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Math. Teach. Middle Sch. 13, No. 1, 18-23 (2007).

Summary: A professional development experience is described in which teachers from schools with Latino student populations participated in two mathematics lessons taught in Chinese. The goal was to allow the teachers to experience linguistic challenges similar to those that many ELL (English Language Learners) students face. In addition, the article also discusses teachers’ reflections and insights about teaching ELL students and aspects about learning mathematics in a second language. (Contains 1 figure.) (ERIC)

Classification: C53

Keywords: English (second language); limited English speaking; Hispanic American students; Chinese; bilingualism; mathematics and language; faculty development; language of instruction; language minorities; consciousness raising; lower secondary; secondary school teachers; language proficiency