CLIL in Civics

Final Thesis

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Anotace

Závěrečná práce se zabývá výukou občanské výchovy formou CLIL. Je dělena na dvě části: část teoretickou, která nejprve vysvětluje pojem CLIL, základní principy metodiky, plánování a hodnocení hodin a také mapuje výhody a nevýhody této metody. Dále v praktické části autorka představuje pět příprav na hodinu doplněných hodnocením. Poslední část se zaměřuje na analýzu dotazníků vyplněných studenty a pojednává nejenom o výhodách a nevýhodách metody CLIL ve vyučovacím procesu, ale též se zamýšlí nad tím, zda je tato forma výuky efektivní a přínosnou.

Abstract

This final thesis deals with teaching Civics through English language as a CLIL subject. The thesis is divided into two parts- the theoretical part which at first explains the term CLIL, the basic features of CLIL methodology, planning and evaluating the lessons but also provides advantages and disadvantages of CLIL. In the practical part the author introduces five lesson plans and their evaluation. The last part of the final thesis focuses on the analysis of the questionnaires filled by students and covers not only advantages and disadvantages of the CLIL in the teaching process but also considers whether it is an effective a beneficial teaching method.

Klíčová slova

CLIL, občanská nauka, anglický jazyk, předmět, lidská práva, příprava na hodinu, metodika, student

Key words

CLIL, Civics, English, subject, Human Rights, lesson plan, methodology, student
Declaration

I hereby declare that I worked on the final thesis independently and that I used only the sources listed in the bibliography section.

Jičín, May 2017

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Klára Viková
Acknowledgements

First of all, I would like to thank Mgr. Naděžda Vojtková for her kind guidance, cooperation and valuable advice. I would also like to thank my students who were willing to take part in the research and provided me a valuable feedback.
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Introduction

Nowadays, the educational system undergoes many changes. Teachers do their best to enrich the teaching process and provide students a variety of new methods and approaches which make their students and pupils active participants of the educational act. One of these methods is called CLIL (Content and Language Integrated Learning) which focuses on the integration of non-language subject and a foreign language.

Although this method is commonly used and very popular abroad, many teachers in the Czech Republic are not familiar with it at all or it seems to be too complicated and demanding for them. Nevertheless, as Coyle (2012) claims “CLIL is not merely a convenient response to the challenges posed by rapid globalization, it is a solution which is timely, which is in harmony with broader social perspectives, and which has proved effective.” Moreover, this method is based on problem-based learning combined with authentic materials, cooperation among students, creative thinking and critical evaluation, which is the best preparation for the real life.

From my point of view, this approach is really innovative and up-to-date therefore I decided to implement it to my Civics lessons. I wanted to find out whether this method really works in the practice. I was especially interested in the opinions of my students so I provided them an opportunity to experience five CLIL Civics lessons focused on the topic Human Rights and by means of a questionnaire express their opinion on these lessons, summarise their ideas and comment on the advantages and disadvantages of studying Civics in English. Furthermore, I was curious whether they would appreciate having other non-language subjects in English, which might be really challenging and inspiring not only for the students but also for their teachers.
1. THEORETICAL PART

1.1 The term CLIL

English is the language which is used for communication all over the world. Even though there are many other languages spoken in Europe, English might become the major instrument of communication in the near future. Nevertheless, students are usually focused on English grammar and vocabulary but the most important part of the learning process is to be able to communicate in the target language. Teachers and also learners should be aware of this idea and develop the communicative competence as much as possible. Speaking skills usually belong to the most complicated parts in studying foreign languages but it is not so demanding to deal with this problem owing to some new trends in education.

One of those methods is called CLIL. The term CLIL (content and language integrated learning) was launched in Europe in 1994. Nonetheless, the method has a longer history. The best example might be Latin. It was used in European universities for centuries and became the primary language for philosophy, medicine, theology and science. Students learned the subject in the target language, which is the principle of CLIL.

There are many definitions of this method. Overall, they express the same idea. “CLIL refers to a situation where subjects, or parts of subjects, are taught through a foreign language with dual- focused aims, namely the learning of content and the simultaneous learning of a foreign language.” (Marsh&Mehisto&Frigols, 2008, pg.26) It is essential to point out that learning the content and learning the foreign language are equally significant. They are both crucial part of the learning process therefore they are developed steadily. “CLIL is about using languages to learn...It is about installing a “hunger to learn“ in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language.” (Marsh&Mehisto&Frigols, 2008, pg.27) According to Marsh (2008) children are able to learn more than one language at the same thus children learn two languages at the same time through non-invasive way. Furthermore, thanks to this modern methodology students are prepared for the real life.

Nowadays, the world has become a mixed global village where the knowledge of at least two languages is a necessity for all citizens. Teachers should prepare their students for the modern world, where they have to use other language as a means of communication with
their colleagues and friends. They are often supposed to work in project teams, solve various problems, make a schedule for their work and use different sources, particularly the Internet.

“CLIL teachers do not teach the sort of language that students usually learn in language classes. In other words, they do not teach Basic Interpersonal Communication Skills. (BICS).” (Walter & Montalto, 2014, pg.8) Nevertheless, CLIL method helps students to improve and expand the content-specific vocabulary for the topic which they are studying. Moreover, they improve their intercultural understanding, too. “This sort of language learning is called CALP- Cognitive Academic Language Proficiency. BICS and CALP are terms introduced by Jim Cummins (1979).“ (Walter & Montalto, 2014, pg.9) Thanks to this knowledge they are able to look at the content from a broader perspective, which increases their motivation and confidence in both the target language and the subject.

1.2 CLIL methodology

1.2.1 Basic features of CLIL Methodology

In this chapter I would like to focus on some core features of CLIL Methodology. Before planning the unit all teachers should be aware of these principles and integrate them to the teaching process to provide the students with a safe and stimulating environment.

- Multiple focus

As Mehisto (2008) claims teachers should not only support language learning in content classes but also provide some information from content learning in language classes. Moreover, integration of several subjects is a great idea, too. Unfortunately, there are not many teachers who are keen on using this approach in practice. Nevertheless, some schools tend to use cross-curricular projects, which might be considered as the first step towards “a modern way of teaching”. It is essential to point out here that the learning process must be supported by a reflection as well. From my point of view, most of the teachers are aware of the fact that just teaching without reflecting what has been taught is not enough. It is important especially in CLIL lessons where the students should develop their critical thinking and ability to assess their progress.
● **Safe and enriching learning environment**

“All learning and communication involves some element of risk. CLIL students face an extra risk. Linguistically, they live in an ambiguous world. They do not always understand every word they hear or read. They are expected to guess or deduce meaning and to get across complex idea with simple language.“ (Marsh & Mehsto & Frigols, 2008, pg.175) Thus, teachers should support their effort and not criticize or even ridicule them for making mistakes. If they need some help, they should not be afraid to ask the teacher or their classmates.

● **Authenticity**

While some argue that using authentic materials might be too difficult and demanding for the students, I have a completely different view. Using current sources such as brochures, articles, books or even web pages makes the educational process authentic. It is a motivation for all the learners as they can see that they are being prepared for the real life. Furthermore, it can be said that we must make a connection between the learning process and the students’ lives. “Connectivity (with oneself, one’s community and the world) creates a sense of relevance. This means connecting new learning to the individual by exploring his or her current knowledge and experience base and interests, and by building the capacity for self-analysis.“ (Marsh & Mehsto & Frigols, 2008, pg.179) Students have also a great opportunity to experience the power of working in the team. They can explore their own impact on the community and the impact of the community on them.

● **Active learning**

Thanks to CLIL, students are active participants of the learning process. They are supposed to communicate more than the teacher and evaluate their own progress. Teachers act just like facilitators who guide them and monitor their work. They also encourage their students to help one another, which helps to build co-operative classroom culture needed for CLIL. “Through interaction, learners build on their existing knowledge as they compare it with, and discuss, new content and new language. At the same time, they become aware of what they still need to do.“ (Walter & Montalto, 2014, pg.29) During the learning process all students should feel safe, valued and liked. Besides all the facts mentioned before, they have also the right to help set content, language and learning skills outcomes.
Scaffolding

“The term scaffolding is used metaphorically to describe the temporary interactional support that is given to learners while their language system is “under construction”. (Belinchon, 2009) This support might be provided by their teachers, parents or classmates and it enables them to accomplish the task at a level beyond their present abilities. Teachers ought to support creative and critical thinking of their students and encourage them not to be afraid of challenges and to take another step forward. Incontestably, it is essential to build on students’ existing knowledge, experience and interests, which makes their effort easier.

1.2.2 Planning a lesson

When planning a CLIL lesson we must bear in mind five basic principles: content, communication, competences, community and cognition.

