

SMALL-GROUP WORK AND OWNERSHIP OF MATHEMATICAL KNOWLEDGE

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DECLARATION

I declare that this research report is my own unaided work. It is being submitted for the degree of Master of Education by coursework at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

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ABSTRACT

This study investigates the relationships between small-group work and ownership of mathematical knowledge. In order to explicate these relationships, an account of the interactions of a group of three Std 7 pupils working together for a week on mathematical tasks in their mathematics classroom is presented. The notion of ownership is used to encompass both the elements of democracy and the development of knowledge which are expected to be produced by small-group work. The notion of ownership is elaborated through the research process. The study finds both beneficial and problematic aspects in the interactions of the group. Ownership is seen to be established, but in different ways for each pupil, because of inequalities within the group. A serious mathematical mistake is made and perpetuated throughout the week. It is argued that direct teacher mediation is appropriate to deal with some of the difficulties that occur in the group, and that teaching needs to be conceptualised as integral to learning in small groups.

TABLE OF CONTENTS

CHAPTER 1:	INTRODUCTION	1
CHAPTER 2:	THEORETICAL FRAMEWORK AND LITERATURE REVIEW	6
CHAPTER 3:	METHODOLOGY AND RESEARCH DESIGN	30
CHAPTER 4:	OWNERSHIP: A METHOD TO CALCULATE AREA	52
CHAPTER 5:	INEQUALITY IN PEER INTERACTION: WHO OWNS THE METHOD?	65
CHAPTER 6:	THE DEVELOPMENT OF MATHEMATICAL KNOWLEDGE	89
CHAPTER 7:	CONCLUSIONS AND IMPLICATIONS FOR PRACTICE	110
REFERENCES		117

LIST OF APPENDICES

A: The worksheet	124
B: The transcript	125
C: The pupils' written work	179
D: Proof of Pick's theorem	195

CHAPTER 1

INTRODUCTION

The process of reconstructing education in South Africa must include the transformation of classroom practices. The twin goals of developing individual and social potential, and the realisation of democracy (ANC, 1994:3) require approaches to learning and teaching which are "learner-centred and non-authoritarian and encourage the active participation of students in the learning process" (ANC, 1994:69).

Mathematics is a subject which has been particularly characterised by authoritarian "chalk and talk" teaching and the training of pupils in specific procedures for solving a limited range of problems. This has resulted in widespread failure of mathematics education to provide the majority of learners with the knowledge and qualifications to enter scientific and technological careers (NEPI, 1992) or to prepare learners for critical participation in democratic societies (Skovsmose, 1990; Abraham and Bibby, 1988).

Small-group work is one strategy which aims to promote learner-centred and democratic pedagogies, and is beginning to be used more widely in mathematics classrooms in South Africa. Current mathematics curriculum initiatives in South Africa rely strongly on peer-interaction in groups (Murray et al, 1994, 1992; Olivier et al, 1992), and many individual teachers are developing ways of working with small groups in their classrooms (Setati, 1994; McLachlan and Ryan, 1994; Brömbacher, 1993).

1. QUESTIONS FROM THE CLASSROOM

I used peer-group work extensively in my secondary mathematics classrooms. From a teaching perspective, I found it challenging and exciting. I was able to gain access to pupils' thinking which stimulated me to reflect on different ways of learning and teaching mathematics. I learned to value pupils' knowledge and ways of expressing themselves, and learned more about mathematics myself in the process. It was liberating for me as a teacher to feel that I was not totally responsible for my pupils' learning, that pupils could and should assume some of the responsibility.

Small-group work also seemed to be beneficial for my pupils. There was usually a productive-sounding, dynamic buzz during these lessons, and pupils seemed to be more actively engaged in learning. However, as I became more experienced and skilled at working with pupils in groups, questions began to arise which warranted more detailed investigation.

These can be expressed in four overriding questions:

1. To what extent, and in what ways, does small-group work facilitate better mathematics learning among secondary school pupils?
2. To what extent does small-group work enable democratic ways of working in classrooms?
3. How do pupils work together for extended periods of time without the teacher?
4. How do teachers mediate groupwork?

These are the questions from practice which underpin my study.

2. DEVELOPING A RESEARCH QUESTION

Research in mathematics education argues convincingly that small-group work can help foster mathematical development. Small groups create time and space for individual pupil participation in discussion and activities and hence opportunities for the construction of knowledge. Interaction with different points of view increases possibilities for conceptual development (Hoyles, Sutherland and Healy, 1991; Wood and Yackel, 1990; Hoyles, 1985). Encouraging pupils to talk stimulates reflection and the refining of ideas (Pimm, 1991, 1987; Barnes and Todd, 1977; Barnes, 1976; 1969).

More generally, classroom-based research has shown that teachers' control over knowledge and discourse in classrooms can be detrimental to learning (Cazden, 1988; Edwards and Mercer, 1987; Barnes, 1969). Peer groups are expected to provide more equality in interaction and to allow pupils more control over the learning situation and the knowledge developed. Small groups facilitate the opening up of mathematics classrooms to different points of view, the acknowledging and valuing of pupils' knowledge, and provide pupils with opportunities to learn to value their peers' ideas and experience. This is particularly important in building a unified and democratic society given the increasingly diverse backgrounds of children in the same classroom.

Democratic ideals need to be carefully considered within a South African context. Peer interaction is often presented unproblematically as supportive. The complex social, emotional, and political relationships between pupils are not dealt with. These will be present in any classroom. In addition, most South African pupils' experiences of life outside the

classroom are of a conflictual and violent society pervaded with discrimination. These experiences will influence interactions in the classroom. Moreover, secondary school pupils have expectations of classroom practice and activities and have developed ways of learning mathematics based on their previous experiences of schooling. For most pupils in South Africa, this experience is of under-resourced and authoritarian schools. If classrooms are to become environments where small-group work does facilitate conceptual development and democracy, these constraints need to be carefully considered.

In structuring a research question which would enable investigation of both conceptual development and democracy, I have used the notion of "ownership". This word is used loosely in the literature to signify the control that an individual asserts over learning and the knowledge developed. I will use "ownership" in preference to "learning" or "understanding", because it is able to capture the cognitive, emotional and political processes that are part of interactions in small groups both with and without the teacher, and which are crucial to the development of knowledge and democracy in the classroom.

So my research investigates the relationships between interactions in small groups and ownership of mathematical knowledge. The notion of ownership has been elaborated in the research process, through the empirical data and the theoretical concepts used to analyse and interpret the data.

3. THE STUDY

An appropriate way to begin to answer the questions raised above is an in-depth investigation of the interactions of pupils engaged in small-group work. My study focuses on the talk of one group of standard 7 pupils as they work together on a mathematical task in their mathematics classroom. My analysis of their talk attempts to understand the ways in which their working together facilitates ownership in their learning. The ways in which the teacher works with the group is also analysed, as a crucial aspect of group interaction and ownership.

4. THE REPORT

This report begins with the establishment of a theoretical framework for the analysis, drawing on Vygotsky's socio-cultural theory of development, learning and teaching. It then relates the research questions to the existing literature on peer-interaction and mathematics learning. The research methodology and design are discussed, followed by an account of the pupils' talk and interaction. The account focuses on ownership in the learning process, namely, learner control, democracy and the development of mathematical knowledge, and simultaneously elaborates the notion of ownership. It looks at the conflicts generated within the group and the consequences for ownership. It then examines the role of the teacher in mediating the groupwork and the development of mathematical knowledge. The report ends with a discussion of implications for classroom practice.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This research is informed by a range of theoretical and empirical work concerned with cognitive development, classroom interaction, and the learning and teaching of mathematics.

In this chapter I will discuss Vygotsky's theory of sociocultural development, and review the literature on peer interaction in classrooms. This will establish a framework within which I will begin to elaborate the notion of ownership and analyse the relationships between interaction in a small group and ownership of mathematical knowledge.

1. VYGOTSKY'S SOCIOCULTURAL THEORY

Vygotsky posits a theory of psychological development of the individual through social interaction within cultural-historical contexts. One of the most important of these contexts is schooling. Thus his theory provides a useful theoretical framework for a study of small-group interaction and ownership in a mathematics classroom in South Africa. Furthermore, Vygotsky emphasises the interrelatedness of developmental processes and products, which will be important for understanding the relationships between teaching and ownership.

1.1. SOCIAL INTERACTION AND HIGHER PSYCHOLOGICAL PROCESSES

The central tenet of Vygotsky's theory is that the higher psychological processes (voluntary memory and attention, abstract thinking and logical reasoning) are formed through social

interaction - social processes are a source of the higher mental functions (Vygotsky, 1991, 1978; Wertsch, 1991; Hickmann, 1985). Vygotsky states: "all the higher functions originate as actual relations between human individuals" (1978: 57) and formulated the genetic law of cultural development:

"An interpersonal process is transformed into an intrapersonal one. Every function in the child's cultural development appears twice: first on the social level, and later on the psychological, first between people (interpsychological) and then inside the child (intrapsychological)." (1978:57)

Central to this development of the higher psychological processes is mediation by psychological tools, or signs. These include counting systems, mnemonic devices, symbol systems (e.g. algebra), writing, diagrams, maps, but most particularly speech (Wertsch, 1991). Speech mediates both social interaction and individual thinking processes. By using language for communication the individual internalises it for use as an intrapsychological tool which mediates thinking.

The signs which mediate interaction and thinking are socioculturally situated (Wertsch, 1991, 1985), as they are historical products of the cultural development of the species in general, and of particular social contexts. Hence, even when speech is internalised and used by the individual on her own, for her own purposes, it continues to connect her thinking to her sociocultural contexts.

Although Vygotsky writes primarily about social interaction between children and adults, small groups of children interacting with each other provide opportunities for verbal communication within a school context, and hence the potential for internalising speech as a tool for thinking.

1.2. SCHOOLING AND THE ZONE OF PROXIMAL DEVELOPMENT

An important function of schooling is to induct children into the structured sign and knowledge systems of their society¹. This occurs through instruction, conceptualised by Vygotsky as a relationship between a learner and a more knowledgeable other. Vygotsky formalised this relationship with his construct of the zone of proximal development (ZPD) which he defined as:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (1978:86)

The notion of the ZPD has been elaborated conceptually and empirically, primarily in situations of adult-child interaction outside of school (Tharp and Gallimore, 1991; Wertsch and Hickmann, 1987; Wertsch, 1984; Greenfield, 1984). While it is not obvious how to translate successful out-of-school teaching and learning practices into the very different context of the classroom (Tharp and Gallimore, 1991; Zulli, 1986), some important aspects of the learning process, which can help us to understand classroom processes, have been illuminated.

Wertsch (1984) elaborates on the negotiation of intersubjectivity between the adult and the child. At the beginning of a problem solving or instructional interaction, the teacher and child

¹ Other functions of schooling include the reproduction of social relations and the maintenance of social cohesiveness and control (see for example Apple, 1985). These considerations are beyond the scope of this study.

have different intrapsychological situation definitions - they understand the task to be achieved differently. Through the interaction, particularly through the adult's talk (verbal mediation) in relation to the child's actions, they reach a mutual, intersubjective situation definition. This represents learning on the part of the child, a redefinition of the task in a way that more closely resembles the adult's definition.

For my purposes, it will be important to consider the extension of these ideas in relation to:

1. the negotiation of intersubjectivity among peers in small groups; 2. the development of mathematical concepts in the classroom; and 3. the teacher's interaction with the learners as mediator of group processes and mathematical knowledge.

1.2.1. *Peer interaction and the ZPD*

According to Wertsch (1984), understanding the different situation definitions of the teacher and the learner requires analyses of the task that each is attempting in terms of their goal-directed actions. In a group of peers we can expect a number of competing goals. These need to be negotiated and co-ordinated. However, in many peer-interaction arrangements (for example collaborative learning, which will be discussed below), none of the participants may have the necessary metaknowledge of the task and the others' task definitions, which would enable them to play a teaching role in negotiating intersubjectivity. Moreover, the adult in Wertsch's analysis represents the sociocultural knowledge, and mediates this in interaction. Unless the situation is specially structured (for example, in peer-tutoring arrangements), pupils will not have the mathematical knowledge required to mediate in this way.

At the same time, there is an assumption that the adult or teacher has the necessary access to the mathematical knowledge and to the pupils' situation definitions. This is not always the case. How the teacher relates her (and society's) mathematical knowledge to that generated within the group, is an important consideration in small-group work.

1.2.2. Spontaneous and systematic mathematical knowledge

Central to Vygotsky's conception of schooling and the ZPD is his distinction between spontaneous and scientific (or systematised) concepts (Vygotsky, 1986). Spontaneous concepts are developed in everyday interaction and thus are imbued with meaning derived from the life of the child. Scientific concepts develop through formal instruction and form part of a knowledge system. Their meaning derives from being part of this system as well as from instantiation in everyday concepts. Systematised concepts permit flexibility of thinking and generalisation of meaning and provide control and structure for unsystematised everyday concepts.

The relationship between spontaneous and scientific concepts is to be found in the ZPD.

Vygotsky writes:

"These two conceptual systems, developing "from above" (scientific) and "from below" (spontaneous), reveal their real nature in the interrelations between actual development and the zone of proximal development. Spontaneous concepts that confront a deficit of control find this control in the zone of proximal development, in the co-operation of the child with adults."
(1986:194, quotes in original, my brackets)

The synthesis of spontaneous and scientific concepts forms true concepts (Vygotsky, 1986), which are flexible, and meaningful in relation to individual experience and generalised systems of knowledge.

It is clear that mathematical knowledge forms a system of scientific concepts². However, children develop many spontaneous mathematical concepts in everyday life. Research into everyday concepts (Saxe et al, 1993; Carraher and Schliemann, 1985; Carraher, Carraher and Schliemann, 1985) has shown that they remain unseen, unheard, and even blocked by school mathematics, and that a synthesis into true concepts rarely occurs successfully in schools.

Small-group discussion is one way of bringing spontaneous concepts into the classroom. Being removed for periods of time from the teacher's situation definitions and mathematical concepts, gives children the space to express their own ideas in their own words. However, their ideas need to be brought into connection with scientific concepts. This suggests a further role for teaching: not only is it the mediation of the scientific concepts of society, it also facilitates interaction between spontaneous and scientific concepts.

² Exactly what constitutes the scientific concepts of mathematics is contested. A detailed discussion of the debates is beyond the scope of this report (see Ernest, 1991; Bishop, 1988; Davis and Hersh, 1981 for such discussions). For the purposes of this project, I assume that mathematics is a socially constructed body of conceptual knowledge, open to debate and interpretation. The purpose of teaching mathematics is to make the concepts, together with the debates and different interpretations, accessible to pupils.

1.2.3. *Teaching, learning and development*

The centrality of teaching in this regard is evident in Vygotsky's assertion of the close relationship between learning and development (Vygotsky, 1978). Vygotsky posited the ZPD as a challenge to the perspective, prevalent at his time (and still today), that real learning can occur only after the prerequisite development has taken place. It is a view made prominent in education by Piagetian psychology (Edwards and Mercer, 1987), and suggests that teaching is either irrelevant to development, or worse still, may inhibit it.

Vygotsky (1978) considered instruction (a teaching-learning relationship) to be essential for development. The notion of levels of potential development, represented by the teacher's situation definitions, and reached and maintained with her assistance, asserts that learning can and should precede development, and that teaching is central to learning. He argues that if we teach to current developmental levels, we condemn the child to remain at these levels. If we want the child to grow, we need to be constantly in advance of her development.

This reflects the interdependence between process and product in Vygotsky's theory. The Piagetian view presumes that if we understand the processes of learning and development and work in concordance with them, the products (knowledge) will follow unproblematically. We cannot teach the processes nor the products, but can only facilitate their development by providing appropriate experience (Miller, 1989). In contrast, Vygotsky (1978) asserts that the development process and its products (concepts and the higher psychological processes) are intimately related - the products depend on the nature of the process. Development, and hence the higher psychological functions and concepts, can be lead by instruction within the ZPD.

So if the aim of schooling is the development of the higher psychological processes and true concepts, and peer interaction in small groups is a strategy to achieve this, the interaction of the teacher with the groups must be a central consideration.

1.3. INTERNALISATION

The development of the higher psychological processes and true concepts through mediated social interaction requires internalisation. Internalisation is the mechanism through which the ZPD operates. The process of internalisation is a complex one, and does not consist of mere imitation of the external (Cazden, 1988). Vygotsky states:

"adults, through their verbal communication with the child, are able to predetermine the path of the development of generalisations and its final point - a fully formed concept. But the adult cannot pass on to the child his mode of thinking." (1986:120)

Internal processes do not mirror external ones. Leont'ev writes:

"the process of internalisation is not transfer of all activity to a pre-existing plane of consciousness; it is the process in which this internal plane is formed." (1981:57, quoted in Cazden, 1988)

So internalisation involves a transformation of the external. It is the mechanism through which social relations and interpsychological knowledge are transformed to become intrapsychological thinking processes and knowledge.

1.4, SUMMARY

The development of intrapsychological thinking processes and true concepts are important goals of mathematics education in schools. A Vygotskian framework asserts that mediation (particularly verbal mediation) through teaching-learning relationships is central to this process. In many schooling contexts, particularly in South Africa, this relationship has become an overly authoritarian one, and learners' spontaneous concepts have been excluded from classrooms. Small-group work should facilitate both the presence and the development of spontaneous concepts, while their connections with scientific concepts and the subsequent development of true concepts need to be mediated by the teacher. The goal-directed processes involved in peer interaction, with and without the teacher, are also transformed and internalised as mediators of the higher psychological functions.

I have shown how a Vygotskian framework provides for an analysis of interaction between peers and the teacher in realization of the goal of the development of mathematical knowledge. In the next section I will present a review of empirical work on interaction between peers, with specific reference to learning mathematics.

2. PEER INTERACTION IN SMALL GROUPS

There is a substantial body of research into peer interaction and learning. Most researchers agree that social interaction, beyond mere teacher talk and pupil listening, is important for learning and development, for more open classrooms, and for increased pupil control over learning and knowledge. However, the research is informed by diverse theoretical and

methodological underpinnings, and attempts to answer a variety of questions regarding learning, development and classroom practice. Thus only particular aspects will be useful for my purposes. A survey of this body of research, in relation to perspectives on: 1. cognition; 2. conflict, power and equality; and 3. the role of the teacher, will serve to locate within it, my questions regarding the development of knowledge and democracy in small groups with and without the teacher.

2.1. PEER INTERACTION AND COGNITION

Two well-known approaches to studies of peer interaction are the co-operative and collaborative approaches (Saxe et al, 1993; Damon, 1990; Damon and Phelps, 1989). The notions of cognition and learning which underpin these two approaches determine the kinds of tasks employed and the nature of the interaction that is expected to occur.

The motivation for co-operative learning is to move away from the competitiveness and individualisation of classroom life. Pupils are encouraged to teach each other, and incentives are usually provided in such a way that it is the group's responsibility to ensure that all members understand all aspects of the task, and are able to pass tests or complete individual tasks at a later point. The tasks tend to be procedural in nature, and closely connected to the school syllabus (Saxe et al, 1993; Slavin, 1991). The strength and appeal of this work is that it is classroom-based. However, although it seems to have a social emphasis, the implicit notion of learning is that it is primarily an individual activity and amounts to the acquisition of skills and content.

This research provides some evidence for positive effects on school achievement, motivation and social relationships, including interracial relationships, resulting from co-operation between pupils (Davidson and Kroll, 1991; Slavin, 1991). Important factors have been identified as implicated in this success. These include the goal and accountability structures (Slavin, 1991), the composition of groups, and the amount of help given and received (Webb, 1991, 1989). I have included these considerations in my sampling procedures and analysis (see chapter 3). However, the lack of a social-cognitive theory of learning and development underpinning most of this work, and the emphasis on procedural tasks, limits its usefulness for my purposes.

Collaborative learning usually refers to situations where children interact on a task which none would be able to solve alone, but on which they make substantial progress together. Children usually work in pairs with an apparatus which forces them to work together, even though some division of labour is possible (Forman, 1989; Glachan and Light, 1982). It is expected that children will generate problem-solving strategies rather than learn pre-existing material. The research is primarily "laboratory" based, conducted outside of the classroom, under different conditions, and the tasks used are different from what pupils would generally do in class.

Collaborative learning has its roots in Piagetian theory, which asserts that conflict between learners' existing ideas and new information that they come into contact with is necessary for cognitive development. Social interaction can create such conflict, but is considered no more likely to do so than other factors, particularly individual action on the environment. Thus the source of knowledge and development is still seen as primarily individual.

More recent work on collaboration has drawn on a Vygotskian framework (Forman, 1992; 1989; Forman and Cazden, 1985). This research emphasises a co-operative approach, rather than a contradictory or conflictual one, as more prominent and effective in peer interaction. (Ellerton and Clements, 1991; Forman and Cazden, 1985). Learners are seen to incorporate aspects of their partners' situation definitions and ideas. Instead of merely restructuring individual ideas, a "temporarily shared social world is co-constructed" (Forman, 1989:59), through the negotiation of goals and the achievement of intersubjectivity.

Research that integrates Piagetian and Vygotskian theoretical concepts argues that a number of processes will be important in peer groups. These include the resolution of conflicting points of view (Hoyles et al, 1991; Wood and Yackel, 1990), together with verbalising ideas for others which provides a critical distance from which ideas can be reconsidered (Hoyles et al, 1991; Hoyles, 1985; Barnes and Todd, 1977). This potentially contributes to the development of verbally-mediated thinking.

These collaborative and interactive processes will inform my analysis of a particular small group at work. However, the collaborative approaches to peer interaction can be described as process - rather than product - oriented. A full account of the efficacy of peer interaction in schools must also focus on the conceptual products of the learning process, the mathematical knowledge that is developed.

One cognitively informed research project that does focus on the mathematical content of schooling is that of Pirie and her partners (Pirie, 1991; Pirie, Newman and Schwarzenberger, 1989; Pirie and Schwarzenberger, 1988). Their long-term project is to establish a "causal

relationship between mathematical discussion and mathematical understanding". Pirie argues that mathematical understanding is multi-dimensional, and related to the processes through which it is achieved. Thus an apparently instrumental response, when viewed as the automation of previously relational conceptualisations, is an important part of mathematical understanding (Pirie, 1988). This resonates with Vygotsky's claim that to understand the higher psychological processes, we have to understand how they came to be achieved (Vygotsky, 1978). However, Pirie's work departs from a Vygotskian framework when it separates effective use of language from understanding, the claim being that the pupils' language is evidence of understanding rather than part of it (Pirie and Schwarzenberger, 1988).

In my study, the integral nature of process and product in mathematical understanding will be brought to bear on the development of relationships between scientific and spontaneous concepts, and the ultimate formation of true concepts.

However, there is an important aspect of my study which all of the research discussed above ignores. Power relations between pupils are excluded, for example, in Pirie's work, by explicitly excluding from the analysis discussions where some pupils remain passive (Pirie and Schwarzenberger, 1988). Thus my notion of ownership, which will be developed in the final section of this chapter, will include, but go beyond notions of mathematical understanding. It will also include emotional aspects of learning, and power relationships between pupils. These will be discussed in the following section.

2.2. EQUALITY AND CONFLICT IN PEER INTERACTION

Teaching approaches which put children in situations where conflictual or co-operative behaviour is expected and promoted, need to consider how this behaviour might affect and be affected by pupil goals, beliefs and relationships with each other. Saxe et al (1993) state: "we would imagine that peers have varying beliefs about conflict and varying investments in resolution that emerge in the activity setting" (p. 120).

Most of the research on co-operative learning does not explicitly take such positioning into account, primarily because the reward structures are designed to encourage co-operation rather than competition and conflict³. Collaborative learning, on the other hand, assumes that children will pursue cognitive goals while ignoring social-relational or emotional situations.

