
A socio-cultural Approach to Academic Literacy in Mathematics for Adolescent English Learners

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Abstract: In this presentation I provide an integrated view of *academic literacy in mathematics* for adolescent English Learners (ELs). The proposed definition of *academic literacy in mathematics* includes three integrated components: mathematical proficiency, mathematical practices, and mathematical discourse. Using questions adapted from my previous work analyzing mathematical discussions (Moschkovich, 2008), I show how the three components of *academic literacy in mathematics* are intertwined during problem solving. The analyses also illustrate how learners engaged in *academic literacy in mathematics* use situated meanings, coordinate multiple modes and sign systems, and draw from both everyday and academic registers as resources. I argue that the three components should not be separated when designing instruction for adolescent ELs.

Dr. Judit Moschkovich is Professor of Mathematics Education in the Education Department at the University of California at Santa Cruz. Her research uses socio-cultural approaches to examine mathematical thinking and learning. She was the Principal Investigator of a National Science Foundation project (1998-2003) “Mathematical discourse in bilingual settings: Learning mathematics in two languages” and a Co-PI for the Center for the Mathematics Education of Latinos/as (CEMELA), an NSF Center for Learning and Teaching (2004-2011).