Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

CLIL – ROZVOJ A VYUŽITÍ CLIL MATERIÁLŮ: IMPLEMENTACE GRAMATIKY V CLIL MATERIÁLECH

Gabriela Kašpárková

Plzeň 2021

University of West Bohemia

Faculty of Education

Department of English

Thesis

**CLIL – MATERIAL DEVELOPMENT AND USE:
IMPLEMENTATION OF GRAMMAR IN CLIL MATERIALS**

Gabriela Kašpárková

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

(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26. dubna 2021   …………………………….

Gabriela Kašpárková

ABSTRACT

Kašpárková, Gabriela. University of West Bohemia. April, 2021. CLIL – Material Development and Use: Implementation of Grammar in CLIL Materials
Supervisor: Mgr. Barbora Reynaert, PhD.

This paper aims to cast light on an analysis of CLIL materials' grammar to raise the grammatical facet's awareness in CLIL as a practical approach to language and content teaching. The Theoretical background defines the concept of CLIL, precisely, its quintessence and principles. A grammar concept is presented here for the grammatical role and the fundamental standards, which is also relevant to achieve this work's objective. On account of that, CLIL learners and their critical specifics are portrayed. These pages of the theoretical part form the background of the CLIL.

The methodological part directs to bring readers closer to the grammar presentation in CLIL materials, particularly CLIL materials based on given criteria. Besides this, a questionnaire with a CLIL teacher Mrs. Hlaváčová is examined. The author's goal is to analyse some of the accessible materials determined for CLIL classes and also the commentaries provided by the CLIL teacher. Therefore, a CLIL teachers' perspective and implementation of grammar in CLIL materials are presented in this thesis. Consequently, based on the previous sections, the final methodological part endeavours to identify a variety of grammatical strategies and methods applied in the materials or presented by the CLIL teacher Mrs. Hlaváčová. When selecting criteria for research analysis, I inclined to the theoretical background. These findings indicate that all resources worked with grammar to a limited extent and focused on other learning processes.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

I.   INTRODUCTION

In the rapidly evolving world, there is an increasing need for research and new teaching methods. This teaching of second languages requires improvement so that learners can learn in more natural and more effective ways. The method I have chosen for my diploma thesis contributes to the development of contemporary education without question. As a double-subject West Bohemia University student and a former grammar school alumnus, I came across the CLIL approach first during my master's program studies, which my current supervisor taught. Thanks to these lessons, CLIL seemed like a good investment and an exceptional opportunity to choose a topic for my diploma thesis. From where I stand, CLIL represents a creative, motivating, and contemporary teaching method, which is still expanding throughout the world and the Czech Republic.

The approach of Content and Language Integrated Learning, CLIL, embodies one of the latest significant effective ways in language teaching of how to incorporate content and language in a single lesson. CLIL symbolizes an alternative to traditional teaching techniques, by which an alliance between content and language was created. In other words, in which the second language is taught in a content subject during a lesson. Let me use a precise definition by Coyle, Hood & Marsh (2010), introducing CLIL as a "dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1).

This thesis aims to provide an analysis of the presentation of grammar in CLIL materials. Grammar is an integral part of language teaching, so it is a component of CLIL as well. Most of the time, CLIL deals with vocabulary presentation, which is too crucial; however, I was more interested in the implementation of grammar in CLIL materials since it is not as visible as vocabulary. The thesis aspires to come up with a deeper understanding and comprehensible standpoint on the utilization of grammar. Moreover, as CLIL is taught either by language teachers or by the content subject teacher, I intended to investigate how grammar is introduced.

The theoretical background aims to map the core principles of CLIL, then introduces the role of grammar and its essences, and propose must and tips when teaching grammar. Two types of approaches are identified; thus, a deductive and an inductive approach. On top of that, the thesis elaborates CLIL learners, namely the age specifics, and highlights the effective teaching methods and strategies referring to the grammar and CLIL aspect.

Sometimes, a lack of motivation can be a burden, especially when learning grammar. For this simple reason, I also present to readers the role of motivation and its types.

The practical part offers an analysis of presenting grammar throughout given CLIL materials based on given criteria. In other words, the methodology of the research is presented in the Methods; meanwhile, the aims of the research are specified and the research tools, analysed CLIL materials, procedure, and research questions are introduced. The research results are presented according to the research questions and supported by corresponding tables summarizing the gathered data. Besides this, the results are commented on in the chapter Results and Commentaries. The following chapter focuses on pedagogical implications, research limitations, and further research suggestions.

Eventually, this paper's main findings and ideas are summarized in the last chapter, called Conclusion.

II.   THEORETICAL BACKGROUND

CLIL

In this chapter, the acronym CLIL will be defined, and I will look at series of crucial principles of CLIL, that is to say, the 4 Cs standing for Content, Communication, Cognition, and Culture. Next, the 3 Ls indicating Language of learning, Language for learning, Language through learning, and the essential Scaffolding.

Defining CLIL

CLIL, being embraced in 1994 within the European contexts, represents the Content and Language Integrated Learning (henceforth CLIL), thus an innovative educational approach for teaching and learning content and language. The focal points are both content and language, which are interwoven with each other. This alternative of CLIL deviates from the traditional ones in the dual focus in its integration. As Coyle et al. (2010) claimed, it is not a new form of language education; either it is not a new form of subject education; nonetheless, it is a fusion of both. It is essential to realize that CLIL is an umbrella term that covers more educational approaches, such as immersion, bilingual education, multilingual education, language showers, and enriched language programs (Mehisto, Marsh & Frigols, 2008). Besides this, CLIL sets up that kind of environment in classes, which seems more comfortable and natural for the learners by language learning. That increases the learners' competencies (Vozabulová, 2019).

CLIL is often adverted to as a method (NIDV, 2010; Binterová & Komínková); however, many authors label CLIL as a pedagogical or education approach (Mehisto, Marsh & Frigols, 2008, p. 9; Dalton-Puffer, 2011, p. 9). Ball, Kelly & Clegg (2015) introduced a simple definition, stating that CLIL is a "way of teaching and learning subjects in a second language" (p. 1).

Some of you may wonder why is CLIL relevant to contemporary education. It is needed to mention that there are some forces of global change, for example, various technologies, which can present challenges for education. Based on Nikitas (2014), generations Y, to be specific the Millennials, birth years is from 1980 to 1994/6; and Z, birth years from 1996/7 to 2012/15, have been and are being, to an increasing extent, exposed to advanced technology at a very young age. Mainly concerning predominantly, the Internet, mobile communication and entertainment devices, personal computers, and many others.

Therefore, these young generations have grown up with these technologies and are more inclined to develop their mindset in this way. That was depicted as a longing for 'learn as you use, use as you learn' (Coyle, Hood & Marsh, 2010).

On the other hand, thanks to the enhancing technologies, grammar or the language can be practiced on the devices in loads of downloaded apps, such as *Kahoot.*

When it comes to links with the past of CLIL, similar approaches in teaching, where a subject is taught through a foreign language, could be found already in Ancient Rome. It was common to educate children in the Greek language, which widened their horizons and future opportunities (Benešová, Vallin, 2015).

At present, new methods and strategies for foreign language teaching are constantly being sought and developed. In contrast, the demand for language skills is constantly increasing, and efforts to acquire new skills or improve existing language skills are rising. In most cases, people know one or two languages on average, not counting their mother tongues (Benešová, Vallin, 2015). Drawing on Mehisto, Marsh & Frigols (2008), a desire occurs in Europe, primarily to improve language-learning opportunities for young people to increase European cohesion and competitiveness.

Principles of CLIL

In this section, the individual Cs will be presented, together with their reciprocal relations, and the theoretical concepts, that link up with the 4Cs framework. The other significant technique involved in CLIL principles is scaffolding. Ultimately, the 3Ls will be discussed in the context of CLIL.

4Cs. In the CLIL concept, there is an emphasis put on crucial components, the so-called 4 Cs. Four Cs are the standards all integrated and embedded in CLIL basics, therefore valuable principles of CLIL. This framework of four Cs signifies Content (subject matter), Communication (language learning and using), Cognition (learning and thinking processes), and Culture (developing intercultural understanding and global citizenship). Four Cs are regarded as building blocks, which allow the symbiotic relationship to exist between four elements. These building blocks play an integral part when creating materials in CLIL (Coyle et al., 2010).

As Vozabulová (2019) asserted, individual Cs encompass several subpoints and questions that teachers need to ask themselves to outline successful CLIL lessons. Hence, they are linked to Bloom's taxonomy and content and language objectives.

The first C, content matter, serves not only to acquire various bits of knowledge, but it is also about learners creating and developing their skills and understanding (Coyle et al., 2010, p. 42). By this feature, teachers face the decisions about What will I learn? What shall the students learn? (Coyle, 2005). Then, the content can be joined to the communication. It can be the communication used and perceived throughout the whole class, together with the language that is to be learned and obtained by learners. Questions related to these language objectives are such as "What language do they need to work with the grammar/language? Is there any grammar that needs to be explained/clarified when dealing with a topic? Will I need to check out key grammatical coverage of a particular feature?" (Coyle, 2005, p. 6).

In agreement with Crandall (1994), learners cannot develop academic comprehension and proficiency without the possibility to access the language where the knowledge itself is included, discussed, constructed, or evaluated. Neither can they gain academic language skills in a context devoid of content (p. 256).

In figure one, readers can observe the interconnection through the 4Cs elements. Later, Coyle et al. (2010) included in the framework the Context; and as a result of this, the effective CLIL is made within it through

> progression in knowledge, skills and understanding of the content; engagement in associated cognitive processing; interaction in the communicative context; development of appropriate language knowledge and skills; the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and 'otherness' (p. 41; see Figure 1).
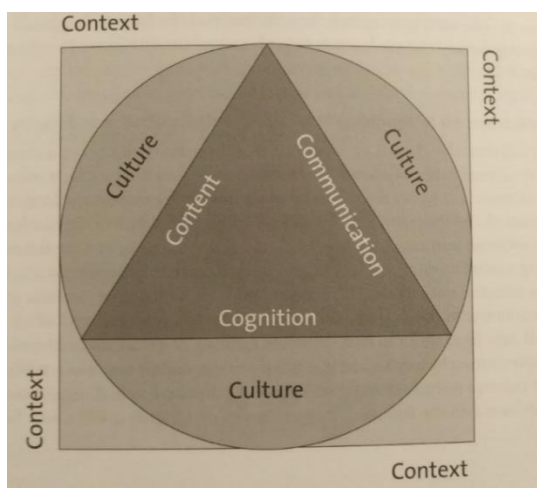
Figure 1: 4C Framework (Coyle et al., 2010, p. 41)

Cummin's (1984) quadrants to CLIL contexts model were introduced by Coyle, illustrating language and cognition's mutual impact, standing for the procedure from cognitively undemanding targets to more demanding ones. Otherwise stated, if the language level is too challenging, then conceivably successful learning cannot come to pass (Coyle et al., 2010, p. 43). As Procházková (2018) wrote, the progression continues from highly contextualized tasks to more abstract ones because abstract tasks are linguistically demanding. To guarantee that students will be cognitively challenged and simultaneously linguistically supported, dialogic learning is allowed to happen, requiring strategic and principled planning. This adapted version of Cummins' 1984 model would be possibly valuable in balancing linguistic and cognitive demands (see Figure 2) (Coyle et al., 2010, p. 43).
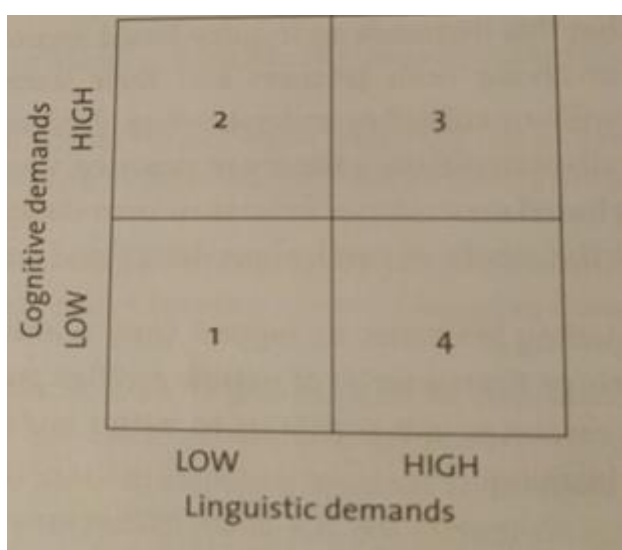
Figure 2: The CLIL Matrix (Coyle et al., 2010, p. 43)

Scaffolding. By term scaffolding, one understands the strategy or principle, firmly bound to the CLIL method. However, people are usually conscious of this word as the process of constructing or repairing some buildings. As soon as a specific part of the building is repaired, the scaffolding is gradually removed. In CLIL, this policy touches on every piece of support provided to learners who are dealing with given tasks by the learning process. It is a temporary matter, though; but it is meant only as assistance until the learners can accomplish appointed work independently. In a nutshell, at first, learners need a bit of guidance and encouragement, up to the time that they can carry it out independently.

Gibbons (2015) cited Bruner's (1978) definition of CLIL, describing it in a metaphorical sense as "the steps taken to reduce the degrees of freedom in carrying out some

tasks so that the child can concentrate on the difficult skill she is in the process of acquiring" (Gibbons, 2015, p. 16).

From Gibbons' point of view, scaffolding is not another word for help. It pictures a special kind of help that helps learners reach new skills, concepts, or levels of understanding. Scaffolding is thus the temporary support by which a tutor helps a learner recognize how to do something so that the learner will later implement a similar task alone. That is complemented by Vozabulová (2019), who emphasized the learning materials, which also stands as scaffolding method (for instance, coursebooks accompanied by dictionaries or vocabulary explanations and definitions, as well as grammar theories) (p. 33). Mehisto et al. (2008) mediated a set of examples of various strategies and techniques for scaffolding; including in the early stages ensuring reinforcement for attempting to speak, shortening sentences, brainstorming a particular topic to identify the current level of knowledge, working with pictures and realia, letting learners sum up a text by writing headings for each paragraph, having learners develop their definitions for terms and many others.

3Ls. The three Ls, namely language of learning, language for learning, and language through learning, are categories that are called The Language Triptych, standing for the interrelationships between content and language objectives (Coyle et al., 2010). It is recommended by them (2010) to be familiarized with these three components before planning the lessons. As Vozabulová (2019) stated, these are mostly reflected in the language objectives.

By the term 'the language of learning,' Coyle et al. (2010) understand the language needed for learners to gain access to essential understanding, skills when dealing with a concrete field of knowledge. Vozabulová (2019) appropriately emphasized that the content and herewith also the numerous exercises, reading tasks, language instructions, and others which regulate the range of content-specific vocabulary or dictate either grammar or vocabulary as well. Consequently, grammar is not presented to such a comprehensive extent and to that degree as in language classes. As reported by her (2019), learners require to adopt language that allows them to depict what is happening (the language of analysis) and the language of general comprehension (facts, information), which is vital for approaching the content subject, such as understanding the text structure, vocabulary, and grammar. Moreover, she (2019) has also pointed out that teachers ought to reflect on how the students will use the language of learning (grammar, vocabulary, phrases) to learn.

The second element of the triptych, the language for learning, covers the language necessary for communication in the classroom environment (Coyle et al., 2010). Procházková (2018) suggested that it includes the classroom language and the one for academic purposes and speech acts. Learners are provided here with strategies enabling them to efficiently implement the foreign language (Coyle et al., 2010). Especially here, CLIL teachers need to pay attention to the fact that students shall develop competencies, such as to debate, evaluate, express viewpoints, as they are required to it in in-class tasks and activities, such as pair work, cooperative group work (Vozabulová, 2019).

By the principle of the third pillar, language through learning means that "effective learning cannot take place without the active involvement of language and thinking" (Coyle et al. 2010). That is the language constituted in the process of learning, just as Procházková (2018) stated, "as a new meaning is learned, new language is required and acquired" (p. 19). In other words, learners do learn when they participate in learning and thinking procedures (see Figure 3).
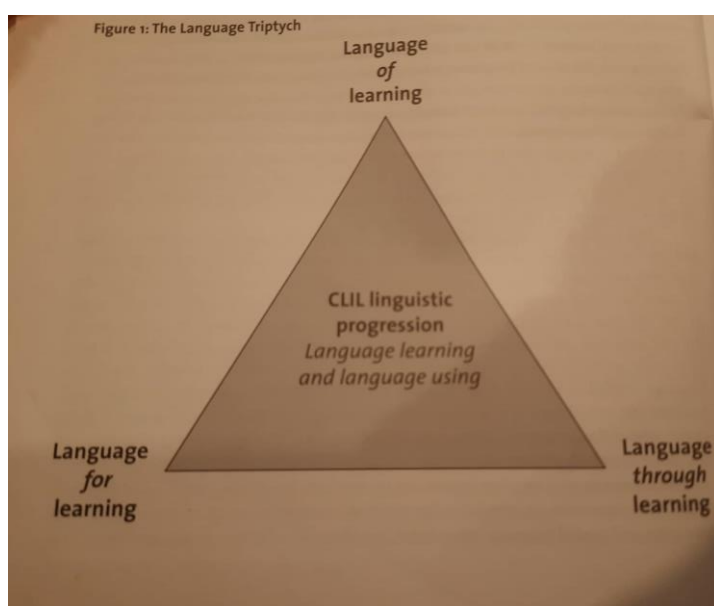

Figure 3: The Language Triptych (Coyle et al., 2010, p. 36)

Grammar

The following chapter aims to bring insight into grammar aspects, its relevant approaches, namely the deductive and inductive; further, getting acquainted with explicit and implicit dimensions, and the musts and tips when teaching grammar.