Moss (1992) discloses this problem:

"the adult in ... the adult-child dyad as a problem solving system could be, for all intents and purposes, mother, father, teacher, or detested great aunt whereas the peer in studies of peer influences could be one's best friend, worst enemy, or the girl in front whose pigtails one regularly pulls ... It is evident that different relationship contexts fundamentally will affect collaborative cognitive endeavours with respect to the participants' motivations for engaging in joint activity and how responsibility is shared during interaction." (1992:118)

There is an approach to classroom research which does focus on power and control in the classroom. This research can broadly be termed sociolinguistic (see, for example, Campbell,

³ An important part of the research on co-operative learning is the assessment of interracial relations among group members. Slavin (1991) summarises research results which show that co-operative learning arrangements positively influence children's friendship choices across ethnic groups. No mention of conflict is made.

1989; Cazden, 1988; Voigt, 1985; Wilkinson, 1982; Mehan, 1979; Stubbs and Delamont, 1976). Much of the emphasis of this research is on teacher-pupil interaction as this is where power relationships are most evident. Most of the research is not informed by cognitive theory (Cazden, 1988, is an exception), so its usefulness for my purposes is in raising questions of power and control, and pointing to the ways in which these relationships are established and maintained in classroom discourse.

Studies that attempt to integrate cognitive perspectives with a sociolinguistic approach provide evidence that many pupils can and do interact in ways which enhance their learning, while others often struggle with the social relationships involved, and are less successful (Cooper, Marquis and Ayers-Lopez, 1982; Barnes and Todd, 1977). Different ways of talking and interacting are seen either to enable or to constrain learning (Phillips, 1985; Barnes and Todd, 1977).

In a study of pairs of children working on primary school mathematics, Cobb (1994) argues that learning opportunities are more frequent for pairs where a taken-as-shared basis for mathematical communication is established and neither child is established as the mathematical authority of the group. He distinguishes mathematical authority, where one child's mathematical knowledge dominates, from social authority, where one child regulates the kinds of interaction that occur. Social authority is seen to be important in establishing the taken-as-shared basis for communication, i.e. intersubjectivity, whereas mathematical authority directly influences possibilities for learning. The relationships between mathematical and social authority are not analysed.

Forman (1989) integrates both social and mathematical authority. Working from a Vygotskian perspective, she analyses the interactions of a pair of pupils working on a task. Each partner in the pair takes responsibility for different aspects of the task, which reflects their individual situation definitions. However, during the time in which they worked together "each subject's explanations incorporated characteristics of her partner's stance" (p. 66) and "both girls took over more and more responsibility for the role that had originally been assumed by the other ... they became more involved in both roles" (p. 67). Thus she shows that a measure of intersubjectivity can be achieved. However, she warns that:

"In other collaborative relationships where power and knowledge are not equally distributed, an asymmetric division of labour may be seen. Some of these situations may result in a form of peer-tutoring if the more powerful is also the more knowledgeable. For some dyads, however, the more powerful is not the more knowledgeable. In these situations, the educational potential of collaborative learning is greatly diminished." (1989:68)

The above two studies reflect an increasing concern to understand what actually happens when children interact on mathematical tasks, rather than merely to record outcomes, as the co-operative and collaborative approaches (discussed in the previous section) have tended to do. More detailed, "dynamic" (Forman, 1989) analyses do access the different positions that children establish in small-group interaction.

However, none of the research discussed in this section documents the conflicts that arise as a result of the dominance of some knowledge and agendas and the exclusion of others when peers interact, nor the emotional and political consequences of such conflict in addition to cognitive ones. An important reason for the exclusion of this dimension may be the assumption that the most obvious and damaging power-relationships in classrooms exist

between the teacher and the pupils, and not between the pupils themselves. Peer interaction is seen as an alternative to teacher domination.

In this study, I will explore an important counter to this view, that there is substantial inequality between peers and this can have serious ramifications for control, and hence ownership of knowledge. In particular, consequences for the development of true mathematical concepts will be considered. This re-asserts the teacher's role as mediator of both interactive processes and mathematical development. I now turn to more detailed considerations of teaching and peer interaction.

2.3. PEER INTERACTION AND THE TEACHER

Most of the research on peer interaction cited above does not include considerations of the teacher's interactions with the groups (for example: Forman, 1992; Hoyles et al, 1991; Phillips, 1985; Forman and Cazden, 1985; Glachan and Light, 1982; Barnes and Todd, 1977). The ways in which teacher-pupil relationships are established and maintained have been documented by the sociolinguistic research referred to in the previous section, and this research has highlighted the potentially damaging nature of these relationships (Edwards and Mercer, 1987; Barnes, 1969).

A South African research project (RUMBUS) which is implementing and researching a new curriculum in primary schools argues very strongly that teacher intervention in children's discussions should be limited (Murray et al, 1992), because of the beliefs that exist among both pupils and teachers that the teacher's knowledge is unquestionable and should be imitated. Peer interaction is then seen as an alternative to teacher support:

"... confronting pupils with difficult problems that they are expected to solve without help from the teacher must necessarily create tension, and tension is not conducive to optimal cognitive functioning. Establishing alternative support systems in these classrooms is therefore essential for the learning process, and takes the form of peer interaction ... the less teacher *direction* there is in setting up peer interaction groups or in the questions to be discussed, the higher the quality of the discourse among these young pupils."

(Murray et al, 1994:126, emphasis in original)

And further:

"Students, even very young students, should not only be trusted to construct their own mathematical knowledge, but should also be trusted to evolve the social structures that they need for optimal learning."

(Murray et al, 1992:10)

The two questions raised in the previous section need to be considered here. Firstly, is peer interaction so unproblematically supportive? Secondly, how do children develop responsibility for their own learning? Responsibility requires the metacognitive processes of reflection and control over knowledge, and thus the achievement of responsibility is itself a developmental process, with all the partial achievements and setbacks that development entails. It also needs to be engaged within the zone of proximal development. Thus teacher interaction is crucial in this regard, and should not be seen as an inhibiting factor.

How the teacher balances the two aims of helping to develop responsibility and control, and mathematical knowledge, is an important issue for small-group work. A United States research program (Cobb, Yackel and Wood, 1992; Wood and Yackel, 1990) begins to point to the dynamics of this role:

"the teacher is the only member of the classroom community who can assess which of the students' contributions constitute a productive basis for further learning. One facet of the teacher's active and demanding role is therefore to facilitate mathematical discussions between students while at the same time acting as a participant who can legitimise certain aspects of their activity and sanction others."

(1992:102)

Facilitating the discussion involves the teacher modelling aspects of the discourse for the pupils, for example expressing disagreement and explaining and justifying solutions (Wood and Yackel, 1990; Cobb, Wood, Yackel and McNeal, 1992). Many of the transcripts from this research show the teacher repeating comments of the children, or using other means to imply that further response is needed, without actually contributing to the mathematics. However, the research in the previous section suggests that greater mediation of the group processes may be necessary.

Legitimising the mathematics is less clearly elaborated, other than that it involves the "explicit negotiation of mathematical meanings" (Cobb, Yackel and Wood, 1992:102). The teacher tries to understand the constructions of the children and acts accordingly, providing the appropriate challenges and support.

A danger, which both the South African and American research projects want to avoid, is that the teacher's mathematisations come to be accepted as the most (or only) valid ones, by virtue of her authority. She treads a fine line between using the power that her superior knowledge brings, to guide the development of mathematical knowledge in pupils, and creating or perpetuating destructive power relations, and hence limited ownership⁴.

How the teacher might achieve both the development of responsibility in the pupils and the development of true mathematical concepts is a further focus of this study. The aim of developing responsibility and control has been encapsulated as part of a notion of ownership on the part of the pupils. In the next section I will begin to elaborate on this notion.

⁴ These power relations are not only perpetuated within the classroom. It is a question as to what extent changes in teacher-pupil power relationships can occur without corresponding societal changes in adult-child relationships.

3. THE NOTION OF OWNERSHIP

Psychologically oriented research on social interaction considers the relationships between talk and interaction; and learning, development or understanding (e.g., Hoyles et al, 1991; Pirie et al, 1989, 1988; Barnes, 1976). I have pointed to some of the complexities of these relationships, particularly when teaching is considered. Sociological research adds the dimension of power relations in the classroom (e.g., Cazden, 1988; Edwards and Mercer, 1987), a dimension which cannot be separated from psychological factors if we are to understand fully small-group work in mathematics classrooms. So, in trying to establish a framework from which to examine small-group work, I found the psychological constructs of learning and understanding to be limited, in that they did not capture the unity of the social, the political, and the psychological.

I therefore chose to work with a notion of "ownership", in an attempt to bring together the notions of development and democracy in the classroom, and to include cognitive, political and emotional aspects of learning and interacting. This notion brings its own complications, in that it is usually used loosely in the literature and needs to be more clearly elaborated for my purposes. However, attempts to elaborate it too carefully before the data analysis created a situation where a theoretical construct might distort the actual evidence obtained. Thus much of my original conceptualising was discarded in favour of a concept grounded in the data. This section outlines my notion of ownership, in relation to current usage. The analysis that gave rise to it will be discussed in detail in chapter 4.

The word ownership is often used in the literature, although it is not clearly elaborated. Children owning mathematical knowledge is presented as an alternative to mere imitation of

the teacher's or text's mathematisations, and suggests a change in the locus of control and responsibility for the acquisition of knowledge.

Cognitive processes are seen to be an important part of ownership. Among such processes I include: pupils' posing problems which they are interested in solving, making their own decisions about how to solve them, and evaluating their own solutions and problem-solving processes.

Emotions are another important aspect of ownership. Ellerton and Clements (1991) speak of appreciation, satisfaction and pride which participants in a workshop (teachers) felt when they had developed their own problem-solving strategies. Crawford (1992) comments on the written responses of pupils to a relatively unstructured project which they found difficult at first, but on which they made substantial progress: "most felt secure and proud of the work they had done ... the quality of their responses reflected their ownership of the activities they were undertaking and a clearer understanding of their goals". One student wrote, "I felt fabulous and proud that we made this creation" (pp. 21-22). This is to be expected, as a full account of learning and development cannot ignore emotions (Salzberger-Wittenberg et al, 1993). Negative, as well as positive emotions accompany any attempts to learn, and small-group learning involves these emotions in addition to the emotions that accompany social interactions.

In the mathematics education literature, ownership is discussed most explicitly by Ellerton and Clements (1991). They identify ownership with the construction of knowledge according to a radical constructivist, neo-Piagetian, paradigm. The active meaning- and connection-making of the learner is crucial. Ownership is evident when the learner makes comments

such as "I *know* this because I worked it out *myself*" (p. 56, emphasis in original). The assumption that direct teaching cannot facilitate this process and in fact might hinder it has been discussed previously.

In investigating the notion of teacher control and the subsequent tensions that arise in classrooms between ownership and content acquisition, Ellerton (1991) sets up a continuum according to the amount of initiative the pupil is allowed in choosing her own content and ways of learning (Ellerton, 1991; Ellerton and Clements, 1991). Such initiative is seen as an important index of ownership. Classrooms where there is less teacher control are expected to promote more self-motivated, self-directed and self-regulated learning on the part of the pupils. In one particular classroom children bore total responsibility for posing mathematical problems and deciding how to investigate them and with whom. The teachers (there were two) in this classroom defined their roles as doing their own mathematics and in this way modelling for the children what being a mathematician is.

After surveying evidence from this and six other classrooms where, according to their criteria, different levels of teacher control are evident, Ellerton and Clements conclude that there is no simple relationship between the amount of control that pupils have and the quality of the learning environment. They show that classrooms which are teacher-directed, but leave space for group discussion and activity by the pupils, can and do lead to understanding of the mathematical content.

These results suggests that there are two problems with this notion of ownership. The first is in the identification of ownership with the construction of knowledge alone, or with cognitive processes such as problem-solving, decision-making and evaluation. This is

accompanied by the assumption that the construction of scientific concepts and more importantly, true concepts, will follow unproblematically when learners control the learning process. Thus, I will argue that while these processes are necessary for ownership, they are not sufficient. The development of true concepts, through internalisation of scientific concepts and making connections with spontaneous concepts is also necessary for ownership of mathematical knowledge.

The second problem with this notion of ownership is its close association with the absence of the teacher. From the evidence obtained in this study, I will argue that ownership can be achieved with direct teacher guidance, and often is not achieved when the teacher is not there. In addition, the arguments about the development of true concepts as being integral to ownership suggest a crucial instructional role for the teacher.

Thus ownership captures both the processes and products of learning mathematics. It does not exist as a fixed quality or characteristic of a learner. Rather, it is subject to the same processes as development or learning - partial achievements, setbacks, and fundamental transformations - and these occur between learners as well as "within" them. Ownership cannot be directly measured, just like understanding, learning or development (Pirie, 1988), but can be inferred from learner talk and interaction. The political and emotional aspects of such interaction are crucial.

The notion of ownership, as a unity of cognitive, political and emotional relationships with knowledge, will be used to interpret the interactions of one peer group, engaged in a collaborative mathematical task, and will be elaborated through these interpretations. From the framework developed in this chapter, I will look at the relationships between the pupils

in the interaction and how they influence and are influenced by ownership. I will also consider the crucial role of the teacher, in relation to pupil interaction, ownership and the development of mathematical knowledge. Finally I will draw out some implications for pedagogy.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

In the previous chapter I discussed different approaches to peer interaction from the point of view of their theoretical underpinnings, particularly regarding cognition, power relationships and teaching. The methodologies of the various approaches also differ as these are closely connected with the assumptions made and questions asked. I will briefly review the different methodologies in order to provide a background for the methodological choices I have made.

1. METHODOLOGICAL APPROACHES TO CLASSROOM INTERACTION

Most research into co-operative and collaborative approaches to peer interaction has been conducted in a positivist paradigm. This assumes that important factors can be neatly separated into independent and dependent variables, and one-way, cause-effect relationships established between them (Miller, 1987). Within the co-operative school, variables such as incentive structure, group arrangements and task specialisation (Saxe et al, 1993; Slavin, 1991) are manipulated and outcomes such as academic achievement are measured. Constructs such as inter-group relations, self esteem and attitudes towards school are operationalised and measures obtained (Slavin, 1991). Control groups are used, and statistical analysis is the method whereby a cause-effect relationship is established between the various co-operative arrangements and the outcome variables.

Many collaborative learning studies also work within a positivist paradigm. Most use pretest-posttest research designs with control groups, and show gains in problem solving strategies (Forman and Cazden, 1985; Glachan and Light, 1982) or achievement on tests (Cloutier and Goldschmid, 1978).

However, recent research in this tradition has found such an approach insufficient to capture important aspects of peer interaction. Forman (1989), having initially reported a pretest-posttest design, states: "What this static, decontextualised assessment of cognitive growth cannot reveal is the interpersonal and cognitive dynamics of their collaboration" (p. 64). So she supplements her quantitative methods with a "dynamic" qualitative analysis which is able to capture changes in the subjects' task definitions, reasoning, and assumption of responsibility for various aspects of the task.

Such a dynamic approach necessitates concentrating on small samples, which in turn changes the relationships between evidence and theory generation. Cobb, Yackel and Wood (1992) elaborate these relationships in the case of research in classrooms:

"The goals of making sense of particular events in one classroom and of developing a more general orienting framework are interdependent in that the analysis of particulars constitutes occasions to reconsider what needs to be explained and to revise general explanatory constructs. Conversely, the segmentation of classroom life into potentially understandable reflects one's theoretical orientation. Thus particular events ~~enrich~~ ground theoretical constructs, and theoretical constructs inform the interpretation of particular events." (1992:100)

This perspective has a long tradition in sociolinguistic approaches to classroom interaction, which encompass qualitative research methodologies such as ethnography, constitutive

ethnography and ethnomethodology (Edwards and Mercer, 1987; Edwards and Westgate, 1987; Burgess, 1985a, 1985b; Bogdan and Biklen, 1982). These methodologies regard interactions as constituting the important events to be explained. These are observed in great detail, and empirical analysis and the development of explanatory concepts progress interdependently. There are a number of important differences in the above methodologies which I will not address here, since my approach does not fit neatly into any of these categories. They have in common a phenomenological orientation (Bogdan and Biklen, 1982), which asserts the primacy of subjectivity and meaning, and which attempts to generate grounded theory (Henwood and Pidgeon, 1992; Wood, 1985). My methodology is informed by this perspective.

A recent methodological development in sociolinguistics is discourse analysis. Discourse analysis is seen by some as a systematic approach to the classification of classroom talk in terms of its forms and functions. Proponents of discourse analysis (Stubbs, 1981; Sinclair and Coulthard, 1975) claim that unless due attention is paid to linguistic form and function as well as meaning, the research will lack rigour, and will not access the fundamental structuring nature of the talk. Discourse analysis, while still working with notions of grounded theory, is an attempt to formalise the analysis of data, making it less dependent on researcher subjectivity. However, Edwards and Mercer (1987) point out that no analysis can claim to be totally researcher-independent since even though formal categories are created for the classification of discourse, decisions about which categories utterances belong to require researcher interpretation. Moreover, paying such particular attention to the forms and function of language may obscure, rather than illuminate educational questions. So, educational research into classroom interaction, which needs to focus on the content and

meaning of talk together with learning and development, requires less formal methodologies.

My research aims to understand the relationships between interaction in small groups of junior high school mathematics students and their ownership of mathematical knowledge.

These two variables cannot be separated into independent and dependent variables, and therefore a positivist paradigm is not appropriate (Miller, 1987). Rather, a Vygotskian orientation views them as constantly interrelated, with certain ways of interacting producing ownership, which in turn produces particular interaction patterns. Interaction and ownership combine to produce conceptual development, or lack of it. Thus an in-depth, qualitative and interpretive study, which captures changing relationships between the phenomena being studied, is appropriate.

2. AN INTERPRETIVE RESEARCH METHODOLOGY

Bogdan and Biklen (1982) present five characteristics of qualitative research:

1. It takes place in a natural setting and is fundamentally concerned with context.
2. It is descriptive, with emphasis on details rather than generalities.
3. It is concerned with process rather than outcomes.
4. The data is analysed inductively with the aim being to develop grounded theory, rather than to prove or disprove hypotheses.
5. The meanings that the research subjects attribute to the events and actions being studied is of central concern.

I will discuss each of these in relation to my study.

My research is classroom-based and attempts to understand interaction and ownership within the constraints of the classroom context. Newman et al (1984) have shown that there are differences in children's understandings of and responses to tasks, when studies are conducted in laboratory settings on the one hand, and classrooms on the other. Thus, if educational research wants to illuminate classroom occurrences and provide possibilities for teacher action, it should be conducted in classrooms, and needs to take account of the contextual constraints in classrooms.

My analysis will be descriptive and will focus on the interactions of one group of three pupils for the duration of a week. It will employ Geertz' (1975) notion of "thick description", in which the intentions and meanings of the participants form an integral part of the analysis.

My concern with the interrelatedness of interaction and ownership necessitates a process approach. I am, however, concerned with outcomes to the extent that teaching and learning is a goal-directed process, the aim being the development of knowledge in the learners. However, from a Vygotskian framework, these outcomes cannot be observed outside of the processes that produce them (Vygotsky, 1978). Pirie (1988) points to dangers in working with preconceived notions of an outcome such as understanding. An approach is required which allows contextual interpretations of the evidence, and which can help avoid such inflexibility.

An analysis which is grounded in the data requires that the researcher's perspectives and the evidence are constantly challenging and influencing each other. The researcher is not neutral, but comes to the data with a theoretical framework, and particular experiences. In my case,

I had conceptions of what might constitute ownership, interaction, and mathematical knowledge. However, the evidence suggests that only some of these are appropriate. Thus doing the research has refined and changed some of the founding conceptions of the research.

Finally, I attempt to give an account of the events that occurred from the points of view of the participants. Their meanings and intentions are the focus of my analysis. But Bogdan and Biklen (1982) point to the problems associated with this approach. Any analysis necessarily distorts some aspects of the subjects' experience, as the researcher brings her own conceptual frameworks and understandings to bear on the data. Thus "the process of doing qualitative research reflects a kind of dialogue or interplay between researchers and their subjects since researchers do not approach their subjects neutrally" (p. 33). However, remaining self-conscious about reflecting participants' perspectives can enable researchers to remain as faithful as possible to these perspectives.

A final characteristic of interpretive research which the above discussion assumes, is that the researcher is the primary research "instrument". Ownership and interaction cannot be meaningfully measured with conventional research instruments. They can, however, be observed, interpreted, understood and explained by a researcher in relation to a dynamic theoretical framework.

3. RESEARCH DESIGN AND METHODS

3.1. The context

My research was conducted in October 1993, in one of four Std 7 (14-15 year olds) classes at a non-racial, co-educational, independent secondary school in Johannesburg. Students at

the school come from a variety of socio-economic, linguistic and educational backgrounds. In this sense they represent the broader population of South African pupils. Educationally, however, the school differs from most in South Africa in that schooling has proceeded uninterrupted for the past five years, with only minor interruptions before that. Teachers are all well qualified¹, classes are small (there were 17 children in this particular class), and there is no lack of material resources. The medium of instruction is English, but almost all South African languages are represented among the pupils.

The mathematics teachers at the school view mathematics as a dynamic, socially constructed activity with an interesting and important history. They try to convey some of these aspects to the pupils, within the constraints of the school curriculum and national examinations. They encourage pupil talk and verbalisation of ideas both in small groups and in whole class discussion. Most children develop confidence and competence in using English to express their opinions, in other subjects and in mathematics. So, while the student population is representative of the broader population, there are significant differences between the classroom I observed and most South African mathematics classrooms. Therefore, my observations and explanations may not be immediately transferable to other contexts (see section 4 for a discussion on generalisability in qualitative research). However, seeing what is possible and what is problematic in more fortunate and "progressive" environments will have implications for our understandings of what might occur in other situations (Edwards and Mercer, 1987).

¹ Almost all have degrees and many have post-graduate degrees.

3.2. The tasks

In the three months prior to the data-collection phase of the project, I visited the school on a number of occasions to discuss the project with the teachers. Regarding the activities that the pupils would be involved in, the teachers suggested a worksheet which would help the pupils move from work they had been doing on Euclidean geometry to work they would be doing on transformation geometry. Hence the idea of the geoboard, so that the pupils could begin to gain an intuitive feel for working with shapes and co-ordinates together. At the same time, the teachers felt that an opportunity to spend time working on the geoboard could help to develop a spatial understanding of area, perimeter and the relationships between them.

For my purposes, the tasks should encourage interaction between pupils and the generation and expression of different points of view. There should also be opportunities for children to engage in investigation and the associated processes, such as posing problems, making decisions as to solution strategies and evaluating progress (see chapter 2, section 3). Finally, there should be opportunities for connections to be made between spontaneous and scientific concepts (chapter 2, section 1.2.2).

I set up a worksheet of related tasks in line with both the teachers' requests, and my research needs (see Appendix A)². Question 1 was intended to be an easy introduction to the worksheet and to provide a period of adjustment to the tape recorder. However, this task did not turn out to be as easy for the pupils as their teachers originally envisaged, and in fact provided the focus of most of my analysis. The purpose of question 2 was to move the pupils

² Some of the ideas for the worksheet come from Massyn (1991) and MBP (undated).

away from the notion that a square must be "straight" on the geoboard and that only perfect square numbers could be the area of a square. There was also the possibility of a geometrical interpretation of irrational numbers. Each part of the question has fixed answers, but the tasks require more self-definition and self-evaluation of progress than question 1.

