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Purposefully relating multilingual registers: building theory and teaching strategies for bilingual learners based on an integration of three traditions.

Barwell, Richard (ed.) et al., Mathematics education and language diversity. The 21st ICMI study. Cham: Springer (ISBN 978-3-319-14510-5/hbk; 978-3-319-14511-2/ebook). New ICMI Study Series, 193-215 (2016).

Summary: Starting from revisiting three traditions of reflecting on linguistic transitions between registers and representations, we suggest the integrated approach of purposefully relating registers. The result is likely to enhance language-sensitive teaching strategies in multilingual classrooms that aim at conceptual understanding. Two empirical snapshots from design experiments illustrate this potential for teaching and learning mathematics.

Classification: C50 D40 C30

Keywords: multilingualism; bilingual learners; language-sensitive teaching strategies; conceptual understanding

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