Many students fear Mathematics. They feel anxious whenever they enter a Mathematics classroom. When asked why they feel that way, they give varied answers. Number one in the list is that they don’t understand other terms in Mathematics, others claim that they don’t like the teaching style of their teachers and still other reason is that they don’t have any activity to reinforce their learning, and the most attention caller is that the teacher say that the teaching of vocabulary is for the English teachers only.

On the other hand, many Mathematics educators maintain that vocabulary knowledge is acquired through a combination of incidental learning (encounters with unfamiliar words through reading and listening) and direct instruction (the teaching of specific word meanings).

Thus, one way to remedy Math anxiety is to teach vocabulary and their potential for improving students’ understanding of Mathematics concepts. Researchers say that techniques for teaching the language of Mathematics allow the learners to expand their abstract reasoning ability and move beyond operations into problem-solving.

On the other hand, teaching vocabulary is essential to students’ achievement because vocabulary is strongly correlated to reading comprehension and vocabulary is a predictor of students’ comprehension of different Math concepts. However, although Math vocabulary shares word meanings with English, it is uniquely embedded in the field of Mathematics.

The teaching of vocabulary, is particularly important in the high school because this is the time when serious development of the language of Mathematics begins and when Mathematical learning focuses on numbers’ multiplicative structures and relationships.
The language of Math presents challenges to English speakers and English language learners. For example, the word combination takes meaning in Math. The word value has specific meaning, and absolute value has far different meaning.

Students and teachers must be aware of the use of Mathematics vocabulary.

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