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Course for Secondary School Teachers on Teaching Mathematics Education Key Learning Area in the English Medium: Sharing on Post-Lesson Support



Ida Mok and Simon Chan Faculty of Education The University of Hong Kong

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## Nature of the Support

- One lesson chosen by the teacher to be observed by a university tutor
- Guidance provided for designing lesson plans in terms of achieving both content and language objectives
  - Feedback provided for the specific lesson plan before the conduct of the lesson
  - Tutor-teacher feedback conference conducted immediately after the lesson
- Feedback kept confidential

## **Observations by University Tutors**

Strengths:

- Teachers' own competent use of the English language to fulfill the four major functions of questioning, giving instructions, explaining, and providing feedback
- Extensive attempts in and effective scaffolding (both content and language) provided for eliciting verbal responses from the students

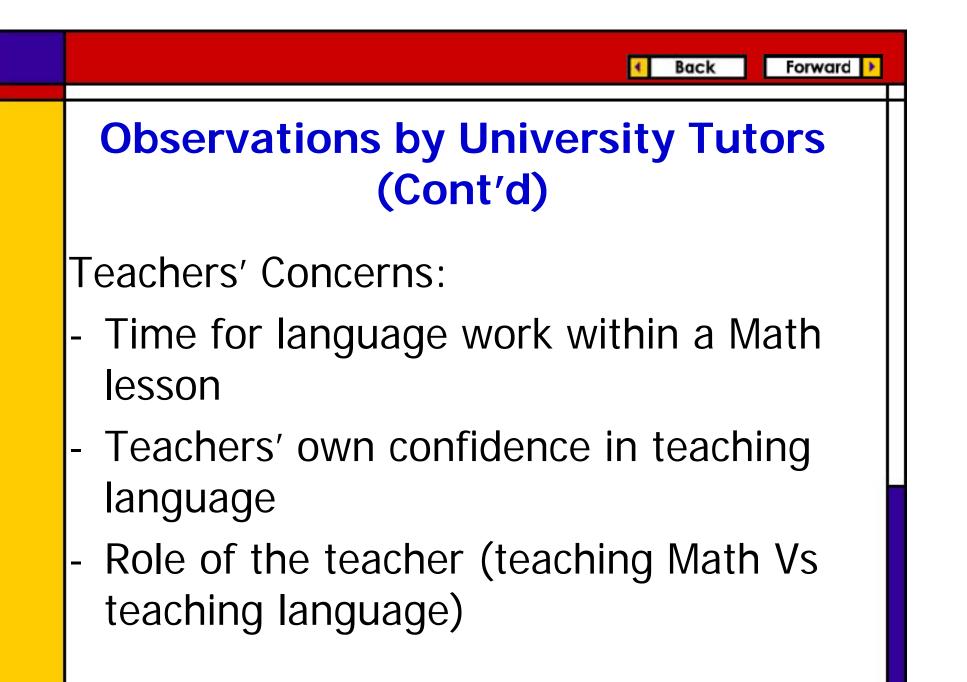
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## Observations by University Tutors (Cont'd)

Strengths:

- Showing awareness of the language challenges posed by Math texts and word problems (Example)
- Collaboration among colleagues within and across subject panels, thus achieving tailor-made LAC initiatives

Examples: F.1 bridging courses/LAC lessons taught by English and Math teachers in collaboration



## The way forward...

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- LAC =/= Teaching English in Math lessons
- Strengthening Math teachers' language awareness
- Devising teaching strategies that are consistent to the school's MOI policy
- Catering for learner diversity
- Updating and enhancing Math teachers' pedagogical repertoire

Engaging ourselves with linguistic challenges in Mathematics texts **Use WORDS to express the operation** involved in the following equation:  $a^2 + (a + 2)^2 = 340$ The sum of the squares of two consecutive positive even integers is 340. (Description from a HK Math textbook)