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**TVORBA A POUŽITÍ MATERIÁLŮ PRO VÝUKU
DĚJEPISU METODOU CLIL**

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Thesis

**CLIL MATERIALS DEVELOPMENT AND USE FOR
TEACHING HISTORY**

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

V Plzni dne 30. 4. 2023

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ABSTRACT

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This thesis deals with creating CLIL materials for teaching History and English in a single lesson. The theoretical part establishes rules to follow when creating CLIL materials for this purpose. Then the practical part tests these rules and focuses on finding the possible issues one may encounter when making the materials for EFL classes in the selected context of Czech schools. The resulting materials were used to teach four lessons at a Czech grammar school. The research was conducted through a student questionnaire, a non-participant and unstructured observation and an interview with the teachers who led the lesson. Based on the research results, it is concluded that there are several issues not often mentioned when creating CLIL materials for teaching History that teachers should consider while preparing their materials for themselves or other teachers. Most importantly, the field of study of teachers and time management.

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I. INTRODUCTION

Bilingual teaching is often discussed when the future of European education is brought up. Context and Language Integrated Learning (CLIL) is mentioned as one of the possible solutions for further improving language education in the European context, which is highly multicultural and multilingual. Theoretical and practical studies have been conducted, but very few have focused on combining history and language education in the context of Czech Basic Education. I chose to write about this topic since both History and English are my fields of study, and I was interested in seeing them interact in the framework of a single lesson. I chose CLIL as the method to facilitate that. My eagerness to teach history using this method led me to write about this topic.

Initially, the theoretical part of the thesis sets up the rules for CLIL materials creation for teaching history with an emphasis on the Czech context, which involves making sure that CLIL is compatible with the current system of curricular documents that are used in the Czech Republic – the Framework Education Programme for Basic Education. The part briefly introduces the concept of CLIL and then moves on to lesson planning and material creation Criteria. It deals with the principles and recommendations of use when preparing materials for a CLIL lesson with history as its content. This part of the thesis also explores the issues of merging history and the English language in the Czech environment.

The research then focuses on uncovering issues when using the materials created according to the rules described in the theoretical part. The following research question was examined for research purposes: What are the greatest challenges when creating CLIL materials for teaching history? The materials were used as the basis of two lesson plans. Three methods were used to answer the research question - a student questionnaire, a non-participant and unstructured observation and an interview with the teachers who conducted the lesson. The research results are then analyzed and commented on.

II. THEORETICAL BACKGROUND

CLIL stands for content and language-integrated learning. It is often used for a broad range of programmes that use L2 to teach content modules or subjects. Unlike other methodologies of teaching languages that focus on the form, CLIL focuses on the content (Marsh, 2002). The term itself was coined by David Marsh in 1994. He uses CLIL to refer to a situation where subjects, or parts of them, are taught through a foreign language. However, it is essential to note that both content and language have their own goals. Other definitions state that CLIL is teaching a non-language subject in a foreign language (Deller & Price, 2007). In its broader context, it is a kind of instruction where content is relayed to the learner through a foreign language (Coyle et al., 2010). Šmídová et al. (2012) claim that in CLIL, the language goals are often derived from the content goals. This does not mean the language goals are less important. Equal attention is paid to both the same as in CBI (Richards & Rodgers, 2015). This duality distinguishes CLIL from bilingual education and most other language teaching forms. According to Coyle et al. (2010), CLIL constantly evolves as it adapts to different contexts.

According to Marsh (2012), the successful introduction of CLIL to Europe in 1994 had two reasons, political and educational. Particularly in Europe, mobility across the European Union required higher levels of language competence. Marsh himself had an experience with studying in a foreign country as he was born in Austria and then studied in the United Kingdom. Even before the emergence of CLIL, the European Commission was interested in teaching various things in schools through multiple languages and tried to encourage it (Marsh, 2002). Since then, CLIL has gathered more attention from researchers and governments across Europe. Coyle et al. (2010) argue that the success of the CLIL methodology is, in part, due to the versatility of its framework. The operational success of CLIL is due to its transferability across countries and even continents. This versatility should help it merge with Czech Framework Education Programme for Basic Education (further referred to only as FEP BE).

The ideas of CLIL are not new, and one does not need to go far to see examples of similar thoughts. For example, even John Amos Comenius focused on teaching languages through a meaningful context in his *Orbis Pictus* (1666/1896). Looking into his course book, we may find today's core ideas and thoughts that make up the CLIL Methodology. His ideas are treasured in the Czech Republic over three centuries after his death. In that sense, his ideas have come home, even if the form differs slightly.

Planning a CLIL Lesson

According to Coyle et al. (2010), creating materials is only the fourth stage of six when planning to use CLIL. Stage 1 involves setting the vision for how CLIL will work in our school and establishing a shared vision. Stage 2 makes us analyze our demands for CLIL and how we plan to use it as teachers. Stage 3 involves unit planning but only in outlines that involve creating mind maps. Stage 4 is part of the process of transforming the unit plan into materials, concrete tasks and activity sets. Stage 5 is about monitoring and evaluating CLIL as it takes place in our lessons. Stage 6 extends far beyond the immediate context, deals with long-term goals of teacher education, and brings up the creation of communities to further the methods of CLIL. That is why the topic is brought up and explained, but since this thesis focuses on material creation, the previous three steps will not be dealt with extensively. Without properly established goals, the materials we make will have no sense. Creating materials without a lesson plan showcasing their use would be a bad practice. Therefore the lesson goals one chooses to shape the materials one will make. This means adjusting the materials to both content and language goals.

In order to help us plan a lesson, Coyle et al. (2010) suggest using a mind map to keep track of our ideas and goals. Each of their four stages of lesson planning can be represented as a mind map that visualizes our decision-making process and help us keep track of important information.

4C Framework

Coyle et al. (2010) refer to the 4C Framework when planning a unit as a means of mapping for creating a lesson. The 4C Framework stands for Content, Communication, Cognition and Culture. Although 4Cs can be defined independently, they present an inseparable set of interconnected elements. Coyle et al. (2010) use these elements in their four-stage lesson preparation plan. The framework is practical during lesson planning and when creating materials, as we can use a similar way of thinking when creating CLIL materials for our lessons. According to Coyle et al. (2010), content equals our progression in skills, understanding and acquisition of new knowledge. It is important not to think of content as only knowledge acquisition, as content also involves skills and understanding that our students access. It can be drawn from a specific content subject curriculum or cross-curricular topics. Coyle et al. (2010) define communication in the 4Cs as an interaction. Language in CLIL lessons is used for more than just the sake of using it. During CLIL lessons, communication and content are closely

aligned since the language is often used to communicate the content. This means one is not merely learning the language but also using it to learn simultaneously.

According to Coyle et al. (2010), for CLIL to be effective, students must engage in higher-order thinking and understanding. Students should participate in challenging problem-solving and reflect on the results and processes. CLIL is not simply about transferring knowledge from the teacher to the students. The students should be allowed to construct their knowledge and understanding using hypothesis-making, problem-solving and other lower-order thinking skills. Coyle et al. (2010) see culture as a rather broad term that involves not only the awareness of one's identity but also citizenship and pluricultural understanding. It is an essential part of CLIL methodology. According to Coyle et al. (2010), CLIL classes that use authentic materials and link curricula improve understanding of similarities and differences across cultures, furthering one's understanding of self. According to Coyle et al. (2010), the 4Cs must be connected in our lesson to be used properly. A great effort at the stage of planning is required to achieve this. In the first stage, we decide on global goals that shall be further refined in the second stage of the planning process.

Coyle et al. (2010) claim that first, we decide on the lesson's content – not the language. The content choice will then shape the rest of the process, not the other way around. This is so that we are not modifying it later to match the language levels of our students. This is crucial to CLIL classes. CLIL lessons may include grammar usage that our students have not yet studied. However, CLIL lessons aim to enable the students to use said language, even if for a specific purpose. For example, if students have not learned past tense yet, it does not stop us from teaching the necessary phrases as is without the need to go deeper into the linguistic context. This will reflect in the materials provided as these phrases should be included.

In the case of this thesis, the content will have to follow Czech FEP BE. The content outline for history lies within the educational area of Humans and Society, which it shares with Civil Education.

According to Coyle et al. (2010), the second step of planning a CLIL lesson involves merging the content and cognition of the 4Cs. This means developing the right processes and actions to connect the content with the actual work. This stage heavily relies on the taxonomy of thinking skills that will help us envision the best activities that will foster thinking skills, creativity and problem-solving. The cognitive levels of the CLIL lesson are closely linked to the development level of our students. Of course, one should foster higher-order thinking skills and lower-order thinking skills at the same time.

According to Coyle et al. (2010), the third stage revolves around defining the language of learning and using. This means we are working with the previous two stages to decide what language means will be required of our students during the lesson. This stage of planning requires the most attention to detail.

The fourth stage of Coyle et al.'s (2010) lesson planning involves preparing materials for our lesson. One can begin making the materials only when sure of the content, goals and language used. Of course, we could make our materials, but this process is very demanding. The first option is, therefore, to search for ready-made materials. There are many choices to approach this but to list a few. One could use ready-made materials found on the internet or through local institutions. We have to think about all available sources. In order to determine which approach is best for the Czech context, we have to look at the specifics of the Czech school system and the specifics of Czech history teaching and curriculum.

Material Sources

The next part deals with the fourth stage of Coyle's lesson planning – figuring out the options we have to acquire materials for our history lessons. In this case, that will be to look up possible sources of CLIL teaching materials in the Czech Republic and see what opportunities there are. Coyle et al. (2010) say that teacher's tasks when preparing materials for CLIL lessons will be due to a shortage of ready-made materials for teaching CLIL, more often than not, involve evaluating and choosing the appropriate authentic texts from a variety of sources like the internet, books and other media.

If we are to merge CLIL and history in the Czech context successfully, we need to figure out if there is a demand for it first. There have been three prominent issues that we must take into account when planning our CLIL lessons. First is the topic of factography and its importance of it. Labischová et al. (2010) state that in the 90s, history was criticized for including too many facts. As a result, many history teachers shifted away from teaching that way. According to Labischová et al., the movement has been losing traction due to the results of stripping away the facts that had begun to trickle in from both home and abroad.

The other issue one must face when teaching history is that it is not definite. According to Labischová et al. (2010), history should not be viewed as static; it changes and is always open to interpretation. This indefiniteness differentiates from other sciences like mathematics or biology, less prone to changes. When teaching history, we must remember that it is pluralistic, and many different perspectives on the same issue are valid simultaneously.

