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Los estudiantes multilingües en Estados Unidos merecen las mismas oportunidades sociales y académicas que tienen los demás estudiantes para aprender y ser exitosos en la escuela. Este libro asume una perspectiva positiva, empática, práctica y basada en la investigación para contribuir a posicionar a los estudiantes multilingües como líderes en matemáticas. Para esto, el libro ofrece formación profesional a través de las siguientes estrategias:

1 Preguntas reflexivas

STOP AND THINK

Stop and think about Xiao's experience in this situation.

- How would you feel if you were Xiao?
- How can positive positioning actually work against students?

REFLECTING ON NABIL ABADI'S EXPERIENCE

When we examine Nabil Abadi's experience, we can see that his teacher spends time observing Nabil's interactions first. She does not make assumptions about what might be causing Nabil's frustration, and she does not allow a negative storyline such as "troublemaker" to be instituted. Instead, she observes and

STRATEGIES FOR PROMOTING CLASSROOM DISCOURSE

Mercer (1995, p. 32) identified the following strategies that promote and initiate classroom discourse:

- ▶ Make a declarative (open-ended or provocative) statement which invites a rejoinder or disagreement;
- ▶ Invite elaboration ("Could you say a bit more about that?");
- ▶ Admit perplexity when it occurs, whether about the topic itself or about a pupil's contribution to it;
- ▶ Encourage questions from pupils (rare in many classrooms); and
- ▶ Maintain silence at strategic points (Dillon [(1982), another classroom researcher,] suggests that three to five seconds may be enough to draw in another pupil's contribution or encourage the previous speaker to elaborate on what was said).

Estrategias instruccionales

3 Actividades prácticas

Try It! 4.2

Choose Partners for Multilingual Learners

Pat and Sam are two new students who will join your class tomorrow. Here is some information about each of them.

Transcript 2.3

TRANSCRIPT	POSITIONING ACTS
Ms. Bristow: You know, I saw some kids who did a much better job than I did drawing efficient pictures. So, I wanted to talk to you—I wanted a few of those kids to come up. Lorena, you're my first friend to come and share. We're going to talk about number two. Ms. Bristow gave six pieces of candy to Jake, Avery, Carl, and Erica. How much candy did she give out all together? Tell us about your picture. Lorena's work is shown on the board. She has the following drawn on her paper:	Positioned Lorena as an efficient drawer in front of her peers Positioned Lorena as a student who can explain her thinking to peers
	Scanned Lorena's work so she could use gestures to enhance her explanation of her strategy

Transcripciones y viñetas