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**INTEGRATION OF ENGLISH AND VISUAL ARTS IN LOWER
SECONDARY SCHOOL CLASSES**

DIPLOMA THESIS

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

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ABSTRACT

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This diploma thesis deals with the possibility of implementation of the subjects of Visual Arts and English through the CLIL methodology in the curriculum of lower secondary. The theoretical description of the issues is followed by classroom research in the means of realization of five lessons in the curriculum of a selected lower secondary school. These lessons are analyzed from the points of view typical for CLIL methodology: 4Cs framework, scaffolding, division of a lesson into into, through and beyond stages, use of suitable teaching materials and interaction in learning. The realized lessons are described thoroughly and examined from the above listed points of view. The research shows that the implementation of CLIL methodology may be applied on the basis of a thorough preparation of the participating teachers in the means of study of the CLIL methodology and according to thorough lesson planning.

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I. INTRODUCTION

This diploma thesis deals with issues of Content and Language Integrated Learning (CLIL) as an important area for research of teaching and learning methodology concerning the integration of foreign language and specialized subject in classes of lower secondary schools worldwide and more precisely in the Czech Republic. CLIL presents a comparatively new approach to teaching and learning at all stages of education.

Coyle, Hood and Marsh (2010) define CLIL as “an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content.” (p. 3) The development of CLIL was a result of a need to provide a wider exposure to a foreign language overall, followed by a need for improvement of the linguistic and communicative competence, improved motivation and authenticity of the curriculum in order to increase learners’ motivation. The implementation of CLIL methodology into the curriculum of lower secondary schools in the Czech Republic seems to present an innovative approach to teaching in the means of scope of teachers’ further development and to learning as an opportunity for learners to use their knowledge of L2 for practical purposes and to take advantage of their active involvement in the progress of the classes.

This diploma thesis presents the most important features of CLIL methodology on the background of curriculum of lower secondary schools in the Czech Republic. It provides a view on CLIL as an innovative approach to teaching content and language by the means of integration of both of the subjects. The theoretical part contains description of basic CLIL terms and presents the procedures of a preparation of successful CLIL lessons. At the same time, the necessary attributes of a capable CLIL teacher are described. The theoretical part also deals with didactics of the subject of Visual Arts and specifies the suitability of integration of the subjects of English and Visual Arts.

The research of this diploma thesis is based on five CLIL lessons realized in classes of a lower secondary school in Karlovy Vary under a supervision of cooperating teachers. These lessons were eventually examined under CLIL methodology in the means of a selection of important CLIL features. Strengths and challenges of particular lessons were monitored and described thoroughly, possible reasons, especially of weaknesses, were determined. In the final part of the thesis, suggestions for improvement of future lessons as well as suggestions for further research are proposed.

II. THEORETICAL BACKGROUND

The theoretical part of this thesis provides analysis of CLIL as a theoretical concept with a focus on the methodology of CLIL and on the didactics of Visual Arts. It also provides a description of historical development of CLIL worldwide with detailed focus on CLIL in lower secondary schools in the Czech Republic. The most significant terms are presented and explained with regard to their use within planning and realization of CLIL lessons.

About CLIL

Development of CLIL Worldwide

According to Coyle et al. (2010) the beginning of its development can be dated to the early 1990s. As stated by Mehisto, Marsh and Frigols (2008), the first attempts of teaching and learning of a subject through a foreign language can be dated back up to 5000 years in areas like contemporary Iraq (p. 9). Another example of historical use of a second language for education has been the use of Latin especially in European universities. However, this example cannot be considered a clear parallel of contemporary CLIL as Latin was not used to provide place for development of the speakers' first language (which is typical for CLIL).

The historical need of fluency in foreign language arose from the value of multilingualism. As mentioned by Sajda (2008), the development of the European Union, the movement of citizens across various countries and simultaneously the need of their engagement to the international education and consequently their success at the labour market, it is necessary to let European citizens become versatile workers in any European country, as well as in any country all over the world. Sajda (2008) states that the knowledge of foreign languages including the cultural background of various cultures will make the Europeans more open to freedom of choice of their living and working (p. 1). CLIL seems to provide a suitable and a modern way of how to motivate the students, who present the future motive force of economy worldwide, to dare to offer their skills at the international labour market. According to Šmídová (2012), the term CLIL has been determined in 1994 and has been used for the first time in 1996 in Finland (UNICOM, University of Jyväskylä) and in Holland (European Programme for Education). CLIL served to describe the methodology of teaching specialized subjects through foreign language in

which the specialized subject and the foreign language are being taught simultaneously (p. 9). The term CLIL has gone through a further development which has moved it to present a specific kind of education that connects didactics of a foreign language and didactics of the specialized subject. CLIL contains a portfolio of various teaching strategies. One of its aims is to support learners' independence and creativity which subsequently provides the learners with a variety of obvious advantages at the labour market. The development of CLIL continues throughout the time and brings a variety of studies and guides which serve as study materials and source of ideas and information about the issues of CLIL.

Development of CLIL in the Czech Republic

The first references of CLIL appear in the National Plan of the Foreign Language Education for the period of 2005 – 2008 (Národní plán výuky cizích jazyků pro období 2005-2008) which has been commented on by Jaroslava Štefflová in articles in the *Učitelské noviny* (2010), a periodical published in the Czech Republic for the purpose of spreading specialized information amongst Czech teachers and professional public. The Research Institute of Education in Prague (Výzkumný ústav pedagogický, further VÚP) has become a partner in the project. The beginning of 2010 has brought a project to support the development of CLIL in the Czech Republic compiled and implemented by the National Institute for Further Education (Národní institut pro další vzdělávání, further NIDV). The aim of VÚP and NIDV was to produce a handbook of methodology dedicated to teachers who decide to integrate CLIL amongst their teaching techniques. The project was determined for use in classrooms of lower secondary schools and lower degree of grammar schools. The main aim of the project was to integrate CLIL into standard curriculum in order to increase the ability of practical use of learners' non-native language and learners' ability to use the language in everyday situations.

According to Kamila Sladkovská, a specialist in didactics at the National Institute of Education (Národní ústav pro vzdělávání, further NUV), who was interviewed by Jaroslava Štefflová (2010), CLIL teachers should be equipped with faultless knowledge of the English language. Sladkovská also expressed existing ambiguity about suitable requirement regarding the level of CLIL teachers' English or another language which would be used for CLIL purposes. As stated by Sladkovská, the use of CLIL methodology does not present a subject of obligation of authorization by an authority, which was being a subject of misinterpretation of the existing legislation. The valid legislation was

represented by a manual published by the Ministry of Education Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy, further MSMT). The implementation of CLIL methodology does not come under any legislation; however, as Sladkovská remarks, the components of CLIL methodology have often been confused with the attributes of teaching a specific subject clearly in a foreign language, which presents a subject of obligatory authorization by the MSMT.

The use of CLIL should lead to an opportunity to gain new scope for use of foreign language in a natural and meaningful way and the thorough training of CLIL teachers should result in the elimination of mistrust or anxiety of use of a new unfamiliar methodology.

Definition of CLIL

As stated by Coyle et al. (2010), the concept of CLIL is to acquire knowledge in complex and to integrate the non-language subject and English with the purpose to achieve balance and synergy of both content and language (p. 27). According to Sajda (2013), CLIL serves as an umbrella term covering a range of varieties of particular style of learning (p. 29). Sajda describes CLIL as a dual-focused way of education in which additional language is being used and which makes a direct link between the content and language. On the basis of this definition, the aims of CLIL learning are dual-focused, as CLIL classes place emphasis on both subject and language.

By contrast, Coyle et al. (2010) point out the fact that CLIL does not consist of pure translation of the non-language subject to English and teaching and learning the subject clearly in English. At the same time, it is not possible to examine the progress in learning grammar through learning specialized curriculum concerning the non-language subject.

CLIL in Visual Arts

Concerning the integration of English and Visual Arts, Sajda (2013) describes the term Domain Knowledge in CLIL as knowledge of any content class, in the particular case of this Diploma thesis the Domain Knowledge deals with the subject of Visual Arts. The Czech Republic Framework Education Programme for Basic Education (Rámcový vzdělávací program pro základní vzdělávání, further RVP pro ZS), marks the subject of Visual Arts as the Fine Art. According to RVP pro ZS (2007),

Fine Art involves work with visual images and symbols – these are an irreplaceable tool for understanding and experiencing human existence. Creative work with these symbols and images, based primarily on a comparison of the pupils' current and past experiences, enables pupils to express their personal feelings and experiences through creativity, perception and interpretation. (p. 66)

According to Coyle et al. (2010), considerations about the content of learning present the first necessary step to designing a useful CLIL curriculum. The content in a CLIL context provides a much larger selection than a simple choice from a traditional school curriculum. According to Coyle et al. (2010), the interdisciplinary work integrated with CLIL provides a portfolio of opportunities in the regular curriculum with a variety of possible overlaps to support and improve learning, skill acquisition and the development of learners' acquisition of knowledge and deepening of skills concerning Visual Arts. The theory mentioned above presents a suitable environment for learning Visual Arts through English as the subject of Visual Arts derives its themes from a variety of disciplines and as it presents an appropriate area for interdisciplinary work, utilization of cross-curricular topics and mainly the application of CLIL. As stated by Vojtková and Hanušová (2011), integration of English and Visual Arts was one of the most common kinds of CLIL curricula in schools in the Czech Republic in 2008.