The current focus of history teaching in the Czech Republic is history past 1945 and the reduction of teaching time devoted to prehistory and ancient times. Labischová et al. (2010) argue that the popularity among the teachers and a significant amount of time spent on these topics result from ideological pressure focused on modern history but not so much on early history. The current trend is to remedy that by shifting the focus away from these topics to cultural, social, and economic history and the history of everyday life balanced with political history. A balance should also be maintained between world, European, national and regional history, focusing on current topics like the Middle East or minority rights and women's rights. CLIL can be effectively used to help advance these three goals, and its strengths lend themselves well to teaching about current issues and helping advance critical thinking.

While ELT has been thoroughly studied and written about, the specifics for creating materials for teaching history must be researched more. Labischová et al. (2010) propose different ways to work with different mediums of history but not how to create materials to teach the subject. Czech teachers can rely on many Czech course books that often come with ready-made materials when teaching history. Many history classes utilize a course book so that students can learn at home or make notes using the course book. With CLIL, the idea of language immersion is quite essential, and that means that the course books should be at least partly in a foreign language. They cannot be foreign course books since they do not utilize the necessary scaffolding for Czech students.

CLIL History Course Books

Regarding Czech History CLIL course books, the researcher could identify only one when writing the thesis. Therefore, the lack of CLIL materials is still very much an issue in the Czech Republic. It is called Labyrinth by Channel Crossings, and it offers a selection of CLIL course books for various subjects like geography, history and science. Their website states that the course books are ŠVP compatible, which also entails that they are FEP BE compatible. ŠVP is an educational programme each school creates based on the more general FEP BE, which deals with broader topics.

The series consists of two student books. Each comes with a workbook of its own. Each book contains topics that correspond to two school years. The first book to the sixth and seventh grades. The second book to the eighth and ninth grades. The first book has about sixty pages, and the second has about the same number of pages.

The books prefer to deal with generic rather than concrete. Because they contain relatively little information about specific events, they can fit well with any facts that history

teachers choose to teach or sometimes omit in favour of deepening the knowledge. The concrete events dealt with are mostly world history topics, and the ratio of world history to Czech history should be half to half or even more in favour of Czech history.

Their lesson plans are well thought out, and the duality of language and content goals is present. A variety of tasks is included in each lesson. They would make for a great supplement to regular Czech history courses. Their lesson plans are sufficiently scaffolded for both students and teachers, as it can be expected that a non-language teacher may run CLIL history courses. The amount of Czech language could be reduced in favour of other means of language scaffolding. However, it is essential to note that students' history books often serve the purpose of learning at home aides. Hence, the amount of Czech language is entirely reasonable and justified.

Using History Books for CLIL Material Creation

When making CLIL materials, it is natural that one may also opt to include authentic texts directly from English language publications. However, issues may be encountered when trying to adapt these materials, and the following chapter addresses them and raises awareness of them.

The first issue is the number of said materials. While various sources are readily available on world history topics, Czech history topics may be more challenging to find in a foreign language environment, like English, German or French. While it may seem that Czech history is only seen as a footnote to the more significant, important events outside of our borders, there are many nexus events where both the topics of world history and Czech history converge. Foreign authors take note of our country. If we look for these events on purpose, we can use them to our advantage when preparing our materials.

At these points, it may be advantageous to employ CLIL strategies, even for a short time. Especially contemporary history is full of these nexus points where the Czechs stood at the forefront of events. Postwar separation of Austria-Hungary, the Munich Agreement, and even the Velvet Revolution are all points where world history was Czech history. It seems beneficial to see how foreign writers deal with these events as it allows us to compare.

If we look for a truly comprehensive work on Czech history and Czech history only in English speaking context, we may spot a surprising lack of variety. Many English-language books are only translations of Czech works and primarily focus on contemporary history. While these works may provide an English language text, they lack what we are looking for, an outsider's insight.

However, one work stands out as a comprehensive work on Czech history by a foreign writer. *The Czechs and the Lands of the Bohemian Crown* by Hugh Agnew (2004) presents a rare look at the history of the Czechs from the beginning of time. The American author wrote the book intending to create a comprehensive work on Czech history that could be used to introduce foreigners to the history of the Czech Republic and the people who inhabit it.

Agnew, having spent over a quarter of a century in close relation to Czechoslovakia and the nation's history, having visited the country but not having gone through the same educational system, provides an exciting insight without facing the shortcomings of our post-communist view of history. Because of the author's closeness to our history, it does not suffer the same issues as many books written by outside writers. Agnew follows the general outline that seems to be taken over from the Czech syllabi but chooses to alter it by including other than just political history. The main goal seems to be to relate past events to those of the twentieth century. It provides a familiar yet distinct outlook on our history; from that point of view, it is a great source material for text-based tasks.

With proper scaffolding and a great degree of simplification, the book can be utilized as a source of authentic learning materials that provides the students with a fresh and different viewpoint on familiar events. However, the required effort can be daunting for a full-time teacher. The book contains too much terminology and complex grammar, as it is purely for native speakers. Adapting it for lower-level students would require large amounts of rewriting and simplification; probably even 9th-grade students would suffer immensely reading this text.

It seems more beneficial for teachers to help them acquire the necessary knowledge and vocabulary to speak about specific topics in English. Since not all CLIL teachers may necessarily be content teachers or vice versa, reading English history books to acquire a necessary background in either language or content is a great way to amend this.

CLIL Materials Principles

One often cited issue of CLIL methodology is insufficient materials base. Coyle et al. (2010) claim that the shortage of ready-made materials for CLIL methodology contrasts with the vast resources available for English language teaching. That seems to be an issue in the context of the Czech schooling system as well. Creating new materials from scratch may be a challenging choice, but it will be the one Czech teachers who wish to use CLIL methodology for teaching history may very well be forced to opt for most of the time. New teachers may need help to make a course worth of materials while still teaching full-time. To help with this

is the focus of this thesis. The next chapter focuses on finding and listing a clear set of ideas, strategies or criteria. Due to the decentralized nature of CLIL as a methodology, there are no clear-cut criteria or steps to follow. Instead, multiple sources provide multiple ways to approach CLIL materials creation.

Creating Materials for CLIL

According to Ball et al. (2016) Mehisto's criteria are worthy of consideration when developing CLIL materials. Peeter Mehisto published a paper in 2012 that deals with that specific topic from the point of view of specific criteria for CLIL materials. Mehisto (2012) says that CLIL-specific materials help create learning environments where students learn content and language at the same time. Good CLIL materials may be quite demanding of students' cognitive abilities resulting in cognitive overload. This can be avoided through proper scaffolding and other mechanisms that help support students' learning. He then goes on to give ten criteria for quality CLIL materials. In many points these intersect or perhaps even match the Czech Framework Education Programme for Elementary Education (Rámcový vzdělávací program pro základní vzdělávání) and the key competences it involves. Šmídová et al. (2012) agree that it is possible to teach key competences through CLIL and that the method is naturally inclined to help the students achieve them.

Material Creation Criteria

According to Ball et al. (2016), Mehisto's criteria are worthy of consideration when developing CLIL materials. Peeter Mehisto published a paper in 2012 that deals with that specific topic from the point of view of specific criteria for CLIL materials. Mehisto (2012) says that CLIL-specific materials help create learning environments where students learn content and language at the same time. Suitable CLIL materials may be pretty demanding of students' cognitive abilities resulting in cognitive overload. This can be avoided through proper scaffolding and other mechanisms that help support students' learning. He then goes on to give ten criteria for quality CLIL materials. In many points, these intersect or perhaps even match the Czech Framework Education Programme for Elementary Education (Rámcový vzdělávací program pro základní vzdělávání) and the key competencies it involves. Šmídová et al. (2012) agree that it is possible to teach Key Competencies through CLIL and that the method is naturally inclined to help the students achieve them.

Material Creation Criteria

Mehisto (2012) argues that while some criteria are specific to creating CLIL materials, they are not themselves exempt from general rules that apply to all materials. All learning materials should support both teachers and students and not restrict them. Mehisto argues that every teacher should have the right to determine how to use the materials. Another general criterion is that materials should build relations between the intended learning and students, their communities and other subjects. Materials should be a part of a bigger whole to support students' long-term learning. Both contents and illustrations should avoid using stereotypes and encouraging bias. Instead, they should build intercultural knowledge and attitudes.

Mehisto (2012) states ten essential criteria for suitable CLIL materials. Firstly, ensuring that students' learning intentions and processes are clear and understandable is crucial. We should set learning outcomes that are possible to achieve but, at the same time, are not too simple. This would entail language goals but also content and other possible goals related to skills and competencies. This is not a goal for CLIL materials only but for learning in general. Gardner (1985) argues that clear language goals are essential when motivating students. Ensuring goals are verifiable for later assessment and grading is essential as well. Black et al. (1985) say that for students to be capable of achieving a goal, they must be aware of it and have attained an understanding of it.

Secondly, Mehisto (2012) states that the materials should consistently help students build subject-specific vocabulary and discourse patterns. Building up academic vocabulary comes hand in hand with achieving content-related goals. However, it is essential to note that academic language is often presented without context in an authentic environment. Therefore, it is up to the materials to amend this by providing additional contextual information. With the help of context, students can process the language properly. Academic language is helpful to students because it is more precise than everyday discourse. Bringing attention to academic language is something CLIL materials should attempt in order to avoid an impoverished learning environment.

In the case of this paper, the subject-specific vocabulary may, for example, be historical terms. One may see much vocabulary specific to learning history in Agnew's book. Terms like vassal, liege, duke or kingdom are standard throughout the text. Exploring the feudal system in the English language may provide additional opportunities to explain the system to our students. However, what may be considered detrimental is the variety of names and ordinals. The regnal number of a ruler depends on the speaker's viewpoint because it relates to the specific kingdom, duchy, or empire. For example, Rudolph the Second was the second of that name on the Czech

throne but was the first of his name on the throne of Croatia, so he ruled as Rudolph the First there. This may cause issues when using materials in other languages. When creating materials or adapting texts, we should consider how to approach the issue of names. Whether to use foreign versions or their Czech equivalents, which the students are already familiar with. Either way, consistency is the most important when dealing with this issue.

Mehisto's (2012) criteria also involve fostering learner autonomy. This correlates with the Czech FEP BE and its key competencies—namely, the competence for learning, which significantly emphasizes autonomy in learning. The key things a student should be able to do at the end of elementary education involve picking effective learning methods and strategies. The student should be able to organize and plan his learning and be positively encouraged to partake in lifelong learning. Students should be encouraged to consider the best approach before dealing with a challenging text in the materials. This can be done in pairs, or it can be a part of the pre-work tasks. These tasks could entail scanning the text for unknown words and then guessing their meaning.

