

## Multilingualism as a Resource for the Learning of Mathematics

### MaRLen Conference

**Date** April 17, 2026

**Time** 2:00 p.m. – 5:00 p.m.

**Zoom** <https://uni-wuppertal.zoom-x.de/j/3628065739?pwd=nCh12nLiojiYXfcshLzuK2ZxZAXOQb.1&omn=64658880524>

Meeting ID: 362 806 5739

Password: MaRLen26

### Speakers

**Dr. Magdalena Custodio Espinar**, Comillas Pontifical University  
Bilingual education and teacher training for CLIL in Spain

**Malte Bürgstein**, Bergische Universität Wuppertal  
Children Exploring Polygons and Vielecke on the Geoboard: An Empirical Study of Language Contrasts in Bilingual Geometry Learning

### Program

- 1:45 Arrival / Open exchange
- 2:00 Welcome and organizational matters
- 2:15 Talk and discussion: Dr. Magdalena Custodio Espinar
- 3:30 Digital coffee break
- 3:45 Talk and discussion: Malte Bürgstein
- 5:00 Closing / Farewell

We kindly ask you to register informally by sending an email to Dr. Rebecca Klose: [Rebecca.Klose@math.uni-giessen.de](mailto:Rebecca.Klose@math.uni-giessen.de) and look forward to a productive exchange.

Warm regards,  
Rebecca Klose & Christof Schreiber



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#### Abstracts:

**Dr. Magdalena Custodio Espinar, PhD**, Comillas Pontifical University  
Bilingual education and teacher training for CLIL in Spain

The European Union's multilingualism strategy encourages citizens to learn two additional languages beyond their mother tongue and promotes linguistic diversity, including the protection of minority languages. It also advances a shift toward communicative, competence-based language education. Within this framework, Content and Language Integrated Learning (CLIL) plays a central role by integrating subject content and language learning to support multilingual, inclusive, and functionally communicative education across Europe. Spain has become one of the leading countries in Europe in the development of bilingual and multilingual education policies grounded in CLIL (Nieto Moreno & Custodio-Espinar, 2022), with the participation in foreign-language-medium instruction in primary education (CLIL) reaching an overall national average of 42.1% (MFPD, 2024). Effective bilingual education through CLIL requires not just language proficiency but solid methodological training to support students' linguistic and cognitive development. Thus, the need to evaluate and strengthen teachers' CLIL preparation has become central to improving bilingual programmes (Custodio-Espinar & García Ramos, 2020; Custodio-Espinar et al., 2025). This presentation will offer a comprehensive overview of bilingual education and CLIL teacher training in Spain and will describe initial teacher education strategies likely to promote CLIL teacher competences for effective content learning and language development.

**Malte Bürgstein**, Bergische Universität Wuppertal  
Children Exploring Polygons and Vielecke on the Geoboard: An Empirical Study of Language Contrasts in Bilingual Geometry Learning

The demand for and supply of bilingual education has steadily increased in Germany over the past few decades. The marginal discussion of bilingual mathematics instruction in elementary schools to date reveals a desideratum whose research can contribute essential insights into the learning of mathematics. At the same time, combining the didactic perspectives of English language teaching and mathematics teaching opens up potential for the acquisition of mathematical competence. The presentation is an excerpt from my doctoral project and is devoted to the epistemic analysis of selected sequences from a case study in a bilingual (German-English) geometry learning setting.

