

ABSTRACT

The master's thesis is devoted to the specialized French needed for the didacticisation of mathematics in the Czech-French sections of grammar schools. The primary objective is to identify the vocabulary necessary for teaching mathematics at grammar schools and to create a bilingual database of mathematical terminology. The sub-objective is to describe the content differences of mathematics teaching in Czech-French classes compared to general classes and to capture the formal differences between Czech and French mathematics. In order to put the topic in context, the theoretical part first introduces the reader to the development of foreign language teaching, then three methods of linking foreign language with the teaching of a non-language subject are presented. Specifically, the CLIL method, language immersion and bilingual education. Subsequently, the concept of studying in Czech-French sections is described in more detail. In the practical part, firstly, space is devoted to the findings regarding the teaching of mathematics in French, which were obtained during interviews with francophone mathematics teachers from all four grammar schools offering this type of education in the Czech Republic. Furthermore, the identification of the necessary mathematical terminology is described. It is based on an analysis of the Framework Curriculum for Bilingual Grammar Schools, school curricula and authentic teaching materials. The last section provides concrete examples of reading mathematical notation in French that can also be used by mathematics teachers who wish to incorporate elements of the CLIL method into their teaching.

KEYWORDS

French as a foreign language, mathematics in French, bilingual grammar school, French section, education in foreign language, CLIL