Tasks like these help foster students' metacognition. Veenman et al. (2006) explore the concept of metacognition as the awareness of one's thought processes and patterns. The simplest explanation is that metacognition is knowing about knowing. Marzano (1998) emphasizes the need for students to analyze their thinking processes and the positive impact of metacognition on the learning process. Cognitive psychologists like Gardner (1999) and Sternberg (1988) agree that metacognition is a crucial intelligence constituent. Veenman et al. (2002) established that metacognition and its related skills might even be more important than intellectual abilities measured by intelligence quotient tests. This idea of metacognition is often represented through both the Czech FEP BE and Mehisto's criteria, especially when dealing with learner autonomy. As Hattie (2012) claims, while some more straightforward strategies can be taught without content, most must be taught with content to be effective. In that way, CLIL appears to be one of the ways to foster metacognition as it always tries to unite both content and language.

According to Mehisto (2012), one of the criteria is that CLIL materials should involve formative assessment. This entails self, peer and other types of assessment. Slavík (1999) states that formative assessment is the first step towards the independent assessment of students. Self-assessment then leads to more learner autonomy and perhaps even student self-regulation. Building up learner autonomy is a vital part of the Czech FEP BE and is included in the

competence for learning. Šmídová et al. (2012) see student self-assessment as one of the ways of fulfilling the competence for learning.

Another criterion of Mehisto's is the creation of a safe learning environment. Safety, in this case, includes many different aspects. For one, it relates to the idea of scaffolding complex content, i.e. breaking the information into smaller chunks similar to L1 materials, thus making it easier to understand. There are times when we need our students to be able to focus primarily on understanding the concepts, not the language. In some cases, this may warrant more scaffolding. Apart from this approach to safety, Mehisto (2012) also emphasizes that materials should avoid ridicule and sarcasm as they are meant to teach and respect diversity. Šmídová et al. (2012) claim that CLIL can help build civic competence by using foreign language materials to teach students to respect and understand other cultures and traditions. This criterion also entails the students' metacognition. Some tasks may be included to raise awareness of how students feel about specific exercises and provide helpful strategies to deal with the issues students may encounter.

Mehisto (2012) states that cultivating a cooperative environment is the sixth criterion, which goes very well with Czech FEP BE's communicative and social competencies. Materials should include peer work, face-to-face interaction, individual and group accountability and so forth. It is also essential for the materials to provide the students with the necessary language for this part of the lesson since the language needed to complete this task may vary from the one they use in a normal conversation. The language needed, of course, relies on the context of the content subject one is teaching. Šmídová et al (2012) put forward group work and teamwork as one of the ways that may be used to build up social and personal competence.

According to Mehisto (2012), one of the most critical criteria is authentic language and authentic language use. While the two may appear the same, they are not. Authentic learning materials do not automatically result in authentic language use. The authentic language used refers to a situation where the target language is used in a way it would be used in a situation outside of the classroom. CLIL's duality often allows for easier ways to achieve authentic use through debates and discussions on the content topic. These discussions should foster not only language skills but critical thinking. Materials' role is to provide the means to help students achieve these goals. Mehisto (2012) argues that students should formulate answers themselves instead of just answering them. Authentic language can be retrieved from various sources, including the internet, native speakers or experts in the field. Authentic language should come from a multitude of sources and diverse cultural backgrounds.

Luckily when teaching English, there is plenty of quality sources that one may use in their lessons. It is their selection and filtering when issues may arise. It may be tempting to use only one source, but their participants commonly perceived events in history differently. Using a variety of sources when teaching history should help foster critical thinking.

Mehisto (2012) argues that quality CLIL materials should foster critical thinking about content, language and learning skills. This can be achieved by many different means dealt with above. Materials should avoid fact-based questions and focus instead on having students analyze, evaluate and create based on the information presented. Baddeley (1993) argues that students have a higher chance of remembering details from a challenging task than an easy one.

Critical thinking in history can be achieved by comparing different perceptions of the same event in history by two different sources. The perception of an event may change over time even if the source stays the same, so even comparing them as time goes on is a helpful activity. Teaching history using CLIL opens up a large number of possibilities when it comes to sources of materials. Adapting texts and activities from British or American textbooks offers an opportunity to introduce specific content topics from a different perspective, often found in Czech textbooks. These comparisons may help to contrast the Czech worldview with those of other nations.

Good scaffolding may be one of the most important criteria when creating quality CLIL materials. Even looking back on the criteria dealt with previously in the chapter, the scaffolding permeates most of them to some degree. Ball et al. (2015) define scaffolding as a straightforward way of language support, and they also see other forms of language support in embedding. According to Ball et al. (2015), embedding is less evident to the learner than scaffolding. It allows students to learn the language naturally by introducing it throughout the materials and tasks.

According to Šmídová et al. (2012), scaffolding is a strategy that makes working with challenging texts and exercises easier by helping the students overcome language difficulties. However, in CLIL scaffolding may be necessary for areas other than just language as it also deals with content topics. Mehisto (2012) argues that three different areas of scaffolding can be provided in CLIL - language, content and learning skills. It may be necessary to provide scaffolding in each area for students to achieve effective learning. There are numerous ways that scaffolding of language can be achieved. We can pre-teach vocabulary and use visual aids and similar methods. Content can be scaffolded by reformulating the instructions of a task or restructuring it entirely to allow for more partialization. Learning skills can be scaffolded by

giving hints and tips for handling the exercise. Explicitly stating helpful strategies and their steps may also help scaffold the exercise.

One of the theories often mentioned when speaking of scaffolding is Vygotsky's zone of proximal development. At first, a student cannot perform a task, but after a certain amount of progress, they can do it with the assistance of a more skilled peer or an adult. In the end, the student is capable of performing the task on their own. The scaffolding should be a means to help our students achieve that transition.

Lastly, Mehisto (2012) argues that CLIL materials should help make learning more relevant to students. Materials should create a connection with their lives and experiences in order to draw them into the lesson. It may seem difficult at first, considering the subject topic of history, but with a closer look, it is almost trivial. To make a history lesson student centred, one can allow students to choose their own topic and present it to the class. History of everyday items almost lends itself to merging the English language and history in a single lesson. It is also possible to introduce a lesson that can take place once every few weeks where students can vote for the topic of the lesson. The students can suggest choices that the teacher can then narrow down. The teacher then gathers information on what the students want to learn more about in the given topic and prepares a lesson accordingly. Šmídová et al. (2012) state that CLIL as a method is currently compatible with the Czech curricular system thanks to the changes the curriculum has undergone in recent years. In recent years there has been a departure from using a strict syllabus and focusing on teaching skills instead.

Mehisto (2012) then goes on and deals with a wide range of issues. Language learning brings with it a large amount of extra-linguistic issues. Aside from technical issues like font size or matching art styles, other issues may be used to build cross-subject relations. When creating quality learning materials, there are things and issues we want to avoid unless the learning outcomes are specifically tied to them and others we want to bring attention to whenever possible. Awareness should be raised of environmental and social issues.

Another set of criteria, this time seven, comes from Ball et al. (2015). Mehisto's criteria are also referenced, but the authors set up their own criteria specific to CLIL. Some of them partially overlap, and some are entirely new. The seven principles for CLIL material creation, according to Ball et al. (2015), are the primacy of task, prioritizing the three dimensions of content, guiding input and supporting output, scaffolding and embedding, making key language salient, the concept of difficulty in didactic materials, thinking in sequences.

Of these, the concept of scaffolding and embedding nearly overlaps with Mehisto's. According to Ball et al. (2015), the primacy of task means that the task our students will be accomplished should be at the forefront of the lesson. The lesson is not built around a text but the task itself, which may be accomplished even without the text. The task is the driving force behind every action we take during the lesson, and that helps us motivate students and create a better learning environment.

Ball et al. (2015) state that the following criterion is prioritizing the three content dimensions. Three different types of content make up CLIL discourse. In that way, Ball et al. (2015) deviate from other sources which see CLIL as dual-focused – on content and language. In this way, the three dimensions of content are science content, skills and language, which are all viewed as a part of the content of a CLIL lesson. Science content consists of concepts that students need to acquire. By skills, we mean procedures used to deal with the science content and language related to specific language items related to the science content. The interplay between these three dimensions constitutes a CLIL lesson and successful material. In this way, Ball et al. (2015) view CLIL discourse in a similar way to Coyle et al. (2010) who use the 4Cs and their interplay for a similar purpose.

Ball et al. (2015) suggest the guidance of input and support of output as the following essential criteria for CLIL materials. This criterion is a part of the scaffolding process. We need to support students' speaking and writing by giving them some help. This can come in various ways, like providing sample vocabulary, example sentences and similar. Students may not be familiar with the language and, therefore, may require this sort of help to produce the required output properly. Using entire sample dialogues may not be the best choice since it seems artificial and limits students' options to show the full scope of their abilities.

According to Ball et al. (2015), the next criterion is making sure that important language is noticeable. This concept overlaps with embedding essential language, and it means putting the important language up front so the learner can notice it. Without this language, the discussion on the subject matter would be impossible, and therefore it is necessary for it to be noticed. In order to have them understood, Latin prefixes can be used as clues for the learners to have them guess the meaning based on the familiar prefixes.

According to Ball et al. (2015), we need to think about the difficulty of the tasks we make our students do. Materials may not be challenging, but the tasks that the students have to perform can be. Even in a difficult text, the student can perform simple tasks. Even if that is only underlining certain words, acquiring a general gist of the text or identifying its style. It is,

therefore, essential to think more about our tasks than our materials, as those complex tasks may discourage our learners.

The last criterion of Ball et al. (2015) is that our tasks should be sequenced appropriately. Our tasks and activities should not be isolated from one another but instead, work together to achieve a greater goal. Ball et al. (2015) recommend sequencing a CLIL lesson as a narrative. Using the usual elements of this structure – the orientation, complication and resolution. Introducing complex language should not occur in the first phase as it may discourage the learners. First, they must acquire a good enough reason to interact with our content. That is where the introduction phase comes in. In this stage, we should motivate our students. The new language should not be introduced at the end of the lesson either. Therefore, it is in the middle that the complication exposes our students to new and challenging language. The same goes for new content. By the end of the lesson, in the resolution phase, our students should be putting the newly acquired skills and knowledge to practice.

Mehisto's (2012) material creation toolkit offers a set of criteria that provide the material makers with an outline of dos and don'ts but does not go into the process itself. Ball et al. (2015) also avoided giving direct advice for the process. The process can be instead conceived from Coyle et al.'s (2010) CLIL: content and language integrated learning. The book deals with the issues of CLIL teaching from a general point of view and then goes into great detail regarding material creation. Instead of general criteria, it offers specific advice and a planning framework for CLIL material creation.

Coyle et al. (2010) argue that when creating CLIL materials, content teachers should build upon their own successful strategies. When planning a lesson and creating classroom materials, the same guiding principles in the content lesson will probably work in CLIL lessons as well. In a sense, CLIL broadens our available tools and allows us to combine the best of both worlds. This can include tasks, activities, means of assessment and classroom ethos. It is important to note that this may only be the case for some methods. Content pedagogies often allow for a base for creating one's materials. However, some changes and adaptations may be necessary to accommodate the specific language dynamic demands. Coyle et al. (2010) also argue that language teaching strategies may prove insufficient when teaching content simultaneously.

