Promoting Teachers' Pathways towards Expertise for Language-Responsive Mathematics Teaching - a Design Research Study

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In spite of the widely accepted need for language-responsive subject matter teaching, only few teachers are prepared for this challenge, as empirically founded subject-specific professional development (PD) programs for language-responsive classrooms are missing. The design research study presented in this talk pursues the dual aim of (a) promoting teachers' expertise for language-responsive mathematics teaching by PD courses, and (b) investigating teachers' developing expertise in qualitative case studies. The investigation reveals that teachers must be able to identify mathematically relevant language demands in order to integrate mathematical goals and language goals.

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