

Abstract

The thesis focuses on the topic of language and content integration in ELT in a broad sense, i.e. it discusses not only CLIL but also other models of content-based teaching, viz. ESP (English for Specific Purposes), EAP (English for Academic Purposes), and EMI (English-medium Instruction). In the theoretical part of the thesis, these models are described as regards their history, typical features, teachers, learners, as well as benefits and negatives. The empirical part of the thesis explores the current practice of language and content integration at Czech general secondary schools (“grammar schools”). The research is based on case studies of five teachers who teach various courses belonging to this category. The preliminary research investigated what courses are currently being offered at grammar schools in Prague; they are mostly elective courses.

Our research findings suggest that language and content integration in the form of elective courses is a rather common practice, although often unconscious. Teachers tend to act on the basis of their intuition rather than their knowledge of theory and practice of language and content integration. Generally, it seems that more emphasis is put on content than language in these lessons. Content-based English lessons may be beneficial for learners for numerous reasons: learners may learn the language of a specific discipline, they may get accustomed to deal with authentic English materials, and they may improve their study skills, including critical reading. In elective courses learners are likely to be interested in the integrated content. The chief obstacles of the current practice at Czech grammar schools are the teachers’ limited knowledge of TEFL theories, indifference of the school management, and a lack of teachers’ cooperation.