

Language and Mathematics: Exploring a New Model to Teach in Bi/Multilingual Mathematics Classroom

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The Australian curriculum now recognises the importance of language in mathematics learning. However, little recognition is given to the fact that most urban schools have many students who are from families who speak a non-English first language (L1). Participants in this session will be introduced to a *language-use model* for teaching mathematics. This model can be used in planning mathematics lessons that will highlight important aspects of language, particularly for English as a later language ELL students' learning. Examples will come from research carried out in Papua New Guinea with multilingual teachers.