Content in CLIL

According to the statement of Coyle et al. (2010), CLIL presents an educational approach based on integration of language and content learning (p. 28). The first stage of the preparation of a CLIL lesson is represented by a decision about the content of learning. Both of the skills, language and content, must be integrated instead of being subsumed, or the interrelationship between both of these being ignored. It is necessary to remember the fact that in comparison with a traditional school curriculum, content in a CLIL concept presents a considerably flexible portfolio of topics. The CLIL concept may be enriched with further cross-curricular subjects according to the RVP pro ZŠ, or the setting may be thematic, interdisciplinary or citizenship-focused. It is also important to consider possible contextual variables which may depend on the context of the learning institution – for example the teacher availability, language support, age of learners, social environment (p. 28). This means that content may vary from the statutory national curriculum to various

projects based on a portfolio of topical issues. Such a selection of concept leads to the initiation and enrichment of learning, development and acquisition of learners' skills.

It is also necessary to consider to which extent the classes will be more language-led, more content-led or whether the classes will utilize a combination of both of the approaches. While creating a CLIL lesson, an appropriate approach to learning shall be selected – according to Coyle et al. (2010), the social-constructivist learning with the involvement of the strategy of scaffolding presents a suitable procedure.

CLIL teachers also have to consider the involvement of learners in their own learning and their cognitive engagement in learning. Learners shall improve their learning skills through application of various approaches to learning. It is necessary to consider that the acquired skills are very likely to reach importance in learners' further civil life – skills such as dealing with the unexpected, interaction with the world, cooperation or problem solving (p. 29).

As a result, content learning shall not only mediate the defined knowledge and skills according to the curriculum. Content learning presents an opportunity to apply the acquired knowledge and skills through creative thinking, problem solving and cognitive challenge which leads to learners' knowledge how to utilize the knowledge and skills throughout life. As stated by Llinares, Morton and Whittaker (2012), “in CLIL classrooms learners can and do transact everyday tasks and talk about things which are personally meaningful to them and, therefore, they will find opportunities to develop everyday language” (p. 9).

Language in CLIL

According to the publication *The Roles of Language in CLIL* compiled by Llinares et al. (2012), the language of learning CLIL is presented by “an additional language, ... often a learner's “foreign language”, but it may also be a second language or some form of heritage or community language”. The definition of the core features of European CLIL is presented by distinguishing CLIL from other existing bilingual educational programmes with the overall title of immersion. In comparison with immerse classes, CLIL learners start being exposed to content in foreign language comparatively later than their immerse counterparts. CLIL teaching materials must be adapted or prepared specifically for CLIL learning, while immerse materials present the same materials used by native speakers. Language competence required for CLIL is lower than in immerse programmes.

Dalton-Puffer determines the role of language in CLIL (2007),

“...language as the prime symbolic mediating tool is viewed as something which is in the first place located “out there” in social interaction, in the dialogue between “experts” and “novices”, and it is internalized and cognitivized only as the development of the individual mind progresses. Once this internalization is under way, language becomes available for the individual also as a tool for thought in private speech and further learning...”
(p. 264)

The roles of language in CLIL may be divided into three main areas: language in classroom interaction, language of academic subjects and students’ language. Language in CLIL classroom interaction mediates content being communicated about and reasons of teachers’ choice of the particular content, as CLIL lessons require more of attention in this point than lessons in learners’ mother tongue. The aim of learners’ comprehension of academic texts is the ability to translate academic texts into common language learners understand and the ability to produce academic texts by themselves (p. 180). The presence of students’ language in CLIL classes presents another important feature in CLIL learning. As stated by Llinares et al. (2012), students can benefit from a variety of tasks which help to improve interpersonal functions of the language. The integration of interpersonal and academic features in CLIL classes supports the improvement of target language skills and allows learners to receive a wider perspective in content learning. From this point of view, CLIL classes support the expansion of learners’ both social and academic language skills. Detailed considerations about content help teachers prepare CLIL lessons in which learners understand the curriculum and can participate actively. Such an approach demands on both teachers and learners.

It is common that CLIL teachers are not non-native speakers. There are two types of teachers involved in CLIL – language teachers who have to teach the specific subject and subject teachers who have to teach their subject through English (p. 7). Concerning language of academic subjects in CLIL, teachers are required to know the language construction of their subjects to be able to support their students in comprehension and ability to understand the content they have to become familiar with.

Methodology

CLIL Methodology

The rules and principles of an effective CLIL class vary with different authors; however, the basic ideas are similar. The methodology of CLIL lays emphasis on the personality and abilities of teachers who have to meet a variety of conditions. According to Šmídová (2012), the role of CLIL teachers is substantially variable in their interaction with learners. The teachers' role contains motivation of learners, selection of suitable materials for learning and teaching with corresponding teaching strategies, support of learners' activity by stimulating methods or utilization of learners' mistake as an opportunity for further learning. The tasks of CLIL teachers contain also considerations about the necessity of support of learners' work and selection of suitable organization forms.

Language learning is complemented by content learning which brings the necessity of choice of the suitable strategy of teaching and learning. There is a variety of core features of CLIL methodology. As stated by Mehisto et al. (2008), thinking presents the leading feature of the process of teaching and learning (p. 30). The level of learning depends on the power of thinking, which means that a successful CLIL practice has its roots in high-quality cognition. The term cognition includes six categories of knowing, including perceiving, recognizing, judging, reasoning, conceiving and imagining. The most important focus of CLIL is content opposed to form. In order to reach considerable results, CLIL classes have to be focused on development of learners' existing knowledge, skills and attitudes.

As stated by Mehisto et al. (2008, p. 29), there is a multiple focus used in CLIL methodology. The core features are presented by the integration of several subjects, support of such integration, cross-curricular activities and support of the reflection of learning process. Safe and enriching learning environment includes routine activities and discourse in the class, learners' access to authentic learning materials, support of learners in the means of their confidence to experiment with language and content and the increase of learners' language awareness. Use of authentic learning materials in CLIL classes shall provide learners with help when needed, support of the connection between learning and learners' lives or use of current materials from the media as well as other sources. CLIL classes shall also enable learners to experience active learning in the means of enough

space for communication, learners' own evaluation of progress as well as help setting content, language and learning skills outcomes, support of cooperation in the classes with teachers in the role of facilitators.

According to Mehisto et al. (2008), an important and characteristic feature of CLIL classes is so called scaffolding, a technique which presents "building on learners' existing knowledge, skills, attitudes, interests and experience" (p. 29). Scaffolding also includes presentation of information in user-friendly ways, respect to various learning styles, support of creative and critical thinking and stimulus for the students to go forwards in their learning.

Cooperation in CLIL means involvement of both learners and other persons into learning. These persons may be CLIL and non-CLIL teachers, parents in order to support their descendants' learning or publicity such as local community, authorities or employers. On the basis of the utilization of the 4 Cs framework, teachers shall proceed with the curriculum in order to meet the demands in only one component of CLIL class, either in content or in language.

As stated by Šmídová, while teaching new content, language shall remain easily accessible to learners and the other way around (p. 22). Planning a CLIL lesson shall begin with the consideration of what learners already know. The further step shall be presented by a decision about the aims in content and language including the possible ways of their assessment and the selection of tools to reach the aim of the class. Teachers shall consider the possibilities concerning the support of learners and select suitable organization forms. Teachers shall also make a decision about the processing of possible mistakes made. It is necessary to consider the presence of both content and language in each moment of a class and to balance the aims of the class in order to increase the demands of the integrated learning concerning content and language (p. 23).

Planning a CLIL lesson

For a successful CLIL lesson, thorough planning in advance is necessary. Teachers shall first revisit the 4Cs framework with its major components. According to Coyle et al. (2010), the 4Cs framework presents a set of four basic components of a conceptual map for understanding CLIL. The framework integrates further building blocks of CLIL: content in the means of subject matter, communication through language learning and use, cognition,

which includes learning and thinking process and culture presented by development of intercultural understanding and global citizenship. While using the 4 Cs framework, it is necessary to consider the integration of content and language learning within specific contexts and symbiotic relationship between the elements. As stated by Coyle et al. (2010), the 4Cs framework presents a device which may be modified according to actual requirements of the particular context and priorities (p. 65). The first C, content, presents the subject of CLIL. It may be connected with the curriculum or with other areas of learning such as cross-curricular subjects or integrated studies. Content presents the curriculum and skills which will be new for learners. Teachers shall select new vocabulary to be learnt and language already known to learners concerning both grammar and vocabulary which will be used for transfer of content information and which is necessary for efficient communication in the class. According to Coyle et al (2010), an effective CLIL lesson shall support learners' acquisition of new knowledge and development of new skills (p. 54). CLIL lessons shall encourage learners to challenge themselves and to build their own understandings of the curriculum. To prepare a CLIL unit, it is necessary to consider content in reflection points concerning its suitability and its place in the existing curriculum. Teachers shall select new knowledge and determine what exactly learners will learn. Content shall support global goals of the curriculum.

The next step of the planning shall present the connection of content with the second C, cognition. This particular moment requires the use of a taxonomy of thinking skills and presents a suitable moment for selection of particular types of tasks or activities which will support the acquisition of cognitive skills in connection with required linguistic demands necessary to achieve particular goals concerning cognition. The phase concerning content and cognition is connected with questions learners will ask, discussion, feedback and assessment of the curriculum learners have acquired (Coyle et al., 2010). In the next step, the third C, communication, has to be considered concerning the definition of language to be learnt and used in the CLIL classroom (p. 58). The fourth C, culture, presents a connection between content, cognition and communication. As stated by Coyle et al. (2010), culture in CLIL supports tolerance, intercultural thinking and presents the development of learners' identity (p. 55). CLIL classes present suitable setting for the development of cultural understanding which has to be transparent and planned in advance. This consideration presents CLIL as means of implementation of the particular

class into regional, national or global circumstances. CLIL lessons shall develop and support various cultural implications of the particular topic of the CLIL classroom.

