

ABSTRACT:

This diploma thesis is focused on acquiring communicative competence in teaching the English language as a foreign language. It is based on the presumption that students are not aware of some components of communication which partake in understanding when communicating in a foreign language (context of situation, nonverbal communication, paralinguistic features). This assumption is being verified via questionnaires. The theoretical basis describes the grounding and benefits of drama techniques used in teaching a foreign language and The Content and Language Integrated Learning (CLIL) method. Both these approaches are used for preparation of three experimental lesson plans which are put into practice. Video recordings are made which, along with information from students and their teacher, serve as a detailed analysis of the whole experiment.