

**First Announcement and Call for Papers  
ETC 7- SEVENTH ERME TOPIC CONFERENCE:  
LANGUAGE IN THE MATHEMATICS CLASSROOM**

18<sup>th</sup>-21<sup>st</sup> February 2020

Montpellier University, France

**Rationale of the conference**

In the context of the ERME Handbook project, the survey work regarding two decades of ERME research in the domain of mathematics and language has shown the dominance of classroom-based research. Since the beginning of ERME, in the working group entitled 'Social interaction in mathematical learning situations' and in the present working group, 'Mathematics and language' (TWG09), the study of language has seen a shift from distinguishing between the language of the teacher, the language of the students and the language of mathematics, towards a more integrated understanding, with research focusing on the language in interaction and the role of language in meaning making. This is exemplified in the shifts in the number of papers and presentations at ETC4 and at CERME11 (Utrecht, 2019), where a growing number of classroom-based papers were presented and discussed in the sessions.

In order to understand the contemporary domain and move forward, we need to carefully review the complexity involved when conceptualising language in this integrated way. Intensive discussion framed by review work and new work in the domain has the potential to situate newer work and directions in light of the progress and necessities of the domain.

The conference then intends to develop a strong discussion environment. The participation of senior researchers together with post-doc and doctoral students is also pursued as a key priority.

**Organisation**

The major theme of the ETC, 'Language in the Mathematics Classroom', will be organised into the following overlapping subthemes (ST):

- ST1: Language in multilingual contexts
- ST2: Language for meaning making
- ST3: Language in interaction

These subthemes cover the key foci of most papers presented at CERME11. ST1 will include papers where the multilingual nature of context is the focus of the discussion. Where the focus is more towards the conceptual understanding of particular mathematical ideas such as multiplication, angle or proof, these papers will be grouped in ST2. ST3 will then consist of papers where the papers focus on classroom interactions and discursive practices such as argumentation or explaining.

We expect between 20 and 40 submissions for active contributions in the working sessions. The sessions will be split into 2-3 subgroups per session. Communication between the participants and the different subthemes will be promoted through flexible groupings in different sessions. There will also be 1-2 sessions that focus on themes that cross the subthemes, such as implications for teacher education or design research design. The majority of the scientific programme will consist of discussion in small working groups (5 sessions of 2 hours each). There will also be two plenaries to establish the theme and a

commentary panel to formulate questions and interesting topics drawn from the working sessions with a view to moving the field forward.

### **YERME preconference day**

In order to promote and support young researchers (where young means novice to the field of mathematics education and language), the conference is preceded by a preconference day in which young researchers can discuss their projects with members of the IPC, as well as get a structured overview on the current state of the field.

### **Call for papers**

The language for the conference and for the HAL proceedings will be English.

We welcome original papers (8 pages max.) and poster proposals (2 pages max.) regarding the established topic, with no more than one proposal per participant.

Papers and posters must deal with one or more of the subthemes of the conference, but only one primary subtheme must be identified (ST1, ST2 or ST3).

Each proposal will be peer-reviewed by at least two people from among those who submit proposals. The IPC will make the final decision about acceptance according to: a) the quality of the work, b) the potential to contribute to knowledge regarding the conference topic, and c) the explicit fit with one of the subthemes.

The number of participants will be limited to 100. We especially encourage the participation of young researchers from a variety of countries and research traditions.

Please, email your proposal (in both Word and PDF files and using the current template for ERME Conferences, <https://cerme11.org/guidelines-for-authors/>) to Jenni Ingram ([jenni.ingram@education.ox.ac.uk](mailto:jenni.ingram@education.ox.ac.uk)) and Aurélie Chesnais ([aurelie.chesnais@umontpellier.fr](mailto:aurelie.chesnais@umontpellier.fr)). *The file must be named as FIRST AUTHOR\_PRIMARY SUBTHEME.*

<b>Deadlines</b>	
Submissions of paper and poster proposals	<b>October 15, 2019</b>
Submission of reviews	November 20, 2019
Notifications of review decisions	December 20, 2019
Registration for the conference	January 15, 2020
<b>Conference</b>	<b>February 18-21, 2020</b>
Papers and posters on the conference website	March 10, 2020
Submission of revised papers and posters	April 30, 2020
Final decision of acceptance	May 30, 2020
Conference proceedings in HAL archive	July 1, 2020

### **Committees**

#### **International Programme Committee**

Jenni Ingram (UK), Chair; Aurélie Chesnais (France); Viviane Durand-Guerrier (France); Kirstin Erath (Germany); Marie Therese Farrugia (Malta); Máire Ní Ríordáin (Ireland); Núria Planas (Spain); Susanne Prediger (Germany); Frode Rønning (Norway); Marcus Schütte (Germany); Konstantinos Tatsis (Greece); Kerstin Tiedemann (Germany).

#### **Local Organizing Committee**

Aurélie Chesnais (France), Chair; Viviane Durand-Guerrier (France); Jenni Ingram (UK); Céline Constantin (France).