

CLIL into Schools

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Abstract

The paper focuses on some aspects of CLIL practice as piloted in selected Czech schools within a project funded by the European Commission.

First, we shall briefly deal with the general concept as we use and understand it, because the term CLIL is sometimes misinterpreted. This first part of the paper will also explain the situation in the Czech Republic.

In the second part, the paper will describe an ongoing three-year project entitled The Development of Methodological Materials and Procedures for the Introduction of English Teaching through CLIL in All the Subjects in the Second Grade of Primary School and Lower Grade of Secondary Schools. The project is based on the cooperation of experts from the Department of English Language and Literature at Masaryk University and seven partner schools from three different regions of the Czech Republic. All activities connected with the creation of the teaching materials together with the communication between (sometimes) very distant participants take place in the virtual learning environment Moodle.

The paper will describe the project's three phases. During the first phase an appropriate vocabulary was collected by teachers of the partner schools, translated into English, completed with audio files and proofread by Masaryk University teachers including native speakers. In the second phase the materials will be piloted at schools, verified, evaluated and developed into final form, which together with the experience gathered in this phase will result into methodological recommendations published in 25 booklets with DVD.

The main emphasis in the final phase of the project will be the dissemination of the project's results in the form of a national conference, seminars and meetings with teachers while the experiences from the project, examples of lesson plans, including the introduction to CLIL methodology will be displayed in a digital library and available to the public.