Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

UŽITÍ CLILU V GEOGRAFII

Eva Václavíková

Plzeň 2012

University of West Bohemia

Faculty of Education

Department of English

Thesis

USE OF CLIL IN GEOGRAPHY

Eva Václavíková

Plzeň 2012

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 28. 6. 2012   ……………..………………….

Eva Václavíková

ACKNOWLEDGEMENTS

ABSTRACT

Václavíková Eva. University of West Bohemia. June 2012. Use of CLIL in Geography. Supervisor: Mgr. Gabriela Klečková, PhD.

The thesis deals with the use of CLIL in geography. The aim was to observe six geography lessons, analyze them through criteria specific for CLIL and find out to which degree criteria of CLIL occur in the lessons, which weaknesses in the geography teaching appear and what needs to be changed to possibly implement CLIL in the Czech school system. The results proved that CLIL is not possible to implement without proper teacher training. The main difficulties were found in the lesson framework, activities, methods and organizational forms used in the lessons, and in the one-way interaction.

TABLE OF CONTENT

I. INTRODUCTION

In the modern world full of new trends and innovations in which the position of English has been increasing and expanding to different areas such as medicine, technology, computer and other sciences, there is a need to develop proficiency both in English and specific subjects. The education must take the first step forward to provide learners with proficiency. After a variety of bilingual methodological approaches, Content and Language Integrated Learning (CLIL) has attracted a lot of attention in many European countries.

In the theoretical part, this thesis provides the essentials of this innovative approach including the commonly used definitions and the position of two integrated elements: the content and the language. It expresses the attempts to apply CLIL in the Czech Republic and points out a number of advantages that CLIL can bring into lessons as well as difficulties which can occur. Attention is paid to particularities of CLIL methodology which has certain criteria that must be fulfilled for CLIL to be effective. Didactics of geography is included as geography is the subject chosen for integration with English.

The research is based on the observation of six geography lessons which are described in observation log charts in Appendices and further analyzed from criteria used for effective CLIL lessons. Criteria are precisely analyzed in the chapter Results and Commentaries.The recommendations for teachers are explained in the chapter Implications along with limitations of the research and difficulties that had to be solved. Suggestions how to expand and improve the research are covered there too. In the final chapter, the main points of the master thesis are summarized.

II. THEORETICAL BACKGROUND

In the theoretical part, background information on the topic of the research can be found. The chapter is divided into sections describing CLIL in general providing a number of definitions, specifying the position of content and language in CLIL, its origin in the Czech Republic, advantages as well as difficulties which can occur when implementing CLIL. The chapter also talks about some specific aspects of CLIL methodology and didactics of geography.

About CLIL

Definition of CLIL

Mehisto, Marsh and Frigols (2008) state that "We live in a time of innovation, and new ways of living and working. This often involves changing the way we do things" (p.7). These changes in education can be seen in a modern methodological approach, Content-based Instruction (CBI) or Content and Language Integrated Learning (CLIL) which has attracted to a certain degree a lot of attention in the most of European countries (Els, 2005). It serves as a general term for practice of bilingual education (Marsh, 2009). As Coyle, Hood and Marsh (2010) write: "It is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both" (p.1).

As said above, acronym CLIL is used "as a general term to designate all types of bilingual or immersion education. It basically involves the provision of teaching in at least two different languages, other than language lessons themselves" (Eurydice, 2008, p.112). This dual-focused methodological approach accomplishes the importance to "develop proficiency in both the non-language subject and the language in which this is taught" (Eurydice, 2005, p.7). Besides, this "twofold aim" needs the content to be taught not only "in" a foreign language but "with and through a foreign language" (Eurydice, 2005, p.7). CLIL does not teach students a language which they can perhaps use in the future. It is a good way for pupils to use their new language skills effectively and immediately (Commission of the European Communities, 2003, p.8).

Languages and other subjects have been taught separately for a long time but CLIL "provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and co-operative learning, while building common purpose and forums for lifelong development" (Mehisto et al., 2008, p.7). Owing to CLIL, language learning has won another substantial value.

Content in CLIL

Content in CLIL does not need to be academic. It can contain any "topic, theme or non-language issue of interest or importance to the learners" (Genesee, 1994, p.3). Such content represents material that attracts, challenges and impacts learner`s cognition and at the same time, it covers the target language and/or culture (Met, 1991, p.150).

As Mehisto et al. (2008) state, CLIL has many faces and can be accomplished as "CLIL camp, international projects, modules, one or more subjects, total early immersion" (p.13-19). Coyle et al. (2010) elaborate on this issue so that content can be taken "directly from a statutory national curriculum" or as a "project based on topical issues drawing together different aspects of the curriculum". Content in a CLIL setting could be also divided into three groups: "thematic" (e.g. included issues-led investigations into climate change, carbon footprint, or the Internet), "cross-cultural" (e.g. inquiry into health, water or genocide), and "interdisciplinary content" (which encourages collaboration on a common topic among various disciplines) (p.28).

As for the basic face of content learning, subjects taught in the CLIL target language are different in primary and secondary schools, regions and countries. As for primary education, "creative, sports or environmental activities are taught in CLIL" (Eurydice, 2005, p.24-25) whereas in secondary education, science subjects or social sciences are most frequently used to teach content. As Eurydice (2005) found out, "the commonest situation at levels of education is one in which it is possible to select from across the entire curriculum the one or more subjects included in CLIL provision …The decision to teach one or several of subjects lies with the authority or body that administers the school" (p.24).

Being more specific, CLIL is applied in content classes such as mathematics, history, geography, biology, computer programming, science, civics, music, etc. Nevertheless, an appropriate choice of content depends on "teacher availability, language support, age of learners and the social demands" (Coyle et al., 2010, p.28).

Language in CLIL

In CLIL, "an additional language is used for the learning and teaching of both content and language. It is often a learner`s foreign language, but it may also be a second language or some form of heritage or community language" (Coyle et al., 2010, p.1).

Eurydice (2005, 2008) used instead of "additional language" the term "target language" which has several variations and/or "combinations involving foreign, regional and/or minority languages and other official state languages" (p. 16, 12). The choice of languages for CLIL should considerate geographical and political issues, similarities between CLIL language and mother tongue and/or a degree of language suitability to a specific content (subject) (Pavesi, Bertocchi, Hofmannová & Kazianka, 2001, p.83).

According to Eurydice (2005), the use of target language varies across countries. In Europe, the most frequently used languages for CLIL provision is a combination of foreign languages and regional and/or minority languages. The Czech Republic is an exception, "CLIL type provision focuses exclusively on foreign languages" (p.16-17). Eurydice (2005) confirmed that "close examination of CLIL target languages reveals that English, French and German are the most widespread foreign target languages in countries in which provision is in one or several foreign languages" (p.18).

In CLIL, typically, language is a "tool for communication", it is used as a "medium of learning" (Coyle et al., 2010, p. 32, 34). As far as language is concerned, CLIL has two requirements: "using language to learn and learning to use language" (Coyle et al., 2010, p.35). Teachers need to avoid separating lessons into sequences of content and language; content and language objectives need to be interrelated. These connections are made by "the Language Triptych". Language use has "three interrelated perspectives: "language of learning", "language for learning" and "language through learning" (Coyle et al., 2010, p. 36).

"Language of learning" is language needed to acquire the content. This is language that is used when speaking about specific topics and themes of subjects. Emphasis is put on ability to use language with appropriate vocabulary (terminology), phrases and grammar so that the content is covered in a meaningful way.

"Language for learning" concentrates on language which is needed to be used in a non-native language environment (Coyle et al., 2010, p.37). Examples of important language skills are: asking questions, discussing, describing, thinking, memorizing, drawing conclusions, etc. It is necessary to support and develop skills that are required for working in pairs, groups or teams. Both learners and teachers take their own roles to use communicative skills.

"Language through learning" involves development of language as the learning reaches a deeper level. Language progression can be compared to a spiral. New meanings and knowledge need to be caught, reused and developed as they emerge. Language is

progressed with the acquisition of new thinking processes and knowledge (Coyle et al., 2010, p.37-38). Although the language used in CLIL is very important, every teacher should bear in mind that the mother tongue or first language (L1) plays a big role in these lessons. The ratio of L1 and L2 exposure depends on the level of proficiency in L2: the lower degree the higher exposure of L1. It was shown that the use of L1 is especially useful for explaining and understanding basic concepts. The use of L1 provides important support in academic learning. It is needed for explanation and clarification of new subject matter and/or for instructional purposes (Echevarria, Vogt & Short, 2008).

CLIL in the Czech Republic

The history of CLIL in the Czech Republic is quite short. The first reference to CLIL as a part of language policy was in the document from the European Union under its name: "Podpora jazykového vzdělávání a lingvistické rozmanitosti: Akční plán 2004 - 2006" (Výzkumný ústav pedagogický v Praze, 2008). CLIL was specified as a new method and according to the research, in 2008 this method was used only in 6 percent of Czech schools.

The most common language in CLIL teaching is English and among integrated subjects are mathematics, ICT, art and music lessons. CLIL is used mainly at the primary schools, subsequently at secondary schools and finally at lower-level secondary schools.

Experiments with CLIL have been carried out as projects or project related conferences. A pilot project was implemented by European Social Fund EASF in 2010. The project titled "Obsahově a jazykově integrované vyučování na 2. stupni základních škol a nižším stupni víceletých gymnázií – CLIL", focused on introductory training of teachers in CLIL.

The next project titled "Tvorba metodických materiálů a postupů pro zavádění výuky angličtiny formou CLIL do vyučovacích předmětů 2. stupně ZŠ a nižšího stupně víceletých gymnázií" was done by the Faculty of Education of Masaryk University in Brno. Charles University and the University of West Bohemia were represented in international projects. In 2006 – 2009, Department of English at the Faculty of Education of University of West Bohemia became a partner in project "Comenius 2.1 – Getting Started with Primary CLIL". So far, the last try of CLIL extension has been implemented by the project "CLIL – Výuka angličtiny napříč předměty na ZŠ, G a SOŠ kraje Vysočina in 2009 – 2012 (Hanušová & Vojtková, 2011, p.26-29).

The last project was described and summarized at the conference called "Odborná regionální konference CLIL v ČR a zahraničí". Some possible reasons for problems with CLIL use were cited there. This innovative method has not been expanded in a broad sense because of the demotivation and scepticism of teachers (directors, students, parents). Our society does not understand what CLIL really is and if so, teachers are afraid of lack of language knowledge and skills, long preparations for lessons and lack of materials. From sample lessons and projects, it was evident that the use of CLIL is easier to be realized in primary schools. At the higher levels of education, CLIL is used to practice or review the curriculum and especially CLIL passages (or showers) are applied. CLIL has not been proven to be effective for presenting a new subject matter (personal communication, February 10, 2012).

Advantages

CLIL is an innovative and relatively new methodical approach and it is natural that as everything new, it has its admirers and supporters as well as opponents and skeptics. At first, advantages will be described, which go hand in hand with aims.

"The operational success" of CLIL is closely connected with a high range of lesson models which can be realized in many different ways and with broad types of learners. Because of having no exact and strict form, CLIL is very flexible and adaptable to different contexts, types of school, countries and continents. "The educational success" lies in the basis of this dual-focused approach which involves both content and language integrated exposure in classrooms (Coyle et al., 2010, p.1).