Content

In ordinary lessons, teachers try to focus on logical development of the field the students are working on. CLIL follows the same rule. “Teachers develop lessons around what students already know. In this way, students build their content knowledge like building a wall, one course of bricks on top of the next.” (Walter & Montalto, 2014, pg.20) Teachers build on their existing skills, attitudes and interests. Moreover, students can feel independent as they have an opportunity to analyse their own achievement of learning outcomes not only with their teacher but also with their classmates or even independently.

Communication

CLIL method also focuses on speaking skills. Students should be able to communicate with each other, not just listen to the teacher. They must be active participants of the teaching process trying to use as much of the new language as they are able to. This issue is very important because students become more self-confident and not afraid to use the foreign language in real life situations, which is an essential skill for their future life and career.
Competences

Before starting the lesson, the teacher must be aware of the aim of the teaching process. “Can-do” statements define the outcomes of the lesson. Teachers should focus not only on the content but also on the language which students will be able to produce after the lesson.

Community

“Students can define their role within the classroom. They feel that being members of a learning community is enriching.” (Marsh & Mehisto & Frigols, 2008, pg.31) Incontestably, students should be given an opportunity to work within a group and to realise that their classmates, teachers or even the parents are their partners in the learning process. In addition, “CLIL teachers help students to relate what they learn to the world around them. Students see that what they learn is not just a school subject, but something that relates to the real world.” (Walter & Montalto, 2014, pg.30)

Cognition

Thinking always drives the teaching process. “The more powerful the thinking, the greater the learning. CLIL is no exception: good CLIL practise is driven by cognition.” (Marsh & Mehisto & Frigols, 2008, pg.31)

Teachers always asked students questions which were focused on concrete and specific answers. Students were forced to develop the thinking skills of recalling, repeating and of understanding. According to Bloom’s taxonomy, these thinking skills are categorised as Lower Order Thinking Skills. Nevertheless, the CLIL method tries to adopt more complex, abstract and analytical questioning. Students should not be asked just “when?”, “where?”, “who?”, “which?” or “how many?” but also “why?”, “how?” and many similar questions which motivate them to explore and assess new information and to apply it to develop something new. These thinking skills were categorised by Bloom as Higher Order Thinking Skills.
1.2.3 Evaluation and assessment

„Monitoring the development of a unit and evaluating the processes and outcomes are integral to the teaching and learning process.” (Coyle& Hood& Marsh, 2012, pg.67) Assessment should be an integral part of all lessons. Assessing CLIL learning is different from usual school testing. With CLIL, students are taught new content and the foreign language at the same time therefore the teacher has to assess progress of the students in both these parts.

There are different types of assessment:

Formal vs. informal assessment

“Informal assessment techniques can be used at any time without interfering with instructional time. Such techniques occur in a more casual manner, during or after the lesson. The teacher can use verbal praise, facial expressions or gestures to assess a student’s work and learning progress.” (Navarete& Nelson& Wilde, 1990, pg.2) On the other hand formal assessment uses formal techniques- written test or quizzes. The aim of these procedures is to grade or score students’ knowledge and learning progress.

Summative vs. formative assessment

The goal of the formative assessment is to evaluate students’ learning progress usually at the end of the unit or the term. Some examples of the formative assessment could be a midterm exam, final project or essays. In contrast to formative assessment, summative assessment focuses on monitoring students’ learning to provide feedback that could be used not only by the teachers but also by the learners. Teachers ought to help students identify their strengths and weaknesses. Moreover, this approach helps learners to address problems immediately and help teachers recognize where students are struggling.
Holistic vs. analytic assessment

„While analytic assessment marks prescribed components of a final student’s product (e.g. an essay, test, or invention); the holistic form looks at the whole product and assesses it as a whole. Therefore, analytic assessment is more objective; it provides a more complex diagnosis of a student’s work.” (Rea-Dickens & Germaine, 2003, pg.49). Rubrics are used both in both approaches. Rubrics are guidelines which try to specify the quality of the product. Based on these guidelines, the student’s work or its parts may be assessed as satisfactory, good or excellent.

Descriptors in the holistic rubric include both content and language. However, in the analytic rubric there is knowledge of the language and specific vocabulary assessed separately.

Peer- and self- assessment

There are many advantages of using peer- and self- assessment. It is a beneficial way which increases students’ motivation and engagement in the lesson. Students are provided an opportunity to participate in the process of assessment, which could be very inspiring for them. Thanks to this approach students develop their judgement skills, self-awareness and critiquing abilities. Before starting this activity the teacher should make sure that students understand the purpose of the peer- or self- assessment. They must know what is expected of them therefore the teacher must set clear assessment criteria.

Learning journals

Learning journals is a way to develop the self-assessment skills of learners. They consist of two parts - content and language, which are divided into three sections. “Learners can note down what they have learned or what they see as problematic after each lesson or even at home. By means of learning journals, students can see their own progress and detect the areas requiring them to work harder.” (Babocká, 2014, pg.13) This information can be very beneficial for the teacher who checks the learning journals during or at the end of the term.
Comparative self-assessment sheets

This approach is based on comparing students’ self-assessment with peers’ and teacher’s assessment. The students try to find out whether their assessment is objective, which could be really beneficial not only for the teaching process but also for their future career.

Portfolio assessment

Portfolio assessment is often classified as an alternative assessment. The aspects of the formative and summative assessments are combined here. „In summative terms, a portfolio is product-oriented and judgemental because it comprises the results of a learner’s work such as written work, projects, test results, essays, drawings, notes, etc. At the same time, it can be considered formative, because this collection of samples of a learner’s work is purposeful, systematic and ongoing.” (Pokřivčáková, 2015) Furthermore, in the portfolio there is also included self-assessment and peer-assessment sheets, teacher’s and parents’ comments, which provides a really complex picture of students’ work.

1.3 Advantages and disadvantages of CLIL

Although CLIL may be a new method both for the students and their teachers, it can safely fit into the parameters of the national curriculum. „The CLIL approach encourages teachers to keep using their favourite strategies and to apply standard best practises in education“. (Marsh & Mehisto & Frigols, 2008, pg.27) CLIL is regarded as a new effective and modern procedure which helps to improve the foreign language acquisition.

CLIL as a teaching methods has many benefits. From my point of view the most important is the fact that CLIL prepares students for their future studies and work. It could help them with their work mobility in the future. They can benefit from the knowledge of the target language. Moreover, we all live in an interconnected global society where employers are usually more likely to employ somebody who is able to communicate in the foreign language and use the skills in the workplace.
CLIL has many other advantages. Using CLIL can be really motivating for the students because they can see a real purpose of the activity. They are not taught just grammar and vocabulary, which could be sometimes boring for them. Thanks to CLIL they can personalize the language through studying something meaningful and useful for their future life. Furthermore, students develop their communication skills, too. CLIL provides conditions for naturalistic language learning. Students have to communicate with each other in the foreign language, which has a positive effect on their language learning. The emphasis is put on the meaning rather than on the form therefore students might feel more successful and their motivation to speak usually increases.

It is essential to point out here that CLIL can develop multilingual interests and attitudes of the learners. They can look at the content from a broader perspective, which could be very exciting for them. Moreover, students are taught specific target language terminology, which might seem difficult but they have a unique opportunity to apply their new knowledge in the real world. They can also use their life and school experience to solve different tasks.

However, there are also some disadvantages of this method. In my opinion, the main problem is the fact that subject teachers lack knowledge of the foreign language and they are usually afraid to use it in their lessons. On the other hand, language teachers know the target language but not the content of the subject. Unfortunately, there are not many teachers who have adequate knowledge both in the content subject and in the language. “Some language teachers find it equally difficult to imagine content teachers, not trained in languages, being able to support good practise in language learning.“ (Marsh & Mehisto & Frigols, 2008, pg.27)

This situation could be solved by involving two teachers into the teaching process, which would be too expensive solution for most of the schools. Another possibility is co-operation and skills exchange between the content and language teacher. Nevertheless, it is very time consuming and demanding. They also have to be willing to agree on common teaching strategies and methods.

There is a lack of materials, too. According to Váňová (2012) “there is still a shortage of practical methodical manuals devoted to CLIL.” Teachers have to create their own sheets, which overloads them and not many educators are so motivated and determined to spend their time preparing their lesson for many hours. CLIL method is sometimes demanding also for the learners. CLIL could seem more difficult than ordinary lessons. They have to be very active, cooperate with each other, use their oral communication skills, which might be quite
interesting for some of the students but boring for those who are not interested in the languages.

Moreover, “CLIL used in the class makes the lesson more time consuming because a teacher has to check students' understanding very often, repeat instructions for tasks more times or also in the mother tongue for better understanding and use active learning.“ (Deller & Price, 2007)

Incontestably, there are more advantages than disadvantages of the CLIL method. Although this process could seem difficult, it would be very beneficial and useful to integrate this strategy into the learning process in the Czech educational system. Unfortunately, there are still many teachers who are not enthusiastic enough to implement this method into their teaching strategy.

