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**”Whom have I the pleasure of addressing?”**

### **Addressivity and Discourse in Mathematics Education**

Attention to features of spoken and written discourse in relation to mathematics classrooms has had a relatively long tradition within mathematics education, though the uses to which it has been put and the linguistic and other tools and ideas that have been employed have varied widely. I will begin with an overview of this area as I see it and then focus in on a particular issue of current interest to me, namely to question of audience and the matter of address in relation to mathematical language. I will explore Bakhtin’s notion of addressivity in relation to two forms of data, one from a primary classroom setting and the other from a secondary one.