CLIL responds to the development of modern age with its demands on perfect academic knowledge which can be used around the world. Students have the opportunity to learn "subject-specific vehicular language terminology" which can prepare them for future studies, work and future career (Coyle et al., 2010, p. 10). The integration of the language use and content helps to improve learner`s cognitive development and stimulate cognitive flexibility. As Mehisto et al. (2008, p. 30) cite: "thinking (cognition) is the mental faculty of knowing".

In "Content-Based Second Language Instruction: What is it?" (n.d.) thinking was described in more details:

> CBI lends itself to the incorporation of a variety of thinking skills, and
> learning strategies which lead to rich language development, e.g.,

information gathering skills (absorbing, questioning), organizing skills, categorizing, comparing, representing, analyzing skills (identifying main ideas, identifying attributes and components, identifying relationships, patterns), generating skills (inferring, predicting, estimating).

Furthermore, as Výzkumný ústav pedagogický v Praze (2008) states, the natural environment for second language acquisition belongs to a big advantage of CLIL. Students use language immediately and naturally in content that is not fabricated in unreal situations. Language is learnt best when "there is an emphasis on relevant, meaningful content rather than on the language itself. People do not learn languages and then use them, but learn languages by using them" ("Content-Based Second Language Instruction: What is it?", n.d.). Darn (2006a) confirmed that "learning is improved through increased motivation and the study of natural contextualized language and the principle of language acquisition becomes central".

CLIL pushes forward an intentional language learning done in classrooms working with textbooks to an incidental language acquisition which is much more effective (Coyle et al., 2010, p. 11, Hanušová & Vojtková, 2011, p. 14). Students are more motivated and challenged and they begin to acquire second language without force which accomplishes the need for "improved learning results". Furthermore, this authentic use of language increases the level of linguistic and communicative competences (Coyle et al., 2010, p.5).

Communication is enabled through active learning. Students are active, fully engaged in lessons, they co-operate with their peers using scaffolding, negotiate both language and content and take the teacher as a sparing-partner. CLIL lessons are based on students existing knowledge, abilities, skills, interests and experience which is of help to creative and critical thinking (Mehisto et al., 2008, p. 29).

To briefly sum up the main advantages of CLIL, core features by Mehisto et al. (2008, p. 29, 30) can be used. CLIL is a multiple focus which supports both content and language learning, it provides "safe and enriching learning environment" with authentic materials. Students are engaged in lessons, co-operate with the use of scaffolding and think critically.

Disadvantages

The number of CLIL benefits is quite high but naturally, some problems occur when implementing this new methodological approach, and some barriers need to be

overcome. A major problem is comprised by CLIL-unbelievers or as Mehisto et al. (2008) called them "the cynical Susans and doubting Thomases". This group consists of people who share opinion that it is not possible to learn the same amount of content in second language as in their native language. Or besides, CLIL students cannot reach academic results of their peers, and skills in their mother tongue will suffer. As researches showed, these opinions are false and the only way of persuasion is to give skeptics the facts about CLIL and results of its use (p.20-21).

Secondly, a universal problem in every country is a lack of CLIL teachers. As Eurydice (2008) published, in most countries, teachers are not required to have any specific qualifications for CLIL (p.84). "The number of individuals who speak a given CLIL language and have subject-area qualifications is limited" (Mehisto et al., 2008, p.21). And even if there are such qualified teachers, it does not mean that they are able to focus on and teach both content and language at the same time. In most cases, teachers have knowledge and skills to teach either content or language. Language teachers do not comprehend content subjects and on the other hand, subject teachers do not have sufficient level of language or they are too self-critical about using it. One possible solution is the cooperation of content and language teachers which is problematic to the core.

The cooperation of teachers is related to the lesson preparations. Preparing CLIL lessons is time consuming and "takes a conscious effort to set content, language and learning skills goals for every lesson and to develop activities that involve a maximum number of students at a given time" (Mehisto et al., 2008, p.22). Time needed for preparation is so high because of the shortage of materials and ready-made resources (Coyle et al., 2010, p.87). Some CLIL materials are in supply but it is necessary to adapt them to specific students and lessons. Mehisto et al. (2008) emphasize that "the language input needs to be simple enough and presented in a reader-friendly manner as to facilitate comprehension, while at the same time being sufficiently content-rich and cognitively challenging to capture students` interest" (p.22). Greater workload is not supported enough by school administrators thus a lot of teachers are not willing to do this extra work on CLIL programmes.

Teachers have considerable troubles with assessment in CLIL. Questions such as what to assess, when, how and who assesses should be taken into account. Coyle et al. (2010, p.112-131) provide main assessment principles. CLIL teacher should specify clear learning objectives which "include content/skills first, then language in some form" (p.129). CLIL has no preference of assessment types; it should be a mixture of formal and

informal one with a mix of specific tasks. As for content, it should be "assessed using the simplest form of language…and language should be assessed for a real purpose in a real context" (Coyle et al., 2010, p.130-131). Students should be familiar with assessment criteria, participate in both self- and peer-assessment and should be allowed scaffolding.

Nevertheless, laments are not only on teachers` side. CLIL is an example of student-centred approach which is closely connected with demands on student`s activity and development of skills such as "analysis, contextualization and metacognition" (Coyle et al., 2010, p.88). Since students are required to compare, contrast, discuss and draw conclusions, they acknowledge that CLIL courses are difficult for them.
Students have to deal not only with inconvenience but anxiety as well. As Coyle et al. (2008) state, "anxiety can be related to classroom climate and/or to the instructional conditions" (p.89). Especially difficult are speaking tasks with certain speed of target language, amount of new vocabulary and importance to speak in front of whole class. In such cases, positive classroom climate such as no social comparing, supporting of cooperation and showing importance of mistake making can be helpful (Dörneyi, 2001, p. 94).

Methodology

CLIL Methodology

CLIL as an example of an innovative methodological approach differs a lot from traditional teaching and lessons. A good illustration of CLIL strategy is as follows: "It is a methodology based on a Vygotskyan model of constructing ways and means for learners to get from where they are to where they need to be and packages that within an environment of interaction with peers and the teacher" ("Defining CLIL", n.d.). Even if there is no strict lesson plan, no exact methods and no obligatory organizational forms to use, CLIL lessons have some common features that a good CLIL teacher should bear in mind.

The strategy is not only to integrate content and language. Coyle et al. (2010) talk about integration of four elements, so called 4Cs: "4Cs Framework integrates four contextualized building blocks: **c**ontent (subject matter), **c**ommunication (language learning and using), **c**ognition (learning and thinking processes) and **c**ulture (developing intercultural understanding and global citizenship)" (p.41). This integration is done within certain context and shows the importance of symbiotic relationship between these components.

Mehisto et al. (2008, p.31) provide a more detailed characteristic of the individual elements as can be seen in the Table 1:

Table 1
Elements of 4Cs Framework
Cognition

- cognition comes out from students existing knowledge, skills, abilities, attitudes, interests and experiences
- students are engaged in associated cognitive processing
- students cooperate to reach proper outcomes and analyze achievement of results either with or without help of peers and/or teacher
- students synthesize, evaluate and apply knowledge and skills acquired in several subjects

Community[1]

- students are enriched being members of a culture/learning community
- students acquire a deepen intercultural awareness, which is in turn brought about by the positioning of self end otherness
- students are self-confident to work in a group and are able to balance their interests with the others
- there is a partnership between all the participants of education (teachers, students, parents, etc.)
- students know their role in the classroom, the local and the global context

Content

- content is clearly connected with the community
- students apply new content and develop related skills and understanding of content through experiential activities
- content is substantive without being overwhelming
- content from different subjects is integrated
- cultural content is integrated into all subjects

Communication

- students actively use the right to participate in activities and communication
- students interact in the communicative context
- desk placement, displays on classroom walls and other available resources support learning and communication
- students and teachers co-construct and negotiate meaning
- language/communication skills are developed in all subjects

(Adapted from Mehisto et al., 2008)

In CLIL lessons, the primary focus should be on the content subject. As Darn (2006b) stated, the language needed to learn is determined by the subject matter. L2 should not be used only to provide students with vocabulary or applied in texts only to revise what has been done in the mother tongue. It should be put in use to learn as well as communicate. Moreover, CLIL teachers ought to bear in mind students` level of L2 when

---

[1] Coyle et al. (2010, p.41) state as one element of the 4Cs framework "culture", Mehisto et al. (2008, p.31) call this "community".

planning lessons and specific activities ("Content and Language Integrated Learning (CLIL)", n.d.).

Grenfell (2002) points out the development of communicative skills with acceptance of language-switching during lessons. Communications and understanding are a prior feature thus L1 is useful in activities such as problem solving. Encouragement of L2 use can be done with text reading and tape-recording. As for assessment, communicative skills should be assessed together with the content knowledge and skills, but the teacher should be aware of students` linguistic limitations.

In addition, during CLIL lessons, all four language skills should be improved. Receptive skills such as listening and reading are appropriate sources of input and meaningful materials. To process the text easily, it can be accompanied by pictures which students follow during the reading. The text should be structured by headings, sub-headings and/or diagrams to "help learners categorise the ideas and information in a text" (Darn, 2006b) so that they are able to reproduce its basis using their own words. CLIL strategy includes "repackaging information in a manner that facilitates understanding" (Mehisto et al., 2008, p.11) which can be achieved with the use of visual aids (e.g. charts, diagrams, drawings) or practical experience (hands-on experiments). This can help to provide key concepts and apply appropriate terminology. As for productive skills, speaking is focused more on fluency than accuracy and writing is a "series of lexical activities through which grammar is recycled" (b, 2006b).

A variety of tasks used in CLIL lessons depends on the "learning purpose and learner styles and preferences" (Darn, 2006b). Schools and teachers should pay attention to learners` need and prepare suitable and challenging materials which enable them to develop their cognitive and linguistic levels ("Content and Language Integrated Learning (CLIL)", n.d.). To this purpose, organizational forms such as pair work, work in groups or cooperative learning are of a high importance.

CLIL lessons contain certain basic features which Mehisto et al. describe in more details (2008, p.29). At first, multiple focus is shown by supporting language learning in content classes and vice versa, and integrating many subjects through cross-curricular topics as well as reflecting on the process of learning. CLIL provides students with "safe and enriching learning environment" which means that students use activities and discourse that is known for them so that they are not afraid to experiment with both content and language and also they work in classroom learning centres.

CLIL uses materials, especially from the media and other sources, which are authentic for students. During lessons, there is a "connection between learning and the students` lives" (Mehisto et al., 2008, p.29). Marsh, Mehisto, Wolff & Frigols (2010, p. 19) provide "language, content subjects, personal experience and the out-of-school world" as an example of a strategy to link learning and learners experience. CLIL learning is active as students speak more than the teacher; they "help set content, language, learning skills outcomes" (Mehisto et al., 2008, p.29) and subsequently, they evaluate progress in achieving those outcomes.