2. PRACTICAL PART

2.1 Introduction

The aim of the practical part of this final thesis was to examine the effectivity of the CLIL method in the teaching process. I wanted to verify whether CLIL is a beneficial method which helps students not only gain some theoretical knowledge in Civics but also develop their English skills. To get answers to my questions I decided to conduct an action research.

“Action Research is a form of investigation designed for the use by teachers to attempt to solve problems and improve professional practices in their own classroom. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies.“ (Parsons and Brown, 2002)

The action research should consist of four parts- planning, action, observation and reflection. To follow these phases I decided to prepare and pilot five lessons focused on the topic Human Rights. These lessons were taught in the third year at Business Academy in Jičín. Thereafter I reflected on all the lessons which were taught in this class. I also commented on the results of the questionnaires filled by students and analysed the formal letters which were by the students during the last lesson.
There were 28 students in the class whose level of English is B1/B2. The students are familiar with CLIL method because they have been studying Geography in English for three years. The class is full of very active and hard-working students. During my Civics lessons they are not afraid to speak, they listen to my instructions and always take part in all activities and tasks which are set. We often watch some documentaries or visit some lectures prepared by the staff from the museum in Jičín. Civics lessons are based on students’ critical thinking, communication and learning the basic facts from the subject.

I also teach English in this class therefore I am aware of their interests in this subject, too. They prefer especially discussions, dialogues, expressing their own thoughts and ideas. My students hate grammatical exercises and reading long texts. There are just three shy students in the class and no students with specific learning disorder. The bashful students are good at English but they prefer listening to their classmates to active participation in the lesson. As this group is keen on learning foreign languages I wanted to investigate whether they are able to see the advantages of having Civics in English.

Firstly, I informed the headmaster about my idea. He was really enthusiastic about my plans and asked me to visit and inform him after piloting the lessons. Thereafter I tried to study as much theory as I could. I also discussed my thoughts with my colleague who has more experience with CLIL and provided me some materials, too. The more I knew about CLIL, the more unsure I was becoming as I could see that there is a lot of different strategies and activities which might be presented to my students. I was aware of the fact that I cannot cover everything in five lessons. I decided to prepare well-structured lessons which make my students to be active participants of the lesson, combining language and content teaching. Although I spent a lot of time with preparation of the lessons, in the end I was rewarded with a good feeling from my work because I could see that there are more advantages of the method than I expected.

At the end of the last lesson students were given a questionnaire. I wanted to provide them enough time to fill it in therefore it was set as their homework. Fortunately, all of them were willing to give me some feedback and brought it back on time. The questionnaire was focused on students’ opinions on the CLIL lessons. I tried to collect data which might be used to reflect all the lessons and develop even more effective classroom strategies in my future teaching practice. I also managed to analyse the data and comment on it in detail. I especially focused on the analysis of the formal letter which was written by the students during the last
lesson. It provided some evidence about the knowledge gained through Civics and development of students’ English skills. Furthermore, I had a meeting with my boss and we discussed all the aspect of the CLIL method. We agreed that I will use this approach in my Civics lessons as we both consider it very beneficial for the students.

2.2 Lesson plans

2.2.1 Lesson 1: Human Rights (definition, history)

<table>
<thead>
<tr>
<th>Lesson Theme:</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Subject:</td>
<td>Civics</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Mgr. Klára Viková</td>
</tr>
<tr>
<td>Grade:</td>
<td>3.A</td>
</tr>
<tr>
<td>Number of students:</td>
<td>28</td>
</tr>
<tr>
<td>Date:</td>
<td>9th February 2017</td>
</tr>
</tbody>
</table>

Outcomes

<table>
<thead>
<tr>
<th>Content Outcomes</th>
</tr>
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<tbody>
<tr>
<td>- to introduce CLIL method as a teaching method and its purpose</td>
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<tr>
<td>- to inform students about human rights- students should be able to explain what</td>
</tr>
<tr>
<td>human rights are and provide some examples of Human Rights</td>
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<tr>
<td>- to learn about the history of human rights- students should be aware of the</td>
</tr>
<tr>
<td>key milestones of the history of Human Rights (The Cyrus Cylinder, Magna Carta,</td>
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<tr>
<td>Declaration of Independence)</td>
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<table>
<thead>
<tr>
<th>Language Outcomes</th>
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<tbody>
<tr>
<td>- to practise reading, listening and speaking skills</td>
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<tr>
<td>- to learn new vocabulary</td>
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<tr>
<td>receptive vocabulary: ratified, obey, achieve, punishment, pursuit</td>
</tr>
<tr>
<td>productive vocabulary: equality, slave, poverty, torture, starvation, abolish</td>
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</table>

Teaching strategies, aids and materials

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>listening activity- video</td>
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<tr>
<td>individual work (matching)</td>
</tr>
<tr>
<td>pair-work</td>
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<tr>
<td>cooperative work</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Aids and materials</th>
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<tbody>
<tr>
<td>smart board (youtube- video- The story of human rights)</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=6XXGF_V8_7M">https://www.youtube.com/watch?v=6XXGF_V8_7M</a></td>
</tr>
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</table>
## Stages of the lesson

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of the CLIL method and the purpose of the following lessons</td>
<td>2 min</td>
</tr>
</tbody>
</table>
| 2.    | Human Rights - introduction, motivation  
- the teacher asks some questions to motivate students  
"Are all human beings on the planet equal? Why? Why not?"  
"Do all humans have equal value? Why? Why not?"  
"What about you? Do you feel equal to others?"  
- the teacher discusses with the students, spontaneously moves to the topic of the lesson | 3 min |
| 3.    | Human Rights - definition (group work)  
- students make pairs, they are given some key words which might help them (they don’t have to use them if they do not want to)  
(right, humans, everyone, equal, freely, to be treated)  
- students use their ideas and try to make the definition of human rights  
- each pair finds another pair, they join and formulate their definition  
- the teacher cooperates with students, they formulate the definition on the blackboard | 8 min |
| 4.    | Matching words with definitions  
- students are given a worksheet  
- the teacher asks students to match words which are hidden in the classroom with their definitions  
- students check their answers in pairs, then with their teacher | 3 min |
| 5.    | Predicting text (worksheet, exercise 2)  
- before watching the video, students guess the numbers | 5 min |
| 6.    | Video (youtube - The Story of Human Rights)  
- students match terms in exercise 3, correct their answers in ex.2 | 4 min |
| 7.    | Group work  
- Students discuss and check their answers | 3 min |
| 8.    | Exercise 2  
- the teacher goes through the correct answers  
- asks some questions  
(Did you guess higher/lower numbers? Were you surprised?) | 2 min |
| 9.    | Exercise 3  
- the teacher goes through the correct answers with the students  
- possible questions are discussed/answered | 10 min |
Evaluation of the first lesson

At the beginning of the lesson I was not afraid of introducing a new teaching method because the students have been taught Geography in English for two years and they are used to communicating in the foreign language. However, the introduction seemed a little bit weird to me because students did not want to discuss as much as I expected. If I could change it in the future I would write the questions on the whiteboard or show them on the smartboard and provide them some time to discuss the questions in pairs or small groups. Students are usually not so shy while working in groups and they come up with more ideas.

In my opinion the next activity was easier. Thanks to the key words, making a definition of human rights took less time than I expected. Students worked really hard and seemed to be interested in the topic. I was walking around and monitoring their activity. Some of them asked me if they did not know some vocabulary and each group also built on their existing knowledge and formulated a meaningful definition of human rights.

From my point of view the best part of the lesson was matching words with their definitions. Before the lesson I had hidden the papers not only in the classroom but also in the corridor so the students could move a lot, which they loved. I wanted to motivate them therefore I promised a little mark one for the winner. I also asked students to be as quiet as possible because I did not want to interrupt the teaching process in other classes. Students did their best and I will definitely use this strategy in the future again.

The following step, watching a video and matching terms was a good idea but it would be fine to watch the part about the history of human rights twice. Students were not able to match the terms because the speaker spoke too quickly and they got lost. Fortunately, after watching the video, they cooperated in groups, used their knowledge from History lessons and they were able to finish the exercise together. I especially appreciated their ability to use their logical and critical thinking, which is one of the typical features of the CLIL method.
On the other hand, predicting numbers and correcting them was very easy and simple. Students just checked their answers with the classmates and they started discussing these numbers without my instructions which was funny because I wanted to start speaking about this topic in a while. Compared to the beginning, students were much more active, they were not afraid to speak in English and they all contributed to the discussion. I was very satisfied with the whole lesson because after a few minutes English became a normal part of the lesson and I could see that the inclusion of English in Civics could be really beneficial. Students learnt a lot of new vocabulary and they were able to use it in their speech. They also defined what Human Rights are, provided some examples and remembered important milestones from the history of Human Rights.

