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“ x -arbitrary means any number, but you do not know which one”. The epistemic role of languages while constructing meaning for the variable as generalizers.

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). 89-108 (2016).

Summary: Language challenges in mathematics classrooms do not only appear for multilingual students (including bilinguals, and in Europe mostly immigrant students), but also for monolingual learners with underprivileged socio-economic background. As only 4% of students have immigrated to Germany themselves, almost all monolingual and multilingual students grew up in Germany and have developed good basic interpersonal communication skills.

Classification: C50 E40 H20 H30

Keywords: language challenges; mathematical language; multilingual students; communication; monolingual students

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