

Table of contents

Foreword	5
1. Introduction	6
1.1. <i>CLIL and mathematics education</i>	6
1.2. <i>Theories and findings related to second language learning / acquisition</i>	10
2. Textbooks and materials	12
2.1. <i>Using original textbooks when teaching mathematics in a foreign language</i>	12
2.2. <i>Using games in teaching mathematics through a foreign language</i>	17
2.3. <i>Developing strategies and materials. Impact of teacher education</i>	21
2.4. <i>Context-dependent learner comprehension strategies mathematics taught in English to Czech learners</i>	26
3. Assessment and evaluation	28
3.1. <i>Assessment approaches to teaching mathematics in English as a foreign language</i>	28
3.2. <i>Assessment instruments for classes integrating mathematics and foreign language teaching</i>	38
4. Attitudes of teachers and implications for teacher education	41
4.1. <i>Attitudes of mathematics and language teachers towards new educational trends</i>	41
4.2. <i>Attitudes of mathematics and language teachers towards new educational trends</i>	45
5. Teacher education	49
5.1. <i>Teacher training for content and language integrated learning</i>	49
5.2. <i>Teacher training for CLIL – competences of a CLIL teacher</i>	51
Conclusion	54
References	55
<i>References to 1.1</i>	55
<i>References to 1.2</i>	56
<i>References to 2.1</i>	56
<i>References to 2.2</i>	57

<i>References to 2.3</i>	57
<i>References to 2.4</i>	58
<i>References to 3.1</i>	59
<i>References to 3.2</i>	60
<i>References to 4.1</i>	60
<i>References to 4.2</i>	61
<i>References to 5.1</i>	61
<i>References to 5.2</i>	62