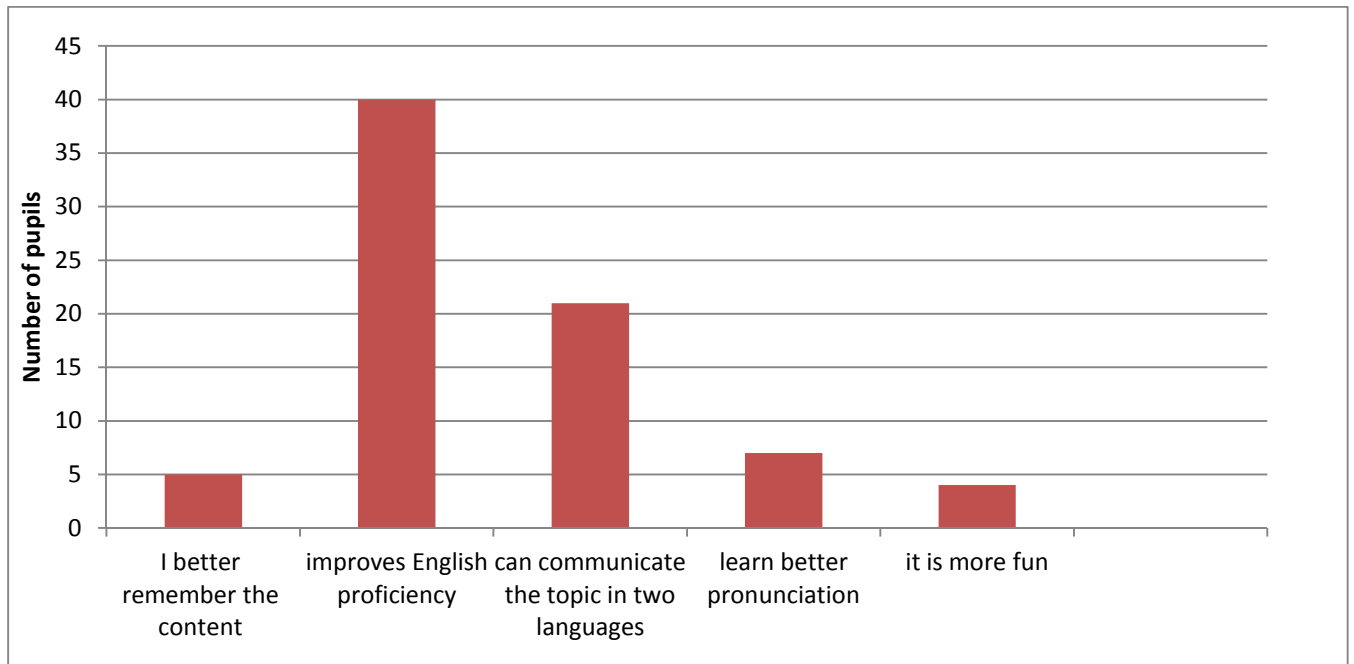
graph 12, questionnaire, question 4

As this was an open question some pupils reasoned their statement. In the graph below I picture the most common answers. The most frequent view on incorporating English and Geography was the improvement of English proficiency.

Question 5 - Do you think you will remember the subject content if taught in English?

Legend: I don't know/ maybe; will NOT remember; will remember

Categories: 5th grade; 6th grade; 8the grade; Total
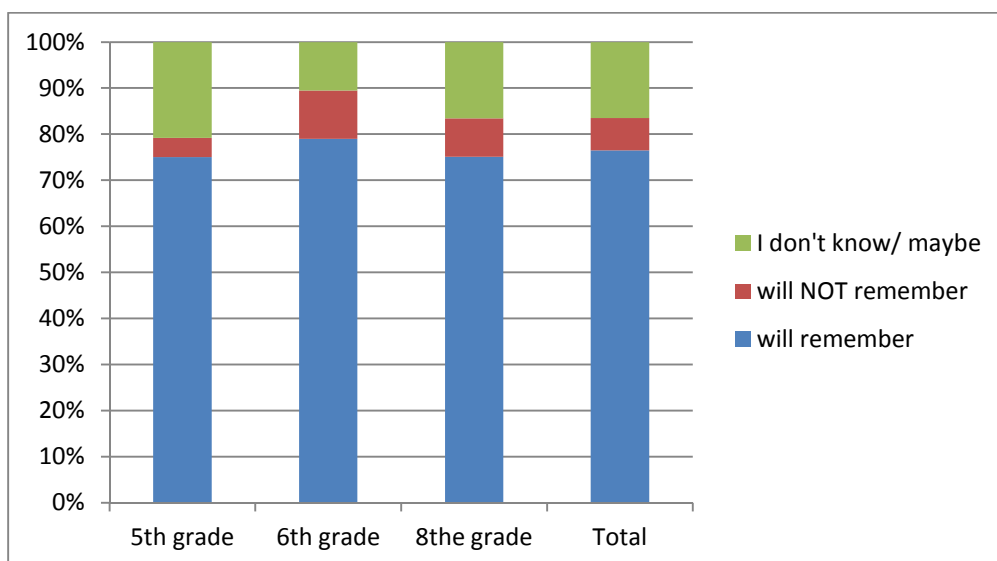
graph 13, questionnaire, question 5

This hypothetical question was the last and most difficult one. 20, 8% of 5th grade pupils did not have the answer for it. 75% of them answered that they will remember the subject content better and only 4%, one pupil, don't believe in it. 15 pupils from the 6th grade (78,9%) believe they will remember the subject content better and 2 pupils (10, 5%) doesn't. The same numbers of pupils, 10, 5%, don't know. Similar score of believers has 8th grade, 78%. Only 8 of them (3%) think that they will not remember the content better and 16, 6% doesn't know. Overall, 76% of all pupils believe that they will remember the subject better if taught in English, 7% doesn't believe in this notion and 16, 4% is not sure about it.

Questionnaire commentary

I decided to utilize the questionnaire in order to uncover what pupils think about the CLIL method. They were given this questionnaire straight after the CLIL teaching block in order to elicit their perception about the shift of teaching they have just experienced.

Having taught twenty lessons in CLIL and experiencing the pupils´ interest and engagement in the activities I expected positive feedback. I was, however, surprised by the shift of interest from grade 5 down to grade 8. I supposed this fact has been supported by the older pupils´ perception about themselves. In my opinion, the older students felt embarrassed about making mistakes and were conscious about their level of English language. It can be because their only experience so far with language learning has been only of the pure language focus. The younger pupils are not, however, biased yet. Nonetheless, as pictured in the graph for question 4, not all pupils are focused on language level. Without ever suggesting them any possible answers 9% of pupils stated that thanks to CLIL they will remember the content better. Further, it is encouraging to see that having fun is one of the advantages of CLIL method for 7% of pupils. In total, pupils perceived the use of interactive board as one of the most interesting part of the lesson tasks, 54,6% pupils from the three classes chose it as their answer.

It is also interesting finding that for pupils of 8th grade the most interesting task is the one which is the most difficult for them in terms of English language. Although some pupils perceived it daunting and too difficult, the majority enjoyed the teachings and rated it positively in terms of impact on their future knowledge. I didn't expect pupils in upper elementary school to be already that responsible for their future knowledge. However, these findings may be skewed because of the school location. Living in Prague offers many

opportunities to come in contact with English speaking people and pupils probably perceive the need to improve their knowledge of language.

Overall I was surprised how well pupils assessed CLIL methodology.

In this chapter I presented results of my experiment and questionnaire. The next chapter describes the main difficulties I experienced during implementation of my research and I make suggestions for future CLIL teachers pointing out my insight.

5. IMPLICATIONS

Based on my research the aim of this chapter is to provide advice for teachers who would think of incorporating CLIL methodology into their lessons. I try to point out main obstacles and difficulties I experienced through my lesson planning and executions. I then present problems and weaknesses of my research. Further in this chapter I outline possible suggestions for future research in this method.

Implication for teaching

After studying CLIL methodology and having personal experience of it as a teacher, I concluded it is definitely a possible way for teaching. I view the greatest advantage of this method in shifting focus from pure language learning where students are over conscious about the way they speak towards the view of using language as only a communication tool which pupils utilize to deliver their thoughts. This meaningful and natural utilization of language is less stressful way of learning both, the content and language at the same time.