Question 3 aimed to develop understandings of possible relationships between changing perimeter and changing area. Such understandings could have been intuitive, but hopefully would develop into more formalised concepts. The task is open-ended, and the requirements were left vague specifically to allow for more interactive and investigative processes in defining and completing the task. Question 4 provided for verbalisation and articulation of ideas developed in the other three tasks. This was to provide an opportunity for reflection on the part of the pupils. The original worksheet had a fifth question, but the pupils only spent a few minutes during the last lesson on this question, so it has been excluded from the analysis.

The worksheet provided for one week of work for the pupils. It formed part of the teacher's plan of work for the year, and was presented to the students as part of their usual classroom activities. The three classes which did not form part of the study also used the worksheet.

Each group in the class was provided with one 5x5 geoboard and coloured elastic bands.

3.3. The sample

Sampling in qualitative research differs from quantitative sampling, in that it is not random.

Theoretical sampling aims to ensure that variables which will illuminate the issues under

investigation are present in the sample (Maxwell, 1992). My choice of school, class and group were based, firstly, on having pupils with some experience of group work, who were easily able to engage with each other and the work, and secondly, who reflected diversity, specifically in gender and home languages.

On one of my visits to the school, I observed all four of the Std 7 classes and spoke to the teachers about the extent to which their classes had experienced small-group work. On the basis of the teachers' responses and my observations, I chose one class which I believed had had more experience than the others. This class was considered to be a "difficult" class in that there was an underlying dynamic of resistance to teacher control. However, I decided that such attitudes might not be as predominant in peer interaction as they are in whole-class interaction, and if they were, they would enhance rather than detract from the issues with which my study is concerned.

I explained the purposes and procedures of the research to the class, and asked their permission to record their interactions. I stressed that the recordings would be heard only by myself, their teacher, and possibly a translator. There was one pupil who implicitly expressed objections to being recorded, and his group was excluded from the study. In addition to this, one group whose members constantly and self-consciously spoke into the tape recorder was excluded from the beginning.

The pupils chose their own groups and I spent one lesson observing the groups to decide which would be the subjects of my study. I chose a group of three students, two girls and a boy, all second-language speakers of English. This group also displayed, at least from the

outside, considerable engagement with each other and with the tasks. It seemed that their interactions reflected equality and mutuality of engagement (Damon and Phelps, 1989). They all contributed to the discussion, listened to and took account of what the others were saying.

This group was not aware that it was the only group on which I would focus. I tape-recorded all the groups in the classroom so that this group would not feel unduly self-conscious.

3.4. The data

The main sources of evidence are the transcripts of audio tape recordings of the talk of the group while they worked on the tasks (Appendix B). Edwards and Westgate (1987) raise a number of issues regarding the investigation and analysis of classroom talk, the most important one being the question of "how transparently does language carry meaning?" (p. 56). They contrast two assumptions: 1. that meaning and the reality of classroom life is simply reflected in the talk; and 2. that classroom activity and events are constituted, created and recreated in the discourse, and that the talk is part of the reality that is constantly being created. The use of coding schemes such as those of Flanders (1970) reflects the first assumption, since they presume that the function of an utterance is immediately evident to an observer, and that utterances can be unambiguously assigned to particular categories. The use of recordings reflects the second assumption because they allow the words to be listened to repeatedly, and heard in the context of subsequent utterances and events as well as preceding ones. Only such an approach can begin to capture the meanings constituted in the interaction.

However, even recordings do not give a complete picture. They do not always convey the histories of the participants, the shared history of the class (Walker and Adelman, 1976), the importance of certain contextual features or the norms, values and assumptions of the participants. Other evidence might be needed to provide such information. However, even with other evidence, the researcher must make inferences, decide on the relative importance of parts of the data and their connections with each other. Edwards and Westgate assert:

"The analyst's task is to infer what was meant from what was said. ... discourse and its organisation represent the best available evidence. Despite all the problems of recreating the relevant context, the linguistic record is held to be the necessary starting point."
(1987:137)

Video recordings can provide added information such as gestures or body language, which would help to understand the discourse. In my case it also would have provided essential information on the pupils' actions on the blackboard, and hence the meaning of their talk. However, the benefits gained would not have outweighed the self-consciousness created by the intrusion of the camera focusing on a small group. The pupils quickly forgot about the small tape recorder on the desk, and thus the recordings provide a reflection of a situation which is as naturalistic as possible.

The transcripts are supplemented by the pupils' written work while working on the task, a final, individual version handed to the teacher for assessment at the end of the week (Appendix C), my own observations in the classroom during the week, and the tape recordings of an oral presentation made to the class at the end of the week (Appendix B). This presentation was the teacher's initiative; I had not suggested it as part of my original design.

No tests were conducted, as they would not give any additional information on the processes engaged in during the interaction, nor on the construct of ownership. The pupils' work handed in to the teacher was considered to provide sufficient information about what they had learned during the week, and more importantly, about the relationships between the processes and the observed outcomes. Due to time constraints, and the small scope of this project, I was not able to conduct interviews with the pupils, in order to gain insight into their individual prior or subsequent understandings of area and perimeter. However, I am able to make inferences from the transcripts as to the pupils' understandings of these concepts while they collaborated on the worksheets.

3.5. The transcripts

The transcripts were difficult to construct and interpret. The noise from the other groups in the classroom was picked up by the tape-recorder and obscured some of the quieter talk of the group under study. A mix of languages also makes the talk difficult to hear. While the children speak English most of the time, there are also long sections of Sotho; isolated Sotho, Zulu, Xhosa and Afrikaans words; "street language"; and "school expressions"; the last two being colloquial combinations of and variations on all the languages spoken by the pupils. Two translators helped me with these parts. In the transcript I have recorded the language used by the pupils, with English translations in brackets.

For these reasons, the transcript can only be a partial reflection of the group's conversation. In addition to difficulties in capturing all of the pupils' talk, the extent to which other details such as exact lengths of pauses, intonation, or pitch are provided, will determine the

correspondence of the transcript with the recording (Edwards and Westgate, 1987). However, in providing such detail, the content and meaning of the talk may be lost (Edwards and Mercer, 1987), and researchers using talk as evidence have to make choices as to what will be retained, and what lost. I have not reflected many conversational devices in my transcript (see Appendix B for those that I have retained), preferring to concentrate on the content and meaning of the talk. Where such details, such as tone of voice, are necessary to understand the meaning, I have provided these as footnotes to the analysis rather than in the initial transcript.

Due to the length of the transcript I was forced to exclude parts of it from the analysis. I did not consider the off-task dialogue, the speech which accompanied the making of shapes on the geoboard or the work on perimeter. These sections are marked off on the transcript. Thus the analysis focuses only on the work on area, and in particular, on one aspect of this work, a method which the pupils developed to calculate area.

Interpretation of the transcripts was complicated by the fact that the pupils use a concrete apparatus, the geoboard. A lot of the talk consists of pronouns such as "this", "that", "its", etc, whose referents are shapes on the geoboard to which the pupils are pointing. In many cases, through using my observation notes and the pupils' written work, I know, or am able to infer, what the pupils are speaking about, but some extracts remain uninterpretable.

3.6. *Analysing the transcripts*

I have chosen to focus on the pupils' interactions, their meanings, and the development of

their mathematical knowledge, rather than on the specifics of their language. There are many interesting linguistic aspects to the discourse that could have been taken up, particularly since the pupils are second-language speakers of English. These include code-switching, the creative use of English by the pupils, and their difficulties in expressing their thinking. However, as discussed above and in the previous chapter, this is not a focus of the study.

The transcripts were difficult to analyse on two levels. Firstly, there were difficulties in making sense of the content of the pupils' talk. Which question they were working on, which shape they were discussing, what numbers and pronouns refer to, and incomplete sentences, made substantial cross referencing, inferences and "detective work" necessary.

On a second level, looking for regularities in the talk, interaction and ownership across the lessons proved unproductive. Therefore, I did not attempt to generate categories to describe the data. I was not looking for similarities or differences between specific instances of talk, nor was I interested in quantifying any aspects of the interaction. I decided rather to trace the development of the pupils' mathematical knowledge in relation to their interactions. To maintain a rigorous analysis, I went through the transcripts thoroughly a number of times, while listening to the tapes, interpreting them from the points of view of each of the participants, and from my own point of view as an outsider. I also checked them with my observation notes and the pupils' written work. Any discrepancies were examined again, to make sure that all possible interpretations had been taken into account.

My initial analysis focused on an unexpected method which the group generated and developed to calculate area. I charted the progress of the method through the transcript.

try to understand how it was produced and maintained, and the effects that it created in the interaction and for the pupils' mathematical knowledge. I then used the pupils' relationships with the method to illuminate, and elaborate, aspects of ownership. Some of these aspects had formed part of my initial concepts of ownership, while others were generated directly from the data and elaborated through the research process.

An initial draft of the analysis was given to the teacher, to obtain a measure of reliability for my interpretations, and to make sure that I had not unintentionally misrepresented her or the school.

3.7. The report

In qualitative research, writing the report is an integral part of the research process (Woods, 1985). It is in this process that the relationships between the data analysis and the theoretical framework in which it takes place are clarified. This is an essential part of an interpretive process which grounds explanation in the data. The theory informs the data analysis, which in turn informs the theory. The process is dialectical in a way which cannot be accurately represented in a linear report.

The report presents the elaborated framework, followed by an account of what happens in the group, drawing on the theoretical concepts. Examples from the transcript and the pupils' written work are presented and analysed as part of the account. The examples that are chosen reflect important points in the development of the method and the pupils' knowledge, or exemplify key explanatory concepts.

During the analysis and writing up, the key issues of reliability and validity of the research are continually confronted. In qualitative research these are not issues that can be addressed once and for all by the research design (Maxwell, 1992), but need to be constantly assessed in relation to the interpretations being made and the concepts being used to explain the data.

4. VALIDITY AND RELIABILITY IN QUALITATIVE RESEARCH

Validity and reliability are constructs that originated in experimental, hence positivistic research (Maxwell, 1992; Hammersley, 1987; Bogdan and Biklen, 1982), their purpose being to ensure the objectivity³ of the research. However, the terms are used in a variety of ways, with little conceptual clarity as to what they refer to or how they are being used (Hammersley, 1987).

Qualitative researchers' use of the terms are even more divergent with some claiming they have very little applicability (Bogdan and Biklen, 1982), since qualitative research views subjectivity as primary. Others argue that they can and should be redefined for qualitative research, especially to avoid extreme relativism (Maxwell, 1992).

Maxwell argues that validity in qualitative research can be usefully viewed as a "relationship between an account and something outside of that account, whether this something is construed as objective reality, the construction of actors, or a variety of other possible interpretations" (p. 283). Validity is a characteristic of accounts or data, and can only be

³ Objectivity refers to the discovery of facts about people, which are assumed to remain unchanged by a valid and reliable research process.

assessed in relation to the aims and purposes of the research. Validity cannot be guaranteed from the outset in qualitative research, but a researcher continually faces potential threats to validity which need to be dealt with.

Maxwell elaborates five categories of validity which, he argues, many qualitative researchers use implicitly. They are: descriptive validity, interpretive validity, theoretical validity, generalisability, and evaluative validity. He advises they be used as a framework for thinking about the kinds of threat to validity that have arisen in the research, and ways of dealing with them.

I have already discussed various aspects of validity pertaining to my research in previous sections. The degree to which the transcripts accurately reflect what was said by the pupils refers to descriptive validity. I have identified in the previous discussion some of the problems I encountered, including my inability to hear certain utterances, my inability to see the geoboard at all times, and the omission of certain vocal and physical details from the transcript. For my purposes, which is to gain access to the content and meaning of the talk, the third issue is not an important threat to descriptive validity. The first two are, however, but could only have been avoided by removing the group from the classroom, and using a video camera. This would have detracted from the naturalistic setting. Thus a gain in descriptive validity would have created a loss in generalisability (see later discussion). The teacher was able to be of some help in this regard, identifying shapes that she worked on with the group, which I had not seen.

At the level of interpretation, I am primarily concerned with the question posed previously (section 3.5) concerning the extent to which the meanings and thinking of the pupils can be inferred from their talk. This is where concerns can be raised about the researcher being seen as the primary research "instrument", as her interpretations may be idiosyncratic. However, the interpretations are shaped by an elaborated theoretical framework, which ensures contact with established theory, as well as by her experience and knowledge of classrooms, which ensures contact with established practices. When practical and theoretical knowledge are constantly related to each other, better interpretive validity can be obtained.

An often-proposed strategy to obtain more interpretive validity is for the researcher to check her accounts with the participants. While this reflects the importance attributed to remaining faithful to the participants' perspectives and meanings, it can be problematic in relation to validity, since people's own accounts of their actions and experiences might be obscured by subsequent events, or by the simple fact that they are being asked to recount them for a researcher. In particular, in relation to talk, Baines and Todd (1977) point out that:

"even for the participants in a conversation, meaning is not static. Reflecting upon a conversation which is past, where one can stop the tape to check back on unclear bits, is not the same as taking part in a conversation... (even) for the participants in a conversation, their retrospective account of what happened will be different from their on-going account of what is happening (while taking part in the conversation)." (p. 18)

In my case the participants are the three pupils and the teacher. Because of the time constraints of the project, I was not able to speak to the pupils until three months after I had collected the data. At this point the new year had begun, and I felt that the pupils were too far removed from the events being discussed for their accounts to be useful. However, I

decided to corroborate my accounts with the teacher, both to ascertain whether I was reflecting her perspective adequately and also to obtain some measure of reliability for my own interpretations of what the pupils are doing. As an actor in the research situation, who is also in a privileged position to interpret the ideas of the other actors, her perspectives provide a crucial test for interpretive validity, as well as reliability.

Validity and reliability are closely related in qualitative research (Maxwell, 1992; Bogdan and Biklen, 1982). In quantitative research, reliability is usually defined as the replicability of the results, by a different researcher, using the same instruments (Hammersley, 1987). If the primary instrument of qualitative research is the researcher, then this becomes meaningless, especially because different researchers' theoretical orientations will usually not be identical (Bogdan and Biklen, 1982). However, if different readers of a transcript do see similar events occurring, this helps to remove concerns about idiosyncratic interpretations. In this way, reliability can be seen to increase validity (Maxwell, 1992). In addition to verifying my interpretations with the teacher, I also presented part of the transcript to a group of colleagues. My research supervisor also provided a consistent other "eye" in on the transcripts. Many of my interpretations were corroborated, and I was prompted to reconsider some, thus adding both to the reliability and validity of the account.

Theoretical validity, in Maxwell's typology, concerns the theoretical concepts used to explain the data, and the relationships between them. Theoretical validity depends upon agreement within the research community as to the validity of the concepts and terms used. Difficulties can arise where concepts from one discipline, for example "conflict" and "power" from sociology are employed together with those from another, for example, "learning" and

"development" from psychology. I have attempted to bring these together in a notion of ownership. By grounding this notion in the data, and by showing how it relates to the frameworks that I use from both disciplines, some theoretical validity is obtained.

Generalisability in qualitative research relates to the extent to which the explanations can help illuminate other similar situations, rather than whether similar processes would be observed in a wider population (Maxwell, 1992). Contextual and sampling decisions are important here. I investigated a group who had had some experience of groupwork, in order to try to gain a clearer understanding of some of the processes involved. Explanations of such processes should be beneficial to teachers who are starting out with groupwork, or those whose classes are more experienced. On the other hand, I chose to work in a classroom situation, because explanations of out-of-classroom practices do not help to illuminate what happens in classrooms. I also chose a group of mixed gender, and second-language speakers because research on small groups is often conducted in homogenous groups, and heterogenous groups may well require different explanatory concepts.

Maxwell's final category is evaluative validity. This relates to judgements made about what is observed and explained. The evaluations that I make, concerning the pupils' progress on the task, their learning and interactions are essential in answering the research questions about the extent to which small-group work facilitates ownership of mathematics. The judgements are made in relation to the teachers' and my (as a teacher) understandings of the goals of the worksheet in particular and mathematics education in general.

In confronting the issues of validity and reliability, I hope to have made my account as valid, and hence as useful (Maxwell, 1992) as possible. However, it remains an account, based on

a particular theoretical orientation, and admits the possibility of other accounts of the same events. In the end, its usefulness will be determined by the addition of evidence to existing knowledge about peer interaction, its contribution to discussion and debate on the topic and to the generation of further research in this area, and most importantly the implications that other teachers might draw from this research, to help them understand and improve their own practice.

CHAPTER 4

OWNERSHIP: A METHOD TO CALCULATE AREA

In general the tapes present a picture of a lively group, who work well together on certain of the tasks, but manage to do very little on others. The pupils' talk is creative and witty, and they intersperse their work with chatting, joking and singing, which enhances their interaction and their work. However, at times their interaction degenerates into social conflict and fighting, which inhibits their work.

The worksheet aimed to develop concepts of area and perimeter and the relationships between them. The tasks ranged from convergent to divergent: each shape in question 1 required only one answer (for each of area and perimeter), whereas question 3 was totally open-ended and required the pupils to define and frame the tasks themselves. Unexpectedly, the original, convergent task provided more opportunities for sustained interaction among the pupils, and for engaging in the mathematical processes, such as problem-posing, and making decisions about and evaluating solutions, that I identified as an important part of ownership (chapter 2, section 3).

While working on question 1, the group developed a particularly innovative, yet problematic, method to calculate area. This method forms a focus for their work for most of the week, and their ownership of the method is crucial to the ongoing interactions of the group and the development of concepts of area¹. This chapter will outline the method, and elaborate the notion of ownership through analysing the group's relationship with the method.

¹ My analysis will focus on their method, and will consider other aspects of their work on area where appropriate.

1. "USING HOOKS TO FIND THE AREA"

The method, in its most general form, can be described as follows (see fig 4.1):

For a "complicated shape", i.e., not a rectangle

1. Divide the shape up into squares or rectangles and triangles.
2. Calculate the areas of the rectangles.
3. Count the hooks in the triangles, including those on the perimeter and inside the triangle, and make a rectangle with the same number of hooks, also on the perimeter and inside the rectangle.
4. Calculate the area of the rectangle formed in this way. It will have the same area as the original triangle.
5. Add up the areas found, to get the area of the original shape.

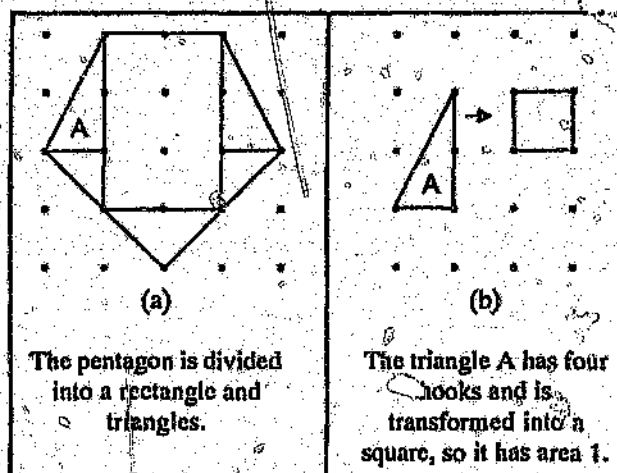


Figure 4.1

The method is articulated most clearly by Thabo in the following excerpt²:

² Each extract is preceded by a square bracket which lists: 1. the number of the extract in this report; 2. the day on which it occurred; 3. the question of the worksheet being discussed; 4. the page number of the extract in Appendix B and 5. the line numbers of the extract in Appendix B.

[extract 4.1; day 4; question 4a; p. 162; lines 2020-2039]

Thabo: How to work out a complicated area, ne, first you find, uh, you try and divide your things into triangles, and sq, rectangles or squares, ne, are you writing Nandipha

Nandipha: Yes

Thabo: Where

Nandipha: On the sheet, on the sheet, mm, and then

Thabo: And then, mm, you work out your, area, of, for the squares, or the rectangles, ja, to work out the area of the, of the, to work out the, the, the area of, of a triangle, you, no yes, cause it will be easy to work out, work out the area of the square and this thing ne, to work out the area, the area of the triangle you count the hooks which the elastic is

Nandipha: Hooked to

Thabo: Ja, that includes the middle ones, and then

Nandipha: Ah, wait, Thabo

Thabo: And then

Nandipha: Yes

Thabo: e.g

someone: Sh

Nandipha: To (laughs), and then, and then O.K. e.g

Thabo: e.g. if the triangle's got 6 hooks

Nandipha: The triangle's got 6 hooks, ne

Thabo: Ja, you try to make a square that has, or a triangle that has 6 hooks³,

There are a number of variations to the method. Step 4 of the method (as I have articulated it above) is the most contentious, as it is based on a mistaken notion of conservation of area (figure 4.2a). For most of the time the group works with a restricted version of this idea, that triangles containing four hooks can be transformed into a square and thus have an area of 1 (see for example figure 4.1). This version is found to work in almost all cases (figure 4.2b). The limitation that the hooks inside the shape are included is important here. The triangle in figure 4.2c does not have an area of 1 because it has 5 hooks, not 4.

A further variation is developed towards the end of the week, to deal with triangles with a number of hooks (most odd numbers) that cannot be converted into a rectangle. In these cases, a triangle (half a square) is added on to the rectangle. In the final presentation to the class, Lerato articulates this version as follows:

³ He means rectangle

⁴ See figure 4.2a

[extract 4.2; day 6; presentation; p. 176; lines 2775-2782]

Lerato: O.K., I'm going to show you a method like using hooks to find the area. O.K. Jaa, I'm going to start with 3 hooks because 1 hook and 2 hooks don't work, so I'm gonna start with 3 hooks. It's 1, 2, 3 and then you join them up, and then you know that this is going to be $\frac{1}{2}$ of a, of a square, so the area of this is $\frac{1}{2}$, and then you use 4 hooks, 1, 2, 3, 4, and then the area is going to be 1, because if we draw it like this it's going to be $\frac{1}{2}$ plus $\frac{1}{2}$, I⁶, and then I'm jumping to 7, 7, 7 hooks, 1, 2, 3, 4, 5, 6, 7 (whispers to others) ja, so it's 1, 2, 3, 4, 5, 6, 7, join them up, and then you get 1, 2, and then $\frac{1}{2}$ ⁷. So my conclusion is that whenever you add a dot, a hook, uh the, the, the area of the, the shape increases with $\frac{1}{2}$

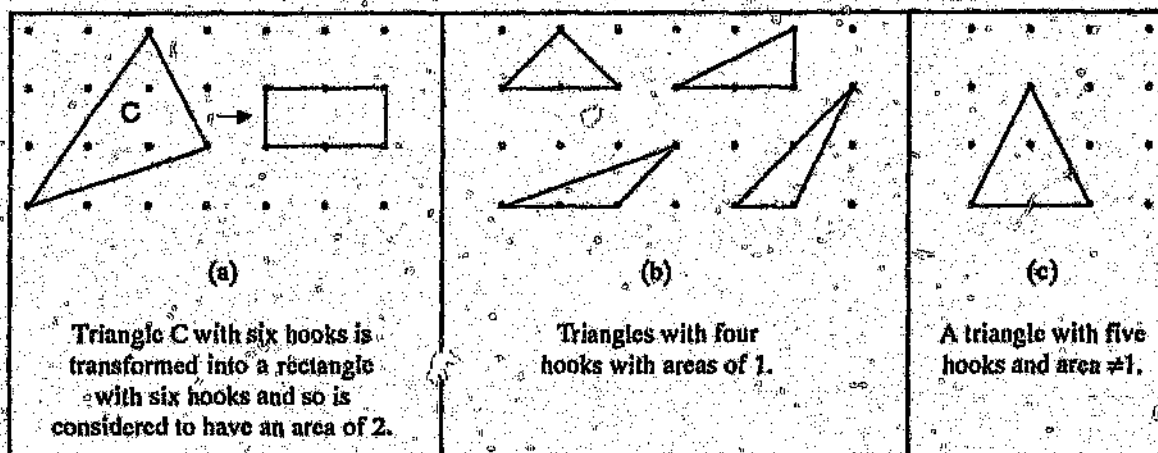


Figure 4.2

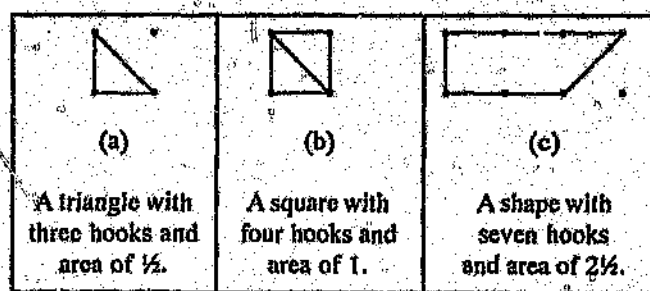


Figure 4.3

⁵ See figure 4.3a

⁶ See figure 4.3b

⁷ See figure 4.3c

The latter formulation was first articulated by Thabo in the last few minutes of the last lesson, as an attempt to deal with the problematic part of the method (step 4 above). At this point he gives up the general form of the method, that any triangle can be converted to a rectangle with the same area, but tries to maintain the four-hook part. He then proceeds to make the generalisation expressed by Lerato above, but does not relate it back to the areas of triangles:

[extract 4.3; day 5; question 1a; p. 174; lines 2704-2708]

Thabo: O.K., O.K. we always, let's, let I give you, let me tell you, we always count to, to the things, 4, always 4, ish, the triangle, we always make the things to this, we always divide it into thing, ne, to get to the, let's forget the hooks, let's forget the hooks, let's forget the hooks, but then it works with the square, ne, so then from there, if you if the triangle is bigger than that, if it needs 5 hooks ne, then 5 hooks is $1\frac{1}{2}$

This is the final version of the method presented to the class at the end of the week. However, the development of the method during the course of the week is a complex, nuanced process. The pupils struggle with the mathematical concepts and reasoning involved, as well as the group interactions. Mistakes are made and repeated, ideas are returned to, modified, rejected or maintained. The interaction in the group will be discussed in more detail in the following chapters. For the rest of this chapter, I will discuss emotional and cognitive aspects of ownership as they relate to the method, to begin to articulate the notion of ownership.