Learners shall have an opportunity to access the appropriate language in a grammar lesson preceding the CLIL class so that they can use the acquired language to learn and discuss content in their CLIL class. As stated by Coyle et al. (2010), “the emphasis is always on accessibility of language in order to learn.” (p. 55) The 4Cs in CLIL may be outlined individually however they present a set of features which can not be used as separate components. The integration of these four blocks leads to effectivity of learning within the meaning of progression in knowledge, skills and understanding of content, engagement in associated cognitive processing, interaction in the communicative context, development of appropriate language knowledge and skills, the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and otherness (p. 41).

According to Coyle et al. (2010) Language Triptych shall be used to consider the language necessary for a particular CLIL unit (p. 59). There are three types of language, language of, for and through learning. Language of learning presents the language learners will need to be able to understand and to acquire new knowledge concerning content. This language contains key vocabulary, necessary phrases and grammar connected with the particular lesson. Language for learning presents the language used by learners to participate in the CLIL classroom. Learners need this language to participate in the CLIL classroom, which involves working on tasks, working in groups or practising new language. The language through unit presents the new language which will appear in the classroom. This particular language cannot always be planned in advance. It is necessary to consider which language learners already know and how this knowledge may be further improved and practised. Language through learning presents the language used in the natural progress of the class when learners acquire new language skills and gain ability to articulate their understanding by the means of this new language and to become familiar with the new language. Language through learning presents language progress in a particular unit.

The question of communication in the class also presents an important feature of preparation. As stated by Coyle et al. (2010), teachers shall consider the possibilities of communication in the class concerning teacher questioning connected with learners’

questioning. These considerations lead to the increase of thinking skills, creativity and linguistic progression (p. 65). In this stage, teachers shall answer questions concerning materials available, possible necessity of adaptation of materials for the use in a CLIL classroom, resources of suitable materials to be acquired to enrich teachers' resources such as the Internet or CLIL material banks. It is also useful to plan lessons with the consideration that learners' knowledge in the 4Cs framework should preferably undergo a uniform development (p. 67).

The whole planning of a CLIL lesson may be supported by a simple drawing of a mind map which presents a visual formulation of the steps necessary for a successful planning of a CLIL lesson. The mind map presents teachers' personal investment of preparation into the class. Teachers in fact own the process by constructing these maps. According to Coyle et al. (2010), "the time invested in such rigorous planning embeds CLIL pedagogies in classroom practice" (p. 65). Through the mind-mapping, teachers select and prefer what exactly will be taught and its connection with the context of the particular school or society.

Finally, the steps concerning planning result in a portfolio of materials, resources, tasks and activities to be used in particular lessons. According to the mind map a series of CLIL lessons based on this careful preparation is being created.

In connection with the previous steps, assessment in CLIL classes shall be thought about and prepared in advance. Teachers shall preferably monitor and evaluate learners' process during the CLIL lessons. Teachers shall know how to monitor learners' progress in learning and prepare formative and summative feedback tasks. Learners shall have an opportunity to compare the expected progress with the reality and their real progress shall be made visible. Teachers must also revisit their mind maps and update these according to the actual needs of teaching and to their latest findings.

According to Coyle et al. (2010), a set of six tools created to support CLIL class planning may be used. The set of tools provides teachers with a portfolio of questions to be asked at the beginning of the planning process. Teachers shall select the particular questions that fit the needs of a particular class. The first stage consists of a global CLIL vision in a particular school. The questions are based on the determination of the participants of CLIL teaching, their goals and detection whether the procedures and aims are common for all of the participants. The second stage contains the decision about

starting CLIL in the particular school in the context of the school's common educational goals. The third stage presents the actual lesson planning which includes the utilization of the 4Cs framework. As stated by Coyle et al. (2010), this stage contains the decision of learning outcomes, the connection of content and cognition supported by a taxonomy of thinking skills, for example the Bloom's or Anderson and Kratwohl's (p. 76). The further step defines the ways of communication in the class and the definition of language learning and using. The last step of the stage expresses the development of cultural awareness and opportunities from a global point of view. The fourth stage of the tool kit preparation deals with the materials used for preparation of the class and for the work in the class itself. In the fifth stage, the questions about monitoring, feedback and checking the progress of learners are being asked. The last stage presents the review of the whole class in the means of decision about the methods of evaluation, cooperation with other CLIL teachers, as well as considerations about sharing materials and ideas.

According to Mehisto et al. (2008), CLIL learning synthesizes and provides a possibility to utilize the knowledge learnt in a variety of approaches, such as immersion, language showers or enriched language programmes. According to Darn (2006), a preparation of a CLIL lesson presents a parallel to a preparation of a standard language lesson.

CLIL aims to guide language processing and support language production in the same way as ELT by teaching strategies for reading and listening and structures and lexis for spoken or written language. What is different is that the language teacher is also the subject teacher, or that the subject teacher is also able to exploit opportunities for developing language skills (Darn, 2006).

CLIL Lesson Framework

According to Brinton and Holten (1997), content-based instruction (further CBI), presents an important instructional paradigm in the context of teaching English as a foreign language. CBI provides access to content-regardless of what form this content takes (p. 1). The main idea of the CBI is the utilization of the into, through and beyond framework, a procedure designed to increase learners' comprehension and the mastery of content. In the into phase learners' previous knowledge is being reviewed. The aim of this stage is to provide learners with an entry to the upcoming class and to awake learners' active

approach to the new content materials they will deal with. In the through stage, learners experience new content and have opportunity to relate it to the content they have learnt before. The activities typical for this stage present development of grammar or learning new vocabulary, reading guides or information gap tasks. The main idea of this stage is for learners to become familiar with the new language skills which they may demonstrate on their comprehension of basic concepts (p. 2). According to Sajda (2012), teachers shall not risk the possibility that learners will complete their tasks in L1 and translate them into English. The beyond stage presents the final stage of the framework, in which learners present the comprehension of the newly learned contents by creative application of the knowledge. The beyond stage contains a variety of activities, such as role-plays, debates or essays. The aim of this stage is for learners to demonstrate that they have gained new skills in both content and language field and to provide learners with space for practice of communicative skills (p. 2). As stated by Sajda, (2012), “teachers have to structure CLIL lessons in a way that foreign language didactics primarily have the functional role to secure understanding of the domain knowledge represented.” (p. 55) Thorough planning of CLIL lessons does not present a subject of strict rules; however, it radically influences the contribution and the success of CLIL lessons. CLIL lesson planning presents a significant challenge for teachers as they have to use content materials often derived from authentic sources and adapt these to learners’ linguistic skills. The content of the lesson planning framework must be adapted especially to the instructional materials, student populations and classroom settings.

Competences of CLIL Teachers

Novotná (2011) discusses the issue of a CLIL teacher and points out the fact that in general, a successful CLIL teacher shall be equipped with both language skills and knowledge of content. According to Marsh et al. (2010), there is a portfolio of abilities of CLIL teachers necessary for their successful management of CLIL classes. CLIL teachers are required to explore and to express their own attitude to the principles of teaching, learning, content and language, to define their pedagogical and content competences and their language competence according to the Common European Framework of Reference. CLIL teachers shall also be able to define and develop the ways of their cooperation with other teachers, both language and content and also to work on their successful cooperation with learners. CLIL teachers shall respect the teacher and student socio-cultural, personal and individual learning requirements. CLIL teachers shall become skillful guides through

learners' attitudes to and behaviour in their learning process. At the same time, CLIL teachers shall continuously develop and improve their own content and language knowledge and skills and shall further educate themselves in order to continuously improve their CLIL teaching.

According to the specifics of CLIL concerning content and language awareness, CLIL teachers shall be able to identify the appropriate content to be taught and to determine possible difficulties connected with teaching and learning of specific content. For effective teaching and learning, appropriate strategies shall be prepared for use. CLIL teacher shall also consider and ensure the connection between learners' already existing knowledge and the new learning materials. The further important feature of successful CLIL teaching is the focus on learners' effective language learning. The foreign language may be effectively supported by learners' L1 when necessary and appropriate. CLIL teachers shall be able to consider the appropriate use of foreign language according to the age and level of learners. Language awareness issues shall be linked to content and cognition.

Concerning the issues of continuous and thorough research realized by CLIL teachers, as stated by Marsh et. al (2010), CLIL teachers shall present model for learners.

A dynamic CLIL teacher is a learner who follows a personal path of enquiry, reflection, and evaluation. This provides an active model for students to develop the ways and means of learning through their own research and evaluation. These are powerful tools for improving teaching and learning. (p. 24)

CLIL teachers shall be able to discuss the classroom and learner research methodology including the cooperation with other persons such as other teachers and learners. They shall also be able to select articles suitable for CLIL learning and critically analyse them. CLIL teachers shall be able to select and describe tools and strategies for their self-evaluation and the evaluation of learners. According to Novotná (2011), there are eight main areas of CLIL teachers' abilities which shall be further intensified, the identification of learners' needs, planning, multimodality, interaction, assessment, content and language competence and cultural context.

