

Communicating mathematical concepts in diverse languages: Lessons from a cross-continental collaboration

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This presentation draws from cross-continental research on the Fractions as Measures instructional sequence. A story is embedded within the sequence to support learners' meaningful mathematical engagement with the concept of fractions. The international collaboration to translate this story into six languages (English, Afrikaans, isiXhosa, Indonesian, Spanish and Slovak), each representing distinct language families and branches, posed a challenge to the researchers in maintaining the mathematical conceptual essence of the instructional design within these diverse language structures. We reflect on this process and highlight what can be learned for future international collaboration in conceptually-focused design research in mathematics education.