2. OWNING THE METHOD

It is reasonable to assume that the pupils would not have developed the crucial transformation part of the method (step 4) if they had worked on the same exercise in a whole class situation

with teacher direction. In this sense the method can be said to be the group's "own". From the pupils' perspectives, they identify the method as theirs by constantly referring to it as "our method" (pp. 129, 157, 164, 176), "our solution" (p. 131), and "our invention" (pp. 163). The pupils identify the method as their own, something that they have initiated as a solution to a problem that they need to solve, are working with, and are constantly evaluating. These are some of the process elements of ownership, discussed in chapter 2.

There is also evidence in the discourse of emotional aspects of ownership. Both positive and negative emotions are expressed. When the method is found to work we hear excitement: "it works, it works, it works" (p. 132) and

[extract 4.4; day 1; question 1a; p. 133; lines 420-426]

Nandipha: Voila

Thabo: And then here, then here again it's gonna give us 1, so that's 1, 2, 3, 4, 5, 6, [7, 8, 9, 10

Lerato:

8, 9, 10

[7,

Thabo: No, yes

Lerato: Mm, 10

Thabo: 10, It works, so ev, for every shape we get we divide it into squares and triangles, and then we find our thing, superb, thank you, (laughter) that was B⁸

They also express appreciation of their work. While working on question 2, Thabo and Nandipha make the square in fig 4.4. This is Nandipha's assessment of their work:

[extract 4.5; day 2; question 2b; p. 145; line 1115]

"but this is an excellent one, look at the shapes in the four quarters"⁹

⁸ They are working on the pentagon in question 1 (shape B), see figure 4.1.

⁹ She probably means corners

They go on to calculate the area of this square, using from their method the fact that triangles with four hooks have an area of one, to calculate the areas of the four bigger triangles (A,B,C,D in fig 4.4).

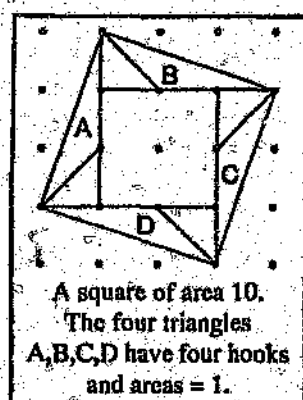


Figure 4.4

Negative emotions, such as frustration and disappointment, are also expressed, particularly when the method seems to be failing (pp. 164-165). In the excerpt below, Thabo is almost inconsolable, although Nandipha tries to keep them going and Lerato suggests that they might be able to salvage part of the method:

[extract 4.6; day 4; question 4a; p. 164; lines 2131-2160]

Lerato: *The method doesn't work*

Thabo: *Our method doesn't work anymore, let's check, let's go back*

Nandipha: *(sings)*

Thabo: *A flop, before the due date (laughs), we flopped me*

Nandipha: *So, we want to work it out, find and divide into triangles and squares. Work out the area of squares and triangles, count how many hooks the elastic, is hooked on to and the inside, e.g*

Thabo: *Ish, we flopped*

Nandipha: *So what method can we use*

Thabo: *We flopped*

Nandipha: *If we have*

Thabo: *We flopped*

Nandipha: *If we have an elastic that's big we get a [big triangle*

Lerato:

[Come, come guys, let's leave it, tabatsa

They go on to calculate the area of this square, using from their method the fact that triangles with four hooks have an area of one, to calculate the areas of the four bigger triangles (A,B,C,D in fig 4.4).

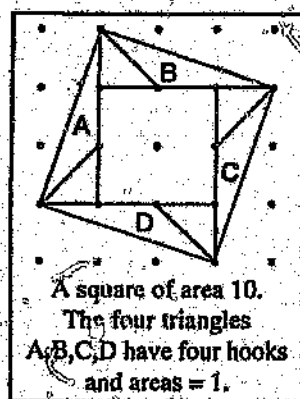


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Lerato: The method doesn't work.

Thabo: Our method doesn't work anymore, let's check, let's go back

Nandipha: (sings)

Thabo: A flop, before the due date (laughs), we flopped me

Nandipha: So, we want to work it out, find and divide into triangles and squares. Work out the area of squares and triangles, count how many hooks the elastic, is hooked on to and the inside, e.g

Thabo: Ish, we flopped

Nandipha: So what method can we use

Thabo: We flopped

Nandipha: If we have

Thabo: We flopped

Nandipha: If we have an elastic that's big we get a [big triangle

Lerato: [Come, come guys, let's leave it, tabatsa

(It's no use) here we must do a, a square, or what like, understand, we count the hooks, and then you do a square like

Thabo: We already flopped for our presentation

Nandipha: No, we can always do this that we know already

Thabo: Which one, ish,

Nandipha: We got this

Thabo: It doesn't work

Nandipha: Eh, Lerato

Thabo: We flopped, but howcome, it works with the oth, it worked with the others, maybe the geoboard is not balanced

Nandipha: Thabo, stop smiling

Thabo: We flopped (sings) we flopped, ja, nee, how can we flop like this, but see with some things it worked, ne, check ne

Nandipha: (laughs) Some days it were our y, today uh-uh, wait, we had some what did we discover last Friday

Thabo: We discovered this thing, ne, z, all the triangle what, what, now it doesn't want to work anymore

Although some of the dialogue in the above extract is light-hearted, the pupils, in particular Thabo, are upset about the problem with the method. Having to present the method to the class in two days time adds to these feelings.

The process of developing the method and maintaining confidence in it is a difficult one for all three members of the group. Nandipha encapsulates this in her final written version handed in to the teacher¹⁰:

"The discovery made our work lighter even though sometimes, when a teacher came to argue or discuss with us, we sometimes wanted to undo our discovery!"

From a cognitive perspective, the group members defend their method against challenges, modify, adapt or qualify it to incorporate difficulties, but remain with it as a useful method to calculate area. The following example show Nandipha and Thabo extending the theory to include the number of hooks inside the triangle while interacting with the teacher:

¹⁰ See Appendix C

[extract 4.7; day 2; question 2b; p. 146; lines 1141-1147]

Teacher: O.K. but I'm gonna disagree with you now

Nandipha: Why

Teacher: because I'm gonna say that this one here¹¹ with 4 hooks gives me an area of $1\frac{1}{2}$, not 1

Thabo: 4 hooks, which one

Nandipha: Miss, this is 5 hooks, 1,2,3,4,5

Teacher: Oh I see, O.K.

Nandipha: Ah-hah miss ah-hah

and

[extract 4.8; day 2; question 2b; pp. 146-147; lines 1178-1185]

Thabo: ...and we found the area of the thing without having to use this triangle, all you count the hooks here, and then see there.

Teacher: But this one here's¹² got 4 hooks

Thabo: No, 1,2,3,4,5,6

Teacher: Oh I see, you [count]

Thabo: [you count there]

Teacher: aah, even the ones on the inside

Nandipha: Yes

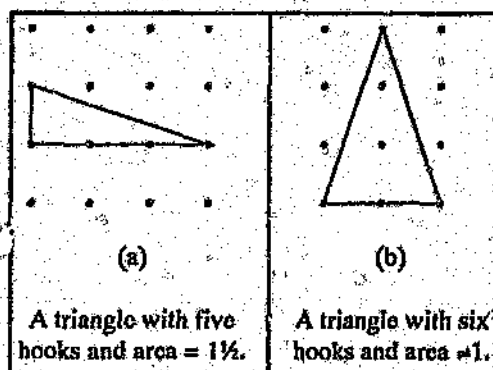


Figure 4.5

¹¹ See figure 4.5a. At this point the teacher counts the hooks incorrectly. It is in the following episode that she really challenges them.

¹² I am unable to tell exactly what triangle they are talking about, but it is probably the one in figure 4.5b. According to their method, this triangle should have an area of 2, although its area is actually 3. The pupils did not consider this, and they had only explained the 4 hook version of the method to the teacher, so she could not engage them on this inconsistency at this point.

Modifications are made to the method when it is found not to work, or to give an answer different from that which is expected. Early on, when testing the method on shape B in question 1, they discover that it does not work (fig 4.6a), but are still convinced that it works for shape C (fig 4.6b).

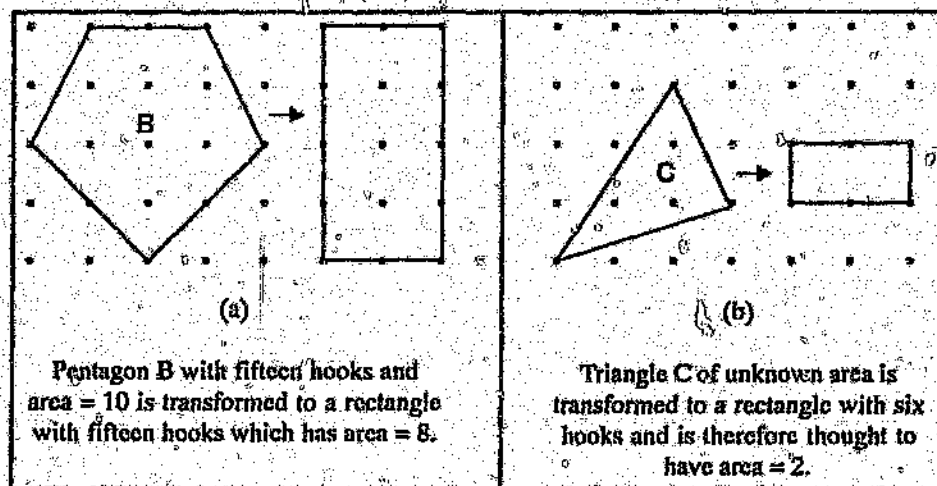


Figure 4.6

Thabo then concludes that it works with triangles, and moreover that since you can divide all shapes into rectangles and triangles, it remains a useful method:

[extract 4.9; day 1; question 1a; p. 132; lines 384-390]

Thabo: Ja, this is a it works with triangles, that's one of ours the presentation, it works, it works

Nandipha: But it didn't work with other shapes

Thabo: Yes, but it works with triangles

(silence)

Thabo: Yes, yes N it works with triangles, it works, it works, look at this, look at this ne, all the shapes here we can divide them into, into, into, into, into, we can somehow cut them into uh, squares and triangles ne, let's, let's continue and see

Their being ready to defend and modify the method suggests that the pupils have a certain investment in it. This is a further indication of ownership, since it is reasonable to assume that if they did not experience some ownership of the method, they would give it up more quickly, especially when two teachers¹³ showed disbelief, and explicitly challenged them. The pupils are also making decisions about solving their problems, and evaluating these decisions when considering changes to the method.

The pupils use the method to help them with other tasks on the worksheet. For example, for question 2 they make the square in fig 4.4 and use the four-hook part of the method to calculate the area of the triangles A, B, C and D. In this case it proves correct and invaluable. They are also able to use the four-hook conjecture to begin question 3a, which is causing them difficulties. In this case Thabo suggests that they choose an area of 1, because they already know that triangles with four hooks have area 1. While doing this task they extend the theory slightly to include quadrilaterals with four hooks having area 1. Thus they can generate many shapes (fig 4.7) with area 1.

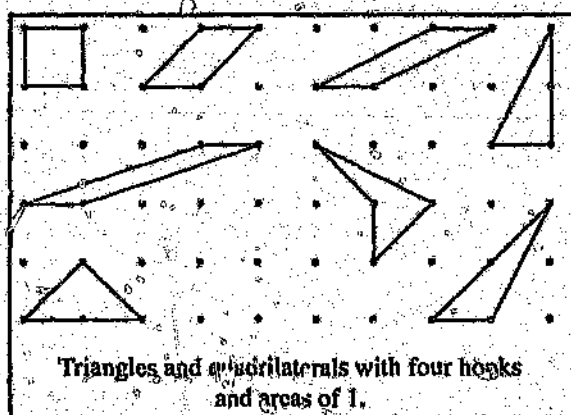


Figure 4.7

¹³ There is evidence in the transcripts that the pupils considered me to be a teacher. Both their teacher and I constantly challenged the method and asked for justification of their ideas.

Applying or transferring knowledge is traditionally associated with understanding. In the case of this group it also displays ownership, in that they are able to use the method for their own purposes. Ownership and use are dialectically related: because the pupils own the method they are able to use it, and using it strengthens their ownership of it.

To summarise, the emotional and cognitive process aspects of ownership discussed in chapter 2 are evident from what the pupils do with the method and say about it. They develop it as a strategy to solve problems, they talk about it as their own, they express positive and negative emotions in relation to the method, and they constantly evaluate it. I have also shown that the group develops the method through defending it against challenges, modifying it to incorporate new evidence, and using it to help with other tasks. I have argued that these also constitute aspects of ownership, and I classify them together with other cognitive process aspects, such as posing and solving problems (chapter 2, section 3). They are crucial to this discussion since the pupils' use of these processes should form an important part of their mathematical development.

If we consider the mathematical development of the three pupils in this group, some serious concerns can be raised, particularly in relation to the mathematically invalid part of their method. To explain how this mistake was produced and sustained, the following chapters will focus firstly on the interactions among the members of the group, and secondly on the development of mathematical concepts through their interactions. Regarding the interactions, it will be seen that the group's engagement with the above processes was not sustained throughout the week, and the processes were never developed further. The pupils often ignored crucial evidence, did not relate new conjectures to old ideas and evidence (see figure

4.5b and footnote 12, this chapter), and remained with the method even when it became clear that it did not work. Regarding conceptual development, no members of the group made progress in developing a more systematic concept of area, and their spontaneous concepts were not related to broader mathematical knowledge.

These concerns support the arguments in chapter 2 that there is a crucial role for teaching in learning and development and, of particular concern for this study, in ownership of mathematical knowledge. These issues will be discussed in chapter 6. The following chapter will analyse the relationships between interactions in the group and ownership of the method, with a focus on power relations between the pupils, and the political aspects of interaction and ownership.

CHAPTER 5

INEQUALITY IN PEER-INTERACTION: WHO OWNS THE METHOD?

Proponents of peer-interaction advance a variety of reasons and objectives for small-group work in classrooms (see chapter 2). With regard to ownership, absence of the teacher is expected to enable pupils to gain control over the learning process and become more self-directed in their learning. The peer group then provides the social interaction which is necessary for learning and development. Peer interactions are expected to be more equal than teacher-pupil relationships and to provide opportunities for pupils to speak, thus allowing spontaneous concepts to be heard, facilitating the integration of different ideas, and enabling the development of language as a mediator of thinking.

This chapter will focus on an important question: To what extent does the small-group situation provide equality of interaction among the pupils, and how does this relate to ownership? The ways in which the teacher's interventions enable or constrain equality in the interaction will be briefly touched upon, but will be dealt with in more detail in the next chapter.

1. PASSIVITY IN THE INTERACTION

Damon and Phelps (1989) define equality of engagement in peer interaction as follows:

"Equality means that both parties in an engagement take direction from one another rather than one party submitting to a unilateral flow of direction from the other"

(1989:10)

This resonates with Pirie and Schwarzenberger's (1988) insistence that discussion consists of "genuine pupil contributions and interaction which move the talk or thinking forward". One person talking at another, and passive responses or carrying out of instructions do not count as genuine discussion.

In this particular group there are many examples of such passive responses. In the following extract, Nandipha twice discards her value for the area in favour of Thabo's or Lerato's, there is no discussion about the different values and only one initial attempt by Thabo to justify his method for obtaining area:

[extract 5.1; day 3; question 3a; p. 153; lines 1530-1545]

Thabo: Area, O.K. we find a square, ne, we know the sides are going to be, no it's, we we find a square here, we find the, the the area of this, and then we find the area of this divide by 2¹

Nandipha: So that's 4

Thabo: What

Nandipha: The area of this square

Thabo: It's 2½

Nandipha: O.K. it's [2½

Thabo: [Lets ask miss, ask miss, phela, this, this also can be, I think, oh, O.K.

Nandipha: [My throat Thabo

Thabo: Oh, O.K.

Nandipha: ?

Thabo: This has got 5 sides

Lerato: Isn't this 1½

Thabo: Ja, this is 1½

Nandipha: Oh ja ubuwanete {he's telling the truth}

Thabo: Aah, you can also work

Thabo's final remark shows that he regards Nandipha's passivity in a negative light, he has an expectation that all should contribute. However he is not able to set up a more equal relationship, neither at this point nor at other times when similar incidents occur. This will be discussed in more detail later in this chapter (section 6).

¹ I do not have records of the shapes they are talking about.

Nandipha also takes on a very passive role at points where ideas are articulated and summarised, merely repeating and writing what Thabo says:

[extract 5.2; day 5; question 4a; p. 175; lines 2710-2731]

Thabo: O.K. here's the pattern, if it's a square, ne, 1 unit squared²

Nandipha: If it's a square

Thabo: it's 4 hooks

Nandipha: Ja

Thabo: if it's $1\frac{1}{2}$, it's 5

Nandipha: If it's $1\frac{1}{2}$

Thabo: It's 5. Everytime, everytime the number increase, the thing increase by $\frac{1}{2}$

Nandipha: Oh, O.K. O.K.

Thabo: Everytime, everytime the [ar, the area increase [by half

Nandipha: [Ja, [by half

Thabo: Write it down

Lerato: What

Thabo: Everytime the

Nandipha: Anytime the area increases

Thabo: Am

Nandipha: Ne, oh everytime the hooks increases, the area increases by half, O.K.

Thabo: Write it down, Nandipha

Nandipha: I have written it down

Thabo: Where

Nandipha: Here

Thabo: Are you going to remember that

Nandipha: Yes, ummm, hew, where'll I write

Passivity and inequality of contributions are clearly evident in the above examples. However, most of the group's discussion appears, on the surface, to be more equal, with all participating and genuine interaction occurring. Neither the teacher nor the pupils recognise that, even in these cases, certain ideas dominate, and there is inequality in the interaction. Some of these exchanges occur at critical moments when the method is being constructed, and involve the more contentious part (what I called step 4 of the method in chapter 4). I will show that although the pupils seemed to be interacting productively, they did not attempt to

² This extract refers to the final version of the method described in extract 4.2 and fig 4.2, chapter 4.

negotiate meaning, and did not manage to achieve intersubjectivity. Because of misunderstandings, mistakes were made and misconceptions perpetuated.

2 SITUATION DEFINITIONS: WHAT ROLE FOR A METHOD?

Question 1 on the worksheet did not explicitly ask the pupils to articulate a method. The fact that the pupils tried to develop a general method for calculating area early on in the week, means that they had to bring to the situation the knowledge that a method would be appropriate. This would come from their previous experience of similar activities³, and possibly from question 4 on the worksheet if they had read ahead.

However, they each have different ideas about the nature and purpose of a general method.

The following extract (from the discussion about shape B) reveals each pupil's ideas:

- [extract 5.3; day 1; question 1a; pp. 127-128; lines 118-163]
- Lerato: This thing is (laughing) this, hae, man come, this thing is five-sided ne and there are 1,2,3,4,5 ne, eh, eh there are four spaces, Thabo, there are⁴
- Thabo: No, no
- Nandipha: Come on, come on, come on, can I please see it
- Thabo: Ca, ca
- Nandipha: O.K, this one will give you 1, ne this one [will give you 1, ne
- Thabo: [will give you 1, no, no, no, no, no, it will gi, it will give us, ntho {something} 1½
- Nandipha: end {this one}
- Thabo: Eh, eh, eh
- Nandipha: Oh, [O.K, O.K O.K
- Thabo: [this 1½
- Nandipha: Oh, O.K, O.K this is 1½, this is 1½, so that's 3
- Thabo: Jaan
- Nandipha: Ne, sharp, this one is a ½
- Thabo: It's a 1

³ These pupils have previously done work in which they would be expected to generalise and verbalise relationships from a number of examples. They have also worked with formulae for calculating area.