2.2.2 Lesson 2 The Universal Declaration of Human Rights

<table>
<thead>
<tr>
<th>Lesson Theme:</th>
<th>The Universal Declaration of Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Subject:</td>
<td>Civics</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Mgr. Klára Viková</td>
</tr>
<tr>
<td>Grade:</td>
<td>3.A</td>
</tr>
<tr>
<td>Number of students:</td>
<td>28</td>
</tr>
<tr>
<td>Date:</td>
<td>23th February 2017</td>
</tr>
</tbody>
</table>

Outcomes

| Content Outcomes | - to learn about the history of The United Nations (students know the date of the founding of the United Nations, the name of the founder, the purpose of the United Nations)  
- to learn about The Universal Declaration of Human Rights (students are able to name at least five articles of the Declaration of Human Rights and explain their purpose) |
| Language Outcomes | - to practise reading, listening and speaking skills  
- to practise spelling  
- to revise vocabulary from the previous lesson (equality, torture, abolish, suffer, slave, abolish)  
- to learn new vocabulary  
receptive vocabulary: committee, entire, member, agreement  
productive vocabulary: consist of, article, purpose, sign, declare  
- to express students’ opinion (students are able to use phrases: From my point of view..., In my opinion..., To my mind..., I guess that..., I agree/disagree with you..., I don’t think so...) |

Teaching strategies, aids and materials
### Strategies
- listening activity - video
- individual work (filling words)
- pair-work (reading)
- cooperative work (discussion)

### Aids and materials
- smart board
- (youtube - video - Human Right 1 - We are all born free and equal)
- worksheet, list with human rights

### Stages of the lesson

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 1.    | Introduction of the topic - Hangman (game)  
- the topic of the lesson is hidden  
- students are divided into four groups, they guess letters  
- members of the group which wins get a little mark 1 for activity in the lesson | 5 min |
| 2.    | Fill in the words in the text  
- the teacher asks students to close their eyes for a while  
- the teacher sticks a piece of paper with a word (end, signed, document, piece, president, states) on the backs of six students  
- all students are asked to stand up and find six words on the backs of their six classmates, they must remember the words by heart  
- students are given an exercise, they fill in the words in the text  
- three first students with correct answers get a little mark 1 | 5 min |
| 3.    | Teacher’s questions  
- the teacher checks students’ understanding, asks some questions  
- they mustn’t look in the paper (teacher practises what they remember)  
  „Who was the founder of The Universal Declaration of Human Rights?“  
  „What does the document declare?“  
  „How many articles does The Universal Declaration of Human Rights consist of?“  
  „Can you name any of these articles?“ | 5 min |
| 4.    | Video  
- students watch a video which deals with the content of the first article  
- the teacher asks students to watch a video  
- the teacher writes on the whiteboard: „What is the purpose of the video?“  
- after watching the video, the teacher elicits their answers | 3 min |
| 5.    | Reading- Exercise 2 |  |
-the students are given a list with 30 articles from The Universal Declaration of Human Rights
-they find out which of the 30 articles are violated in the described situations

6. Individual work, pair-work, group work- discussion
- at first students work individually, they write 1-10 next to each article (1 is the least important, 10 is the most important)
- they choose 20 most important articles
- they make pairs
- they discuss which articles they have chosen and why/express their opinion
- each pair agrees on 15 articles which are the most important for them
- each pair finds another pair, they make a group
- each group agrees on 10 articles
- the teacher monitors their discussion

7. Reflection, discussion with the teacher
- the teacher asks some questions, discusses with the students „Was it difficult to agree on the same articles? Why/Why not?“ „Were your opinions different? Did you persuade your classmates easily?"

8. Summary of the lesson
- the teacher summarises the lesson, sets optional homework to a pair of volunteers
  (10 minute presentation for the topic Human Rights Organisations plus one exercise to revise information included in the presentation)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7 min</td>
</tr>
<tr>
<td>2.</td>
<td>15 min</td>
</tr>
<tr>
<td>3.</td>
<td>3 min</td>
</tr>
<tr>
<td>4.</td>
<td>2 min</td>
</tr>
</tbody>
</table>

**Evaluation of the second lesson**

At the beginning of the lesson the students looked exhausted. They had written a Math test and they looked depressed. I decided to provide them a safe and enriching environment which is needed for a successful CLIL lesson. I tried to wake them up and I promised myself that at the end of the lesson they will be smiling and feeling better.

The first activity called Hangman was a good fun. This class is full of many competitive students. At first they were too noisy, did not listen to each other so I asked them to calm down, respect each other and choose the leader. After this solution we had no problems to communicate and we successfully found the topic of the lesson
The second activity made my students move which was a great idea. They were really enthusiastic about this game and they did their best. Their memory must be very good because they were able to remember and write all the words in a while. Two students filled the words in the text at the same time. I was not able to choose who was quicker so both of them got a little one for the activity in the lesson.

The following step, asking and answering some questions, was a good revision of the text. I made sure that my students understand what they are supposed to read and can express their opinions. After this short discussion students were asked to watch a video. They seemed to be interested in it and they had no troubles to answer my question. This authentic material definitely increased their motivation to study.

In my opinion, the next part of the lesson made my students to be more active. They worked very hard and finished this exercise very quickly. They discussed their answers in pairs and they looked keen on it. The best part of the lesson was the discussion. At first, I was a little bit afraid of it but all students communicated, expressed their ideas and listened to each other. They tried to show the situation from different perspectives and questioned the opinions of their classmates. I did not expect so much enthusiasm. They asked each other some philosophical questions, too. Unfortunately, we did not have enough time and I had to stop their discussion and move on.

I spent the last minute of the lesson speaking about the optional homework. Students were not interested in preparing the presentation. On the other hand, it was a way to gain a good mark so two students who got a bad mark from the test decided to make the presentation. They asked me if they could come for a consultation after the weekend. I was glad because it is always a good idea to discuss their work in advance.

From my point of view this lesson was full of action. Students played a lot of games, they could move, discuss, watch the video, which they definitely liked. They also remembered the key information about The United Nations and The Universal Declaration of Human Rights. On the other hand, we did not have as much time as I wanted to have for the discussion at the end of the lesson. However, we all did our best and we enjoyed the lesson very much.

2.2.3 Lesson 3 Human Rights Defenders
Lesson Theme: Human Rights Organisations
School Subject: Civics
Teacher: Mgr. Klára Viková
Grade: 3.A
Number of students: 18
Date: 30th March 2017

Outcomes

Content Outcomes
- to get to know some human rights organisations
- to consider the benefits of the human rights organisations
- to be able to do peer- assessment, self- assessment
- to think about the experience of being a volunteer

Language Outcomes
- to practise reading, listening and speaking skills
- to revise vocabulary from the previous lesson (poverty, member, sign, purpose, consist of)
- to learn new vocabulary
  receptive vocabulary: tracking, accomplished, sustain, footprint, endangered animals
  productive vocabulary: shelter, condition, fortunate, support, species
- to express students’ opinion

Teaching strategies, aids and materials

Strategies
- presentation
- pair work (matching words)
- cooperative work (discussion)

Aids and materials
- smart board
- youtube- video https://www.youtube.com/watch?v=SEl11lIQ4lA
- worksheet

Stages of the lesson

1. Introduction of the topic- Human Rights Organisations
   - the teacher greets the students and introduces the topic
   - brainstorming in pairs
     (students are asked to write some names of Human Rights Organisations)
   - the teacher goes through their answers
   - the teacher tells students that their classmates have prepared a presentation with some more information about Human Rights Organisations
2. Presentation
   - students show their presentation to their classmates

3. After- presentation task
   - after the presentation their classmates are given a short exercise in which they should show whether they paid attention during the presentation
   - students check their answers

4. Evaluation of the presentation
   - the teacher writes plus and minus on the whiteboard
   - self- assessment
   - the teacher asks students who prepared the presentation to reflect on their work and write some positive and negative aspects of their presentation
   - the teacher asks
     „After presenting your work, would you change anything? Why? Why not?“
   - peer- assessment
     classmates can add some more advantages and disadvantages of the presentation, they guess what could be done to improve the presentation
   - students who prepared the presentation are given a mark (the average of self-assessment, peer- assessment and the teacher’s assessment)

5. Vocabulary pre-teaching
   - students are divided into pairs
   - they are given a worksheet
   - they should match a word with its definition (the word is written on a piece of paper and hidden in the class or corridor, the letters of the word are jumbled)
   - student A tries to find the words, spells the letter to his/her partner who writes down the letters and tries to formulate the word
   - students cooperate, match the words with their definitions
   - the first pair gets a little mark one for activity

6. Video ([https://www.youtube.com/watch?v=SEl11IIO4IA](https://www.youtube.com/watch?v=SEl11IIO4IA))
   - students watch the video

