

## **Abstract**

Although the term CLIL standing for Content and Language Integrated Learning appeared as early as in 1994, and the European Union recognized it very quickly as a prospective and effective way of learning and teaching languages, it seems neither to have been used extensively within the Czech education system, nor there appears to be a general awareness of the method. However, this approach represents a great opportunity for creating more authentic atmosphere within language classrooms and simultaneously teaching and learning a content subject. When speaking of CLIL, several factors must be considered, such as its objectives, principles, methodology, discourse and materials, furthermore we have to take into account the criteria for designing and analysing material for language teaching (of course also in the view of the chosen content subject principles and objectives). In order to raise the awareness of CLIL as an effective approach to language and subject content teaching and to partly supply the lack of CLIL-focused materials, this thesis aims to take into account all the factors and present and analyse them in logical sequences, so finally an effective piece of material usable in CLIL classes could be created and subsequently analysed and evaluated. The present thesis is divided into three parts and aims to interconnect CLIL and the process of analysing and creating teaching materials. Namely, this thesis focuses on teaching English through History as a specific example of the application of CLIL approach. The first part of this paper aims to examine the objectives of CLIL in European context (namely the endeavour and aims of the European Commission) and its current position within the Czech education system. This work also considers the principles of CLIL and its system, which are also important in order to achieve the objectives of this thesis. In the second part, the author aims to analyse some of the available materials determined for CLIL classes and the process of material development in general. Consequently, based on the two previous theoretical parts, the final empirical section of the thesis endeavours to apply the analysed principles to the development of an example material in accordance with CLIL method. The author's final objective is to create and present worksheets that would be subsequently analysed, and which would be utilizable in CLIL classrooms.