

# Call for Chapter Proposals

## Teaching Mathematics to English Language Learners: Preparing Pre-Service and In-Service Teachers

Editors:

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Part of the mini-series\*

“Teaching the Content Areas to English Language Learners: Preparing Pre-Service and In-Service Teachers”

The recent development and adoption of the Common Core State Standards for Mathematics (CCSSM) and similar sets of standards highlight the importance of developing discipline-specific reading, writing, and thinking competencies in mathematics. In particular, these standards documents strengthen the role that mathematics teachers have in the learning of their English language learners. In this book, we seek to provide cases of mathematics teachers’ work to engage ELLs in mathematics learning at the secondary level with an emphasis on teacher education. Chapters should utilize appropriate theory and research.

Potential authors should provide a brief chapter prospectus that includes: (a) possible chapter title (b) author background information, (c) overview of key idea or issue on which the chapter will focus, (d) narrative overview and brief outline of depth of coverage anticipated, (e) relationship of key idea or issue to the thesis of the book’s theme, and (f) identification of potential audience. Your proposal should also include a 100-word abstract for inclusion in the detailed Table of Contents.

Some of the topics of interest are:

- Studies that detail learning experiences that focus on mathematics and language for ELLs, with a focus on teacher knowledge and practice;
- Teachers’ assessment and feedback to ELLs;
- Translating the CCSSM or other math standards into practice;
- Teachers’ use of recommended instructional strategies and activities (e.g. inquiry, discussion, disciplinary writing, concept development, mathematical thinking)
- Preparing pre-service and/or in-service teachers to work with ELLs in mathematics (e.g. in methods courses, professional development etc)

We are particularly interested in case studies of mathematics teachers and action research projects that highlight mathematics teachers working with ELLs. Send your prospectus (about 300 words) and abstract (100 words) as a Word document via email by September 1, 2018 for evaluation to:

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### TENTATIVE SCHEDULE FOR PUBLICATION

Submission of book chapter proposals: **September 1, 2018**

Notification of accepted chapter proposals: October 1, 2018

Submission of full book chapters (20-30 pages; 6,000 words): March 30, 2019

Reviews of book chapter manuscripts sent to author(s): July 31, 2019

Revised/Final version of chapters received by editors: September 15, 2019

Final book submitted to publisher: December 1, 2019

Anticipated publication: April 2020

#### Other books in the mini-series include:

de Oliveira, L. C., & Obenchain, K. (Eds) (2018). *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers*. London: Palgrave Macmillan.

de Oliveira, L. C., & Wilcox, K. C. (Eds) (2017). *Teaching science to English language learners: Preparing pre-service and in-service teachers*. London: Palgrave Macmillan.

de Oliveira, L. C., & Shoffner, M. (Eds) (2016). *Teaching English language arts to English language learners: Preparing pre-service and in-service teachers*. London: Palgrave Macmillan.

**Note:** Positive review/proposal acceptance of an abstract does not mean automatic acceptance of the full chapter. Authors whose abstracts are accepted will be expected to submit a final manuscript by March 30, 2019. Each submission will be rigorously vetted. The editor and publisher, along with the recommendations of the reviewers, reserve the right not to publish chapters if the full chapter is not written to the high academic standards and expectations the publisher is seeking.