According to the consideration of learning resources and environment, as stated by Mehisto et al. (2008), CLIL teachers shall be able to prepare and use appropriate learning materials in the means of their linguistic and cognitive correctness (p. 25). CLIL teachers shall also maintain a so called triple focus on content, language and learning skills. CLIL teachers shall also support the origin of cross-curricular connections in their teaching.

Another important skill of CLIL teachers is their ability to work with classroom management. CLIL teachers shall use various appropriate class settings and suitable selection of language used to support learners' diversity and to meet learners' individual requirements concerning their learning. CLIL curriculum shall be further supported by teachers' application of principles of professional learning communities, to adhere to ethical rules concerning gender and further inclusion issues and also the presentation of CLIL in public relations (p. 27).

Summary

CLIL experiences significant development nowadays. According to Ball (2011), intensification of language learning is caused by the need of language knowledge on the European labour market concerning the mobility of manpower accross Europe. From educational and cognitive points of view, CLIL supports the quality of education as multilingual education makes learners think more, analyze and classify acquired information rather than education in their mother tongue.

In this thesis, the integration of English and the subject of Visual Arts presents the content of CLIL. The subject of Visual Arts covers the whole process of work in classes including cognition together with mastery of specific skills connected with the procedure of the technology used in clases. These features make Visual Arts a suitable choice for CLIL. The issues of Visual Arts are discussed further in the following section.

Didactics of Visual Arts

In the Czech Republic lower secondary schools, the RVP) presents the basic document which provides the background for the creation of particular Visual Arts lessons and which may also present the foundation for implementation of CLIL into the school's curriculum. The subject of Visual Arts belongs to the educational area of Arts and Culture together with Music. The main aims of the area are to understand art as means of communication and as a part of human existence, to create works of art independently and

to be able to build tolerant approach to other works of art (VÚP, 2007, p. 66). The introductory paragraph of the RVP presents a general description of the subject of Visual Arts (p. 66).

Visual Art involves work with visual images and symbols – these are an irreplaceable tool for understanding and experiencing human existence. Creative work with these symbols and images, based primarily on a comparison of the pupils' current and past experiences, enables pupils to express their personal feelings and experiences through creativity, perception and interpretation.

The RVP is followed by the School Educational Programme (Školní vzdělávací program, further ŠVP) which specifies the procedures stated in the RVP and further develops these in the means of particular topics and aims to be achieved in lower secondary education. The ŠVP presents a document which is being prepared by each school individually and which meets the aims and the needs of the particular school as well as the demands of the society with respect to learners' cultural background.

As stated in previous sections, successful CLIL teachers shall present mastery of both language and content area of teaching. From this point of view, the subject of Visual Arts and shall be able to synchronize the demands of both of the subjects to create successful and useful CLIL lessons.

Concerning the didactics of Visual Arts, there are various considerations to be made when teaching this subject. According to Kitzbergerová (2014), the common idea about the aim of the Visual Arts classes is usually an expectation of the final work made by learners. The main productive skills in the subject of Visual Arts include production and reception followed by the process of reflection which encourages learners to further research, examine and discuss the preceding processes and enables learners to intensify their personal experience. The process of production supported by the motivation presents an important educational and creative aim of the education in Visual Arts. According to Kitzbergerová (2014), the education in Visual Arts may lead to the acquisition of literacy in Visual Arts which involves the portfolio of abilities necessary for an independent living in a society ruled and manipulated by visual stimuli (p. 9) This type of literacy involves for example the ability of critical thinking, comprehension of art or ability to express personal feelings or ideas by means of Visual Arts.

According to Coyle et al. (2010), the development of learners' knowledge and abilities in the CLIL classrooms is supported by the theory of cognitive engagement and learners' own construction of knowledge (p. 30) which happen in CLIL classrooms. According to Kitzbergerová (2014), the theory of learners' own construction of knowledge presents the main procedure followed by teachers of Visual Arts.

CLIL presents a new and modern approach to effective learning and teaching with its characteristic attributes. These attributes involve strengths such as integration of subjects, cross-curricular activities, scope for learners' independent work or opportunity for learners to learn actively and to use their own experience in CLIL classes. On the other hand, implementation of CLIL brings challenges which may lead to schools' hesitation to implement CLIL methodology into the curriculum. These challenges involve deficient ability of learners to use L2 in content learning followed by deficient or missing language and content competence of CLIL teachers, shortage of relevant teaching materials as well as inadequate cooperation and support of school management and disorganized implementation of CLIL into curriculum.

The following section is presents an experiment which consists of five CLIL lesson plans which were realized at a representative lower secondary school and examined from the point of view of strengths, weaknesses and their applicability to the conditions of a standard lower secondary school.

III. METHODS

The intention of the research supported by this thesis was to prepare five lesson plans of CLIL lessons based on the integration of the subjects of English and Visual Arts, to discuss the content of the lesson plans with the teacher equipped with both language skills and knowledge of content and at the same time a teacher ready to cooperate on realization of the lessons, evaluation and discussion after the realization of the lessons. The cooperating teachers were asked to consider strengths and weaknesses of the lessons and to inform about possible problems as well as propose alternatives in order to find ways how to improve further CLIL lessons.

The procedure of the research began with thorough studies of CLIL methodology using specialized literature on CLIL, especially on methodology. The following step was represented by exploration of already existing CLIL lesson plans which integrated the subjects of English and Visual Arts. There was a portfolio of lesson plans to be studied presented by a project no. CZ.1.07/1.1.10/02.0073 of the European Social Fund in the Czech Republic (further ESF) composed by specialists from the lower secondary school Matice školské in České Budějovice, which contained a complete portfolio of sources necessary to explore how to prepare comprehensive CLIL lesson plans and how to further work with these. The following step was a study of the ŠVP of the lower secondary school where the lesson plans were intended to be used, the lower secondary school Šmeralova 15, Karlovy Vary (further ZŠ a ZUŠ Karlovy Vary) and choice of appropriate curriculum in discussion with the cooperating teacher. The lesson plans were adapted to the level of learners concerning the grade of their studies, level of English and their talent and skills especially in the subject of Visual Arts. It is necessary to mention that the group of learners involved in the research consisted of selected learners abundant in talent concerning the subject of Visual Arts. The prepared CLIL lesson plans were presented to the cooperating teachers who presented their objections and proposals about problem-free progress of the classes. The teachers especially compared the intention of the lesson plans with reality of the classrooms: abilities of the learners, possible problems concerning topics and used techniques, available time and tools necessary for the realization of the lessons. The lesson plans were modified according to the cooperating teachers' suggestions.

The results of the research would presumably be more relevant in case of cooperation with more teachers and if possible also in a portfolio of schools with a variety

of learners. However, currently, in the actual situation of lower secondary schools which were intended to become partners of this research, the cooperation with the ZŠ a ZUŠ Karlovy Vary presented the most feasible procedure which would lead to pertinent results.

In the following step, lessons according to the prepared lesson plans were realized in the conditions of lower secondary school classes in ZŠ a ZUŠ Karlovy Vary under the supervision of the cooperating teacher Mgr. Hana Langley, Mr. Vladimír Hrebeňák and Mgr. Marek Šír. The classes were followed by a discussion about the progress, results and use of CLIL components in the realized classes. The particular discussions were completed by a creation of detailed written records from the classes which included observations and reflections about each of the classes and proposals on possible modifications.

IV. RESULTS AND COMMENTARIES

The following part of the thesis contains delivery of the CLIL lessons based on the subjects of English and Visual Arts with a specific focus on strengths, weaknesses and use of CLIL components during the lessons. The described CLIL lessons were taught, described and assessed by the author of this thesis.

Description of Realized Lessons

Lesson 1

The first CLIL lesson was realized at the ZŠ a ZUŠ Karlovy Vary under the supervision of teacher Mgr. Hana Langley who is a teacher of the subjects of English and Visual Arts. The learners were grade 6, level of English according to CEFR A1. The total number of learners was 12 pupils, namely three boys and nine girls. I knew all of the learners in advance as I taught my practical teaching English lessons in this particular class. The intention of the lesson was painting with tempera colours on the basis of instructions in the English language. The lesson had 45 minutes. The lesson was introduced by the presentation of the topic of moods which people can have including space for learners to express their ideas. Learners were asked yes/no questions and wh-questions about the topic of the class – simultaneously, this was the grammar of English classes. The learners further mentioned various names of colours they were familiar with and matched colours to corresponding moods in the worksheet. The introductory part was supported by worksheets which were provided to the learners in the form of printed materials. The original intention was to prepare posters with the information, which was not possible to be realized. However, according to a discussion with cooperating teachers, such posters would present a useful device and it would be possible to obtain these without significant financial expenses, for example they could be made by grade 9 learners. According to the cooperating English teacher, Mgr. Šír, the prepared worksheets contained too much information which might lead to confusion of the learners in the means of worsened orientation in the material.

After the discussion, learners were told about the intention of the procedure, the task was presented. Follow-up questions were asked. Learners took over tools for painting. Listening to the song with closed eyes followed and during or after the listening, learners were asked to process the task. Learners had assigned time to process their work. Learners

worked quietly and all of them needed approximately similar time to complete the task. After finishing the task, all the works were placed on a free table, the learners stood up and went to the table to present their outputs. Learners were not able to speak English due to the level of their English as well as due to inhibitions caused apparently by the strangeness of the new situation of Visual Arts through English and by embarrassment caused by presence of classmates and a new teacher. Learners are ready to use L2 in their regular English classes. However, learners may gradually get used to CLIL in the following classes. Learners preferably spoke Czech, they answered in English only according to direct questions. Learners described their feelings about listening to the song, commented on their peers' outputs. At the end of the activity, a short summary of the task was presented, especially the acquired vocabulary in L2 was mentioned. There were no learners' questions about neither language and content. Visual skills were not mentioned in the summary as all of the learners were familiar with the used technique, I did not find it necessary to mention that.