⁴ See figure 5.1a for her meaning

Nandipha: it's 1
 Thabo: so it's 14
 Nandipha: [it's 1 so it's 4, 15, 16, 7, 8, 9, 10]
 Thabo: [6, 7, 8, 9, 10, let's find a way to find, to, to, 10]
 Lerato: to work this out,
 Thabo: Eh, so we'll say, mm, no, I know, I know, you count, you count, mm, 1, 2, 3, 4, 5, 6, 7, 8, no, no, no, no, no
 Lerato: No, there's 1, 2, 3, 4, 5, 6, 7, 8, 9,
 Nandipha: and then, and then
 Thabo: No, I know, I know, [you count
 Nandipha: [Thabo, you always here
 Thabo: You count down from here, ne, 1, 2, 3, 4, 5, ne, and then you say by 2, multiply by 2, there 2 spaces here⁵
 Lerato: uh-uh, it doesn't work
 Thabo: It will work, it will work
 Nandipha: [What
 Lerato: [What if it was like this here Thabo
 Thabo: Oh, come on, the sides must be the same size, no
 Lerato: No, wena you just assuming hore [that] the answer is 10
 Thabo: eh, it is 10 but then we can find, a method
 Lerato: It's not
 Thabo: O.K
 Nandipha: What is it, Lerato
 Lerato: I don't know, we all don't
 Nandipha: No, you know what, I think
 Thabo: No, no, no, no, no, no
 Nandipha: Lsh, mmm, maara waitse wena kobotsitse [but I told you] (?) 1, 2, 3, 4, 5, 6, 7, 8, 9, it's 10
 Thabo: It's te, eh ja, we, we, know Nandipha hore [that] it's 10, but then we find, how we found it, in eh, in eh
 Nandipha: Ag, just cut it up man it's supposed to be

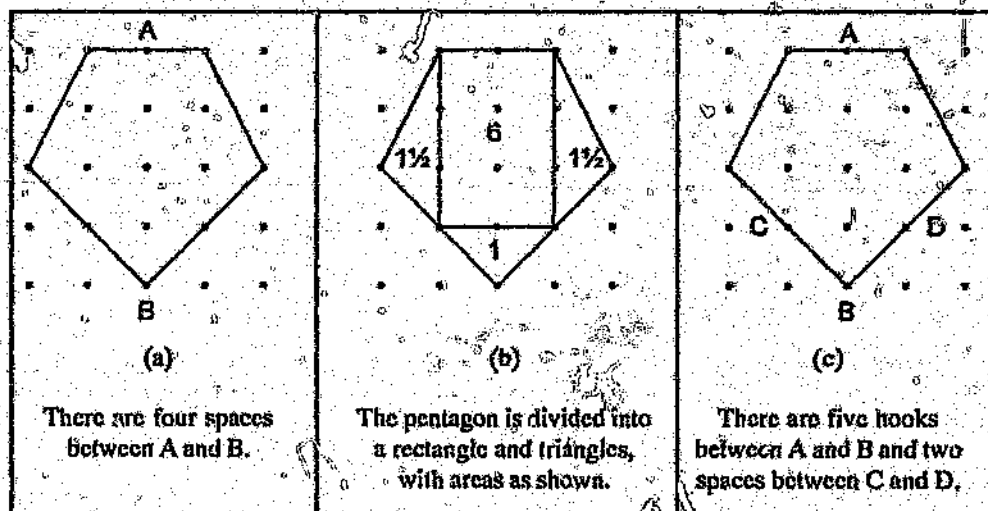


Figure 5.1

⁵ See figure 5.1b for their working

⁶ See figure 5.1c for his meaning

Lerato tries to adapt an implicit formula which they had used for shape A (see extract 5.10 this chapter). It involves counting the spaces between the hooks, to obtain the base and height of the parallelogram A. Her understanding seems to be that a formula is validated on one example and then used relatively unproblematically for the rest.

Nandipha and Thabo ignore her efforts and divide the pentagon into a rectangle and triangles (figure 5.1b) to obtain the area 10. Lerato does not participate at all in this discussion. Having found the answer, Thabo suggests that they find a more general method and tries to construct one. In this he is supported by Lerato.

He suggests 2 multiplied by 5 (figure 5.1c), because it gives the answer 10. As with Lerato's suggestion, Thabo's is also related to the formula they had used for parallelogram A. However, he brings in the hooks as well as the spacer in order to get the answer 10. Lerato evaluates his suggestion in terms of the shape, arguing that it will not work if the shape is changed slightly. She is not persuaded by the fact that his method gives the answer 10, since she does not agree that the area is 10. This suggests that she did not accept their division of the shape into a rectangle and triangles because she is working with the idea that they must get the area from a predetermined formula.

Thabo, on the other hand, has an understanding of a method as a formalisation of their more intuitive way of finding particular areas. He accepts the answer 10, but attempts to articulate how they found it.

Nandipha becomes impatient with both Thabo and Lerato, with Lerato because she won't accept the answer 10 and with Thabo's insistence on finding a method. She does not see a need for a generalisation at all, she is content to work out the area for each shape by counting blocks and piecing parts of blocks together.

Thus each pupil sees the role of the method or formula differently, and therefore they have different situation or task definitions (Wertsch, 1984).

3. DEALING WITH DISAGREEMENT: TEACHER INTERVENTION

Thabo and Lerato both attempt to justify their positions in the above extract. Nandipha, however, does not, and becomes impatient⁷. After a few more lines of talk about dividing up the pentagon, Thabo reconsiders and discards his desire for a method, thus moving towards Nandipha's situation definition. Lerato disagrees and they decide to call the teacher:

[extract 5.4; day 1; question 1a; pp. 128-129; lines 188-200]

Thabo: *O.K. le, lets just, how, no, mm-nun, nee they said we don't have, we don't have to have a,a,a particular method, how to work them out, all you need to do is just to write them down*

Lerato: *Uh-uh*

Thabo: *Ask miss, ask miss, ask miss*

Lerato: *Nandipha, please call miss*

Thabo: *Miss*

Teacher: *Ja*

Thabo: *are we supposed to have a*

Nandipha: *method*

Thabo: *a method of how we found this thing*

Teacher: *Ja, I mean you should have some kinda method, otherwise how you gonna do it*

Thabo: *Our, our, our method is there, but then, it's not in eh, in written form*

Teacher: *O.K. explain to me your method, O.K. nevermind written form but then, it must be explainable*

⁷ This is evident in her tone when she says "Ag just cut it up man its supposed to be".

The teacher endorses Thabo's approach, suggesting that while a method needn't be formally articulated at this stage, there should be one and it should be "explainable" at some point. Lerato is quiet during this interaction (and most others with the teacher) and her situation definition is not discussed. Thus the teacher does not get a chance to help arbitrate between all the different points of view within the group, nor to facilitate more fruitful negotiation among the pupils.

Immediately after this interchange Thabo verbalises the way he and Nandipha calculated the area for shape B (figure 5.1b) to the teacher and she validates it. The group then moves on to shape C and continues trying to develop a method. They work with Thabo's notion of what a method is and how it is generated. Lerato's ideas have not been taken into account and Nandipha's have been dismissed, with the help of the teacher. This enables the group to move on with the task as if they have shared understandings of what they are doing. However, as will become evident in the next section, they do not.

It would be wrong to suggest that it is only the intervention of the teacher at this point that produced an assumption of intersubjectivity when in fact there was none. In the above interaction with the teacher, only Thabo and Nandipha's disagreement on the importance of a method is discussed. Lerato does not bring up her different understanding of what a method might be, and thus the teacher does not get a chance to interact with her situation definition. It may be that Lerato is silenced by the fact that the teacher validates Thabo and Nandipha's answer for B. She also may be unable to articulate clearly her disagreement with Thabo and her own situation definition. In fact, she and Thabo had hardly begun to talk through their differences when the teacher was called. There are many other instances where such

negotiations do not happen and the teacher is not available for help. In the following section I will show that in these situations intersubjectivity is also not achieved, and this has serious implications, particularly for the development of the method.

4. INTERSUBJECTIVITY AND THE METHOD

The mathematically invalid part of the method, that if a triangle is transformed into a rectangle with the same number of hooks, then it will have the same area as the rectangle (see figure 4.2a, chapter 4), is initiated by Thabo when they are working on triangle C⁸. They cannot work out the area for shape C in the same way as they did for shapes A (parallelogram formula) and B (dividing up the shape and counting the blocks)⁹. So Thabo suggests counting the hooks and the following discussion ensues:

[extract 5.5; day 1; question 1a, pp. 130-131, lines 307-328]

Thabo: O.K, a solution ne, we count the strings, not the strings, the sticks ne, no, what, what, the things, the hooks, 1,2,3,4,5,6, yes

Nandipha: Uh

Thabo: So, O.K, is it 6

Lerato: seven

Thabo: seven

Nandipha: uuhh

Thabo: It's 6, so we put

Lerato: Thabo, it's [seven]

⁸ The idea that the hooks are important had by this point already been expressed a number of times. It can be traced back to a remark made by Nandipha in the discussion on shape A (see extract 5.10). Thus it is not only Thabo's idea. However, he formalises it into the method.

⁹ Both of these, however, contribute to the development of the method. Shape A brings up the issue of a formula (Lerato's situation definition) and the hooks (see extract 5.10 and footnote 8 above). Dividing the shape into squares and triangles, as they did for shape B (extract 5.3, fig 5.1b) later becomes an important part of the method.

Thabo: [We put a thing on 6 like this, and then
 Lerato: Thabo, it's seven
 Thabo: How, how
 Lerato: Sheba {look}, 1,2,3,4, (laughs) no man look, 1,2 3,4, [5,6
 Thabo: [5,6, so, so akere {that is}
 got [5, 6 things
 Nandipha: [ha ha, yobaba {oh-father (exclamation)}
 Thabo: So, here's our solution, lets say
 Nandipha: So it's a rectangle
 Thabo: Yes, so it's 2 by 1
 Nandipha: If we convert it
 Thabo: Lets, lets try do the thing
 Lerato: It's 2 by 1¹⁰

Aside from a brief disagreement about how many hooks there are in triangle C, which is quickly sorted out, both Nandipha and Lerato seem happy to go along with Thabo's idea.

Nandipha confirms: "So it's a rectangle" and Lerato repeats: "It's 2 by 1".

Following this articulation of the method, Thabo decides to test it on shape B, and Nandipha and Lerato engage fully with him in trying to do so (pp. 131-132). They count 15 hooks in the pentagon and make a rectangle with 15 hooks which gives an area of 8 (see figure 5.2).

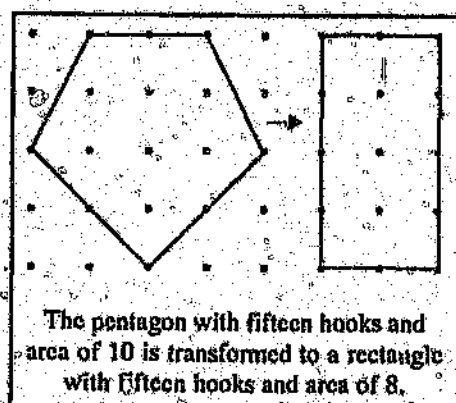


Figure 5.2

¹⁰ See fig 4.2a, chapter 4

So the method gives an answer which is inconsistent with the area for B obtained previously. The way in which the group deals with this problem, shown in the following extract, is critical:

[extract 5.6; day 1; question 1a; p. 132; lines 368-391]

Thabo: *It doesn't work*

Lerato: *If it doesn't work then it means that number, our number B is wrong*

Thabo: *number B, hae number C, we haven't done number C ne*

Lerato: *number C it's, 3×1 ¹¹,*

Nandipha: *Miss*

Lerato: *2×1 I mean*

(silence)

Thabo: *It works, it works, it works*

Lerato: *What*

Thabo: *It works with triangles, it works with triangles, but no other ang,*

Nandipha: *With no other kind of quadrilateral*

Thabo: *Ja but check, check, it works with triangles because look this one's going to give us 1 ne, ne, and this one, 1 also ne, this ne, no, this piece is going to fit here to make it how much, 1, make it how much, ish it works with triangles*

Nandipha: *miss, miss ?*

(silence)

Thabo: *Ja, this is a it works with triangles, that's one of ours the presentation, it works, it works*

Nandipha: *But it didn't work with other shapes*

Thabo: *Yes, but it works with triangles*

(silence)

Thabo: *Yes, yes Nandipha it works with triangles, it works, it works, look at this, look at this ne, all the shapes here we can divide them into, into, into, into, into, we can somehow cut them into uh, squares and triangles ne, lets, lets continue and see, lets see wabona {can you see} here, here is 2×1 ,*

Thabo concludes that the current conjecture doesn't work for shape B. Lerato uses this to support her original contention (extract 5.3) that their answer for B was wrong. This suggests that she believes that the method is correct, and so she is still working with her original notion of a method as something that gives the answers rather than being derived from them. So even though the teacher's intervention allowed Thabo's situation definition, and Thabo

¹¹ She makes a mistake which she quickly corrects in her next utterance. Her mistake suggests that she might have been thinking about the hooks in the 2×1 rectangle.

and Nandipha's answer for B, to prevail publicly, privately Lerato maintains and works with her previous understandings.

Lerato's challenge leads Thabo to reconsider triangle C. Lerato, who is happy with the method, then states emphatically that the answer for C is 2×1 . She is not asked by either of her groupmates to explain further. Nandipha is too concerned with calling the teacher (to ask for a break in the double lesson). Thabo on the other hand takes on Lerato's confidence in the answer for C and continues to entrench his conjecture. He briefly attempts to work out the area of C by finding squares inside it ("this one's going to give us 1 ne, and this one, 1, also, ne ..."), and quickly concludes that his method will give the same answer, and is therefore correct. Lerato does not challenge this, because she is happy with the answer for C and because she does not see the need to test the method by finding the area in another way.

So Thabo qualifies his original idea by saying that the method works with triangles although not with other shapes (this excludes the pentagon B). Moreover, this will help them because all shapes (particularly the pentagon B) can be divided into squares and triangles. Thabo has listened to Lerato, and has taken on her belief that the method gives the correct answer for triangle C. However, this reflects a lack of, rather than real communication between Thabo and Lerato.

This lack of communication stems from their different situation definitions, and their inability to negotiate their different understandings and attempt to attain some measure of intersubjectivity. They do not realise that they are working from different frameworks. This

would require a metacognitive capacity which they clearly do not display. Instead they work alongside each other, each with her/his own understanding of what she/he is doing. However they do listen to each other, and at certain points take up on ideas that the other expresses. In this case, however, the ideas are taken on inappropriately because the framework which generates them (Lerato's understanding) is different from the one which interprets them (Thabo's understanding).

The lack of intersubjectivity and communication enabled the articulation of invalid mathematics. This might have presented an opportunity for learning, but this did not occur. The group sustained their belief in the validity of the method for most of the week. Reasons for this will be seen to relate to pupils' ownership of the method, which severely constrained further learning and had serious consequences for the continued interaction of the group.

5. OWNERSHIP OF THE METHOD REVISITED

In extract 5.6, Lerato becomes quiet after her question: "what", because she still is not understanding Thabo's notion of a method, and hence his reasoning. Nandipha challenges Thabo twice¹², but not very persuasively (she is more interested in having a break than in thinking about their problem). This is significant because she is excluded (or excludes herself) from the process at this point.

¹² Her tone of voice indicates that both her utterances in extract 5.6 are challenges.

Neither girl is as excited as Thabo about the method and they do not display the expressive and emotional characteristics of ownership that he does. Many of the references to "our method", "our solution", which were seen to be expressions of ownership (chapter 4, section 2) are made by Thabo. He even talks about "my method" (pp. 132, 137). Neither of the other two refers to it as her own method. Nandipha uses "an invention" (p. 166), and Lerato speaks of "the method" (pp. 164, 165) and even "your method" (p. 172).

Thabo, however, is extremely excited with his discovery, he replies to Nandipha, ignores Lerato, and articulates the more general form of the method, apparently to Nandipha (extract 5.6). However, as they continue with their work (after the break), Nandipha and Lerato become concerned as to the validity of his ideas. The ways in which their concerns are expressed and ignored have further implications for ownership of the method.

The group checks the restated method together on shape B, by dividing it into a rectangle and triangles with three or four hooks (see figure 5.3). They find that it works:

[extract 5.7; day 1; question 1a; pp. 132-133; lines 409-426]

Thabo: ? wabo {can you see}, it works with triangles, bona {look}, lets see, wobona {can you see} number B, ne,

Nandipha: Mm

Thabo: akere we found our square already ne¹³,

Lerato: Ja, [and

Thabo: [We found our square

Lerato: [and these are triangles

Nandipha: [Mm

Thabo: and you've got 4 strings¹⁴ here

Lerato: [Ja

¹³ See figure 5.3. He means rectangle when he says square.

¹⁴ He means hooks.

Thabo: *You can move them and put it here¹⁵ it's gonna give us 1, and here gonna give us 1, ne*

Nandipha: *Volla*

Thabo: *And then here, then here again it's gonna give us 1, so that's 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

Lerato:

8, 9, 10

Thabo: *No, yes*

Lerato: *Mm, 10*

Thabo: *10, It works, so ev, for every shape we get we divide it into squares and triangles, and then we find our thing, superb, thank you, (laughter) that was B*

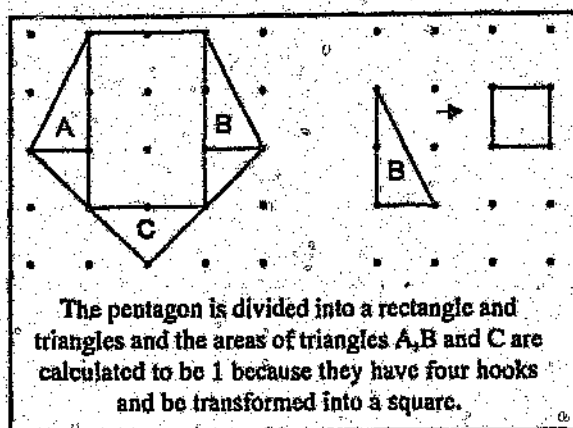


Figure 5.3

Thabo generalises from triangles with four hooks to all triangles and thus confirms his answer for C and his conjecture. It is at this point that Nandipha and Lerato begin to express serious doubts about this part of the method. First with regard to shape C:

[extract 5.8; day 1; question 1a; p. 133; lines 428-432]

Thabo: *So number C, number C's going to be*

Lerato: *It's going to be 2 x 1*

Thabo: *2 x 1*

Nandipha: *Honeng recho (How many times have you been saying that), I heard*

Lerato: *Thabo, write there 2 x 1*

¹⁵ He means transform the triangle into a square to get an area of 1.

Lerato and Thabo agree that the area of triangle C is 2×1 . Nandipha does not express agreement, in fact her "Honieng recho" is a veiled challenge to their agreement. However, they ignore this and continue, with her collusion, with shape D, where the following crucial interaction occurs:

[extract 5.9; day 1; question 1a, pp. 133-134 lines 461-477]

Thabo: So lets see if it works, this time 1, 2, 3, 4, [5, 6

Nandipha: [O.K, this converting to a

Lerato: This one's

Thabo: Wait, lets try to, to see, so lets shading, shading, shading¹⁶, this is going to give us a half, ja man, to make it for 2, yes, 6, 6, there's our [thing

Lerato: [So, they the same, as long as they shaded

Nandipha: Howcome

Lerato: (sings) "Oh, na"

Nandipha: (laughs)

Thabo: there, 6, so it's 2 by 1, 2 by 1¹⁷

Nandipha: Hape {again}

Thabo: eh

Lerato: 2 by 1

Thabo: Yeah

Nandipha: Mm-mm, 20 by 30

Thabo: It's your turn

Nandipha: Buddy it's your choice

This time Nandipha is definitely not convinced, asking "Howcome" and "Hape"¹⁸. Lerato is also not sure¹⁹, yet Thabo insists "yeah" and ignores both of them. He suggests they continue with the next shape by saying "it's your turn"²⁰. Nandipha's final remarks in the

¹⁶ It is not clear to me what he means by "shading".

¹⁷ Again he converts the triangle to a rectangle with 6 hooks.

¹⁸ Both of these are uttered as questions.

¹⁹ This is evident when the girls' tones of voice are heard. "Hape" is expressed in a tone of disbelief, and "2x1" as a question, with doubt in Lerato's voice.

²⁰ The pupils took turns to make the shapes on the geoboard. The statement "its your turn" signals that it's her turn to make the next shape; he is ready to move on.

above extract are significant. She makes an outlandish suggestion, "20 by 30" which suggests that she thinks 2×1 is equally outlandish. She also cynically tells Thabo that it's his choice. She might mean that the method is his choice and not hers, or that to continue while they're not sure is a choice that he is making without herself and Lerato. Even though these doubts are expressed, Lerato and Nandipha submit to Thabo's wishes and they continue with shape E²¹.

We have seen that Thabo takes most of the initiative in developing the method. The girls do make contributions. Nandipha originated the idea that the hooks are important. Lerato participated in confirming the validity of transforming triangles to rectangles while conserving area. Thabo integrates their ideas with his own to formulate the method in his way. He is able to internalise parts of the discussion for his own purposes, and they become his. He has developed ownership of the method, although not all the ideas that make it up were his.

On the other hand, the two girls do not take on his ideas as readily. They do not agree with his formulation of the method at this point, and they attempt to challenge it, specifically with regard to shapes C and D. Their challenges are not taken up by Thabo. In fact he does not even hear them, perhaps precisely because he has developed such ownership of the method, and is excited by the aspects that do work. They do not insist on being heard or taken seriously, but, certainly in Nandipha's case, abdicate responsibility for the method.

²¹ Their work on shapes E, F and G does not involve the contentious part of the method, and so is not analysed here.

Thus the three pupils own the method differently, and each owns different aspects of the method. This is evident in their written work (Appendix C).

Nandipha writes:

"We started out with 4 and we only stayed at for (sic) because we made an important discovery with 4. We found out that if for instance you put an elastic (on geoboard) and make a square with 4 hooks, you can also make a triangle with 4 hooks and they both have the same area...you could use our method of working out. If it worked on the complicated shapes that we had it could work on anything."

This reflects the fact that the four-hook part of the method does seem to work, particularly when they use it for question 2 (chapter 4, figure 4.4). She glosses over the more general formulation of transforming any triangle into a rectangle with the same area, although she claims that the method works for any shape.

Lerato writes:

"Divide your polygon into triangles and squares then find the areas of both the squares and triangles then add them."

This is very different from the version that Lerato presents carefully and articulately to the class at the end of the week (chapter 4, extract 4.2). This shows that although she could present the ideas to the class, she does not own the more contentious parts of the method.

The only part with which she is comfortable is the division into squares and triangles and adding the areas to obtain the area of the whole shape. It must be pointed out that this does represent learning on her part - originally she disagreed that this was an acceptable method for calculating area (extract 5.3, this chapter).

Thabo writes:

*Area of a complicated shape is always divided into rectangles and triangles with one side equals one unit. The pattern: starting from 3 dots, the area is equals to $\frac{1}{2}$ units². 4 dots is equals to 1 unit². So everytime you add 1 dot the (incomplete).

Thabo is the only one of the three who presents the final version of the method, suggesting that he alone holds on to some notion of transformation. Even he, however, does not write down the initial formulation of transforming triangles to rectangles, and thus has realised that it is problematic (see also extracts 6.1 and 6.2, chapter 6).

From their written work, we see that both Lerato and Nandipha have moved from their original situation definitions (section 2, this chapter), and come to own aspects of Thabo's ideas. Nandipha has accepted the idea of a method, and Lerato writes about the first part of Thabo's method. They have internalised some of his ideas, although not the main one about transforming areas. This is because they think it's wrong²². Their disagreements have not been fully incorporated into the method, and so they have distanced themselves from it. Thabo, on the other hand, owns the method in its entirety, having taken on some of their ideas, but only as they fit into his original definition of a method. In all three cases we see that internalising the ideas of others can lead to ownership, but the ways in which each individual internalises the different ideas available will produce differential ownership.

²² Neither Nandipha nor Lerato has an answer written down while they were working for the areas of C and D. Only Thabo has written down 2 for each. This adds to the argument that they did not think that the method was correct.

From this chapter we have also seen that ownership requires more than understanding. Lerato understood enough of the method to be able to verbalise it to the class, because it was important to present a group effort. Nandipha also articulates the method to the teacher on a number of occasions (see for example pp. 146 and 165). However, they do not choose to report on the whole method individually to the teacher. Thus ownership entails a level of choice, such that when you are removed from classroom or group constraints, you will still find the knowledge important, talk about it, and use it if appropriate.

Having worked collaboratively for a week in developing a method which is peculiarly theirs, the group has not emerged with joint ownership of the main ideas generated. While it is not problematic for each pupil to have gained something different from the groupwork, it is problematic that one pupil's ideas predominate to such an extent. Thus far in this chapter I have presented many examples of interactions where Thabo's ideas dominate, and have argued that this affects and is affected by the group's inability to negotiate their different situation definitions and to achieve some form of intersubjectivity. Consequently, differential ownership of the method is produced.

More seriously, this differential ownership then sets up further inequality in the interaction, and in fact leads to the degeneration of the group's work later in the week. The following section will expand on this.