Students cooperate with their peers, they negotiate language and content together whilst the teacher`s role is a facilitator. Furthermore, scaffolding is a useful point in CLIL methodology. Students help each other constructing creative and critical thinking at the time when a more experienced student explains a piece of information to a less experienced one(s) (Mehisto et al., 2008, p.29). Grenfell (2002) also stresses in the student-student interaction the need of helping less proficient students by proficient peers. He adds that in CLIL lessons, before moving on to a general topic, it is of a big importance to use particular cases. To train learners in productive and reception strategies, let them mark lack of comprehension, ask for help, repeat, paraphrase, etc.

The CLIL strategy is not only about cooperation between students but with non-students too. Firstly, planning themes, CLIL showers, lessons and whole courses are a means of team-work between CLIL and non-CLIL teachers. A necessary point is an involvement of parents in CLIL awareness and support of their children which can go further into "involving the local community, authorities and employers" (Mehisto et al., 2008, p.30). Marsh et al. (2010) emphasize "building inclusive and constructive relationships with students and other stakeholders" (p.18) dividing the collaboration into internal (teachers, students, parents) and external (administrators, public) stakeholders (p. 27).

Lesson Framework

An effectiveness of CLIL lessons can be achieved with a good lesson planning. Although there is no strict guidance of CLIL lessons and individual lessons can differ a lot, CBI (Content Based Instruction) uses a specific lesson framework described by Brinton & Holten (1997) which can be well applied to CLIL. Learning units have three

stages: into, through and beyond. Each of them has some specific features which maximize students` learning development (p.2).

The first stage of this framework, "Into", can be presented as an introduction to a concept. At first, teacher should get to know if and to which extent students have a prior knowledge of a given topic. As Coyle state (2010, p.80), a construction of a "KWL chart" can be very useful and at this point, students fill in only "What I know" and "What I want to know"[2]. Techniques such as free association, brainstorming, content-related visualization, reviews of formerly gained content-knowledge, vocabulary input are helpful means to help learners to access the new content material (Brinton & Holten, 1997, p.2).

In practice, students usually experience a lack of vocabulary knowledge. Teachers tend to use the translation from L2 into L1. A glossary with expressions` explanations in L2 is much better or as Baldwin (n.d.) suggests, teacher could give students the task to match words with definitions or pictures, gap-filling activity or guessing the meanings from a given text. To resume the "Into" phase, the main goal is to find out how deep the prior knowledge is, to introduce students to the topic, gain their attention, engage and motivate them and prepare them for the following stage.

"Through", the second stage, is the main part of learners` development of both language skills and content comprehension. According to what students know and what they are interested in, they receive new content which is closely connected with the development of suitable and necessary grammar and an appropriate vocabulary input. Learners deal with hypotheses they had formed in the "Into" stage broadening their "knowledge base with new facts, ideas or opinions" (Brinton & Holten, 1997, p.2).

Typical activities included in "Through" stage are grammar and vocabulary enrichment, challenging reading tasks, information gaps and idea sequencing exercises and/or text interpretation in oral or written tasks. According to Baldwin (n.d.), the main concentration of CLIL users can be comprehension of a general text, done as question tasks, jigsaw reading tasks and/or jumble tasks.

In the final stage of the lesson framework called "Beyond", learners apply creatively what they have learned and got to know. To adopt the gained knowledge to personal experience, following activities and methods can be used: debates, discussions, role-plays, simulations, essays (Brinton & Holten, 1997). Baldwin (n.d.) added follow-up

---

[2] The last part of KWL chart, what I *l*earned, is of a big importance in the last phase of this framework*, Through.*

activities to these. These activities are based on the reinforcement of vocabulary and content, group discussions, individual presentations, making posters and writing about the topic. Brinton & Holten (1997) conclude the characteristic of the last stage declaring that "the end goal … is for students to demonstrate both conceptual and linguistic mastery, and to provide a forum for communicative language practice" (p.2).

The model given by Marsh (2005) is similar to this division. The model contains four stages: "sensitizing", "research", "developing", and a "consolidation and synthesis stage". In the first stage, "sensitizing", for which the process of de-construction is typical, learner`s cognitive operations such as noticing ought to be activated. This operation is enabled by the material recognition. The "research" stage is grounded in task-based learning. Students should deal with the text "mind mapping their understanding and generating the language" and thus be active and learn autonomously (Marsh, 2005, p.27).

In the "development" stage, learners develop especially their communicative competences at the time when they teach their peers their topic and present the mind maps. And finally, "consolidation" phase is done by improving language-specific features. Marsh (2005) reasons that "conceptual challenges around the content in the form of debates, the establishment of expert groups within the class and/or written tasks enable the synthesis of the new knowledge" (p.27).

To sum up the most substantial features typical for CLIL methodology are as follows. It is student-centered which implies that the teacher talking time is shorter than in teacher centered classes. Learners are motivated, challenged, engaged, active and autonomously learning. As there is no best CLIL method, teacher should decide which method or method combination is suitable for which aims, learners and under which conditions (Do Coyle, 2011). It follows that teachers should remember a variety of activities, tasks, organizational forms and methods which should be used. The learning process is founded upon participants` prior knowledge which is further applied to the development of their abilities, skills and cognition. Teachers should pay attention to the "4Cs" when preparing the lessons. And last but not least, every learning unit should contain specific stages (e.g. "into, through, beyond") to assist learners in gaining their linguistic and content mastery.

Competences of CLIL Teachers

CLIL lessons are not easy to prepare, plan, realize and keep going. They have certain features which should be held and which a good CLIL teacher needs to bear in mind. The most important features can be regarded as competences of a CLIL teacher. Competence is defined by Marsh et al. (2010, p.11) as "the demonstrated ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situation and in professional and personal development". In every area of competences, CLIL teacher uses certain knowledge (what is needed to know), values (what is needed to appreciate), skills (what he/she needs to be able to do) and also some activities by which skills and values can be developed by ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). CLIL teachers are responsible for learners` cognitive, social and affective advancement which can be done with the impact of their own "attitudes and behaviour on the learning process" (Marsh et al., 2010, p.18).

Teachers require a number of specific abilities because they teach both content and language in an integrated way. Klečková (2011) identifies competences of CLIL teacher which belong to three basic areas: proficiency in a non-language subject, language skills and didactic skills. Naturally, the language competence is present in all lessons as words, phrases and other linguistic forms are used to comprehend the content. In reverse, content grants the meaning to language skills ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). To create effective learning environment, didactic skills are needed. A good CLIL teacher is able to use activating teaching methods and different organizational forms to form various learning situations, respect students` needs and level of language, and engage them enough in lessons (Klečková, 2011).

Other necessary competences of CLIL teachers are introduced in the following chronological order according to increasing proficiency: learner`s needs, planning, multimodality, interaction, subject literacy, assessment, cooperation and reflection, and context and culture ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). The areas of competences of CLIL teachers can be seen in the diagram 1 below:

Diagram 1

Competences of CLIL teacher
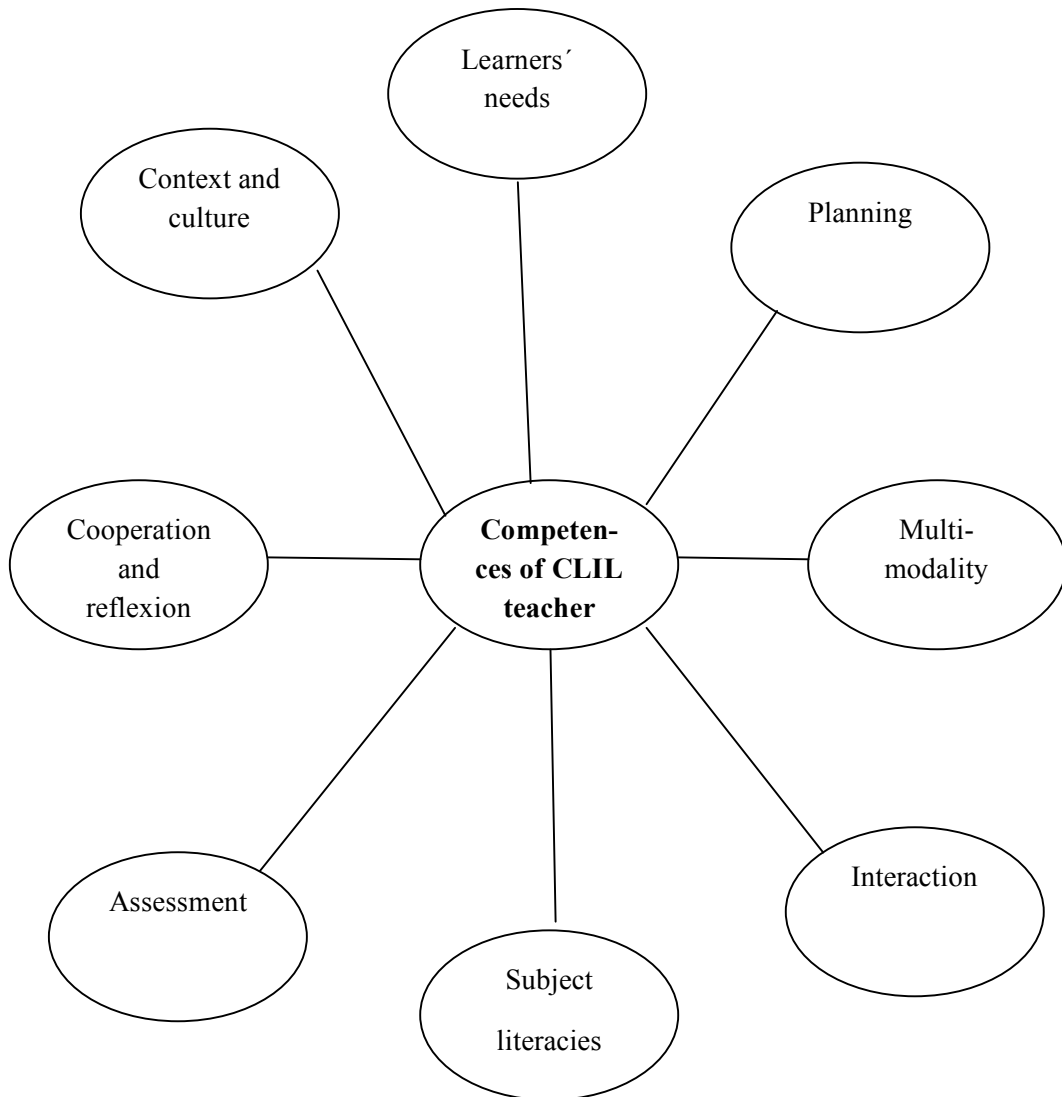
Lessons taught by competent teachers are focused on learner`s needs which are more heterogeneous and complex in CLIL. The second step, planning, has to be more elaborate so that L2 is effectively used to develop the content learning. Teacher should have a multimodal approach to learning because of differences among students and occurrence of specific difficulties. Such inconvenience can be a consequence of the lack of language skills ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). As Marsh et al. (2010) state, teachers should modify their teaching taking into account "students` diverse language competences and needs" (p.21).

