

ETC 7- SEVENTH ERME TOPIC CONFERENCE: LANGUAGE IN THE MATHEMATICS CLASSROOM

18th-21st February 2020, Montpellier University, France.

Plenary talk 1 – Wednesday, February 19th – 10H30-12H.

Speaking, writing and mathematics registers: Denying “the dream of a common language” for mathematics

David Pimm

Professor Emeritus, Faculty of Education
University of Alberta, Canada

In this talk, I will revisit aspects of Michael Halliday’s notion of ‘mathematics register’ (both in speech and writing) and attempt to resist Kay O’Halloran’s ‘multimodal register’ (which, to me, is a catachresis). I shall illustrate my talk with instances from three particular settings: one involving a pair of young children working with a new iPad touchscreen app for multiplication (TouchTimes), one with secondary school students’ spoken metaphoric language (about algebraic operations) and one a first-year university teacher lecturing (on sequences and limits), presented in a language I do not understand. Although not my primary focus in this talk, in each instance the presence of gestures, which linguists frame as ‘paralinguistic’, will be discussed.

Plenary talk 2 – Thursday, February 20th – 8H30-10H.

Conceptualising and researching mathematics classrooms as sites of communication

Candia Morgan

Professor of Mathematics Education
Department of Curriculum Pedagogy and Assessment
UCL Institute of Education - University College London

I propose a slight shift of focus from studying communication or use of language in mathematics classrooms to conceptualising mathematics classroom practices themselves as forms of communication. In this talk I will explore some theoretical resources that support and enrich the development of such a conceptualisation and draw implications for mathematics education research. This includes reformulating some of the core questions in the field and proposing methodological approaches that may provide new insights.