6. INEQUALITY AND CONFLICT

I chose to focus on this group because on the face of it they seemed to display a high degree of equality and mutuality (Damon and Phelps, 1989) in their interactions. They did not require as much teacher intervention as some of the other groups to ensure that they interacted and worked productively.

There is a lot of evidence of positive relations between the pupils. They quickly set up co-operative ways of working, for example, taking turns at making the shapes on the geoboard.

There is also good-natured chatting and joking, and they establish a number of recurring comments and jokes which help to maintain cohesiveness and group relations (see for example the phrase "genius at work", pp. 134, 135, 137, 144, 145, 158, 159, 172, which is sometimes said sarcastically, but often appreciatively when one of the three completes a task successfully).

The first two days in particular are characterised by positive social relations, as well as a high degree of collaboration, engagement, motivation and interest. However, from day 3 onward, there is more evidence of fighting (socially and over the work), social chat, and repeated attempts to work, with little success. This change might be related to the changing nature of the tasks (see chapter 6, section 1). Another important reason, related to the current discussion, is Nandipha's and Lerato's exclusion from ownership of the method, and the dominance of Thabo's ideas.

Forman (1989) suggests that in asymmetric peer interactions, as this one has been shown to be, the relationship between the power and knowledge of the participants is important. A more powerful and knowledgeable peer might be able to teach the others, while if the more powerful pupil has less knowledge, the beneficial aspects of peer collaboration might not be realised. In the case of this group, the relationships between power and knowledge are seen to be complex.

Nandipha is powerful in the group interactions. She often takes the lead in reading out the tasks from the worksheet, and in trying to get the group to work. She is quick to contribute, quick to take offence if challenged, and is often resistant, initiating social conflict and fights. The following extract comes from the first few minutes of the first lesson, and shows some of her ways of interacting. They are discussing the area of shape A:

[extract 5.10; day 1; question 1a; p. 126; lines 37-55]

Lerato: So, lets work out

Thabo: The area

Lerato: The area

Nandipha: It's π^2

Lerato: π^2 , phela {but} this is a quadrilateral, so you can say

Thabo: 2 times 3, 6

Nandipha: ? that's 4²³

Thabo: eh

Nandipha: that's 4

Thabo: No, man, you cou, you don't count the things, the things that are separated, [you count the

Nandipha:

count the spaces

Thabo: spaces, so that's 1,2 times 3

Lerato: Why the spaces man

Thabo: Ow, it's always been like {that

Lerato: [Thabo, these are the points phela {but}

Thabo: [No

²³ She is probably referring to the 4 hooks on the base of the parallelogram.

Lerato: [It's just, wait, lets pretend here {lets say} this thing has got blocks, ja, 1,2,3 maara
{but}]
Thabo: 1,2,3, 6
Lerato: It's 2 times 3 it's 6

Nandipha jumps in immediately with " πr^2 " as a formula to calculate area. This is challenged as inappropriate, and a few lines later she jumps in with the number 4, probably referring to the hooks. She is challenged again, and does not contribute further to this discussion. While both Lerato and Thabo accept Thabo's answer, there is no indication that Nandipha does.

Nandipha's knowledge does not stand up to the others' challenges, and so while she is an enthusiastic contributor, her ideas are not often taken up. Her passivity, demonstrated in section 1 of this chapter (extracts 5.1 and 5.2), and her abdication of responsibility for the method, can be seen as resistance to this state of affairs. Her resistance grows as the week progresses, suggesting that she is even more unhappy at not being taken seriously. When she is challenged, or when Thabo does try to include her (extract 5.1), she uses excuses, or threatens conflict to silence him (for example, pp. 135, 153, 155).

On the other hand, Thabo's knowledge dominates, but he is no more powerful socially in the group than either of the other two. He is certainly not strong enough to set up a situation where real negotiating can take place, and in which the others can participate. In extract 5.1 above we see him realise that Nandipha is not pulling her weight, and yet he cannot do anything about it. In extract 5.10 above he neither explains, nor justifies his ideas, resorting to "Ow, it's always been like that".

It should be possible for the two girls to support each other in challenging Thabo, but they do not. It is beyond the scope of this project to investigate the reasons for this. There are probably gender factors involved, together with the relationships between each pair of individuals. The fact that they do not challenge him has serious consequences for their work. It allows the development of a faulty method, and the degeneration of their further work. They do not return to a serious reconsideration of the method until day 4, when they have to articulate it in response to question 4. At this point it is too late for them to make substantial changes. Moreover, they are not able to, because they are not working well together.

In summary, differential ownership of the method has both produced and been produced by conflict and asymmetries in the power relationships between the pupils. Because of the relationships between power, knowledge, and ways of interacting, none of the pupils is able to take a lead in facilitating negotiations of meanings or intersubjectivity. The teacher, who should be able to play this role, is also hampered, because she cannot hear everything that happens in the group, and when the group reports back to her, only some voices are heard.

This suggests that an important role for the teacher interacting with small groups is, consciously to attempt to ensure that all ideas are reported on, and all voices heard. The teacher can use her power to ensure a more democratic division of power within the group. This will be discussed in more detail in chapter 7. There is also a crucial role for teaching in the development of mathematical knowledge among the pupils. The following chapter takes this up.

CHAPTER 6

THE DEVELOPMENT OF MATHEMATICAL KNOWLEDGE

In the previous chapter I examined the nature of the pupils' interaction, particularly its inequality and the pupils' consequent inability to achieve intersubjectivity. I argued that this produced and was produced by a mistake in the method, and differential ownership of the method. However, there were positive aspects to the interaction. In chapter 4, I showed that the small-group work provided opportunities for the pupils to engage in mathematical processes such as defending ideas, modifying them to incorporate new evidence, and transferring them to solve new problems.

These process elements of mathematics are important for learning, doing and owning mathematics. However, the fact that the method contains a fundamental flaw, relating to conservation of area, and that this was not dealt with in any substantial way throughout the week, raises two serious questions about the pupils' learning. Firstly, did the pupils begin to develop more systematic conceptions of area (see chapter 2, section 1.2.2)? Secondly, were the pupils' abilities to engage in the above processes extended in any way?

These questions raise the issue of the relationships between mathematical processes and products. One of two assumptions often underlies process-oriented pedagogies, among which many approaches to peer interaction and small-group work can be included. These assumptions are that: 1. processes are more important than products, or 2. if we concentrate on the processes, and provide the correct tasks, the products, ie: conceptual development, will follow automatically.

In answering the two questions raised above, I will challenge both of these assumptions and will suggest a crucial role for teaching, both in developing processes and bringing together process and product in true concepts (chapter 2), which are essential in achieving ownership of mathematical knowledge.

1. DEVELOPING A CONCEPTION OF AREA - THE TASKS

The worksheet aimed to draw on the pupils' current knowledge and spontaneous concepts, and to build a more systematic notion of area and perimeter and the relationships between them (see chapter 3, section 3.2 for a more detailed discussion). The initial tasks were more tightly framed, and as the worksheet progressed the tasks became more divergent.

The group's responses to the tasks were unexpected. On the more convergent first task they generated a particularly original idea, their method. However, as the tasks became more divergent, they struggled to engage fully with them.

For question 2a, their initial reaction is that it is impossible, until the teacher intervenes and prompts them to see a "diagonal" square (p. 143). Her intervention enables them to make progress. They continue, and decide that 1, 2, 4, 8, 9 and 10 could be areas of squares¹.

However they soon decide that they have enough squares and have completed the task

¹ Nandipha even tries to find a method for generating these numbers (p. 147). Although her method is inappropriate, she has obviously been convinced of the importance of a method, which suggests a change in her situation definition. However, her ideas in this regard are not taken up in the group and do not develop further.

(p. 147). They do not consider a way of evaluating whether they have all the squares². In this case interest in and ownership of their method detracted attention from the task at hand, and contributed to a lack of further thinking about it.

They find question 3 even more difficult. Again, they call the teacher, and she gives them an example of how they might work with a particular area. They then struggle to choose their own area, not doing more than suggesting and rejecting numbers haphazardly (p. 155). The only possibility that they engage with for an extended period of time is 1, because, from their method, they know of many shapes that have an area of 1 (figure 4.7, chapter 4). However, they do not delve very deeply, and do not consider whether they have all the shapes with area 1 before continuing. Lerato's criterion is that they have "a lot already" (p. 158), while Thabo, more wedded to the method, insists on continuing with the area 1. However, even he soon loses interest and they move on to question 3b, where the same problems arise (p. 158-159). There is no evaluation of what they have done, no thought that they might try to work out whether they had all shapes of area 1, and no move towards a more systematic generation of areas and shapes. If they had been more systematic at this point, they may have found some shapes which disprove their method.

In both cases (questions 2 and 3), strong ties to the method prevented the pupils from moving to other ways of thinking. In question 2b, they are praised for having made an interesting square (figure 4.4, chapter 4). In discussing the square, the teacher engages them on the four-hook part of the method and asks them to test it some more. They get involved with the method again, and do not progress with the task at hand. In question 3, they are unable to

² At least one other group in the class did this.

move beyond generating shapes using their method. So while the method provides an initial point of entry, it constrains further thinking.

Moreover, the possibilities for divergence in the open-ended tasks meant that the pupils had to do more interactive work in trying to define what they should be doing. As I have shown, they were not very good at negotiating situation definitions, even on the convergent tasks. This was exacerbated later during the week, by their differential ownership of the method and the accompanying conflicts (see chapter 5).

Engagement with these tasks as a group, together with some teacher intervention, was not sufficient to enable the development of a systematised conception of area, nor were connections made between the pupils' spontaneous knowledge and more systematic knowledge.

2. SPONTANEOUS AND SYSTEMATIC AREA CONCEPTS

The spontaneous area concepts of the pupils that are evident in this transcript are the division of shapes into smaller areas, the relationship between hooks and area, and their fundamental misconception: that a shape can be transformed while conserving the area, as long as the number of hooks remains the same. In order to develop more systematised concepts, these ideas would need to be related to each other more carefully, and brought into contact with other ideas, such as using formulae to calculate area.

There is a mathematical theorem, known as Pick's theorem, which relates the area of a shape on a lattice to the lattice points on the boundary and inside the shape (Coxeter, 1969). It states:

The area of any simple polygon whose vertices are lattice points is given by the formula $\frac{1}{2}b + c - 1$ where b is the number of lattice points on the boundary while c is the number of lattice points inside.

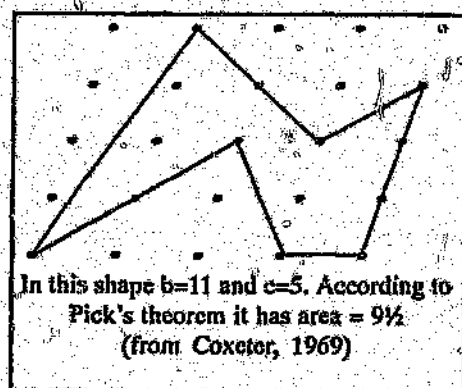


Figure 6.1

The proof of this theorem is reproduced in appendix D. It breaks down shapes into "unit cells" of parallelograms with 4 vertices and no lattice points on the sides of, or inside, the parallelogram³, or triangles with only 3 lattice points (half a parallelogram). The areas of these are then added to prove the theorem.

This theorem, as part of socially constructed objective mathematical knowledge (Ernest, 1991) could provide an exciting point of contact between the pupils' method and the

³ This resonates with the pupils' idea that the hooks inside must be counted.

systematised body of mathematical knowledge⁴. However, given the current mathematics curriculum, very few teachers would have seen this theorem. Neither the teacher nor I had come across it⁵.

If the teacher had known about it, she may have decided to introduce it to the pupils' discussion. However, she would have had to teach explicitly the relevant parts of the theorem, as the children could not be expected to be able to read the theorem on their own.

There are very few secondary classrooms where the teacher would have enough time to spend with one group going into the details of this theorem. If she were to introduce such a discussion to the whole class, she would have to be convinced that all groups, even those who did not focus on the hooks in their work, would find it worthwhile, and that it would be a useful activity for all.

Moreover, she still would have had to deal with the group's mistaken notion of conservation of area. An earlier intervention, giving credence to Nandipha's and Lerato's discomfort (chapter 5, section 5) might have been sufficient for this. However, this did not happen, and was unlikely to, since Lerato never made her views known to the teacher, and it took most of the week for the pupils to discover their mistake on their own. A different approach might have been to deal with the pupils' focus on the hooks early on, even to pre-empt it, by talking first about the relationships between hooks and spaces on the geoboard. This kind of framing would have curtailed the likelihood of such an innovative invention, but it might have allowed for more fruitful development of the area concept.

⁴ It also raises questions as to just how idiosyncratic their method is.

⁵ Thanks to Chris Breen for referring me to this theorem. There is also an investigation developed by the Shell Centre for Mathematics Education, University of Nottingham (1984) based on this theorem.

Arguments that open-ended tasks are more facilitative of different points of view, and a more democratic approach to mathematics learning, stress the constraints imposed by strict framing. I have shown previously that less specific task definitions do not easily facilitate interactive processes. The above discussion argues that they also are not always conducive to the development of true mathematical concepts. Teacher mediation is necessary to achieve better interaction and learning on these tasks. In the following section I will argue that teaching is also necessary to enable the development of the thinking processes that the pupils do engage in, if they are to result in the development of true concepts.

3. MATHEMATICAL PROCESSES

In chapter 5, I pointed out that the group lost many opportunities to reconsider their method, and hence many possibilities for learning, about area and about doing mathematics and developing ideas. They do engage in mathematical processes, such as generalising, specialising, checking theories against evidence and resolving contradictions. These processes could be labelled spontaneous processes, in that they have not been explicitly and formally taught. These spontaneous processes are not developed nor systematised during the week. The following examples show that there were points in the discussions about the method which did present opportunities for such development. These opportunities were not, however, taken up.

A serious challenge is posed to the method when values obtained for the area by dividing it up into smaller pieces do not agree with the areas predicted by the more general form of the method. This is glossed over early in the week when the method is first proposed. However, later on it becomes clear even to Tiabo that the method gives incorrect answers. When they

are required to articulate the method in response to question 4a, they try to find examples other than those with 4 or 6 hooks. They are unable to make triangles with 7 hooks that have areas of $2\frac{1}{2}$ units² as predicted by the method⁶. The triangle most evident in Thabo's rough work is the one in figure 6.2 which has an area of 3 and to which he refers in the extract below:

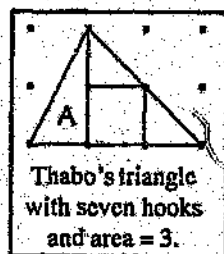


Figure 6.2

[extract 6.1; day 4; question 4a; p. 162-163; lines 2049-2062]

Nandipha: O.K, O.K, O.K relax, 1,2,3,4,5,6,7

Thabo: Let's slow down, this is 1, ne

Nandipha: That's 1

Thabo: That's 1

Nandipha: That's $\frac{1}{2}$

Lerato: And this, what is this

Thabo: Oh, no this, ish, it's not gonna work

Nandipha: Ag

Thabo: It's not gonna work

Nandipha: So, it doesn't make a $\frac{1}{2}$, [?]

Thabo: [You know why, you know why, our thing's not gonna work, our invention, cause cava hier, ne cava hier {look here}, our, we supposed to get $2\frac{1}{2}$ ne, ne, the, the, the area, the here's it's gonna be 1,2, it's 2 already, ne, so you can't tell me this is $\frac{1}{2}$ cause you've got 4 things, give us 3⁹]

⁶ At this point the method is extended slightly to deal with shapes that have a number of hooks which cannot easily be made into a rectangle, i.e., most odd numbers. A rectangle with half a triangle on the end can be used (see figure 4.3c).

⁷ He is counting the hooks.

⁸ They have divided the triangle into a square and smaller triangles (figure 6.2) and are adding the areas of the smaller shapes.

⁹ He means that the right angled triangle A (figure 6.2) has 4 hooks and so an area of 1, which, when added to the 2 already obtained, gives 3.

Thabo divides the triangle into squares and triangles, and uses the four-hook part of the method to find the area of one of the triangles. This gives a (correct) value of 3, which disproves the more general form of the method. He is faced with a conflict: the general form of the method has been disproved, but the four-hook part seems to work. Therefore he is reluctant to give it up. His reluctance can be seen in the following extract from the final lesson, when they are writing up their work:

[extract 6.2; day 5; question 1a; p. 174; lines 2678-2708]

Lerato: Kanna (by the way) how did you guys work out the area of number C¹⁰

Nandipha: Number C

Lerato: Ja, this one

Nandipha: Count it, how many hooks you had

Thabo: There it goes again¹¹

Lerato: Ha, the area of this thing is not 2

Thabo: Which one

Thabo: Ja man, it's not, it's not

Lerato: ?

Nandipha: eh

Thabo: It's it's it's 4

Nandipha: Yes that is 1, that has to be 1

Thabo: O.K., O.K. we always, let's, let I give you, let me tell you, we always count to, to the things, 4, always 4, ish, the triangle, we always make the things to this, we always divide it into thing, ne, to get to the, let's forget the hooks, let's forget the hooks, let's forget the hooks, but then it works with the square, ne, so then from there, if you if the triangle is bigger than that, if it needs 5 hooks ne, then 5 hooks
1/1 1/2

In this extract, both Lerato and Thabo realise that the area of C is not 2. They begin to try to work out what it might be, with Nandipha still wanting to use the hooks. Thabo wants to discard the method of counting hooks, but he is aware that it works for four hooks, and wants to try to keep that aspect. As a compromise, he articulates the pattern presented by Lerato to the class (extract 4.2, chapter 4).

¹⁰ Shape C, question 1 (see figure 4.2a, chapter 4).

¹¹ His tone indicates that he now has substantial doubts about the method.

The above examples show how the two main ideas used by the pupils, dividing up the shape into smaller pieces, and using the hooks, come into contact and conflict. They can co-exist when the dividing up method is used to begin with, leaving only triangles with four hooks, as in figure 6.2; in shape B in question 1 (figure 4.1, chapter 4); or in the "diagonal" square (figure 4.4, chapter 4). In these cases the four-hook part of the method is reinforced. They contradict each other when the more general form of the method is required for shapes where dividing up does not work so easily, for example shapes C and D in question 1, and when the two methods are used to check each other. The value of such contradictory evidence, the relationships between general and more specific theories, the need for justification, and the need and role for a method, could all usefully have been discussed with this group. Such discussions could have helped to develop more facility in generating and developing ideas. Through this process, a more systematic concept of area could have been developed, and brought into contact with the pupils' spontaneous ideas, for the formation of a true mathematical concept.

The teacher does take one opportunity to talk to the pupils about generating mathematical ideas. This is when they are upset that their method is not working:

[extract 6.3; day 4; question 4a; p. 166; lines 2223-2230]

Teacher: O.K. now what I want you to do, and this is something that's valuable to learn, when you discover an invention, and it flops, it's still a valuable process, the fact that you thought you came up with something, and then you disproved it, mathematicians do it all the time, they come up with theories, they prove it, and then some guy comes a hundred years later and he disproves it, and both were valid, the one guy tried, and the other guy disproved it, that is what maths is about, O.K. so don't feel that it was a flop, you failed, you didn't fail, O.K. the fact that you found your error in your theory means that you succeeded, it's fine, O.K. but now you have to give me another way that you actually found these, if your method flopped, how else did you find all of these areas.

She is pointing to the fact that most of the time the method works, and that they should be able to articulate the differences between the cases when it works and those when it does not. She begins to help them to do this, and they are led back to a discussion of the validity of the four-hook part of the method. While some progress is made on justifying the method, they do not engage with the question about the relationships between the general and more specific methods, and the contradictory answers obtained.

So the pupils struggle with both interactive and mathematical processes. There is no doubt that they are able to interact and think mathematically, and they do so as best they can. However, their spontaneous thinking is not systematised, nor developed further. I have shown that there is scope for such further development. This should be a fundamental aspect of teaching in more process-oriented classrooms.

In summary of the argument so far: The worksheet tasks and the group interactions do not on their own enable connections to be made between scientific and spontaneous concepts. Teacher mediation is essential, for helping to frame open-ended tasks, for refocusing pupil attention on certain aspects of the apparatus and tasks (e.g., spaces instead of hooks), and for developing the mathematical processes that the pupils engage in. In the case of this group, such teaching could have helped to deal with a misconception concerning conservation of area, and in so doing enabled connections to be made between scientific and spontaneous concepts, and the development of true concepts. The work of this group presented opportunities for the development of true concepts, which, as I argued in chapter 2, are necessary for ownership of mathematical knowledge.

However, arguments have been presented that direct teaching can inhibit ownership of mathematics (see chapter 2). An analysis of the teacher's interventions in the work of this small group will challenge this view, and help illuminate the important relationship between teaching and learning, and teaching and ownership.

4. TEACHING AND OWNERSHIP

In their discussion of ownership (see chapter 2), Ellerton and Clements (1991) see teacher control (or lack of it) as an index of ownership, setting up a continuum of ownership that reflects "the extent to which the learner's thinking was teacher directed" (Ellerton, 1991: 23). This emanates from the radical constructivist view that teacher direction inhibits learning. Ellerton and Clements challenge this view, arguing that classrooms where teachers maintain control, and impose structure, can be successful learning environments. From the evidence and the conception of ownership developed in this study, I will argue even further, that it is inappropriate to associate even ownership so strongly with lack of teacher direction.

Firstly, there is evidence in the discourse of pupil ownership of the knowledge when the pupils are directly guided by the teacher, and evidence of no ownership when the teacher is not there.

For example, in question 2a, the teacher elicits from Thabo and Nandipha the idea that a square need not be "straight" on the geoboard, i.e., the sides of the square can join the hooks on the geoboard diagonally. She states explicitly for them:

"as long as its still got 90 degree angles, ... rotate your square ... instead of you working with normal straight squares, where it's straight on your geoboard, you have made the side a diagonal of your geoboard" (p. 142-143)

They are then able to move on and construct more of their own "diagonal" squares, including the one in figure 4.4 (chapter 4). Nandipha's statement:

"but this is an excellent one, look at the shapes in the four quarters" (p. 145)

displays pride and ownership of this shape even though its generation can be seen to be directly enabled by the teacher's input. The pupils worked confidently with this shape, using their method to help calculate its area, and developing their method further while working with it.

The pupils' learning in this situation should be distinguished from imitation. They did not passively do what the teacher told them. Rather, they were able to take the teacher's suggestion and develop it for their own purposes. The nature of the task together with their understandings of their method enabled them to do this. In this case, the teacher's direct intervention refocused a situation where the pupils were experiencing difficulties in making progress.

In addition to this, there is evidence that for long periods of time when the teacher is absent (i.e., working with other groups), this group does not engage meaningfully with the work, and makes little progress towards ownership. Particularly when they work on question 3 (days 3 and 4), they do not engage in any of the processes, evidenced in chapter 4, that

characterise their ownership of the method: they do not discuss, defend, modify, adapt or transfer their ideas, and they show little emotional investment in the work. The work that they do is dispersed and not very fruitful as discussed previously (section 1, this chapter).

So, in terms of the notion of ownership developed in chapter 4, these three pupils did develop ownership as a result of direct teacher intervention, and often did not come close to achieving ownership, or even engagement with the work, when the teacher was not there.

The above analysis contrasts direct teaching with no teacher intervention at all in relation to pupil ownership. Most of the time, however, the teacher's mediation strategies could be characterised as trying to facilitate thinking in the pupils, rather than giving them direct guidance. This approach will be seen to have considerable influence on the development of the method and the pupils' consequent misconception about conservation of area.

