

ABSTRACT

Mathematics classrooms are often characterized by various teaching aids including, more recently, handheld devices that are often loaded with a Mathematics Application (App) so as to provide assistance in enhancing learners' Mathematical understanding. However, the same App can be a hindrance if the Language of Learning and Teaching (LoLT) is not carefully considered in the App design stage. This study investigated what possible language issues might exist that currently could be overlooked by focusing on one Mathematics Application called onebillion©. Engelströms' (1999) Expansive Activity Model was the framework chosen for this study. In collecting data, mapping the App to the curriculum documents, interviews were conducted with Grade 1 teachers and learners, along with two classroom observations. The study established that, there were no major language issues in regard to the isiZulu language as used in the App as compared to curriculum language and as per teachers' own experiences, in particular taking into account the context where the participants were situated. It is a recommendation that during translation stage, the official curriculum documents be thoroughly consulted so as to ensure minimal language inconsistencies. Regarding future research, I would propose that other language studies be carried out (on the App) for the other African languages in different contexts, as language nuances such as pronunciation, dialects etc. have different implications for different African languages.