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Nota di contenuto	Frontmatter -- Content -- Contributors -- List of Tables and Figures -- Chapter 1. Multilingualism in Mathematics Classrooms: An Introductory Discussion -- Chapter 2. Mapping the Mathematical Langscape -- Chapter 3. Somali Mathematics Terminology: A Community Exploration of Mathematics and Culture -- Chapter 4. Politics and Practice of Learning Mathematics in Multilingual Classrooms: Lessons from Pakistan -- Chapter 5. Mathematical Word Problems and Bilingual Learners in England -- Chapter 6. How Language and Graphs Support Conversation in a Bilingual Mathematics Classroom -- Chapter 7. Reflections on a Medium of Instruction Policy for Mathematics in Malta -- Chapter 8. Bilingual Mathematics Classrooms in Wales -- Chapter 9. Bilingual Latino Students, Writing and Mathematics: A Case Study of Successful Teaching and Learning -- Chapter 10. Mathematics Teaching in Australian Multilingual Classrooms: Developing an Approach to the Use of Classroom Languages -- Chapter 11. Summing Up: Teaching and Learning

	Mathematics in a Multilingual World -- References -- Index
Sommario/riassunto	Mathematics classrooms are increasingly multilingual, whether they are found in linguistically diverse societies, urban melting pots or planned bilingual programs. The chapters in this book present and discuss examples of mathematics classroom life from a range of multilingual classroom settings, and use these examples to draw out and discuss key issues for the teaching and learning of mathematics and language. These issues relate to pedagogy, students' learning, curriculum, assessment, policy and aspects of educational theory. The contributions are based on research conducted in mathematics classrooms in Europe, South Asia, North America and Australia. Recurring issues for the learning of mathematics include the relationship between language and mathematics, the relationship between formal and informal mathematical language, and the relationship between students' home languages and the official language of schooling.