5. TEACHING AS "FACILITATING LEARNING"

While the pupils were developing their strange method, both the teacher and I¹² were intrigued as to its apparent validity in some cases because we knew that it was not mathematically correct, and could not be generally true. We both tried to engage the pupils in thinking about the general validity of their theory, by providing counter-examples and

¹² I am including my own interactions with the pupils in the following discussion. I became involved while asking the pupils for clarification about certain shapes they had made and drawn, as part of my observation. In some instances I reverted to a teaching role, although I had not planned to. It is also clear from the transcripts that the pupils viewed me as an extra teacher in the classroom, and sometimes sought my help if their teacher was busy with another group.

asking for justification of their ideas. We were not willing to tell them that part of their method was wrong. The following extracts exemplify the interactions:

[extract 6.4; day 2; question 2b; pp. 146-147; lines 1171-1190]

Teacher: Hey, this, this, this 4 hook theory's quite interesting, [does it, are you, have you tested it, thoroughly?

Nandipha: [1 plus

Thabo: Yes, we tested it here, [there it worked, it worked with all the triangles

Nandipha: [2 plus 4 plus 8 plus 10, hu-uh

Teacher: You must write that one down hey

Thabo: No, no, no, no, not that it, it, before, not that it worked with all the triangles we've given to, we counted the hooks, then if we keep all the hooks like on one square, and we found the area of the thing without having to use this triangle, all you count the hooks here, and then see there.

Teacher: But this one here's got 4 hooks

Thabo: No, 1,2,3,4,5,6

Teacher: Oh I see, you [count,

Thabo: [you count there

Teacher: aah, even the ones on the inside

Nandipha: Yes

Teacher: O.K. You must write it down, cause that'll be nice for your presentation, but I'm gonna look for a, for a counter-example, I wanna if there is one, oh I see because the minute you counting your inside ones, but I would've liked to say, that's got 4 hooks, but no it's got 5, you see, and it doesn't have an area of, you saying 4 hooks has an area of 1, you must write down your conjecture, O.K. (walks away)

The teacher suggests that the idea needs to be tested thoroughly, and provides a counter-example to the theory. Thabo deals with the challenge which satisfies the teacher in that case.

However, she remains unsure about the theory, but encourages the pupils to write down and think about their idea, saying that she will come back with more challenges. She gives them time and space to think about their ideas.

Soon after this, I go over to the group to observe what they are doing and engage in the following discussion:

Thabo: it was here, we say you count 4 hooks, and then you say, since it's 4 hooks, we put, count any 4 hooks and put it there it'll give us our 1 squared, we do it like, let's use eh, ja let's use this, this here, that, that's 1 ne¹³,

Karin: Ja, that's 1

Thabo: so then

Karin: but I dunno about this one¹⁴

Thabo: That one, it is also cause it's 1,2,3,4

Karin: But why, how d'you know that the area there is 1

Thabo: The area

Nandipha: Because its got 4 hooks miss

Thabo: 4 hooks

Karin: O.K. but I, I mean I, I agree with you that with those 4 hooks the area [will be 1

Thabo:]yes

Karin: And with those 4 hooks the area will be one, but what about these, its not, there's no law that says 4 hooks

Teacher: No, no, no it works, it does work

Karin: But why, why is this area 1

Thabo: Miss, I, eh

Nandipha: (laughs)

Thabo: O.K. I can't explain but miss the, the, the working out that we've been doing, the,

Karin: But what is it; tell me, cause I'm not quite sure? I mean, I don't understand, if I tried to divid~~e~~ this up, I can't see that I'm getting 1, like, I dunno what that is, that's not a $\frac{1}{2}$ O.K., that would change the area hey

Nandipha: Miss, isn't it that if you, O.K., let's say for instance if you cut up these, these pieces in, no

Thabo: No, no, no, here, here; here I'll prove it to you, uh, let's say, we, we'll use this

Nandipha: That's 5 hooks

Karin: [ja, so that's, that's ja

Teacher: You've got it

Karin: just explain it

Thabo: O.K. then, no, this one's supposed to be like this, supposed to be like this, here, ish, O.K. here it is, here miss, it, it doesn't matter whether, as long as its, its uh, it doesn't matter if the, if the things, the angles, are, different, if, as long as the thing, the shape has got 4 sides, the, the area will always be the same, let's say there it was

Karin: O.K. I, I'll go with that, so what's the area of this one

Thabo: So the area of this one's going to be 2 units squared, so half of it which is the line that's cutting here in half¹⁵

Karin: is 1

Thabo: is 1

Karin: O.K. now that I'll accept

Nandipha: So d'you agree that it works

¹³ See fig 6.3a

¹⁴ see fig 6.3b

¹⁵ see fig 6.3c

Karin: For this, these 4

Thabo: Yes

Karin: So I agree that it works for a square, that triangle, and this triangle

Thabo: There, can we show more, can we show you more with the 6 hooks

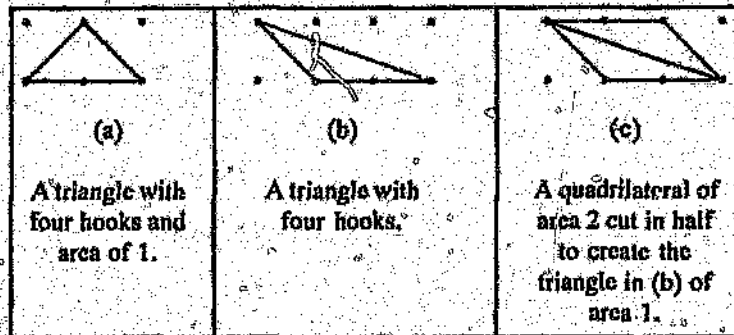


Figure 6.3

I insist that the pupils explain their theory to me, firstly to try to understand what they are thinking, and secondly, hoping that by verbalising their ideas they may come to see the shortcomings in them. Thabo develops a valid justification for the area of one of the more difficult triangles. I leave them saying that I'm satisfied that their theory works for the particular shapes they've shown me. I do not, however, push them to consider the general validity of their ideas.

In the final sentence of the above extract, Thabo wants to show me the more general case. However, I preferred to leave at this point because I felt that I had already intruded for too long. If I had stayed, I may have been able to make a crucial difference to the development

of the method and their (mis)conception of area¹⁶. There were a few other occasions when the pupils mentioned the more general version of the method. However, neither the teacher nor I understood the full extent of the method, for two reasons: firstly because it was so different from anything we expected and secondly because the pupils struggled to verbalise it. This points to a need for teachers to be able to listen more carefully to what pupils are saying, and for pupils to be able to explain more assertively.

The teacher's and my interventions could be described as trying to create cognitive conflict and a need for verbalisation and justification on the part of the pupils, hoping that they might develop their ideas further, or change them. We did not want to tell them that they were wrong, or suggest ways out of the difficulty. Our behaviour suggests that we wanted them to discover and deal with their own problem; we were not prepared to be more directive.

Different teacher intervention strategies may have critically affected the development of the method and had positive effects on the later work of the pupils. The above interactions occurred when the pupils were working on question 2. This is the point where they started experiencing difficulties in sustaining their work and interaction. More direct challenging of the method, and its location in the mistaken notion of conservation of area, would have brought in scientific concepts, and formed a basis for the formation of true concepts. If we had known more about the nature of the pupils' method, we could have made the contradictions between the different versions explicit, and enabled ownership, both of the

¹⁶ My decision to leave at this point was influenced by my understanding of my own position in the classroom, as an observer, rather than a teacher. However, had my primary role been as a teacher, I may have made the same decision for a number of reasons, including: giving the pupils more time on their own, or needing to move to another group.

processes of developing the method, and of the product: a better method and better conceptions of area.

A final point about guidance and ownership needs to be made, which is that there are constraints other than the teacher's ideas, that influence children's thinking and the development of knowledge in classrooms. The next section deals with this.

6. OTHER CONTEXTUAL CONSTRAINTS

The ownership of the method that was established by the pupils can be seen to be constrained by other contextual factors, which are indirectly related to teacher control.

Firstly, the decision to find a method, and the particular method that was developed, was not initiated by the teacher. It was also not suggested by the worksheet. So it can be seen to be a problem that the pupils set up for themselves. I have identified problem-posing as an important aspect of ownership.

The pupils see the generation of a method as an appropriate problem because of their previous experiences of mathematics at the school. On the one hand, they have used formulae as general methods to solve problems, particularly area problems. So Lerato's insistence on a formula is understandable. On the other hand, the mathematics teachers regularly encourage pupils to explain and articulate their ideas and thinking processes. So these pupils would have encountered activities which required them to generalise across specific cases, and to verbalise methods that they had used to solve problems. So while neither the teacher nor the

worksheet specifically asked for a method to be articulated, the mathematical history of the pupils would indicate it as an appropriate activity.

Secondly, the notification by the teacher that there would be a presentation to the class at the end of the week would also strongly suggest that something more than answers should be found. The teacher states explicitly that they would have to "make some kind of deduction or presentation on the board" (p. 128). Again, their previous experience would have involved making and listening to such presentations, and they would know that what it entails is explanation and justification of ideas. The presentation serves as a constant goal, toward which much of the group's work and emotions are directed.

Finally, the particular method can be seen to have come from a focus on the hooks of the geoboard. It seems that the hooks provide a way of framing the task for the pupils. They were unable to perceive and gain access to other aspects of the concept of area because of their ties to the hooks and the method. Even the teacher's introduction of the diagonal square did not detract from the pupils' emphasis of the importance of the hooks.

So there are always constraints acting on pupils working in a small group, and while they might be removed from the teacher's mathematisations at particular points in their work, they are never free from other contextual influences. While I am not able to identify the origins of the idea that counting hooks can help to find the area, constructivist epistemologies suggest that it must make sense in terms of the pupils' current knowledge. That knowledge is constructed within social contexts and influences. Thus to suggest that an index of ownership is teacher involvement alone is to ignore other social constraints acting on the pupils and their construction of knowledge.

This brings us back to the Vygotskian conception of knowledge as being socioculturally situated, with the social context encompassing the learners, teacher, classroom, and artifacts or tools (Saxe et al, 1993; Mellin-Olsen, 1987), and the relationships between them. Certain aspects, for example the tasks or thinking processes, cannot be considered in isolation from the others.

I have argued that the teaching-learning relationship requires special consideration. An important beginning to understanding this relationship is to shift from viewing the teacher as only a constraining influence in achieving ownership. The teacher can and should be a powerful enabling influence, mediating both interaction and conceptual development in small-group work.

A role for teaching in the development of ownership exists in developing further spontaneous thinking processes and concepts, in mediating scientific concepts, possibly directly, and in leading the development of connections between the two, to form true concepts.

CHAPTER 7

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

1. SUMMARY OF FINDINGS

Through a detailed analysis of a small group working together in a mathematics classroom, and a simultaneous elaboration of the notion of ownership, this report has shown that there are both beneficial and problematic aspects in small-group work relating to ownership.

Working in a small group enabled the pupils to pose their own problems, work out ways of solving them, and make evaluations and decisions as to what were appropriate solutions and ways of working. They also engaged in a number of mathematical processes, such as making conjectures, adapting and modifying their ideas in the face of evidence or arguments, generalising and specialising, and transferring knowledge to new situations. The small group enabled the pupils to express their spontaneous concepts, to work with them, and to develop ownership of a method which they generated and developed during the week.

The problematic aspects relate to the interaction within the group and the development of mathematical concepts. Although on the surface there was apparent equality and mutuality of engagement in the group, at a deeper level certain ideas were seen to predominate. This inequality produced and was produced by the inability of the group members to negotiate meanings, in particular their different situation definitions, and to achieve a level of intersubjectivity. The dominance and lack of intersubjectivity in turn produced and was

produced by differential ownership of the method, and an abdication of responsibility on the part of two of the students for some of the ideas generated in the group. Thus, even in a group which appeared to be able to work democratically, difficulties were experienced.

The difficulties in achieving intersubjectivity and shared responsibility for the method resulted in the perpetuation of a serious mathematical misconception. This was not dealt with in any way during the week, neither by the group, nor by the teacher. This has serious consequences for the development of true concepts and ownership of mathematical knowledge.

The teacher's role is seen to be crucial to this development. A particular approach to teaching, that of facilitating learning with a reluctance to intervene directly, created a situation where firstly, the thinking processes that the pupils did engage in were not developed in any way, and secondly, the pupils' mistake was not dealt with. Thus, contrary to perspectives which maintain that ownership can be better achieved without the presence of a teacher, this research has argued that direct teacher mediation is necessary to promote ownership. A re-conceptualisation of teaching is needed. Firstly, teaching can and should promote democracy in groups, and secondly, teaching should be viewed as integral to learning, rather than as a disruption of an otherwise spontaneous process.

2. IMPLICATIONS FOR PEDAGOGY

The questions from practice which motivated this research project (chapter 1) concern the ways in which small-group work can facilitate mathematics learning and democracy in

classrooms, and the nature of the teacher's contribution in this regard. The ultimate success of a research project such as this will be in the ways in which answers to these questions, generated from the study of one particular group, are able to inform other teachers' practices. There can be no easy or direct transfer of the ideas generated by research into "rules" for practice. The general arguments presented here, seen in the light of one group at work, can only hope to illuminate some of the complexities that teachers and learners face everyday in their classrooms, and in so doing provide ways of thinking about classrooms which will enable better practice.

2.1 Direct teaching

I have argued strongly that teaching must be seen as integral to learning, and that there are situations in classrooms where it is appropriate for teachers to mediate directly and to teach their pupils. While it may seem redundant to make this point, it is made against a background (in South Africa) of directives to teachers not to "interfere" with pupils' constructions, and to "facilitate" learning rather than to teach¹. While facilitating discussion and learning is part of a teacher's obligation to her pupils, so too are other activities, such as framing tasks, and direct teaching. We can emphasise teaching and be learner-centred at the same time.

¹ I am arguing for teachers to reclaim the word "teach". It does not have to be associated with a transmission paradigm, but can encompass all aspects of the relationship between a teacher and a learner. We need to broaden our conceptions of teaching rather than replace the word.

The evidence presented in this report highlights many possibilities for direct teaching in the case of this particular group. The most important of these should have been direct engagement with the pupils' mistaken notion of conservation of area. Making mistakes and constructing misconceptions is a central part of learning. But their centrality lies in overcoming the misconceptions, and moving on to the construction of new knowledge. While the process is important, the products are equally so, and, as we have seen, do not follow automatically from the process.

This group had a week to deal with their misconception, and could not do so alone, nor with the kind of mediation provided by the teachers. The group only began to consider their mistake when faced with the external requirements of the presentation, when a product was required. However at that point they did not have enough time to deal with their mistake. An earlier intervention into the process would have ensured a better product.

There are a number of possibilities for different interventions. Whole class activities could be structured where the ideas from the groups are made more public, debated, and mediated by the teacher. Presentations need not be seen only as a concluding activity, but part of the ongoing learning process. They should be structured so that the same purpose is served, i.e., a need for a product.

In light of the observation that the more tightly framed tasks were more productive for the group, a teaching contribution to the small-group work could have been to frame the tasks more carefully in the beginning (i.e., on the worksheet). In addition to this, the teacher could

have spent some time relating area to the hooks and spaces on the geoboard. As the week progressed, other important ideas, such as the formulae for area (that the group had seen before), could have been brought in. Thus the teacher's knowledge can and should be brought in to help the development of the pupils' knowledge.

2.2 Inequality in group

The composition of groups is often seen to be an important factor in small-group work. There is much debate over whether groups whose members have similar mathematical competence will enable better discussion and learning than those with a wider range of competencies. This research did not set out to answer these questions, and the design did not allow for comparisons to be made. However, the fact that a group whose members seemed to be relatively equal in their interaction displayed a substantial amount of inequality suggests a different perspective on this issue.

No matter how much equality we try to create within groups (if this is seen to be desirable), there will always be areas of conflict, and dominance of some views over others. Thus the teacher needs to be aware of these possibilities and mediate them. As teachers we can promote democracy in classrooms, by using our more powerful positions and knowledge to ensure that all voices are heard.

In order to do this (or work towards achieving it), we ourselves need to be able to hear all voices. However, this is not an easy task. I have shown that a skilled and confident teacher,

who is aware of many of the difficulties inherent in peer interaction, was not able to understand everything that happened in the group. This detracted from her ability to draw fully on the ideas of the pupils, and to develop true concepts. One pupil, Lerato, did focus on the spaces, rather than the hooks of the geoboard, early on in the week. However, she did not communicate with the teacher. If the teacher had known about Lerato's ideas, she could have drawn them in and helped with the pupils' mistake.

To do this, she would have had to realise that she was not hearing the whole story from the group. Lerato's silence could have alerted her to this. However, even the more vocal Nandipha's views were not always heard. This points to the fact that we should assume possible inequalities in groups that may not be obvious from the outside, and take seriously the difficult task of trying to hear every voice in the group.

However, we too are constrained by our own histories and we hear our students from within our own understandings of mathematics, learning and development, and democracy. Nevertheless, given our constraints, we can try to develop strategies and techniques to become better at hearing different points of view in our classrooms. Part of this process could be to try to develop in our pupils the confidence and language competence (Adler, 1994) necessary to make their voices heard. Of course this development will require teaching.

3. CONCLUSION

I have argued that two seemingly incompatible teaching approaches are in fact complementary, and should be used to enhance the achievement of ownership through small-

work. They are direct teaching, and careful listening and soliciting of pupil ideas. Each teacher needs to make decisions regarding the groups she is working with as to which is appropriate in different situations.

Teachers are good at direct teaching - we have developed the skills as part of our spontaneous conceptions of teaching. However, we have not developed strategies for helping pupils to talk and voice their ideas, and most importantly for listening to them. If these can be considered part of a systematic notion of teaching, developed through research in constructivist paradigms, then we need to begin to integrate the two to develop true conceptions of teaching. An implication for teacher education is that it needs to lead this development.

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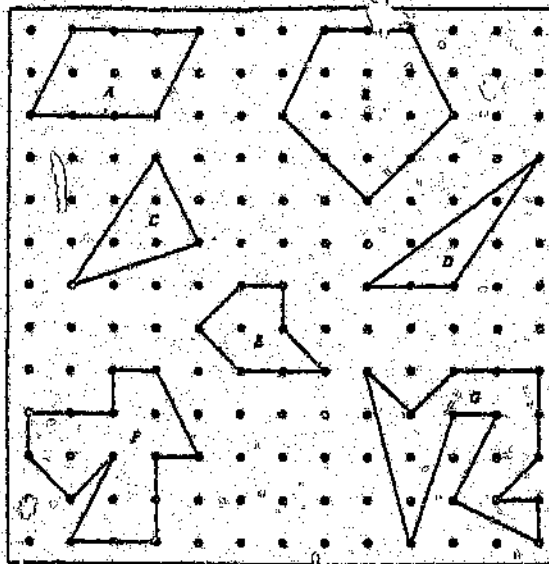
APPENDIX A: THE WORKSHEET

Form II

Geoboard Worksheet

Work on this worksheet in groups of 3 or 4. Use the geoboards and the dotted paper provided, and do the necessary working in your books. When the worksheet is finished, you will have to hand in the answers to this worksheet on a piece of paper. The final product should be your own work.

1. a) Work out the area of each of the shapes below.
- b) Work out the perimeter of each of the shapes below.
(without measuring it)



2. a) On your geoboard, make a square with an area of 2 units², and draw it on your dotted paper.
- b) What possible areas can squares have on your geoboard? Draw these on your dotted paper, and show any working that you do.
- c) What possible perimeters can squares have on your geoboard? Show any working that you do.
3. a) Choose any area. Find as many different polygons as you can which have this area.
- b) Choose any perimeter. Find as many different polygons as you can which have this perimeter.
4. a) Discuss with your partner and then write down how you would explain to a Form I student how to work out the area of complicated shapes on a geoboard.
- b) Write down how you would explain to a Form I student how to work out the perimeter of complicated shapes on a geoboard (without measuring it).

APPENDIX B: THE TRANSCRIPT

Note: The names of the pupils have been changed in this transcript.

Transcription conventions used:

[- simultaneous utterances

[

? - inaudible talk

{ } - brackets contain English translation of preceding words

() - brackets contain contextual information

Day 1: Thursday 14th October 1993

(two lessons, work on the worksheet only started towards the end of the first lesson)

- 1 Teacher: Did you hear what I was saying to that group
- 2 Lerato: No, [No
- 3 Nandipha: [No
- 4 Thabo: No, No
- 5 Teacher: O.K. these worksheets we gonna work on them for about a week O.K. they basically self-explanatory, for today I want you to work on question 1, in your groups, O.K. I'm also, you'll see this thing here? (walks away), like this
- 6
- 7
- 8 Lerato: Miss must we leave number 15 now
- 9 Teacher: Leave number 15 for now, that was just something for you to think about before we did this O.K. don't mark it now, O.K. I'm gonna give you some elastics if you want to represent, this, on here concretely, to explain something to him, say for instance, he doesn't believe that the area is 4, then you can show him, say but look, if I do this, look, count the area, O.K. or whatever, O.K. so its just a, its a nice way nice way of representing it, but you don't have to use it if you don't want to, O.K. its called a geoboard, O.K. just on question 1 today, don't rush through this worksheet, see.
- 10
- 11
- 12
- 13
- 14
- 15 Lerato: question 1 is ?
- 16 Nandipha: (reads from worksheet) Work on this worksheet in groups of 3 or 4. Use the geoboards and the dotted paper provided, and do the necessary working in your books. Work out the area of each of the shapes below.
- 17
- 18
- 19 Thabo: ?
- 20 Nandipha: Yes genius
- 21 Thabo: No I'm just clearing the place
- 22 Nandipha: So you gonna put it on
- 23 Lerato: Come, Nandipha, lets do it
- 24 (silence)
- 25 Nandipha: O.K. here ? 2, that one's 2 ne, then this across 4, 4 ne, and its, ne, ne, hey man di
- 26 Lerato: Yes
- 27 Thabo: No, no, its a 3
- 28 Nandipha: its 1,2,3,4
- 29 Thabo: its a 3
- 30 Nandipha: its 1,2, [3,4,4
- 31 Lerato: [No
- 32 Thabo: But there are threes [hooks in the middle
- 33 Nandipha: [its down threes, its down three

34 Thabo: Takes a bigger one
 35 Nandipha: Ohhh like so
 36 Thabo: Yes, yes
 37 Lerato: So, lets work out
 38 Thabo: The area
 39 Lerato: The area
 40 Nandipha: Its πr^2
 41 Lerato: πr^2 , phela {but} this is a quadrilateral, so you can say
 42 Thabo: 2 times 3, 6
 43 Nandipha: ? that's 4
 44 Thabo: eh
 45 Nandipha: that's 4
 46 Thabo: No, man, you cou, you don't count the things, the things that are separated, [you count the
 47 Nandipha: [you count the spaces
 48 Thabo: spaces, so that's 1,2 times 3
 49 Lerato: Why the spaces man
 50 Thabo: Ow, its always been like [that
 51 Lerato: [Thabo, these are the points phela {but}
 52 Thabo: [No
 53 Lerato: [Its just, wait, lets pretend hore {lets say} this thing has got blocks, ja, 1,2,3 maara {but}
 54 Thabo: 1,2,3, 6
 55 Lerato: Its 2 times 3 its 6
 56 Thabo: 6, lets see if it works like this
 57 Nandipha: ?
 58 Thabo: How many is it here, 4
 59 Lerato: What
 60 Thabo: yeah, there it works, its 6 it, it does work
 61 Nandipha: ja, ja, ja, ? 4
 62 Thabo: its
 63 Lerato: triangle 1
 64 Thabo: 2 times 2 ish equals to 6
 65 Lerato: Eh, not triangle, quadrilateral
 66 Nandipha: O.K.
 67 Thabo: Its not your turn, its her turn
 68 Nandipha: O.K., O.K. its her turn
 69 Thabo: (laughs)
 70 Lerato: Wait
 71 Teacher: (to whole class) sorry, who's been camping recently,
 72 Nandipha: camping
 73 someone: camping
 74 Teacher: camping in a tent. I know Miss Brodie loves camping, doesn't she (laughs), who does, O.K when
 75 you have a guy rope, is the guy rope just the one side or do you consider the guy rope being the
 76 rope going up and the rope going down, is it one continuous rope or is it just one d'you see what
 77 I mean, do you say this is two guy ropes or do you say its one guy rope, I think its [two
 78 Lerato: [one
 79 Thabo: its two, its two miss, [its two
 80 Nandipha: [its one
 81 Teacher: O.K. whichever one, basically whichever one you decide, if you decide its two, then you have to take
 82 it into account when you do your question, because working out your guy rope with the Pythagoras
 83 one, you only work out one side of the guy rope, if you decide that you've got a guy rope which is
 84 only the one side then have your answer as it is
 85 Someone: Uh
 86 Teacher: and if you decide that your guy rope was a continuous one and you had to consider the other side
 87 as well, then you have to obviously double it, O.K., so thats a, its a good point that, its a good
 88 question to think about

