Abstract
Mathematical modelling has been strongly defended in many different countries as a teaching method for every educational level, because it allows the students not only to learn mathematics applied to other areas of knowledge but to improve their capacity of reading, interpreting, formulating and solving problem situations. Despite those favorable conditions, some factors like working/relating time with the teacher in traditional education, have been an obstacle to the implementation of that modelling. This article addresses the main consequences of modelling in mathematical teaching, based on a research carried out in 2001 and 2002, with a group of 30 teachers in a great variety of teaching levels.

Keywords
mathematical modelling, teaching, learning.