

## DISERTAČNÍ PRÁCE

Diagnostika obtíží žáků v didaktických testech při výuce CLILem

Diagnosis of students' difficulties in didactic tests in CLIL

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### ABSTRACT IN ENGLISH

The dissertation deals with diagnosing students' difficulties in didactic tests in CLIL (Content and Language Integrated Learning) integrating mathematics and English. The aim of the thesis was to design and analyze didactic tests that are suitable tools for identifying sources of difficulties in CLIL teaching, where mathematics and English are integrated, and to determine whether it is possible to analyze students' results in individual tasks in these tests to determine whether the student has difficulties with mathematics or English. The thesis also addresses the attitude of CLIL students and CLIL teachers of a specific Czech school to CLIL teaching and learning.

The thesis is divided into six chapters. The first chapter summarizes the theoretical background of the CLIL method, the next two chapters focus on assessment in general and assessment in CLIL, including some research on CLIL assessment. The fourth chapter is partly theoretical and partly practical, describing experiences and original research related to lesson planning, teaching goals, and CLIL implementation. The fifth chapter focuses on assessment of teaching units, assessment of the effectiveness of CLIL, and assessment of students. It contains results from a questionnaire survey with students and teachers of a secondary vocational school and an analysis of four types of tests that can be used to assess students during CLIL lessons. For each test, an analysis of students' solutions is conducted, and a diagnosis is made as to whether students have difficulties in English or mathematics. The final chapter contains the discussion.