

## **Abstract**

The aim of this dissertation is to investigate and characterize the innovative approach CLIL (Content and Language Integrated Learning), define the scope of the concept, establish CLIL teacher profile based on skill dimensions. The role of the teacher whether we introduce any innovative approach is crucial thus we need to define the CLIL teacher profile. To stipulate the CLIL teacher profile means to establish comprehensive implementation criteria for successful implementation of CLIL at school. The dissertation title - Teaching General Subjects through a Foreign Language as a Communication Tool - fully corresponds with the content of acronym CLIL.

The theoretical part is divided into four sections. The first section discusses the assumptions and objectives of the work through the prism of three basic paradigms - philosophical, pedagogical and language. In the second section we define terms, we classify and describe the processes of pedagogical interaction and communication at school with an emphasis on CLIL. Attention is paid to the main stakeholders of these processes - teachers and pupils. In the third section we focus on the relationship between CLIL to bilingualism, to selected theories of language acquisition, curricular reforms and other selected aspects. In the fourth section, we present the CLIL teacher profile as a theoretical basis for our research.

The empirical part consists of two chapters. In the first chapter, among other things, we characterize and justify the research design, specify the set of research and research objectives. In the second section we perform the evaluation of qualitative data using codes that are grouped in categories which further on create dimensions - the highest level of abstraction. We discover which dimensions for the CLIL teacher profile are crucial ones. In the quantitative part of the research, we find the views of pupils to teachers who work with the CLIL concept and also to teachers teaching a given subject without CLIL.

In the final chapters the results of the theoretical and research part are discussed, practical application of acquired knowledge is presented in the form of clearly formulated guidelines for teaching practice.

Keywords: CLIL, teacher profile CLIL, CLIL implementation at school, bilingualism, interaction and communication in the classroom, teacher skills.