

# Thematic issue of NOMAD

## Call for papers

Learning mathematics in linguistically diverse classrooms  
– research perspectives from the Nordic countries

In 2008, NOMAD produced a thematic issue on mathematics education in multicultural and multilingual settings. This resulted in four articles with contributors from Australia, Sweden, Denmark and New Zealand. Since this time, there has been a significant increase in the recognition of linguistic diversity in mathematics classrooms in the Nordic countries. However, mathematics education research has been sporadic in how it has responded, with occasional articles being published, mostly originating in post-graduate projects in Sweden.

This is not the case elsewhere in the world where the changing linguistic make-up of mathematics classrooms has resulted in several books (Barwell et al., 2015; Halai & Clarkson, 2016) and special issues of journals (MERJ in 2013; ZDM in 2014; EURASIA – Journal of Mathematics, Science & Technology Education, 2017). These sometimes include chapters and articles by Nordic researchers, but often these are the same set of researchers who published in the 2008 NOMAD thematic issue.

In this special issue, we anticipate expanding our understanding of recent research in this area, both by established and new researchers. In so doing we anticipate providing an overview of the work currently being done in this area in the Nordic countries. Given that policy responses are lagging behind the changes in linguistic diversity in mathematics classrooms, such an overview will provide much needed information about how best to support teachers, students and families. It will also provide information about areas that would benefit from more research and allow for the possibility of a co-ordinated approach across the Nordic countries.

Therefore, we ask for papers which investigate linguistic diversity at all levels of education, including kindergartens, schools, further education and work situations. We also support papers which considers issues from

the perspective of teachers, students, families and other participants in the learning environment which consider issues to do with mathematics learning and linguistic diversity.

### *Timeline*

Abstracts to be submitted: 15 September 2016

Feedback on abstracts: 1 October 2016

Full papers to be submitted: 1 February 2017

Reviewing to be completed 15 March 2017

Feedback to authors: 15 April 2017

Submission of revised papers 30 June 2017

Feedback and further revisions to be completed by 1 November 2017

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### References

Barwell, R. et al. (Eds.) (2015). *Mathematics education and language diversity: the 21st ICMI study*. Cham: Springer.

Halai, A. & Clarkson, P. (Eds.) (2016). *Teaching and learning mathematics in multilingual classrooms*. Rotterdam: Sense Publications.