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Barwell, Richard; Chapsam, Lim; Nkambule, Thulisile; Setati Phakeng, Mamokgethi
Tensions in teaching mathematics in contexts of language diversity.

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Summary: Throughout the literature on mathematics teaching in multilingual, bilingual or second language classrooms and other contexts of language diversity, there has been a shift from thinking in terms of deficits and barriers to a discourse of dilemmas and tensions. While this work has highlighted the complexity of multilingual mathematics classrooms, it has so far been largely descriptive in nature. This chapter draws on a theoretical perspective based on *M. M. Bakhtin* [The dialogic imagination: Four essays. Austin, TX: University of Texas Press (1981)] that explains how these tensions arise. We develop these ideas through four cases, through which we examine the relationship between different language-related tensions and the classroom contexts in which they arise, focusing particularly on the teacher's role in mediating these tensions in classroom practice.

Classification: C50 C70

Keywords: language diversity; teaching; multilingual classrooms; second-language learners; language-related tensions; classroom practice

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