7. Discussion
   - students are divided into groups (4-5 students in each group)
   - they discuss questions written on the smartboard
     „What/who was the video about?“
     „What was its purpose?“
     „Would you like to be a volunteer? Why? Why not?“
```
<table>
<thead>
<tr>
<th>„Which activities would you prefer doing? Why?“</th>
</tr>
</thead>
<tbody>
<tr>
<td>(helping animals/educating children/ working with pensioners or disabled people/ helping people lead lives without drugs/ others...)</td>
</tr>
<tr>
<td>- the teacher monitors their work</td>
</tr>
<tr>
<td>8. The summary of the lesson</td>
</tr>
<tr>
<td>- the teacher asks the group to tell him/her their ideas</td>
</tr>
<tr>
<td>- the teacher summarises the lesson, answers possible questions</td>
</tr>
</tbody>
</table>

Evaluation of the third lesson

This lesson was a little bit different because there were just eighteen students in the class. Some students were ill and some girls went to play a floorball match which took place in the gym. Nevertheless, the smaller the group is, the easier work it could be so I was not worried about anything and introduced the topic of the lesson.

The first activity was the brainstorming. Students tried to write some names of the Human Rights Organisations, which was quite easy for them. They surprised me because they knew many organizations not only in the Czech Republic but also in the whole world. Furthermore, one of the students told us that his aunt worked for UNICEF, which surprised us a lot. We started discussing about his aunt’s job and spent during this activity more time than I had expected. On the other hand, all teachers must be used to improvising and in my opinion this discussion was definitely beneficial to my students.

The next part of the lesson was a presentation. It was prepared by two students who got poor grades in the last test so they wanted to do some extra work to improve their final mark. These girls- Iveta and Žaneta are very hardworking, talkative and motivated students. They hate studying something by heart. However, they love reading books and studying various resources and preparing presentations. Their work was really good. They must have spent many hours preparing it because it was full of interesting information and pictures. Moreover, they created a logical flow to their presentation, the text was readable, they used the slides just to emphasise a point, they did not read them, they told a lot of information and just followed the bullet points. The girls came to a consultation in advance, which was a great idea. We discussed their work together I gave them some advice, for example not to use sound effects in their presentation and keep the font size bigger than 24. I also asked them to read the presentation aloud at home and practise especially the pronunciation.
```
The after-presentation task was a good fun. Žaneta and Iveta had written a piece of paper with ten statements and their classmates had to guess whether the statements are true or false. The winner got a bar of chocolate so the motivation of all students was really high.

Then we moved to the evaluation of their presentation. We all liked it very much and nobody was able to find any weaknesses. Students named a lot of strengths, they especially liked Iveta and Žaneta’s demonstration. Girls were speaking fluently, their pronunciation was great, the presentation logical and smooth. In addition to that they were wearing smart clothes just because of their presentation. We all agreed that they deserve mark 1 because their work was outstanding.

The following activity, vocabulary pre-teaching, is my favourite. Students can move, practise spelling, think about the jumbled words, it is full of action. Students liked it, too. Some of them used their mobile phones for matching the words with their definitions, which was all right because they are allowed to use their dictionaries in mobile phones during my lessons. They had troubles with the word sustain and accomplished. Fortunately, they are smart enough so they cooperated in pairs or looked up the words in their dictionaries thus they were able to complete the task in a few minutes.

We continued with watching the video. All the words from the previous activity were used in the video so the students could hear them in the context. The video lasted just five minutes but it was enough to start the discussion. I used this authentic material to show students that they are able to understand it without almost any difficulties and they also had an opportunity to see different cultural habits and routines.

Unfortunately, we did not have enough time to discuss the video in groups. After watching it, we had just four minutes left so I asked the whole class and some students always started to speak. Nevertheless, as I mentioned in the beginning, there were just eighteen students in the class so it was possible to comment on the video and express their opinions without any limitations. Students were listening to each other and it was a nice ending of the lesson.

From my point of view, this lesson was full of different activities. Students were active, they worked really hard and enjoyed the whole lesson. Although the discussion in the beginning was a little bit time consuming and we did not have enough time at the end of the lesson, I would not change it because everything does not have to be according to the plan and
the teacher should adapt to the situation. I hope that the following lesson will be as good as this one.

### 2.2.4 Lesson 4 Human Rights Abuse

<table>
<thead>
<tr>
<th>Lesson Theme:</th>
<th>Human Rights Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Subject:</td>
<td>Civics</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Mgr. Klára Viková</td>
</tr>
<tr>
<td>Grade:</td>
<td>3.A</td>
</tr>
<tr>
<td>Number of students:</td>
<td>27</td>
</tr>
<tr>
<td>Date:</td>
<td>6th April 2017</td>
</tr>
</tbody>
</table>

#### Outcomes

**Content Outcomes**
- to practise articles from The Universal Declaration of Human Rights on concrete examples of human rights abuse
- to be able to name concrete examples of human rights abuse
- to think about the situation in the word

**Language Outcomes**
- to practise reading, listening and speaking skills
- to learn new vocabulary
- receptive vocabulary: disorder, imprisoned, appeal, announce
- productive vocabulary: abuse, bride, victim, hunt
- to retell a story (Past simple/Continuous tense)
- express students’ opinion

#### Teaching strategies, aids and materials

| Strategies              | listening activity- video  
<table>
<thead>
<tr>
<th></th>
<th>cooperative work (retelling a story, discussion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aids and materials</td>
<td>computers</td>
</tr>
<tr>
<td></td>
<td>headphones</td>
</tr>
<tr>
<td></td>
<td>papers with colours and numbers</td>
</tr>
<tr>
<td></td>
<td>five pieces of paper with a link to the website</td>
</tr>
</tbody>
</table>

#### Stages of the lesson

1. Discussion
- the teacher introduces the topic, asks some questions, tries to motivate the students, at first the teacher makes sure that students understand the word abuse
- “Do you know any synonyms for the word abuse?“
- “Are human rights of the people in the Czech republic abused?“
- “Do you know any examples of human rights abuse in the history of the Czech republic?“
- “What about the situation abroad? Can you name any countries where the human rights are abused?“

4
2. Making groups
- the teacher sticks a piece of paper on the students' backs
  (there is a colour and a number on the paper)
- the teacher asks the students to have the paper on their backs for the whole
  lesson
- students stand up and find out, which colour is on their backs
- students mustn't speak, they use just non-verbal communication
- students of the same colour form a group (there are five groups)

3. Listening activity
- each group chooses a piece of paper which is provided by the teacher
- there is a link to the websites
- all members of the group turn on their computer, find the website and watch the
  video (students are given headphones), about one person whose human rights are
  abused
  Group 1: Deadly Hunt: Albinos in Tanzania
  https://www.youtube.com/watch?v=ztd7Rr5Eubg
  Group 2: Edward Snowdan, USA
  https://www.youtube.com/watch?v=efjO_vwW-Qc
  Group 3: Mamoni’s Story: The Child Bride
  https://www.youtube.com/watch?v=TCxcfEOEMoI
  Group 4: Time to free Angel, imprisoned torture victim
  https://www.youtube.com/watch?v=Tba_iP9Y1_c
  Group 5: Meet girls who are fighting for their right to an education
  https://www.youtube.com/watch?v=GluooOH_EnE
- after watching the video all members of each group discuss questions which are
  written on the blackboard
  „Are you able to retell the story?“ (Everybody tells a part of the story.)
  „Which human rights were abused in the story?“

3. Making groups
- students stand up, try to form a new group according to the number on their
  cards on their backs (all ones of different colours together etc.)
- students mustn't speak, they use just non-verbal communication

4. Retelling the story
- there are five students in each group
- each of them retells the story of the person whose human rights were abused
- after all five stories students discuss questions written on the blackboard
  „Which concrete human rights were abused in those stories?“
  „Who has the most difficult life? Give reasons.“
  „Do the people have a chance to change their lives? Why? Why not?“
  „What could be done to improve their standard of living?“

5. Summary of the lesson
- the teacher tries to summarise the lesson, the teacher asks some questions
Evaluation of the fourth lesson

The beginning of the lesson was a little bit slow. Nobody knew the term abuse so I had to explain it. On the other hand, students immediately started discussing the topic, providing examples of human rights which were abused in the Czech history. Moreover, they named many non-democratic countries and added some concrete examples of human rights abuse.

The aim of the following activity was to make groups. Students were successful but it was not as simple as I had expected. Firstly, some of them did not understand what to do so I repeated my instructions. During the activity I had to ask them not to speak. Although it should have been a quiet activity, some of them made different sounds. It was quiet weird because they are usually calm and willing to follow my instructions.

In my opinion the next task was the best part of the lesson. Students were really interested in watching the videos. However, there were two students who had some difficulties with logging into the computer. Fortunately, one of my students is a computer geek and he was able to help them. To be honest, I do not use computers in my lessons very often because there are usually problems with internet connection. I was glad that we were lucky and had no other technical problems during this lesson.

