Special Colloquium

Language, Math, and High School: Multilevel Comparisons of the ELL and non-ELL Student Experience

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Abstract:

Mathematics, language, and culture are all closely intertwined, a fact highly relevant to the growing population of English language learners (ELLs) in the United States. This talk explores key factors that affect the mathematics success of ELLs in high school, and how the effects of these factors differ between ELL and non-ELL students. Findings show that factors such as mathematics self-efficacy, classroom teaching practices, and student-school relationships affect the two student groups in significantly different ways. I discuss some of these differences, and their implications, in greater detail.

Keywords: Equity in mathematics education, English language learners (ELLs) or Emergent bilinguals (EBs), High school mathematics, Statistical modeling

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