

ABSTRACT

The thesis deals with preparation of teaching materials for teaching mathematics using the CLIL method. The chosen topic is statistics at lower secondary level. The thesis is divided into several chapters, first three chapters are more theoretically oriented and the last four chapters deal with the actual preparation and use of teaching materials for the chosen topic. The theoretical part of this theses introduces the CLIL method and several difficulties when using it, as well as suggestions for overcoming them successfully. Next, reasons for the choice of a particular topic in mathematics are given and the choice of English as the secondary language that is taught is justified. Lastly, teaching targets are set in accordance with the basic principles of this method both in mathematics and English as a second language. The specifics of the topic in question are carefully chosen while observing the current curriculum. The practical part of this theses focuses in detail on piloting the use of typically CLIL activities. The conclusions drawn from this first experiment are then used when preparing the actual materials for teaching statistics. The prepared materials are then presented and annotated with explanations for use by other teachers and results of their use in a classroom during the second experiment are given in the last two chapters of this thesis. The main goal of this thesis is the preparation of one's own materials for teaching statistics that are appropriate and effective when used for teaching statistics using the CLIL method and gain experience with preparation of such materials.

KEYWORDS

CLIL, teaching statistics, teaching English as a second language, scaffolding, code-switching