

Teaching maths through English

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Post-webinar activity

Analyse and reflect on the dual focus on maths + language in one of your lessons.

After your next maths lesson in English, analyse the following aspects:

The maths content

1. Which maths concept was being taught? (e.g., *skip counting, arrays, prepositions, geometry, mental maths*)
2. What thinking skills were required? (e.g., *identifying, comparing, classifying, reasoning*)
3. Did you make the learning objective clear using ‘I can statements’, or something similar? (e.g., “*I can skip count by 2*”, “*I can compare quantities*”)

The language focus

1. What functional language (**BICS**¹) was used? (e.g., “*What is it?*”, “*Show me ...*”, “*Run to ...*” “*Write the number ...*”)
2. What subject-specific language (**CALP**²) was used? (e.g., “*larger than/smaller than*”, “*hundreds / tens / units*”, “*add, subtract, multiply, and divide*”)
3. Which sentence frames did you intentionally teach?
4. Which language was easiest / most difficult for students?

¹ Basic Interpersonal Comprehension Skills (BICS)

² Cognitive Academic Language Proficiency (CALP)

The strategies

1. What strategy did learners use? (e.g., *tally marks, drawing, number sentence, strip diagram, using manipulatives*)
2. Did you direct which strategy to use, or did you offer students a choice? Why?
3. Did the students face any difficulties with the strategy they used?
4. Is there a strategy you need to plan to teach again or for which you should give further practice?

Whole-lesson focus

1. What was the strength of your lesson?
2. Is there anything you would do differently next time?
3. If students struggled in any way, was this mainly linked to the maths content, the language or the strategies? What could you do to overcome this in the future?
4. Do you feel you could support learning more intentionally in any way? (e.g., *providing sentence frames, using realia, providing manipulatives, scaffolding, using gestures, modelling, slowing down, using visuals*)

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