

TITLE: CLIL Implementation Into Primary School Teaching

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ABSTRACT:

This thesis deals with the Content and Language Integrated Learning (CLIL) which the European Union finds as a useful tool for teaching foreign languages in the 21st century. The objective of the theoretical part is to clarify the concept of CLIL and compare different interpretations and models which appears in school practice. We also focus on meta-analysis of research studies that have been undertaken in this area since 2005. The theoretical part provides insight into the history of CLIL in selected European countries including the Czech Republic. The first part concludes with a chapter on theoretical concepts which CLIL refers to and which are essential for implementation of CLIL.

The aim of the empirical part is to implement CLIL into primary school teaching and describe what changes this innovation brings into practice. The empirical part is based on action research methodology which enable our active participation in the project of CLIL implementation. The main findings concerns the changes of the communication in the CLIL classroom. The results also shows that CLIL determines the choice of teaching methods and strategies. In the end, we discuss advantages and risks of CLIL and conclude with a set of recommendations on how to prevent possible complications.

KEYWORDS:

CLIL, Content and Language Integrated Learning, action research, classroom communication, teaching methods and strategies, pros and cons of CLIL teaching