Throughout the teaching I found very important to shift the focus of teaching regularly as students are easily disturbed by failure in one given task and can become unmotivated. The sense of satisfaction and positive reinforcement is needed. In order to attain it, clear instructions and regular feedback are necessary to make sure the students understand the topic as well the key words. I found the use of ICT of a great help when students could relate our findings to the pictures or graph maybe only as a supporting tool in case of any language misunderstanding. To further avoid such misunderstanding in case of language inadequacy, the key words written on the board are a must. As pupils presented in the questionnaires it is important to involve games related to the topic. From my own experience these games should not be viewed as a free or worthless time for pupils but rather as another way of reinforcing the knowledge.

One of the most difficult parts of lesson planning or lesson execution was creating teaching materials. From the teacher's perspective, searching for resources is a cumbersome task. Firstly I tried to search the internet for already made materials for the given topic but I only found materials for native English speaking students which were too difficult, from the language structure and vocabulary point, to use for CLIL teaching. I ended up making most of the materials myself. When I was adapting them to the language level for specific class I, at times, struggled to find the correct word for the specific term. On many occasions I had to double check the correct version with the internet. This fact contributed to the time loads which at times became unbearable. It took me approximately two hours planning for one

teaching lesson. I assume this downside subsides in following years when teachers are able to use their previously made materials. That said, the level of English of every individual class must be taken into consideration.

Internet is, however, an excellent source of information. Relating to geography, I found good interactive games such as blind maps or region location there. There are also several useful interactive web pages for demonstrating socio economic trends in the world. I disclose their addresses in the appendices. Internet is also a great source of pictures which are allowed to be used during teaching.

Another obstacle in involving CLIL in teaching might be the teacher's language level. As stated in the theoretical part of this thesis the role of teacher is crucial in attempt to apply CLIL methodology in teaching. Many teachers might not feel confident enough to lead a lesson in foreign language. Therefore, teacher training is a crucial part of introducing and implementing this method. Further, colleague assistance in case of any subject or language problems is necessary. I didn't need any colleague assistance about subject or language content because my majors are English and Geography. This fact was, in my opinion, of a great help as it would have been more stressful for me to present CLIL teaching in subject I am not confident at. Equally, cooperation with another geography teacher might not be effortless. Also, without firm knowledge of the language, it would have been much more difficult to adopt and transform the materials and I suppose I would have to spend even more time adjusting to the class language capabilities.

The only downside of this methodology is, from my experience, the inadequate covering of required curriculum due to the slower pace of proceeding. This, however, could be solved by adjusting the school educational programme.

Ultimately, I think it is more rewarding for pupils to know the content thoroughly even at the expense of scarifying the quantity.

Limitations of the research

Throughout my research I gathered many interesting finding, however, the research could be productively expanded by allowing more time for integrating CLIL into teaching. The experience of teaching twenty hours of CLIL allowed me to conceive a general view on the main advantages and disadvantages of this method. Such a short time, however, doesn't allow for detailed understanding of pupils behaviour when incorporating foreign language. Extended time would probably erode some of the downside of pupil's perception as they

would be accustomed to that teaching and therefore less worried about the use of foreign language.

I see another weakness of my research in different class size. The 8th grade class was fairly small, nearly half of the 5th grade class. This fact may have skewed my findings as the percentage of each pupil in grade 8 was of a great stress.

Suggestions for further research

As stated in research's limitation chapter, since it takes time for all the CLIL´s advantages, including improved cognitive processes, to prove themselves I would suggest a half term or better one year experiment. Thanks to such research, more relevant data could be gathered and compared to the common language and subject teachings. Further involving all grades in the upper elementary school would bring the overall picture on the pupils' perception and its possible shift in every year of their study.

I would also suggest leading another research focusing on teachers who include CLIL in their teaching. I would like to find out about their experience of teaching this method. Research would concentrate on their positive and negative general perception and then following with detailed questions about lesson planning and source of materials. At the end I would like to find out about their demand for further CLIL training and education. Moreover, what kind of the training is most needed and necessary, if methodology or language training?

In this chapter I have introduced limitations of my research and outlined suggestions for further research. I have also presented my own experience in teaching CLIL with suggestions for other CLIL teachers.

The next chapter concludes my work. It summarizes the theoretical as well as practical part and points out the main outcomes from my research and questionnaire.

5. CONCLUSION

CLIL constitutes a new learning and teaching environment. This method has definitely its advantages in its learner-oriented approach.

Based on her long term experience and research, Do Coyle states (2010) that apart from the communication development CLIL supports the learner's confidence, develops competences for problem solving, motivates and strengthens learner's independence and supports intrinsic motivation.

Further, it is generally assumed that the focus on student's personality, multiple intelligence and motivation is definitely the right approach toward teaching language in modern era. When involving students in teachings, students have more opportunities to participate verbally by interacting with the teacher and other fellow-students using the L2. Because CLIL method is strongly focused on learners, I experienced a strong popularity of it among pupils.

My findings are consistent of that in Hanušová (2011) research. Learners perceive CLIL positively. According to her, only about 15.5% of learners in lower and upper elementary schools in the Czech Republic are not interested in teachings in CLIL method. In my research it was 7% of learners in upper elementary school who were not interested in it.

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APPENDICES

Appendix 1

Useful webpages for CLIL Geography teachers

- Source of world´s population data

http://www.gapminder.org/world

- Interactive maps of the world

http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

- Blind map of the Czech republic

http://www.geography-map-games.com/geography-games-Cities-of-Czech-Republic-junior-_pageid153.html

- Blind map of the Czech regions

http://www.geography-map-games.com/geography-games-Regions-of-Czech-Republic-_pageid154.html

- Blind map of Europe

http://www.geography-map-games.com/geography-games-Geo-Quizz-Europe-_pageid48.html

- Map games Europe

http://www.geography-map-games.com/geography-games-Cities-of-Europe-_pageid44.html

- European peninsulas

http://jb-hdnp.org/Sarver/Maps/WC/wc05_europeninsulasm.jpg

- European Union interactive games

http://europa.eu/kids-corner/countries/flash/index_cs.htm

http://www.sheppardsoftware.com/Europe/Eur_G5_1024_768.html

- Video – European population

http://www.youtube.com/watch?v=3RXGWjmLvzs

Appendix 2

Questionnaire for pupils undergoing CLIL lessons of Geography

1.   Did you find the lesson presented in other language interesting?   **YES**   **NO**

2.   What tasks did you find interesting? State one as the most important

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3.   What tasks were too difficult for you to practise in English?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

4.   Do you think it is an advantage for you to use English language in Geography lessons?

                YES   **NO**

What are the advantages?	What are the disadvantages?
……………………………..	…………………………
……………………………..	…………………………
……………………………..	…………………………

5.   Do you think you will remember the subject content if taught in English?

                YES   **NO**

Support with reasons:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Appendix 3

Dotazník pro žáky po výuce metodou CLILu

1.   Přišla ti hodina vedená i v jiném jazyce zajímavá?   **ANO   NE**

2.   Jaké typy úkolů ti přišly zajímavé? Uveď jednu jako hlavní

…………………………………………………………………………………………

3.   Které typy úkolů byly pro tebe v anglickém jazyce náročné?

…………………………………………………………………………………………

4.   Je pro tebe užití anglického jazyka v hodině zeměpisu výhodné?

           ANO   **NE**

    Jaké jsou výhody?   Jaké jsou nevýhody?

    …………………………..   …………………………………

    …………………………..   …………………………………

    …………………………..   …………………………………

5.   Myslíš, že si budeš látku předmětu pamatovat, když byla vedená v Angličtině?

                   ANO   NE

    Důvody:

    …………………………………………………………………………………

    ………………………………………………………………………………….

Appendix 4

Lesson plan for Geography CLIL

<u>The Czech Republic</u>

Grade 5

English proficiency: Advanced beginners

Lesson 1

Background

The class is beginning chapter about "the Czech Republic" in which students learn about physical location of their home country together knowing the bordering countries. They learn the names of main Czech cities and will try to locate them.

Preparation

<u>Content objectives</u>

Connection to what students already know (evocation part). Presenting map of CR. Naming Czech neighbouring countries and their capital cities. The main Czech cities are located on the map.

