

Content and Language Integrated Learning (CLIL) is a contemporary trend in education. It refers to every situation where a subject or its part is taught in a foreign language. The focus of this work is Mathematics in English.

My aim was to confirm or reject the hypothesis of CLIL being motivating for the students and possible to implement in the Czech educational system.

In the first part of this work, I focused on methodology related to CLIL, analyzing the language-teaching and general educational theories, methods and strategies used in CLIL lessons. The second part consisted of a minor survey on CLIL implementation in Prague and related opinions and attitudes of the school representatives. The third part presented detailed description of a CLIL lesson plan and reflection on my four teaching experiments.

The CLIL lesson proved to be motivating for the students and seen as beneficial by the teachers, the methods chosen were appreciated; however, there are several issues that need to be dealt with in terms of successful CLIL implementation in the Czech Republic.