Learners-teacher or learner-learner interactions in L2 are crucial for forming and developing cognitive and linguistic skills. Some aspects of subject literacies help learners to use the language in an appropriate way to acquire an adequate content. Assessment and evaluation is done not only to test students but constantly by a teacher and peers which sustains learner`s self-reflection ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). Marsh et al. (2010, p.20) agree that learners ought to give and receive teacher and peers assessment/feedback. Besides, the cooperation of language- and subject expert improves the ability of teacher`s own reflection, too. The last area, context and culture, forms the basis of all learning situations and emphasis on intercultural values which are important in the modern world ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009).

Competences of a CLIL teacher go hand in hand with methodological features used in CLIL. The difference between a subject teacher and a CLIL teacher lies in the knowledge of CLIL strategies, and abilities and skills how to put the theory in use. The preparation is much more demanding and time consuming and even if CLIL lessons are well-prepared, the teacher must be flexible to respond to students` unique needs in an appropriate way.

Didactics of Geography

Geography is a science which belongs to the natural, social and technical sciences. It explores relations of nature and society in a given place and time. It deals with geographical spatial systems, their proceedings and development. It studies natural and socio-economical complexes of land sphere and its components (Hájek, 1999, p.35).

In Framework Educational Programme for Secondary General Education (Grammar Schools), geography belongs to the educational area Man and Nature and partially to Man and Society and it is divided into geography and geology. Its educational content consists of topics in natural environment, social environment, regions, geographical information and field trip education. In addition, geology deals with composition, structure and evolution of the Earth, geological processes in the lithosphere, water and man and inorganic nature (VÚP, 2005, p.34-37). From the list of geography content topics, it is evident that geography does not relate only to regions and tourism as a lot of uninitiated affirm, but its subject matter extends to the Earth as a celestial body, population, global economy, landscape, cartography and topography, internal and external

geological processes, soil profiles, European integration and international cooperation (VÚP, 2005, p. 42-46).

Geography is not taught in all types of secondary schools. The number of geography lessons is determined by every school and is given in the School Educational Programme. Geography is commonly taught in 1st and 2nd year with the total number 2 lessons weekly. In 3rd and 4th year it can be taught as an optional educational activity which in practice is done in the form of seminars to prepare students for a final leaving exam (VÚP, 2007, p.82-83).

Geography in a pedagogical practice is a matter of didactics of geography. According to Hájek (1999), didactics of geography is a science about processes of acquiring geographical information and skills, about mechanisms and connections in the progress of these processes. This science studies the process of formation of pupil`s and student`s personality in pedagogical educational school work on the basis of geographical cognition. The didactics of geography explores content, methods, organizational forms, pedagogical means in the lifelong geographical education. It investigates issues related to the preparation, progress, results and evaluation of pedagogical educational process in the subject geography (p.13). A short definition by Balyan & Hovsepyan can be used as a summary (in A. Hübelová (ed.), 2009, p.187) saying that didactics is "a science about teaching and education, about their goals, content, methods, means, and organization as well as about practical use of gained knowledge."

The didactics of geography deals with many goals. The content of geography is closely connected with materials needed to build knowledge, skills and abilities. As for materials, visual aids such as maps, charts, graphs, schemes, pictures, atlases, encyclopedias, and so on are frequently used in geography (Hájek, 1999, p.14). Kühnlová (1999, p.14) adds that other resources are used such as worksheets, compendium, yearbooks, historical materials, specialized publications, education computer programmes, landscape, village and city surroundings.

This science develops imagination, thinking, ability to remember and subsequent recall, application, mutual relations between phenomena, deduction in the work with thematic maps, formation of relations and opinions to society and world. In geographical lessons, there is enough opportunities to use experiments, make educational excursions, go for geographical walks, make trips (Hájek, 1999, p.15). As Oláhová & Nemčíková (in A. Hübelová (ed.), 2009, p.198) allege, excursion is an outside class organizational form which is needed to discover a local landscape. Students are motivated and information is

easier for them to remember because they use the senses of hearing, sight, touch and motion.

According to the level of cooperation, different organizational forms, for instance whole class work, work in groups, pairs or individual work can be used. In classrooms, technical equipment such as video, computer, overhead projector (which is necessary for powerpoint presentation) is in demand (Hájek, 1999, p.15). As Balyan & Hovsepyan (in A. Hübelová (ed.), 2009, p.188) state, geography is a dynamic subject in which the use of "visual presentation, technological means like video tapes or other visual effects are highly encouraged and effective."

Foltýnová & Mrázková (in A. Hübelová (ed.), 2009) advert to an innovative method in teaching geography which is teaching with the support of Information and Communication Technology (ICT). ICT can help in searching for information, geographical investigating and/or communication which leads to the development of student`s "skills and knowledge with emphasis on their application in practice" (p.190). ICT functions as a source of both primary (GPS) and secondary information (CD-ROM, internet) (p.190-195).

New trends in education provide a various range of teaching methods which are well-applied in the field of geography. Teachers can change seat arrangements according to organizational forms and methods used in class. Asking questions, discussions, class debates, debate clubs, panel discussions, workshops, team teaching, brainstorming, authentic learning, geographical projects and didactic games are of a great value (Kühnlová, 1999, p.62-90).

Because of the wide content, geography is a good example of integrated approach in teaching and interconnection between other subjects. Geography provides a real picture of the world based on cultural basis. This is very important for life in the world without borders (Kühnlová, 1999, p.92). Geography is closely connected with other sciences such as history, art and culture, sociology, languages which are necessary to comprehend geographical context. This possibility of integration shows also a big advantage for the use of CLIL.

CLIL as a new trend in education and an innovative approach used in different countries brings a lot of positive aspects needed to teach effectively. Even if a lot of advantages connected with subject integration are mentioned, certain difficulties prevent schools from implementing it as a standard methodological approach. The further chapters

present research that examines possibilities to implement CLIL in geography lessons in present school conditions.

III. RESEARCH METHODOLOGY

The research carried out was focused on CLIL in geography as it is my other major and furthermore, geography is for its specific methodological aspects, use of visual aids and interconnection with other subjects very appropriate for CLIL. The original intention was to prepare a teaching unit in CLIL with all needed aspects, realize this teaching unit both in Czech as a standard lesson and as a CLIL lesson and compare the results. Finally, this idea was rejected because results would depend on teaching style that students are used to. In case that they are used to a standard teaching without being active and participate, they would not be prepared to succeed in CLIL.

The research was changed to find top criteria typical for CLIL, observe geography lessons and determine what characteristic features in geography lessons are and whether they correspond to CLIL or not. The observation should have been realized in ten geography lessons taught by five different teachers in secondary schools. It means to observe two different lessons taught by one teacher to get relevant results as every lesson can be distinct from other ones.

Even if it seemed to be uncomplicated, finding teachers willing to be observed their lessons was almost impossible. Because of time constraints, e-mails were sent to every secondary school where it was expected to teach geography. They were sent either to a deputy headmaster or directly to a geography teacher. The e-mail contained information about this master thesis; basic facts about CLIL were included, used methods were described.

After a long time waiting for reply and receiving some negative responses, some of my friends were contacted. They helped me to ask some of their friends or agreed to visit their lessons. Unfortunately, the research should have been taken earlier because in the observing period (from March to June), the survey was stopped many times because in secondary schools, students from the Faculty of Education were having their teaching practice, students were having their own practice and final leaving exams were running. In the end, the research was carried out in only six geography lessons taught by three teachers in two secondary schools.

Not deliberately, both schools were private. Four lessons were observed in the secondary school Sportovní a podnikatelská škola, last two lessons in the grammar school Gymnázium Františka Křížíka. All three teachers were women at the age about thirty with their teaching experience between three and six years. All of them studied at the

University of West Bohemia, Faculty of Education. Two graduated in geography and mathematics, one in geography and English. None of them had ever heard about CLIL but all of them were interested in it and asked a lot of questions concerning the approach. To describe my observation in details, I participated in lessons personally, observing them and filling in the observation log containing information about the number of students, grade, materials used, main aim, etc. and describing the progress of lesson with its timing (see Appendices). From the CLIL methodology, described in the theoretical part, eight aspects typical and important for CLIL were chosen and analyzed in these six geography lessons.

The criteria chosen to observe were: aims, stages, activities, teacher talking time, interaction, teaching materials, assessment. Aim in CLIL does not refer only to teaching content, it deals with integration of content, communication, cognition and culture (so called 4Cs). It means that students use their prior knowledge and experience, they use cognitive skills (e.g. synthesis, analysis, comparison, generalization, evaluation) to cover with the content that is integrated. Students use all four language skills, cooperate, are members of a group, communicate, discuss, comment, solve problems and participate.

To reach the aim, effective CLIL includes three stages: "Into", "Through" and "Beyond". Teaching a unit starts with introducing a concept getting to know what students know and want to know, motivating them and preparing them for the second stage. This serves to develop students` knowledge of the content, ability to gain useful information and work with it and many other skills. As Overbaugh (n.d.) demonstrated, Bloom`s taxonomy can be used emphasizing educational objectives in six levels: "remembering, understanding, applying, analyzing, evaluating, creating"[3]. It is completed with the final stage applying the gained knowledge, revising what has been covered and giving feedback.

In every stage, some useful activities and methods can be used, e.g. brainstorming, associations, jigsaw reading, a variety of challenging tasks, problem solving, role plays, discussions. As for organizational forms, there is no fixed structure but for CLIL, work in plenary is used when giving instructions, checking comprehension, evaluating. Individual work, pair work, group work can be changed. It follows that teacher talking time should be much shorter than students talking time. It is related to interaction which occurs frequently

---

[3] The original taxonomy, the old version, defined following six educational objectives: "knowledge, comprehension, application, analysis, synthesis, evaluation" (Overbaugh, n.d.).

in CLIL lessons as students work together, cooperate, share information and idea, solve problems and scaffold.

Materials should not be restricted to textbooks only. Teacher should bring interesting and various materials, use ICT and power point presentations with charts, models, pictures, and provide students a plenty of possibilities where to find information they need. Assessment does not take such a big part as in standard lessons. It is done via teacher- or peer feedback and/or self evaluation; writing tests and oral exams are not so common.

Using these criteria and analyzing geography lessons from aspects typical for CLIL methodology, the main aim of the research was to get to know whether geography lessons fulfill some criteria, which CLIL criteria occur in geography lessons and to which degree, what the main weaknesses and difficulties of geography teaching are, what needs to be changed and if there is a possibility to implement CLIL in the present Czech school system. The following chapter presents the data collected through my observations.

IV. RESULTS AND COMMENTARIES

In this chapter, six observed geography lessons are described and analyzed through criteria for effective CLIL lessons. Generalized results are presented and commented on.

Results

Geography Lesson Number 1

The lesson could be divided into two parts: writing a test and presenting some states in the Caribbean. Before presenting, the teacher passed down some tests to students who have not written them. These students were taking the test the whole lesson. At the same time, some students were presenting their Caribbean islands such as Panama, Costa Rica and the Bahamas.

Panama and Costa Rica were presented by a pair of students, the Bahamas by a single student. The power point presentations contained both information and pictures. If there were any abbreviations, maps or pictures used, students asked questions and/or explained them. They compared the Caribbean states to the Czech Republic and presented them reading points contained in their presentation. The teacher asked some questions if the presenting students understood what they were speaking about. At the end of the presentation, the teacher gave students feedback emphasizing the strong points and giving advice what could be improved and how.