Role of grammar

Grammar and vocabulary are integral parts of language learning. It is a matter that has been a controversial topic all over the history of English teaching, considering either what grammar is, how it should be taught, and what is the best way (Richards, 2015). If you imagine asking learners the question concerning which part of learning a foreign language they feel aversion toward, the probable answer would be just the grammar. In agreement with Scrivener's (2011) words, most people picture a book full of rules and explanations that tell them which endings belong to this verb, how a superlative is made, how, and when using an adverb. Teachers stand in the role of conveyor, whose objective is to remind their learners that grammar is not rocket science. However, it can be fun, and it is the means that authorize anybody to express themselves in the way they want it. Otherwise stated, it serves all people as an engine of the given language, enabling to have logic and structural order in speeches, articles, assignments, messages. Teaching grammar, or precisely how to teach grammar, has been an issue these days, and linguists have considered the pros and cons of different approaches. In CLIL lessons, all four language skills should merge. There are two types; the productive one involves speaking and writing (lexical activities, which grammar is recycled through), and the receptive ones, the listening, and reading (Darn, n.d.).

According to *Cambridge Dictionary* (2020), the term grammar stands for the study or use of the rules about how words change their form and combine with other words to express meaning. *Oxford Advanced Learner's Dictionary* defines grammar as "the rules in a language for changing the form of words and joining them into sentences" (Hornby, 2000, p. 516).

Based on Thornbury (1999), grammar is the study of what forms, or structures, such as sounds, words, sentences, and texts, are possible in a language; it is the study of the meanings that these forms pass on.

Ball et al. (2015) stated the importance lies in building awareness of the types of sentences rather than questioning how to teach grammar in general. The essence is to present it properly to learners, help and support them to see and hear the language and grammar structures, and chiefly, encourage learners when they are required to produce language structures themselves afterward. It is also needed to be clear that grammar goes hand in hand with vocabulary learning. As Llinares, Morton & Whittaker (2012) remarked, the learners require to memorize plenty of words and rules about combining the words to make the intended meanings.

When teaching grammar, accuracy, fluency, and complexity are taken into consideration. Accuracy alludes to the learners' ability to present discourse without any grammatical error. Building up the knowledge is required to be piece by piece, releasing the related things slowly. The controlled practiced should be unquestionably incorporated because the process of correcting is relevant, and learners need to be correct until it is too late (Richards, 2015).

Fluency deals with continuous speech production by which no comprehension difficulties or breakdowns of communications are made. Communicative language teaching draws attention to the importance of a spotlight on accuracy and fluency (Richards, 2015). By accuracy, it is the case where the accuracy practice should occur later in the process, only when the learners are acquainted appropriately with the new material (Thornbury, 1999).

The development of fluency in language does not necessarily touch on the development of complexity. For learners' more complex linguistic system, the restructuring of mental representations is required (Richards, 2015). Thornbury (1999) commented on restructuring as an integration of new information into old ones; that is to say, it is expected from students to learn new rules and integrate them straightaway into their mental grammar.

Principles of teaching grammar

This chapter will acquaint readers with the two traditional approaches of how to teach grammar. Further details and characteristics of these methods will be provided, counting various benefits or potential barriers.

Deductive and inductive approach. Teachers choose whether to teach grammar in an inductive or deductive way, and this subchapter deals with the issue of both its description and possible (dis)advantages. First, let the deduction be considered. Richards (2015) referred to it as traditional views of the status of grammar, entitling it "grammar first" (p. 297).

Thornbury (1999) defines the deductive approach as how teachers begin with the presentation of rules, following by examples where the given rules are applied. To be specific, the rules and grammatical structures are introduced first and then practiced in a familiar coherence. Only then do they serve to form new meanings in several contexts. This way can be a more effective and time-saving approach under certain circumstances, indeed (Rivers & Temperley, 1978). The deductive approach is also well-known as a rule-driven method, often related to grammar-translation (Thornbury, 1999). The grammar-translation method represents the deduction because, as said by Richards and Rogers (2001), "grammar

is taught deductively, that is, by presentation and study of grammar rules, which are practiced then through translation exercises" (p. 6). Ur (1991) explained that this way of grammar presentation is valuable to older or more analytically-minded learners.

The deductive approach can be recognized in text-based, task-based, content-based teaching, and also in CLIL. This conception is used appropriately when the target structure is entirely new to learners. It is a quicker and easier way to teach the rules or grammar structures; simply put, it is time-saving. Furthermore, the deductive presentation's idea is to nudge the learners towards the main point. As for the provided examples, these illustrate their form, meaning, and use to learners. Nevertheless, it also respects the intelligence, maturity of learners (Richards, 2015).

When listing some disadvantages of this approach, it should be noted that one can think of it as a passive technique because learners are passive and not that much motivated, inasmuch receiving the principles on the golden tray. As for the pros, this approach is much faster than the inductive one. Above that, it is also more systematic and consequently easier to implement (Henrici & Riemer, 1994).

On the other hand, back to Thornbury (1999), the purpose of the inductive approach is "to start with some examples from which are the rules inferred" (p. 29), so-called "rule-discovery" (p. 49). He (1999) brought out that learners ought to study illustrations first and then work out the corresponding rules.

According to Richards (2015), students are encouraged to identify the rules themselves, designating the guided discovery approach. The inductive way of teaching grammar is not as fast as the previous, deductive one. However, learners wrap their heads around the specific examples, and from these, they can derive an understanding of a new grammatical rule. As Gower et al. (1995) stated, the rules and grammatical structures are introduced to students in a natural language context.

This inductive concept operates mainly by natural language acquisition. For this reason, the Direct and Natural Method employs it for the most part (Thornbury, 1999). Induction serves as a beneficial approach; hence the students have to think actively about the language. Apart from this, it is a motivating way of presentation, heading to their independence and self-activity. Regardless, it can be time-consuming and challenging for students to induce the new rule without assistance (Henrici, Riemer, 1994).

Ur (1991) pointed out that choosing a method is up to teachers, and chiefly, it depends on the situation, which one is more or less effective. "If the learners can perceive and define the rule themselves quickly and easily, then there is a lot to be said for letting

them do so: what they discover themselves they are more likely to remember." (Ur, 1991, p. 83). However, if it seems to be too difficult for them, teachers may waste much precious time in the class on "sterile and frustrating guessing, or on misleading suggestions" (Ur, 1991, p. 83). Hence, it is sometimes more advisable to provide certain information in advance.

Both methods have their pros and cons. In agreement with Richards (2015), there is simply no single eligible way to teach or learn grammar. The best of both worlds is to use these two approaches and mingle them based on the learners' learning styles.

Explicit and implicit dimension. There is a choice for teachers to teach grammar in the explicit or implicit dimension when it comes to teaching grammar or any other aspects of learning. First, let me clarify both of the terms, explicit and implicit learning. As Zheng (2015) highlighted, explicit and implicit learning concepts were suggested based on a finite-state grammar experiment first in 1967. Explicit learning is "a conscious awareness and intention" (Brown, 2007, p. 291) to learn something new.

According to Zheng (2015), explicit learning is "a conscious, controlled process, which refers to vocabulary and grammar learning in language materials by means, such as memory, grammar analysis" (p. 556). Students are aware of the learning process structure and precisely convey the knowledge that has been learned. Drawing on Hulstijn (2005), "explicit learning is input processing to find out whether the input information contains regularities and if so, to work out the concepts and rules with which these regularities can be captured" (p. 131).

Dornyei's (2009) put the explicit learning into words that learners deliberately attempt to master some material or to find a solution to problems. As Brown (2000) submitted, there was a time when translational method was very popular and prevailing, the explicit instructions were widely used by teachers of that time.

In sum, it is an active process in which learners try "to seek out the structures of pieces of information that are presented to them" (Rahimi, 2012, p. 69). The overall purpose of the explicit dimension is to introduce a new topic or skill, provide guided instruction for the understanding of rules, skills, and thinking, and give learners specific instruction through modelling, allowing them to develop understanding through practice (Best et al. 2005).

Moreover, Krashen (1982) firmly opposed the idea of explicit grammar teaching by using a grammatical syllabus because "conscious knowledge of the rules is [...] not responsible for our fluency, it does not initiate utterances" (p. 83). Conversely, he favours

the acquirement of the language mainly implicitly and thus discovers the grammar rules in a natural way.

By contrast, implicit learning represents, according to Brown (2007), "learning without conscious attention or awareness" (p. 291). In this case, learners carry on being unaware of the learning taking place; however, it is apparent in learners' behavioural responses. Consequently, they cannot verbalize what they have learned (Ellis, 2009). Rahimi (2012) listed in *the International Journal of Applied Linguistics & English Literature* some of the attributes required for implicit learning and teaching, namely "passive, unintentional, inductive, intuitive, automatic, subconscious" (Rahimi, 2012, p. 69).

Zheng (2015) referred to explicit and implicit grammar teaching, where he stressed that learners need to be naturally acquired through the situational scene when learning grammar. He (2015) mentioned that explicit grammar teaching serves to learn the grammatical rules intentionally, efficiently, and accurately also use the language. On the other hand, he (2015) raised a point to explicit grammar teaching, thanks to which learners thoroughly grasp the grammatical objectives and make grammatically correct sentences. However, they cannot use the English language for regular everyday communication; meanwhile, the implicit grammar teaching method lets learners better understand by incorporating the discourse into the context.

Musts and tips when teaching grammar. Here, readers can summarize fundamental principles, which should be bearded in mind when teaching grammar.

10 Musts for Grammar Teaching. Besides controlled practice, include free practice as well. Do not spend the whole lesson on gap-filling. Example sentences should be personalized about the learners or their loved ones. Offer enough space for practice. Prepare a lesson plan with instructions, which involves space for the learners' questions and feedback. Do not move on until everyone is ready and clear about the given topic. Reduce the teacher talking time; if you see that your explanation is not working, try a different approach (e.g., one student explains it instead of the teacher). Connect the grammar to real-world use (certain bits of grammar are used in certain situations). Implement exercises where the learners correct the errors. Make the practice interactive through games and competitions (Richards, 2015; Scrivener, 2011).

Tips and information about teaching grammar. First question, "How do learners learn grammar?" provides the following answers: "Learners do not learn structures one at a time because learning is a gradual process, by which they easily backslide when new forms are introduced to their interlanguage. What is more, learners hypothesize about how L2 works" (Klečková (2019): Brown (2000), Celce-Murcia, (2001), Harmer (2007), Scrivener (2005), Ur (1996)).

The second question explains "What do language learners need to learn a language item?". Answers sound like being exposed to many languages while reading and listening, noticing concrete items when used, understanding the form, meaning, and use of an item. Moreover, teachers should try things out in a safe environment and have opportunities to practice them; besides this, it is necessary to use the new language when speaking and writing to communicate in different contexts, and lastly, remember items (Klečková (2019): Brown (2000), Celce-Murcia, (2001), Harmer (2007), Scrivener (2005), Ur (1996)).

The third question in line considers the characteristics of effective grammar-focusing techniques. The responses are as follows: techniques need to be presented in meaningful and communicative contexts, contributing to communicative goals. They promote accuracy within fluent and communicative language. These techniques do not overwhelm students with linguistic terminology and are lively and intrinsically motivating (Klečková (2019): Brown (2000), Celce-Murcia, (2001), Harmer (2007), Scrivener (2005), Ur (1996)).

Eventually, the last query of what teachers should think about when teaching grammar. This last matter in question will be answered in a couple of further vital questions, which teachers need to ponder over:

Am I clear about what exactly I will or will not include?

What are the situations/contexts in which the item is used?

What are the most common examples of everyday sentences that have this item?

What is the one sentence – target sentence- that includes the item?

What situational context or a text will I use to focus on the item?

What is the form, meaning and the pronunciation of the item in the target sentence?

What are some possible or typical student problems with the target sentence?

What do I think learners can achieve in a lesson on this item?

(Klečková (2019), p. 1: Brown (2000), Celce-Murcia, (2001), Harmer (2007), Scrivener (2005), Ur (1996))

CLIL learners

In this chapter, the concept of young learners, lower-secondary and adult students will be considered from two perspectives. The first perspective will propose the age of learners, in this case, the so-called young learners; the second aspect will examine the effective teaching methods for the given group age, namely young learners.

Age specifics of learners

It can be said that learners are the principal components of the learning process, together with the ones who give their best to convey the particular knowledge and skills to these learners, teachers. Students' age varies on a large scale, specific from young children, adolescent to adult learners.

Ur (1991, p. 286) studied assumptions about age and learning and showed that:

1) Younger children learn languages better than older ones; children learn better than adults.
2) Foreign language learning in school should be started at as early an age as possible.
3) Children and adults learn languages basically the same way.
4) Adults have a longer concentration span than children.
5) It is easier to interest and motivate children than adults.

Young learners. This young learners' (henceforth YL) group is supposed to present the children from the age of 6-7, the first years of schooling, to 11-12 years. Generally speaking, this YL category enters the school and experiences their first years of education. This case allows us to say that they all start from the same level and gain English knowledge from zero, thus the beginner level. It is assumed that these learners are inquisitive about everything, and they occur in the period of life when they desire to learn new things, and they do enjoy it.

Harmer (2001) demonstrated that the group of YL acquires knowledge indirectly rather than directly. Otherwise stated, this implies active learning from everything that they can see around them, including games and multiple types of activities. It is interesting to note that they are fond of speaking about themselves, including them in topics. Hence, the teacher should consider numerous sources and distinct approaches to each of these individual YL. Moreover, class materials and activities are essential to engage and get learners interested in that particular topic.

A paper by Stakanova & Tolstikhina (2014) suggested that songs and poems are convenient and helpful, along with fairy-tales, short stories, cartoons, short plays. Simply put, any visual aids worth the effort to be used in the lesson. As for the activities, it is highly recommended to have these learners draw simple diagrams. The choral repeat is beneficial just as either singing or listening to the same song hundreds of times (Stanakova & Tolstikhina, 2014).

YL tend to have no fear of the unknown, and in language teaching, it is interesting that they never feel to have any language barriers. They still manage to play with their peers, and at this age, the habit of using non-verbal means of communication is still occurring. At foreign language lessons, YL are prone to rely on the patterns from their mother tongue, which they are still learning to use appropriately (Stanakova & Tolstikhina, 2014).

Adolescent. The adolescent, the lower secondary students, stands as the target group for this thesis. In generally, the age of adolescent plays a vital role when reaching 10-12 years, carrying on till the age of 19-20 years. The signification of lower secondary ends at the age of 15-16. As Ur (1991) accurately stated, these teenagers may be considerably more demanding to motivate. On the whole, it does take much longer when a teacher wants to build up trusting relationships with them.

About their characteristic, it is common for adolescent learners to be less motivated, facing discipline problems, especially at school, and resisting all authorities occurring in that time of their life. Usually, teenage learners can be extra ordinally disruptive in lessons and often struggle with their focus and attention to the teacher. It needs to be remembered that their identity search reaches the critical period at this stage of life and is influenced mainly by other people whom teenagers encounter. As for the teachers, adolescent learners push them to their limits most of the time. However, they can also provide their respect for the teacher if he/she can obtain control over the demanding situations and effective management over the class.

On the other hand, their brain possesses a vast capacity and a great deal to learn new things. They will commit to those that kindle the interest in them. Because of this, teachers ought to be careful about their choice of materials so that they support the adolescent's self-confidence and identity formation to some extent, at least. (Harmer, 2001).

Furthermore, another attitude offered by Ur (1991) of how to treat and teach adolescent students suggests that most teenagers "may prefer their teachers to value and respect them rather than to be their friends" (p. 293). Thanks to her (1991) research, she also

pointed out that adolescent learners want to be identified by teachers as individuals. Nonetheless, they do not find it very appropriate for their teachers to be too interested in something, which the students may see as their private zone. In a similar vein, other issues were brought to the fore, and particularly the distinction between the younger and older adolescent students and their kind of approach. The younger ones are keener on having fun in the lesson, but they are less in favour of working. Simultaneously, the older adolescent learners lean toward switching their priorities (Ur, 1991).

Following Kružicová (2015), she reflected on teaching grammar to YL and adolescents; these contrast greatly. By illustration, adolescent students have already mastered the basic grammatical rules, linguistic principles, and some of the terminology. For that reason, the English teacher can apply their skills and knowledge about their native tongue to a foreign language, here English.

Adult learners. Adults act for the last group of learners. Several specific points about this group were made by Harmer (2001). He outlined that this group is, compared to the previous two, disciplined, sure, and know very clearly either why they are learning or the primary goal of learning. Thus, they are willing to struggle with any nuisance in the learning process. Based on their age, they already have a kind of learning pattern that suits them, thanks to their prior experience. The adult learners could be critical to the set of teacher's methods. Besides this, using indirect learning is valued.

In a similar vein, Ur (1991) considered adult learners from a different point of view. She brought to the spotlight the fact that teaching this age group is, in the aggregate, much more manageable and, overall, less stressful. By all odds, teaching (grammar) to adults often requires individual purpose, such as business or academic study areas; these demand specific expertise on the part of the teacher (Ur, 1991).

Effective teaching methods

This chapter will introduce the teaching methods that are beneficial for learners and consider grammar. Furthermore, teaching methods and strategies typical for CLIL will be compared with those involved in regular lessons. Besides this, the motivation and its types will be presented.

Teaching methods. When introducing this subchapter, what needs to be realized is that the chapter dealing with *Principles of teaching grammar* and this chapter complement each

other in several ways. My goal was to juxtapose effective teaching methods (in common teaching), and on the other hand, the effective CLIL methods that are currently in use. This chapter mainly comes up with the various methods and their use of grammar in teaching. According to Richard & Rogers (1986), several teaching methods need to be outlined, such as the grammar-translation method, direct method audio-lingual method, communicative language teaching, task-based learning, total physical response, and many others.

First, let me take a deeper look at what a method is. According to *Cambridge Dictionary (2021)*, a method is a particular way of doing something. Besides, Richards (1985) provided a summary of the method, and such "a language-teaching philosophy that contains a standardised set of procedures or principles for teaching a language that is based upon a given set of theoretical premises about the nature of language and language learning" (p. 32).