In the case of teaching history, the transition may be more complicated than with other subjects. For example, frontal teaching is incompatible with student activation and student-centred learning goals. Labischová et al. (2010) argue that while frontal teaching allows the

teacher to work at peak efficiency, this particular form of organization has many disadvantages. There is little to no room for student participation, and adjusting it to match an individual student's tempo or address their specific needs is complicated. Labischová et al. (2010) argue that frontal teaching should be combined with other organizational forms. While current trends in the Czech educational system have been pushing on frontal teaching, it still holds an essential role in many lessons. Coyle et al. (2010) also argue that simple transmission of information is not enough to fulfil the goals of CLIL, therefore good CLIL modules often use pair work, group work or cooperative learning techniques to achieve those goals.

However, Coyle et al. (2010) argue that pure TESOL principles need to be revised in CLIL materials creation as they may focus too much on linguistic aspects instead of splitting the attention equally among content and linguistic goals. This may make the transition more challenging for language-only teachers as they may have to adjust to new approaches in materials creation. The best possible constellation would be to be a teacher who teaches both content and language subjects simultaneously. However, this does not have to be the case, and teaching in tandem is also possible.

According to Coyle et al. (2010), a continuous review process is required for CLIL materials as they are used, and it will determine how effective the materials are. This arises from the CLIL methodology still being relatively new. The process of evaluation may even include the learners themselves. It is one of the places where the shift from traditional teacher and student roles can be seen as the students are made a part of the learning process.

Coyle et al. (2010) argue that another important aspect of creating CLIL materials is to keep anxiety in check and motivation high. The tasks students are exposed to during a CLIL lesson may be more cognitively demanding than the ones they usually face at school. They require a significant amount of concentration and effort to overcome the issues. It is important to remember that motivation may significantly influence our students' learning, and we should strive to keep it high. Proper scaffolding of tasks is incremental, as students who face insurmountable odds may lose motivation quickly and become disruptive to the lesson. Encouraging positive self-evaluation may be another way.

Monitoring and evaluating

After we design and use our materials, it is time to reflect on them. According to Coyle et al. (2010), an integral part of CLIL is constant assessment - not student assessment but evaluating the outcomes and processes of each lesson. It is the fifth stage of lesson planning. Coyle et al. (2010) argue that the most complex and challenging part of CLIL for teachers is

creating an environment that is simultaneously linguistically accessible and cognitively challenging.

Coyle et al. (2010) suggest reviewing our lesson and, by extension, materials using a CLIL Matrix. It is to ensure that our tasks are not as demanding in the beginning but steadily grow more challenging as students get accustomed to the language and the content topic. The lesson, therefore, ends with a task that is most cognitively and linguistically demanding.

Reflection

Because of CLIL's decentralized nature, the material creation approaches are numerous and unspecific. Only a few of them are listed above. Generally, they only deal with criteria for successful materials but never go into the actual processes. Ball's seven criteria are related to CLIL methodology only. Whereas with Mehisto, culture also plays a considerable role, Ball does not seem to stress it out as much when focusing on material creation. Mehisto's criteria seem to be the only complete set of criteria since it deals with both general material creation and CLIL specific demands for materials. All authors agree that their approach to CLIL is only a recommendation, not a strict list that has to be followed. Combining the three may be the best way to approach material making. Using Mehisto's and Ball's criteria and joining them with Coyle's process of lesson planning will be the task of the next chapter.

III. RESEARCH METHODS

Research Design

The research aims to answer the question: What are the greatest challenges when creating CLIL materials for teaching history? In the theoretical part, the rules and principles were described and used to create a set of materials for two CLIL lessons that merged the subject of History and the English language. The materials were used in the lesson to evaluate how the materials would perform in an authentic school environment and what issues would be encountered while doing so.

The research was quantitative-qualitative. Three different methods were employed to help answer the research question. The researcher observed each lesson while the class' regular English teacher conducted the lesson. The observation was non-participant and unstructured. The observation focused on monitoring the students' participation levels, motivation, and to what extent the teacher fulfilled the aims of the lesson and adhered to the lesson plan. It ensured the steps were followed and the goal was accomplished. The observer also wrote down comments concerning the quality, goals and accomplishments.

The second method used was the questionnaire. The questions were focused on previous knowledge of the subject, activities preference, difficulty of tasks and further interest in the topic. The questionnaire took place after the whole unit - two lessons. The Likert scale was used to acquire most of the data, and it was done to find out how the students interacted with the activities and the materials. The learner's mother tongue was used in the questionnaires to ensure the students could understand and answer the questions correctly. There were fifteen questions in total.

The last method conducted after the lessons was a semi-structured interview with the teacher. The interviews focused on getting the teachers' thoughts on the lesson plan, the materials and the appropriateness of the materials for their students' cognitive and linguistic levels. The teachers were also asked to recommend possible changes or additions to the materials. Because of the nature of the interview, they were not recorded, but transcripts were made, and then the data were analyzed with respect to the scope of the research.

Research Sample

The research took place at 21st Elementary School in Pilsen. The choice was motivated by easy accessibility by the study's author and the school's high motivation to seek innovation

in learning. Both teachers that participated in the research were English teachers; however, neither were history teachers but had some other specialization.

The research sample consisted of ninth-grade students from class B and class C. Each has a different English teacher. The choice of content for the two lessons was therefore motivated by the Czech FEP BE and the thematic plan of the school for that grade. The ninth grade is equivalent to about fifteen years of age. The lessons took place instead of English lessons since there were few students and there was the possibility to use a Language Laboratory equipped with computers with headphones available in school, but only for a smaller number of students.

Class 9.B has fewer students than all the other 9th grades at this school. Eight students were present during the first lesson and seven for the second one. Both lessons took place during the last week of teaching - that is, on Monday the 20th and on Tuesday the 21st of June. Class 9.C had their lessons on Friday the 17th and Friday the 24th. Unfortunately, having these two lessons take place in a single block was impossible due to administrative reasons.

The choice of content for the two lessons is the Enigma and Alan Turing. The first lesson introduces new information and content; the second lesson motivates students for further studies and thematically complements the first. While Enigma Machine itself is not a primary topic, it is related to the Second World War, and it could serve as a way to motivate the students in the ninth grade. The first part introduces the topic of Alan Turing and his story. Alan Turing is an important personage of the Second World War that also influenced the contemporary world. The second lesson focuses on the Enigma Machine itself and revolves around an activity centred on the machine itself. It illustrates the difficulty of cracking the Enigma Code. The activities mainly focus on improving language skills rather than a specific grammar or vocabulary context.

Lesson One - Alan Turing

The first lesson is focused on the person of Alan Turing and his life. The subject matter is between two topics in FEP BE – The Modern Era and A Divided and Integrating World. It is only natural since Alan Turing's main achievements took place during the Second World War, his life ended during the Cold War, and the movement regarding his pardon took place in the 21st century.

The content of the lesson is the life and death of Alan Turing. The primary vehicle for exposition will be a video called Alan Turing: Betrayed by the country he saved from the production of the Yarn Hub YouTube channel. The video deals with Turing's studies, his work

at Hut 8 and his later life. In the end, it deals with the movement to pardon Turing. The content directly relates to FEP BE, the Modern Era and the Divided and Integrating World. For Modern Times, it is a part of the Misuse of technology during the World Wars. In Divided and Integrated World it falls under the category of Familiarity with Current Global Issues. For the materials used in this lesson, see Appendix A.

Below are the goals of the lesson sorted by content and language points of view:

Content Goals

Students will be able to...

- Summarize the life of Alan Turing
- Explain the importance of cracking the Enigma Code to the Allied war effort.

Language Goals

Students will be able to...

- Identify key information from a video about Alan Turing.
- Use codebreaking related vocabulary in simple sentences to describe the achievements of Alan Turing.

Lesson Two – Enigma Machine

The second lesson is focused on Enigma Machine itself and its inner workings. From the content point of view, it seeks to familiarize the students with the inner works of the machine and, simultaneously, revise the content topic of WW2. Students will have to solve a series of tasks to get the key for Enigma Machine. This lesson serves motivational and revision purposes and is meant to motivate students for further studies of the content. There are a few rare opportunities to give students hands-on experience when studying history, and this is one of them.

The lesson is naturally split into two parts. In the first part, the students work to receive the clues to help them decode the message. The other part of the lesson comes when most students have their clues and are working on deciphering. For the materials used in this lesson, see Appendix B.

Content Goals

Students will be able to...

- Look up information about important figures and events of WWII.
- Use Enigma Machine Emulator to decode and encode messages.

Language Goals

Students will be able to...

- Follow instructions to decipher a message in Enigma Code.
- Use codebreaking related vocabulary in simple sentences.

IV. RESULTS AND COMMENTARIES

Observation

First Lesson 9.C. The class 9.C lesson occurred first between 10:55 - 11:40 on Friday. There were twelve students in total. The students were aware of the unusual circumstances the lesson took place under, as they were told beforehand by their regular teacher. From the beginning until the end of the lesson, they were highly motivated and performed beyond what the researcher expected. The teacher handled the lesson well and kept to the timetable and the goals stated in the lesson plan. At the end of the lesson, there were a few time constraints, and some students continued working on their last task for two or three minutes after the bell rang, not because they were forced but because they wanted to finish their task correctly. There did not show signs of struggle with any of the tasks. There was no misbehaviour whatsoever, and the lesson went without an issue.

The students were able to finish all exercises on time. They worked well and without any apparent issues. They did not struggle to answer the teacher's questions meant to verify comprehension. Some students were motivated enough to continue the work after the lesson. They accomplished both content and language goals to their full extent.

First Lesson 9.B. Class 9.B showed little motivation to work and to participate in the lesson. There were eight students present for the lesson. Unlike the other class, they struggled with some of the exercises. Particularly the video, which made it impossible to finish the worksheet meant for the first lesson in time. Two of the exercises were moved to the beginning of the next lesson, and the student survey was moved to the first lesson immediately after.

There needed to be more time to finish the lesson to its full extent, two exercises had to be moved to the next lesson, and therefore one of the lesson's goals was not reached. The students needed more time to summarize the life of Alan Turing. The students' low motivation persisted throughout the lesson, and some needed help performing some tasks.

Second Lesson 9.C. For class 9.C, the second lesson took place the following Friday at the same time as the previous lesson. Again, the students performed well. They did struggle with the searches, but otherwise, they had no problem understanding the instructions and the tasks given to them. The teacher did help in a few cases, but those were mostly related to IT issues. The teacher demonstrated the controls of the Enigma Machine Emulator before the work began on the tasks. Because the timetable was followed in the previous lesson, the survey could take place right after the task of deciphering the message was concluded.