Following the CLIL methodology, the main aim was to present the pre-determined Caribbean states to the peers. The cognition was developed mainly in presenting students who analyzed their topic, evaluated sources, synthesized, compared facts with the Czech Republic, applied knowledge of IT to prepare the presentation and cooperated to reach their own and useful outcomes. The content was integrated with different subjects as the knowledge of history (important historical background, president), economics (gross domestic/national product, import/export, cheap state flags) and tourism with attractive destinations were put in use. The communicative skills of the presenting ones were developed in all aspects whilst the others did not have to say a single word. Due to the power point presentation, speaking, listening, reading and writing were developed to a certain degree. This lesson was strictly oriented on "through" stage. It was focused on receiving new content knowledge and plenty of information without any challenging tasks.

The teacher did not talk much. Students` talking time was much longer (about 70:30) but the ratio is not of a great value because only presenting students talked. The other ones were not engaged; they did not have to participate in talking at all. The interaction was mutual; the teacher responded to student`s presentation and questions as well as students answered inquiries by their peers and the teacher. Only power point presentations were the source of information for students. They included structured information, pictures and reference to sources where to find more information on the given topic. In this lesson, two types of assessment occurred: a test as a means of formative assessment, and feedback provided by the teacher.

To summarize this lesson with reference to CLIL methodology, stronger points were: short teacher talking time, aims reached by the presenting students, power point presentation in general, interaction in pairs, materials based on visual aids, oral assessment done by feedback given to the presenting students and a positive classroom environment. The orientation on the content and strictly on "through" stage was the least lucky feature of this lesson. Students were not engaged enough; only presenting ones were active, developing their cognitive and communicative skills.

Geography Lesson Number 2

The second geography lesson of the research was based on the introduction to the Czech Republic. At the beginning, some students started to write tests from previous lessons and the teacher shared the results of those tests with the rest of the class. Afterwards, students got blank maps and worked with atlases writing regions on the blank map. The teacher asked some questions about the regions as well as neighbouring countries. Subsequently, students competed marking individually mountains on the blank map. After appreciating the quickest ones with a grade, checking answers with whole class followed. The teacher asked about the location of the national parks and wrote some facts about the Czech Republic such as the area and number of inhabitants on the board.

The final part of the lesson was brainstorming. The teacher asked students about attractive touristic places they knew or had visited. It was oriented towards tourism; lakes, dams, caves, castles in the connection with fairytales, spa towns, etc. were mentioned. The most active students got grades in the end.

Analyzing this lesson according to CLIL, the main aim of this lesson was to introduce a bigger topic, the Czech Republic. Students used their existing knowledge,

experience and interests at the time of mentioning some touristically attractive and interesting places. The content was geographical with the integration of many geographical subdisciplines (tourism, industry, geology, etc. and then health care and fairytales). Students applied knowledge and skills needed for the work with maps. They compared and evaluated a map in the atlas with the blank map.

The lesson framework typical for CLIL was chaotic and disorganized. There was no reference to "beyond" phase, the "through" and "into" stage were switched senselessly. After getting some new information and applying cartographical skills, "into" stage, done by brainstorming and a short discussion, followed. The teacher talking time could cover sixty percent; the lesson was based on giving questions and responding. Students worked either individually or in plenary; they interacted mainly with the teacher. The used materials were blank maps and atlases. The assessment was presented in the written way as a test and in an oral way as a grade for activity.

Stronger points of this lesson could be the use of prior knowledge and experience as well as the work with blank maps and atlases. The competition was a good point to motivate students and evaluate them according to the involvement in activities. The biggest problem was the order of the stages; students got new information at first and then they used their experience.

Geography Lesson Number 3

This lesson was focused on one-lesson-lasting project which was based on finding the best travel plan according to certain criteria. The best one should be realized a week after. At the beginning of the lesson, students got instructions; criteria were written on the board: start and finish in Zruč-Senec, length 8-12 km, two interesting places on the way, a possibility to refresh yourself.

Students worked on the PC in pairs, they used touristic maps and the website mapy.cz. While they were working on their projects, the teacher was going from one pair to another one checking the comprehension of instructions and giving useful pieces of advice. Students were warned to write down some notes to be able to present their route. After 25 minutes of work, students started with presentations. One student was showing the travel plan on the map, the second one was commenting on it mentioning the criteria. After presenting all the travel plans, students voted for the best one which they would

follow the next geography lesson. Their decisions were not united so the teacher had the last word as she lives there and knows the surrounding.

From the CLIL perspective, this lesson fulfilled all the important aspects. The aim was to find the best travel plan according to certain criteria and present it. Students used cognitive skills as they were analyzing the map with all the symbols applying their prior ability to work with map on PC. They compared the way with criteria and evaluated it. They cooperated to agree on their travel plan in pairs. As they were presenting it and persuading their classmates that their way is the most suitable, they improved their communicative skills.

This lesson had all three stages; it was well-organized and structured. At first, the teacher initiated the project introducing it and giving instructions and criteria. Subsequently, students worked on it planning the way and finally presenting it. The criteria were controlled, pairs got feedback by their peers and the teacher and the project was closed agreeing on the best travel plan and sequentially, realized. Students were working in pairs, sitting at computers in a horseshoe and presenting it in plenary. They interacted, cooperated, worked and talked more than the teacher who was only a facilitator. Teacher talking time was filled by about forty percent which means that students were motivated, challenged, engaged and actively involved.

Geography Lesson Number 4

Geography lesson number four had three parts and three main objectives: revising the most important facts about Canada, finding some places in atlases and introducing a new topic, the United States of America. At the beginning, the teacher gave students a number of questions about Canada to review the topic with the whole class and get feedback to find out how much they could remember about basic facts of Canada. The questions were related to industry, agriculture, transport and cities in Canada. After short revision, individual work with atlases followed.

Students worked with atlases. After finishing the tasks, the teacher asked questions to check students` ability to get information using their atlases. The last part of the lesson was related to the introduction of the USA providing basic facts about its location, state system, area, number of inhabitants, languages used and organizations which the USA is a member of. The teacher used English abbreviations (NAFTA, NATO, OECD, WTO, etc.)

and asked for their meaning. The lecture was done with a power point presentation full of maps and pictures.

To analyze the strategies used in CLIL methodology, the aims of the lesson consisted of remembering, analyzing and applying. As for the revision of Canada, students memorized, recalled, listed and reproduced the basic information getting feedback from the teacher at the end of this activity. When working with the atlases, students used cognitive skills such as comparing and operating with different maps, differentiating and discriminating not suitable geographical names. In the last part, presenting the new subject matter, they only received information without using any cognition. As they worked either as a whole class or individually, communication and cooperative skills were not developed. They obtained some information about new American culture.

As for stages, the first part served as the review of the previous topic. Subsequently, "into" stage done by introducing the new topic was covered by individual work with the atlases. Students were motivated as they found new places and solved some challenging tasks. Logically, the "through" stage followed providing the basic facts of the USA. The use of IT and power point presentation substituted textbooks and other materials. The activities determined the teacher talking time which was low in the first half of the lesson (about fifty percent) but increased to ninety or even ninety five percent at the moment when the teacher presented the USA. As for the interaction, it was restricted only to asking and answering questions and feedback related to the tasks.

To emphasize the strengths of this lesson, the first part of the lesson based on revision and individual work with atlases was a useful approach. It contained the "beyond" stage repeating the previous topic and the "into" and "through" stage presenting the new topis; students participated, were motivated and engaged. The teacher talking time was low. To the contrary, the second half focusing on the presentation of the USA was a weak one as students did not interact, did not use cognitive and communicative skills and became only recipients of the presented information.

Geography Lesson Number 5

This lesson was full of presentations and information. The main topic was introducing some conflicts in the world; however, the beginning presentation was about products in Mesoamerica and South America. It was done by one student; it contained information in points as well as pictures. The student got feedback from her peers and then

a percentage as a means of assessment by the teacher. Afterwards, presentations done by the teacher about world-known conflicts started.

In the first power point presentation, it was dealt with the conflict in Sri Lanka which was partially covered in the last lesson. After short revision of battles between Tamils and Sinhalese, the teacher finished the topic mentioning the history of conflicts and showing them a map of ethnics in Sri Lanka. The conflict in Kashmir followed. The teacher asked about the localization, she gave students maps with the area of Kashmir and explained the topic with the help of power point presentation. At the end of the interpretation, students should explain who is fighting against whom and what the main reason for it is. Students commented on it using their own words. In last five minutes, the teacher started introducing the next conflict, Democratic People`s Republic of Korea versus South Korea. She asked about the comprehension of the abbreviation KLDR, about regimes and the death of the previous ruler.

As far as CLIL strategy is concerned, the aim was to introduce and explain some conflicts with their main reason and history. It was realized by means of power point presentation which contained a lot of information, maps and pictures. Students were recipients of information; they did not have to use any cognitive skills. Communicative skills were restricted only to answers to simple comprehension questions or giving feedback to their classmates. This lesson concentrated on receiving information; only "through" stage was included. At the end of every topic, short revision appeared. It was an example of traditional teaching. The teacher was an expert; she talked about eighty to ninety percent of the whole lesson. Students did not cooperate; they interacted only when they answered some questions. They were not motivated, engaged or active.

To summarize this geography lesson, from the CLIL perspective, it was not a successful one. As a typical sample of a lecture, teacher talking time was high and students were not involved; they only answered some questions. It was strictly the "through" stage and very marginally included "beyond" stage activities.

Geography Lesson Number 6

The goal of this lesson was to introduce transport system and describe the road transport in the Czech Republic. Its structure was clear; the lesson had two parts: work with a worksheet and the presentation about the transport system in the Czech Republic. The main part of the lesson was occupied with worksheets that students got. They worked

individually with the help of atlases of the Czech Republic. Their task was to find missing information in the atlas. They dealt with marking towns and highways in a blank map, filling in towns where from and where to every highway leads and to which country it continues and answering questions such as through which districts some highways lead, in which districts there is no highway, etc. Students complained that there is a lack of information in the atlases, the highways were not marked, and the atlases were outdated. While students were working, the teacher was completing the attendance report in an electronic class register and then checking how students were progressing. At the end of this activity, worksheets were checked and corrected with the whole class.

The second part of the lesson served as an introduction to the Czech transport system. The teacher presented the transport situation in the Czech Republic using visual aids such as pictures, graphs, charts with numbers. Road and railway transport systems were compared. Students were engaged only when they were asked to answer some questions concerning the graphs. The teacher then left students without noticing that there were ten minutes of class time left.

To analyze the aspects typical for CLIL methodology in this geography lesson, the first aspect is the aim. This introductory lesson to the transport system in the Czech Republic had two partial goals: find information about highways in atlases to fill in worksheet and subsequently, describe the road transport. Students` competences were developed only in the first part when they worked with the worksheet and atlases. They used cognitive skills looking for missing information, analyzing maps and applying their prior ability, comparing atlas with their blank map and solving some problem tasks.

Communicative skills were developed only rarely; students complained about the atlases and answered questions. In general, it was not talked much in this lesson. Students worked individually in silence and the teacher`s presentation followed. Due to the activities, methods and organizational forms used, the interaction was not included a lot.

