Multilingualism is a widespread feature of mathematics classrooms around the world, whether it concerns multiple language use, bilingual education, second language education, immersion education or other situations. Teaching and learning mathematics in multilingual settings can present challenges for teachers, learners and policy makers. Research has increasingly addressed some of these challenges and sought to understand the complexity of mathematics education in multilingual settings from a variety of theoretical perspectives.

In 2008, ICMI initiated its 21st study with a focus on mathematics education in multilingual settings (co-chairs, Mamokgethi Setati and Maria do Carmo Domite). This working session, which is organised by members of the International Program Committee for the study, will be devoted to examining the aims and focus of the study.

The working session will focus on the following key questions:

- What does multilingualism look like in contexts of mathematics learning in different parts of the world?
- How do these different multilingualisms interact with learning, teaching and understanding mathematics?
- What methodological issues arise in these different contexts?
- What role does policy play in mediating multilingualism in mathematics education in different contexts?

**ACTIVITIES**

Over the two working sessions, our work will draw on the discussion document for the ICMI study, as well as empirical data from a variety of settings. Participants will discuss aspects of the discussion document. They will also analyse the samples of empirical data. Discussion of these analyses will inform and enrich the discussion of the document. Points arising from this working session will be fed back into the work of the study.