The grammar-translation method is characterized by the primary goal: learning the language to prepare learners for reading the literature and reaching the knowledge of vocabulary and grammar. The writing and reading competencies play an important role more than the ability to communicate. Hence, the speaking and listening skills are not dominating by this teaching method. Most attention is paid to translating tasks and grammar exercises, where the translation equivalents are applied and looked for. In grammar, accuracy is emphasized, grammar is taught deductively, and learners must memorize the grammar rules. Learners' mother tongue is predominantly used in, for example, instructions, explanations to enable comparisons in their native and the foreign English language. The teacher's role is crucial, and he or she acts as a superior in the class (Richards & Rodgers, 1986).

The following direct method symbolizes a kind of response to the prior grammar-translation method. Here the translations are forbidden so that the learners are forced to use only the target language. The fundamental principle in the direct method is to communicate and think in the target (English) language. The teacher represents less authority, more of a partner, and a guide for learners (Larsen-Freeman & Anderson, 2011).

Richards & Rodgers (1986) proposed several guidelines for this method; in other words, to conduct instructions solely in the target language, teach only helpful everyday phrases and sentences, speaking and listening skills, and introduce new aspects of the language orally. They (1986) determined that grammar and rules are taught inductively, and besides that, correct use of pronunciation and grammar is brought to the fore.

The following audio-lingual method heads to obtain the target language on a communicative level. Larsen-Freeman & Anderson (2011) advocated that the focal point of

this method is speaking and listening skills. The audio-lingual method relies on drill exercises, where the learners try to repeat various grammatical samples until they can spontaneously formulate them themselves. The teacher's role in this method is to control the lesson from the superior position, as shown in the grammar-translation method. The target language is the only language spoken in the class. About grammar, students learn it from grammar patterns, though no definite rules are said. Drill exercises teach the grammar models to encourage speaking and listening skills. This method presumes that all the grammatical aspects will one day become completely automatic (Larsen-Freeman & Anderson, 2011).

Next in line takes place the total physical response method, also known as TPR. The use of the following method of total physical response seems like a reasonable way that suggests the use of movement in CLIL classes is very suitable for many students (Benešová & Vallin, 2015). As reported by Richards & Rodgers (1986), TPR is "a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity" (p. 87). The gist of this undemanding method involves a tremendous amount of game-like movements (i.e., gestures) and setting up a positive and confident mood, which serves students to facilitate learning (Richards & Rodgers, 1986). Benešová & Vallin (2015) underlined that the chief principle is based on the reaction to a specific word with the concrete movement. The concept is well remembered and easier to recall. What needs to be further highlighted is that this TPR method is quintessential to the absence of stress, namely arranging a stress-free environment for the learners. In other words, teachers provide an enjoyable learning experience, definitions of words become clear through many actions, and the goal is to foster oral proficiency. However, "the ultimate aim is to teach basic speaking skills" (Richards & Rodgers, 1986, p. 91).

Additionally, a large part of the TPR method's classroom process is covered by listening comprehension. Drawing on Richards & Rodgers (1986), students possess mainly the role of listener and performer. They follow and respond to the instructor's commands either by gestures or in their mother tongue. Learners speak when they feel they are ready to begin their verbal responses (Larsen-Freeman & Anderson, 2011). The grammar lessons are, for the most part, organized around verbs. Instructors provide to students inductive learning. In the context of grammar, it is taught not straightforwardly; thus, it is learned from the teacher's imperatives (Kružicová, 2015). Typical TPR classroom activity corresponds to the role plays (everyday situations – at the restaurant, supermarket, gas station), problem-solving tasks, and imperative drill activities. These are used to elicit physical tasks. Grammatical

features are chosen under conditions or situations where they can occur and be used and learned with ease (Richards & Rodgers, 1986).

Finally, I would like to hint at the communicative language teaching (CLT) method. As Kružicová (2015) stated, it arose in response to the grammar-translation and audio-lingual methods. Here is the desired goal to achieve communicative competencies, put fluency and acceptable language differently. The communicative approach brings up that when learners learn the language, they also learn to communicate. Effective communication with comprehensible pronunciation is what is searched for in CLT. Attempts to learn to communicate are bolstered from the beginning; dialogues are not usually memorized, drilling may occur; however, only marginally, the contextualization is taken for granted together with the authentic language use and many others. The teacher has the role of guide, assistant, who creates a relaxed, positive environment in class, gives a hand when needed, and helps them in any way that can motivate the learners more to work (Richards & Rodgers, 1986).

Following Larsen-Freeman & Anderson (2011), in communicative language teaching, grammar is taught in conformity with the inductive approach. Because grammar is not the intended target, teachers do not correct every mistake that learners made. Both grammar and vocabulary are learned from the situational context (Larsen-Freeman & Anderson, 2011).

Hand in hand with teaching methods goes the myriad of teaching strategies. When enumerating a list of the essential ones, the following cannot be left out: cooperative learning, visualisation (i. e., the work with interactive whiteboard), repetition of activities, means of formative and summative assessment, relevancy of error, class equipment (technologies), repetition of tasks and activities.

CLIL teaching methods and strategies. First, let me clarify methods and strategies (for methods see above). When learning a foreign language, learners wish to achieve great results, and each of them can choose a different strategy. Ellis (1997) states that learning strategies mean "approaches or techniques that learners employ to try to learn an L2" (p. 77). As Šolcová (2019) rightly explained, there is no correct answer to the best learning strategy as each learner might work on something else. Ellis (1997) referred to two types of strategies, behavioural and mental. Under the term behavioural strategies, one can think of word repetition or speaking aloud; mental refers to those that might be used in context to deduce the meaning (Ellis, 1997).

Mehisto et al. (2008) introduced three learning styles and strategies, the visual, auditory, and kinaesthetic strategies. For visual learners, looking at the materials and seeing them, in general, is crucial, and therefore, visuals such as pictures, diagrams, or highlighted headlines stand in the centre. Auditory types of students learn through listening and speaking; thus, both an oral review or audio-recordings seems to be a great choice. The last kinaesthetic learners require incorporating physical activity when studying. These are mostly role plays, including movements when studying (Mehisto et al., 2008).

CLIL requires methods and strategies like any other top-quality teaching. As an example, I illustrate the following: scaffolding, visualisation, or cooperative learning. I could not forget to mention the efficient TPR method, which is also very useful for CLIL lessons. Nonetheless, I want to draw attention to their significant factors.

First, visualisation will be discussed. As many readers probably rightly presume, it is mainly substituted by pictures, photos, mind-maps, charts, diagrams, schemes, instructions, posters, and many others. Drawing on Benešová & Vallin (2015), they accurately pointed out that visualisation can significantly help understand something, whether spoken or written; any visual aids are highly recommended to use. Visual support is found very favourable since it is useable across many age groups by all odds. Visualisation can be made by either writing instructions on the blackboard or sharing your computer screen with the instructions/tasks on the wall via a data projector so that the learners have insight throughout the work (Benešová & Valin, 2015).

Because the thesis's focus is on grammar in CLIL materials, grammatical posters shared instructions, various charts with grammar explanation, or the interactive whiteboard (as a total background visual support) often serve as the visual support in classes.

Another suitable strategy to use in CLIL sessions is bringing real objects to the classroom because learners can touch them. It is mainly practiced in the subjects such as Science, Physics, or Math (Benešová & Vallin, 2015). Thanks to the fact that students come into contact with several objects, it might not be necessary to translate some activity since they can easily imagine the particular task or situation they learn. As Šolcová (2019) explained, this tactic may even help more catch the less active learners because the teacher shares something that they already know from the real world.

As Mehisto et al. (2008) stated, teachers should never underestimate cooperation. Otherwise stated, working and completing tasks in pairs or small groups seems to be a great strategy that can give students a hand, especially when learning a foreign language curriculum. This form is usually very convenient for pupils, and they are fond of operating

with their classmates (Benešová & Vallin, 2015). The cooperative method has become an integral part of language teaching gradually, and it must be emphasized that cooperation has proven to be a practical way of working between students (Šolcová, 2019).

Benešová & Vallin (2015) laid stress on teacher's choice in making groups because there are many strategies for the division into groups. Learners can be divided into groups by their preferences and choice and stay like that every other lesson, then, the division based on lots. There is also an opportunity to mingle with the groups every single lesson.

Implementing critical thinking is one of the successful ways in the CLIL lessons. It is based on the previous knowledge and experience of the students. Thanks to this, intrinsic motivation is strengthened, and students are led to learn in the context of gradual continuity. The most significant emphasis is put on the activation of learners, and the teacher has the role of a guide who helps, monitors, organizes the class while the students are working. A fitting example even for grammar lessons would be the jigsaw reading activity, by which learners practice reading, speaking, and recording crucial information from texts. They learn from each other while they co-work with their classmates (Benešová & Vallin, 2015).

Very beneficial for both CLIL and grammar lessons are repetitive activities. This repetition category brings learners to regular routines, tasks, or games that are repeated regularly (Benešová & Vallin, 2015). They (2015) perfectly grasped the idea of anticipating based on their previous knowledge and experience would give them a feeling of safety and reduce their possible fear of using a foreign language. Šolcová (2019) emphasized that many teachers incorporate repetitive tasks to do as a warm-up. For instance, set of grammatical questions, such as how are things, what did learners do at the weekend, if they already have any plans for other days, how is the weather, if they are ill or not, how are they feeling. A repetitive contest based on grammar is meaningful and worthy of having in lessons in terms of grammar.

Next in line stands the classroom equipment, which is pivotal not only in CLIL classes but also in habitual English lessons. As Benešová & Vallin (2015) demonstrated, it should be so noticeable that it is a CLIL class at first glance for anybody who enters the class. School supplies and the furniture are labelled with the visible English word and their Czech equivalent; there are posters with many grammatical useful phrases for communication in CLIL lessons, hanging on the walls. What cannot miss are the bilingual, pictorial, or explanatory dictionaries together with a bit of library with the simplified literature for children (Benešová & Vallin, 2015). Classroom equipment is significantly

required when teaching grammar since the more students encounter it and catch a glimpse of it, the more they will remember it and will be able to apply it in the discourse.

Finally, dealing with errors can be seen as a significant part of the CLIL lessons. The importance of misunderstanding is considered not to be a problem, but on the other hand, it should be viewed as a natural part of learning as they little by little come to have an aha moment. This whole process points primarily to the fact that learners try to be engaged and active in the lesson. It works not only as feedback for the teacher but also provides learners an opportunity for subsequent learning (Benešová & Vallin, 2015). They (2015) alleged that the teacher's crucial task is to realize whether the mistake is of the linguistic origin or whether it is related to a misunderstanding of a non-language subject's curriculum.

Furthermore, a key role is not to let students lose their motivation because of continual error correction from the teacher's side. It is necessary to underline that everybody makes a mistake sometimes, and it pictures the actual trait of the learning process (Benešová & Vallin, 2015). When it comes to a grammar mistake, it is thoroughly ordinary and frequent, especially when learning a new grammar chunk.

Motivation of learners

As stated in the *Cambridge Dictionary* (2021), motivation stands for an enthusiasm to do something. In line with Ur (1991), a motivated learner is somebody "who is willing to or even eager to invest effort in learning activities and to progress" (p. 274). It is relevant that teachers know the importance of motivation since it is closely interconnected to language learning accomplishment. In harmony with Kružicová (2015), motivation is one of the most relevant elements of learning grammar in the English language. As I mentioned earlier, learning grammar can also be engaging and fun; therefore, students need to find inner strength in themselves, which will guide them forward.

Penny Ur (1991) accurately put a list of characteristics of motivated learners. These personal traits are chiefly related to the motivation standpoint. Like the first one, she (1991) hinted at positive task orientation, which signifies learners' willingness to tackle various challenges and tasks, having confidence in their future success. Second, ego-involvement announces that learners desire to succeed in learning so that they can promote their self-image. Students need to gain mastery over difficulties and thrive in what they set out to do. High aspirations serve as the fourth one, including learners' ambition, trying demanding challenges, or longing for top grades.

Moreover, motivated learners are conscious of the goal of learning; on top of that, they direct their attempts to obtain the goal. Last but not least occurs the perseverance of motivated students, implying consistent investment in learning and not giving up on the learning process because of a lack of progress. That conveys the latter's patience primarily, namely, the learners are not entirely discouraged by lack of temporary understanding (Ur, 1991).

Teacher's role in motivation. For the most part, it is also the teachers' job to motivate their learners to inspire them to learn and excite their interest. As Ur (1991) pointed out, recently, the teachers' main aim is to provide tasks, materials, and appropriate learning conditions. Meanwhile, the students themselves take responsibility for their motivation and performance. Notwithstanding, students learn a foreign language well under the following circumstances, such as when teachers find a proper and effective way to activate and encourage their determination to invest effort in the activities. Ur (1991) showed that most reliable and good teachers accept that it is their area of overtaking the responsibility to motivate learners and requires investing quite a lot of effort.

Types of motivation. Based on *Cambridge English Assessment* (2021)*,* there are two main types of motivation for learning English, such as learning English for a particular purpose and learning English because somebody enjoys learning. In terms of the purpose, it represents learning English to get a job, travel around the world and be intelligible, or get into university. When it comes to enjoyably learn English, people, who learn it this way, enjoy making progress and have fun even by learning. This one is considered to be the most effective form of motivation.

There are several kinds of motivation, but the most noted and useful one for pedagogues is distinguished by two types, extrinsic and intrinsic motivation (Ur, 1991). Just as Cherry (2020) published on extrinsic motivation, it happens when learners are motivated, either behaving in some way or engaging in several activities. Their principal intention is to avoid possible punishments or gain a reward. In other words, it is not because they enjoy the activity or task, but it is because they expect to receive something worthy in return, or else to avoid some unpleasant conditions. When speaking about situations at school, it is the case in which students are studying so hard to get an excellent grade (Cherry, 2020).

Teachers deal pretty often with extrinsic motivation under the following circumstances. In most cases, learners' desire to please another authority, such as their

parents, or peer-group influence is here relevant as well (Ur, 1991). Teaching grammar requires more motivation than one can think. The critical thing here is to let learners obtain the awareness of their successful performance. The more confident they get, the more likely they will be persisting in their efforts in learning (Ur, 1991). Especially contests are beneficial to motivate students when learning not only the grammar but also because they start to wish to beat their opponents and realize they need to know the knowledge to win it (Ur, 1991). Extrinsic motivation is not the only one that should be conveyed to learners the most; however, it is more about the intrinsic motivation that needs further discussion.

Intrinsic motivation expresses one's attitude to something that they find delightful, rewarding, and willing to engage in concrete actions. Learners perform the activities for their own sake rather than from longing for or expecting external rewards (Cherry, 2020). Ur (1991) captured appropriately the central point of the intrinsic motivation claiming that it symbolizes "the generalized desire to invest effort in the learning for its own sake" (p. 280). Students see their learning as worth the effort irrespective of whether they like or find the language satisfying. Given this fact, teachers should encourage and foster learners in their forthcoming learning, providing them challenging and attractive information, which can even deepen their interest (Ur, 1991). Several professionals have argued that there has been an emphasis on external rewards in traditional education since ever, such as grades, report cards, puzzles, gold stars. On account of this, there is a possibility that it could undermine the already existing intrinsic motivation that learners might have had before (Cherry, 2020).

Nevertheless, she (2020) made a very apt point indicating that unexpected external rewards do not lessen intrinsic motivation. For instance, obtaining a good grade on an exam because one learns without problems and fancy learning about a specific subject signifies an utterly natural situation occurring commonly at schools. However, to reward somebody needs to be done with caution because some people will learn to expect the rewards (Cherry, 2020).

When it comes to grammar and motivation, it is not as smooth as one would expect, but what needs to be reminded to learners is that without grammar, rules, principles, they would not create a single meaningful sentence in the English language. Teachers have to look for a way that motivates their learners the most and lets them realize that without using appropriate grammar and vocabulary, they will not even communicate with their friend-foreigners. The more they will learn the grammar structures and rules, what to use when, the earlier will be their communicative barriers destroyed, and horizons widened, as for the communication and future job offers.

Furthermore, if readers of this thesis go a few pages back, I have already referred to the intrinsic motivation section of effective grammar-focusing techniques. The techniques, which will be used, should be then intrinsically motivating.

This theoretical part of the thesis provided background and information concerning the CLIL method and grammar. The primary focus was laid on the CLIL principles, grammar essences, specifics of learners, and effective teaching methods and strategies were identified. The collected theoretical data should sufficiently render readers for the next part dealing with methods of the conducted research, analysis of the chosen materials, and in conclusion, potential implications of gathered data.

III.   METHODS

A great deal is being written and said about theory referring to CLIL, grammar, and learners. Against this theoretical background, the central and remarkable question that motivates this paper, especially the methodological part, is: *How has grammar been presented in CLIL materials so far?* At the outset, readers will notice the chapter of the Research sample, by which a handful of sources will be portrayed. The next chapter's title is Research design, and it reviews the research methods of this thesis. Third, the chapter highlights the Research analysis providing to readers concrete CLIL materials and the questionnaire. By empirically examining the aspect of grammar in CLIL, I hope to produce a complete understanding of grammatical issues in the CLIL method.

Research sample

At the outset, let me turn the attention to the criteria for the analysis set by myself. I can characterize these criteria as being rooted in the theoretical part. They are as follows: scaffolding, which I chose because it is one of the essential parts of both regular and CLIL learning (i. e., grammar charts, explanations, cheater's corner). The second criterium expresses the accuracy and fluency used throughout the CLIL materials. I decided to go for this aspect because it plays a crucial part in teaching and learning, not only grammar but all aspects of the learning process.

The deductive and inductive approach represents the next criterium, which was selected since I am interested in how this could be provided in CLIL materials.

A fourth crucial point comes to the personalization, in other words, the "I" aspect. To put it short, how much is the "I" aspect incorporated in the grammar exercises on the whole. When it is there, students are more connected to it, plus, they have a natural way and possibility where they can speak about themselves.

