In the past, mathematics was often thought to be a refuge for second language learners, a subject whose numbers and symbols could be understood by all. Today, however, it is understood that the learning of mathematics is mediated through language, creating special problems for students learning in a language in which they are not yet fluent.

Fortunately, research has surfaced a number of effective strategies for supporting second language learners to simultaneously learn mathematics while also learning the new language. One way to categorize these strategies is as follows:

- **Making teachers’ presentation of mathematical content more comprehensible**
- **Providing more opportunities for student talk**
- **Providing support for enriching student talk to ensure that it is mathematically meaningful**

While touching on strategies from all three categories, our talk will focus intensively on classroom protocols for supporting meaningful student talk.
Siegel and Woolley

15 minutes  |  Workshop conclusion  |  Discussion / Woolley and Siegel

References


Bresser, R. et all (2009). *Supporting English Language Learners in Math Class*. Math Solutions Publications: California, USA.