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DESIGN OF A DICTIONARY TO HELP SCHOOL CHILDREN TO UNDERSTAND BASIC MATHEMATICAL CONCEPTS

Abstract This paper presents the decisions behind the design of a maths dictionary for primary school children. We are aware that there has been a considerable problem regarding Mexican children's performance in maths dragging on for a long time, and far from getting better, it is getting worse. One of the probable causes seems to be the lack of coordination between maths textbooks and teaching methods. Most maths textbooks used in primary schools include lots of activities and problem-solving techniques, but hardly any conceptual information in the form of definitions or explanations. Consequently, many children learn to do things, but have difficulty understanding mathematical concepts and applying them in different contexts. To help solve this problem, at least partially, the project of the dictionary was launched aiming at helping children to grasp and understand maths concepts learned during those first six years of their formal education. The dictionary is a corpus-based terminographical product whose macrostructure, microstructure, typography, and additional information were specifically designed to help children understand mathematical concepts.

Keywords children's specialised lexicography; corpus-based terminography; mathematical terms; children's vocabulary; conceptualisation

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