Again, all students finished on time with all the goals achieved, and the students even had enough time to finish the survey in the same lesson.

Second Lesson 9.B. The second lesson for class 9.B occurred on Thursday between 12:45 and 13:30. It was the students' last lesson and the sixth in a row. The participation was slightly higher than in the previous lesson. However, the students required the teacher's assistance at several moments, mainly because they struggled with specific tasks that required them to use the tablet to search the internet.

While student participation was somewhat higher, it still needed improvement. The students struggled less with the tasks this time, and most issues concerned their ability to look up information online. Despite two tasks being moved from the first lesson due to time constraints, all tasks were completed to their full extent, with the survey taking place the following lesson.

In summary, class 9.C was highly motivated and performed well in both lessons, and the class finished all exercises in the given time without any issues. In contrast, class 9.B showed low motivation, and the students struggled with some tasks, resulting in two exercises being moved to the next lesson. However, in their second lesson, the participation was better, and they completed their tasks in full. Both classes managed to fulfil their language and content goals, although class 9.B faced some language-based challenges in doing so.

Questionnaire

As for the first lesson, in class 9.B, most students gave the median value, or they answered negatively. Most have confirmed having heard about Alan Turing previously. As sources, they named physics lessons or the movie *Imitation Game*. They enjoyed the first lesson less than the second one. According to their answers, the tasks were difficult for them. However, they did enjoy the choice of content for the lesson. Only a single student was motivated to engage with the topic further. See Table 1 for the exact numbers.

Table 1*Student Answers Regarding the First Lesson in Class 9.B*

Statements	Fully Disagree	Partly Disagree	I don't know	Partly Agree	Fully Agree
I enjoyed the lesson.	1	2	4	2	0
I always knew what to do.	0	1	5	3	0
The topic was interesting.	0	2	4	3	0
The tasks were difficult.	0	1	3	5	0
The lesson motivated me to learn more about this topic.	1	7	0	1	0

The second lesson's results were pretty similar to the first one's results. The students mainly chose neutral answers, although they expressed stronger opinions in specific questions, for example, regarding difficulty. However, more students thought better of the second lesson than the first one. Again, only a single student answered that this lesson motivated them further. In the final comments section, most only confessed to being hungry. Refer to Table 2 for the exact numbers.

Table 2*Student Answers Regarding the First Lesson in Class 9.C*

Statements	Fully Disagree	Partly Disagree	I don't know	Partly Agree	Fully Agree
I enjoyed the lesson.	0	2	4	3	0
I always knew what to do.	1	1	3	4	0
The topic was interesting.	1	0	6	2	0
The tasks were difficult.	0	3	2	4	0
The lesson motivated me to learn more about this topic.	1	6	1	1	0

The answers for class 9.C are almost polar opposites of those collected from class 9.B. All students answered that they enjoyed the lesson, knew what was expected of them, and found the topic choice interesting. While some answered that the tasks were challenging, none agreed fully with the statement, and most disagreed. Half of the students were unsure if the first lesson convinced them to learn more about the topic. Table 3 shows the answers to each statement.

Table 3*Student Answers Regarding the Second Lesson in Class 9.B*

Statements	Fully Disagree	Partly Disagree	I don't know	Partly Agree	Fully Agree
I enjoyed the lesson.	0	0	0	7	1
I always knew what to do.	0	0	1	4	3
The topic was interesting.	0	0	0	1	7
The tasks were difficult.	1	3	2	2	0
The lesson motivated me to learn more about this topic.	0	0	4	1	3

The second lesson proved even more successful than the first one. All students enjoyed the lesson, almost all choosing the extreme end of the Likert Scale. Again, most were aware of what was required of them. Everyone found the topic interesting. Answers regarding the lesson's difficulty were almost similar to the previous one, and the same was true for the last question. There were no additional comments from this class in the open-ended final question. In Table 4 below, it is possible to view the exact numbers for a better overview.

Table 4*Student Answers Regarding the Second Lesson in Class 9.C*

Statements	Fully Disagree	Partly Disagree	I don't know	Partly Agree	Fully Agree
I enjoyed the lesson.	0	0	0	1	7
I always knew what to do.	0	0	2	3	3
The topic was interesting.	0	0	0	1	7
The tasks were difficult.	1	2	2	2	1
The lesson motivated me to learn more about this topic.	0	0	3	1	4

Interview

The semi-structured interview was conducted as soon as both lessons concluded. Several questions were asked regarding student engagement, the difficulty of the tasks, the quality of the materials and time management. Also, in the end, the teacher was asked to provide

additional comments on the materials and possible changes. The interviews were analyzed, and several categories emerged from the data. The categories will be described and discussed below.

First, the language-oriented categories. The first category was the difficulty of the tasks. They often related the difficulty category to the frequency of this kind of activities using the following words: něco nového [something new], nikdy [never], trochu [a bit], nestává moc často [it does not happen often]. It seems that the sense of novelty was something that brought both excitement and difficulties as often they would use these adverbs of frequency close to expressions like: to se dětem hodně líbilo [the children liked that], to děti hodně bavilo [the children enjoyed that].

Related to difficulty and enjoyment is the category of motivation. While the teacher from class 9.C never mentioned students' motivation, it was something the teacher of class 9.B brought up several times, either positively or negatively. The underlying theme was frustration with the students, whose motivation was at an all-time low. Despite that, the teacher of class 9.C mentioned that the students were more motivated than during the teacher's usual lessons. The teacher used the following words when talking about the students' motivation: dobře motivovaní [well motivated], nejhorší, co to může být [the worst it can be], musím se hodně snažit [I have to work hard].

Secondly, content-oriented categories emerged. The teachers expressed much uncertainty regarding the content of history. The following words were used concerning the content of history: není to můj obor [it is not my specialization], raději to nechávám stranou [I prefer to leave it aside], nebyla jsem si moc jistá [I wasn't too confident]. The teachers expressed doubts that they could teach a history-oriented lesson properly. Teacher of 9.B confessed to looking up information before the lesson, while the other relied on the knowledge she got from the movie *Imitation Game*. However, both explicitly asked for additional text to be included in the materials that would help them prepare for the lesson from the content point of view.

Thirdly, the organization issues can be mentioned as another category. Regarding time management, both teachers wished to spend more time on the topic. They used the following phrases when asked about time: protáhla [make longer], rychleji [faster], zvládnout [manage]. However, the teacher for class 9.C said they would like to expand on the original material, while the teacher of class 9.B wished she had more time to work with the original materials.

Another category that was talked about were issues concerning IT. Both teachers mentioned having difficulties working with the online Enigma Machine Emulator. When

speaking of the emulator, the teacher of class 9.C remarked that: Bylo to náročnější pro mne než pro ně. [It was more difficult for me than them].

In the language-oriented category, the teachers discussed the difficulty of tasks, student motivation and the novelty of activities. According to the interview data, the tasks were new, challenging, and as a result, more enjoyable for the students. Under the content-oriented category, the teachers expressed their uncertainty regarding the history content and requested an additional text to help prepare for the lesson. Under the organization category, the teachers wanted more time on the topic and discussed time management. The teachers also discussed IT-related issues, particularly the difficulty of working with an online emulator.

For the transcript of both interviews, see Appendix C, which contains the Czech language version of the interviews.

Commentary

The research tried to answer the following research question: “What are the greatest challenges when creating CLIL materials for teaching history?” The materials incorporated the topic of History with the English language. Most issues emerged from the interviews with the teachers, who either directly or indirectly brought them up. Nevertheless, the observation and questionnaires were also significant data sources and brought exciting insight into the question.

The materials proved effective and will need only a few changes to be used again. According to the data from the questionnaire, the content choice proved solid, although the data from the interview shows that it sparked some issues with the teachers themselves. They felt uncertain about the content they needed to be proficient in and faced doubts during the lesson. As a teacher of both the content and language subjects, the researcher did not consider the issue beforehand. The teachers were only given a lesson plan with goals and activities to accompany the materials. Of course, the matter would be discussed with them before the lesson, but there were no questions regarding the content, so the researcher expected this not to be an issue.

The observation proved that the lessons were conducted in a way that was intended and that it was possible to conduct the lessons with the use of the materials as given. Mostly it helped support the results of the other methods used. However, in the case of student motivation, results from the questionnaire and the interview show a particular discrepancy. The teacher’s interview showed that student motivation has increased, and despite that, it appeared low according to the questionnaire and the observation results.

Data from the questionnaire were inconclusive regarding the enjoyment of the lessons from the student's point of view. Class 9.B, who did not enjoy the class and whose motivation was problematic in the past, as mentioned by the teacher, showed more difficulty dealing with the task than class 9.C, who enjoyed both lessons and found the tasks slightly less complicated. The teachers frequently brought up student enjoyment in relation to novelty. The students enjoyed the lessons, especially class 9.C, which gravitated towards the extreme end of the Likert scale when inquired about enjoyment.

There were planning and time management issues, as evident from the observation and the interview. The time spent on each activity varied significantly in each class as everything took much longer in class 9.B than in class 9.A. It could tie into their low motivation or simply their difference in ability. However, without further research, it is impossible to tell. It is essential to note each teacher's different solutions, where one would like to further expand on the materials while the other wanted to spend more time using the same materials. Both teachers expressed their intention to change the lesson plan according to their needs and concrete conditions, which offers possible implications for further research.

One of the most critical issues that the research revealed was the feeling of uncertainty both teachers experienced when dealing with a content topic outside of the scope of their field of study. Data from the interview shows that teachers felt uncomfortable teaching the subject of History, which they did not study during their university education. They would likely not feel the same discomfort when merging a content topic that was a part of their field of study.

V. IMPLICATIONS

The following part of the thesis deals with the implications of the research.

Due to the teachers' education system, the materials must be adjusted. Since the teachers most commonly have two fields of study – which usually are transformed into the two subjects they teach, they may not be specialized in the lesson's content. Due to that and the data from the interview, a decision was made to include a short text about the lesson's content listing things that the teachers should know prior to teaching the lesson, rather than just plainly summarizing, making sure to point out important information. This additional text should help non-content teachers to adjust to this new environment. With this text, the teachers should be able to familiarize themselves with the content topic of the lesson, even if it is not their field of study. Tandem teaching is a possible solution and could be an alternative to teachers doing research themselves. Unfortunately, this could create more issues for the school system due to organizational constraints making it a less viable solution than it initially seems. The number of teachers to teach a lesson would effectively double. As a subject of further research, it would be interesting to look into additional ways of solving this issue and if they would positively impact the teacher's experience of the lesson and make them more comfortable teaching this way. To eliminate the issue completely, it would be necessary to broaden teachers' education and expand it to at least a moderate amount of knowledge in all content subjects included in FEP BE, which is not the most efficient solution.