Retelling the story was quite easy for most of the students. However, two of them did not want to speak much and just listened to their classmates, which was a problem when they formed the new group where the others did not know the story. I asked these shy students not to be afraid of speaking and retell just a short summary of the story. They looked annoyed but
they were able to say something. Their classmates asked them some additional question, which helped to stimulate their discussion.

In the end we summarised the lesson. Students told me that it had not been difficult for them to cooperate in the groups and retell the stories. They agreed that all stories were interesting and it was difficult to choose the most appealing one. From my point of view it was a very useful lesson full of cooperation, communication and solving different problems.

### 2.2.5 Lesson 5 The Power of the Pen

<table>
<thead>
<tr>
<th>Lesson Theme:</th>
<th>A letter to save somebody's life</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Subject:</td>
<td>Civics</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Mgr. Klára Viková</td>
</tr>
<tr>
<td>Grade:</td>
<td>3.A</td>
</tr>
<tr>
<td>Number of students:</td>
<td>23</td>
</tr>
<tr>
<td>Date:</td>
<td>13th April 2017</td>
</tr>
</tbody>
</table>

#### Outcomes

**Content Outcomes**
- to revise stories of people whose human rights are abused
- to get to know the possible ways to protect somebody's human rights
- to try to write a letter which can save somebody's life

**Language Outcomes**
- to practise reading, speaking and writing skills
- to revise the layout of a formal letter (sender’s address, receiver’s address, date, salutation, body of the letter, signature- handwritten, typewritten)
- to practise vocabulary (*abuse, torture, hunt, victim, disorder, inherit, grave, chop off*)

#### Teaching strategies, aids and materials

**Strategies**
- cooperative work
- discussion
- writing skills

**Aids and materials**
- smart board (youtube- video)
- an envelope with pieces of papers (formal letter)
- a piece of paper for writing the letter
### Stages of the lesson

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
</table>
| **1. Introduction** | - the teacher introduces the lesson, asks some questions  
   "Which stories did we talk about in the last lesson?“  
- the teacher writes down some notes on the whiteboard  
   "Are there any ways which can you do to help these people?“  
- the teacher writes down their possible answers on the whiteboard |
| **2. Text** | The teacher shows students the following text  
   *When the first 200 letters came, the guards gave me back my clothes. Then the next 200 letters came, and the prison director came to see me. When the next pile of letters arrived, the director got in touch with his superior. The letters kept coming and coming: three thousand of them. The President was informed. The letters still kept arriving, and the President called the prison and told them to let me go.*  
   **A released prisoner of conscience from the Dominican Republic**  
   "Do you think that some letters can really save somebody's life? Why? Why not?“  
   "Have you ever written a petition? Why? Why not?“ |
| **3. Jumbled letter** | - students are given an envelope with some pieces of papers, they are asked to put the papers in the correct order to make an example letter  
- after a few minutes the teacher projects the correct version on the smartboard |
| **4. Writing a letter** | - students are asked to choose one person from the people mentioned on the whiteboard  
- students can work individually/in pairs/small groups  
- they try to write their own letter  
- letters will be sent to embassies of the countries  
- copies of the letters will be placed on the noticeboard in the corridor |
| **5. Discussion about the letters** | |
- students change their letters, read them, correct possible mistakes, reflect on them- say what they like/dislike

6. Reflection of the lessons- homework
- students fill in the reflection as their homework and bring it next week
- they can think about their answers, discuss CLIL method with their classmates

7. Summary
- the teacher sums up the lesson and the Human Rights topic in which the CLIL method was used

### Evaluation of the fifth lesson

The lesson started with a short introduction of the topic. I was a little bit afraid that students will not be able to recall the stories which were discussed three weeks ago but they surprised me and recapitulated all the stories without any difficulties. They discussed some actions which could be done to help people whose rights are abused. They mentioned especially moving abroad or punishing the people who cause harm to those poor people.

I supposed that showing the text about the released prisoner will motivate my students. They looked really surprised but most of them did not believe that writing a petition would be so powerful tool to save somebody’s life. Nobody had ever written a petition before and they did not seem to be keen on writing it in the future.

The following activity was a fun and the students enjoyed it. They competed, which they like and they finished their task really quickly. Unfortunately, the next activity, writing the letter, was not so successful. Students looked really bored and annoyed. They all wanted to work in groups because they hoped that students who are good at English will write the letter instead of them. I asked them to discuss the topic, cooperate but they did not reflect on my suggestions. They were just waiting for the end of the activity. Nevertheless, their letters were well-structured, the ideas went in a logical order and they made few mistakes. They were aware of the appropriate layout of the formal letter. They also used a lot of phrases which are typical for formal letters. Furthermore, they were able to use their knowledge of the articles of The Declaration of Human Rights to apply it in the letter.
Before the end of the lesson I asked the students to fill in the questionnaire. I wanted to provide them enough time therefore it was set as their homework. Afterwards I summarised not only this lesson but also the key points of the previous lessons. In my opinion students appreciated the opportunity to be taught in English because they worked really hard and contributed to all discussions. Writing the letter might not have been so funny and interesting for them but from my point of view it was a logical culmination of all lessons.

2.3 Students’ feedback

In this chapter I would like to describe the results of the questionnaires which were distributed to students at the end of the last lesson. I wanted to provide them as much time as possible therefore I set it for their homework. I was not sure whether all students bring it back but they surprised me and all questionnaires were submitted on time.

There were ten questions in the questionnaire. It was filled in by 28 students. Its aim was to find out whether the students enjoyed the CLIL lessons, what they liked most and if they would prefer having all their Civics lessons in English. They could tick yes or no but I also asked them to comment on their answers.

Before handing the questionnaires over to the students I explained to them that it is anonymous so they do not have to write their names on it. Nevertheless, most of the students wrote their names on the sheets because they know that they do not have to be afraid to express their opinion during my lessons, which is great.

1. Do you like learning English?

The results of the first question did not surprise me. All students answered that they liked learning English. This class is full of people who study three foreign languages and they chose our school because of the opportunity to focus on the languages, especially English.

2. Will you use English in the future?
The answers for the second question were predictable, too. All students assumed that they will use the knowledge of the foreign language in their future life. Most of them mentioned their future career (23 students), travelling (19 students), working abroad (14 students), watching films (14 students), listening to music (9 students), playing computer games (5 students), reading books and magazines (4 students) or chatting on social networking sites (2 students). All students wrote more than just one answer.

3. Do you think that it would be beneficial for you to learn Civics in English? Why?

Only two students do not think that it would be beneficial to be taught Civics in English. According to them the lessons were too difficult and they could not communicate as much as they would in their mother tongue. Nevertheless, as we can see in the graph no.1, the rest of the students liked the lessons because they were given the opportunity to speak a lot, study new vocabulary, watch documentaries in English, read some texts in English, write a formal letter, prepare a presentation.

4. Would you prefer having your Civics lessons in English?

The graph no. 2 shows that there were 22 students who would like to learn Civics in English, which is a really exciting result. They stated that studying Civics in English could be very beneficial for them because they practise their communication skills and they have a chance to learn a lot of new vocabulary. According to the students, the lessons were more thought-provoking and interesting for them. However, there were six students who do not want to have their Civics lessons in English because it is too difficult and demanding for them. English limits their communication skills and they are not used to working so hard during normal Civics lessons. From my point of view, if the students used English for communication more often, it would improve their vocabulary range and their attitude could change.

5. Were the Civics lessons taught in English for you...

As we can see in the graph no.3, 18 respondents out of 28 claimed that Civics lessons taught through CLIL are normal lessons. The lessons were too difficult for only four students and difficult for six students, which surprised me. From my point of view the lessons must have been more demanding for students but they might not have considered them as difficult because they were able to understand all the vocabulary and discuss the issue without almost any difficulties.
According to 19 students the Civics lessons in English were more beneficial, which is a really interesting result. Although the lessons were much more demanding, the students could see the meaning of the activities. They had an opportunity to develop both their knowledge of Civics and also English. 7 students thought that lessons were as beneficial as normal lessons. Perhaps they did not see the benefit of speaking in English, studying new vocabulary or listening to the videos. Only 2 students considered the lesson less beneficial. In my opinion they were aware of the advantages of CLIL. Nevertheless, they are used to having Civics in Czech and English was a complication for them (especially discussions in English).

6. Give a mark to the particular lessons

The next question was focused on marking the lessons. The first lesson (Graph No. 4) was quite popular among the students. 20 of them really liked it, 8 students used mark 2, which is fine, too. The lesson was full of different activities which were attractive for students. Moreover, they could cooperate in groups, watch a video, express their opinion. The activities changed very often so all students could find something which was interesting for them.

The second lesson (Graph No. 5) was more successful than the first one. Just 4 students used mark 2 to assess this lesson. In my opinion the reason is clear—students could play a lot of games and they were provided plenty of time for discussion in groups. I was only monitoring their work.

