Speaking Mathematically

Communication in Mathematics Classrooms



David Pimm

Richard Barwell

Speaking Mathematically David Pimm,1987 This stimulating study focuses on mathematics as a language with its own rules and conventions and explores the implications of this for classroom practice Routledge Revivals: Speaking Mathematically (1987) David Pimm,2019-01-15 First published in 1987 this book examines mathematics school teaching from the perspective that it is a language arguing that this can illuminate many events that occur in classes and highlight issues that may not have previously seemed important The central concern is with the processes of communication as they are shaped by school conventions and the fact that it is mathematics being discussed Speaking listening writing and reading are examined and analysed with the first half focusing on verbal interactions and the second half examining aspects of pupil written mathematics Also explored is the nature of the mathematical writing system itself and how pupils gain access to it

Multilingualism in Mathematics Classrooms Richard Barwell, 2009-09-15 Mathematics classrooms are increasingly multilingual whether they are found in linguistically diverse societies urban melting pots or planned bilingual programs The chapters in this book present and discuss examples of mathematics classroom life from a range of multilingual classroom settings and use these examples to draw out and discuss key issues for the teaching and learning of mathematics and language These issues relate to pedagogy students learning curriculum assessment policy and aspects of educational theory The contributions are based on research conducted in mathematics classrooms in Europe South Asia North America and Australia Recurring issues for the learning of mathematics include the relationship between language and mathematics the relationship between formal and informal mathematical language and the relationship between students home languages and Writing Mathematically Candia Morgan, 2002-01-04 School mathematics curricula the official language of schooling internationally tend to emphasise problem solving and have led to the development of opportunities for children to do maths in a more open creative way This has led to increased interest in performance based assessment which involves children in substantial production of written language to serve as evidence of their mathematical activity and achievement However this raises two important questions Firstly does this writing accurately present children's mathematical activity and ability Secondly do maths teachers have sufficient linguistic awareness to support their students in developing skills and knowledge necessary for writing effectively in their subject area The author of this book takes a critical perspective on these questions and through an investigation of teachers readings and evaluations of coursework texts identifies the crucial issues affecting the accurate assessment of school mathematics Semiotics as a Tool for Learning Mathematics Adalira Sáenz-Ludlow, Gert Kadunz, 2015-12-17 Semiotics as a Tool for Learning Mathematics is a collection of ten theoretical and empirical chapters from researchers all over the world who are interested in semiotic notions and their practical uses in mathematics classrooms Collectively they present a semiotic contribution to enhance pedagogical aspects both for the teaching of school mathematics and for the preparation of pre service teachers This enhancement involves the use of diagrams to visualize

implicit or explicit mathematical relations and the use of mathematical discourse to facilitate the emergence of inferential reasoning in the process of argumentation It will also facilitate the construction of proofs and solutions of mathematical problems as well as the progressive construction of mathematical conceptions that eventually will approximate the concept s encoded in mathematical symbols These symbols hinge not only of mental operations but also on indexical and iconic aspects aspects which often are not taken into account when working on the meaning of mathematical symbols For such an enhancement to happen it is necessary to transform basic notions of semiotic theories to make them usable for mathematics education In addition it is also necessary to back theoretical claims with empirical data This anthology attempts to deal with such a conjunction Overall this book can be used as a theoretical basis for further semiotic considerations as well as for the design of different ways of teaching mathematical concepts The Professional Education and Development of **Teachers of Mathematics** Ruhama Even, Deborah Loewenberg Ball, 2008-11-16 The premise of the 15th ICMI Study is that teachers are key to students opportunities to learn mathematics What teachers of mathematics know care about and do is a product of their experiences and socialization together with the impact of their professional education The Professional Education and Development of Teachers of Mathematics assembles important new international work development research theory and practice concerning the professional education of teachers of mathematics As it examines critical areas to reveal what is known and what significant questions and problems warrant collective attention the volume also contributes to the strengthening of the international community of mathematics educators The Professional Education and Development of Teachers of Mathematics is of interest to the mathematics education community as well as to other researchers practitioners and policy makers concerned with the professional education of teachers

Language, Literacy, and Learning in the STEM Disciplines Alison L. Bailey, Carolyn A. Maher, Louise C. Wilkinson, 2018-02-01 With a focus on what mathematics and science educators need to know about academic language used in the STEM disciplines this book critically synthesizes the current knowledge base on language challenges inherent to learning mathematics and science with particular attention to the unique issues for English learners These key questions are addressed When and how do students develop mastery of the language registers unique to mathematics and to the sciences How do teachers use assessment as evidence of student learning for both accountability and instructional purposes Orienting each chapter with a research review and drawing out important Focus Points chapter authors examine the obstacles to and latest ideas for improving STEM literacy and discuss implications for future research and practice <u>Literacy Strategies for Improving Mathematics Instruction</u> Joan M. Kenney, 2005 An eye opening look at how teachers can use literacy strategies to help students better understand mathematics The Enterprise of Education Kagendo Mutua, Cynthia S Sunal, 2007-10-01 The Enterprise of Education is Book IV of the research series Research on Education in Africa the Caribbean and the Middle East This book examines the implications of rapid political sociocultural and economic change for the enterprise of education within particular countries

in the regions of Africa the Caribbean and the Middle East all of which have cultural ties It provides a space for a critical dialogue about the impact of global issues on the enterprise of education in specific locales or regions within a specific country Finally the book identifies trends in the enterprise of education that are occurring across the regions The Enterprise of Education draws from recent research summarizing interpreting and making connections to address issues questions that are central to the enterprise of education today in these three world regions Among the specific questions issues that are considered include the following How is the enterprise of education addressing and including the needs of all children including those who are squatters new immigrants have special education needs and who are voiceless in their society What social structures in these regions mitigate against student learning especially particular groups of students What research methodologies enable us to investigate the enterprise of education in these world regions What role does the learning environment play in schools Who creates curriculum and for what purposes Which issues are found to a greater or lesser extent in education in other world regions What role do parents play in economic and social support of schools How can teachers best be prepared for effective teaching Theories of Mathematical Learning Leslie P. Steffe, Pearla Nesher, Paul Cobb, Bharath Sriraman, Brian Greer, 2013-04-03 Chemists working with only mortars and pestles could not get very far unless they had mathematical models to explain what was happening inside of their elements of experience an example of what could be termed mathematical learning This volume contains the proceedings of Work Group 4 Theories of Mathematics a subgroup of the Seventh International Congress on Mathematical Education held at Universit Laval in Ou bec Bringing together multiple perspectives on mathematical thinking this volume presents elaborations on principles reflecting the progress made in the field over the past 20 years and represents starting points for understanding mathematical learning today This volume will be of importance to educational researchers math educators graduate students of mathematical learning and anyone interested in the enterprise of improving mathematical learning worldwide

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