

15th International Conference of the Spanish Association of Language and Literature Education,
15th International Conference SEDLL, 19-21 November 2014, Valencia, Spain

The unequal treatment of Mathematics and Language in the classroom: punctuation marks

María Victoria Galloso Camacho*

Departamento de Filología Española y sus Didácticas. Facultad de Humanidades. Campus El Carmen. Universidad de Huelva. Avda. Fuerzas Armadas, s/n. 21071, Huelva. España.

Abstract

This work arises after finding serious ignorance of the Spanish Orthography by university students, especially in the accent and punctuation marks. It is necessary to investigate the importance of form, function and significance of our orthography, its equally vital marks and their discrimination against other disciplines. Given the existence of certain non-linguistic uses of punctuation, for example, referring to notations or mostly scientific and technical terms, we have confirmed an unequal treatment in the teaching/learning between Mathematics and Language, two disciplines that shouldn't be treated in isolation, since much of their histories have been represented by sharing their signs, but with different objectives.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Universidad Politécnica de Valencia, Departamento de Lingüística Aplicada.

Keywords: punctuation marks, teaching/learning Language, Orthography

1. Introduction

This work arises from confirmation about the frequency with which certain orthotypographical errors (Martínez de Sousa, 2004) are found in students of first course of Grade in Philology of the University of Huelva, in particular in accent and punctuation marks. Of concern is the serious lack of Spanish Orthography by our Hispanists future. Learning Orthography is a gradual process that is performing up to the University; hence, it is assumed that students

* Corresponding author. Tel.: 0034 959219110

E-mail address: vgalloso@dfesp.uhu.es

should get to this level with a solid and certain knowledge. However, the observation and analysis of the work performed during the academic year reveal not acceptable basic shortcomings and lacks carried, safely, from the Primary level.

Why is a serious error that, in a mathematical sum, its structure and basic signs or the result of it is missing, while in Language the absence of accent or punctuation marks on a written test is not treated with the same rigour and demand?

2. Analysis

Communication is much richer when it is better written. Language professors are responsible for that, in any academic field, a *trifle* than a sentence or text you a missing comma or an accent on letter is considered. Are *trifles* the lacks of basic signs in the area of Mathematics since Primary? It is necessary to investigate the importance of form, function and significance of our Orthography, its equally vital signs and its discrimination against other disciplines.

Punctuation and accent marks on writing help, with its emphasis, to convey the message clearly and accurately, so that in speech, is achieved with the right intonation. In writing, however, the receiver of the message doesn't get the gestures and intonations of the transmitter or the message itself. The labor of punctuation, then, is so important that the message can be distorted if punctuation and accent marks are not located in the right place.

We are witnessing of an obvious disparagement of Orthography, perhaps forgetting that arises from the logical necessity of editors and readers over the centuries. In fact, it's curious how there are certain non-linguistic uses of punctuation marks, for example, relating to scientific notations and techniques expressions. These standards were established by the SI, obligatory in Spain and current in the European Union. We are faced with two disciplines should not be treated in isolation, since their histories have been represented by sharing their marks, but with different objectives. Consider the origin of the mathematical representation of ancient Greece and its further development in classical Rome. At present, we can illustrate how the colon is used to indicate division mathematical expression ($8:2=4$), how the ratios of quantities and units of measure are expressed by the vertical bar (120 km/h, 10 m³/s) or how the comma is used to separate the integer part of the decimal numbers in expressions with number (3,1416). As José Martí said, "el lenguaje ha de ser matemático, geométrico, escultórico. La idea ha de encajar exactamente en la frase tan exactamente que no pueda quitarse nada de la frase sin quitar eso mismo de la idea" (1975: 255).

The purpose of this paper is to emphasize some basic elements to arouse among college philologists, especially, renewed energy and commitment to teaching the correct Spanish.

The teaching of Spanish to those who have it as mother tongue is an object of study, analysis and a secular practice. Given that the teaching of the language depends on school tradition of the Community in which it develops, this tradition is often altered by linguistic theories, the psychological theories of learning, the data on language acquisition in Psycholinguistics; finally, by trends in Educational Policy. In Andalusia there is virtually no language planning understood in its proper terms. Language planning has more attention on other areas of bilingual Spain and, mainly, in other parts of the Hispanic world.

In this sense, the Orthography has become the center of attention from all the problematic points about the study of Language, for which three objectives could be set to the worry of his teaching: to provide the Hispanic community with tools to strengthen their cohesion and to serve as references, research models operating and speaker structures and respond to specific questions posed above two points in teaching and linguistic acquisition and development. Believing in written language: this way the linguist can express the fundamental decision of his right teaching. For those who know the correct orthography and believe in it, this is a synthetic formulation of the existence of Spanish: both the teacher should love his language and he will do everything possible for make their students aware it as from the beginning of their learning. Our orthographic rules are unique and irreplaceable, except the changes that are taking and collecting into the *Ortografía* of the Academy, while knowledge is the response to the gift of the correct Spanish.

Download English Version:

<https://daneshyari.com/en/article/1111363>

Download Persian Version:

<https://daneshyari.com/article/1111363>

[Daneshyari.com](https://daneshyari.com)