As for the stages, it was strictly based on the "through" stage. Moreover, the structure of the lesson was chaotic as students at first worked individually with worksheets about Czech highways and subsequently, introductory lecture about the transport system and road transport followed. Even though there was time left, no revision was done. Although it was not organized in a logical way, at least in the first part of the lesson, students were engaged, motivated and actively involved.

Commentaries

Six geography lessons were analyzed through eight criteria important and very frequently used in CLIL. All the aspects are described, and results summarized and highlighted.

Aims

Aims which should focus on developing cognitive and communicative skills were fulfilled only partially. All geography lessons (except for one) concerned presenting a big amount of information. The main aim was introducing a topic, country, conflict, transport system. It was done using IT, especially power point presentations.

As for cognitive skills, in almost all lessons, students had to solve some problems in a form of challenging tasks, precisely working with a map and/or an atlas. Students analyzed, synthesized, compared and evaluated various items during their work. They applied their prior knowledge and ability to use and find the needed information on a map. Only rarely, they memorized, recalled, or remembered their prior knowledge. One lesson fulfilled the highest level of Bloom`s taxonomy of cognitive development since students tried to find an appropriate travel plan and created their own route.

Communicative skills were restricted to presented information. It was frequently done by the teacher but in some cases, students presented their country or travel plan in front of the whole class as well. In these lessons, it was shown how good geography for integration is as some English abbreviations are commonly used and geography is closely connected with other subjects or areas such as history, politics, medicine or geographical disciplines such as tourism, industry, agriculture, transport, weather, cartography, etc.

Stages

From my point of view, inclusion of the three stages was the weakest aspect of the lessons. Unfortunately, the research revealed that geography lessons are based on getting new information and plenty of knowledge. The "through" stage covered the biggest part of all observed lessons and in about a half of them, it was the only stage that occurred.

Even though there was a change in the Czech school system concerning the development of many learners` competences, it does not seem to be realized much as

lessons were oriented on presenting new topics without noticing learners` needs, interest, knowledge, and personal experience. The amount of information is very high; the revision of it is rather low. The "beyond" stage occurred fully in two lessons only.

Fortunately, I observed one lesson that perfectly corresponded with the CLIL lesson framework (see Geography lesson number 3). At the beginning, clear instructions and criteria of the task were introduced. Students were asked about the comprehension of the task. They used both their prior knowledge and ability. They worked in pairs on it getting teacher`s feedback and in the final stage, presenting their results, evaluating their peers, agreeing on the best travel plan and furthermore, realizing their project.

Activities

As far as activities and methods used are concerned, they could be divided into two basic groups: power point presentations and tasks with maps and atlases. Power point presentations were applied to support a lecture. They were well-organized, structured, containing a lot of information supported by visual aids such as pictures, graphs, diagrams, charts. They were made both by the teacher and students.

The work with maps is a typical activity in geography lessons. The observation showed that maps and atlases are used by students to find answers to geographical questions and/or to find a location of some places to mark them on a blank map. In one lesson, touristic maps on the Internet were used to plan the project. These challenging tasks occurred in four lessons; students were involved, engaged, motivated and active. In addition to power point presentations, work with map and projects, activating activities such as brainstorming and competition were rarely included.

As it can be recognized, in all cases, whole class organizational form was used. It was used when giving instructions, asking for comprehension, checking answers, getting/giving feedback and mainly lecturing. Individual work was restricted to work with maps or presenting a country. Unfortunately, pair work was an exceptional organizational form. It was represented by power point presentations done in pairs and the project during which students worked with touristic maps and presented their travel plans in pairs.

Teacher Talking Time

Teacher talking time is influenced by activities, methods and organizational forms used in lessons. Analyzing the observed lessons, the TTT was low in two cases, filling about thirty or forty percent. It happened in the lesson when students presented their countries; the teacher only asked questions, commented on them and provided feedback. The next example is the project during which students worked and afterwards, presented their travel plans. In two lessons, TTT was low when students worked with maps and the teacher asked comprehension questions and checked their answers.

TTT which occupied more than fifty percent of the lesson was an example in the second geography lesson when students worked with maps. Then they obtained some information from the teacher and at the end of the lesson, brainstorming and a short discussion about touristic attractions in the Czech Republic were done.

Only in one lesson, teacher`s role was dominant. TTT dominated, the lesson, about ninety percent of it. The lesson strictly focused on presenting conflicts in the world; the method used was a lecture. Consequently, learners did not have opportunity to speak and develop their communicative skills.

Interaction

The lack of interaction was one of the weaknesses as it was restricted to asking questions and answering them. Teacher-student interaction was a characteristic feature in the observed geography lessons. Even though the classroom seating arrangement was in four lessons in the shape of a horseshoe, it was not used effectively for pair work, work in groups, cooperation or discussion. Pair work was represented only in one lesson when students worked on their projects.

Teaching Materials

As for teaching material, the situation was more optimistic. In geography lessons, various materials can be used. From the results it is obvious that ICT such as computers, overhead projectors and power point presentations were used. In the presentations, a number of visual aids supported the provided facts.

Maps, blank maps, atlases and touristic maps found on the Internet were very useful materials. I considered the worksheet about the highways in the Czech Republic a profitable one. It contained a lot of challenging tasks. Surprisingly, in no lesson, textbooks were used.

Assessment

To analyze the way assessment was done, I would highlight three following types: tests, grades for completing activities and feedback. Tests were used only in two lessons. Students got two marks: one for answering geographical questions concerning certain knowledge and second mark for filling in a blank map. The second type, getting grades for activities appeared in three lessons. The most quickly working students got an A for being active; students presenting their countries got a proper mark or percentage in accordance with the quality of their presentation.

Spoken feedback occurred quite often. Students got feedback in every lesson. The best examples of feedback were connected with students` presentations. Strong points were mentioned as well as useful advice, recommendations what and how to improve and constructive criticism occurred. The feedback was done mainly by the teacher; in three lessons, students got feedback from their peers. The combination of student- and teacher feedback was represented too.

<div align="center">

Final Comments

</div>

Do geography lessons fulfill any CLIL criteria? Which CLIL criteria occur in geography lessons and to which degree? Fortunately, the research revealed that geography lessons contained a lot of aspects which motivate students and help them to learn. To mention some of them, aims were presented to develop cognitive skills such as analysis, synthesis, comparison, evaluation, creation. In every lesson, some problem tasks occurred to be solved. To present a topic and provide students with new information, ICT and power point presentations were used. Two types of organizational forms were put to use – students completed tasks as a whole class and individually.

Quite low teacher talking time was very positive aspect. In some lessons, students worked on their own finding out new information applying prior knowledge and abilities. They presented their findings, commented on them, and answered questions. The teacher only checked comprehension and provided feedback. Assessment also had potential to

fulfill CLIL criteria. Even though tests based on memorizing knowledge occurred, evaluating presentations by percentage or mark according to their qualities or getting the grade A in competitions were found too. Oral assessment done by feedback was of a high importance as it was done both by the teacher and students, was positively tuned and helped students to avoid mistakes in the future.

As I expected, in geography lessons, a variety of teaching materials was put to use. Surprisingly, no textbooks were used but a lot of efficient presentations, pictures, graphs, charts or worksheet helped students to be involved. Of course, maps, blank maps and atlases took the leading role. The usage of massmedia, the Internet, appeared as well.

What are the main weaknesses and difficulties of teaching geography? What needs to be changed to allow implementation of CLIL? The weaknesses could be summarized into two points: inclusion of the "through" stage only and interaction restricted to answering teacher`s questions. The biggest problem was the big amount of information that teachers provided. There was no introduction, no interest to get to know what students wanted to learn, what they knew, etc. The "through" stage was based on lecture, presenting new topics which were organized by the teacher. Unfortunately, instead of revising the newly gained knowledge, practicing and applying it, the teacher rather started a new topic at the end of a lesson.

Interaction which goes hand in hand with the choice of organizational forms was presented by work in plenary. Students answered questions, commented on something and gave feedback. They did not have to cooperate as only in one lesson, pair work was represented. The main difficulty could be summarized as a not effective use of methods and organizational forms.

In the present school system, CLIL is not possible to implement without proper teacher training. It is important to change the view of how much information is delivered by the teacher. Also, teaching methods have to change from lectures to students' active involvement in the learning process. Teachers need to use more activating methods and keep the lesson framework of pre-, during, after which helps students to be active, engaged, involved, motivated and develop their cognitive and communicative skills and other competences necessary to survive in the modern world.

V. IMPLICATIONS

This chapter deals with recommendations for teachers as the research proved some difficulties in teaching geography which could impact possible implementation of CLIL into geography lesson. Furthermore, it shows some problems that occurred during the observations and suggestions how to make them better, and finally provides ideas of possible further research.

Implications for Teaching

As it was determined in the previous chapter, the research indicated that in geography teaching, certain difficulties occurred. Since geography is one of many sciences, which can be used for integration in CLIL lessons, I would incline to generalize the implications to every subject that is based on providing students large amounts of information.

Geography as a subject is very wide-ranging and expects extensive knowledge from learners. In the observed lessons, teachers presented the large amounts of information using power point presentations which were effective but served as lectures only. In CLIL, lecture is not a common method to receive needed knowledge. To keep students active, motivated, involved, engaged and critically thinking, various activities, methods and organizational forms should be used. In CLIL, activating methods such as brainstorming, free association tasks, problem solving tasks, discussions, role plays, competitions, projects and many others could support learners` interest. The worksheet from www.rvp.cz was proved a useful one so I would emphasize working with this website either to use some materials provided or to find inspiration or interesting ideas.

Challenging activities are connected with moving the work with whole class to individual work, pair work, work in groups which help to develop student`s cognitive and communicative skills (in CLIL known as "4Cs"). These organizational forms could be alternated according to specific aims, stages, activities and/or materials used. This is related to the type of interaction which should not be restricted just to teacher-student interaction by means of asking questions and answering them. Cooperative tasks when students get certain roles and have to achieve a common goal working together are a good way how to force students to interact in a natural way. During working in teams, learners

can develop all four building elements of the "4Cs" which are necessary to integrate: content, cognition, communication and culture.

Last but not least, teachers should keep the lesson framework used in CLIL and CBI with the following three stages: "into", "through", "beyond" (see the Theoretical Part, Lesson Framework). If they follow them, students will learn what they need or want to know. They will work with their classmates and/or individually to achieve interesting goals. They will use their prior knowledge, experience, abilities and skills to obtain new information. They will apply newly gained information in a useful and practical way and will get as much as possible from every single CLIL and/or geography lesson.

Limitation of the Research

As it was indicated in the chapter Research Methodology, six lessons are not enough to get relevant results. Every extra observation of a geography lesson could serve to get more exact and specific information for further exploration. Ten or even more observations would reveal more about geography teaching practices and what would need to change for CLIL to become effectively implemented.

The next limitation was doing the research in two different types of secondary school (secondary school and grammar school). Even though both of them were private schools, it would be of a higher importance to observe geography lessons in a variety of grammar schools as teaching and learning at grammar school has its specific aspects and students could have better knowledge of foreign language for a possible implementation of CLIL.

