

Conclusion

The aim of the presented research was to contribute to the research focusing on the influence of the CLIL method on the development of pupils' cognitive components. We proved that the pupils having mathematics lessons in the CLIL environment scored better results when solving word problems. In the presented research, the researchers focused on the strategies the pupils used when solving word problems and on their change connected with the implementation of the CLIL method. The aim of this study is not to generalise the obtained results, but to direct more detailed investigations in order to classify used strategies connected with the CLIL method, or to uncover relationship changes in psycho-lingual activities and foreign (target) language learning strategies in connection with mathematics teaching and learning.

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