<u>Language objectives</u>

By the end of the lesson students will be able to discuss topics in small groups; make guesses

Key words – written on the board by the teacher – capital city, neighbour, east, west, north, south, border
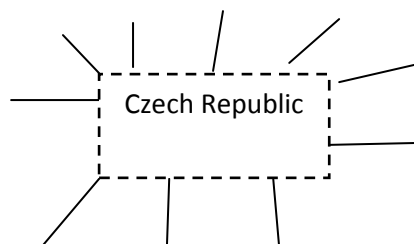
<u>Materials</u>

Textbook + Interactive board with internet connection

Motivation

brainstorming (led discussion) on what do students already know about t.

Creating mind map.

Questions:

"Where are you from?"

"What language do you speak?"

"On what continent is the Czech Republic?"

"What is the capital city of the Czech republic?"

" What colours are on the Czech flag?"

"Do you know another Czech symbols?"

Presentation

Present students with the map of Czech Republic. Then they open their own atlas and read the capital city. Using ICT technology, present photos of the Czech Republic. Use PowerPoint presentation.

Use http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1 to locate Czech republic from the perspective of the world.

Students write into thein notebooks.

 Make sure to use clear instructions throughout the whole lesson so students understand the topic as well the key words.

Lesson 2

Background

The Czech Republic is divided into 14 regions. Each region is talked about in details. Czech traditions are talked about

Preparation

Content objectives

Students will divide The Czech Republic into 14 regions and get familiar with their names as well as the names of the capitals in each region.

Language objectives

Students will improve their reading skills and they will be able to skim a text. In small groups they will practise talking about one of Czech tradition – what do they do at home.

Materials

Interactive board, Atlas

14 strips with the name of cities and 14 strips with the name of regions

Motivation

Use strip sentences quiz – match each city with its region. Students are given several cut out sentences and have to complete them. Then they will discuss their decision with the teacher and other pairs

Practice and Application

Using interactive board, students play games

http://www.geography-map-games.com/geography-games-Regions-of-Czech-Republic-_pageid154.htm

Lesson 3

Background

The Czech Republic is looked at from physical geography point of view.

Preparation

Content objectives

Students will get familiar with working with atlas and they will be able to locate mountain ranges of the Czech Republic. They improve the knowledge of locating the highest peak of each range. Then main Czech rivers are discussed in connection with ranges.

Language objectives

Students will try to lead discussion. They practise the use of verbs and names of activities

Key words: mountain, highest, above sea level, spring, dam, and river flows

Materials

Interactive board, Atlas

1. Quiz in couples: Match the following mountain ranges in the Czech Republic with their highest peak.

Krkonoše	**Plechý**
Orlické hory	**Sněžka**
Jizerské hory	**Lysá hora**
Lužické hory	**Praděd**
Šumava	**Velká Deštná**
Krušné hory	**Luž**
Hrubý a Nízký Jeseník	**Smrk**
Moravskoslezské Beskydy	**Klínovec**

Motivation

Match each mountain with its range. Students are in couples give the sheet above and have to complete them. Then they will discuss their decision with the teacher and other pairs.

Practice and Application

Using interactive board, students play games

http://www.geography-map-games.com/geography-games-Cities-of-Czech-Republic-junior-_pageid153.html

Lesson 4

Preparation

Content objectives

Students are able to independently work with atlas, text book and internet to find out more about Czech castles.

Language objectives

Students improve aptitude to lead discussion. They get familiarized with terms of directions and parts of the Czech Republic

Key words: lies, was built, king, queen

Materials

Textbook, internet, Interactive board, Atlas

Castles

There are almost 1000 castles and ruins throughout the Czech country. It has a lot of history that has been well-preserved over time. For example, there is Karlštejn, which is one of the most popular castles near Prague, founded by Charles IV in 1348. There are about 40 well preserved castles, all of which are very popular with visitors. It is thought that the most popular attraction for people visiting Prague is Prague castle. This building dates back to the ninth century and has been the seat of the Czech rulers throughout history. The Czech President lives there now.

Practice and Application

Students are divided into 5 groups, each get 3 pictures of castles and 3 strips of names. Using English they have to swap the correct names for their castle pictures.

Review/assessment

Authentic assessment

* Where in the Czech Republic would you go to visit spa? * Where can you go and visit famous beer making? * Which Czech castle do you like the most? Why? * What is the Czech Republic famous for in the world?

Lesson 5

Preparation

<u>Content objectives</u>

Summary of the topic covered, making clear any problems or task that might arise

<u>Language objectives</u>

Students are able to carry on discussion, summarise the covered theme in full sentences. They are able to name different parts of Czech Republic and directions in English language

<u>Materials</u>

Textbook, internet, Interactive board, Atlas

<u>Final comprehension test:</u>

The test is presented to students after the brief summary. Before the test, students have time to discuss the topic with the teacher or in pairs.

Appendix 5

Test- ***The Czech Republic***

grade 5   ……………………(name)

1. *Fill in missing words:*

The Czech Republic borders with ………… (number) countries.

It borders with …………….. in the north, ………………. in the west, ………………… in the south and Slovakia in the …………………

The country can be divided into three ………… - …………., ………… and Silesia. It has ……… regions.

The most important …………… are the Vltava, ………….. and the Morava. Vltava river starts in ………………. This river has many dams. Some of these dams are ……………., …………….., ………….

The Czech national ………………….. is roast …………….., …………………. and cabbage. The Czech Republic is ………….. for its beer. Beer is made in ……….. or…………. (towns).

2. *Answer in complete sentences:*

How many people live in the Czech Republic? ………………………………….................

What is the highest mountain in the Czech Republic? ………………………………………….

Where can you go skiing? …………………………………………………………………………

Write at least six Czech regions. …………………………………………………………………..

3. *Into the map, write names of bordering countries and mark their capital cities.*

Assessment criteria (criteria referenced assessment)**:**

Maximum points achievable - 41

Question 1:

Maximum points 21, each correct word worth 1 point

Question 2:

Maximum points 12, each correct answer 3 points

Question 3:

  Maximum points 8, each correct country name + capital city worth 2 points

Mark 1: 41 - 36

Mark 2: 35 - 26

Mark 3: 25 - 16

Mark 4: 15 - 6

Mark 5:   6 and less

Lesson plan for Geography CLIL

Atmosphere

Grade 6

English proficiency: Advanced beginners to Intermediate

Lesson 1

Background

The class starts the chapter about "atmosphere" in which students will get to know and learn the various layers of the Earth's protective covering and their effect on our lives on the planet.

Preparation

Content objectives

Connection to what students already know (evocation part). Presenting the concept of different layers around our planet and naming them. Explaining what action takes place in each layer and how does it affect our lives.

Language objectives

Students will be able to discuss topics in small groups; they will practise making predictions.

Key words – written on the board by the teacher - The Earth, Air, Gravity, Protection, Layer, Ozone, Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere, Radiation

Materials

Textbook

Interactive board/ ICT technology – photos of The Earth from the space, using interactive board for graphic depiction of individual layers of the atmosphere.

Motivation

brainstorming (led discussion) on what do students already know about atmosphere.

Creating mind map.
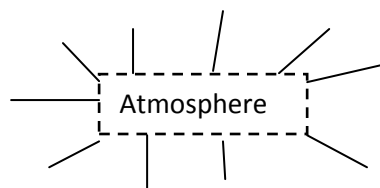
Questions:

       "Hold your hand in front of your face, and breathe in deeply. Now gently blow outward   towards your fingers. What do you feel?

„What do you imagine under the term atmosphere? "

„What do you think atmosphere consists of? "

"Why do you think airplanes fly in a certain flight level?"

Presentation

Teacher explains students what is around the Earth. Using ICT technology, she presents photos of The Earth from the space. Teacher uses interactive board for graphic depiction of individual layers of the atmosphere.

Teacher uses Graphic organizer (the fish bone) – students write the key words in logical order

Teacher makes sure to use clear instructions throughout the whole lesson so students understand the topic as well the key words.

Practice and Application

Have students to read their previously given handout in pairs. Students scan the text; locate additional key words not mentioned at the motivation stage. Students write down to their word diaries.

Air is one of the primary things that make life on Earth possible. But what is air, and do all planets have it? Air is a synonym for atmosphere. The atmosphere of Earth is a layer of gases surrounding the planet Earth that is retained by Earth's gravity. The atmosphere protects life on Earth by absorbing ultraviolet solar radiation, warming the surface through heat retention (greenhouse effect), and reducing temperature extremes between day and night.). Atmospheric stratification describes the structure of the atmosphere, dividing it into distinct layers, each with specific characteristics such as temperature or composition. The atmosphere becomes thinner and thinner with increasing altitude, with no definite boundary between the atmosphere and outer space. An altitude of 120 km is where atmospheric effects become noticeable during atmospheric re-entry of spacecraft. In general, air pressure and density decrease in the atmosphere as height increases.