Perhaps the biggest problem was to find teachers being willing to be observed. Although they got basic information about this master thesis, observation and CLIL, they did not want to cooperate. There is one possible solution: firstly to keep the formal procedure to do observations in a school which means to get an official confirmation from the English Department about my research, subsequently make a personal appointment with a headmaster or his/her deputy and after their approval make an appointment with a geography teacher.

The time proved to be a considerable difficulty as the research started at the end of March when in secondary schools, teaching practice proceeded. Afterwards, students had their own practice running at the time of final leaving exams. Moreover, in June, school

trips took place. Together with cancellation of some geography lessons, there were only a few opportunities to observe at least six geography lessons.

Suggestions for Further Research

During the research, as I was observing geography lessons, and afterwards, when I was analyzing, comparing, synthesizing and generalizing the results, I got a plenty of ideas for further research.

To improve the research, the focus could be on one or two aspects of CLIL lessons which would be observed according to some precise criteria. It could be useful to observe points which came out as the weakest ones from my research: stages (lesson framework), interaction, activities (methods, organizational forms). The observer could get interesting results if he/she observed e.g. the occurrence of stages at grammar schools in Pilsen. I would really emphasize to specify and narrow the area of the research to deal with stages only to get to the core of problem and provide suggestions for possible solutions.

To expand the research, the representative sample should comprise more observations. It depends on the extent of criteria chosen; in case of one or two specific aspects observed, from ten to twenty observed lessons would be sufficient.

Furthermore, this master thesis was focused on CLIL in geography which is a science and my suggestion is to observe two different sciences which are used for CLIL integration, e.g. geography and history or biology. The research would be specified on observing one particular aspect such as aims, stages, interaction, assessment, etc. and both sciences would be observed; results compared. The aim of such thesis could be to discover if there is a common way how sciences are taught and/or which weaknesses of their teaching methods were identified.

As far as I am concerned, the most interesting as well as demanding and time consuming would be revamping either one or even all observed lessons according to chosen CLIL criteria so that the lessons could be used as sample CLIL lessons. To be more precise, the topic of every lesson would be maintained but the lesson plan, structure, activities, timing, etc. would be modified so that it would fulfill all CLIL requirements. Besides, the redesigned geography lessons could be carried out in secondary schools and results of this teaching compared using either a certain type of assessment or a questionnaire.

VI. CONCLUSION

The basic aim of this thesis was to determine whether it is possible to implement CLIL in geography lessons or not. This aim was further specified to find out which criteria needed for effective CLIL lessons and to which degree occur. Moreover, these criteria can reveal which weaknesses geography teaching in the present Czech school system has and which needs to be changed to implement CLIL lessons.

In the theoretical part, CLIL was described as an innovative methodological approach which integrates a foreign language with a non-language subject and is able to provide learners with the proficiency that is needed in the present time. The integration has certain rules; content and language has its specific position. Everywhere, a large number of CLIL advantages are mentioned but as it was evident at the conference in Jihlava, CLIL brings a lot of difficulties which must be solved as well as changes which must be done before implementing it. To start with CLIL, its specific methodology and lesson framework must be kept in mind. Furthermore, competent teacher must be aware of particularities of both the language and subject methodology.

To get appropriate results, the observation took place in geography lessons as it is a subject frequently used in CLIL. From aspects typical for CLIL methodology, seven criteria were chosen to be observed: aims, stages, activities, teacher talking time, interaction, teaching materials and assessment. The observation was carried out in two secondary schools, altogether in six lessons.

The results revealed an interesting fact which is that geography lessons contained fulfilled CLIL criteria such as aims based on developing cognitive skills, power point presentations used to present a new topic with the support of visual aids, low teacher talking time, a variety of materials used and different ways how to assess students. These strong points showed that CLIL implementation could be possible but following weaknesses must be eliminated: the degree of interaction was not sufficient as it was focused on making questions and answering them. Students did not develop all the elements of the "4Cs"; not only cognition and content must be developed but communication and culture as well.

Second and even more serious problem was the occurrence of the "through" stage only. The observed lessons were strictly focused on providing large amounts of new information without students using their prior knowledge and experience, without

satisfying their interests and needs, without sufficient application of the knowledge and developing the higher cognitive and other skills.

To use pedagogical optimism, if teachers include more cooperative, problem solving tasks and a variety of organizational forms, if they prepare student-centered lesson, motivate students and let them be involved and active, and if they follow the lesson framework, it can happen that CLIL could be effectively implemented in the Czech school system.

REFERENCES

Baldwin, CH. (2011). CLIL – How to do it. Retrieved April 2, 2012, from
    http://www.teachingenglish.org.uk/articles/clil-%E2%80%93-how-do-it

Balyan, H., & Hovsepyan, N. (2009). Current Transformation in Geography. In.
    Hübelová, D. (ed.) (2009). *Geografické aspekty středoevropského prostoru.* 1.díl.
    Brno: MU Brno.

Brinton, D. M., & Holten, CH. (1997). Into, through, and beyond. A framework to develop
    content-based material. Forum: Vol. 35 No. 4, October – December 1997, p. 10.
    Retrieved November 9, 2011, from
    http://exchanges.state.gov/forum/vols/vol35/no4/p10.htm

CLIL across contexts: A scaffolding framework for CLIL teacher education. (2009).
    CLIL. Retrieved April 2, 2012, from http://clil.uni.lu/CLIL/Home.html

Commission of the European Communities. (2003). Communication from the commission
    to the council, the European parliament, the economic and social committee and
    the committee of the regions. Promoting Language Learning and Linguistic¨
    Diversity: An Action Plan 2004 – 2006. European Commission. Retrieved
    February 10, 2012, from
    http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf

Content and Language Integrated Learning (CLIL). (n.d.). CILT. Retrieved March 1,
    2012, from http://www.cilt.org.uk/secondary/14
    19/intensive_and_immersion/clil.aspx

Content-Based Second Language Instruction: What is it? (2012). CoBaLTT. Retrieved
    February 20, 2012, from http://www.carla.umn.edu/cobaltt/cbi.html

Coyle, D. (2011). Teacher Education and CLIL Methods and Tools. Retrieved March 23,
    2012, from http://www.cremit.it/public/documenti/seminar.pdf

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL Content and Language Learning.*
    Cambridge: Cambridge University Press.

Darn, S. (2006a). CLIL: A European Overview. Steve Darn – ELT. Retrieved December
    5, 2006, from
    http://www.stevedarn.com/?Writings::CLIL%3A_A_European_Overview

Darn, S. (2006b). CLIL: A Lesson Framework. Teaching English. Retrieved March 20,
    2012,   from http://www.teachingenglish.org.uk/articles/clil-a-lesson-framework

Defining CLIL. (n.d.). One Stop English. Retrieved February 10, 2012, from
    http://www.onestopenglish.com/defining-clil/501143.article

Dörneyi, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Echevarria J., Vogt, M. E., & Short D. J. (Eds.). (2008). *Making Content Comprehensible for English Language Learners: The SIOP model* (3rd ed.) Boston, MA: Allyn & Bacon.

Els, T. van (2005). Status Planning for Learning and Teaching. In Hinkel, E. (Ed). *Handbook of research in second language teaching and learning*. New Jersey, Lawrence Erlbaum Associates.

Eurydice (2005). *Content and language integrated learning (CLIL) at school in Europe*. Brussels: Eurydice.

Eurydice (2008). *Key data on teaching languages at school in Europe*. Brussels: Eurydice Network.

Foltýnová, D., & Mrázková, K. (2009). Computer – Supported Geography Teaching Developing Pupils' Self-Regulation. In. Hübelová, D. (ed.) (2009). *Geografické aspekty středoevropského prostoru*. 1.díl. Brno: MU Brno.

Genessee (1994). Content-Based Second Language Instruction: What is it?. CoBaLTT. Retrieved February 25, 2012, from http://www.carla.umn.edu/cobaltt/cbi.html

Grenfell (2002). CLIL – Content and Language Integrated Learning. Retrieved March 2, 2012, from http://www.slideshare.net/angelammoyano/clil-content-and-language integrated-learning

Hájek, J. (1999). *Vybrané kapitoly z didaktiky geografie*. 1. vyd. Plzeň: ZČU.

Hanušová, S., & Vojtková, N. (2011). *CLIL v české školní praxi*. Brno: Studio Arx.

Klečková, G. (2011). Kompetence CLIL učitele. Retrieved March 9, 2012, from http://clanky.rvp.cz/clanek/c/Z/13093/KOMPETENCE-CLIL-UCITELE.html/

Kühnlová, H. (1999). *Kapitoly z didaktiky geografie*. Praha: Karolinum.

Marsh, D. (2005). Project D3 – CLILmatrix. The CLIL quality matrix. Central workshop report 6/2005. European centre for modern languages. Retrieved December 16, 2006,
from http://www.ecml.at/documents/reports/wsrepD3E2005_6.pdf

Marsh, D., Mehisto, P., Wolff, D., & Frigols, J. M. (2010). European Framework for CLIL Teacher Education. Retrieved March 10, 2012, from http://clil cd.ecml.at/LinkClick.aspx?fileticket=C0kUO%2BvEc6k%3D&tabid=2254&langu st=en-GB

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

Met (1991). Content-Based Second Language Instruction: What is it?. CoBaLTT. Retrieved February 25, 2012, from http://www.carla.umn.edu/cobaltt/cbi.html

"Odborná regionální konference CLIL v ČR a zahraničí." Vysočina Education. Jihlava. 10 Feb. 2012.

Oláhová, J., & Nemčíková, M. (2009). Využitie exkurzie ako mimotriednej organizačnej formy. In. Hübelová, D. (ed.) (2009). *Geografické aspekty středoevropského prostoru.* 1.díl. Brno: MU Brno.

