

WS4 RESEARCHING THE TEACHING AND LEARNING OF MATHEMATICS IN MULTILINGUAL CLASSROOMS

Richard Barwell
University of Bristol, UK
Mamokgethi Setati

University of the Witwatersrand, South Africa

Anjum Halai,
Aga Khan University, Pakistan

Multilingual classrooms are increasingly the norm in education systems around the world. By multilingual classrooms we mean classrooms in which two or more languages are present. These languages may or may not be heard in classroom talk. They are, however, always available for use by students or teachers during public or private interaction.

The aim of this working group is to raise and discuss methodological issues which arise in doing mathematics education research in multilingual classrooms. In particular we will focus on: the interpretation of multilingual data in both video and transcript form; the use of participants' words in research reports; the organisation and retrieval of multilingual data.

ACTIVITIES

The two sessions of the working group will be devoted to working on video and transcript data from multilingual mathematics classrooms in South Africa and Pakistan. For each sample of data, we first invite participants to address analytic questions, such as:

1. what mathematics is taking place?
2. what role do different languages play?

We then invite participants to reflect on the issues which arise from attempting to address these analytic questions in the case of data involving more than one language. Questions for reflection include:

1. what issues arise from the multilingual context in attempting to describe the mathematics taking place in the video or transcript?
2. what can you say from the transcript that you could not say from the video?
3. what can you not say from the transcript?

We hope that participants will include researchers who work in multilingual contexts or whose research interests concern the role of language in mathematics classrooms.