

## **FURTHER QUESTIONS ABOUT THE LANGUAGE AS RESOURCE APPROACH TO MULTILINGUAL MATHEMATICS LEARNING**

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Following the pioneering survey work on language and mathematics education in Austin and Howson (1979), at the *Fourth International Congress on Mathematical Education* Howson (1983) identified particular areas of research on “the difficulties of having to learn mathematics in a language that is not the mother tongue” (p. 568). That was not a new problem, not a new phenomenon at that time. Almost four decades later and despite the increasing amount of studies as argued in Planas, Morgan and Schütte (2021), the ‘size’ of those areas of research remains underestimated in the broader research field of mathematics education. In a way that complements some of the emphases of the lecture at the *43<sup>rd</sup> Conference of the International Group for the Psychology of Mathematics Education* (Planas, 2019), my intention in this lecture will be to note and discuss the potential of the conceptualization of language as resource in the classroom-based study of multilingual mathematics learning. I will thus speak about the particular aspect of the language of the learner as resource for mathematics learning.

In the consideration of the language of the learner as a core object of study in mathematics education research with classroom data, we cannot ignore the intertwined co-constitutive roles played by the language of mathematics (in the culture, in the textbooks, on the whiteboard...) and the language of the teacher in the instruction. Hence, developing a perspective on the diverse languages of learners as resources for mathematics learning necessarily involves the problematization of static mono-lingual/cultural orientations in the representation and communication of ‘the’ language of mathematics and ‘the’ language of instruction. In this respect, I will argue that the field conceptualization of the language of the learner as resource cannot be produced in disconnection with the specificity of the mathematical content and register that is the goal of the teaching and learning in the school classroom, and that shapes in turn the specificity of the multiplicity of language processes.

### **References**

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