Air is mainly composed of nitrogen, oxygen, and argon, which together constitute the major gases of the atmosphere.

Earth's atmosphere can be divided into five main layers:

Troposphere

The troposphere begins at the surface and extends to between 9 km at the poles and 17 km at the equator, http://en.wikipedia.org/wiki/Earth%27s_atmosphere - cite_note-6 *with some variation due to weather. The tropopause is the boundary between the troposphere and stratosphere.*

Stratosphere

The stratosphere extends from the tropopause to about 51 km. Temperature increases with height due to increased absorption of ultraviolet radiation by the ozone layer, which restricts turbulence and mixing. While the temperature may be −60 °C at the tropopause, the top of the stratosphere is much warmer, and may be near freezing

Mesosphere

The mesosphere extends from the stratopause to 80–85 km. It is the layer where most meteors burn up upon entering the atmosphere

Thermosphere

The air is so rare that an individual molecule (of oxygen, for example) travels an average of 1 kilometer between collisions with other molecules. The International Space Station orbits in this layer, between 320 and 380 km. Because of the relative infrequency of molecular collisions, air above the mesopause is poorly mixed compared with air below

Exosphere

The outermost layer of Earth's atmosphere.

Review/assessment

Practice guided summary in order to use the newly gained vocabulary, gaps in the text to be filled in

The atmosphere of Earth is a layer of gases surrounding the planet Earth that is retained by Earth's …………. The atmosphere …………. life on Earth by absorbing ultraviolet solar radiation, warming the surface through heat retention (greenhouse effect), and reducing temperature extremes between day and night.).

With increasing altitude the atmosphere becomes ………….. In general, …………. and …………. decrease in the atmosphere as height increases.

Air is mainly composed of …………., …………., and argon, which together constitute the major gases of the atmosphere.

Earth's atmosphere can be divided into …………. main layers:

1. *………….*

It begins at the surface and extends to between 9 km at the poles and 17 km at the equator. The …………. is the boundary between the troposphere and stratosphere.

2. *………….*

Temperature …………. with height due to increased absorption of ultraviolet radiation by the ozone layer, which restricts turbulence and mixing.

3. *………….*

It extends from the stratopause to 80–85 km. It is the layer where most …………. burn up upon entering the atmosphere

4. *………….*

The air is so …………. that an individual molecule (of oxygen, for example) travels an average of 1 kilometer between collisions with other molecules. Because of the relative infrequency of molecular collisions, air above the mesopause is poorly mixed compared with air below.

5. *………….*

The outermost layer of Earth's atmosphere.

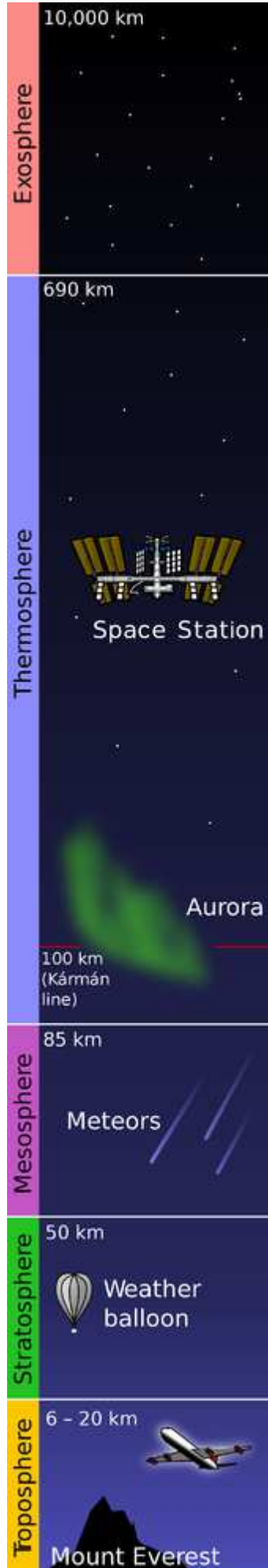Wrap up technique (outcome sentences)

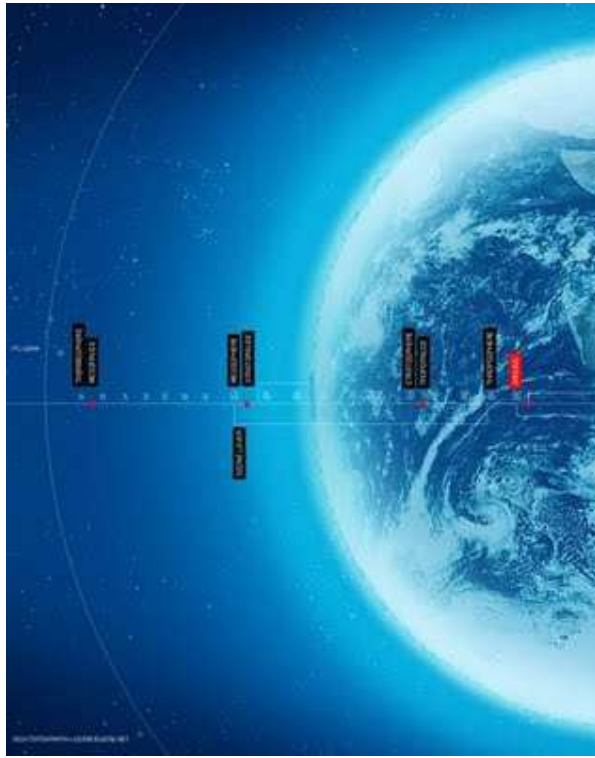I learned that…………
I discovered……………….
The most difficult part in this topic is……………….
I would like to learn more about……………………..
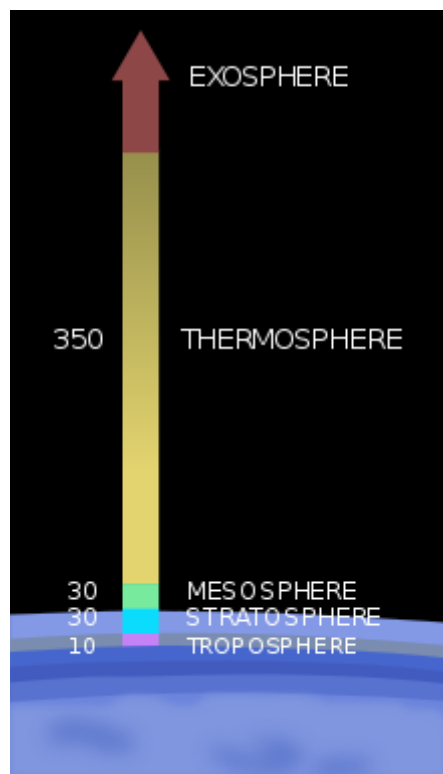I wonder…………………………………
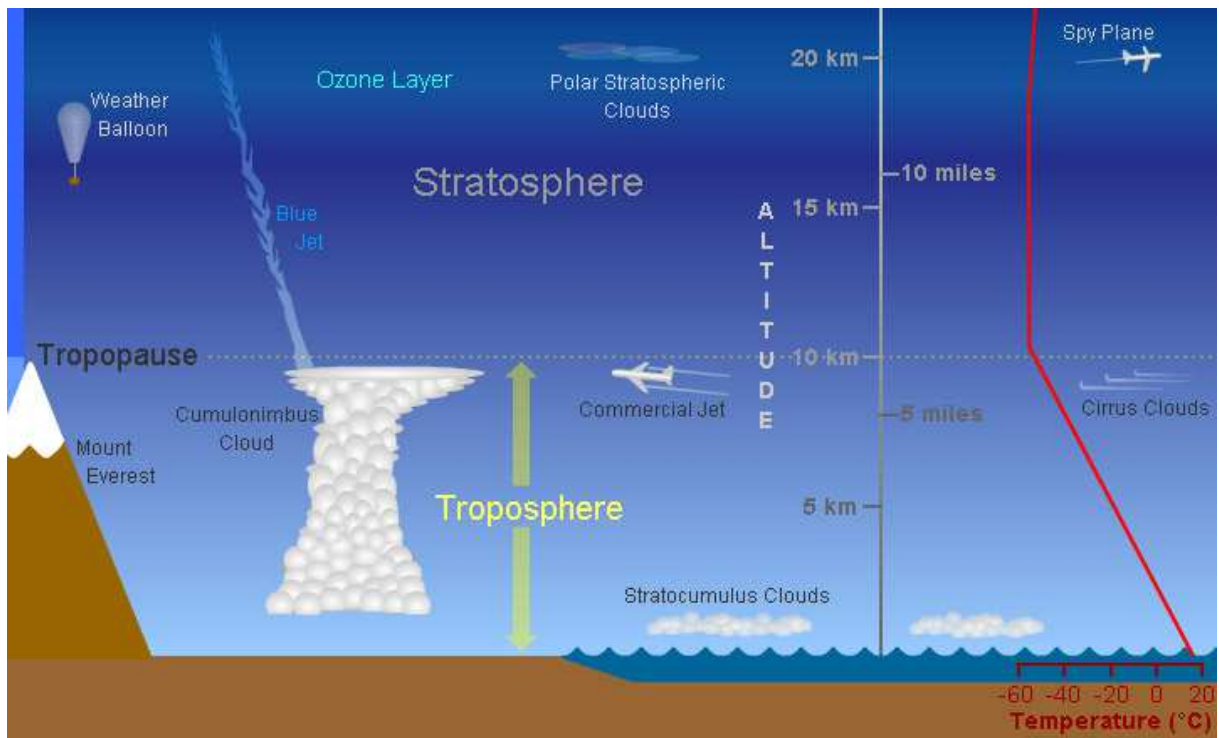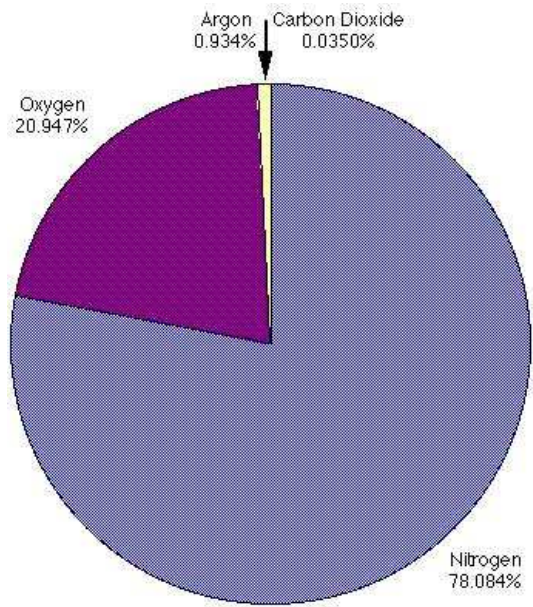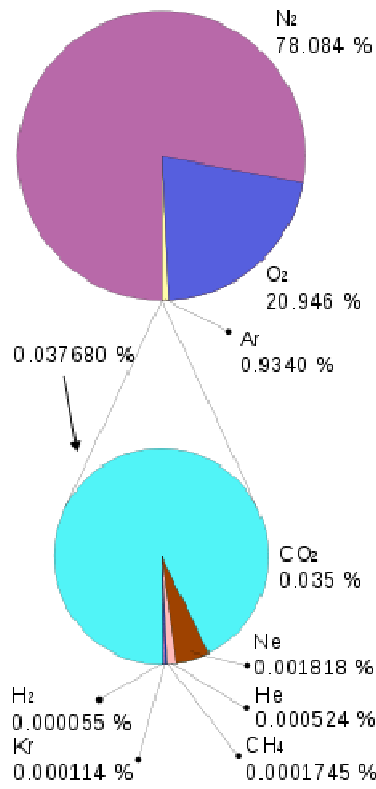
Homework