There were just eighteen students during the third lesson. The graph no. 6 shows that eleven of them used mark 1, seven of them mark 2. I had a short debate with some of my students after this lesson. They told me that they hated listening to the presentations and assessing them. I think that it is an ordinary part of the teaching process and I would like to continue with these activities in my future teaching practice therefore I would not change anything in this lesson. From my point of view the presentations were really well-structured. Students might have been given some more follow-up exercises or authentic materials to make them more involved in the lesson.

In my opinion the fourth lesson was the best because the students were really active during the whole lesson. However, there were a few students who did not like retelling the story in English. They were too shy to speak and the situation might have been a little bit stressful for them. As we can see in the graph no. 7, 20 students liked the activities very much, 6 students used mark 2 and 1 student mark 3. The lesson could be modified a little bit.
The students could be given a choice—either retell the story or use a write the story, which would be a suitable form for the students who are afraid to speak.

Students usually do not like lessons focused on writing. On the one hand, I agree that these lessons could be boring for some students. On the other hand, I still insist that writing skill is an essential part of the learning process and it cannot be omitted. I tried to motivate the students and provide them the clear meaning and aim of the formal letter. Nonetheless, only 8 students were really satisfied with the lesson (graph no. 8), which is not so bad but I expected a higher number. I did my best to motivate them and show them the beneficial purpose of this activity. In the future, I will use their desire to compete. They will choose the best letters and the authors of these letters will be given a reward, which might make this activity more attractive for them.

7. **Which of the lessons was the most beneficial?**

Unfortunately, after reading the answers of my students (graph no. 9) I realised that the word beneficial might be a little bit misleading or confusing. Most students chose the fourth lesson because it was focused on discussion about the stories. They were provided a lot of time to watch a video, express their ideas in English, co-operate in groups. On the other hand, lessons 1 and 3 were much more focused on the theory (especially Human Rights), which I as Civics teacher consider beneficial but they might prefer different activities. Nobody chose lesson five, which did not surprise me.

8. **Which of the lessons was the least beneficial?**

More than a half students (16 students) answered that all lessons were beneficial for them. However, 12 students chose the fifth lesson. They wrote that they hated writing the letter. From their point of view, the letter is not so powerful to save somebody’s life and it was just wasting of their time. Nonetheless, they could not see the background of the activities. To my mind, it was a lesson in which they could practise the layout of the formal letter, some formal expressions typical for formal communication and the ability to express their opinion using their knowledge of human rights.

9. **Would it be beneficial for you if other subjects were taught in English?**

The graph no. 10 shows that most of the students would like to be taught other subjects in English. It could be really challenging but also very beneficial not only for the students but
also for the teachers. Students mentioned the opportunity to study new vocabulary, speak in English and change the routine of the ordinary lessons. Some of them wrote that it could be fun to see some teachers speaking English. On the other hand, 9 students would not prefer to have non-language subjects in English since it would be too difficult for them.

10. Other comments

In the last part of the questionnaire the students had opportunity to express their opinion and write some other comments on the lessons. Twenty-one students did not write anything. However, seven of them expressed themselves, which was really interesting and inspiring for me.

My students are used to writing reflections because from my point of view it is an important part of the educational process. I always like reading their ideas because it is very stimulating for me. After reading their comments I was satisfied to see that almost all students liked the lessons. Some of them are used to more easy-going lessons and they are a little bit lazy to do something more than they are used to. Laziness is a common feature of most of the human beings. Nevertheless, it is important to emphasize that these students are aware of the fact that being taught in English could be very beneficial for them but in spite of the fact they would prefer normal lessons.
Conclusion

I have decided to write my final statement about CLIL as a modern and innovative method for teaching a foreign language through another subject. The purpose of the final statement was to find out whether CLIL is an effective teaching method in Civics lessons. I have chosen the topic called Human Rights which is usually too easy and simple for students but which could be challenging being taught in English. I wanted to prove that applying English to Civics could be not only thought-provoking but also very beneficial for most of my students.

In my opinion CLIL method has more advantages than disadvantages. It provides more opportunities to use the foreign language in practise, which is a great motivation for students. They do not have to worry about making grammar mistakes or not understanding all the vocabulary, they use the language in the real-life situations. Furthermore, they will soon realise how easy it could be to communicate in the foreign language. The ability to communicate in English will be demanded in their future life and career because we all live in a multicultural world where the knowledge of at least one foreign language is a necessity.

Although the preparation was very time-consuming, I find CLIL method very challenging and inspiring. Students were exposed to academic as well as content-specific language, which is very beneficial for them therefore I would like to use the CLIL method in my Civics lessons in the future. I must admit that it has been a big challenge for me. However, I really enjoyed planning the lessons as it was something new for me. Moreover, it was really inspiring and stimulating not only for me but also for my students. I was really
pleased with the results of the questionnaires. Even though students had to step out of their comfort zones, they had an opportunity to use authentic materials and learn about other culture’s view on current issues.

To sum it up, thanks to this final statement I had a wonderful opportunity to get a lot of various information about CLIL method, which might be very useful tool to help students with their language acquisition. The more theory I studied, the more interested I was to try this approach in my lessons. I am really grateful that my students appreciated my efforts and I will definitely prepare more CLIL lessons. I have already recommended CLIL method to my colleagues and we have just agreed on some consultations where we could share our ideas and common views of this method. I hope that more and more teachers will be interested in the CLIL method and it will become an ordinary part of the Czech educational system.

**Bibliography and Reference**


Appendix

Questionnaire for students

Milí studenti,

ráda bych Vás požádala o vyplnění tohoto dotazníku. Všechny informace jsou anonymní a budou sloužit pouze pro mé studijní účely na Masarykově univerzitě v Brně.

Mnohokrát děkuji za Váš čas a Vaši pomoc.

Pohlaví: ☐ dívka ☐ chlapec

1. Učíš se rád/a anglický jazyk? ☐ Ano ☐ Ne
2. Domníváš se, že využiješ anglický jazyk ve svém budoucí životě? ☐ Ano ☐ Ne
   Pokud ano, jakým způsobem?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
3. Myslíš, si že bylo přínosné učit se občanskou nauku v anglickém jazyce?
   ☐ Ano ☐ Ne
   Pokud ano, proč?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
4. Dával bys přednost hodinám občanské nauky v anglickém jazyce?
   ☐ Ano ☐ Ne
   Proč?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
5. Byla pro Tebe hodina občanské výchovy vedená v anglickém jazyce
   a/ ☐ příliš náročná ☐ náročná ☐ tak akorát ☐ snazší ☐ příliš snadná
   b/ ☐ přínosnější než běžné hodiny ☐ stejná jako běžné hodiny ☐ méně přínosná než
        běžné hodiny

6. Ohodnoť jednotlivé hodiny vedené v anglickém jazyce známkou jako ve škole
   (1 nejlepší, 5 nejhorší)
   Hodina č. 1- téma: Lidská práva- diskuse, definice, spojování pojmů, video, práce ve
        skupinách)
   ☐ ☐ ☐ ☐ ☐
   Hodina č. 2- téma: Všeobecná deklarace lidských práv- šibenice, video, doplňování
        slov do textu, práce ve skupinách, výběr nejdůležitějších článků, diskuse
   ☐ ☐ ☐ ☐ ☐
   Hodina č. 3- téma: Organizace podporující lidská práva- prezentace, hodnocení
        prezentace, slovní zásoba, video, diskuse
   ☐ ☐ ☐ ☐ ☐
   Hodina č. 4- téma: Porušování lidských práv- skupinová práce, video, převyprávění
        příběhu ostatním členům skupiny, diskuse
   ☐ ☐ ☐ ☐ ☐
   Hodina č.5- téma: Psaní dopisu- diskuse o významu psaní petic, struktura formálního
        dopisu (spojovačka), psaní dopisu, diskuse
   ☐ ☐ ☐ ☐ ☐

7. Která z hodin byla podle Tvého názoru nejpřínosnější? Proč?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

8. Která z hodin byla pro Tebe naopak nejméně přínosná? Proč? Jak bys hodinu případně
   změnil/a?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

9. Domníváš se, že by pro Tebe bylo přínosná výuka i jiných předmětů v anglickém
    jazyce?
   ☐ Ano ☐ Ne
   Proč?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
Lesson 1- WORKSHEET (Human Rights)

(retrieved from www.macmillanenglish.com/inspiration)

1. **Match these words with the definitions 1–7. The words are hidden in your classroom.**

1. to make an agreement official by signing it or formally accepting it
2. the state of being equal, especially in having the same rights, status and opportunities
3. someone who belongs by law to another person and has to obey them and work for them
4. a situation in which someone does not have enough money to pay for their basic needs
5. the process of trying to achieve something
6. extreme physical pain caused by someone or something, especially as a punishment or as a way to make someone say something
7. put an end to stg.
8. a situation in which a person suffers or dies because they do not have enough to eat

2. **Guess the number**

1. Every five seconds .......... children die of starvation.
2. If people have freedom to speech why are .......... in prison for speaking their minds.
3. If people have the right to education why over .......... adults are unable to read.
4. If slavery has truly been abolished why are .......... people still enslaved today.

