

Flexible Spaces of Language

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'*Flexible Spaces of Language*' reflects

- dialogical concept of knowledge
- perspective on learning
- reflections on interaction according to the dialogicity.

The background for my study has been earlier work done on the richness and variation in children's use of language when solving problems in school and in their 'daily-life'. By use of Vygotsky's theory I focused on the function of language in the learning processes. The *translation link* was seen as a tool for making "new languages", as mathematical symbolistic language, as a tool for thinking. When I focused on the manifold of children's 'own language' it became clear that it is an educational challenge to facilitate the learning process by making it natural for the children to use 'their languages' in the processes of leaning more mathematics. This was seen as a background into which we could introduce or offer formal and 'authorised' languages, in order to obtain students developing ownership of the formal language.(Johnsen Høines1998, Mellin-Olsen 1987)

The data in my present study emerge from a learning situation where teacher students are working on calculus. Analysing the data and reading Bakhtin widened my concepts of texts, utterances, voices and dialogicity. It helped me to get insight into a field of learning characterised by manifold, complexity and movement. The multiplicity of voices in utterances that are written, drawn, said or uttered in other ways by students or by other, got visible. The different voices are, however, not enough to create meaning in this respect. According to Bakhtin, it is the tension and struggle between them that create understanding. (Dysthe 1999:76). It is about how our understanding is constituted by understandings and how it is a consequence that there would not be an explanation without interactive explanations, without multiplicity of voices.

I got, by focusing on one situation, insight into a Bakhtinian concept of knowledge. I have arguments I would not have had without this insight: It is about dialogicity knowing. It is about intentional and dialogicity learning.

As an outcome of this presentation I would like a focus on:

- How do we see the educational challenge represented by 'flexible spaces of language'?
- How do we see interaction according to the dialogicity?
- And - how to interact with the teachers practice?

Referances:

Bakhtin,M.M. 1981(Holquist,M. ed): The dialogic imagination, University of Texas press, Austin.

Dysthe, O. (red) 1999: Proceedings from The dialogical perspective and Bakhtin, Plf, UiB Bergen

Johnsen Høines,M.1998: Begynneropplæringen.Caspar Forlag, Bergen

Mellin-Olsen,S. 1987: The Politics of Mathematics Education,Reidel Publ., Dordrecht.