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Alshwaikh, Jihad

Investigating the geometry curriculum in Palestinian textbooks: towards multimodal analysis of Arabic mathematics discourse.

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Summary: The analytical scheme used in the project The Evolution of the Discourse of School Mathematics (EDSM) was developed to analyse the change over time in examination texts. An adapted version of the EDSM scheme has been deployed to analyse the nature of mathematics construed in Palestinian schools' textbooks and the mathematical activity expected of students in the geometry textbooks for students aged 10 to 16 years. The adaptation includes adding further tools for analysing visual components of texts, as well as accounting for some differences between English and Arabic. This article outlines these adaptations and illustrates the use of the adapted scheme with a different genre of texts from those studied in the EDSM project. Some of the challenges in the adaptation process in relation to Arabic mathematics discourse are discussed.

Classification: D33 U23 G13

Keywords: Arabic mathematics discourse; visual discourse analysis; multimodality

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