Lesson 2

The second CLIL lesson was realized at the ZŠ a ZUŠ Karlovy Vary under the supervision of teacher Mgr. Hana Langley who is a teacher of the subjects of English and Visual Arts. The learners were grade 6, level of English according to CEFR A1. The total number of learners was 14 pupils, namely four boys and ten girls. I knew all of the learners in advance as I taught my practical teaching English lessons in this particular class. The intention of the lesson was drawing with a pencil on the basis of instructions in English language. The lesson had 45 minutes. The aim of the lesson was to produce a sketch drawing of a human head according to watching a bust of a male. Learners received worksheets where they could study particularities of drawing a human head. Learners announced they already knew the rules so it was possible to let them name the rules by themselves (L2), learners were also familiar with subject vocabulary (L2), which meant that they were able to discuss the topic independently or with a small support. After the discussion, learners took over the tools and were asked to make a decision which bust they were going to draw. There were three busts available and learners considered features of particular busts and their influence on the processing of the drawing. Learners worked on the drawings independently with a supervision, I made effort to provide advice in L2, learners used L1. After finishing the drawings, learners placed these on a common table to discuss the results of their work. I spoke L2, some of the learners tried to use L2, too but

most of the learners were shy to speak L2 or they did not have enough knowledge of L2 available to be able to express their ideas. In the final discussion, key terms and phrases connected with the process of drawing a human head were repeated and trained.

Lesson 3

The third CLIL lesson was realized at the ZŠ a ZUŠ Karlovy Vary under the supervision of teacher Mgr. Hana Langley who is a teacher of the subjects of English and Visual Arts. The learners were grade 6, level of English according to CEFR A1. The total number of learners was 12 pupils, namely three boys and nine girls. I knew all of the learners in advance as I taught my practical teaching English lessons in this particular class. The intention of the lesson was painting with tempera colours on the basis of instructions in English language. The lesson had 90 minutes. The lesson was based on a work in groups. At the beginning of the lesson, the learners were divided into three groups of four learners. The groups were provided with worksheets. These worksheets contained vocabulary necessary for the lesson, pictures of water animals and plants and seven simple tasks for the learners. According to a discussion with the cooperating teacher of English, Mgr. Šír, the worksheets were too demanding for the learners. The worksheets should have contained less pictures and tasks the learners are familiar with, such as gap-filling or matching notions with their descriptions. It is necessary to admit that the assignment of the tasks was not clear which led to the learners' confusion and reluctance to complete the tasks.

After having finished the work with worksheets, the assignment of the class was placed. The learners were asked to work in groups of four pupils and to divide roles by themselves. The learners were asked follow-up questions to make sure they understood the assignment. The learners tried to answer in L2, however they preferably spoke L1. The learners were asked to take over tools to complete the task. The learners started working in groups, they divided roles in the teams themselves. The groups worked in an unequal tempo and the differences arose within the groups. Some of the learners were not able to complete their part of the task. I tried to support these learners by providing with verbal advice, however especially two of the boys did not participate. The teacher Mrs. Langley explained that these learners preferred different techniques and procedures and that they were not able to cope with the assigned task. The rest of the class worked with a concern for the task. The learners had authentic ideas which they applied in their work. The

learners spoke L1 within the groups and did not react on my attempts to communicate in L2. Learners had time enough to complete the task due to the sufficient timing of the lesson. The activity was finished by my appeal to finish the procedures and to clean up the workplace.

Learners described their painting, which contained a depiction of an aquarium with its inhabitants and commented on their peers' outputs. The learners compared their outputs and noticed significant differences in the interpretation of the task. At the end of the activity, a short summary of the task was presented, especially the acquired vocabulary in L2 was mentioned. There were no learners' questions about neither language nor content. Visual skills were not mentioned in the summary as all of the learners were familiar with the used technique.

Lesson 4

The fourth CLIL lesson was realized at the ZŠ a ZUŠ Karlovy Vary under the supervision of teacher Mgr. Hana Langley who is a teacher of the subjects of English and Visual Arts. The learners were grade 6, level of English according to CEFR A1. The total number of learners was 14 pupils, namely four boys and ten girls. I knew all of the learners in advance from my practical teaching English lessons in this particular class. The intention of the lesson was drawing with a pencil on the basis of instructions in English language. The lesson had 90 minutes. This lesson was specially recommended for this particular class by Mgr. Langley as these learners have extended experience with drawing detail with a pencil which provides much more time for both teacher and learners to deal with language in the class.

There were no worksheets prepared for this particular lesson which would be useful and which would support the acquisition of both content and language knowledge by the learners. Learners had a comparatively significant knowledge about facts concerning Romanesque Art, they listened carefully and responded to questions. They were able to place the Romanesque period to a correct time span, they knew many characteristic components of Romanesque Architecture. The learners were also reminded of how to select a detail from a prepared photograph. Learners received a portfolio of photographs of Romanesque buildings from which they could select a suitable detail as a base for their drawing. Learners worked independently under a supervision and with advice in L2,

alternatively in L1 in case if some of the learners did not understand. Some of the learners tried to communicate in L2 about their assignment. Learners spoke L1 with each other.

Some of the learners produced two drawings, most of the learners finished only one drawing and some of drawings remained unfinished which was caused by various approaches of the learners to the task. However, the activity was considered interesting by the learners. Learners expressed their satisfaction about their prior knowledge of the topic and the used technique. It is necessary to admit that this particular lesson was the learners' last lesson before the beginning of their spring holidays which brought decreased attention and activity. On the other hand, a choice of a topic which these learners find exceptionally amusing and interesting, may compensate the deficiency of learners' attention and activity.

Lesson 5

The fifth CLIL lesson was realized at the ZŠ a ZUŠ Karlovy Vary under the supervision of teacher Mr. Vladimír Hrebeňák, a teacher of the subject of Visual Arts, and after the evaluation of the lesson plan by an English teacher Mgr. Marek Šír. The learners were grade 8, level of English according to CEFR A2. The total number of learners was 14 pupils, namely two boys and twelve girls. The intention of the lesson was a production of a collage on the basis of instructions in English language. The lesson lasted 45 minutes. From the point of view of use of CLIL methodology, this particular lesson seems to be the most successful one due to the learners' knowledge of English and perfect discipline. I knew all of the learners in advance as I taught my practical teaching English and Visual Arts lessons in this particular class. At the beginning of the class, learners were asked to write simple sentences about the upcoming holidays with use of grammar – sentences about future with going to. The task was completed by a short verbal presentation of the sentences. The lesson continued with the assignment of the task including a short reminder of the technique of a collage. The learners were asked to take over tools and to briefly think about the procedure of their work. They spoke L2 with me; they spoke L1 with each other. At this moment a requirement on a discussion in L2 would have been useful. The learners started to proceed their task under a supervision. In the through and beyond stage, there was not time enough to complete the task and to evaluate the outputs. The learners were asked to finish the procedure and to clean up their workplace. The learners placed their works on a free table and they had a minimum opportunity to look at the peers' works; however, there was no time left to sum up their work in a discussion.

CLIL Features in Realized Lessons

The five realized lessons were analyzed according to criteria which are typical in planning and realization of CLIL lessons. Strengths and challenges of the particular lessons are determined and described thoroughly.

4 Cs Framework - Content

In the realized lessons, the content may be detected in more areas, especially content in Visual Arts according to the RVP and ŠVP concerning the topic of the particular class and the selection of visual technique. At the same time, content concerning English grammar in addition to topics taught in standard English lessons according to the RVP and ŠVP and according to the teaching materials used in the particular classes may be detected. In the case of the classes which participated in this research, the materials were presented mainly by textbooks from the Project series (Hutchinson, T.: Project Third Edition, Oxford University Press, 2008).

In the realized lessons, described above, content according to the RVP and the ŠVP of the ZŠ a ZUŠ Karlovy Vary was chosen. The criteria to select corresponding content was the age and abilities of the particular learners. The school in which the lessons were realized deals with education of learners with talent for Visual Arts. This fact led to the possibility to select content from a wider range of topics and in the scope of Visual Arts, to enable the learners to use a wider variety of visual techniques. In the described lessons, the learners were not definitely restricted in the choice of a visual technique. The learners' free approach to the choice of visual techniques might be seen especially in lesson 2 where learners were asked to draw with a charcoal; however, only several learners really used them. Most of the learners asked whether they could use a pencil which they felt to present a more accessible tool for them to process the particular task. The learners were allowed to modify the procedure according to their requirement. The modification was arranged after a discussion with the learners where they clearly explained their intention and the reasons for the modification of the tool.

Concerning content, lesson 3 was connected with vocabulary connected with animals which presented the topic of a unit finished a week before the realization of the CLIL classes. In lesson 4, the topic of Romanesque Art presented an attempt to implement

interdisciplinary approach to learning and teaching, in this case the implemented subject was History.

4 Cs Framework - Communication

Concerning communication, more different aspects are to be mentioned: the communication with the regular teachers in the means of meaningful preparation for the particular classes and the communication with the learners during the CLIL classes. The third point of view of communication may be detected in communication with the school's management and in the broader point of view with the learners' parents followed by the communication with the public.

