

Abstract

The thesis deals with the issue of non-native language instruction of content subjects in a Czech secondary education environment. This topic is viewed upon through the prism of Content and Language Integrated Learning (CLIL). The theoretical part discusses the learners' competences as defined by the Common European Framework of Reference for Languages, Krashen's Monitor Model theory, Interactive Hypothesis, Constructivism and Participatory Learning Theory and finally Vygotsky's theoretical concepts. The question is raised whether or not such an approach is feasible to be used in ordinary educational settings; which is addressed in the analytical part, which examines a CLIL project that was run. While discussing World War One, it combined the instruction of English and History. Consequently, the evaluation part of this thesis argues that CLIL is feasible, as it promotes the learners' competences and the whole set of their intelligences.