Have a look at the sky several times during the next week. Do you see any planes, clouds, is it raining? Where do these actions happen? Write at least two of your findings.

Lesson 2

Background

The students have been studying what the Earth's coverings are and what they are good for in order to protect life on the planet. They have the understanding to each different layer.

Preparation

Content objectives

Students will try to form the right order of each atmosphere's layer. They will find a partner in a strip sentences.

Language objectives

Students will improve their reading skills and skimming skills by going through the text again. They will in small groups be able to compare their results of ordering the layers.

Materials

Cut out strip sentences

5 strips with the name of atmosphere's layers

Motivation

Use strip sentences quiz – more advanced sentences about atmosphere. Students are given several cut out sentences and have to complete them. Then they will discuss their decision with the teacher and other pairs

Practice and Application

Students will read the text again will work on the extended vocabulary – finding synonyms to some of the key words from the text, using dictionaries. Air (space), Gravity (energy, power), Protection (shield), Layer (strata, stripe). Rare (scarce).

Each student gets 5 strips with the name of atmosphere's layers. Their task is to put them in the right order and stick them in their textbook.

Review/assessment

Authentic assessment

* Explain why planes fly in troposphere? * Explain how can atmosphere defend the Earth? What would it be like without it? * Would a person survive if s/he got off the plane in the altitude of 20km? Illustrate your statement.

Cards with names of the atmosphere's layers

………………………………………………………………………………………………………...…………

Troposphere

………………………………………………………………………………………………….……

Stratosphere

………………………………………………………………………………………………….……

Mesosphere

………………………………………………………………………………………………….……

Thermosphere

………………………………………………………………………………………………….……

Exosphere

……………………………………………………………………………………………...…………

Strip sentences

The atmosphere of Earth is retained

………………………………………………………………………….……………….…………

by Earth's gravity.

--

The atmosphere

………………………………………………………………………….……………….…………

absorbs ultraviolet solar radiation and reduces temperature extremes between day and night.

--

With increasing altitude

………………………………………………………………………….……………….…………

the atmosphere becomes thinner

--

With increased height

………………………………………………………………………….……………….…………

air pressure and density decrease in the atmosphere

--

Planes fly

………………………………………………………………………….……………….…………

in troposphere

--

Lesson 3

Preparation

Content objectives

Students learn about the composition of atmosphere. At the end of the lesson, students are able to name main particles of atmosphere.

Language objectives

Students will be able to read the text.

Materials

Text:

The most abundant gases found in our atmosphere are nitrogen and oxygen. Nitrogen makes up around 78% of the total atmosphere, while oxygen makes up 21%. The remaining 1% is made up mostly of a gas called argon. This means that with each breath you take you are breathing 78% nitrogen, 21% oxygen and 1% argon, with trace amounts of other gases, such as methane, hydrogen, helium, neon, krypton, carbon dioxide, and a form of oxygen known as ozone.

Oxygen is the most important of the gases in our atmosphere in relation to animal life. Almost all animals use oxygen as a critical ingredient for the processes of life. Without it, each of us and most of the animals on Earth would perish in a matter of just a few minutes.

Interactive board:
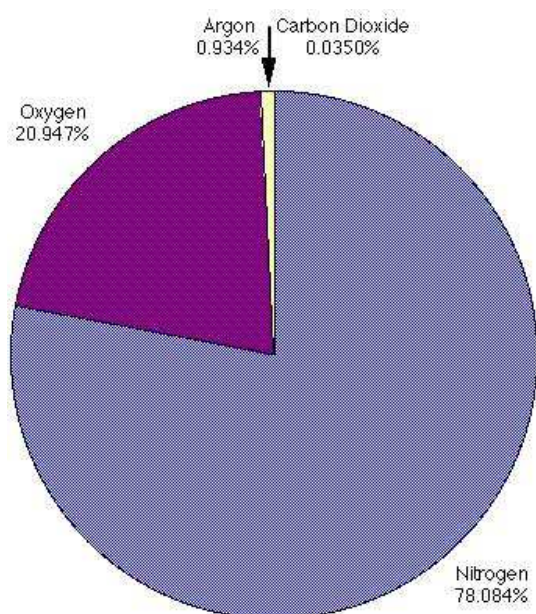
Motivation

Led discussion on question – "What is in the Air?"

Practice and Application

Students will read the text again will work on the extended vocabulary – finding synonyms to some of the key words from the text, using dictionaries. Remaining (the rest), abundant (ample), made up (composed of)

Review/assessment

Authentic assessment

* Explain how do we breathe? * Explain what would happen if there were no plants on Earth?"   * Would a person survive if s/he would breathe in 100% oxygen? Illustrate your statement.

