

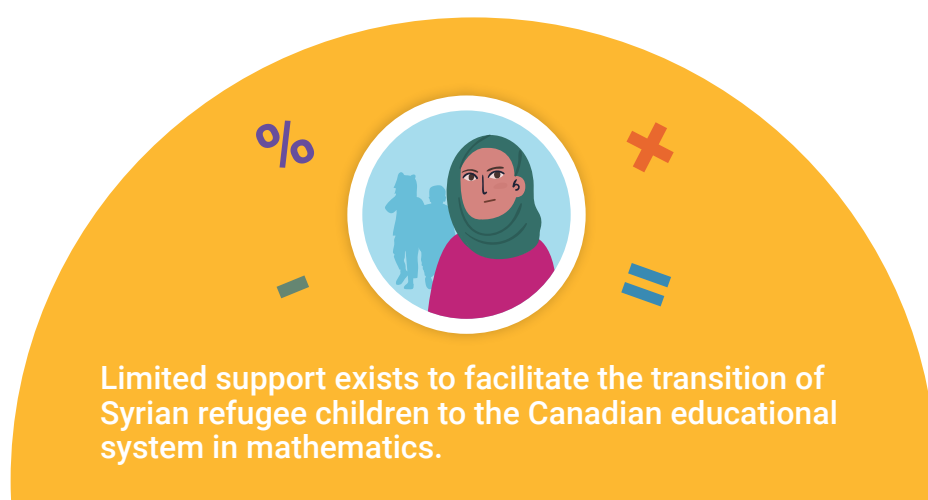
DEVELOPING MATHEMATICS VOCABULARY OF SYRIAN REFUGEE CHILDREN

TITLE OF RESEARCH: A Culturally Sensitive Intervention For Syrian Refugee Children With Interrupted Schooling: Targeting Math Vocabulary and Associated Number Sense Skills

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SUMMARY: This project has three phases: 1) looking at how best to support Syrian refugee children in addressing gaps in their math knowledge; 2) developing an experimental measure (the Mathematics Vocabulary Measure) to assess students' knowledge of math vocabulary; and 3) implementing a systematic math program at a Toronto school.

LINK: Click [here](#) to read the executive summary; click [here](#) for the research report



Limited support exists to facilitate the transition of Syrian refugee children to the Canadian educational system in mathematics.

The Mathematics Vocabulary Measure (MVM) was developed as an experimental measure to assess students' knowledge of math vocabulary. It was found to be positively correlated with the Peabody Vocabulary Test (PPVT).

The math program was found to improve students' mathematics vocabulary regardless of whether English was their first language.

Call to Action

- The MVM should be further tested in different populations and translated into different languages to compare math knowledge in students' first language vs. English.
- Further research is needed to determine the effectiveness of the math intervention in a larger sample size.

Recommendations:

More support for mathematic vocabulary, for both ESL and non-ESL students, should be made available.

The views and opinions expressed in this article are those of the researchers and do not necessarily reflect the official position of the Child and Youth Refugee Research Coalition.