

ZMATH 2016e.00534

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Complementary functions of learning mathematics in complementary schools.

Halai, Anjum (ed.) et al., Teaching and learning mathematics in multilingual classrooms. Issues for policy, practice and teacher education. Rotterdam: Sense Publishers (ISBN 978-94-6300-228-8/hbk; 978-94-6300-227-1/pbk; 978-94-6300-229-5/ebook). 227-247 (2016).

Summary: Mathematics is believed by some to be a universal language that all human beings share. In this school of thought, mathematics has its own particular syntax, genre and ways of argumentation. For example it is commonly believed doing arithmetic is the same regardless of whether one is performing arithmetic in Chinese, Farsi or in English. However although the result is the same, the linguistic support that is behind the arithmetic process is not necessarily identical.

Classification: E40 C50

Keywords: language of mathematics; bilingual students

doi:10.1007/978-94-6300-229-5_15