Another interesting topic for further research would be ways to simplify the preparation of the materials for the teachers. For example, providing a step-by-step guide, possibly focused on the Czech environment, would help support people who are new to the methodology and would like to prepare a lesson for their use.

This also relates to what caused the most significant issue regarding the research. It was the high level of decentralization regarding CLIL as a teaching method. Since no one person or organization would provide the conditions, rules, techniques, and principles for applying CLIL in language teaching, it was difficult to establish a complete set of rules for material creation to follow in the theoretical part. Also, some of these issues were not dealt with extensively or at all by the authors cited in the theoretical part - possibly because they are related to the Czech context only, as is the case with teacher's fields of study, or because they are general issues and all materials have them, like in the case of time management. Nevertheless, when creating materials and planning their use, they are issues to be aware of.

It did not prove easy to correctly predict the time frame of the lesson when preparing it for a general audience rather than a familiar one, as is mostly the case. The lack of knowledge regarding the students' ability or motivation resulted in some drawbacks, and in the class of 9.B, this led to disturbing the original lesson plan. In the end, it is possible to say that the lesson plan could be omitted entirely, leaving it up to each teacher entirely. However, including the lesson plan as an example should make it easier for teachers to plan their own lessons by adjusting the lesson plan according to their needs. The payoff may vary considerably, and the effort spent on the lesson plan that may or may not be used could be used to improve the materials further. In the more limited scope of the materials involved, the issue could be solved by reformatting the listening exercises on the Alan Turing worksheet in order to shorten the time spent watching the video, which is relatively long.

As a topic for further research, it would be interesting to allow the teachers to use the materials as they wish, observe how they adjust the materials or the lesson plan to suit them better, and have them justify their reasons. Gathering data through crowdsourcing would also be possible in order to find out how teachers handle provided materials after receiving them. It would help determine what is optional to include in the materials.

VI. CONCLUSION

Creating CLIL materials for teaching history in an EFL lesson proved possible in the Czech context. The theoretical part established guiding principles for creating the CLIL materials and helped set the foundation for the material creation in the research part of the thesis.

The research showed that the main issues in creating CLIL materials for teaching history in the Czech context seem to be the teacher's fields of study which do not always overlap with the given context topic. It caused the teachers to feel uncertain or uneasy when teaching the lesson using these materials. It can be avoided by adding an accompanying text that provides insight into the content topic or by other means mentioned previously.

Another issue proved to be time management and lesson planning. Preparing materials for a lesson and making their use as convenient as possible is challenging when the classroom context is unknown. Without that, only a rough approximation regarding the time required to fulfill each objective can be made. However, despite these issues, the principles from the theoretical part were sufficient, even if not all of the possible issues were mentioned. The materials could be used again and improved with only a few adjustments.

In the end, I hope having performed this research will help me prepare materials for my lessons and help others who face the same challenges as I did to surpass them.

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APPENDIX A

Alan Turing Lesson Materials and Preparation

The following appendix contains all the materials and the lesson plan created for the first lesson. The materials required for this lesson consist of three parts. The first is a motivational activity that takes place at the beginning of the lesson. The students are tasked with decoding a message in a simple substitution cipher. Specifically, the cipher is Caesar's cipher, which moves the letters of the alphabet by a certain amount. If Caesar's cipher is shifted by three, then A of the plain text would become C and so on. The students are given both the key and the message. The second part is a worksheet for the tasks related to the video, and the third part is focused on vocabulary revision and vocabulary use.

The Caesar's Cypher serves as an introduction to both the lesson topic and the essential vocabulary. As far as cyphers go, Caesar's is not a difficult one. It is a simple substitution cypher where one letter is substituted for another. The unique property of Caesar's Cypher is that the substitution happens based on a shift. The alphabet is simply shifted by a certain amount of letters. The amount of shifts, the number, is the key to solving the cypher. The Caesar's Cypher, also called a Caesar's Shift, is also a part of the Enigma encoding process. The students are also handed the key and the graphical version of it. The solving of the cypher should not take more than five minutes. A sketch of Gaius Julius Caesar is included next to the heading to help students understand who is behind the cypher.

In order to help the introduction of new terminology, it is highlighted in the material. It includes the following words: decode, cipher and codebreaker. The first two are likely to be deduced by students since they are similar to their Czech counterparts. The last compound word can be broken down into two to help students guess its meaning. E.g. codebreaker is someone who breaks the code. To help introduce the idea that a codebreaker is a person, a sketch of Alan Turing is at the end with an arrow pointing to it.

Asking questions to broaden the topic is quite essential. Apart from verifying comprehension of the material, they may serve to revise the content topic. In this case, it is possible to ask who Caesar was, when he lived, or what he did. While these questions are optional, at the end of this part, it is important to ask students if they know who Alan Turing was. The presumed answer is that they do not know. However, Alan Turing is only slowly making his way to the people's conscience – primarily thanks to the Imitation Game movie about his life starring Benedict Cumberbatch. If the students know the subject, it is worthwhile

to wait and listen. Afterwards, suggest that there is still more to that and praise the students. By the end of this part, students are made aware of the lesson goal – to summarise Alan Turing’s life. Therefore, all tasks they will conduct during the lesson will be conducted with a clear purpose in mind. The goal is to summarize the life of Alan Turing. What do we need to do that? That is the thought we seek to spark in students. We will grow closer to accomplishing our goal by accomplishing a series of tasks.

The second material given to students is the new Alan Turing’s fifty-pound banknote. It can be projected using a data projector or a TV and printed out if there is no way of projecting it. Printing it out in colour is recommended so that its attributes are easily identifiable. Students’ tasks can vary here. It is recommended that students answer a few questions about the banknote. What value is it? What country is it from? What can you see on the banknote? These questions can all be answered using the visual aid that is the banknote, and we can revise content from Civic Education.

The third task revolves around a worksheet related to a YouTube video by a channel called Yarnhub. The channel focuses on telling the stories of extraordinary people and historical events. It has a variety of animated videos that deal with topics related to WW2 and WW1. The channel is active as of writing this thesis. The video used in the worksheet is called Alan Turing: Betrayed by the country he saved. It deals with not just the life of Alan Turing but also the aftermath of his death and the resulting movement to pardon Alan Turing. Much detail is put into Alan’s youth and his work at Hut 8.

Before starting with the video or even giving out the worksheets, asking the students their thoughts and opinions on the video’s title is worthwhile – especially if they have no prior knowledge of the subject matter. Having them brainstorm in pairs first, collecting the ideas, writing them down on the board and then figuring out who could guess the closest is also a way to boost skills in our students. Afterwards, start handing out the worksheet. The worksheet consists of two parts that are related to one view each. The students must answer general questions about the video during the first viewing. During the second listening, we move onto a more specific context when dealing with true/false statements that the students must correct.

The last task is for students to summarize Alan Turing’s life and achievements. The students will be tasked to write a fifteen-sentence summary and use five items from the previous vocabulary exercise. The choice of individual items is up to them. This way, they will be practising using the vocabulary and, at the same time, practising higher-order thinking skills.

LESSON PLAN

Class: 9th Grade

Time: 45 min

Overall aim: Students are able to summarize the life of Alan Turing.

<u>Time needed</u>	<u>Phase</u>	<u>Material and aids</u>	<u>What teacher do</u>	<u>What learners do</u>	<u>Interaction patterns</u>	<u>Objectives</u>
5	Introductory Activity	Caesar's Cypher Worksheet	Gives out the slips. Tells students that the two following lessons will be dedicated to code and codebreaking.	Decipher the message.	T-S	Students can decipher simple Caesar's shift.
5	Brainstorming	Projector Screen / AT Banknote printout	Instructs students. Writes the headline "Alan Turing betrayed by the country he saved" on the board. Prepares the video.	Work in pairs to find out as much information as they can from the banknote. They also guess on the meaning of the headline.	S-S	Students can guess information from a banknote.
12	Video – Alan Turing betrayed by the country he saved	AT Worksheet	Tells students the goal of the lesson – to summarize AT's life. Checks comprehension of questions and instructions. Plays the video.	Listen to the video and fill in Exercise One using the information from the video. Correct statements in Exercise Two based on the video.	T-S	Students can identify a specific information from a video.
8	Vocabulary	AT Worksheet	Instructs students to match the words with their definition.	Match the words with their definitions in Exercise Three.	T-S	Students are able to match vocabulary items with their definitions.
15	Summary	AT Worksheet	Instructs students to write a short summary of AT's life and achievements using at least five vocabulary items from the previous exercise. Monitors students.	In exercise four they write a summary of AT's life based on the previous information and use five items of vocabulary from the previous exercise.		Students are able to summarize AT's life and achievements based on the knowledge they gained during the lesson.

Alan Turing

Exercise One

Watch the video and answer the following questions.

1. Who was Alan Turing? What did he achieve?

2. When did Alan live?

3. Name at least three strange habits of Turing.

4. Name at least three people associated with Turing.

5. Why did people lobby for Turing to be pardoned?

6. Note three important or interesting information about Turing.

Exercise Two

Are these statements true or false? Correct the false ones.

1. Alan worked alone in Bletchley.

2. Alan became famous after the war.

3. Alan was charged with gross indecency.

4. Turing died in a car accident.

5. Turing was pardoned by the UK prime minister.



QR Code for the video



Exercise Three

Match the words and their definitions.

1. pardon		forgiveness of a serious offense
2. codebreaking		a serious illness
3. decrypt		an area used for hunting
4. tuberculosis		awareness
5. consciousness		break the code
6. cryptanalysis		complicated
7. eccentric		conditional release
8. gas mask		foundation
9. elaborate		official permission to have access to secret information
10. hunting ground		protective equipment
11. groundwork		strange, weird
12. probation		study of cyphers
13. security clearance		the solving of code or cipher messages
14. blackmail		to extort money from a person by the use of threats
15. rectify		to make something right

Exercise Four

Summarize Alan Turing's life and achievements using at least five items of vocabulary from Exercise Three.



Ceasar's Cipher (shift by 3 letters)

Decode the cipher to find out a name of a famous WW2 codebreaker.