In lesson 2, the discussion about possible modification was realized in L2 spoken by the teacher and L1 which presented the language used by the learners. The learners' level of English in this case was A1. The learners proved understanding when they were able to respond to my questions. There was an expectation about the class grade 6 concerning the development of the learners' use of L2 in CLIL classes. The learners were expected to intensify the use of L2 in their communication in the class. This expectation was not met due to a fact that the classes which were realized with the implementation of CLIL techniques preceded a beginning of a Spring holiday. This fact might have led to the learners' lack of concentration and to reluctance to focus their minds on a unusual approach to learning.

Regarding the integration of regular classes of English language, each of the lessons was discussed in advance with the regular teacher of English who recommended grammar suitable to be trained in the particular CLIL lessons. The use of grammar presented a follow-up activity which provided space for the learners to revise their newly acquired knowledge in their English classes. The grammar from the regular English classes was presented by the use of yes/no questions and wh-questions in learners' responses on questions in lesson 1. With particular grades, a significant difference was to be discovered in the learners' involvement in use of L2. The learners of grade 8 were much more involved in the use of L2; they did not hesitate to communicate in English with me and the only situation when they used L1 was the independent work when some of the learners used L1 in their hushed conversation. Some of the learners used L2. In grade 6, learners hesitated to use L2 and used it only when they were asked directly by me to respond in L2. They spoke L1 through the rest of the class, they asked questions in L1 and had

conversations during their independent or team work in L1. It seems that the willingness to use L2 increases with the ability of learners in the particular language and it may also be connected with the personal maturity of the particular learners.

Learners were provided with a unique opportunity to use the grammar they were familiar with in a completely diverse context; in fact they had to present their flexibility when adapting their knowledge of L2 in a situation which might remind them of the use of L2 in real life. For the learners, speaking English and assignment in language different from their L1 during the Visual Arts classes was a completely new and challenging experience. However, as stated above, these particular learners present a group of highly adaptive and capable workers with an ability to cope with an unusual situation and with an approach to learning which was new for them.

Regarding the communication with the school's management, the realization of the classes was arranged in advance with the school's Managing Director who has advanced the procedures connected with the realization of the lessons on the regular teachers of particular subjects in the classes involved in the learning. From a broader point of view, the learners' parents might have been addressed to express their opinion about the use of CLIL in their descendants' classes and their consent or disapproval about the use of CLIL. However, in this case, parents were not involved. This procedure would be required in case a particular school had an intention to implement CLIL into its curriculum. The communication with the surrounding of the school and the public would present another step of connection of the school's activities into the public life. In this case, a presentation of the outputs in the school's private gallery would be a suitable procedure concerning the school's communication with the public.

4 Cs Framework - Cognition

Concerning cognition, the particular classes were prepared with regard to the learners' abilities and their level of L2. The tasks placed in the classes were assembled in a similar form like the tasks learners usually complete in their English lessons in order to minimize the risk of misunderstanding and to avoid mistakes and the learners' confusion caused by an inappropriate assignment of the tasks. It is necessary to admit that mistakes occurred especially in the worksheets connected with ambiguity in the tasks' assignment which resulted in wrong solutions of the particular tasks. When applying the Bloom's Taxonomy, particular levels of learning may be found in the realized CLIL classes. The

lowest level, remembering, was applied for example in lesson 2 where the learners were familiar with the theory of the procedure of drawing a human head and they were able to list namely the basic parts of human face in L2 and they were able to describe the procedure of drawing a human face in L1. In this particular lesson, understanding may also be discovered in lesson 2 at the beginning of the lesson when the learners were told about the particularities of drawing a human face which they did not name by themselves. Learners were able to comprehend simplified sentences constructed of well-known words in L2. They were able to paraphrase the sentences in L1. The learners were also able to summarize the procedure of drawing in L2 in simple sentences. Learners were able to apply the acquired theoretical knowledge through drawing of a human face. The phase of applying may be also found in lesson 1 where the discussion about characteristics of particular colours took place. In this lesson, learners acquired new information concerning vocabulary connected with the topic of humans' moods and repeated well-known information about colours. Learners were able to apply into a painting after analyzing a record of a song which they listened to and which they used as a source of inspiration for their painting. In this particular lesson, learners learnt to distinguish between a variety of moods and learnt to use corresponding colours to express particular moods. The phase of evaluation was planned in all five lessons, however this phase presented a challenge in the means of adhering to the lesson plan. In all of the cases, learners were able to compare their works, to describe the procedure, to explain their intention. It is necessary to mention the fact that this phase is essential for a completed and faultless procedure of a lesson. The phase of evaluation presented a part of all of the lessons except for lesson 5 where it was planned but the realization failed due to improper timing of the lesson itself. The final phase of creating may be found to some limited extent in all of the realized lessons. It is presented by the tasks completed by every individual learner in the subject of Visual Arts. In lesson 5, this phase was significantly extended by the learners' creation of written description of what they were going to/were not going to/ were going to but did not want to do during the upcoming Spring holidays. This activity was not supported by worksheets and it required a comparatively broad knowledge of L2 concerning both grammar and vocabulary.

4 Cs Framework - Culture

The culture feature was integrated namely into lesson 4 which dealt with Romanesque Art and which presented an opportunity to integrate the subjects of English

and Visual Arts with the subject of History. Culture may be found in the other lessons, too; however, the extent was much lower and the impact on culture might be probably developed much more in detail. For example, lesson 1 deals with the topic of modern British music when the author of the particular song is being spoken about at the beginning of the lesson. In this case, the differences of perception of colours across the societies might have been mentioned.

Scaffolding

The strategy of scaffolding presents an inseparable part of considerations when designing CLIL lessons. Scaffolding was used throughout the realized lessons, with various levels of success. The research has also revealed several scaffolding challenges which occurred during the lessons. At the beginning of each of the lessons, a presentation supported by learners' discussion opened the topic. The presentation was supported by distribution of worksheets which included pictures connected with the topic, vocabulary and information important for the processing of the particular task. In this phase a board missing in the atelier which would enable the teacher to make important notes or to add new vocabulary presented a challenge to both the learners and me as a teacher. In this stage, posters connected with particular topics would have also presented a significant support for the learners to think about their upcoming work. The posters were not available and there also was not a suitable place in the atelier for such posters.

In lesson 3, the strategy of scaffolding was engaged in the means of group work which enabled the learners to use their natural roles in the team. In the teams, some of the learners acted like spokespersons and leaders who divided roles within the team. Other learners needed advice which they received from these leaders. These learners did not communicate actively; however, they participated in the task and they were also able to respond to my questions when they were asked.

In the lessons, realized in grade 6, scaffolding through the use of L1 for learners' comprehension was used. Learners were not required to strictly use L2. It seemed that they would successively get used to CLIL and that they would not be shy to use L2 in possible following CLIL lessons. The use of L1 was not banned and punished in any way. In grade 6, the strategy of scaffolding was also used when assigning the tasks. The task was assigned and then after checking the comprehension through follow-up questions in a discussion, the task was assigned again through a rephrased assignment, use of examples,

use of simplified L2 or in case of need with use of L1. Another checking of comprehension proved that this procedure was correct and that the learners understood the task. This need appeared in the classes; it was not prepared in advance. Concerning L2, scaffolding may be also detected in the use of vocabulary and grammar which presented the curriculum being taught in the parallel English classes. This integration was discussed with the regular English teacher in advance.

During the activity concerning Visual Arts, the learners were provided with supervision and received recommendations about the tasks. I usually stood at the particular learner's desk and silently pointed out possible imperfections of the work. The learners were not proposed a solution. The learners were asked to consider a particular step, to judge it from another point of view, to compare the output with the original model. The learners suggested their own solutions and explained why they would continue the way they intended. This strategy was used in lessons 2 and 4 where models for drawing were used.

Into, Through and Beyond Stage

The stages of into, through and beyond were planned in advance in the lesson plans. The stages were kept in the lessons due to correctly prepared lesson plans. The timing of 90 minutes in lessons 3 and 4 presented an advantage when the lessons were not restricted by a short time limit. The planned timing of the lessons was managed because corresponding activities were selected for the particular classes. In lesson 5 with learners of grade 8 the beyond stage was left out due to the lack of time. The preceding activities, especially the discussion about the topic in L2 and the processing of the colage itself, occupied more time than expected. Finally, the lesson ended and there was no time left for any evaluation and final discussion. The learners had to leave the atelier and move to another classroom for further lessons in other subjects and the CLIL lesson remained in fact open and unfinished. The learners expressed confusion and complained about the missing final discussion.

Teaching Materials

In the realized lesson, a variety of teaching materials was used. The materials were prepared specifically for the particular CLIL lessons. For lessons 1, 2 and 3, worksheets were prepared. During the lessons, challenges about the worksheets occurred which had to

be solved during the activity. These challenges together with my improvisation in the lessons brought experience which may lead to increased thoroughness in preparing worksheets for the upcoming classes where the mistakes will be avoided. In lesson 1 and alternatively in lesson 2, the worksheets were originally intended to be used like posters to be hanged on the walls of the atelier. Such posters would suitably support the work with worksheets in the means of communication with the teacher and within the learners in a discussion about the task. The teacher should get an opportunity to present the ideas aloud instead of explaining them to particular learners individually. In case of the use of posters, learners would gain an opportunity to explain possible ambiguities amongst themselves without the support of the teacher. In lesson 1, a computer with a screen was used to project a videoclip to the learners which presented the starting impulse of the activity. The projection was prepared in advance; learners were used to use the technology and the projection did not present a new feature in the class for them. In lesson 3, handbooks on the subject of marine biology were intended to be presented to the learners; however, according to a discussion with the regular English teacher, these were omitted for the possibility of loss of time caused by learners' browsing handbooks instead of working on their task. The lesson has proved that the worksheets also contained excessive quantity of theoretical information concerning marine biology which led to ambiguity and learners' confusion when working with the worksheets.

