



Online Seminar Series Autumn 2026

Nordic Research Network for Educational Linguistics (NordEdLing)



Invited speaker



Jenni Ingram,
University of Oxford, UK

What does it mean to be responsive to communication in Mathematics classrooms?

2 December, 15.00–16.00 (CET)

Zoom



Bio

Jenni Ingram is Professor of Mathematics Education at the University of Oxford, UK. Her research focuses on communication and interaction in mathematics classrooms, leading a range of projects examining the relationship between language, communication and the development of mathematical reasoning. These include large-scale international quantitative studies of classroom discourse, smaller-scale ethnomethodological studies of everyday communication and interactions in maths classrooms, and collaborative design-research with secondary mathematics teachers. She chaired the CERME language, communication and interaction working group for 8 years and also chaired the ICME language and mathematics group in 2020. She publishes widely and enjoys collaborations with other researchers taking different theoretical perspectives to the same data.

Summary

Research on language and mathematics has highlighted how linguistic demands shape students' opportunities to participate in mathematical activity. Drawing on findings from the *Developing Language-Responsive Mathematics Classrooms* project, this talk describes our work with teachers on recognising and responding to the language challenges embedded in mathematical reasoning, representation, explanation and argumentation. Communication-responsiveness in mathematics classrooms requires attending to meanings constructed across language, symbols, diagrams, examples and gestures. I will explore what becomes visible when attention shifts to the relationship among communication, meaning-making, mathematical structure, and coherence, and consider the implications for research.