The impact of teachers’ preparation and translinguaging on Latino English language learners’ mathematics achievement

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Abstract: The efforts of bilingual teachers (English/Spanish) can help in closing the gap in mathematics achievement of Asian and White students compared to Hispanic English Language learners (ELLs). However, bilingual mathematics teachers’ effects have not been studied directly, and consequently, the impact of these teachers on students’ achievement in mathematics is not fully understood. In this talk I will present a proposal for a study that will attempt to determine if bilingual teachers’ preparation explains ELLs’ mathematics achievement by means of effective mathematical translinguaging.

Carlos A. Mejía Colindres is a graduate research assistant for the project “Mathematics Instruction for English Language Learners (MIELL)”. He obtained his bachelor’s degree in mathematics and a MBA in his home country, Honduras, where he also was a mathematics college teacher for 10 years.