
Contents

<i>List of Figures and Table</i>	vii
<i>Acknowledgments</i>	viii
<i>Preface by Series Editor</i>	ix
1 Introduction	1
2 ‘The Language of Mathematics’ — Characteristics of Written Mathematical Texts	8
The Mathematical Register in General	9
Academic Mathematics Texts	11
School Mathematics Texts	18
3 Writing in the Mathematics Classroom	22
Student Writing in the Traditional Mathematics Classroom	23
‘Writing-to-Learn’ Mathematics	25
The Forms of Writing Used by Students	30
From ‘Writing-to-Learn’ to ‘Learning-to-Write’	34
4 Learning to Write Mathematically	37
Natural Development or Deliberate Teaching?	38
Evidence of Development in Mathematical Writing	41
‘Audience’ as an Influence on the Development of Effective Writing	43
5 The Public Discourse of ‘Investigation’	50
‘Official’ Discourse	53
‘Practical’ Discourse	60
‘Professional’ Discourse	68
Coherence and Tensions within the Discourse of ‘Investigation’	72
6 A Critical Linguistic Approach to Mathematical Text	76
Linguistic Analysis of Mathematical Texts	79
Non-verbal Features of Mathematical Texts	88
Applying the Analytical Tools	96
7 Reading Investigative Mathematical Texts	100
The Tasks	100
The Students’ Texts	105

Contents

8	The Assessment of Investigations and Teacher Assessment	115
	New Developments in Assessment	115
	Teacher Assessment	121
9	Investigating Teachers Reading Coursework	131
	The Sample of Teachers	131
	Design of the Teacher Interviews	132
	The Teacher as Interviewee	134
	Analysing the Interviews	137
	Variation and Validity in Teacher Assessment	139
	A Comparison of Two Teachers Reading Richard's 'Inner Triangles' Text	140
	Consequences of Differences in Reading Strategies	148
10	Teachers' Responses to Student Writing	150
	A Generic Demand for 'Writing'	150
	Tables — A Sign of 'System'	152
	Diagrams — Not Too Much of a 'Good Thing'	155
	Algebra — With or Without Words	157
	Statement of the Problem — Copying vs. 'Own Words'	163
	Narrative — Telling the Right Story	165
	Explanation — For Some	168
	Use of a Conventional Mathematics Register	170
	Coherence: A Case Study	173
11	Assessing Difference: 'Creativity' and Error	180
	How Is 'Difference' Identified?	180
	Difference Is Desirable but Difficult	181
	Dealing with Error — Is 'Practical' Different?	190
12	Towards a Critically Aware Mathematical Writing Curriculum	197
	The Myth of 'Transparency'	197
	Teachers' Lack of Language Awareness — and Its Consequences	199
	How May Students Learn to Write Mathematically?	205
	Teaching Mathematical Writing	207
	<i>References</i>	212
	<i>Index</i>	228