Lesson 4

<u>Content objectives</u>

Students are able to explain the main occurrences of weather and understand its regularity. Further, students can explain the effect of greenhouse. Also negative effects of greenhouse effect are discussed.

<u>Language objectives</u>

Students are able to lead discussion about the influence of atmosphere integrating the words they have learned in the previous lessons. Students are able to read short text about greenhouse effect. Later they are able to name the negative aspects of greenhouse effect.

<u>Materials</u>

Pictures on interactive board + adapted text:

The gases in the atmosphere that help retain heat are called greenhouse gases. These gases, primarily carbon dioxide (CO_2), absorb heat instead of allowing it to escape into space. This "greenhouse effect" makes the planet a hospitable place.

Negative effect of greenhouse effect:
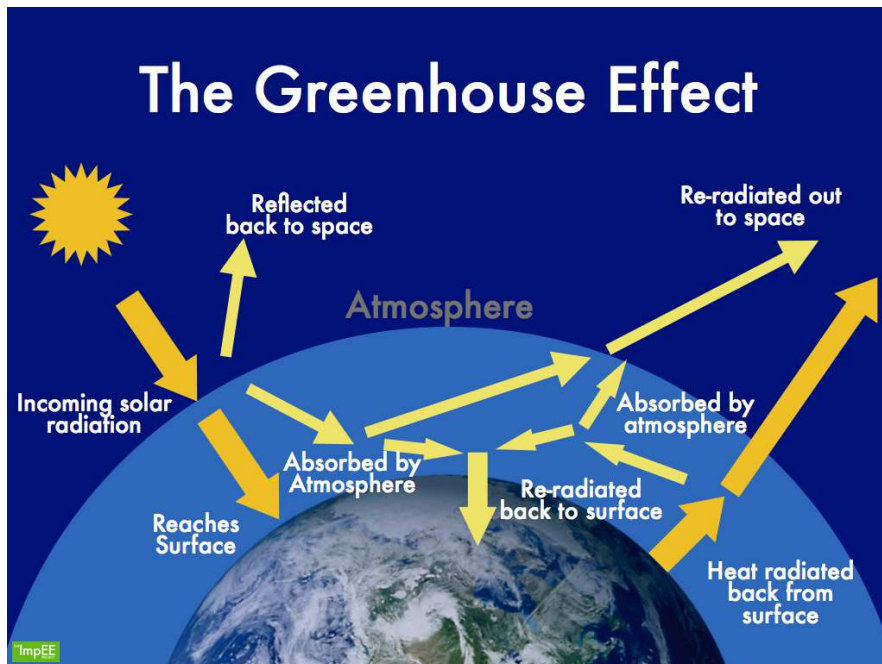
During the past 25 years, the amount of CO_2 in the atmosphere has increased by about 8 percent. With more CO_2 in the atmosphere, more heat is absorbed and retained, causing global temperatures to rise.

Review:

Students write in pairs at least 3 reasons for worrying about greenhouse effect. Later they discuss their opinion with another pair.

The Greenhouse Effect
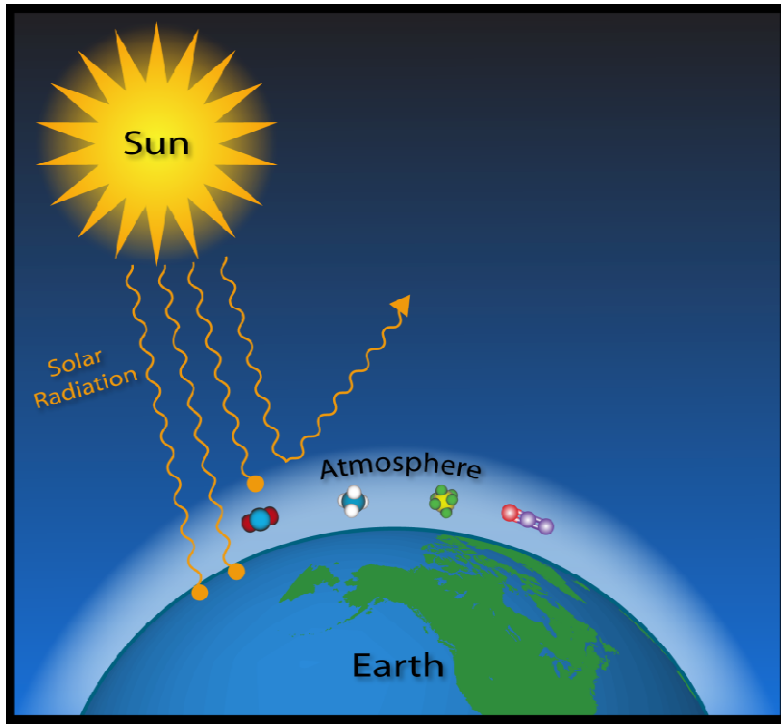
Lesson 5

Preparation

<u>Content objectives</u>

Summary of the covered topic through discussion and peer teaching

<u>Language objectives</u>

Students are able to carry on discussion, summarise the covered theme in full sentences. They are able to name different parts of atmosphere and atmosphere's purpose on our planet

<u>Materials</u>

Textbook, internet, Interactive board, pupils' notebooks

<u>Final comprehension test:</u>

The test is presented to students after the brief summary. Before the test, students have time to discuss the topic with the teacher or in pairs engaging in peer teaching

Appendix 7

Test grade 6, The Atmosphere   …………………………………….(name)

Match left and right column to create a sentence:

The atmosphere of Earth is retained	air pressure and density decrease in the atmosphere
The atmosphere	by Earth's gravity.
With increasing altitude	the atmosphere becomes thinner
With increased height	in troposphere
Planes fly	absorbs ultraviolet solar radiation and reduces temperature extremes between day and night.

Fill in the gaps with appropriate words:

The atmosphere of Earth is a layer of gases surrounding the planet Earth that is retained by Earth's …………. The atmosphere …………. life on Earth by absorbing ultraviolet solar radiation, warming the surface through heat retention (greenhouse effect), and reducing temperature extremes between day and night.).

With increasing altitude the atmosphere becomes ………….. In general, …………. and …………. decrease in the atmosphere as height increases.

Air is mainly composed of …………., …………., and argon, which together constitute the major gases of the atmosphere.

Earth's atmosphere can be divided into …………. main layers:

6. ………….

   It begins at the surface and extends to between 9 km at the poles and 17 km at the equator. The …………. is the boundary between the troposphere and stratosphere.

7. ………….

   Temperature …………. with height due to increased absorption of ultraviolet radiation by the ozone layer, which restricts turbulence and mixing.

8. ………….

   It extends from the stratopause to 80–85 km. It is the layer where most …………. burn up upon entering the atmosphere

9. ………….

   The air is so …………. that an individual molecule (of oxygen, for example) travels an average of 1 kilometer between collisions with other molecules. Because of the relative infrequency of molecular collisions, air above the mesopause is poorly mixed compared with air below.

10. ………….

    The outermost layer of Earth's atmosphere

Assessment criteria (criteria referenced assessment)**:**

Maximum points achievable – 27

Question 1:

Maximum points 10, each correct pair worth 2 points

Question 2:

Maximum points 17, each correct word worth 1 point

Mark 1: 27 - 23

Mark 2: 22 - 17

Mark 3: 16 - 10

Mark 4:   9 - 4

Mark 5:   4 and less

Appendix 8

Lesson plan for Geography CLIL

<u>EUROPE</u>

Grade 8

English proficiency: Intermediate

Lesson 1

Background

The class is beginning chapter about "Europe" in which students learn about physical location of this continent together with its bordering points. We compare the size of European continent with maps of other continents.

Preparation

<u>Content objectives</u>

Connection to what students already know (evocation part). Teacher presents map of Europe. Students are able to naming all European countries. Students get familiar with terms longitude and latitude and can apply them on European continent.

<u>Language objectives</u>

Students will be able to discuss topics about Europe in small groups; using primarily English, they make guesses about European flags. Students review the terms of direction

Key words – written on the board by the teacher –neighbour, east, west, north, south, border, longitude, latitude
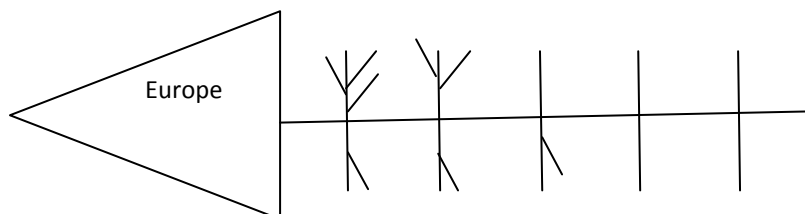
<u>Materials</u>

Textbook + Interactive board with internet connection

Motivation

Brainstorming (led discussion) on what do students already know about Europe and its countries.