The next in line stands the grammar-translation method chosen because my attention is brought to the amount of translated materials in some Czech books. The TPR method, which is appropriate for students to use in CLIL lessons as well.

Moreover, grammar through text and stories was set as a next criterium since I will also look at a History student's books and workbook, so I will see how many grammar exercises are focused on the work with stories and texts.

The incorporation of games and competitions cannot be omitted since these are the critical roles in teaching. Learners are more motivated and strived to succeed, and they

internalize the particular grammar pattern. Importantly, learners are taught by games about the value of taking turns, following rules, and of course, losing and winning.

Visualization goes hand in hand with games and competitions, for it serves as a better part of scaffolding, and in CLIL lessons, it is so pivotal.

Lastly, I decided to incorporate the standard type of exercise, occurring in almost every student's book, and so the gap-filling. It would be suitable to analyse it and compare it with the concrete CLIL materials.

As for the sources for my practical part of the thesis, I gained all the materials in three possible ways. First, I went to the local Education and Research Library of Pilsen Region, specifically to the English library section near my residence. Then, I requested the *Channel Crossings, s. r. o.* via email to send me a sample of the CLIL books they offer. Eventually, I was inspired by Benešová & Vallin (2015) and then explore the Internet and seek through the relevant CLIL websites. Eventually, I discovered the following sources.

LABYRINTH History & English

After finding out about this Czech CLIL source, I made up my mind to ask for the student's book and workbook from Channel Crossings for my diploma thesis through the webpage *ucebniceclil.cz*. I wrote them an email. Afterward, I got pleasant and fast feedback from Mrs. Jiřina Mrkvičková, also a member of the professional team participating in the textbook of Channel Crossings publishing. She stated that it would be a pleasure to use their books as a source in my thesis. I asked her for the History books. After a few days, I received a packet with the materials. That is, therefore, a printed source for my diploma thesis. Channel Crossings is a language and education agency dedicated to foreign language research, study abroad, translation, and interpreting for more than 20 years. It is one of the chief promoters of the CLIL method in the Czech Republic. It contributes to building a community of schools, vocational training institutions, and other enthusiasts of this method. The entire Labyrinth series was created as part of the ŠKOLA BEZ HRANIC (School Without Borders). As for the author of this student's book and workbook, it was written by Mgr. Michaela Hlaváčová and the collective. Alternatively stated, a Czech author composed it. Mrs. Hlaváčová works as a teacher of lower secondaries at Dobřany Elementary School, Pilsen – South. She is the author of the Labyrinth (History and English / A1) teaching set published in 2015 as part of the School Without Borders project, mentioned a few lines above. Mgr. Klára Sedláčková provided methodological guidance. Illustrations from YASHICA s.r.o. supported the graphic page of the textbooks. It was printed in the Czech

Republic – in spa town Poděbrady. Both student's book and the workbook are the second updated edition of the Labyrinth series. This Labyrinth set conveys the curriculum to pupils in a fun and playful way and provides comprehensive and methodological support to teachers. The student's book and workbook that I chose are intended for learners in the 6th and 7th grades of primary schools and lower grammar schools' grades. The Labyrinth series is the first comprehensive series of supplementary materials enabling the teaching of selected professional subjects and a foreign language per the School Education Programme. Their creation underlines the materials' uniqueness in cooperation with leading Czech CLIL experts, experienced methodologists, and primary school teachers and pupils. In Appendix A, readers can see a sample part of Labyrinth History Student's book, Unit 1.

CLIL Resource Pack

As the next source, I would mention The CLIL Resource Pack book. While looking for resources in the local English library, I came across this guide as well. This subtitle speaks for itself: Photocopiable and Interactive Whiteboard activities for Primary and Lower Secondary Teachers. It is a printed source. What caught my attention was that these materials were designed for both primary and lower secondary teachers. This set of activities was written by Margaret Grieveson and Wendy Superfine, the authors coming from abroad. Grieveson's occupation is both a freelance author and a teacher. Based on *Oxford University Press* (2018), Grieveson's colleague Superfine is a freelance Teacher Trainer and author of primary EFL courses these days. Nevertheless, she used to operate as the head of the Primary EFL department at an international school in the Netherlands for 12 years and has been engaged in primary education for 25 years.

Delta Publishing published this Resource pack in 2012. The book's graphic part was supported by illustrations from Phillip Burrows, Stuart Perry, and Ian West. In the CLIL Resource pack, various worksheets and activities can be found. Besides this, the pack includes diverse units covering topics such as Life Cycles, Food, Living Things, Forces and Motion, Weather, and Water with cross-curricular links to Science, Geography, ICT, Art and Craft, Music, Physical Education, and English Literature. I want to hint at a few essential features of this resource pack – the advantages are that each activity is easy to prepare, simple to adapt to individual classroom requirements, and is motivating for young learners. Moreover, all activities are complemented by links for further ideas and information.

In Appendix B, readers can observe a sample from the photocopiable worksheets titled 'Save – do not waste!' is a component of a chapter discussing Environmental and Global Issues: Conserving Resources.

National Institute for Further Education (CLIL)

Now I will move from printed sources to electronic ones, beginning with this website *clil.nidv.cz.* I came across this resource while reading one of the essential Czech books on CLIL by Benešová & Vallin (2015). The acronym NIDV stands for the Czech sign labelling National Institute for Further Education. It provides a set of methodological worksheets that present various possibilities of using the CLIL approach, consisting of integrating a foreign language (English) and a professional subject. NIDV covered the project called *Content and language integrated teaching at the second level of primary schools and the lower level of grammar schools*. The entire concept was implemented in the period from 1. 1. 2010 to 31. 5. 2011. The plan aimed to increase the pedagogical public's awareness about the possibilities of using the CLIL method in the teaching of subjects in schools. The most crucial components of the project are manuals, practical topics, and activities of the CLIL approach tested in our schools' conditions. Teachers, participants in the project created methodological worksheets due to the knowledge and experience gained from the CLIL project seminars under the guidance of experienced lecturers. They described several activities using this method in various professional subjects, which they verified, subsequently, in their teaching. Project management team consists of three people, and so Monika Kubů, Anna Kameníčková and Pavla Matoušková.

All of the materials are created in the Czech Republic by Czech authors, teachers who produced them for their classes. As for the year, all materials were published and created in the year 2010 by distinct Czech teachers and used at different schools in the Czech Republic. My focal point is again on the History to compare more materials from the same subject, however, from different sources. Authors of worksheets and materials I will further work with are Marcela Vojtíšková from SSZŠ Litvínov - Timeline, Dana Buchartová from Planá Valy Elementary School - Vikings, Jana Draganová from Grammar School Tanvald - Gothic, Danuše Hartmannová from Elementary School Olomouc – England and Normans, Radek Holcepl from EDUCAnet ČB – Enemies of the Late Roman Empire, Pavla Šrůmová from Palachova Elementary School – Jobs in the Middle Age, Jarmila Kubánková from Nový Bydžov Elementary School – Queen Mary Stuart, Kateřina Titěrová from Miroslav Elementary School – The Triangular Trade, Jana Bodláková from Jírovcova Grammar

School – The Reign of Henry VIII, Phillipa King from Church Grammar School of St. Voršily – The Roaring Twenties. In Appendix C, a sample part of the worksheet dealing with Queen Mary Stuart by Jarmila Kubánková is introduced.

Let's Speak Together

Keeping on with electronic sources, I will work with materials provided by the project *Let's Speak Together* covered by the University of Economics and Management located in Prague. About this website, I was so lucky to reveal it in the Czech book about CLIL by Benešová & Vallin (2015). The University of Economics and Management has become a recipient of support under the Operational Program Education for Competitiveness with the project Let's Speak Together. This project's global objective is to support and improve the teaching of foreign languages, especially English (but also German), in schools and help with introducing new methods in teaching (in particular, the CLIL method).

These materials could be found at the online website at this link *letsspeak.cfme.net/clil*. Nonetheless, I have saved their CLIL materials for the History subject from their website in recent days. Lately, I have also found out that the site has unfortunately been cancelled for an unknown reason. The worksheets for History are created by Czech teachers; unfortunately, the publication year cannot be found yet. The first author's name is Hana Schwarzová from Kindergarten and Elementary School Znojmo – Ancient Egypt with a time allocation of forty-five minutes, designed for the 6th graders. The second is Zdeněk Drápalík from Kindergarten and Elementary School from Ždírec nad Doubravou – The Napoleonic Wars with time allocation of 135 – 180 minutes, drafted for the 8th graders. Appendix 4 presents a sample part of the worksheet called Ancient Times by Hana Schwarzová.

New Inspiration 1 – CLIL

Macmillan, *macmillaninspiration.com,* is one of the valuable online sources I have been applying for many years, especially their online version of dictionary and thesaurus. Therefore, I tried to look deeper at their web page range and found out that in 2012 they also published CLIL materials, namely four sample editions of *New Inspiration*, History, Science, Geography, Physical Education, Information Technology, Citizenship. These worksheets may be photocopied and used within the class. Macmillan Publishers Limited 2012 is the name of the publishes of all worksheets that could be viewed on this page. Macmillan Publishers is a global publisher with a local focus, as they titled like this

themselves. They are operating in over 130 countries worldwide. As the readers might have noticed, Macmillan English represents an English source headquartered in London; however, there exists a Czech webpage from Macmillan for Czech students and teachers (*Macmillan.cz*). Macmillan stated that thanks to working locally, they can get close to the students, teachers, instructors, institutions, and educational authorities who use their products. These products are of world-class content in the most relevant, engaging, and flexible formats. At the moment, Macmillan Education publishes ELT, school curriculum, digital and online materials to meet classrooms' needs worldwide. The edition of New Inspiration embraces the digital generation proposing multi-media and interactive solutions for class and home. This time, I decided to go for the Geography sample, indicating Unit 5 with the Water Cycle and Flooding topic, for the Physical Education and History samples, presenting The Olympic Games and Life in Roman Times. In the Appendix 5, readers can discover the CLIL sample for Geography lessons (see more above).

One Stop English - CLIL

I was aware of this source from earlier times, but had no idea that they also created CLIL materials. After exploring the One Stop English site, I have discovered the already mentioned One Stop CLIL, where a couple of CLIL materials can be found. Afterward, I chose to work with the ones for Geography and History. There are many worksheets and lesson plans in the History and Geography CLIL lessons. Therefore, I will examine 'The weather and the four seasons, 'People and their environment – Rivers', 'Prehistory' and 'Famous explorers'. These CLIL worksheets smartly include the section of teacher's notes. This online source *onestopenglish.com,* which will be used in the following analysis, belongs to the teacher resource website to one of the world's number-one publishers of ELT materials. One Stop English is held by Macmillan Education. Visitors at this web page can apply a filter to search for some particular phenomenon, in this case, the grammar. Under this specification, it is possible to find countless CLIL materials for all age groups of students. However, these are required to be charged for an annual or monthly fee. The author of the CLIL Prehistory worksheet and is stated at the bottom of the page. Thus, it is written by Borja Uruňuela and it is covered by Copyright Macmillan Publishers Ltd 2007. Famous explorers' sheet is a worksheet made by Susan House and Katherine Scott, published by Macmillan Publishers Limited 2006. Additionally, both the geography materials are written by Borja Uruňuela published by Macmillan Publishers Ltd 2006. Appendix 6 demonstrates a part of the worksheet for Geography.

Questionnaire with Mrs Hlaváčová

The CLIL teacher who filled in a questionnaire is Mgr. Michaela Hlaváčová. This name could readers notice already when depicting the publisher of Labyrinth books. Her centre of attention are the Czech and English language together with History. She has been using the CLIL method in regular teaching since the year 2009, and at the same time, she works as a lecturer for CLIL, English language, and she also deals with critical thinking. The CLIL teacher was interviewed via questionnaire to provide the following information: what strategies does she use when practicing grammar in CLIL lessons; what grammar materials and activities does she include in CLIL lessons; if there are any striking changes, as for presenting grammar in CLIL materials during her CLIL carrier. The questions were pre-prepared, but there was still space for additional questions, and the teacher could also further elaborate on anything that she found noteworthy.

Research Design

In this paper, I shall examine the analysis of grammar occurring in CLIL materials. As a tool for gaining appropriate information for my thesis research question, I will begin by taking a closer look at analysing selected CLIL materials and questionnaires with a CLIL teacher. Therefore, I will inquire into research that lies on the border between qualitative and quantitative one. Employing the CLIL materials, I endeavoured to find out how grammar has been presented in CLIL materials so far. In the second part of my research, the focal point laid on an opinion and experiences, incidentally, from the CLIL teacher's standpoint. To put it differently, I will provide readers with an analysis of CLIL materials, i. e., textbooks, workbooks, and worksheets according to specified criteria, and an analysis of the CLIL teacher's questionnaire. I expect that in reliance on all the answers, I will depict how grammar has been presented in CLIL materials so far and how many of them will correspond with the given criteria, which I set. I want to suggest some ideas for updates in the improvement and add a review with commentaries based on my teaching experience. Many readers might be interested in how I came up with the criteria. I chose the criteria based on the connection with theoretical knowledge in the first part of the work and concerning my judgment of what I would be enthused about as a future teacher, notably what is used in CLIL lessons in grammar teaching.

CLIL Materials – Analysis

History and English Student's Book (Labyrinth). First of all, I would like to look at the content, which represents a kind of overview of lessons at the beginning, its topics, a mention of interdisciplinarity, and the use of the grammatical phenomenon. Let me take you, readers, through the textbook, and begin to present the grammatical situations based on my criteria in this history textbook in CLIL. At the beginning of the unit, some scaffolding is presented through visualization mostly, especially charts both for teachers and students providing language chunks. For example, students can look for these "Can you speak slowly, please?" or "Excuse me, what shall we do?" (p. 6). Other scaffolding is presented just below. So, the so-called Cheater's corner, which occurs throughout the entire student's book, ensures enough insight and mostly understanding foreign words with their Czech equivalents and the corresponding pronunciation within phonetic transcription.

Moreover, another scaffolding strategy is provided, namely Communication while playing. These are the imperative forms, present simple, using the modal verb, including a couple of WH-questions. Because of the History subject, learners encounter on each page many pictures symbolizing the maps, famous people, tools, or buildings from history. As for the History & English Workbook from Labyrinth, scaffolding is seen in visualizations for the most part and in Student's Book. There are more used mind maps. Another type of scaffolding can be seen on a few pages, where readers can get a glimpse of bubbles titled 'Did you know?'. In these bubbles there are provided Czech additional information about the given topic. Nonetheless, there are no grammar charts or Cheater's corners like in the workbook.

In general, accuracy and fluency focus more on spoken discourse. However, in this regard, I look at CLIL materials, whether they are more for practicing specific phenomena, such as using specific sentences in an interview or free expression on a given topic in a lesson. In the student's book, students come across concrete expressions aimed at speaking while playing a game. The same case can be seen in language for students and some of the units offering asking questions, thus particular phrases to be learned to increase fluency. Nonetheless, the use of free expressions is applied over the entire book, providing topical vocabulary. On the other hand, the workbook contains accuracy-focused writing a letter, where several expressions are fixed and required to be used and practiced.

When it comes to the deductive and inductive approach in Student's Book, the inductive approach is used throughout the book. The grammatical viewpoint is somehow covert, and it seems like there is no grammar at all. On the whole, grammar is in these

materials but subtly presented. It is not that complicated for children, so they work with present and past simple, plus accurate questions and answers in these tenses.

Personalization or the "I" aspect is included in exercises focused on students giving their viewpoints and opinions on a specific topic. Description of a children's families is offered to use when describing gods. The "I" aspect is embraced in a task, where learners should think of a present they would give to spectators if they were the emperors. Another suitable instance is when readers come across an exercise where the goal is to ask classmates questions about their living, mainly what they prefer and why. Next, group work requires creating suggestions about privileges, which would they as a group welcome. Besides this, a very personalized task is put almost at the end of the book, leading students to write a letter to Leonardo da Vinci precisely what they would like to know. Another well-done exercise is prepared for children, whose aim is to think up their elixir of life, helping Hugo.

On the other hand, the workbook provides the "I" aspect in the self-assessment chart, the so-called K-W-L chart meaning I know, I want to know, and I have learned. The learner's opinion is required in freewriting about the middle ages. Drawing through the whole workbook is based on their imaginations and experiences. Thus, the "I" aspect, e. g., making graffiti advertisement or drawing a medieval town according to the description.

In terms of the grammar-translation method, it is not used through these CLIL materials, and grammar rules are not presented directly. The focus is laid chiefly on reading and writing. Many vocabulary words are taught, and some of them are chosen from the reading texts. Sections in the text alternately used the Czech and English languages. The vital vocabulary is taught through cheater's corner (a dictionary) or bilingual texts. On top of that, new terms in the native language are explained; and some text parts take place beyond the English language.

When listing through the student's book, readers can encounter several physical activities. These are called Time for action. One exercise is connected to the Olympic games, especially Greece and athletics, by which students' task is to try how many squats they can do in one minute, how long is their jump. Untying a complicated knot in only one minute follows the TPR about Olympic games regarding Alexander the Great. A hilarious task is considering making their stained-glass claiming that learners will need help and run a little bit.

Moreover, throwing a ball made of paper is also incorporated in Time for action, presenting written presents students would like to give the spectators if they were the emperors. Further introduced assignment in the student's book is the TPR, where children's

goal is to prepare sound performance in groups using pens, pencils, keys, or voices. Classmates have to guess which part of the story they chose. However, readers can ponder over if there is any TPR in the workbook. The answer is no because the workbook is focused on drawing, completing, and filling in the gaps.

