Thesis Title: The CLIL method at Czech secondary schools: Study case
Field of Study: FF N-SS AJU combined [sem 4, cycle 2]
Department: Department of English and American Studies
Author: BcA. Tereza Javnická
Supervisor: Ailsa Marion Randall, M.A.
Reviewer: Nicola Catherine Fořtová, B.A., M.A.

Supervisor’s recommendation for overall mark: C

1. Evaluation of central idea, thesis, focus and purpose: B
2. Evaluation of organization, logic and arrangement: C
3. Evaluation of topic development, support and evidence: B
4. Evaluation of language, style, standard usage, citation and bibliographic standards: D

Comments and/or topics and questions for the thesis defence:
The thesis explores the topic of CLIL in Czech schools, an important topic which deserves further exploration and encouragement. The theoretical part of the thesis defines what CLIL is and looks at its objectives and various forms of implementation. The author discusses the prerequisites for CLIL to be successful and discusses why it has not been introduced more widely in Czech schools. For the practical part the author contacted 3 Czech schools in Brno in which CLIL is implemented and she observed lessons in the schools and interviewed 3 teachers who are involved in teaching with the CLIL method. She also created questionnaires for the school management and for the pupils who are being taught in this way.
The theoretical part is well researched but I found some parts a little confusing and hard to follow, mainly due to the language, but also the lack of explanation of certain points. Also, there is some inconsistency in the citation method.
The practical part is of very high quality, with a number of different types of research being carried out and the results are clearly shown. I would have appreciated more information about the schools themselves and why they were chosen.
Overall, it is a useful piece of research which will contribute to the body of research on CLIL in the Czech Republic.

Questions for the defence:

1. On page 15 you state that the goal of CLIL and bilingual education is to enhance the learners’ knowledge of a language to that of a native speaker. Do you really think this is the case? Could it be different for CLIL and bilingual education?
2. On page 27 you state that CLIL does not require previous knowledge of L2 as a condition. Could you explain how it would work if the students had no knowledge of L2?
3. On page 35 you say that any step towards introducing CLIL is positive. What about if the language level of the teachers is low - could this have a negative effect on students?
4. On page 47 you say that Czech language and literature was one of the subjects in which a foreign language is commonly used. Could you explain this further?

In Brno on 13th June 2018 ...........................................
Ailsa Marion Randall, M.A.