Creating mind map.

Questions:

> "What other European countries do you know?"
> "What languages do you speak?"
> "How many people live in Europe?"
> "What is largest country in Europe?"
> "Do you know another Czech symbols?"

Presentation

Present students with the map of Europe with European countries. Then they open their own atlas and read the capital cities. Using ICT technology, present photos of the europe. Use PowerPoint presentation.

Use http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1 to locate Europe from the perspective of the world.

Students write into their notebooks.

Make sure to use clear instructions throughout the whole lesson so students understand the topic as well the key words.

Review:

Students in small groups go through the previously given questions and try to answer them without the help of a teacher.

Lesson 2

Preparation

Content objectives

Students learn the names all European countries and will be able to locate them. They can name the main capital cities. Students are able to defining borders between Europe and Asia.

In couples they are capable to draw a bordering line of Europe and Asia in a blind map.

Language objectives

Students will read given adopted text and will be able to carry on skimming. Students get familiar with English names for European countries.

Materials

Interactive board + Atlas + Blind map

Motivation

Practice and Application

Using interactive board, students play games

http://www.geography-map-games.com/geography-games-Geo-Quizz-Europe-_pageid48.html

and

 http://www.geography-map-games.com/geography-games-Cities-of-Europe-_pageid44.html

homework:

Students should fill in the given word search sheet.

Lesson 3

Preparation

<u>Content objectives</u>

Students will be able to divide Europe into 3 regions and get familiar with specifics of each region.

<u>Language objectives</u>

Students can name all three regions using English terms and present their statements in complete sentences. They are able to compare each other's findings.

<u>Materials</u>

Interactive board with PowerPoint presentation + Atlas + blind map sheet

Motivation

Students in pairs are presented one blind map of Europe sheet on which they mark the three main regions, naming names of countries in each region. After they complete the task, they are asked to check their answers with atlas.

Lesson 4

Preparation

<u>Content objectives</u>

Students work with atlas and locate the main European rivers, and then they locate where it origins and in what sea/ ocean it flows.

<u>Language objectives</u>

Students are able to name all seas and ocean bordering with Europe. They get familiar with English names for main European rivers and are able to describe the way these rivers flow.

<u>Materials:</u>
Atlas + internet + PowerPoint presentation

Motivation:

Quiz in couples: write down all names of countries the river Danube flows through, use atlas

Lesson 5

Preparation

<u>Content objectives</u>

Students work with atlas, text book and internet to find out more about main European ranges.

<u>Language objectives</u>

Students get familiar with terms describing ranges and their names. Further comparative adjectives are practised. Students are able to lead discussion about ranges´ development and in complete sentences can compare them.

<u>Materials</u>

Textbook, internet, Interactive board, PowerPoint presentation, Atlas

Practice and Application

Students are divided into 5 groups, each to study one of the main European ranges with its location, highest peaks. Using English, groups then introduce "their" range to the others acting as experts.

Homework:

<div align="center">

Physiography of Europe

</div>

1. Fill in information under the pictures

Name of the mountain: _____

Altitude: _____

Range: _____

Country:_____

2. Match to create appropriate and meaningful triplet (work with atlas)

Mountain	**Range**	**Country**
Gerlachovský štít	Mynikas	Andorra
Olymp	Alpy	Česká republika
Coma Pedrosa	Krkonoše	Slovensko
Sněžka	Pyreneje	Řecko
Mont Blanc	Vysoké Tatry	Francie/ Itálie

River	**River entry:**	**Country:**
Rýn	Jaderské moře	Španělsko
Dunaj	Severní moře	Nizozemsko
Pád	Středozemní moře	Rumunsko
Ebro	Atlantský oceán	Itálie
Loira	Černé moře	Francie

Lesson 6

Preparation

<u>Content objectives</u>

Review and summary of the covered topic about Europe

<u>Language objectives</u>

Led discussion,

<u>Materials</u>

Interactive board, Atlas

Practice and Application

Powerpoint presentation where each slide is first discussed and finally reviewed by the teacher

<u>Mid -block comprehension test:</u>

Question in PowerPoint presentation

Lesson 7

Preparation

Content objectives

European population

Language objectives

Comparatives and superlatives

Key words: density, average, increase, growth, depopulation

Materials

Worksheets

Interactive board with internet connection

Video:

http://www.youtube.com/watch?v=3RXGWjmLvzs

Motivation

Brainstorming (led discussion) on what do students think is the most populated country / city.

Presentation (the table is shown on interactive board)

According to the table, find all given cities on the map:

1) Find and draw in the blind map the cities.
2) According to the table which towns experienced rapid growth?
3) What continents had the largest cities in 1900, 1950, 2005?

	1900	v mil.		1950	v mil.		2005	v mil.
1.	Londýn (Británie)	6,48	1.	New York (USA)	12,46	1.	Tokio (Japonsko)	35,2
2.	New York (USA)	4,24	2.	Londýn (Británie)	8,86	2.	Mexico City (Mexiko)	19,4
3.	Paříž (Francie)	3,33	3.	Tokio (Japonsko)	7	3.	New York (USA)	18,7
4.	Berlín (Německo)	2,71	4.	Paříž (Francie)	5,9	4.	Sao Paulo (Brazílie)	18,3
5.	Chicago (USA)	1,71	5.	Shanghai (Čína)	5,41	5.	Bombaj (Indie)	18,2
6.	Vídeň (Rakousko)	1,69	6.	Moskva (Rusko)	5,1	6.	Dillí (Indie)	15
7.	Tokio (Japonsko)	1,49	7.	Buenos Aires (Argentina)	5	7.	Shanghai (Čína)	14,5
8.	St. Petersburg (Rusko)	1,43	8.	Chicago (USA)	4,91	8.	Kalkata (Indie)	14,3
9.	Manchester (Británie)	1,42	9.	Essen (Německo)	4,9	9.	Jakarta (Indonésie)	13,2
10.	Philadelphia (USA)	1,41	10.	Kalkata (Indie)	4,8	10.	Buenos Aires (Argentina)	12,6

4) In the table, mark with yellow pencils these cities: New York, Tokyo a London

5) Using your textbook and atlas, write word's population numbers in total:

1900…………………………….
1950…………………………….
2005…………………………….

6) Using textbook and internet, fill in the information about population numbers

Continent	1900	1950	2005
ASIA			
EUROPE			
AFRICA			
NORTH AMERICA			
SOUTH AMERICA			
AUSTRALIA			

Lesson 8

Preparation

<u>Content objectives</u>

Population continued. Students are able to compare European population and its changes throughout the last century. They are able to work with basic numbers and other data sourced from the internet.

<u>Language objectives</u>

Students prove their ability to get around English webpage sources of information and seek the relevant data which they can transform into applicable information tables

<u>Materials</u>

Using http://www.gapminder.org/

1) write word´s population numbers in total:

1900…………………………….
1950…………………………….
2005…………………………….
2013 ………………………………

2) fill in the information about population numbers

Continent	1900	1950	2013
ASIA	_____		
EUROPE	_____		
AFRICA	_____		
NORTH AMERICA	_____		
SOUTH AMERICA	_____		
AUSTRALIA	_____		

Lesson 9

Preparation

<u>Content objectives</u>

European Union – history, development, today's situation

<u>Language objectives</u>

Students get familiar with terms related to European Union and are able to, in simple sentences, describe EU´s development