Now, let me turn the attention to the criterion of grammar through texts and stories. Since it is a textbook and workbook of history, one expects to work with these grammatical exercises. Almost every page in a student's book is partly covered with a short story or a text, providing learners ample insight into the history's miscellaneous parts. Stories and texts are always divided into short paragraphs and supplemented by thematic pictures. As concerns the language, these are written in the English language; however, there are texts and stories, which complement the Czech sections. Sometimes, at the end of the paragraph, the follow-up question helps realize the whole text's core. These stories and texts are divided, and the reader is immediately attracted by the highlighted words carrying the critical importance of the whole idea. On the other hand, there are not as many texts in the workbook as in the student's book. Nevertheless, the ones occurring here are made with follow-up reference to a task, for instance, drawing according to the description (i. e., the death mask of the Egyptian pharaoh Tutankhamun), true or false statements, a couple of questions to answer based on the text.

As for games and competitions, a variety of games is introduced in these materials. Learners can play a game in small groups throwing the dice and shuffling the cards using particular grammar phrases the communication while playing. Children encounter many quizzes and game-like activities, such as acting out concrete drama or throwing the ball. Competitions are not stated in this student's book, but I am sure they can be applied and created based on some games or exercises. However, one competition is encompassed in the workbook following the jigsaw reading. In the workbook, there are many game-like activities and tasks to do. One of them is introduced as making a graffiti advertisement, which can learners enjoy. Making their stained glass is another game-like exercise presented in the workbook. In conclusion, two thematical crosswords are implemented as well.

Visualization is the cornerstone of these textbooks. As it was briefly spoken of in the scaffolding section, the visual impression is evident at first glance. Both coloured and black-and-white images are used in the textbook and suitably adapted to students' age range. In the student's book, readers will encounter funny pictures, authentic photographs, historical pictures; on the contrary also elementary drawings, a large number of maps depicting specific continents, accompanied by captions. The entire book is supported by a graphic

organizer, charts, paragraphs, timelines, borders of individual sections. Everything has its place and is visually properly supported by small icons indicating the type of exercise. Corresponding pictures or photos foster almost every question in quizzes. Each part of Cheater's corner is perceptibly evident because of its highlight. The same applies to the workbook, except for more free space in charts, concrete shapes, signs, small windows to be filled in or completed by the students.

Ultimately, the gap-fill concludes the analysis of these Labyrinth books according to the specified criteria. In this case, I want to begin with the workbook, where the gap-filling prevails. As the workbook's name suggests, it is expected that students will work independently and complete exercises. Gap-filling is provided in quizzes, mind-maps, charts asking for explanations, crosswords, timelines, graphic organizers, drawings, Venn's diagram. A compelling gap-filling is introduced as the self-assessment chart, where learners' task is to colour one part of the watch. In the student's book, a bit less gap-filling can be found; nevertheless, these are presented in listening exercises, completing tables of true/false or data in the charts. An exercise with gaps called Time for action aims to be filled in, especially creating students' presentations on a specific topic.

CLIL Resource pack. In this CLIL material, the first criterion of scaffolding is included in the teacher's note, and so the so-called Fact boxes. However, like written in the book, pupils can use these boxes as a learning resource. The fact box provides several examples, explanations and makes logical connections and facts in the given topic; for instance, "Your brain is in your head." (p. 12) or "The sun is the biggest and hottest. It is a star." (p. 72). Scaffolding through visuals is evident in these worksheets, such as maps, pictures symbolizing the concrete words, graphic organizers, charts. Various audio recordings are attached to this CLIL pack, which can be seen as a part of the scaffolding as auditory support for learning. The visual, auditory and kinaesthetic background is provided together with the cooperation among pupils.

In terms of accuracy and fluency, this CLIL material is more devoted to practicing specific phenomena – vocabulary, phrases, in the form of an interview, which is part of a short story. Hence, to express freely stands not in the central point; fluency is not so highlighted.

Throughout this book, there is mainly used the inductive approach, as reading the teacher's notes. However, it depends a lot also on the teachers' decision, how to convey the

grammar. Usually, the beginning of the lesson is introduced with listening, eliciting information with a Fact box, explaining with pictures, or revising the previous lesson.

Personalization is implemented just at the outset in the topic Human Body with the question: 'What do you like?'. The learners are taught the questions concerning the colour of their eyes, hair, length. The survey within the classroom supports this exercise. The "I" aspect can be observed in chapters about 'How do you keep healthy?' or 'What do we wear in winter?', 'Animal in danger' – choosing an endangered animal as the questionnaire, or 'What do you eat for lunch?'. By and large, the "I" aspect is smartly incorporated in almost every unit.

The grammar-translation method is not applied in this CLIL resource; there are no translations or even Czech equivalents because it serves as an international CLIL resource.

On the other hand, the TPR method is used right at the initial unit presenting the human body, where students' task is to demonstrate the parts of the body. A follow-up task is attached to this activity, namely miming what other things can I do with my body (i. e., dancing, climbing). Another example of incorporating physical activities is the food chain, by which learners stand facing the class and line up correctly with the food chains cards. Furthermore, demonstration of carbon footprint, surrounded by Environmental and Global Issues, and the next painting on the paper presents an enjoyable physical activity.

Grammar through texts and stories is not that much applied in these worksheets. In CLIL pack occurs mainly a couple of short comics or texts of 3-4 sentences.

As concerns the criterion of game-like activities and competitions, this book offers many games to utilize. As stated in the book, these games are no time fillers but valuable activities which help the learners to grasp and use the language structures required for the unit. There are introduced either individual or pair/team games. Let me give you a few examples. Bingo, Snap, Simon says, Memory, Sequencing, Four of a kind or Ten silly questions. These games are not directly implemented in the worksheets meant for learners; however, they are part of the teacher's note section.

The penultimate criterion, respecting the CLIL Resource pack's visual page, analyses the worksheets as being appropriately done. Each page of the pack is covered by, e. g., pictures, diagrams, charts, titles, shapes, stories, descriptions, basis for the board game, flashcards, word search, crosswords, and many others.

The last criterion is obvious to readers that it is involved in every worksheet from the Resource CLIL pack. Pupils fill the gaps in the following types of exercise: Venn's diagram,

charts based on some short reading, drawing, writing comments in experiments, titles of pictures.

National Institute for Further Education. Inside worksheets from this webpage, readers come upon many scaffolding types, particularly the cooperation based on social interaction, which was accurately characterized in the teacher's outline. Visual, auditory, and kinaesthetic support is provided as well, namely the images, photographs, listening, or the physical activities done in the class. According to these worksheets, teachers adhere many times to use the board with latter illustrating the situations via drawings, summing up.

Accuracy and fluency are introduced within the implementation of concrete phrases in the stories. Nevertheless, a couple of projects are applied in the worksheets, where an Internet search needs to be done, where students can express themselves, presenting a person from the period of Roaring Twenties.

When it comes to the approach, the inductive approach predominates at all events. As reading through the worksheets and based on the procedure, children are acquainted with some examples and tasks; they discuss their opinions, ideas, and other exercises afterward.

As for personalization, it is not implemented to such an extent one would imagine. The focus is laid on group/pair work in most cases.

The grammar-translation method is used on occasions where the teacher asks students to look up words in dictionaries, and find the Czech equivalent, lately checked together.

As for the physical activities, they are nicely incorporated in the procedures written by teachers. I came across an engaging activity whereby the learners should stand up, make a circle, hold each other's hands and sing the well-known song together as a class—something like live pairs with finding the partner owns the corresponding flashcards.

Grammar through texts and stories is one of the types that occur more or less in every CLIL material. Teachers put stress on it throughout these History worksheets, and both shorter or longer texts belong to each sheet. By illustration, many short paragraphs and follow-up questions introduce the Vikings, or The Reign of Henry VIII is formulated in a comic story with the support of a glossary and some pictures.

With no exception of game-like activities, these are applied in these worksheets, specifically jigsaw learning, live pairs. Additionally, one page includes the link to interactive games, namely a quiz and a word search. Readers have the chance to come upon a mention of the competitions.

The following criterion of visualisation is again abundantly covered to a great degree. Images, photographs (portraits of Mary, Queen of Scots, Henry VIII, …), signs of objects and their titles, historical maps picturing invasions and their directions, charts, for better orientation, use numbers and letters when matching pictures with their names.

In terms of the gap-filling, it is likely to encounter this type of exercise just like in previous CLIL materials; students' goal is to complete charts, missing words in the text, based on pictures, and many others.

Let's Speak Together. The worksheets Napoleonic Wars and Ancient Egypt for CLIL lessons precisely introduce to students the given topics. Let me take you, readers, to see how they correspond with the specific criteria. Scaffolding seems to come to the fore in the following domains: the visual support by way of implementing pictures in these worksheets, and the cooperation among students in the class. Children collaborate in pairs or create small teams on the whole.

Instead, the criterium of accuracy and fluency stress practicing specific phenomena, such as words and phrases, to supplement. However, based on the provided article, students have the space to develop related questions independently, which can be considered a part of their free expression. All in all, the accuracy is the one where the focus is laid on.

The deductive or inductive approach can be immediately answered since there is a predominantly applied inductive approach. To be more precise, learners encounter passive formation of questions on the subject and proverbial determinations in the past simple.

Grammar rules are again not introduced or even implemented in worksheets; students work with the grammar already in the context with examples. The "I" aspect is not incorporated into the exercises; it is omitted from these sheets.

The grammar-translation method does not occur throughout these materials; the only way the translation was incorporated in these materials was the Czech equivalents to particular vocabulary in the topic.

Let me take you, readers, just briefly to the involvement of TPR, thus physical activities which were not included in the worksheets.

Readers can come across the following criterion for the History subject, and so grammar through texts and stories, quite often. Stories and texts are divided into short excerpts. Within these paragraphs, Czech sections appear among the text as well.

On the other hand, game-like activities and competitions can be found here, especially teams competing against each other. Students are also expected to work with the crossword or quiz with multiple-choice, completing maps.

The widely used gap-filling could not be left out here as well. Students should fill the gaps with the correct form of the verb in the past tense; they fill in the numbers, matching the images. Another way of gap-filling provides the competition, where learners' goal is to create correctly questions based on the text.

Last, the visual background is typified with animated, black-and-white pictures, a map of Africa with states. Numbering specific excerpts is also a part of the worksheet serving mainly for better orientation.

New Inspiration – CLIL. When analysing of CLIL materials covered by New Inspiration, the following criteria are not mentioned: deductive approach, any physical activities (in case not including acting out), grammar-translation method, competitions. However, the grammar through texts and stories, gap-filling, game-like activities, scaffolding, and visualisation are incorporated within the exercises. As for the scaffolding criterion, a couple of scaffolding support is covered throughout the documents by the visual support, cooperation, and several links leading up to the Internet research.

The concept of accuracy and fluency focuses both on practicing specific phrases, words. Besides this, light is also shed on fluency, thanks to mostly in-advance or follow-up tasks called Internet Search.

The inductive approach presents the present simple, the modal verb can and introduces the time preposition before, during, after in the project.

The "I" aspect is included in creating a chart about pupils and Romans, for instance, food for breakfast and activities afterward. In History and Physical education, the "I" aspect is incorporated, thus presenting a poster about one of the Olympic events. The worksheet about Romans concludes with a task, where students are aimed to act out an interview with a Roman gladiator.

Grammar through short texts can be found in all three worksheets: true or false, matching exercises, concise readings, or links for Internet research.

When it comes to game-like activities, the central part fulfils the quizzes. At least one quiz takes place in each of the three worksheets.

Visual support is emphasized chiefly by the charts, photographs of humans, buildings, and nature referring to the given topic, animated black-and-white pictures.

Eventually, and yet above all, learners come into contact with gap-filling naturally here as well. By way of illustration, to label pictures with titles, fill the diagrams, complete true or false, charts about Romans and the pupils, and many others.

One stop English – CLIL. In the beginning, the scaffolding field will be analysed again as the first criterion. The aids of scaffolding are cooperation – pair work and teamwork, visual and kinaesthetic support in the form of pictures and physical activities. Teachers adhere to use the blackboard, with the latter illustrating the situations through many drawings.

Further, both to express one's freely and fluently and to practice given phenomena are included in the regard of accuracy and fluency. Otherwise stated, learners come across exercising fluency and accuracy. Fluency is applied within tasks where students express themselves, the "I" aspect, when creating more examples and ideas concerning the topic.

Concerning the approach, it is introduced the same way regarding the previous sources, and thus the inductive one. The grammar focus is laid on present simple, present continuous, and past simple. Nonetheless, if necessary, the teacher explains irregular verbs. The concept of personalization is very suitably incorporated. First, students are engaged in the exercise, where they should discuss what they wear under specific conditions in the concrete season of the year; by illustration, I wear…when it's…. Another incorporating the "I" aspect can be found in warm-ups, in which children's task is to think of exploring given places and examine the ideas of what they would need to take with them. On the other hand, the CLIL worksheet about Prehistory suggests to write I use… for…; in other words, a specific object that they use every day for some concrete activity.

In a similar vein as in some of the precedent CLIL materials, the grammar-translation method is not applied.

Notwithstanding, physical activities are what learners encounter in CLIL lessons many times. To be more precise, miming or going around the class and identifying the particular pictures.

Grammar through text and stories is involved in all of the mentioned worksheets; however, the stories and texts from History are longer and more incorporated overall.

Moreover, learners can be engaged in game-like activities thanks to many drawings or miming games.

Visual perspective catches the reader's attention via drawings, weather symbols, charts, diagrams, black-and-white animated pictures serving as a template to be coloured.

In conclusion, pages of all four worksheets are covered with gap-fill exercises, such as completing the timeline or finishing sentences in History, drawing plus completing the chart, or filling the titles and matching pictures with corresponding sentences/vocabulary, writing true or false in Geography.

Questionnaire – Analysis

At the onset, I asked about her opinion on grammar in CLIL lessons, if she is more for or against grammar in CLIL lessons. She said yes to grammar in CLIL lessons; however, she emphasized that there must be a natural way of incorporating grammar into CLIL teaching. She added that it is not some mechanical production faced in ordinary teaching, but it stands for the natural use of language in practice. She reported that someone catches up with a grammatical phenomenon faster in a content subject because he or she starts using it purposefully right away, and then it makes more sense to them.

The second question concerned how she teaches grammar in CLIL lessons. She mentioned History lessons, where she chooses regular verbs and points out the verbforms in the past tense; then, she works with the text and follow-up tasks. She stressed that there are no memorization activities or anything similar to that. She tries taking into account the curriculum that her learners already knew from their ordinary English lessons not to cause too much damage. In this sense, she continues through the entire teaching of CLIL History, for example, plural, word order, prepositions, adjectives – gradation, and others. Here, she said that it proved successful to name these processes yet in a CLIL class because then in English classes, they already possess the knowledge of these grammar patterns. Mrs. Hlaváčová accentuated that all of this is not about starting a passage with learning something from grammar first.

The third query dealt with the most frequent type of grammar exercise in CLIL lessons. She replied that the most frequent type of grammar exercise is gap-filling. At all events, it also depends on the age of the students. She applied the search for words in which the concrete grammatical phenomenon occurs. What she does not apply at all is the sentence translation.

Furthermore, I questioned how often she uses games and competitions to practice specific grammar during a CLIL class. She claimed that she does not probably implement it because she takes her lessons so uniformly that a fully targeted grammar practice does not manifest itself in teaching. Above that, she does not include competing in her CLIL lessons

since it is against all principles. What she needs is that her students feel safe and equal.

Another part of the questionnaire was related to the physical activities, namely if she incorporates any physical activities while teaching grammar in CLIL lessons. She uses a lot of activities when learners can walk around the class. Her main point is to allow students to communicate with different students, to mingle around the class, and at the same time look for specific answers. She likes active children, so she attempts to ensure that they never sit in one place for forty-five minutes. For example, she named the following activities: fast messengers, carousel, jigsaw reading, find who, trunk, and roots.

Besides that, I was also interested in whether, according to her, it is appropriate to use an inductive approach when teaching grammar in CLIL classes. She briefly and clearly stated that she uses the inductive approach the most, which also applies outside of CLIL teaching.

The following query touched on the kind of grammar materials that Mrs. Hlaváčová involves in her CLIL lessons to practice grammar. She responded that she applies such materials and worksheets that she creates herself. She put nicely that she literally 'sews' these sheets on her learners, based on their needs, knowledge, and skills.

On the other hand, I inquired about whether she focuses on grammar as much as she does on vocabulary in CLIL lessons, and she certainly does not. She asserted that the lesson is not inflatable, and to her viewpoint, lessons should not be about grammar but about the context and tools of communication. She believes that grammar is solved purposefully by the linguist teachers; her area is the content. In terms of teaching vocabulary, she said that it surely dominates in comparison with grammar because, they can no longer work without understanding the words.

Last but not least, Mrs. Hlaváčová replied to whether the view of grammar processing during her CLIL career has changed in any way. Given that she creates everything on her own, she sometimes looks for inspiration in the didactics of CLIL. She does not see any particular component that has changed in any targeted way during that time. She described that maybe because she knows what students learn in the given year, she can quickly work with this knowledge. CLIL textbooks present what she does not use; nonetheless, she works just with her and her colleague's CLIL books, which are targeted for the 8th and 9th year.

In conclusion, the following chapter presents my findings through arranged tables with the specified criteria.

IV.   RESULTS AND COMMENTARIES

This chapter aims to tie the theory with findings of the research that was conducted employing content analysis. I focus on analysing the data gathered throughout the CLIL materials and questionnaire based on the theoretical background on grammar in CLIL materials. The gathered data of the analysed books and websites are described separately according to the individual publications. Hereafter, I enclose a summary in commentaries to provide an overall view of the subject matter. The key findings are stated at the end of the chapter.

Results – CLIL Materials

This chapter will focus on the results of the concrete CLIL material, and later on, the questionnaire's results will follow. Each of these is completed by commentaries.

LABYRINTH: History & English

The first analysed textbook and workbook target learners' active participation in the learning process by engaging and motivating them with the authenticity of the books and appropriately processed history content for young pupils. All of the given criteria relating to grammar occur to some extent and are analysed in the previous chapter.

