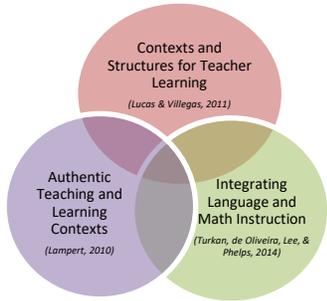


Translanguaging in Mathematics Teaching and Learning: Developing Classroom Teachers' Language Expertise Through Job-Embedded Professional Learning Opportunities

Research and Practice Problem



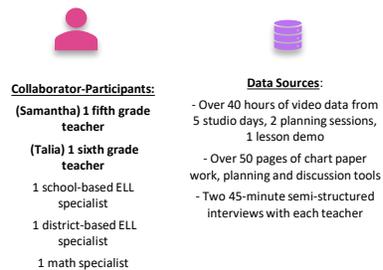
Inquiry Questions:

(1) How do teachers make sense translanguaging in the teaching and learning of mathematics? (2) How do teachers' use their understanding of translanguaging to support the math and language learning of elementary emergent bilingual students?

Theoretical Framing



Study Design



Classroom Contexts



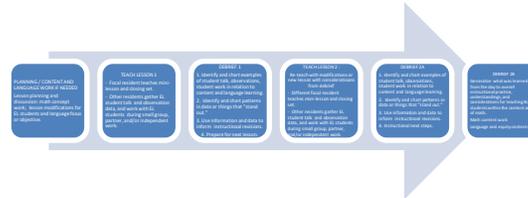
Samantha's 5th grade classroom



Talia's 6th grade classroom

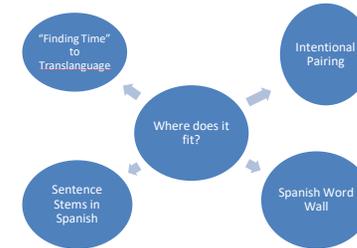
What are EB/Math Studio Days?

- Job-embedded hands-on professional learning opportunities working with teachers and their emergent bilingual students
- Roughly follows lesson study and inquiry model with adjustments for teacher reflection and connections with larger learning.
- Facilitation where teachers do the "heavy lifting" of thinking, reflecting, and instructional decision-making.

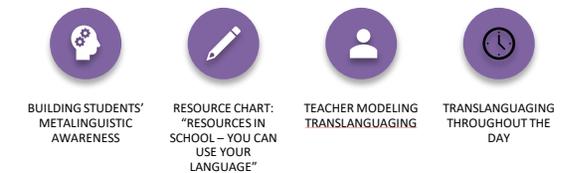


Preliminary Findings:

Samantha: Translanguaging as an Add-On



Talia: Translanguaging as a Tool



EL/Math Studio Days provided common, collaborative experiences of teaching math to emergent bilingual students which allowing teachers:

- To develop metalinguistic awareness in math through noticing
- To wrestle with tensions between translanguaging and math instruction through problems of practice

Implication for teacher professional learning and math and language education for emergent bilingual students: Job-embedded contexts can be spaces for developing metalinguistic and critical language awareness that emerges through the study of their students' language use both within and beyond the teachers' pedagogical attempts to create a space for and encourage translanguaging in the classroom.