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Algebra/English as a second language (ESL) teaching experiment.

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Summary: A teaching experiment in correlating the instruction of courses in Elementary Algebra and Intermediate ESL is described whose results suggest a measurable transfer of thought organization from algebraic thinking into written natural English. It is shown that a proper context to situate this new effect is (1) the Zone of Proximal Development (ZPD) of L. Vygotsky and (2) a new concept of the “Relative ZPD” characterizing the relationship between the ZPD of arithmetic/algebra and ZPD of native/foreign language.

Classification: C50 E40 D20

Keywords: second-language learners; algebraic language; mathematical thinking; zone of proximal development; teaching experiment

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