The most significant emphasis is put on the following criteria: scaffolding, grammar through texts and stories, gap-filling, and visualisation. The table sheds light on the most extensive engagement of given criteria in these CLIL books.

The most frequently selected scaffolding is the so-called Cheater's corner, for it offers students phonetic transcription of the correct pronunciation, the English explanation, and the upside-down Czech equivalent. For there are thirteen units, thirteen Cheater's corners come into readers' sight. Language for students (i. e., several phrases for communication, which children can use in the lesson or the ones said by the teacher) appeared only three times. To be specific, it occurred at the beginning of the book. In this case, bubbles titled 'Did you know?' discussing facts in the English and Czech language at the same time was provided ten times.

Further, the grammar through texts and stories recurs on average three times per one unit. These are supplemented by diverse exercises related to the text or story.

What immediately catches the reader's eye at first glance is the visual side of both student's book and workbook. There are simple comic pictures almost on every page that stick short stories in the student's book. Learners can work with seven maps, seven charts,

one timeline, and one mind map. Besides this, a myriad of real photographs and pictures can be seen. Nonetheless, the workbook starts with a mind map, and it stresses the game-like activities which are therein suggested, especially crosswords, quizzes, word search, drawings, colouring.

The last frequently repeating criterion was gap-filling. Specifically, the workbook is all covered with gap-filling, and thus jigsaw reading, Q&A, completing charts, and Venn's diagram, true or false.

As for the grammar, both the student's book and workbook apply the inductive approach, so it is not obvious at first sight; however, it is there taught.

Universally, the student's book covers grammar, such as existential linkage There is/There are; simple present and past tense; imperative verb forms; production of WH-questions and answers; and comparison. All of the grammar corresponds with level A1 according to the Common European Framework of Reference for Languages (henceforth CEFR).

Criteria	Student's Book	Workbook
Scaffolding	✓	✓
Accuracy and fluency	✓ A+F	✓ A
Deductive approach		
Inductive approach	✓	✓
Personalization ("I" aspect)	✓	✓
Grammar-translation method		
Physical activities (TPR)	✓	
Grammar through texts and stories	✓	
Game-like activities	✓	✓
Visualisation	✓	✓
Gap-filling	✓	✓

Table 1: Occurrence of given criteria in Labyrinth: History & English books

CLIL Resource pack

This CLIL pack offers a bank of over 120 motivating activities. It is divided into ten units, containing six lessons that cover different topics mentioned in the preceding chapter. It is essential to note each of the units is appliable for different levels of ability. Resource pack highlights the scaffolding, game-like activities, TPR method, and gap-filling criterium principally.

The most frequently occurring scaffolding type is the auditory support being a part of each worksheet, not only once, but more times. Worksheets are accompanied by over sixty songs, chants, poems, and dialogues to enliven the CLIL lessons. The same goes for the Fact box presenting phrases, explanations, vocabulary referring to the topic in the unit. Further, cooperation is implemented every time in all units, either the pair work or the group work. The kinaesthetic engagement will be mentioned a few lines below, considering the physical activities.

Next, the TPR connected to game-like activity seems to be another most frequently applied criterion. Learners often take part in physical games. There are seven of them, such as Simon Says, mime games (animals, running for a purpose, sitting, cycling); throwing a ball in games called Land, Air, Water or Sun, Earth; Moonwalking around the class; standing and creating a line, playing with cards (Solar system); or lastly, a space game (displaying planets). These physical activities are not listed in the worksheets for students, but they are a part of the teacher's outline.

Further evidently brought out criterion is the gap-filling. In the CLIL pack, there occurs two-word searches and crosswords, five stories/short texts, three Venn's diagrams, a questionnaire, true or false, ten tables to be filled in, and a large number of the remaining gap-fill exercises.

Frequently selected are game-like activities and competitions. Readers come across one memory game; two role-plays, one shadow game, and six templates for board games.

In terms of grammar, this CLIL book introduces simple present and past tense, present continuous, future tense, imperative verb forms and contractions, verb endings -ed, -ing; WH- questions, comparatives & superlatives, comparative adverbs, plus conditionals could and would. All of the grammar corresponds with levels A1 and A2 according to the CEFR.

Criteria	The CLIL Resource Pack
Scaffolding	✓

Accuracy	✓
Deductive approach	
Inductive approach	✓
Personalization ("I" aspect)	✓
Grammar-translation method	
Physical activities (TPR)	✓
Grammar through texts and stories	✓
Game-like activities	✓
Visualisation	✓
Gap-filling	✓

Table 2: Occurrence of given criteria in CLIL Resource Pack

National Institute for Further Education

From the total amount of ten worksheets by various teachers, the focus of attention were the criteria as follows: grammar through texts and stories, scaffolding, and gap-filling. What needs to be mentioned is that these materials are determined for 6th to 9th graders. Each worksheet is composed of a specific number of tasks.

The most frequently occurring criterion grammar through texts and stories is implemented seven times out of ten. These are supported by follow-up exercises and maps, which were attached two times.

Scaffolding is incorporated lots of times in working with the blackboard – four times, cooperation is applied eight times. The audio and physical aspect of scaffolding was involved in making a circle, plus singing a song of Mary Stuart. Working with dictionaries and the inclusion of Czech equivalents in a small table can be seen twice.

The third frequently implemented criterion of gap-filling is introduced as true or false three times, completing gaps in the texts that occur in every worksheet.

In terms of grammar, simple present and past tense, WH- questions, ordinals are applied to be taught. All of the grammar corresponds with levels A1 and A2 according to the CEFR.

Criteria	**National Institute for F.E.**
Scaffolding	✓

Accuracy and fluency	✓
Deductive approach	
Inductive approach	✓
Personalization ("I" aspect)	
Grammar-translation method	
Physical activities (TPR)	✓
Grammar through texts and stories	✓
Game-like activities	✓
Visualisation	✓
Gap-filling	✓

Table 3: Occurrence of given criteria in worksheets from National Institute for Further Education

Let's Speak Together

The third analysed CLIL source is two worksheets from CLIL History classes. I will provide results separately for each of the sheets. However, results can be observed in summary for both materials in *Table 4* below. The "I" aspect or any physical activities are not implemented in the materials.

The Napoleonic Wars worksheet is selected for 8th graders, composed of four attachments (tasks), proposed for two to three lessons. The dominating criteria are grammar through texts and stories, game-like activities, and the scaffolding, thanks to which pupils are divided into two teams and the cooperation can evolve. In terms of texts, there are two of them for each group, split into eight subtexts. The worksheet is based on the simple present and past tense, and passive voice.

Ancient Egypt is targeted for the 6th graders, and the outline is suggested for one lesson involving five exercises. In the worksheet, a criterion of game-like activity dominates according to the length of the material. A quiz and a crossword are attached with matching images with the corresponding vocabulary. The quiz is composed of six WH- questions and one yes/no question revising the past simple. The visual page is not that strongly supported. Nonetheless, a large blind map of Africa and eight small images typical for Egypt are

enclosed. Naturally, the gap-filling occurs in all of the exercises and gains the most central importance.

The application of grammar in the Ancient Egypt sheet focuses on the simple past tense with both regular and irregular verbs, passive voice, and the WH-questions. All of the grammar corresponds with levels A1 and A2 according to the CEFR. Students can look for vocabulary in provided dictionaries in case of necessity.

In conclusion, the criteria presenting grammar through texts and stories and gap-filling prevail above others to such a great extent in both worksheets.

Criteria	Let's Speak Together
Scaffolding	✓
Accuracy	✓
Deductive approach	
Inductive approach	✓
Personalization ("I" aspect)	
Grammar-translation method	
Physical activities (TPR)	
Grammar through texts and stories	✓
Game-like activities and competitions	✓
Visualisation	✓
Gap-filling	✓

Table 4: Occurrence of given criteria in Let's Speak Together

New Inspiration

From the amount of 3 various worksheets for different subjects, namely History, Physical education, and Geography, the light is shed most frequently on grammar through texts and stories, gap-filling, and visualization. What must be reminded is that each worksheet represents the different units and levels of the New Inspiration book, beginning with Geography as the first book, History presents the second and as the third the Physical Education. Each of the materials is made up of at least from four to six exercises.

The reading tasks with texts and stories are complemented by doing Internet research nine times. Reading tasks are included six times with two pre-reading exercises.

Students fill the gaps in two true or false exercises, once completing a diagram, chart, and labelling pictures with titles; four vocabulary exercises and charts looking for answers.

Scaffolding is applied three times by implementing cooperation into the task with projects, mostly in small groups or pairs. Visualisation manifests the inclusion of at least two sets of images in each worksheet.

As for the grammar, there is introduced the following: simple present and past tense, modal verbs, and WH-questions. All of the grammar corresponds with levels A1 and A2 according to the CEFR.

Criteria	New Inspiration
Scaffolding	✓
Accuracy and fluency	✓
Deductive approach	
Inductive approach	✓
Personalization ("I" aspect)	✓
Grammar-translation method	
Physical activities (TPR)	
Grammar through texts and stories	✓
Game-like activities	✓
Visualisation	✓
Gap-filling	✓

Table 5: Occurrence of given criteria in New Inspiration

One Stop English

Four selected materials from subjects Geography and History bring to the fore chiefly the most frequent criteria: scaffolding together with visualisation, "I" aspect, and gap-filling. Each worksheet offers students from two to three tasks to do. Unlike the other sources, I have to commemorate that these are designed for only thirty minutes, which is listed only in

two of the worksheets. Consequently, I deduced from the number of the presented exercise that the lesson would be again no more than thirty minutes like the other sheets.

Scaffolding appears in visualisation, which decorates all of the worksheets with small images and drawings almost by every exercise. One timeline and chart add to the visualisation as well. Moreover, cooperation is not omitted as an integral part of scaffolding but only once applied.

The personalization is incorporated four times in all of the worksheets, practicing simple sentences about clothes and weather. Next, children should imagine exploring particular places and think of the equipment they would need to take with them. The third activity involving the "I" aspect offers to create sentences about things they use in everyday life in the form of 'I use a pencil case to carry my pencils.' The last involvement of the "I" aspect suggests children draw a river that flows through their town or city and label where it begins and ends.

Considering the gap-filling, eight exercises out of ten lay the focus on fill in the gaps. It concerns the exercise of the following kind: write and match, complete and draw, and once true or false.

Ultimately, grammar applied in these worksheets focuses mainly on simple present and past tense, continuous, and WH- questions in the past simple.

Criteria	One Stop English
Scaffolding	✓
Accuracy and fluency	✓
Deductive approach	
Inductive approach	✓
Personalization ("I" aspect)	
Grammar-translation method	
Physical activities (TPR)	✓
Grammar through texts and stories	✓
Game-like activities and competitions	✓
Visualisation	✓

Gap-filling	✓

Table 6: Occurrence of given criteria in One Stop English

To conclude the part with the results, let me provide you the closing summary suggesting all of the CLIL resources in *Table 7*: here, I choose the best criteria from the materials for the final comparison. To cut a long story short, readers can discover the key findings in the table. Scaffolding, inductive approach, and gap-filling are inseparable criteria occurring in CLIL teaching.

Bringing it to an end, readers get acquainted with *Table 8* summarizing the presentation of key findings – examined grammar that was most frequently implemented in all of the selected CLIL materials.

CLIL sources	Labyrinth: History & English	CLIL Resource Pack	National Institute for F. E.	Let's speak together	New Inspiration	One Stop English
Criteria						
Scaffolding	✓	✓	✓	✓	✓	✓
Accuracy and fluency					✓	✓
Deductive approach						
Inductive approach	✓	✓	✓	✓	✓	✓
Personalization ("I" aspect)						✓
Grammar-translation method						
Physical activities (TPR)		✓				

Grammar through texts and stories	✓				✓	
Game-like activities and competitions		✓				
Visualisation	✓			✓		
Gap-filling	✓	✓	✓	✓	✓	✓

Table 7: Summary of key findings – best implementation of given criteria for CLIL lessons

CLIL materials	Labyrinth: History & English	CLIL Resource pack	National Institute for F.E.	Let's Speak Together	New Inspiration	One Stop English
Grammar						
Present simple	✓	✓	✓	✓	✓	✓
Present continuous		✓				✓
Modal verbs					✓	
Imperative verbforms	✓	✓				
WH-questions	✓	✓	✓	✓	✓	✓
Existential linkage there is/are	✓					
Ordinals			✓			
Comparison	✓	✓				
Future tense		✓				
Past simple	✓	✓	✓	✓	✓	✓
Conditionals could, would		✓				
Passive voice				✓		

Table 8: Summary of key findings – implementation of the grammatical phenomenon in selected CLIL materials

Commentaries – CLIL Materials

From the above-mentioned key results, it can be observed that all over the materials, the unveiled criteria seemed to correspond with the CLIL materials. I have to highlight the inductive approach, which should be involved in the CLIL classroom and ordinary daily education.

Further, I have experienced teaching all the targeted groups of learners. I have to bring to the fore that games, game-like activities, and physical activities need to be incorporated one way or another. Games lighten the atmosphere, and it feels released more. In my opinion, competitions are also suitable, but certainly under specific conditions, so that students feel safe and are not compared with better or worse classmates. However, competing in teams against each other is found most appealing. So, incorporating competitions can be a good change from time to time.

In agreement with Kružicová (2015), adult learners may be regarded as the most manageable group to teach grammar. I have experienced teaching both language and grammar in this age category. As I see it, they are strongly motivated to reach some level of the knowledge in the language. This aspect goes hand in hand with their acquired knowledge that allows them to learn grammar reasonably quickly.

From my perspective, it is also required to motivate learners and elicit interest in them, whether just through games and competitions, physical activities, or any other type of mentioned criterion. The lower-secondary students need to be encouraged and supported since they are coming through a more difficult period of life. They are experiencing the puberty stage. In most cases, they are unwilling to learn or do anything that they do not find so advantageous for them, especially to learn dull grammar. It is not the same as with the young ones, who desire to learn new things at school with the teacher.

I want to point out the criterion TPR. I have experienced learning young learners many times as a tutor in a language school, whether it was a small group of students or just one of them. I highly recommend and am firmly convinced that it is required to teach young learners with the total physical response. It is indispensable in both face-to-face learning and distance online learning as well. Little children get bored fast. In the current situation, where they have to sit like a robot in front of the computer screen, it is a demanding task to catch their attention somehow and direct it to learn something in the online environment. The physical activities and movements during the lesson appear to be one practical and convenient strategy. Let me give you an example from my own experience of children learning the new vocabulary of emotions. The other day, we played a competition called

Steps, and the YL had to guess the English equivalent for the Czech word hladový. One little lady could not remember the English word, but the moment I mimed a gesture of stroking her belly as if she were hungry, she immediately said the correct word. What is more, I applied the TPR also at the online lessons, where it is also vital.

On top of that, I have to highlight that most of the criteria came into sight in the Labyrinth History & English by Channel Crossing. That is a very representative example of one of the few CLIL books and workbooks from the Czech Republic.

Results – Questionnaire

The questionnaire about CLIL and grammar with Mrs. Hlaváčová can readers find in appendices G, H, and I. Both English and Czech versions, also with the original are provided. From the CLIL teacher's questionnaire, the results are as follows: Mrs. Hlaváčová does include grammar in her CLIL lessons, not in the drilling form, but mainly from the books' context. However, the grammar stands not in the central focus. It is conveyed through the inductive approach for the most part; she does not work with the deductive approach at all. She also considers the prior knowledge from students' regular English lessons, as stated in the questionnaire in Appendix 9.

The most frequent grammar exercise type is filling the gaps, searching for the words with concrete grammar. No translation exercises occur when teaching grammar. In terms of the competitions, Mrs. Hlaváčová does not implement these by grammar practicing in CLIL lessons. Nonetheless, games like physical activities are an integral part of her CLIL lessons.

From her standpoint, the grammar should focus more on the regular language lessons than CLIL lessons. CLIL lessons are more about presenting and learning the content with the corresponding vocabulary. In her CLIL lessons, she uses only materials created by her – as mentioned earlier, Labyrinth History & English books and her colleague's ones. She does not work with other CLIL book sources.

Criteria	Questionnaire (CLIL teacher)
Grammar in CLIL lessons	✓
Deductive approach	
Inductive approach	✓
Grammar-translation method	

Physical activities (TPR)	✓
Grammar through texts and stories	✓
Game-like activities and competitions	
Gap-filling	✓

Table 9: Occurrence of given criteria in questionnaire with a CLIL teacher

Commentaries – Questionnaire

From the questionnaire with CLIL teacher Mrs. Hlaváčová, it can be observed that grammar is also included in CLIL lessons. However, not to some significant extent, only inductively and via context, mainly texts and stories. That accurately corresponds with the criterion grammar through texts and stories. From what I have found out about the approaches, and as Mrs. Hlaváčová claimed, it is the best way of applying grammar both in CLIL and regular English lessons. Teachers should let students find it out themselves through the examples and after that present and explain the rules. I have to admit that I also stand in line behind Mrs. Hlaváčová and many other teachers raising my hand for this approach. From my humble experiences, it is more efficient, though, in the beginning, it might be a bit longer. Nevertheless, learners experience it more this way.

The fact that she incorporates grammar through texts and stories can be seen in her books History & English for CLIL lessons. All pages are covered with stories and texts, and I have to say that these caught my attention. As I was presenting the books to my friend, he was stunned just like I was by designing and implementing the whole concept of her books. Lessons have to be exciting for learners with CLIL materials like this.

Mrs. Hlaváčová said that she does not want to have competitions as a part of her lessons, which is naturally understandable. Pupils need to feel safe and equal and not worry about one being better or worse than the other. Nevertheless, competing in a team, where learners are united as one group, can become part of the lesson once in a while.

Summary of Key Findings

To answer how grammar has been presented throughout CLIL materials, I will look back at the obtained data. During the research, all criteria concerning the theoretical background were identified and discussed. From the results mentioned earlier, it is evident

that grammar is not brought to the fore in CLIL classrooms. Overall, grammar is implemented to a minimal extent, indeed, and only through the inductive approach. The grammar applied the most in all CLIL materials is the simple present and past tense and the WH- questions. The research indicates that great focus is put on vocabulary instead of grammar, and it is evident from all of the presented materials.

