

ABSTRACT

This dissertation thesis is dedicated to the innovative educational approach CLIL (Content and Language Integrated Learning) and its application in biology teaching. The aim of the dissertation is to identify the extent of using the CLIL approach in teaching biology at upper secondary schools (ISCED 3A) in the Czech Republic and Slovakia and to explore teachers' opinions about this approach. Another aim is to determine the level of students' knowledge after the model CLIL lessons focused on human biology and discover their attitudes towards CLIL. The dissertation is composed of two studies. Study 1 is focused on teachers' research. Biology teachers' opinions on CLIL teaching were detected through an on-line questionnaire. The results of Study 1 have shown that the majority of teachers think the biggest advantage of CLIL is that it makes biology lessons more interesting, diverse and interactive. On the contrary, the biggest disadvantage of CLIL according to them is that biology lessons require a lot of preparation time. Study 2 is focused on students' research. The students' research was preceded by the creation of teaching materials for model human biology lessons with the application of CLIL. The impact of CLIL on students' knowledge in their mother tongue and in English was investigated through pre-tests and post-tests. Students' attitudes towards CLIL were measured by an attitudinal questionnaire. Based on the results of Study 2, it can be concluded that CLIL had a positive effect on students' knowledge as it did not cause significant deterioration in the mother tongue. Most of the students confirmed that they had acquired new vocabulary during the biology lessons in CLIL. However, most of them did not think that they would use the knowledge from biology taught in English in their everyday life.

KEYWORDS

CLIL, biology teaching, biology teacher, human biology, knowledge, attitudes