3. **Watch the video and match the name with the information and date about each important development in the history of human rights.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Information</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cyrus Cylinder</td>
<td>Established that all men are created equal with the same rights to life, liberty and the pursuit of happiness.</td>
<td>The USA, 1776</td>
</tr>
<tr>
<td>The Magna Carta</td>
<td>It freed slaves, allowed freedom of religion, and promoted racial equality.</td>
<td>The United Nations, 1948</td>
</tr>
<tr>
<td>The Petition of Rights</td>
<td>It guaranteed the rights of the church and gave people more legal and political rights, to ensure that the king followed the law of the land.</td>
<td>France, 1789</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>A document stating the rights of man and the citizen to be born free and equal in rights.</td>
<td>England, 1628</td>
</tr>
<tr>
<td>The Declaration of the Rights of Man and of the Citizen</td>
<td>A document setting out the rights and liberties of the people, as opposed to the prerogatives of the crown.</td>
<td>England, 1215</td>
</tr>
<tr>
<td>The Universal Declaration of Human Rights</td>
<td>The first document that listed 30 rights for all human beings, ratified internationally</td>
<td>Babylon, Southern Iraq about 539–530 B.C.</td>
</tr>
</tbody>
</table>

**KEY** (retrieved from www.macmillanenglish.com/inspiration)

**Exercise 1**

1. to make an agreement official by signing it or formally accepting it **ratified**
2. the state of being equal, especially in having the same rights, status and opportunities **equality**
3. someone who belongs by law to another person and has to obey them and work for them **slave**
4. a situation in which someone does not have enough money to pay for their basic needs **poverty**
5. the process of trying to achieve something **pursuit**
6. extreme physical pain caused by someone or something, especially as a punishment or as a way to make someone say something **torture**
7. put an end to stg. **abolish stg.**
8. a situation in which a person suffers or dies because they do not have enough to eat **starvation**

**Exercise 2**

1. 16,000
2. thousands
3. billion
4. 27 million

**Exercise 3**

<table>
<thead>
<tr>
<th>The Cyrus Cylinder</th>
<th>It freed slaves, allowed freedom of religion, and promoted racial equality.</th>
<th>Babylon, Southern Iraq in 539 B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Magna Carta</td>
<td>It guaranteed the rights of the church and gave people more legal and political rights,</td>
<td>England, 1215</td>
</tr>
</tbody>
</table>
Lesson 2

1. **Fill in the words in the text**

The United Nations (UN) came into in 1945, shortly after the 1…… of World War II.

The stated purpose of the UN is to bring 2…… to all nations of the world. After World War II, a committee of persons headed by Mrs. Eleanor Roosevelt, the wife of US 3…… Franklin D. Roosevelt, wrote a special 4…… which “declares” the rights that everyone in the entire world should have- the Universal Declaration of Human Rights. Today there are 192 member 5…… of the UN, all of whom have 6…… on in agreement with the Universal Declaration of Human Rights. The document consists of 30 articles.

2. **Fill in the words in the text**

end signed document piece president states

The United Nations (UN) came into in 1945, shortly after the 1…… of World War II.

The stated purpose of the UN is to bring 2…… to all nations of the world. After World War II, a committee of persons headed by Mrs. Eleanor Roosevelt, the wife of US 3…… Franklin D. Roosevelt, wrote a special 4…… which “declares” the rights that everyone in the entire world should have- the Universal Declaration of Human Rights. Today there are 192 member 5…… of the UN, all of whom have 6…… on in agreement with the Universal Declaration of Human Rights. The document consists of 30 articles.

Lesson 3

Exercise (key)

1. Condition where people´s basic needs for food, clothing and shelter are not being met.
POVERTY

2. species at risk of extinction because of human activity, changes in climate, changes in predator-prey ratios, etc.

ENDANGERED ANIMALS

3. to follow or pursue the track, traces, or footprints

TRACKING

4. receiving good from uncertain or unexpected sources, lucky

FORTUNATE

5. completed, done, effected or highly skilled, expert

6. to support, hold, or bear up from below

Action research- graphs

Question No. 3 (Graph No. 1)

Question No.4 (Graph No.2)

4. Would you prefer having your Civics lessons in English?

Question No. 5 (Graph No.3)
5. Were the Civics lessons taught in English for you

6. Give a mark to the particular lessons

The first lesson

The Second Lesson
Question No. 6 (Graph No. 7)

The Third Lesson

Question No. 6 (Graph No. 8)

The Fourth Lesson

Question No. 7 (Graph No.9)
7. Which lesson was the most beneficial for you?

![Graph showing lesson preferences with Lesson 1 having 11 votes, Lesson 2 having 4 votes, Lesson 3 having 10 votes, and Lesson 5 having 3 votes.]

Question No. 9 (Graph No. 10)

9. Would it be beneficial for you if other subjects were taught in English?

![Graph showing responses with 9 votes for Yes and 19 votes for No.]

Question No. 10- Students’ opinions

„Tohle byly ty nejlepší hodiny občanky, co jsem kdy zažila. Nic proti, ale vždycky je nějaká teorie a potom povídaní v češtině, což je fajn, ale nic moc nám to nedá. Mluvit celou hodinu v angličtině, to je ale už jinej level, jen tak dál!“

„Růže jsou růžové, fialky fialové, hodiny jsou skvělé a Vy také!!!“

„Díky za skvělé hodiny v angličtině I loved it 😊“

„I když ty hodiny nebyly takové oddychovky jako ty běžné, musím přiznat, že byly super. Bylo to takový akční. Sama věte, že mám s mluvením v angličtině celkem problémy, ale celkem jsem se rychle otrkala a nakonec nebyly diskuse v ang zas tak hrozné....“
„Proč jsme se občanku takhle neučili už od začátku školního roku?“

„Ty hodiny byly fajn, ale občas jsem nemohl úplně vyjádřit, co jsem chtěl, protože mě dost omezovala ta angličtina, v které nejsem tak dobrý jako moji spolužáci.“

„Občanku mám ráda, protože je to taková pohodová hodina. Občanka v angličtině nebyla už tak pohodová, ale zase nám to dalo něco víc, to chápu, asi bych ale chtěla mít spíš naše klasické hodiny, člověk si víc odpočine ☺“

Lesson 5: Sample letter (www.humanrightsletters.com)

Petr Novák
Novohradská 112
50601 Jičín
The Czech Republic

HE Professor Peter Arthur Mutharika
President of the Republic of Malawi
Office of the President and Cabinet
Private Bag 301
Capital City
Lilongwe 3
Malawi

Your Excellency,
As you know, people with albinism are still suffering badly in Malawi. Thousands of people with this inherited, non-contagious, incurable condition have to live in fear. They are ritually killed in the belief that their body parts will bring riches. Since December 2014, at least 14 have been killed, at least 5 others have disappeared, and there have been at least 69 other crimes such as stealing of bodies from graves. A recent case was the teen-age boy, David Fletcher, who disappeared from Malawi and whose body was found in Mozambique with hands and feet chopped off.

You have condemned these attacks and called on police to arrest perpetrators. But the few arrested have been acquitted or given light sentences. Please do your utmost to bring this horror to an end.

Yours respectfully and very sincerely,

Petr Novák

Letters written by students

Pavlina Novotná
Na Jíhu 521
50601 Jičín
The Czech Republic

HE Professor Peter Arthur Mutharika
President of the Republic of Malawi
Office of the President and Cabinet
Private Bag 301
Capital City
Lilongwe 3
Malawi

Dear Mr. Mutharika,
I am a student of Masaryk Business Academy in Jičín and I have heard about the situation of people with albinism in your country. I watched a documentary about an Albino girl whose arms were cut off. After hearing this information, I was totally shocked and at first I could not believe that such a violence happened to an innocent human being in the 21. century.

I think the government of your country should consider harder punishment for the people who abuse human rights of other people and attack people with albinism.

Yours sincerely,

Pavlína Vrabcová

---

Kateřina Malá
17. listopadu
50601 Jičín
The Czech Republic

HE Professor Peter Arthur Mutharika
President of the Republic of Malawi
Office of the President and Cabinet
Private Bag 301
Capital City
Lilongwe 3
Malawi

Dear Mr. President,

I have seen a film about Albinos in Malawi. I was really shocked that there are people who are killed just because of the colour of their skin. It is horrible. Please, do not let the attackers hurt Albinos! They are people, too.
According to Declaration of Human Rights, all people are equal and nobody has the right to hurt somebody or even kill somebody.

Somebody should stop these attacks as soon as possible.

Yours sincerely,

Kateřina Lelková

Student of Masaryk Business Academy in Jičín