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Academic literacy in mathematics for English learners.

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Summary: This paper uses a sociocultural conceptual framework to provide an integrated view of academic literacy in mathematics for English Learners. The proposed definition of academic literacy in mathematics includes three integrated components: mathematical proficiency, mathematical practices, and mathematical discourse. The paper uses an analysis of a classroom discussion to illustrate how the three components of academic literacy in mathematics are intertwined, how academic literacy in mathematics is situated, and how participants engaged in academic literacy in mathematics use hybrid resources. The paper closes by describing the implications of this integrated view of academic literacy in mathematics for mathematics instruction for English Learners, arguing that it is important that the three components not be separated when designing instruction in general, and it is essential that mathematics instruction for English Learners address these three components simultaneously.

Classification: C50 C30 D30 D40

Keywords: mathematical discourse; English learners; academic literacy; mathematical practices

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