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**An examination of coherence in a Chinese mathematics classroom.**

Fan, Lianghuo et al., How Chinese learn mathematics. Perspectives from insiders. World Scientific Publishing Co., Singapore (ISBN 978-981-256-014-8). 107-123 (2004).

Analyzing discourse in a model Chinese mathematics classroom, we develop the concept of coherence to describe the classroom's most salient features. Coherence refers to the role of unity or connectedness of speech and behavior in the creation of meaningful discourse. Drawing on cross-cultural studies of classroom practices, we examine the instructional, psychological, and social dimensions of coherence in the classroom. We find that, unlike American classrooms, the Chinese classroom is characterized by coherence in each of the three dimensions. The positive pedagogic effect of coherence are discussed and possible negative effects are mentioned. (orig.)

*Classification:* D40 C50 D10 C70