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Mathematics as a Language

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Mathematics as a Language

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Research Question

How does the implementation of academic language affect student learning?

Literature Review

- Gottlieb and Ernst-Slavit (2013) define *academic language* as a way to communicate ideas, concepts, and higher thinking processes, but it is used so that students may acquire a greater insight into the materials.
- Marino (2005) emphasizes that pre-planning, open ended questioning, grouping and time all affect the implementation of academic language in the classroom.
- Fry and Villagomez (2013) and Glanfield, Oviatt, and Bazcuk (2006) found positive qualitative results in implementing academic language in relation to student learning.

Methodology

- Twenty-one eighth grade students and two seventh grade students in a high school were the participants of the study.
- Formative and summative assessments, student responses and lesson plans were collected during student teaching and content analyzed.
- Used class discussions/activities to determine the increased and correct use of academic language.

Common Mistakes with Language

Figure 1: Student sample work that shows a proof in the opposite direction.

Statements:

- 1.) $\overline{AD} \parallel \overline{BC}$
 $\angle 2 \cong \angle 3$
- 2.) $\angle 2 = \angle 3$
- 3.) $\angle 5$ and $\angle 2$ are supp.
 $\angle 3$ and $\angle 6$ are supp.
- 4.) $\angle 5 + \angle 2 = 180^\circ$
 $\angle 3 + \angle 6 = 180^\circ$
- 5.) $\angle 5 + \angle 2 = \angle 3 + \angle 6$
- 6.) $\angle 5 + \angle 3 = \angle 2 + \angle 6$
- 7.) $\overline{AB} \parallel \overline{CD}$

Reasons:

- 1.) Given
- 2.) Def'n of \cong \angle 's
- 3.) same side int. angles are supp.
- 4.) Def'n of supp. angles.
- 5.) Subst.
- 6.) Subst.
- 7.) Same side interior angles are supp. in parallel lines.

Figure 2: Student sample work includes the confusion between transitive and substitution property.

Statements:

- 2.) $\angle 5$ is supp. $\angle 3$
- 3.) $\angle 2$ is supp. $\angle 6$
- 4.) $\angle 2$ is supp. $\angle 5$
- 5.) $\angle 3$ is supp. $\angle 6$
- 6.) $\angle 5 \cong \angle 6$

Reasons:

- 2.) Consecutive angles
- 3.) Consecutive angles
- 4.) **Substitution**
- 5.) **Substitution**
- 6.) **Substitution**

Figure 3: Student sample works that demonstrates the students mathematical reasoning skills on the topic.

Find x to make a and b parallel. Justify why the lines would be parallel.

- a.) $m\angle 7 = x$; $m\angle 9 = 4x + 20$
 $x + 4x + 20 = 180$
 $5x + 20 = 180$
 $x = 32$
- b.) $m\angle 8 = 3x - 12$; $m\angle 7 = 2x + 10$
 $3x - 12 = 2x + 10$
 $x = 22$

Results and Data Analysis

- There was significant confusion on the direction of the proof (*Figure 1*) and the difference between transitive property of congruence and the substitution property of equality (*Figure 2*).
- Students who were not able to justify their work, had difficulty discovering correct solutions (*Figure 3*).
- Student responses corroborate with student work findings where students shared about having more issues with word problems (mathematical skills and reasoning) than procedural problems.

Conclusion

- There are several clear misconceptions caused by a lack of academic language use in the classroom, however, students also had a better understanding of the material when they were able to use academic language effectively.
- I recommend teachers pay precise attention to the language used in the classroom to benefit student learning.
- There is room for future research on how the implementation of academic language affects the students as they progress through mathematics courses.