

ABSTRACT:

This thesis deals with CLIL (Content Language Integrated Learning) as a teaching strategy which uses a foreign language for teaching the content of a non-language subject. The aim of CLIL and its various teaching methods and strategies is for the students to obtain knowledge and skills in a content subject through a foreign language. The third goal of the CLIL strategy is the development of the students' learning skills. The aim of this thesis is to evaluate through the class observation, teacher and students interview and the analysis of the input material, whether and into what extent CLIL provides the students with the opportunities for developing their learning skills.

The theoretical part deals with the description and the development of CLIL and its theoretical concepts.

The practical part analyzes the used methods of the qualitative study focusing on situations and processes leading to development of the students' learning skills.

KEYWORDS:

CLIL (Content Language Integrated Learning), hard CLIL, soft CLIL, teaching content subject, teaching foreign language, scaffolding, learning skills