Plain:

Cipher:

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C

Cipher: DODQ WXULQJ

Plain: _____ →





BANK OF ENGLAND

Alan Turing Banknote Concept

Bank of England

Fifty Pounds

Final
m-config. Symbol Operations m-config.

q_i	S_j	PS_k, L	q_m	(N_1)
q_i	S_j	PS_k, R	q_m	(N_2)
q_i	S_j	PS_k	q_m	(N_3)

$q_1 S_0 S_1 R q_2, q_4 S_0 S_1 R q_3, q_3 S_0 S_1 R q_4, q_4 S_0 S_1 R q_1,$



Alan Turing (1912-1954)

"This is only a foretaste of what is to come and only the shadow of what is going to be"

©The Governor and Company of the Bank of England 2019

APPENDIX B

Enigma Lesson Materials and Preparation

The following appendix contains all the materials and a lesson plan for the second lesson. At the beginning of the lesson, students receive all of the materials. It includes the encoded message, Enigma Guide and the tasks students are required to finish to get the clues. There are two tasks the students have to accomplish with the help of tablets or computers with an internet connection. The order in which the tasks are done does not matter. It is possible to distribute them at the same time and for each of the students to work on one exercise simultaneously.

The first is a crossword puzzle containing thirteen items of WWII-related information. Some information will be immediately known to students, either from their history lessons or previous lessons. The second exercise, required to receive the rest of the clue, is a gap-filling exercise using the vocabulary from the previous lesson's worksheet. The entire article is about Alan Turing and the information we found in the previous lesson. For each task, the students are given a piece of clue. After they finish both, they are instructed to use the QR code from the Enigma Guide to access the Enigma Machine Emulator and decode the message. Students may need more supervision since they need help figuring out how the emulator works. It is highly recommended to test the emulator beforehand in order to be able to help students at this phase.

LESSON PLAN

Class: 9th Grade

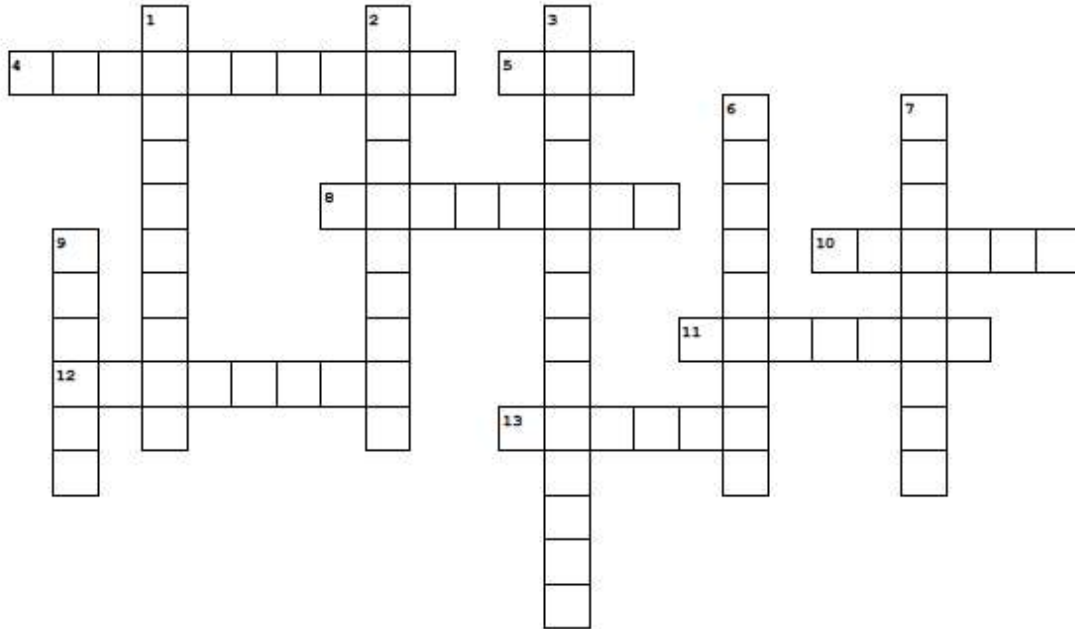
Time: 45 min

Overall aim: Students use a series of clues to decipher a message in Enigma Code.

<u>Time needed</u>	<u>Phase</u>	<u>Material and aids</u>	<u>What teacher do</u>	<u>What learners do</u>	<u>Interaction patterns</u>	<u>Objectives</u>
5	Introduction and administration	Tablets/Computers, Enigma Operation Manual	Instructs students to sit in pairs. Gives out manuals and tablets/students log in to their computers.	Log into their devices. Browse through the manual. Play with the Enigma Machine Online.	T-S	
5	Introductory Activity	Computers/Tablets, Revision Worksheet	Monitors. Hands out worksheets.	Students work in pairs to revise content and language of the previous lesson.	S-S	Students are able to answer simple True/False questions regarding the topic of previous lesson.
10	Crossword Puzzle	Computers/Tablets, Crossword Puzzle	Monitors. Hands out worksheets.	Students work in pairs to look up facts about WWII.	S-S	Students are able to fill in a crossword puzzle using their knowledge of WW2.
15	Breaking the Enigma	Computer, Enigma Machine Online, Enigma Operation Manual	Monitors and assists student in deciphering the code.	Decipher the message using the manual and the key.	S-S	Students are able to decipher a message in Enigma Code using the clues from previous activities.
10	Learner's Questionnaire	Learner's Questionnaire				

To get the next part of the key, solve this crossword puzzle. You can use the internet to look up the information online.

WWII



Across

- 4. former name of Volgograd
- 5. British Secret Intelligence Service
- 8. city bombed by "Fat Man"
- 10. general liberated Pilsen, last name
- 11. the most widely used tank by the US in WWII
- 12. german minister of propaganda, last name
- 13. desert fox, last name

Down

- 1. german for "lighting war"
- 2. german operation to invade SSSR
- 3. Stalin's middle name
- 6. premier of Great Britain during WWII
- 7. german airforce
- 9. german secret code

Read the article and fill in the words from the box to receive the **first part of the clue**.

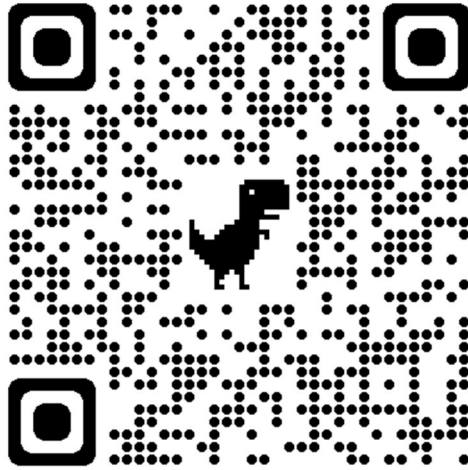
decrypt, pardon, security clearance, blackmail,
gas mask, groundwork, mathematician, hunting grounds,

Alan Turing

Alan Turing was a British _____ who lived during WWII. His work laid the _____ for modern computing. During the war, he worked at Bletchley Park to _____ the Enigma Machine Code, which guided German submarines to their _____. He had many strange habits, like riding a bike to work wearing a _____ to protect against pollen. Turing was also gay. A crime at the time. He was charged with gross indecency. His _____ was revoked and he could no longer work for the government. They feared USSR would use this to _____ Turing and get information from him. He was later _____ by the Queen.

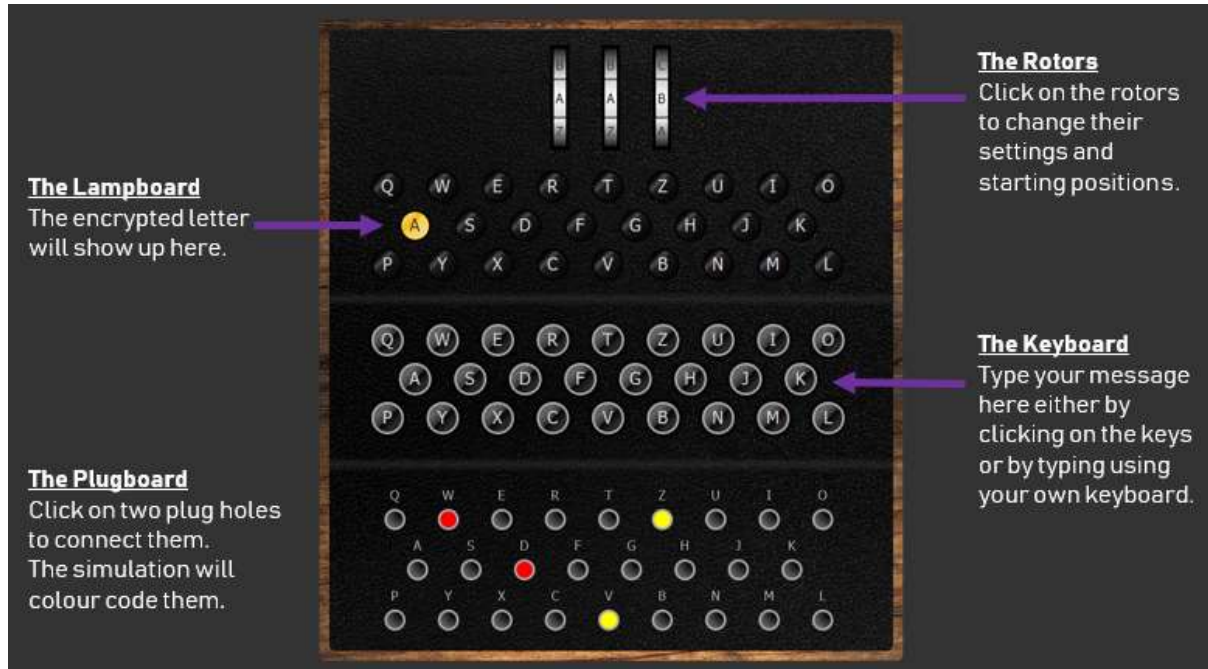
The Enigma Machine

Operation Manual



Inside the Enigma

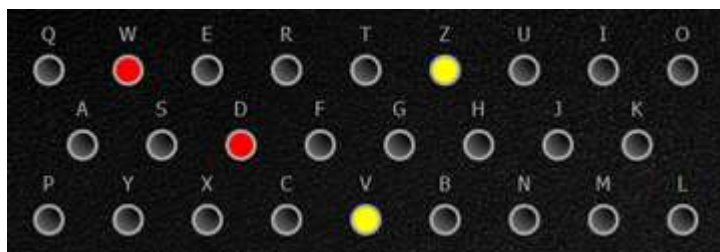
The enigma machine is a fairly complex encryption machine which consists of four main sections.



The plugboard

Once a key is pressed on the keyboard, it goes through the plugboard which provides the first stage of the encryption process. It is based on the principles of a substitution cipher.

To set up the keyboards, short wires are used to connect pairs of letters that will be switched. For instance on the picture below the letter W will be replaced with a D and the letter D with a W as a (red) wire is used to connect these two letters/plugs. Similarly, letter V will become letter Z and Z will become V.



In a code book the plugboard settings would be recorded as follows:
DW VZ

The Rotors

After the plugboard, the letter goes through the three rotors in order (from right to left), each of them changing it differently using a combination of transposition cipher and **Caesar cipher!** There are three rotor slots and five rotors to choose from. Each rotor is identified using a Roman numeral from I to V. This provides a **few settings of the Enigma machine:** which **rotors** to use, and in which **order** to position them. In a code book this setting would be recorded as IV II III.