Readers discover that the deductive and grammar-translation methods were not applied in CLIL material from the preceding tables and analysis of key findings. Yes, there were offered vocabulary with their Czech equivalents; but, since the grammatical approach was selected as inductive, readers should not expect any grammar-translation usage. I believe that it is not the goal to which teachers aim. A grammar-translation method is still widely used, but the best way of implementing grammar is the inductive approach, as shown in all of the introduced materials. However, it does not have to be as time-saving as the deductive one. It has to be adapted to the needs and knowledge of the pupils in the first place.

As for the grammatical aspect of accuracy, it is emphasized by using concrete sentences and phrases. Not only vocabulary but also grammar in CLIL materials were widely supported by scaffolding thanks to the visuals, auditory, or kinaesthetic exercises in the sources.

Ultimately, I want to briefly say what I have done in this chapter and preview the next chapter. This chapter offered the results of and commentaries on the research. The analysis and commentaries with appropriate tables summarize the findings provided to each of the selected CLIL sources. Based on the conducted research, the following chapter suggests some implications to be considered.

V. IMPLICATIONS

In this chapter, readers will come across pedagogical implications based on the research results connected with the theoretical background considering the given criteria. The chapter also discusses the possible limitations of the conducted research and suggestions for further research.

Implications for Teaching

The research was carried out with six CLIL sources. The research analysed selected CLIL textbooks and worksheets for YL and lower secondary students concerning the grammatical aspect. Based on theory, grammar plays a crucial role in achieving communication skills and being adequately understood.

What can be identified is a certain tendency in creating CLIL materials and implementing concrete criteria. The findings indicate that in CLIL lessons, teachers work with varied materials and worksheets, which they prepare themselves in most cases. Just like Mrs. Hlaváčová and her books or teachers from One Stop English and National Institute for Further Education. It is, therefore, up to teachers to decide what materials they will apply in their CLIL lesson.

Another aspect that teachers need to take into account is the frequency of teaching grammatical patterns. The research demonstrates that the most used approach when teaching grammar is the inductive approach. Even though grammar plays a crucial part in language teaching, students should not be overwhelmed, and grammar should be chiefly taught in context, through texts and stories. The natural incorporation into the learning process is the crucial element.

As for the beneficial advice on literature for grammar teachers, the following cannot be omitted: *How to Teach Grammar* (1999) by Scott Thornbury, where readers come across a wide range of grammar topics and everything that needs to be considered when teaching grammar. I also appreciate the lesson suggestions and enclosed examples, but the book could be more well-arranged. Next in line stands the book from Jim Scrivener, *Teaching English Grammar: What to Teach and How to Teach it (2010)*, providing many ideas, templates, activities, concept questions, and timelines to help teachers prepare lessons. In this book, concrete grammar phenomena are discussed with suitable examples and visual explanatory charts and paintings. However, it is mainly referred to as practice, but a slight hint to the more theoretical concept like in Thornbury's *How to Teach grammar* (1999). Scrivener published another excellent source for English teachers a year later, and so *Learning*

Teaching: The Essential Guide to Language Teaching (2011). As a plus, I would evaluate the connection between theory and examples together with illustrative pictures.

Further, I want to allude to Penny Ur's *A Course in Language Teaching* (1991), which comprises many valuable sections reviewing all aspects of learning, such as learners' differences, lessons, language process, and teaching. Although Ur (1991) focuses more on the broadly extensive theoretical background, I find it very proper. Purely practical tips for teachers in grammar teaching are developed mainly by Scrivener (2010).

In conclusion, an alternative that could bring more authenticity would be the same research but done in a classroom and observing the use of criteria. Nonetheless, I have to note that CLIL represents the new and very enriching method that should be expanded among other schools in the Czech Republic.

Limitation of the Research

Even though the research brought to light several substantial findings, some limitations need to be taken into account. The most important one is the validity of the conducted research. Although the analysed material was selected according to publishing houses, both printed and online, to gain various viewpoints on the subject matter, the sample may be considered negligible. In other words, the number of researches was smaller, so the findings cannot be generalized. Nevertheless, a certain tendency can be seen even from this quantity of CLIL materials. In the Czech Republic, the CLIL method is not that extended as in other European countries, and the CLIL books are currently not the centre of attention for the publishers or CLIL teachers. Besides this, the present time does not help it at all.

Moreover, I implemented both Czech and a couple of foreign CLIL resources. However, as for the foreign resources, there are plenty of them; and therefore, I chose only the most popular ones. For that reason, the results cannot be generalized to all CLIL textbooks, workbooks, worksheets, or any other materials used in CLIL education. The limitation also extends to the fact that only a couple of sources, in our case CLIL worksheets and books in each CLIL online source was examined.

Although I described the CLIL resources in detail, I would say that the authenticity of the context in the classroom was still missing. Above all, the procedure of how the teacher grasps the specific material is missing.

Some readers can observe the possible weakness of the CLIL approach that the grammar is not included that much at first glance; however, I would not call it a problem or

a weakness. It is evident that in most books, the focus is laid on vocabulary and not grammar because, without vocabulary, one cannot be understood; though, without grammar can be.

The sheets contain the teacher's notes and the procedure of the lesson in most cases. However, it depends on the teacher's decision to incorporate individual exercises and tasks. Moreover, the knowledge of vocabulary already acquired from the previous periods has to be considered as well.

Suggestions for Further Research

The present research could certainly be extended in various ways. It would be interesting to do the same research with more textbooks to reduce the generalization aspect of the analysis. There can be found more CLIL sources for Czech primary and lower secondary education that were not included in this research. On the other hand, employing selected sources just for one particular subject would make it possible to study how much it differs throughout the chosen publishers. It would also be convenient to examine all the sources just by one publisher instead of one book/sheet to get a more complex view of the subject matter. For example, to examine the Czech CLIL student's books and workbooks by Channel Crossing publishing house, including Math, Geography, History, Natural science, and Civics.

Another suggestion for further research is to combine this analysis with vocabulary instead of grammar, which also came to my mind as choosing the research question.

Eventually, I want to briefly state what I have done in this chapter and preview the next one. This section connected the findings from the previous chapter with the theory, providing thus specific implications for teaching and limitations of the research, and suggestions for further research. The next chapter concludes the whole thesis.

VI. CONCLUSION

For CLIL learning to happen, several principles require to be met. These are highly discussed in literature focusing on the CLIL method. This innovative approach links the elements of the content and language subject. What distinguishes this teaching from the traditional one is the duality and the integration. I opened this paper by noting the essential ideas of the CLIL method. Specifically, the so-called 4 Cs, 3 Ls, and scaffolding. The CLIL approach and the grammatical aspect were examined, namely that nowadays grammar seems to be a very questionable aspect of learning. Two critical grammatical approaches were outlined, deduction and induction, supported by the explicit and implicit dimension. Many techniques are widely discussed in the literature and promoted to be used in classrooms. Regarding that, specifics for each age group were suggested, and effective teaching methods offered insight into the grammatical implementation and the concepts of CLIL strategies.

The theoretical part provided the information necessary for the subsequent research. There were determined ten criteria, namely scaffolding, accuracy and fluency, deductive and inductive approach, the "I" aspect, grammar-translation method, application of TPR, game-like activities and competitions, grammar through texts and stories, visualisation, and gap-filling. All mentioned focal points were then characterized in detail, focusing primarily on their incorporation in selected CLIL materials.

The research study implied that grammar in CLIL is presented as covert. Overall, the inductive approach and scaffolding have been incorporated in both the older and newer sources. However, the research showed that the grammar-translation method was not applied at all. Except for this, all of the criteria were incorporated in the CLIL materials. The History and English Labyrinth with the CLIL Resource Pack comprised most of the criteria, and the remaining textbooks suggested the involvement of different criteria. The occurrence of implemented grammar types examined the table summarizing all aspects of grammar. The CLIL sources dealt mainly with present and past simple together with WH- questions.

Moreover, the questionnaire with Mrs. Hlaváčová only further confirms and supports the fact of inductive grammar mediation within CLIL lessons and other regular language lessons. The grammar turned out to be often presented through texts and stories; in other words, the context must not be omitted. What was further confirmed to be valid from Mrs. Hlaváčová' experience was implementing physical activities by learning. Again, the scaffolding within the visualization showed as very beneficial in CLIL lessons. However, the criteria of games and competitions have appeared here as an unwanted element of CLIL lessons.

Grammar plays an essential part in language learning, but it is mainly up to teachers how to handle it. The arguments given above prove, especially in CLIL lessons, that grammar is not the main target of CLIL materials. It occurs there, but only to some extent, and it is not brought to the fore.

Although the general approach in teaching English has been the deduction with the grammar-translation method, the thesis showed that teachers should focus more on the inductive one. Mrs. Hlaváčová put it right when she claimed that teachers should implement the inductive approach, not only in CLIL lessons but also in the regular ones. Based on these conclusions, practitioners should consider presenting grammar as the second focus of their lessons and making the topical vocabulary more visible. Further, it proved effective to involve scaffolding, both visual and auditory, since it supports the whole learning process.

As far as the organizational forms are concerned, cooperation or any group work appeared to be an integral part of the analysed materials. That has to be emphasized because students inspire each other, and the teacher created a safe environment for their learners, where motivation raises as well.

Research findings also point to the TPR method, which guaranteed help to raise the motivation in learners; a couple of physical activities lifting children from their chairs seemed to be as a very efficient strategy to use.

References

Ball, P., Kelly, K. & Clegg, J. (2015). *Putting CLIL into practice.* Oxford: Oxford University Press.

Benešová, B. & Vallin, P. (2015). *CLIL - inovativní přístup nejen k výuce cizích jazyků*. Praha: Univerzita Karlova, Pedagogická fakulta.

Best, D., Rose, M. & Edwards, H. (2005). *Learning about learning.* In: Rose, M. & Best, D. (Eds.) *Transforming clinical practice through Clinical Education,* Professional Supervision and Mentoring. Elsevier Ltd, Philadelphia. pp. 121-142

Binterová, H. & Komínková, O. (2013). *Using Computers in Relation to Learning Climate in CLIL Method*. Acta Didactica Napocensia, 6(1), pp. 91-106

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy.* (2nd ed.). New York, USA: Longman. Retrieved December 5, 2020, from: https://1url.cz/rKuKM

Brown, H. D. (2007). *Principles of language learning and teaching.* (3d ed.). White Planes, NY: Addison Wesley Long Longman.

Cambridge University Press. (n.d.). *Grammar*. Cambridge Dictionary. Retrieved November 3, 2020, from https://1url.cz/3Kuz7

Cambridge University Press. (n.d.). *Motivation*. Cambridge Dictionary. Retrieved January 21, 2021, from https://1url.cz/bKuKL

Celce-Murcia, M. (Ed.) (2001). *Teaching English as a second or foreign language* (3rd ed). Boston, MA: Heinle & Heinle.

Channel Crossing. (n.d.). *Labyrinth: Unikátní řada materiálů CLIL*. Labyrinth: CLIL v Angličtině. Retrieved January 8, 2021, from https://1url.cz/TKurF

Cherry, K. (2020, January 15). *Differences of Extrinsic and Intrinsic Motivation.* Very Well Mind. Retrieved January 18, 2021, from: https://1url.cz/mKuKr

Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL: content and language integrated learning.* Cambridge: Cambridge University Press.

Coyle, D. (2005). *CLIL: Planning Tools for Teachers*. University of Nottingham. https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/coyle_clil_planningtool_kit.pdf

Crandall, J. (1994). *Strategic integration: Preparing language and content teachers for linguistically and culturally diverse classrooms*. Atlantis, J. E. (ed.): Georgetown University.

Dale, L., van der Es, W. & Tanner, R. (2010). *CLIL Activities: A Resource for subject and language teachers.* Cambridge University Press.

Darn, S. (n.d.). *CLIL: A lesson framework.* Turkey: Izmir University of Economics. Retrieved November 10, 2020, from https://1url.cz/0KuKW

Dornyei, Z. (2009). *Communicative language teaching in the 21*[st] *century: The 'principled communicate approach'.* Perspectives, 36(2). pp. 33-43. Retrieved December 6, 2020, from https://1url.cz/HKuKz

Ellis, R. (1997). *Second Language Acquisition.* Oxford, New York: Oxford University Press.

Ellis, R. (2009). *The Study of Second Language Acquisition* (2nd ed). Oxford, UK: Oxford University Press.

Fraus: *O nás - Mgr. Michaela Hlaváčová*. (n.d.). Fraus. Retrieved March 19, 2021, from https://1url.cz/tKuKF

Gibbons, P. (2015*). Scaffolding: Language Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom.* (2nd ed). Heinemann: Portsmouth.

Gower, R., Phillips, D. & Walters, S. (1995). *Teaching Practice Handbook: Structures: Grammar and Function.* Heinemann. pp. 129-138.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed). London: Longman.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Oxford: Pearson Longman.

Henrici, G. & Riemer, C. (1994). *Einführung in die Didaktik des Unterrichts Deutsch als Fremdsprache*. Baltmannsweiler: Schneider Verlag Hohengehren.

Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary*. 6th edition. Oxford: Oxford University Press.

Hulstijn, J. H. (2005*). Theoretical and empirical issues in the study of implicit and explicit second-language learning:* Introduction. Studies in second language acquisition. Cambridge: University Press.

Kasasa. (n.d.). *Boomers, Gen X, Gen Y, and Gen Z Explained.* Retrieved November 10, 2020, from https://1url.cz/0KuKg

Klečková, G. (2019): Brown (2000), Celce-Murcia, (2001), Harmer (2007), Scrivener (2005), Ur (1996)

Krashen, S. T. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon

Kružicová, M. (2015). *Different Approaches to Teaching Grammar at Lower-Secondary School Level.* Hradec Králové, Univerzita Hradec Králové, Pedagogická Fakulta.

Larsen-Freeman, D., Anderson, M. (2011*). Techniques & Principles in Language Teaching.* 3rd ed. Oxford, Oxford University Press.

Llinares, A., Morton, T. & Whittaker, R. (2012). *The Role of Language in CLIL.* Cambridge: Cambridge University Press.

Macmillan Education. (n.d.). *New Inspiration*. CLIL Worksheets. Retrieved January 8, 2021, from https://1url.cz/iKurj

Macmillan Education. (n.d.). *One Stop English*. CLIL Lesson Plans. Retrieved January 9, 2021, from https://1url.cz/BKurV

Mehisto, P., Marsh, D. & and Frigols, M. J. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Publishers Limited.

Nikitas, S. (2014, June 18). *Generation Y: Why They're Worth a Second Look.* ConsumerBankers.com. Retrieved November 10, 2020, *from* https://1url.cz/0KuKg

Procházková, L. (2018). *CLIL Lesson Plan Analysis: Analýza písemně zpracovaných příprav na hodinu CLIL.* Univerzita Karlova, Pedagogická fakulta, Prague, Czech Republic.

Rahimi, F. (2012). *The Effect of Explicit Instruction of Discourse Markers on the Quality of Oral Output*. International Journal of Applied Linguistics & English Literature*, 1*(1), p. 69. http://dx.doi.org/10.7575/ijalel.v.1n.1p.70

Richards, J. C. (1985). *The context of language teaching.* Cambridge: Cambridge University Press.

Richards, J. C. (2015). *Key Issues in Language Teaching.* Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.

Rivers, W. M. & Temperley, M. S. (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language.* Oxford University Press. p. 110

Sampson, B. (n.d.). *Wendy Superfine | Oxford University Press*. Copyright 2018 – Oxford University Press. All rights reserved. Retrieved March 4, 2021, from https://elt.oup.com/bios/elt/s/superfine_w?cc=cz&selLanguage=cs&mode=hub

Scrivener, J. (2005). *Learning teaching* (2nd ed.). Oxford, UK: Macmillan.

Scrivener, J. (2011). *Learning Teaching: The essential guide to English language teaching* (3rd ed.). Oxford: Macmillan Publishers Limited.

Stakanova, E. & Tolstikhina, E. (2014). *Different Approaches to Teaching English as a Foreign Language to Young Learners*. Procedia - Social and Behavioral Sciences, 146. doi: 10.1016/j.sbspro.2014.08.154

Šolcová, E. (2019). *Scaffolding strategies in CLIL history lessons: A Case study*. Masaryk University, Brno, Czech Republic.

Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Longman.

Ur, P. (1991). *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Vozabulová, D. (2019). *Materials Development for Language Teaching using CLIL.* Praha: Univerzita Karlova, Filozofická fakulta.

VŠEM. (2014, October 1). *Let's Speak Together*. Let's Speak Together - CLIL. https://1url.cz/tKuu0

Zhen, L. (2015, Aug). *Explicit Grammar and Implicit Grammar Teaching for English Major Students in University*. Changchun University, Changchun, China. Sino-US English Teaching. Vol. 12, No. 8, 556-560. doi:10.17265/1539-8072/2015.08.002

Appendices

2. WHAT ANIMALS DID PEOPLE HAVE ON THEIR FARMS?
UNDERLINE THEM. THEN LISTEN TO THE CD AND CHECK.

hen   pig   cow   elephant   mammoth   tiger   sheep   deer   gazelle   dinosaur
guinea pig   dog   donkey   goat   snake   hamster   ostrich   rabbit

3. MATCH THE PICTURES AND THE SENTENCES.

There is a sickle.
He has a domesticated animal.
There is fire.
He is making pottery.
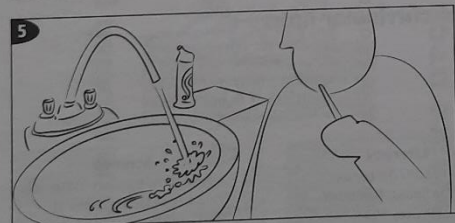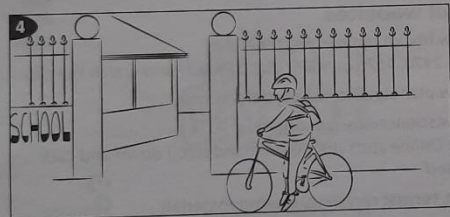
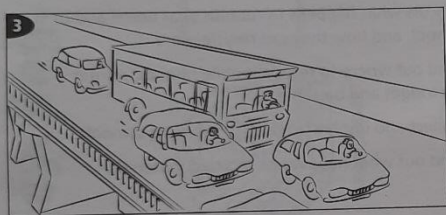She is making clothes.
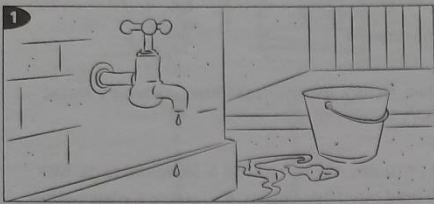He is cutting a tree.
There is a village.
There are the first plants (wheat, barley, ...)

