THE ROLE OF LANGUAGE IN TEACHING MATHEMATICS

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Do you teach mathematical lessons using English? What about Tagalog? Or your Mother Tongue?

Well, whether we are talking about it literally or generally, mathematics is a universal language. In the Philippines, mathematics was taught using several dialects depending on the region under the K–12 Curriculum. Mathematics is taught in regional languages during the early years of primary school (grades 1 through 3). As a result, the Philippines faced difficulties grasping the language of mathematics due to its diversity of languages and dialects.

However, realizing that mathematics is as uncomplicated as picking up a new dialect is a surefire approach to solving such problems. When a teacher and student are having a discussion, the perceptions of mathematical symbols and visual representations—as well as the understanding of how to analyze word problems—all work together to help students develop a clear understanding of mathematical language.

Language is the primary tool for teaching, learning, and intellectual skills. That being said, it is essential to recognize language's role in systematic mathematical instruction.

The way that we, as teachers, transmit knowledge to our students is through language. Teachers' and students' manuals, guides, and books convey mathematical understanding through language. In addition, students develop an experience of using

language. Thus, the language employed in teaching mathematics, whether literal or broad, must and as such should be understandable, comprehensible, and digestible.

References:

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