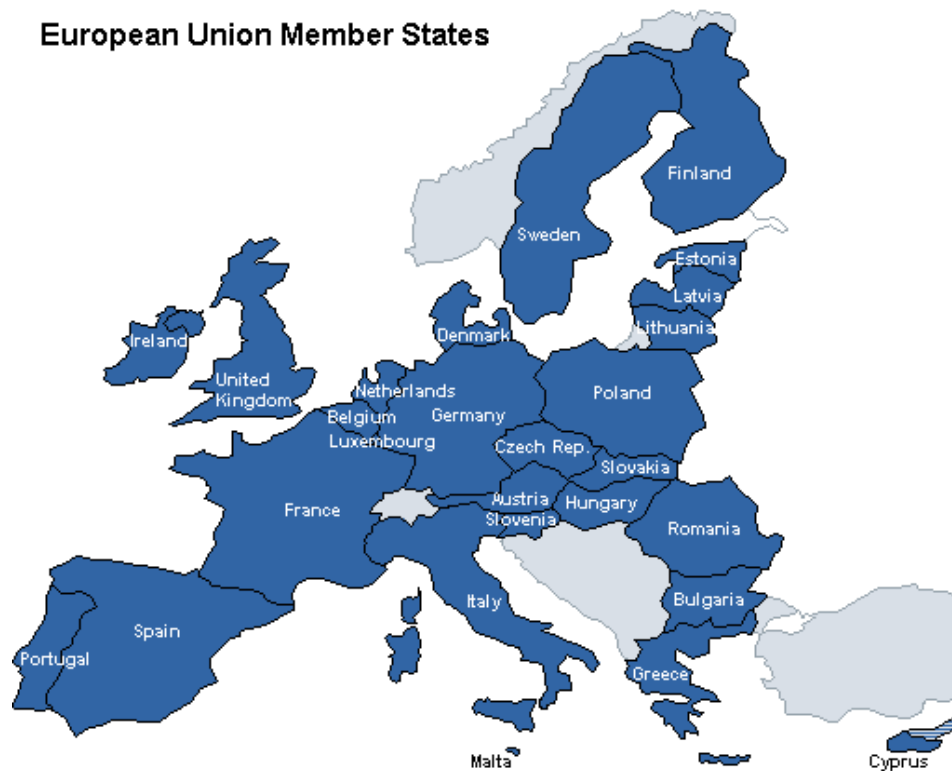Key words: union, member, market, trade, law, monetary

<u>Materials</u>

Interactive board (games + picture) + text

European Union Member States

The **European Union** (**EU**) is an economic and political union of **27** member states that are located primarily in Europe.

Institutions of the EU include the European Commission, the Council of the European Union, the European Council, the Court of Justice of the European Union, the European Central Bank, and the European Parliament. The European Parliament is elected every five years by EU citizens. The EU's de facto capital is Brussels.

The EU was originally formed by the Inner Six countries in 1951 and 1958. In the intervening years the community and its successors have grown in size by The Maastricht Treaty established the European Union under its current name in 1993. The latest amendment to the constitutional basis of the EU, the Treaty of Lisbon, came into force in 2009.

The EU has developed a single market through a standardised system of laws that apply in all member states. Within the Schengen Area (which includes 22 EU and 4 non-EU states) passport controls have been abolished. EU policies aim to ensure the free movement of

people, goods, services, and capital and maintain common policies on trade, agriculture, fisheries and regional development.

A monetary union, the euro zone, was established in 1999 and is composed of 17 member states. Through the Common Foreign and Security Policy the EU has developed a role in external relations and defence. Permanent diplomatic missions have been established around the world. The EU is represented at the United Nations, the WTO, the G8 and the G-20.

With a combined population of over 500 million inhabitants, or 7.3% of the world population, The EU was the recipient of the 2012 Nobel Peace Prize.

Key words: union, member, market, trade, law, monetary

Games:

http://europa.eu/kids-corner/countries/flash/index_cs.htm

http://www.sheppardsoftware.com/Europe/Eur_G5_1024_768.html

Homework:

Write down to your exercise book all 27 EU member countries.

Lesson 10

Preparation

Content objectives

Summary of the topic covered, making clear any problems or task that might arise

Language objectives

Students are able to carry on discussion, summarise the covered theme in full sentences. They are able to name different parts of Europe with its specification and directions in English language

Materials

Textbook, internet, Interactive board, Atlas

Final comprehension test:

The test is presented to students after the brief summary. Before the test, students have time to discuss the topic with the teacher or in pairs.

Appendix 9

Around the world

Look at the map of Europe. Use the book of maps and label the countries.

Portugal / Spain / Italy / Croatia / Greece / Switzerland / Romania / Russia / Iceland / Poland / Latvia

Find the capital cities in the wordsearch (9 capitals).

M	A	D	R	I	D	S	O	R	S
A	Z	V	V	F	V	W	B	O	I
B	M	O	S	C	O	W	O	M	R
L	O	Y	U	T	B	N	M	E	A
A	T	H	E	N	S	X	Z	B	P
B	R	A	T	I	S	L	A	V	A
Y	W	O	W	A	R	S	A	W	D
B	M	Q	O	R	E	I	D	V	R
P	R	A	G	U	E	T	J	N	L
Z	A	A	W	O	S	L	O	V	P

Řešení:

M	A	D	R	I	D			R	S
								O	I
	M	O	S	C	O	W		M	R
								E	A
A	T	H	E	N	S				P
B	R	A	T	I	S	L	A	V	A
			W	A	R	S	A	W	
P	R	A	G	U	E				
				O	S	L	O		

Zdroj obrázku:

- [2013-01-21]. <http://www.clker.com/clipart-14078.html>

Appendix 10

*Test- **Europe***

grade 8   ……………………… (name)

1. Fill in information under the pictures
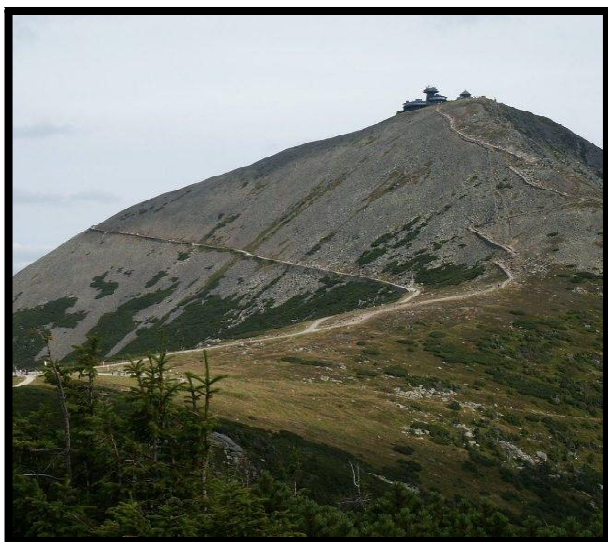
Name of the mountain: _____

Altitude: _____

Range: _____

Country:_____

2. Match to create appropriate and meaningful triplet (work with atlas)

Mountain	**Range**	**Country**
Gerlachovský štít	Mynikas	Andorra
Olymp	Alpy	Česká republika
Coma Pedrosa	Krkonoše	Slovensko
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Pád	Středozemní moře	Rumunsko
Ebro	Atlantský oceán	Itálie
Loira	Černé moře	Francie

Assessment criteria (criteria referenced assessment)**:**

Question 1:

In total 50%,

Each picture described completely 25%

Maximum 8 points, each correct answer 1 point

Question 2:

In total 50%,

Maximum 10 points, each correct triplet 1 point (5%)

Mark 1 – 100% - 90%

Mark 2 – 89% - 70%

Mark 3 – 69% - 45%

Mark 4 – 44% - 15%

Mark 5 – less than 15%

SHRNUTÍ

Tato diplomová práce rozebírá a popisuje hlavní problémy a překážky v začlenění metody CLILu do hodin výuky Zeměpisu na druhém stupni základních škol v Praze, Hostivaři. V první části své práce představuji metodiku hodin CLILu v teoretické rovině. V části věnující se CLILu v rámci České republiky popisuji snahu o podporu rozvíjení cizích jazyků skrz Rámcový vzdělávací program a snahy o rozšíření této metody na školách po celé republice. V další kapitole se snažím o vysvětlení užití obou jazyků, mateřského a cizího, během hodin CLILu. Dále představuji návrhy na řešení problematiky hodnocení, které je u této metody náročné a mnohdy kontroverzní téma.

Praktické část mé práce byl experiment, při kterém jsem odučila 20 hodin zeměpisu s využitím metody CLILu ve třech různých ročnících na druhém stupni základní školy. Cílem experimentu bylo zjistit, zda je možné při využití metody CLILu obsáhnout daná témata v plném rozsahu určeném školním vzdělávacím programem. Dále jsem zjišťovala, zda jsou žáci při uplatnění této metody schopni porozumět obsahu předmětu stejně jako ve svém mateřském jazyce. Na závěr svého experimentu žáci vyplnili dotazník, na základě něhož jsem zjišťovala jejich postřehy a dojmy ze změny vyučovací metody.