

ABSTRACT

The theme of the diploma thesis was the “CLIL” method (Content and Language Integrated Learning), specifically integration of mathematics and German language. The main goal was to find out if the German language and mathematics can be integrated in the teaching of pupils with minimal knowledge of a foreign language and pupils with special educational needs. Part of the experiment was the creation of activities and worksheets. Based on that there were derived the most effective ways to help pupils with minimal knowledge of the foreign language and pupils with special educational needs. All suggested activities and worksheets were thematically focused on teaching integers and arithmetic operations with them. The evaluation took place on the basis of experience and feedback from the lessons, on the basis of feedback questionnaires that the pupils filled out after each activity and on the basis of a comparative test. The comparative test filled out the pupils of the experimental and control groups after the whole experiment and compared the mathematical knowledge of the pupils of both groups. The experiment indicated that the integrated teaching of mathematics and the German language of pupils with minimal knowledge of the foreign language and pupils with special educational needs did not have a negative effect on the success of solving mathematical problems. The students of the experimental group achieved very similar results to the students of the control group. At the end of the work, there were summarized the recommendations based on the professional and academic literature and the results of my experiment. The recommendations can help teachers in preparing for CLIL lessons for pupils with minimal knowledge of the foreign language and pupils with special educational needs.