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Coben, Diana; Miller-Reilly, Barbara

Numbers talk – words count: language policy and adult numeracy education in Wales and New Zealand.

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Summary: In this paper we review and compare language policy in relation to adult numeracy education in Wales and New Zealand with respect to the Māori and Welsh languages in the latest stage of our international comparative study of adult numeracy education. While much has been written about the relationship between language and literacy, the relationship between language and numeracy – especially adult numeracy – has been less explored, especially from a policy perspective, despite evidence of the importance of language for learning. We seek to shed light on the policy context in which adult numeracy education is set in Wales and New Zealand with respect to these languages, viewed from a critical linguistic human rights perspective.

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Keywords: adult education; mathematical literacy; adult numeracy; language and numeracy; ethnomathematics; linguistics; language policies; educational policy; research; comparative studies; bilingualism; policy evaluation

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