

Abstract

The theme of this dissertation thesis is the relation of bilingual education and educational projects aimed at European issues. The research part was conducted at bilingual upper secondary schools in the Czech Republic, Germany and Great Britain (Wales). In the thesis the themes such as European politics, intercultural dialogue, international peace, human rights, humanitarian aid and language education are primarily included into European issues. The empirical research was deliberately realized at bilingual schools, where the instruction is delivered through the medium of two languages.

With regard to this fact a frequent participation at educational projects with European focus (European projects) was anticipated at these schools. European projects are often interconnected with the language studies. In recent years education projects have been an important part of the curriculum in Czech, German and British environment and they play a vital role in education context. The projects enrich the bilingual instruction from both methodical and content perspective and enable launching cooperation between schools and other partner institutions. Bilingual education has lately been supported by international educational strategies aimed at cultural biodiversity and multilingualism. In European Union The Method of Content and Integrated Learning (CLIL) has been promoted especially by introducing new educational programmes and initiatives.

Presented theoretical-empirical research was conducted by interviews with teachers, pupil questionnaires and project analysis. In each of these countries there were two bilingual schools involved in the research. In overall, there are six case studies on European projects at bilingual schools. The research was realized in Czech, German and English language.

The goal of the research project was to detect the specifics of education projects at bilingual schools. The research questions were targeted at the focus of educational projects, their potential to develop pupils' intercultural competences and cooperation with a local region, pupils' interest in European issues, the link of the projects with the instruction, projects outcomes as inspirational resources for instruction and further teacher education in the frame of European projects.