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The CLIL Method Versus Pupils' Results in Solving Mathematical Word Problems

Abstract

The study presents results of research investigations conducted in one elementary school in connection with implementation of mathematics teaching in English using the CLIL method. The aim of the presented case study was to contribute to uncovering the influence of this teaching method on the academic results of pupils in mathematics and the study outlines briefly an analysis of the pupils' strategies used when solving word problems at elementary school level. At the same time, the paper also presents possible causes of the changes, which were identified in the pupils' ways of solving word problems.

Keywords: *mathematical problems, elementary school, teaching method*

Introduction

The question we often pose is if we teach our pupils for the present or the future. The future is an information multicultural and globalised society. For this reason, we have to provide pupils with knowledge which depends on the needs of this society. Globalisation affects the whole life, and therefore also education. The educational area *Language and language communication* is becoming more and more important and foreign languages have practical significance for citizen mobility, both educational and work. In this paper, we deal with the method which connects teaching of a non-language subject, namely mathematics, and English. We mainly