Overbaugh, R. C. (n.d.). Bloom`s Taxonomy. Retrieved June 10, 2012, from http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Pavesi, M., Bertochi, D., Hofmannová, M., Kazianka, M., & Langé, D. (2001). Teaching Through a Foreign Language. A guide for teachers and schools to using Foreign Language in Content Teaching. TIE-CLIL. Retrieved December 14, 2006, from http://www.ub.es/filoan/CLIL/teachers.pdf

VÚP (2008). Content and Language Integrated Learning v ČR. Retrieved March 20, from http://www.msmt.cz/vzdelavani/content-and-language-integrated-learning-v-cr

VÚP (2007). Framework Education Programme for Secondary General Education (Grammar Schools). Retrieved March 4, 2012, from http://info.edu.cz/cs/system/files/RVP_Ganj_0.pdf

APPENDICES

Appendix 1: Observation Log Chart

Observation #:

Grade:

Time:

Number of students:

Class seating arrangement:

Materials and teaching aids used:

Class objectives/goals:

Timing	Activities and techniques	Teacher does...	Students do....	Comments

Appendix 2: Observation Log Chart # 1

Grade: KH2

Time: 9.40 – 10.25

Number of students: 25

Class seating arrangement: plenary

Materials and teaching aids used: notebook, overhead projector, visual and auditory aids (ppt presentation, pictures, music)

Class objectives/goals: presenting Caribbean islands (Panama, Costa Rica, the Bahamas)

Timing	Activities and techniques	Teacher does...	Students do....	Comments
9.45	Test	Passes out tests to students who have not written it yet	Sit down in the front part of the classroom and write the test	Test consists of blank map and some questions
9.46	Information about an excursion (exhibition in Praque)	Provides information about the departure and arrival, price, programme	Listen and ask questions; part of them writes the test	
9.47-9.58	PPT-presentation about Panama	Listens to presenting pair of students, asks questions	Two students present Panama, they use slides with pictures, comment on basic information, ask students, compare Panama with the Czech Republic

Main part of students listens to | Presentation has a clear structure and a lot of pictures, but contains too detailed information which is not necessary to know |

			the presentation, smile and answer questions The rest writes the test	Mainly presenting students are active and engaged
9.58-10.03	PPT-presentation about Costa Rica	The same pair of students presents Costa Rica	No change, the same progress	Different presentation without information, with useless pictures only but suitable music as the background
10.04-10.09	Revision of the presentation	Comments on the presentations: information, way of presenting Praises strong points, mentions some weaker moments with advice for the future presenting, adds what has not been said and is good to remember about these islands	The pair of students listen to comments, nod Write the test	Teacher reproaches for not asking colleagues; but she does not do it, either.
10.10-10.18	Next presentation in pair (one is missing without apologize)	Listens, interferes in it with some comments; at the end provides constructive	Introduces the Bahamas giving basic information with the support of pictures and a map	Teacher emphasizes that everything from ppt-presentations can occur in test

	about Bahama islands	criticism		– good for students to think about the most important and suitable information Good way of criticising
10.19-10.22	Try to discuss	Asks why the second member of pair is not there; asks in plenary about possible solution, asks who will be the next with their presentation; because of no volunteer, everybody will be prepared for the next lesson Takes out the tests	Are silent, if they are chosen by the teacher, they protest and mention pretexts	Critical moment about presenting other states in the next lesson Strange feelings about letting students work on their tests the whole lesson

Appendix 3: Observation Log Chart # 2

Grade: KH1

Time: 14.20 - 15.05

Number of students: 25

Class seating arrangement: in a row

Materials and teaching aids used: atlas, blank map

Class objectives/goals: Introduction to the Czech Republic

Timing	Activities and techniques	Teacher does...	Students do....	Comments
14.22-14.24	Test (Ukraine, Slovakia)	Passes out tests to students who have not written them	Seat away and begin to write the tests	
14.25-14.26	Results of the previous tests	Reads surnames and grades	Comment on the results either positively or negatively	2 grades (blank map, questions)
14.27-14.31	Introduction to the topic the Czech Republic	Passes out blank maps with regions, mentions the topic of the lesson	Speak to each other	
14.31-14.37	Work with atlases; regions	Recommends students to number every region (so that they will be able to number towns in the next lesson) Gives notice not to use expressions: on the left, on the right but in the north, etc.	Work individually with atlases Number regions	

		Determines two regions which they will talk about next week		
14.38-14.48	Work with atlases; orography	Motivates students with competition concerning the orography Gives grade 1 to three quickest students Checks correct location of mountains, asks some control questions to the whole class	Work individually, compete marking mountains in a blank map Try to cheat to get 1	Some students work hard, the others talk about football, borrowing money, etc. Teacher helps students to remember location using simple mnemotechnic aids
14.49-14.53	National parks	Asks about the location of national parks and their interests Asks about the area and number of inhabitants, writes these numbers on the whiteboard	Answer, mark national parks in a map	Not very logical structure
14.54-15.04	What do you know about the CR?	Asks questions about some natural phenomena (e.g.	Mention a lot of touristic attractions	In one very noisy moment, teacher sits down and

	Brainstorming - discussion	touristic places, lakes, dams, castles, caves, spa towns) Gives small 1 for being active	Are very noisy, shout each other down Comment on some places	does not speak for a while until students quieten Discussion about fairy tales and their castles
15.04	Homework	Announces homework for the next lesson: industry and agriculture in the CR	Comment negatively on it	

Appendix 4: Observation Log Chart # 3

Grade: K2A

Time: 9.40 – 10.25

Number of students: 14

Class seating arrangement: horseshoe

Materials and teaching aids used: computers, internet (webpage www.mapy.cz), overhead projector

Class objectives/goals: Finding the best travel plan according to certain criteria and presenting it

Timing	Activities and techniques	Teacher does...	Students do....	Comments
9.41-9.43	Definition and planning of one-lesson project	Assigns the project and writes criteria on the whiteboard Mentions the timing for this task	Work in pairs or three Work on PC, on www.mapy.cz Search for ideal travel plan for the class trip next week Select the best way fulfilling all the criteria	Criteria: 1. Start and finish in Zruč-Senec 2. Length 8-12 km 3. 2 interesting places on the way 4. Refreshment on the way The teacher lives in Zruč and knows the surrounding Students are motivated – they will go the best way in a week

9.44-9.55	Project launch	Walks around the class, checks how students work, advices, helps them if necessary	Work on their project, ask questions about unclearness Comment on their travel plan as they are satisfied with it	Students need help how to find interesting places on a touristic map Some students use the time on PC to browse on the Internet (Facebook, Fortuna, etc.)
9.56-9.59	Writing down the notes	Notice to start writing important facts about the project; 6 minutes are left	Comment on it that they need more time	One student gives a chewing gum into hair of one boy, arguments and leave of the boy follow
10.00-10.01	Preparation of the map	Finds and prepares the map on the webpage with the use of overhead projector	Work	
10.02-10.04	Solving problems	Helps some groups	Have difficulties with the length of their travel plan – either too short or long	
10.05	Notice to finish writing down the notes	Warns students to finish	Write very quickly to catch it	

		Asks who has done it	Put their hands up if the have finished	
		Gives them last two minutes		
10.07-10.20	Project performance and control	Assigns the start of presenting their group`s projects	Present their projects, one shows the travel plan on the map, the second one describes the way	Some presentations are very good, some are weaker, some do not follow the criteria
		Controls the criteria, comments on it		
10.21-10.23	Closing the project voting for the best travel plan	Invites students to vote for the most appropriate and interesting way which they will realize next week	Vote for ways	Some students vote more times, the result of voting is not fair and of a high value
		As she know the surrounding, she gives her opinion about the ways		Finally, teacher chooses the best way

Appendix 5: Observation Log Chart # 4

Grade: K2A

Time: 9.40 – 10.25

Number of students: 12

Class seating arrangement: horseshoe

Materials and teaching aids used: ppt-presentation, atlases

Class objectives/goals: introducing the United States of America, mentioning some basic facts

Timing	Activities and techniques	Teacher does...	Students do....	Comments
9.42-9.51	Revising last lessons (Canada)	Asks questions about Canada	Answer questions	Questions are related to industry, agriculture, transport, cities in Canada
9.52-10.03	Work with atlas – individual work	Gives instructions to find some places in atlas and finish geographical expressions Goes around and checks how students work	Work individually (sometimes in pairs) using atlases	Tasks: 1. Find in atlas Aleutian Islands, Alaska, Hawaii, Puerto Rico 2. Fill in the missing geographical name and find in a map (Appalachian …, Mississippi …, Death …, etc.) 3. count the number of states (of the USA)

				from a map
10.04-10.25	Lecture, introduction to the USA, ppt-presentation	Presents basic facts about the USA, shows places on a map, uses pictures	Make notes, look for places in a map	Information about: location, state system, area, inhabitants, languages, organizations (use of abbreviations), relief

Appendix 6: Observation Log Chart # 5

Grade: 3AZE

Time: 11.55 - 12.40

Number of students: 11

Class seating arrangement: horseshoe

Materials and teaching aids used: overhead projector, ppt-presentation, maps

Class objectives/goals: explaining the conflict in Kashmir

Timing	Activities and techniques	Teacher does...	Students do....	Comments
12.02-12.03	Determining the goals	Says what they will do today (ppt-presentation about products in the Latin and South America), finishing the conflict in Sri Lanka, introducing the conflict in Kashmir)	One student prepares her ppt-presentation about the products in America	Too many goals based on knowledge
12.04-12.10	PPT-presentation (Products in the Latin America)	Listens to the presentation	One student presents the products in the Latin and South America, she speaks, comments on pictures, answers questions Other students listen to it, comment on it	Good PPT-presentation, information is written in brief, slides contain pictures, clear speech of the student

12.10-12.13	Evaluation of the presentation	Asks students to give feedback to their classmate, then evaluates it as well	Give feedback and suggestion of percentage that the student should get	No literature mentioned, minus points for it
12.14-12.21	PPT-presentation (Sri Lanka)	Asks about some information from the previous lesson Finishes the talking about the conflict in Sri Lanka (between the Tamils and Sinhalese)	Remember the basic reason for the conflict Ask if there are some incomprehension	A map in English (in ppt-presentation)
12.22-12.31	PPT-presentation (Kashmir)	Presents the problems in Kashmir Asks about the location	Listen and answer questions	Students get a map of this disputed area
12.32	Revision	Asks question about the main problem in Kashmir, wants students to summarize it	Describe using own words the problem in Kashmir	
12.33-12.38	Introduction to the Democratic People's Republic of Korea vs. South Korea	Asks what the abbreviation (KLDR) means Asks about the regimes and the death of the last ruler	Answer questions, discuss things	It was evident that the teacher did not know what to do with the time left so she started a new topic rather than revise the lesson

58

Appendix 7: Observation Log Chart # 6

Grade: 2A2A

Time: 10.05 - 10.50

Number of students: 11

Class seating arrangement: horseshoe

Materials and teaching aids used: worksheet, atlases, blank map, Power Point
Presentation

Class objectives/goals: filling in the worksheet about the road transport in the Czech
Republic

Timing	Activities and techniques	Teacher does...	Students do....	Comments
10.12-10.24	Work with worksheet about the road transport in the Czech Republic – individual work	Gives instructions, let students work

Complete attendance in a class register | Get a worksheet, work individually with an atlas looking for specific information

Complain about lack of information in atlases; they are not possible to fill in all the information | Tasks:
1. mark towns and numbers of highways in a blank map
2. fill in the chart including information where from and where to a highway leads and in which country it continues
3. find in atlas answer to questions

Worksheet downloaded from |

				www.rvp.cz
10.25-10.32	Check the individual work in plenary	Asks students	Answer questions, correct mistakes	The teacher seizes a mobile phone of a boy who plays with it
10.33-10.41	Power Point Presentation – Czech transport system	Presents the topic comparing the road and railway transport, mentioning some basic information, history, showing and commenting some pictures, numbers, graphs, charts Asks questions about some graphs	Listen to the presentation, do not make notes, are passive Answer questions	

SUMMARY IN CZECH

Tato diplomová práce pojednává o užití CLILu v geografii. Cílem bylo zkoumat šest hodin zeměpisu, rozebrat je z hlediska kritérií typických pro CLIL a zjistit do jaké míry se kritéria vyskytují v těchto hodinách. Dále odhalit, jaké slabé stránky se objevují ve vyučování zeměpisu a co je třeba změnit, aby bylo možné zavést CLIL do českého školského systému. Výsledky prokázaly, že CLIL není možné zavést bez patřičného zaškolení pedagogů. Hlavní potíže byly nalezeny ve struktuře hodiny, aktivitách, metodách, organizačních formách použitých v hodinách společně s jednosměrnou interakcí.