In lesson 4, a restricted portfolio of photographs of architectural elements was used. Learners could choose from five photographs. They cut a frame of plain paper which they used to select a detail of the photo which they enlarged and transferred on their paper by the means of drawing. For this lesson, a short lecture about the topic was prepared. Learners were familiar with the topic and actively participated in the lecture which fluently switched to a discussion.

In lesson 5, no specific teaching materials were used. The learners made notes on a sheet of paper and then took over tools they needed for processing the task in Visual Arts. Even without teaching materials, lesson 5 went on fluently and presented a relaxed and positive environment for the task.

Interaction

The interaction concerning speaking of teacher and learners changed throughout the lesson and depended on the particular stage of the lesson. The initial stage of all of the

lessons included some teacher talking time when the learners were provided with introduction of the lesson's topic. L2 was used for the introduction and in some cases, such as lesson 4, simplified information was prepared in L2 and supported by translation into L1. The into stage was in fact presented by the teacher's frontal teaching. In some of the lessons, for example lesson 2 or in lesson 5, learners were familiar with the particularities of processing the task and with the subject vocabulary and they naturally entered the lecture in L2 supported by L1 when needed.

In the through stage, interaction between the learners may be detected. In this phase, learners processed their tasks in Visual Arts and had their conversation in L1. The conversation was not connected with the task. The learners spoke about matters of their interest. In this phase, the CLIL tasks were also processed which was connected with learners' independent work in L2 which was then presented by the learners aloud in L2 supported by L1 when needed. The learners only presented their results aloud in L2, they did not discuss them amongst the class. During the task in Visual Arts, the learners were provided with supervision and were addressed in L2, followed by a simplified speech in L2 and supported by speech in L1 in case of incomprehension with suggestions on possible modification of the procedure of their work. Learners replied in L1. In lesson 5, learners used more L2 and I did not have to use L1 to support their comprehension which was caused by the higher level of learners'.

In the beyond stage, learners discussed and evaluated the completed works. The summary was provided in L2 and in case of no learners' reaction, the summary was simplified in L2 and then repeated in L1. The learners replied in L1, explained their intentions in L1. Learners discussed within the group in L1 their finished works.

Results

4Cs Framework

In the realized lessons, the involvement of 4Cs framework was taken into consideration. Strengths may be found in content which was selected thoroughly on the basis of ŠVP and which met the needs and interests of the particular learners. Communication also presented a strength in realized lessons. The proportion of the teacher talking time and student talking time seemed to be balanced; learners gained opportunity to talk in the classes concerning language of, for and through learning. Cognition presented an integral component of all of the lessons; however, not all of the stages of cognition according to Bloom taxonomy could be found in all of the lessons. This fact may be justified by different characteristics of the particular classes. In selected realized lessons, culture presented the main topic concerning content. In some of the classes, culture presented a marginal issue; however, it could be found in each of the lessons to some extent.

Scaffolding

In the realized lessons, the strategy of scaffolding presented useful advice for me as a teacher to explain the tasks to the learners and for the learners to support their comprehension. The devices were prepared thoroughly and their use in the particular classes was beneficial concerning the fluency of the activity. The challenge concerning scaffolding in the realized lessons may be seen in missing for example boards or posters which were not available and which were evidently missing. However, it is necessary to point out that this challenge could not be solved within the realization of the CLIL classes intended for this research. The suggestion of improvement concerning these tools is named below.

Into, Through and Beyond Stage

During some of the realized lessons a time delay led to omission of evaluation which resulted in the lessons being unfinished and which led to some confusion of the learners concerning the completion of the lesson. The lack of consideration of timing of the particular lessons within the course of the school year, including placing of the lesson within the week, time of the day, or considering upcoming holidays, caused the lack of

concentration of learners in particular lessons. Due to the named factors, the stages were not kept in particular lessons.

Teaching Materials

Teaching materials for these particular classes were prepared thoroughly and discussed with the regular teachers in advance. The worksheets were too complicated and with ambiguities in assignment which led to problems in their completion. This fact led to my decision to improvise in order to keep the development of the class and learners' confusion which followed. The problems of defective worksheets may be caused by the teacher's inexperience to use of worksheets in practical teaching. It seems that this problem would be solved with the teacher's experience with these materials.

Interaction

In the realized classes, interaction presented a strength. The changes were clearly divided according to particular stages of the lessons. Learners were involved in the interaction. In some cases, the learners exceeded the requirements and were able to use their knowledge from other subjects. Learners did not hesitate to use L2 to express their ideas. The learners were active and engaged in the activities.

V. IMPLICATIONS

Implications for Teaching

The realization of five above mentioned lessons and the examination of each of the lessons from various points of view led to a portfolio of results which may serve to improve further CLIL lessons, to simplify the preparation and to make the lessons more efficient.

Concerning tools to be prepared for the particular class, boards or posters shall be prepared in advance. The teacher shall intend to keep these for further lessons and prepare these in the way that they may contain information which may also be used in other classes. In the atelier, space to place boards and posters shall be prepared suitable for the particular class and alternatively, there also should be place where they could remain displayed if needed. Posters may be too expensive to be purchased for every class; however, they may present a very useful device in CLIL classes. In case they were found too expensive to be purchased or not available, they may be produced by more experienced learners such as grade 9 learners who are equipped with suitable levels of language together with talent in Visual Arts. Acquisition of whiteboard or interactive whiteboard in the class seems to be a reasonable step, including finding a suitable place for it and making it a standard equipment of the atelier.

Worksheets shall be prepared in advance carefully. The teacher shall think about their purpose, expected outputs, strengths and weaknesses, discuss them with suitable people such as regular English or Visual Arts teacher. It would be also useful to try to work with the worksheets before handling them to learners to avoid mistakes. The teacher shall also consider the time needed to work with the worksheets. Worksheets shall be simplified in order not to be confusing for the learners and not to bring more information than what is necessary for the particular class. It is also useful to consider the content and language the learners are able to cope with in one class. The possibility to use natural sources as teaching materials seems like a remarkable option; however, the use was not tested in this particular research so it is not possible to judge the impact. In the realized lessons, the use of handbooks in the lessons would have caused a time delay which led to omission of their use. Learners spent too much time dealing with the additional materials in the class and distracted their attention about the task.

With regard to the concentration and involvement of the learners, it is necessary to consider timing of particular classes. This fact presented a challenge in teaching of the CLIL lessons. The concentration of learners changes throughout the day. It is not possible to change timing of the lessons, which is fixed. The teacher must select appropriate activities and topics in order to engage the learners. The concentration changes according to a particular day of the week. For example on Friday, learners are more tired. In the morning, learners will probably work harder than in the afternoon. Learners will also change their attitude to work when the lesson precedes beginning of holidays. These facts may influence the lesson in a significant way. It is useful to adapt the activities according to these findings.

Concerning scaffolding, simplified assignments in L2 should be prepared in advance in case the learners do not understand the original assignment. Alternatively, explanation in L1 may be prepared in advance to make sure all the learners understand the assignment. It is possible to use L1 in CLIL classes when learners do not understand the assignment. Its use will be decreased gradually when learners are slowly getting used to CLIL and use of L2 in the classes.

Limitation of the Research

The realized research evinces limits in the means of insufficient quantity of realized CLIL lessons. At least ten lessons would bring more relevant results of a research. It would also be useful to realize the lessons in a more extensive variety of lower secondary school classes or preferably in a portfolio of lower secondary schools in more regions of the Czech Republic which was not possible at the time of creation of this thesis from various reasons. The limitation may also be found in the realization by only one teacher, a comparison of work of more teachers would probably also bring a significant portfolio of results. Concerning the teacher, the research was distinctively limited by my inexperience in teaching and especially by my then exclusive knowledge of CLIL only as a theoretical concept with a lack of practical experience with CLIL methodology.

Suggestions for Further Research

As stated in the observations above, there were differences between the approach of the learners according to their age and level of English. It seems that younger learners would get used to CLIL quickly if they had an access to CLIL in an earlier age than in

grades 6 and 8 which presented the object of the CLIL lessons realized for this particular research. The further research might be focused on the implementation of CLIL into groups of learners of various ages and levels of English. In further research, approaches to implementation of CLIL and the differences in successful implementation in particular groups would be examined. Such research would require more lessons to be realized, with more groups of learners of the same level of English at the same age to be involved. It would also be convenient to realize the CLIL lessons on more different lower secondary schools. This diploma thesis deals with the implementation of CLIL into the curriculum of lower secondary schools, however, earlier implementation on primary schools could be also studied with its influence on further education in lower secondary degree. Simultaneously, the attitude of the learners' parents concerning their possible knowledge about CLIL and their interest in the education of their descendants through CLIL could bring inspiring results. Such a research could be realized through questionnaires completed by the learners' parents.

VI. CONCLUSION

The aim of this thesis was to plan and teach five lessons of Visual Arts through English with the use of CLIL techniques and examine the strengths and weaknesses of particular CLIL features which were applied in the lessons.

The lessons were realized in two classes of a lower secondary school in Karlovy Vary. The school does not apply CLIL as its regular technique of learning and teaching; however, this particular school is very open to new approaches to teaching. The teachers with their progressive approach together with well equipped ateliers and diligent learners represent a suitable environment for integration of new approaches to teaching and learning.

