PRESERVICE TEACHER LEARNING FOR SUPPORTING ENGLISH LANGUAGE LEARNERS TO MAKE SENSE OF MATHEMATICS

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ABSTRACT

This study seeks to investigate teacher guidance to help English language learners (ELLs) make sense of highly cognitive demanding mathematical problems with complicated language use. Three middle school mathematics preservice teacher (PST) participants worked with ELLs in one-on-one settings while receiving individual interventions. Their strategies during implementation were analyzed in five categories: academic content, culture/life experience, mathematical/cognitive process, mathematical/contextual language, and positioning. The results reveal PSTs used limited strategies, but they also indicated a positive influence from intervention although the levels and contents of the impact vary among participants. The findings of this study suggest that PSTs require significant preparation infused with practical experiences and examples in order to design a linguistically and conceptually rich lesson.