Another setting is the initial position of the rotors: Which letters are you going to begin with (e.g. A/B/C../Z sometimes recorded in a codebook **using numbers** (01 for A, 02 for B up to 26 for Z)). On our Enigma M3 emulator, you can click on the rotors to **access the Enigma rotors settings:**



Reflector: UKW-B ▾	1 st Rotor:	2 nd Rotor:	3 rd Rotor:
Rotor	IV ▾	II ▾	III ▾
Ring Setting	B ▾	E ▾	R ▾
Initial Position	L ▾	I ▾	N ▾
Cancel		Apply Settings	

Tips:

1. First prepare everything - then start typing.
2. If you make a mistake while typing, you have to start over and set up the machine again.
3. Check the book below after typing the first few letters to make sure it makes sense.
4. Do **NOT** panic!

Source:

101 Computing. (n.d.). Enigma machine emulator. Retrieved from <https://www.101computing.net/enigma-machine-emulator/> (Accessed April 23, 2022).

Teacher's Guide

Top Secret Codebook

	Today's Code is:
Rotor:	III I IV
Ring Setting:	G D C
Initial Position	K D V
Plugboard Pairs:	ED ML UI OS FC

Message:
GERMAN TROOPS ARE ALREADY IN ENGLAND

Ciphertext:
UOIJY ANIIL IHPWG WGKZQ QLXXY SBESL T

Give out the manual in the very beginning along with the ciphertext. The students can try playing with the Enigma for a while in the beginning. After a while, tell them about how they are going to get the key to decrypt the message (earning them for solving the two exercises). After the first activity, distribute the first half of the key. After the second activity (crossword puzzle) , distribute a second half of the key. Students can work in pairs to help each other.

Link to the page:
<https://www.101computing.net/enigma-machine-emulator/>

Link to just the emulator:
<https://www.101computing.net/enigma/enigma-M3.html>

Use Teams or similar to distribute the link or use QR codes on the manuals to access the emulator.

UOIJY ANIIL IHPWG W GKZQ QLXXY SBESL T

German Top Secret Codebook

Today's Code is:

III I IV

ED ML UI OS FC

Ring setting
Initial Position

G D C
11 4 22

APPENDIX C

Interviews Transcripts

The following part contains the transcripts of each interview conducted with the teachers after both lessons finished.

9.B Interview – Transcription

B - Bušek

U – Učitelka

B: Tak, jak probíhaly hodiny? Nějaké komentáře, připomínky?

U: Určitě musím říct, že hodiny probíhaly dobře. Žáci byli dobře motivovaní, asi nejvíc, co jsem je viděla za posledních pár týdnů. Vůbec na ničem nechtějí pracovat, musím se hodně snažit, abych je do čehokoliv zapojila.

B: Takže pracovali víc než obvykle? Já jsem teda neměl pocit, že by se nějak hodně snažili.

U: Na tuhle třídu to bylo hodně. Běžně v roce to bylo náročné, ale teď na konci devítky to je nejhorsí, co to může být. Ale myslím, že se jim ty hodiny docela líbily, ta druhá asi víc.

B: Máš nějaké připomínky k časování jednotlivých aktivit? Vím, že jsme tam s tím trošku bojovali.

U: Ano, to je pravda. První část nám zabrala víc času, musela jsem jim to video pouštět postupně a pomoci jim. Neznali slovní zásobu, což by normálně takový problém nebyl, ale oni prostě moc nechtěli, takže jsme to museli projít jedno po druhém a to nám zabralo hodně času. Možná ty dvě cvičení na ty videa bych předělala tak, aby bylo každé na jednu půlku. Osobně bych si to nejraději protáhla na alespoň tři hodiny a slovní zásobu bych si předučila, aby tomu rozuměli. Bohužel na to kvůli zápisu už nebyl čas.

B: To si poznamenám, s tím takhle souhlasím. Když jsem to viděl, asi bych ta cvičení opravdu předělal.

U: Jo, vycházelo nám to tam tak, že se část toho musela posunout do další hodiny. Nakonec se nám to sešlo, ale bylo to docela náročné a mohlo to vyjít líp. Téma bylo zajímavé a byla škoda, že jsme se jím nemohli zaobírat déle.

B: Souhlasím.

B: Takže materiály byly náročnější než obvykle?

U: Ano, to asi ano. Bylo pro ně těžké, že to bylo něco nového. Ale kdyby to bylo jindy během roku, tak by asi pracovali o dost lépe. Teď už nemají motivaci a nechtějí nic dělat. Proto mě překvapilo, že docela pracovali.

U: Pak jsem tam ještě trochu bojovala s tou Enigmou, ta aplikace chvíli trvala naučit. Musela jsem si to párkrát vyzkoušet, ale nakonec to fungovalo. Jen škoda, že to všichni nestihli. Ty QR kódy byly dobrý nápad, že si to mohli vyzkoušet i v klidu doma.

B: Máš ještě nějaké připomínky k materiálům? Jak se ti s nimi pracovalo?

U: Byly pěkně připravené, bylo vidět, že sis to dobře promyslel. Jen za mě by se mi tam líbilo nějaké info o tom Turingovi. Já jsem o něm před hodinou nikdy neslyšela, nejsem dějepisář a tak jsem si musela nějakou tu hodinku googlit než jsem věděla, o koho jde. Bylo by pěkné k tomu dát nějaké informace pro nedějepisáře. Nebyla jsem si moc jistá, co bych dělala, kdyby se mě na něco zeptali.

B: Vidiš, to mě nenapadlo. To by určitě šlo tam přidat. Ještě tě něco napadá?

U: Ne, takhle je to asi všechno.

B: Tak děkuji mockrát za rozhovor, a že jsem si to mohl vyzkoušet u tebe.

U: Není zač, doufám, že jsem pomohla.

9. C Interview – Transcription

B – Bušek

U – Učitelka

B: Tak, máme to za sebou. Jaké z toho máš pocity? Máš k průběhu hodin nějaké připomínky? Komentáře?

U: Za mě hodiny moc pěkné, bylo vidět, že to máš dobře připravené. Za mě to děti hodně bavilo. Líbilo se jim, že tam byly nějaké věci, co jsme spolu nikdy nedělali.

B: Máš nějaké připomínky k načasování?

U: Myslím, že první hodina nám vyšla jen tak tak, ale dalo se to časově zvládnout. Ta druhá hodina už pak byla lepší, bylo tam dost času si všechno vyzkoušet. To se dětem hodně líbilo. Mohli dělat na tabletech, to se jim moc často nestává.

B: Takže časově se ti to zdálo v pořádku?

U: Jo. Bylo toho tak akorát, myslím, že kdybych to učila znovu, tak už to jde trochu rychleji a bylo by to úplně bez problému. No. Takže tak.

B: Dobrá. Jak se ti zdála náročnost jednotlivých aktivit? Byly tam úkoly těžší, než jsou žáci zvyklí?

U: No, trochu. Se mnou tu a tam dělají ty různé aktivity v učebnicích, takže jsou zvyklí dělat během angličtiny i něco, co nesouvisí přímo s angličtinou. Dějepis s nimi ale moc nedělám, není to můj obor, takže to raději nechávám stranou. Dneska se to ale docela pěkně podařilo. Spíš to asi bylo náročnější pro mě, než pro ně. Ta Enigma byla docela náročná se naučit používat.

B: Ta online aplikace?

U: Jo, ta. To víš, dětem to nedělá problémy dneska, ale nám už to chvíli trvá. Nakonec to ale nebylo tak těžké. Myslím, že jsem se s tím poprala docela dobře.

B: To určitě. Chápu, ono se to moc nezdá, ale já už taky někdy mám problémy je stíhat. Tak, ještě se chci zeptat, jak se ti pracovalo s materiály?

U: Tak trochu už jsem na to odpovídala. S materiály se mi pracovalo dobře, trochu bych si ještě ráda upravila formát té hodiny. Rozhodně bych se chtěla tomu tématu věnovat dýl. Kdyby to bylo na mně dala bych si tam ještě hodinu nebo dvě na nějaké další aktivity, opakování a tak.

B: Zrovna jsem se na to chtěl zeptat. Máš nějaké připomínky k těm materiálům?

U: Za mě moc pěkný, dobře se s nimi pracovalo. Kromě toho času, ale to je asi na každém učiteli zvlášť, tak bych tam ještě ráda viděla nějaké stručné shrnutí k tomu Turingovi. Přece jen, já jsem ten film viděla, takže trochu vím, o co jde, ale stejně jako jazykáři by se mi tam líbilo víc k tomu dějepisu pro učitele.

B: Určitě, to tam rád doplním. To se dá snadno napravit. Máš k tomu ještě něco?

U: Pak ještě takový detail. Ty dvě cvičení k tomu videu bych předělala tak, aby se nemuselo pouštět to celé video znovu. Třeba rozdělit na první a druhou půlku videa, aby se to rychleji kontrolovalo. Ušetřilo by nám to nějaký ten čas na to shrnutí. Ke konci už tam moc času nezbývalo. Jinak k tomu už asi nic nemám.

B: Dobrá. Já mockrát děkuji za zpětnou vazbu. Taky, že jsem tě mohl takhle na konci roku otravovat.

U: Není problém, doufám, že ti to dobře dopadne.

SHRNUTÍ

Tato diplomová práce se zabývá tvorbou a využitím materiálů pro výuku historie metodou CLIL. V teoretické části krátce představuje metodu CLIL jako takovou, následně se věnuje plánování lekce metodou CLIL v českém kontextu. Jsou zde zmíněny případné zdroje materiálů. Na konci teoretické části jsou pak shrnuty principy a doporučení pro tvorbu materiálů.

Výzkumná část se věnuje využití materiálů vytvořených pomocí doporučení v teoretické části a hledá odpověď na výzkumnou otázku: Jaké jsou největší výzvy při tvorbě materiálů pro výuku dějepisu metodou CLIL? Výzkum proběhl na 21. základní škole v Plzni mezi žáky devátých tříd za použití studentského dotazníku, nezúčastněného a nestrukturovaného pozorování a rozhovoru s učiteli jednotlivých lekcí. Z výsledků výzkumu lze říct, že materiály vytvořené podle principů metody CLIL jsou zpravidla dostatečné, je však možné narazit na problémy specifické pro české prostředí, jako například nejistota učitelů v případě výuky předmětu, který není jejich oborem, nebo na problémy obecné, které přímo nesouvisí s metodou CLIL, jako například těžko odhadnutelná časová náročnost aktivit v případech, kdy nepřipravujeme materiály sami pro sebe, ale pro někoho zcela neznámého.