According to the observations and results of the realized lessons, the subject of Visual Arts presents a suitable field for the implementation of CLIL methodology. However, I believe that the implementation would not be possible at every school. The success of the implementation will probably be limited by the particularities named in the paragraph above, the attitude of the particular school to implementation of new approaches to teaching followed by the willingness and abilities of the teachers and finally the abilities and discipline of the particular learners. The implementation of CLIL methodology brings challenges which have to be detected and solved. In the particular school where the research was realized, the challenges remained hidden to some extent. This was caused by the particular school's environment suitable for implementation of new techniques and approaches which cannot be expected at any school.

During the realized CLIL lessons, challenges caused by the deficiency of experience with practical teaching were detected. The deficiency of experience with practical teaching led to imperfections in CLIL features such as the omission of the beyond stage in realized lessons. The practical part of this thesis may serve like a study material of mistakes which occurred and which may probably happen to any inexperienced teacher. These mistakes may be eliminated effectively. The examination of teachers' mistakes in CLIL lessons with proposals on possible solutions may present another topic for further research.

The research of this thesis followed selected CLIL features, namely the involvement of the 4 Cs framework, the use of scaffolding, the division of the lessons into

the into, through and beyond stages, the choice and use of teaching materials and the interaction in the classes. The results were oscillating and they seemed to be influenced by a portfolio of factors such as learners' various ages and levels of English. Mistakes may have occurred in the research caused by insufficient quantity of realized lessons together with other particularities, for example the fact that the learners' attention was influenced by the expectation of upcoming holidays. The realization of the research of this thesis has also brought positive changes especially to the lower secondary school where the research was realized. The cooperating teacher of Visual Arts became involved in the implementation of CLIL. It is necessary to remark that the teachers had prior knowledge of CLIL and there were also other aspects which led the teacher to such a decision; however, the realization of the CLIL classes determined for the research of this thesis has established an impulse for the teacher of Visual Arts to implement components of CLIL methodology into the curriculum.

I personally believe that I will further intensify my knowledge about CLIL and that I will get an opportunity to realize all my ideas and expectations about CLIL in my future profession of a lower secondary school teacher.

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APPENDICES

Appendix 1: Lesson Plan 1

Grade: 6

Level of English: A1

Time: 45 mins

Number of Learners: 12

Teaching Materials Used: worksheets, notebook, overhead projector, videoclip, information about a singer retrieved from the Internet, painting tools

Class Objectives: painting with tempera colours on the basis of instructions in English language

Stage	Procedure	Tasks	Interaction	Aims	Time	
Into Stage	1	Introduction and lead-in, initial discussion of key terms	Teacher tells learners information about the composer, his relationship to English language	Teacher and learners	To become involved	4 mins
	2	Let learners speak about colours, feelings (posters)	Teacher explains terms warm/cold colours, names of feelings, let learners discuss to check comprehension	Learners	To start working with the topic	8 mins
	3	Assign the task (L2 + L1 if necessary), ask learners to start working	Teacher asks follow-up questions to check comprehension	Teacher and learners	To start working on the task	6 mins
Through Stage	4	Processing the task, teacher provides supervision, learners' individualized work	Learners listen to the song and start painting	Learners	To process the painting	20 mins
	5	Evaluation of outputs, learners present the outputs, peers comment, discuss, self-evaluation	Learners describe their feelings, learners compare their outputs	Teacher and learners	To evaluate the work	4 mins
Beyond Stage	6	Summary of the lesson	Teacher provides learners with summary of the lesson, what has been achieved (content and language)	Teacher and learners	To sum up what they have learned	3 mins

Appendix 2: Lesson Plan 2

Grade: 6

Level of English: A1

Time: 45 mins

Number of Learners: 14

Teaching Materials Used: worksheets, busts, drawing tools

Class Objectives: drawing with a pencil on the basis of instructions in English language

Stage	Procedure	Tasks	Interaction	Aims	Time	
Intro Stage	1	Introduction and lead-in, initial discussion of key terms	Teacher tells learners about the aim of the class, check the comprehension	Teacher and learners	To become involved	4 mins
	2	Tell learners characteristic features of human face, rules of drawing a human face, subject vocabulary (L2)	Learners present familiar information to prove knowledge of the topic	Teacher and learners	To start working with the topic	6 mins
Through Stage	3	Work with worksheets	Learners fill out the worksheets	Learners	To review their knowledge	8 mins
	4	Assign the task (L2 + L1 if necessary), ask learners to start working	Learners draw according to a bust	Learners	To process the drawing	20 mins
	5	Evaluation of outputs, learners present the outputs, peers comment, discuss, self-evaluation	Learners guess if they recognize which of the busts was the model, check the fulfilment of the rules of drawing a human face	Teacher and learners	To evaluate the work	4 mins
Beyond Stage	6	Summary of the lesson	Summary of the lesson, what has been achieved (content and language)	Teacher and learners	To sum up what they have learned	3 mins

Appendix 3: Lesson Plan 3

Grade: 6

Level of English: A1

Time: 90 mins

Number of Learners: 12

Teaching Materials Used: worksheets, drawing and painting tools

Class Objectives: drawing and painting on the basis of instructions in English language

Stage	Procedure	Tasks	Interaction	Aims	Time	
Into Stage	1	Introduction and lead-in, initial discussion of key terms	Teacher tells learners about the aim of the class, checks the comprehension	Teacher and learners	To become involved	3 mins
	2	Assign the task (L2 + L1 if necessary)	Tell learners about aquarium, its plants and animals	Teacher and learners	To start working with the topic	3 mins
Through Stage	3	Work with worksheets	Learners fill out the worksheets	Learners	To train new vocabulary	10 mins
	4	Learners make groups and divide tasks	Learners divide tasks and take over tools	Learners	To start working on the task	7 mins
	5	Individualized work of learners on partial tasks	Learners paint or draw according to which role belongs to particular learners	Learners	To process the task	60 mins
	6	Evaluation of outputs, learners present the outputs, peers comment, discuss, self-evaluation	Learners discuss the finished or unfinished works, think about possible following procedures	Teacher and learners	To evaluate the work and plan next steps	4 mins
Beyond Stage	7	Summary of the lesson	Summary of what has been learned (content and language), conclusion	Teacher and learners	To sum up what they have learned	3 mins

Appendix 4: Lesson Plan 4

Grade: 6

Level of English: A1

Time: 90 mins

Number of Learners: 14

Teaching Materials Used: photographs of Romanesque buildings, drawing tools

Class Objectives: drawing with a pencil on the basis of instructions in English language

Stage	Procedure	Tasks	Interaction	Aims	Time	
Into Stage	1	Introduction and lead-in, initial discussion of key terms	Teacher tells learners about the aim of the class, check the comprehension	Teacher and learners	To become involved	4 mins
	2	Information about Romanesque style, characteristics, subject vocabulary	Teacher provides information, learners add information they know (L2 if necessary L1)	Teacher and learners	To start working with the topic	10 mins
	3	Choice of details to be drawn	Learners choose what they will draw, teacher agrees or provides suggestions	Teacher and learners	To start working on the task	6 mins
Through Stage	4	Drawing of the selected detail	Learners draw (individualized work), teacher provides supervision	Learners	To process the drawing	60 mins
	5	Evaluation of outputs, learners present the outputs, peers comment, discuss, self-evaluation	Learners discuss the finished drawings, speak about the three-dimensionality of the drawings, attention to detail, light and shade etc.	Teacher and learners	To evaluate the work	7 mins
Beyond Stage	6	Summary of the lesson	Summary of what has been learned (content and language), conclusion	Teacher and learners	To sum up what they have learned	3 mins

Appendix 5: Lesson Plan 5

Grade: 8

Level of English: A2

Time: 45 mins

Number of Learners: 14

Teaching Materials Used: sheets of paper and pens, tools for production of a colage

Class Objectives: making a colage on the basis of instructions in English language

Stage	Procedure	Tasks	Interaction	Aims	Time
Into Stage	1	Introduction and lead-in, initial discussion of key terms	Teacher and learners	To become involved	3 mins
	2	Assign the task (L2)	Teacher and learners	To start working with the topic	5 mins
Through Stage	4	Task in English grammar	Learners	To repeat grammar	9 mins
	5	Individualized work of learners	Teacher and learners	To process the task and evaluate	25 mins
Beyond Stage	6	Summary of the lesson	Teacher and learners	To sum up what they have learned	3 mins

SUMMARY IN CZECH

Tato diplomová práce se zabývá možností implementace předmětů Výtvarná výchova a Anglický jazyk prostřednictvím metody CLIL ve výuce na druhém stupni základních škol v České republice. Po uskutečnění teoretického popisu problematiky byl proveden praktický výzkum ve smyslu realizace pěti výukových jednotek v rámci výuky vybrané základní školy. Tyto realizované výukové jednotky byly analyzovány z hledisek, jež jsou typická pro výuku prostřednictvím metody CLIL: zapojení struktury 4Cs, metody Scaffolding, rozdělení výukových jednotek na fáze into, through a beyond, použití vhodných výukových materiálů a interakci ve výuce. Výukové jednotky byly poté podrobně popsány a zkoumány z výše uvedených hledisek. Na základě výzkumu bylo zjištěno, že implementace metody CLIL může proběhnout po pečlivé přípravě zúčastněných pedagogů ve smyslu studia metodiky CLIL a za podmínky důsledné přípravy na tyto výukové jednotky.