APPENDIX 1

Saving water, electricity and fuel

Write *water*, *electricity*, or *fuel*. Match the words and pictures.

1

Save _____!
Turn off the computer when you have finished!

2

Save _____!
Turn off the tap! Never leave it dripping!

3

Save _____!
Turn off the lights and heater when you go out!

4

Save _____!
Go by bus or give your friend a lift!

5

Save _____!
Ride a bicycle!

6

Save _____!
Turn off the tap while you clean your teeth!

APPENDIX 2

Mary, Queen of Scots

In 1542 James V. the King of Scotland died. His daughter, Mary, who was only one week old, became Queen. While she was still only a child, Mary Stuart married Francis, the son of the French King. In 1559 Francis become King of France. So at the age of 17, Mary, who was a beautiful woman with lovely red hair, was Queen of two countries.

But after only one year as King, Francis died. Her mother-in-law, Mary of Guise, did not want Mary in France and so she returned to Scotland.

She married again. This time she married her cousin, Lord Darnley. Mary and Darnley did not like each other. Darnley become very jealous of an Italian, called Riccio, who was Mary's secretary. One night, Darnley and a group of his friends murdered Riccio in front of Mary.

Two years later, Darnley, too, died. Mary had gone to a dance, but her husband was ill and stayed at home. In the middle of the night the house where Darnley was asleep exploded and caught fire. But Darnley's body was not found in house. It was found in the garden. He had been strangled.

APPENDIX 3

Doplň do vět slovesa v minulém čase prostém / Complete the sentences with the verbs in past simple:

Schools in Egypt .... (be) built next to the temples. Only children of rich people .... (go) to school. Boys .... (visit) schools, girls .... (not go) to school They .... (work) at home. Their mothers .... (learn) them cooking, weaving and other housework. Egyptian boys .... (have to) visit schools for a long time because of writing. Egyptian writing .... (be) very difficult, because people .... (use) symbols called Hieroglyphs. Only a few people .... (can) write. The best job .... (be) a scribe. The Prince's School .... (be) the most respected of all of the schools and .... (give) the best Egyptian education.

Příloha 4

Kvíz / The quiz:

Zakroužkuj správnou odpověď / Circle the right answer:

1. What was the name of the river in Egypt?
a) the Euphrates   b) the Nile   c) the Ganga

2. What did Egyptian farmers grow?
a) corn, olives, fruit   b) tobacco and fruit   c) sugar beet and bananas

3. Who built pyramids?
a) slaves   b) farmers   c) civil engineers

APPENDIX 4

1 Pre-reading

Read the sentences about water and write *T* (true) or *F* (false). Then check your answers by doing an Internet search for *water*. You can visit these websites to help you:

www.sepakids.com
www.sydneywater.com.au/Education/_global/waterfacts.cfm
www.southeastwater.co.uk/pls/apex/f?p=101:waterfacts

|		
1	Nothing on earth can live without water.	T
2	Water covers one third of the earth.	
3	The water we can't drink is either too salty or frozen	
4	Water makes up around 40% of our body.	
5	A person can survive longer without water than without food.	
6	The chemical symbol for water is CO_2.	
7	Water is the only substance that can be liquid, gas and solid.	
8	Water has chemicals, fats and minerals in it.	
9	In the developed world, people often use 160 litres of water every day.	
10	In the developing world, people often use 100 litres of water every day.	

2 Vocabulary

Label the pictures with these words. Then go to the Macmillan Online Dictionary www.macmillandictionary.com and check your answers by typing the words into the search box.

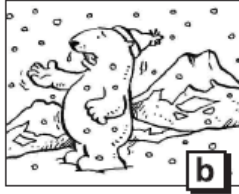cloud   dam   glacier   lake   plant   rain   sewage   snow   stream   water droplet
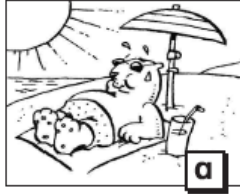

1 _cloud_____   2 _____   3 _____   4 _____
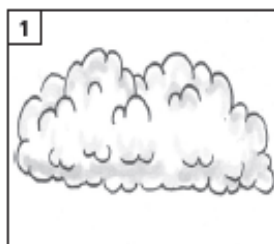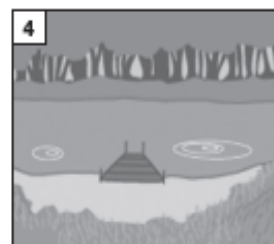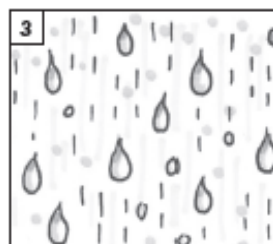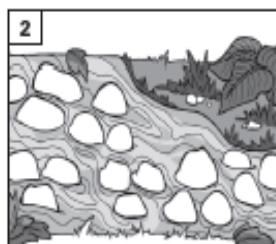
APPENDIX 5

| It's cold.
It's snowing.
It's raining.
It's hot. | a | b | c | d |

It's hot. _____ _____ _____ _____

2 Complete and draw.

December-February   June-August   September-November   March-May

| Spring: _____
In the spring it's warm and _____ .
I wear_____ and _____ . | |

| Summer: _____
In the summer it's_____ and sunny.
I wear_____ and _____ . | |

APPENDIX 6

73

Dotazník pro paní Hlaváčovou

1. **Všeobecně vzato, jaký je Váš názor na gramatiku v rámci CLIL hodin? Jste spíše pro či proti? Svoji odpověď zdůvodněte.**

2. **Jak učíte v CLIL hodinách gramatiku (pokud ji nějak učíte**)? *(např. jak často vůbec zapojujete gramatiku do Vašich CLIL hodin; jaké strategie pro procvičení gramatiky využíváte ve Vašich CLIL hodinách).* **Pokud gramatiku v hodinách CLIL neučíte, proč tomu tak je?**

3. **Která gramatické cvičení jsou nejfrekventovanější ve Vaší CLIL výuce?** *(např. objevuje se často cvičení jako například gap-filling či cvičení s překladem v gramatických cvičeních v CLIL učebnicích/pracovních sešitech; setkáváte se v CLILu často s představením gramatiky skrze krátké texty či příběhy)*

4. **Jak často využíváte hry a soutěže v rámci procvičení, upevnění určité gramatiky při hodině CLIL?**

5. **Zahrnujete při výuce gramatiky v CLILu také nějaké fyzické aktivity?**

6. **Je podle Vás vhodné využívat induktivní přístup** *(tento přístup k výuce jazyka začíná příklady a studenti jsou vedeni k tomu, aby našli odpovídající pravidla; lze jej srovnávat s deduktivním přístupem, který začíná tím, že se studentům představí pravidla, poté příklady, pak se procvičí..)* **při výuce gramatiky?**

7. **Jaké materiály na procvičení gramatiky využíváte ve Vašich CLIL hodinách** *(např. pracovní listy, které si sama tvoříte, inspirace z internetových CLIL stránek, práce s pracovním sešitem)*

8. **Zaměřujete se na gramatiku stejně v takové míře jako třeba na slovíčka při hodinách CLIL?**

9. **Během Vaší CLIL kariéry, změnil se nějak pohled na gramatiku, její zpracování – například, přibylo či ubylo gramatiky v učebnicích/pracovních sešitech CLILu?**

   (např. *jsou zde nějaké klíčové změny, které jste v materiálech CLIL zaznamenala*)

10. **Chtěla byste mi ještě něco dalšího sdělit k tématu CLIL a gramatika?**

Questionnaire for Mrs Hlaváčová

1. **In general, what is your opinion on grammar within CLIL lessons? Are you more for or against grammar in CLIL lessons? Justify your answer.**

2. **How do you teach grammar in CLIL lessons** (if you teach it in any way)**?** *(e. g. how often do you incorporate grammar into your CLIL lessons; what strategies do you use to practice grammar in your CLIL lessons).* **If you don't teach grammar in CLIL lessons, why is that so?**

3. **Which grammar exercises are most frequent in your CLIL teaching?** (e. g. there are often exercises such as gap-filling or translation exercises in CLIL textbooks/workbooks; or how often do you come across grammar through short texts or stories)

4. **How often do you use games and competitions to practice, strengthen a certain grammar during a CLIL class?**

5. **Do you incorporate any physical activities in your CLIL lessons?**

6. **According to your opinion, is it beneficial to apply the inductive approach** *(this approach to language teaching beings with examples and students are guided to uncover the specific rules; it is possible to compare it with a deductive approach introducing first the given rules to students, only then the concrete examples and practice)* **when teaching grammar?**

7. **Which materials do you involve in your CLIL lessons to practice grammar?**
(e. g. worksheets that you create yourself, CLIL websites inspiration, use of workbook)

8. **Do you focus on grammar as much as on vocabulary in CLIL lessons?**

9. **During your CLIL career, has the view of grammar, its processing, changed in any way – for instance, has grammars in CLIL textbooks/workbooks increased or decreased?**

(e. g. are there any key changes, which you have observed in CLIL materials?)

10. Would you like to add anything else?

Dotazník pro paní Hlaváčovou

1. **Všeobecně vzato, jaký je Váš názor na gramatiku v rámci CLIL hodin? Jste spíše pro či proti? Svoji odpověď zdůvodněte.**

   Jsem pro, ale musí to být nenásilně vneseno do výuky. Tak nějak přirozeně. Proč toto má smysl? Nejedná se mechanické tvoření, kterému čelí v běžné výuce. Zde jde o opravdové užití jazyka v praxi. Někomu rychleji doběhne gramatický jev právě v odborném předmětu, protože to začne cíleně hned používá, vidí v tom smysl

2. *Jak učíte v CLIL hodinách gramatiku (pokud ji nějak učíte)? (např. jak často vůbec zapojujete gramatiku do Vašich CLIL hodin; jaké strategie pro procvičení gramatiky využíváte ve Vašich CLIL hodinách).* **Pokud gramatiku v hodinách CLIL neučíte, proč tomu tak je?** Vezmu-li dějepis, volili jsme pravidelná slovesa, poukázala jsem na podobu v minulém čase, pak jsme již pracovali s textem, úkoly. Nešlo o memorovací aktivity. Často jsem brala i ohledy na učivo, které žáci znali z angličtiny, abych nenapáchala moc škody. V tomto smyslu jsem pak pokračovala napříč celou výukou CLIL dějepisu …např. množné číslo, pořádek slov, předložky, přídavná jména – stupňování. Zde se třeba osvědčilo toto pojmenovat v CLIL hodině, v angličtině z jejich úst už znělo, to už známe. Zdůrazňuji, že to ale není o tom, že zahájím pasáž s tím, že se naučíme něco z gramatiky.

3. **Která gramatické cvičení jsou nejfrekventovanější ve Vaší CLIL výuce?** *(např. objevuje se často cvičení jako například gap-filling či cvičení s překladem v gramatických cvičeních v CLIL učebnicích/pracovních sešitech; setkáváte se v CLILu často s představením gramatiky skrze krátké texty či příběhy)*

   Určitě gap-*filling, závisí také na věku žáků. Vyhledávání slov, ve kterých je gram.jev. Překlad vět vůbec neuplatňuji.*

4. **Jak často využíváte hry a soutěže v rámci procvičení, upevnění určité gramatiky při hodině CLIL?**

   Asi neuplatňuji. Beru své lekce tak celistvě, že se úplně cílené procvičení gramatiky ve výuce neprojeví. Nesoutěžíme, to je proti všem zásadám, potřebuji, aby se žáci cítili bezpečně a rovnocenně.

5. **Zahrnujete při výuce gramatiky v CLILu také nějaké fyzické aktivity?**

Nerozumím otázce, máte na mysli aktivity, kdy se žáci zvednou z lavic a hrají třeba živé pexeso? Aktivit, když žáci chodí po třídě využívám mnoho, jde mi o to, aby komunikovali s různými žáky, hledali odpovědi. Mám ráda žáky aktivní, tudíž nikdy nesedí 45 minut na jednom místě (rychlí posli, carousel (právě i na gram.), jigsaw reading, find who, kmeny a kořeny. a mnoho dalších).

6. **Je podle Vás vhodné využívat induktivní přístup** *(tento přístup k výuce jazyka začíná příklady a studenti jsou vedeni k tomu, aby našli odpovídající pravidla; lze jej srovnávat s deduktivním přístupem, který začíná tím, že se studentům představí pravidla, poté příklady, pak se procvičí)* **při výuce gramatiky?**

Nejvíc induktivní, platí to i mimo CLIL výuku.

7. **Jaké materiály na procvičení gramatiky využíváte ve Vašich CLIL hodinách** *(např. pracovní listy, které si sama tvoříte, inspirace z internetových CLIL stránek, práce s pracovním sešitem)*

Takové, které si tvořím sama, šiju si je na své žáky, jejich potřeby, znalosti a dovednosti.

8. **Zaměřujete se na gramatiku stejně v takové míře jako třeba na slovíčka při hodinách CLIL?**

To zcela určitě ne. Hodina není nafukovací, hodina by podle mého názoru neměla být o gramatice, ale o kontextu, o nástroji komunikace. Gramatiku ať řeší cíleně jazykář. Já jdu po obsahu. Co se týká výuky slovní zásoby, ta ve srovnání s gramatikou jistě dominuje. Bez porozumění slovíčkům nemohou dále pracovat. To je velký limit.

9. **Během Vaší CLIL kariéry, změnil se nějak pohled na gramatiku, její zpracování – například, přibylo či ubylo gramatiky v učebnicích/pracovních sešitech CLILu?** *(např. jsou zde nějaké klíčové změny, které jste v materiálech CLIL zaznamenala)*

Vzhledem k tomu, že si vše tvořím sama, hledám občas inspiraci v didaktikách CLIL v aj. Nemyslím si, že by se za tu dobu nějak cíleně tato složka proměnila. Možná i proto, že vím, co se žáci v daném ročníku v aj učí, mohu tak reagovat na jejich znalosti. Učebnice na CLIL nepoužívám. Jen tu svou a kolegy, který ji napsal pro 8. a 9. ročník.

10. **Chtěla byste mi ještě něco dalšího sdělit k tématu CLIL a gramatika?**

SUMMARY IN CZECH

Za účelem zvýšení povědomí o CLIL metodě jako o užitečném přístupu k výuce jazyků a obsahu se tato diplomová práce zabývá implementací gramatiky právě v CLIL materiálech. Práce je rozdělena na teoretickou a praktickou část. Teoretická část věnuje pozornost konceptu CLIL a jeho základním principům, roli gramatiky a uplatňovaným přístupům. Čtenářům je poskytnut pohled na specifikaci studentů dle věkových kategorií společně s kapitolou o efektivních výukových metodách, které se aplikují při výuce gramatiky, a mimo to také účinné strategie do CLIL hodin. To vše je doplněno o aspekt motivace u studentů.

Pro praktickou část byla použita metoda analýzy daného obsahu. Předmětem výzkumu bylo analyzování CLIL materiálů dle vybraných kritérií a dotazníku s paní učitelkou a autorkou CLIL učebnic, pracovních sešitů, paní magistrou Hlaváčovou, která odpovídala na zadané otázky týkající se tématu práce. Cílem bylo zhodnotit do jaké míry jsou gramatické jevy implementovány právě do CLIL materiálů na základě kritérií opírajících se o teoretickou část. Výzkum práce čtenářům poskytl výsledky, které ukazují, že studenti se mohou v CLIL hodinách setkat s gramatikou jen velmi v omezné míře, především skrze induktivní přístup. Díky tomuto přístupu se studenti nesetkávají s deduktivním přístupem a metodou gramatického překladu. Důraz je také kladen na scaffolding, objevující ve velké míře ve všech zvolených zdrojích, a to skrze kooperační, jazykovou, audio, vizuální a kinestetickou podporu celé CLIL výuky. Nejvíce vyskytující se kritérium skrze CLIL materiály bylo gap-filling, tedy cvičení, kdy se vyplňuje konkrétní jev či slovíčko do prázdných políček. Tato zjištění poukazují na zaměření se CLILu méně na stránku gramatickou, ovšem více na stránku obsahovou s prezentací tematické slovní zásoby. Co se týče využité gramatiky v CLIL materiálech, jedná se především o přítomný a minulý čas prostý společně s tzv. WH-otázkami. Na základě zanalyzovaných materiálů bylo zjištěno, že CLIL Resource Pack a učebnice s pracovním sešitem od nakladatelství Channel Crossing, tedy Labyrint History and English, obsahovaly nejvíce ze zadaných kritérií, ostatní materiály také poukazovaly na využití kritérií, ovšem v menší míře, jako například zahrnutí fyzických aktivit, her, soutěží, či aspektu plynulosti a přesnosti. Nicméně, všechny CLIL materiály potvrdily, že gramatika je spíše vedlejším zaměřením v CLIL hodinách, větší důraz je kladen na osvojování si slovní zásoby, která je zde klíčová.