89 Lerato: [where you go
 90 Thabo: I think its wrong, I [think its right
 91 Nandipha: [Its wrong, its
 92 Lerato: [This its right
 93 Thabo: look at it
 94 Nandipha: its wrong
 95 Thabo: No wait, wait its right
 96 Lerato: No, it still has to be pointed
 97 Nandipha: No-o-o, its wrong
 98 Thabo: No, its wrong yes, yep
 99 Nandipha: ?
 100 Thabo: Its at a distance
 101 Lerato: What d'you mean, like how distance
 102 Thabo: 1,2,3,4,5,6 lo, lets, lets say it, its gonna give us a 1/2
 103 Lerato: No
 104 Thabo: Uh-huh, and this
 105 Lerato: This can't be a half
 106 Thabo: No, no, no this, is going to give us a full, full.
 107 Lerato: eh yes
 108 Thabo: a full side, ne and this
 109 Lerato: ja
 110 Thabo: and this 2, and this 1, so that means its 1, 2, 3,4,5,6,7,8,9,10, O.K. and then
 111 Nandipha: ?
 112 Lerato: Sheba {look} this is a hanna {by the way} a five sided thing, what d'you call it
 113 Thabo: Uh, Uh-uh, fivetagon
 114 Lerato: uh (laughs) uh, this things is five-sided ne
 115 Thabo: Ja
 116 Lerato: This thing, hae man, stop laughing,
 117 Nandipha: Hae wena but its funny
 118 Lerato: This thing is (laughing) this, hae, man corse, this thing is five-sided ne and there are 1,2,3,4,5 ne,
 119 eh, eh there are four spaces, Thabo, there are
 120 Thabo: No, no
 121 Nandipha: Come on, come on, come on, can I please see it
 122 Thabo: Ca, ca
 123 Nandipha: O.K, this one will give you 1, ne this one {will give you 1, ne
 124 Thabo: [will give you 1, no, no, no, no, no, it will gl, it will give
 125 us, ntho {something}. 1 1/2
 126 Nandipha: ena {this one}
 127 Thabo: Eh, eh, eh
 128 Nandipha: Oh, [O.K, O.K O.K
 129 Thabo: [this 1 1/2
 130 Nandipha: Oh, O.K, O.K this is 1 1/2, this is 1 1/2, so that's 3
 131 Thabo: Jaaa
 132 Nandipha: Ne, sharp, this one is a 1/2
 133 Thabo: Its a 1
 134 Nandipha: its 1
 135 Thabo: so its {4
 136 Nandipha: [its 1 so its 4, i's, [6,7,8,9,10
 137 Thabo: [6,7,8,9,10, lets find a way to find, to, to, to
 138 Lerato: to work this out,
 139 Thabo: Eh, so we'll say, mm, no, I know, I know, you count, you count, mm, 1,2,3,4,5,6,7,8, no, no, no,
 140 no, no
 141 Lerato: No, there's 1,2,3,4,5,6,7,8,9,
 142 Nandipha: and then, and then
 143 Thabo: No, I know, I know, fyoe count

144 Nandipha: *[Who, you always here]*
 145 Thabo: You count down from here, ne, 1,2,3,4,5, ne, and then you say by 2, multiply by 2, there 2 spaces
 146 here
 147 Lerato: uh-uh, it doesn't work
 148 Thabo: It will work, it will work
 149 Nandipha: *[What]*
 150 Lerato: *[What if it was like this here Thabo]*
 151 Thabo: Oh, come on, the sides must be the same size, no
 152 Lerato: No, wena you just assuming here *[that]* the answer is 10
 153 Thabo: eh, it is 10 but then we can find, a method
 154 Lerato: It's not
 155 Thabo: O.K
 156 Nandipha: What is it, Lerato
 157 Lerato: I don't know, we all don't
 158 Nandipha: No, you know what, I think
 159 Thabo: No, no, no, no, no, no
 160 Nandipha: Ish, mmm, maara waiise wena kobositse *[but I told you]* ? 1,2,3,4,5,6, 7,8,9, its 10
 161 Thabo: Its 10, eh ja, we, we, know Nandipha here *[that]* its 10, but then we find, how we found it, in eh,
 162 in eh
 163 Nandipha: Ag, just cut it up man its supposed to be
 164 Thabo: Cut it out
 165 Nandipha: I mean like those out here,
 166 Thabo: *[Uh-huh]*
 167 Nandipha: *[This is 1]*
 168 Thabo: Then, *[you go, you get your 6]*
 169 Nandipha: *[sharks]*
 170 Lerato: and then there's 6 there
 171 Nandipha: What 6
 172 Thabo: That's 6
 173 Lerato: The ones in the middle
 174 Nandipha: Ja that's 6 there, if we do this
 175 Thabo: That is 1,1
 176 Nandipha: *[1,2,3,4,5]*
 177 Teacher: Sorry, can I just make one *[announcement, everyone, at the end of the week, O.K, or, at the end of this worksheet which will probably be, middle of next week sometime, I'm gonna get your groups to present something on this, O.K, it might just be presenting a question, it might be giving you another question in relation to this that I'm gonna expect you to present, O.K, but you gonna have to work as a group so that at the end of this you can come together as a group and make some kind of deduction or presentation on the board, O.K.*
 183 Nandipha: Must we go and research and all of that
 184 Teacher: Pardon
 185 Nandipha: Must we go and research and everything like that
 186 Teacher: No, no, no, no, I'll, I'll tell you later, all I'm saying is that, somewhere along the line you going to give a group presentation on this work, O.K, and that'll count towards your bookmark, O.K
 187 Thabo: O.K. le, lets just, how, no, mm-mm, nee they said we don't have, we don't have to have a,a,a particular method, how to work them out, all you need to do is just to write them down
 190 Lerato: Uh-uh
 191 Thabo: Ask miss, ask miss, ask miss
 192 Lerato: Nandipha, please call miss
 193 Thabo: Miss
 194 Teacher: Ja
 195 Thabo: are we supposed to have a
 196 Nandipha: method
 197 Thabo: a method of how we found this thing
 198 Teacher: Ja, I mean you should have some kinda method, otherwise how you gonna do it

199 Thabo: Our, our, our method is there, but then, its not in ~~it~~, in written form
 200 Teacher: O.K. explain to me your method, O.K. nevermind written form but then, it must be explainable
 201 Thabo: O.K. we find the squares, which we find in here
 202 Teacher: Ah
 203 Thabo: [and then we find the area of the square,
 204 Teacher: O.K. so where's ~~your~~ square, show me
 205 Thabo: [Oh, no, no, not, not the square, the
 206 Nandipha: the rectangle
 207 Thabo: quad, [quad
 208 Teacher: [the rectangle, O.K. so you finding the area of, this,
 209 Thabo: Yes
 210 Teacher: That one
 211 Thabo: Yes
 212 Teacher: O.K.
 213 Thabo: And then, from there
 214 Nandipha: Where we co, we co, can I say we concluded that this gives us $1\frac{1}{2}$, right
 215 Teacher: How
 216 Thabo: How, because this
 217 Nandipha: Is our
 218 Thabo: This together will give us 1
 219 Nandipha: 1
 220 Thabo: And
 221 Nandipha: So this, together
 222 Thabo: [this [will give us 1
 223 Teacher: [Aaah
 224 Nandipha: right
 225 Thabo: [and that will give us 1, and that will give us 1
 226 Nandipha: [and that will give us 1, and that will give us 1
 227 Thabo: but then
 228 Teacher: This will give you 1 because its a $\frac{1}{2}$ and a $\frac{1}{2}$, that's fine
 229 Thabo: And here its, three quarters and a quarter
 230 Teacher: O.K., So what you actually doing is you combining pieces together, O.K. you're saying that's a half
 231 and that's a half, and but here how did you do it, are you saying that's because of symmetry they
 232 make a whole
 233 Thabo: Yes
 234 Teacher: O.K., I see, so you matching up halves
 235 Thabo: Yes
 236 Nandipha: What are we supposed to do here
 237 (silence)
 238 Teacher: O.K. you cut it like that
 239 Thabo: Yes
 240 Teacher: So simply show me, show me how you cut it, which one, is it this one
 241 Thabo: Yes
 242 Lerato: Yes miss
 243 Teacher: You can show me then, how you cut it, O.K.
 244 Thabo: Yes
 245 Teacher: Good
 246 Lerato: Thabo, you musn't be too sure
 247 Thabo: No I wasn't being too sure, uh for the ? (sings)
 248 Nandipha: Aren't you out of your function
 249 Thabo: ?
 250 Nandipha: Ei, what you writing, ? rubbish (laughs)
 251 Lerato: Miss who
 252 Nandipha: Ms C, do you think ? millionaires
 253 Thabo: Ai, ?

254 Lerato: ? Nandipha
 255 Nandipha: Ja
 256 (silence)
 257 Thabo: How we gonna write it
 258 Nandipha: Next one
 259 Thabo: Ha, so how we gonna write it
 260 Nandipha: Eh
 261 Thabo: No, you just write um, 2 plu, 2 times 3, plus
 262 Nandipha: Its 10, can I
 263 Lerato: 10
 264 Thabo: [one-and-a-half plus [one-and-a-half plus
 265 Nandipha: [its 10
 266 Lerato: [Here its your turn
 267 Nandipha: Its your choice, like [this
 268 Lerato: [Ouch
 269 Nandipha: [$\frac{1}{2}$
 270 Thabo: [$\frac{1}{2}$ plus, 1 plus 1, equals to 10
 271 (inaudible)
 272 Thabo: 6
 273 Nandipha: Its my turn
 274 Thabo: no my turn, its my turn, aah
 275 Teacher: If any group wants more elastics or you want different colours say, if if you've only got yellow and
 276 you want other colors [there are more
 277 Nandipha: [? red
 278 Lerato: Tula?
 279 Thabo: No
 280 Nandipha: Uh-uh
 281 Thabo: No
 282 Nandipha: Its not, its no its this
 283 Thabo: No, its
 284 Lerato: It is
 285 Thabo: You can't do that
 286 Nandipha: O.K. Its this
 287 Thabo: No, no, its this
 288 Lerato: Which one are you doing ne
 289 Nandipha: No, that's a, its not that
 290 Lerato: Thabo, its like this let the girls do it Thabo
 291 Thabo: Its my turn this,
 292 Lerato: Its 3, Nandipha
 293 Thabo: you can always find a, find a way to
 294 Nandipha: (laughs)
 295 Lerato: No
 296 Thabo: Come give me a chance, its my turn, thank you, ne lets say its, its, its, its, no
 297 Lerato: 6 squares
 298 Thabo: Ja, its 4,4,4, by, 4 by 4, ne, 4 by 4
 299 Nandipha: 3 by 3 ek se {I say}
 300 Thabo: yeah, no, ja, yep, ne 4, its 4 by 4 ne
 301 Nandipha: ? its not it ?
 302 Thabo: yes, yes, yepity, yepitty yo, so
 303 Nandipha: (makes funny noise and sings)
 304 Thabo: I found a solution ne
 305 Lerato: Nandipha why do you like fighting with her
 306 Nandipha: With who, ng, I just like it, oska tloiketsa ncono {don't act smart}
 307 Thabo: O.K, a solution ne, we count the strings, not the strings, the sticks ne, no, what, what, the things,
 308 the hooks, 1,2,3,4,5,5, yes

309 Nandipha: Uh
 310 Thabo: So, O.K. is it 6
 311 Lerato: 7
 312 Thabo: 7
 313 Nandipha: uuhh
 314 Thabo: Its 6, so we put
 315 Lerato: Thabo, its {seven
 316 Thabo: [We put a thing on 6 like this, and then
 317 Lerato: Thabo, its seven
 318 Thabo: How, how
 319 Lerato: Sheba {look}, 1,2,3,4, {laughs} no man look, 1,2 3,4, {5,6
 320 Thabo: [5,6, so, so akere {that is} got {6, 6 things
 321 Nandipha: sha ha,
 322 yobaba {oh father (exclamation)}
 323 Thabo: So, here's our solution, lets say
 324 Nandipha: So its a rectangle
 325 Thabo: Yes, so its 2 by 1
 326 Nandipha: If we convert it
 327 Thabo: Lets, lets try do the thing
 328 Lerato: Its 2 by 1
 329 Thabo: Come, what was E, it was like this, B was like this ne
 330 Nandipha: B
 331 Thabo: Lets see if it works
 332 Lerato: ?
 333 Thabo: [Ja
 334 Nandipha: [Ja
 335 Lerato: [Ja, ja
 336 Thabo: 1, 1,2, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,
 337 Lerato: Thabo, oballa jwang {how do you count} 1,2,3, Thabo, ish, [7, 8, 9, 10,
 338 Thabo: [7, 8, 9, 10, 11, 12, 13, 14, 15, 20
 339 15, 3 by 5, ne
 340 Nandipha: Ja
 341 Lerato: Ja 3 by 3
 342 Nandipha: [Ja 3, 3, 3 by [3-3-3
 343 Thabo: [O.K
 344 Lerato: You getting clever now
 345 Thabo: 1, 2, 3, 4, 5, 6, 7, 8, no, this not naho {it}
 346 Lerato: 1, 2, 3, [4, 5, 6, 7,
 347 Nandipha: [It can't work on this board
 348 Thabo: No it will work, it will work
 349 Nandipha: [On this board, is too small
 350 Thabo: We must find 15, so its 1, 2, 3, 4, no 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
 351 Nandipha: You counted this and thought you didn't
 352 (bell goes)
 353 Thabo: Here
 354 Nandipha: Let me take a break please
 355 Thabo: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, hey it doesn't work, cause here we find 8 ne, it
 356 doesn't work
 357 Nandipha: I told you, miss,
 358 Lerato: Nandipha
 359 Nandipha: We need a break (sings)
 360 Lerato: dikae jwanong {how many are there}
 361 Thabo: Eighteen
 362 Lerato: 3, 4, 5, 6, 7, 8, 9, ke badile jwang {how did I count} 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,
 363 15, Uh-uh do, don't count this

364 Thabo: (sings) So
 365 Nandipha: Ke baša (I want) break
 366 Thabo: No, it, my method doesn't work, lets go on
 367 Nandipha: (laughs)
 368 Thabo: It doesn't work
 369 Lerato: If it doesn't work then it means that number, our number B is wrong
 370 Thabo: number B, hae number C, we haven't done number C ne
 371 Lerato: number C its, 3×1 ,
 372 Nandipha: Miss
 373 Lerato: 2×1 I mean
 374 (silence)
 375 Thabo: It works, it works, it works
 376 Lerato: What
 377 Thabo: It works with triangles, it works with triangles, but no other ang,
 378 Nandipha: With no other kind of quadrilateral
 379 Thabo: Ja but check, check, it works with triangles because look this one's going to give us 1 ne, ne, and
 380 this one, I also ne, this ne, no, this piece is going to fit here to make it how much, to make it how
 381 much, ish it works with triangles
 382 Nandipha: miss, miss ?
 383 (silence)
 384 Thabo: Ja, this is a it works with triangles, that's one of ours the presentation, it works, it works
 385 Nandipha: But it didn't work with other shapes
 386 Thabo: Yes, but it works with triangles
 387 (silence)
 388 Thabo: Yes, yes Nandipha it works with triangles, it works, it works, look at this, look at this ne, all the
 389 shapes here we can divide them into, into, into, into, into, we can somehow cut them into ph,
 390 squares and triangles ne, lets, lets continue and see, lets see wabona {can you see} here, here is
 391 2×1 ,
 392 Nandipha: Can we take a break miss
 393 Thabo: Hae's
 394 Teacher: O.K did you all want your one minute break or whatever, between your lesson
 395 Chorus: Yes
 396 Teacher: O.K, one minute and don't go out the class, don't go out the class
 397
 398 END OF SIDE 1, TAPE 1
 399
 400 Day 1: discussion resumes
 401
 402 Nandipha: Ohh, that
 403 Thabo: Did you hear
 404 Nandipha: Oh ?, can you imagine ?, come on
 405 Thabo: ohh, de gulf war
 406 Nandipha: (laughter)
 407 Thabo: O.K it works with triangles ne
 408 Nandipha: Uh-huh
 409 Thabo: ? wabo {can you see}, it works with triangles, bona{look}, lets see, wobona {can you see} number
 410 B, ne,
 411 Nandipha: Mm
 412 Thabo: akere we found our square already ne,
 413 Lerato: Ja, [and
 414 Thabo: [We found our square
 415 Lerato: [and these are triangles
 416 Nandipha: [Mm
 417 Thabo: and you've got 4 strings here
 418 Lerato: [Ja

364 Thabo: (sings) So
 365 Nandipha: Ke batla {I want} break
 366 Thabo: No, it, my method doesn't work, lets go on
 367 Nandipha: (laughs)
 368 Thabo: It doesn't work
 369 Lerato: If it doesn't work then it means that number, our number B is wrong
 370 Thabo: number B, hae number C, we haven't done number C ne
 371 Lerato: number C its, 3×1 ,
 372 Nandipha: Miss
 373 Lerato: 2×1 I mean
 374 (silence)
 375 Thabo: It works, it works, it works
 376 Lerato: What
 377 Thabo: It works with triangles, it works with triangles, but no other ang,
 378 Nandipha: With no other kind of quadrilateral
 379 Thabo: Ja but check, check, it works with triangles because look this one's going to give us 1 ne, ne, and
 380 this one, 1 also ne, this ne, no, this piece is going to fit here to make it how much, to make it how
 381 much, ish it works with triangles
 382 Nandipha: miss, miss ?
 383 (silence)
 384 Thabo: Ja, this is a it works with triangles, that's one of our the presentation, it works, it works
 385 Nandipha: But it didn't work with other shapes
 386 Thabo: Yes, but it works with triangles
 387 (silence)
 388 Thabo: Yes, yes Nandipha it works with triangles, it works, it works, look at this, look at this ne, all the
 389 shapes here we can divide them into, into, into, into, into, we can somehow cut them into uh,
 390 squares and triangles ne, lets, lets continue and see, lets see wabona {can you see} here, here is
 391 2×1 ,
 392 Nandipha: Can we take a break miss
 393 Thabo: Has its
 394 Teacher: O.K did you all want your one minute break or whatever, between your lesson
 395 Chorus: Yes
 396 Teacher: O.K, one minute and don't go out the class, don't go out the class
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 398 END OF SIDE 1, TAPE 1
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 400 Day 1: discussion resumes
 401
 402 Nandipha: Ohhh, that
 403 Thabo: Did you hear
 404 Nandipha: Oh ?, can you imagine ?, come on
 405 Thabo: ohh, de gulf war
 406 Nandipha: (laughter)
 407 Thabo: O.K it works with triangles ne
 408 Nandipha: Uh-huh
 409 Thabo: ? wabo {can you see}, it works with triangles, bona {look}, lets see, wobona {can you see} number
 410 B, ne,
 411 Nandipha: Mm
 412 Thabo: akere we found our square already ne,
 413 Lerato: Ja, [and
 414 Thabo: [We found our square
 415 Lerato: [and these are triangles
 416 Nandipha: [Mm
 417 Thabo: and you've got 4 strings here
 418 Lerato: [Ja

419 Thabo: [you can move them and put it here its gonna give us 1, and here gonna give us 1, ne
 420 Nandipha: Voila
 421 Thabo: And then here, then here again its gonna give us 1, so that's 1, 2, 3, 4, 5, 6, [7, 8, 9, 10
 422 Lerato: [7, 8, 9, 10
 423 Thabo: Na, yes
 424 Lerato: Mm, 10
 425 Thabo: IO, It works, so ev, for every shape we get we divide it into squares and triangles, and then we find
 426 our thing, superb, thank you, (laughter) that was B
 427 Nandipha: ?
 428 Thabo: So number C, number C's going to be
 429 Lerato: Its going to be 2×1
 430 Thabo: 2×1
 431 Nandipha: Honeng recho [How many times have you been saying that], I heard
 432 Lerato: Thabo, write there 2×1
 433 Nandipha: What's the next one
 434 Thabo: 2 times, its your turn next
 435 Nandipha: I'm doing number e, oh number d first O.K its 1 here, then its 1, 2, 3, here, then its 2 here, then no
 436 ways, O.K. thank youuuu
 437 Thabo: No, its wrong
 438 Nandipha: [U-u
 439 Lerato: [Its right
 440 Nandipha: eh, [eh its wrong, its wrong, [its wrong,
 441 Lerato: [no, it isn't [its wrong
 442 Nandipha: It is right, it is right
 443 Thabo: Its wrong [no
 444 Nandipha: [Its right
 445 Thabo: Look, look at the [middle here
 446 Lerato: [Hold it like this
 447 Nandipha: O.K, O.K, O.K, O.K, O.K, lets move these two here, ne
 448 Lerato: Nandipha it was right, I swear
 449 Thabo: No Nandipha here, here, no, this one over there
 450 Nandipha: There, ena [this one]
 451 Thabo: Ja
 452 Lerato: Nandipha its right, [the first time
 453 Thabo: [There, its right, this one's right, this one's right,
 454 Nandipha: Ja, this one is
 455 Thabo: right
 456 (laughter)
 457 Thabo: ?
 458 Thabo: [O.K
 459 Nandipha: [O.K
 460 Lerato: This is better than a half
 461 Thabo: So lets see if it works, this time 1, 2, 3, 4, [5, 6
 462 Nandipha: [O.K this converting to a
 463 Lerato: This one's
 464 Thabo: Wult, lets try to, to see, so lets shading, shading, shading, this is going to give us a half, ja man,
 465 to make it for 2, yes, 6, 6, there's our [thing
 466 Lerato: [So, they the same, as long as they shaded
 467 Nandipha: Howcome
 468 Lerato: (sings) "Oh, na"
 469 Nandipha: (laughs)
 470 Thabo: there, 6, so its 2 by 1, 2 by 1
 471 Nandipha: Hape [again]
 472 Thabo: eh
 473 Lerato: 2 by 1

474 Thabo: Yeah
 475 Nandipha: Mm-mm, 20 by 30
 476 Thabo: Its your turn
 477 Nandipha: Buddy its your choice
 478 Lerato: (sings)
 479 (whispers and laughter)
 480 Nandipha: Ish, I need a tissue, I do
 481 Lerato: You from the toilet but you didn't get one
 482 Nandipha: I did, I go to the toilet, I did, I go there
 483 Thabo: O.K, lets divide our thing into squares
 484 Nandipha: [This is 1
 485 Lerato: [There's the first one.
 486 Thabo: There's the, this is the first [square
 487 Lerato: [1, 2
 488 Nandipha: [1
 489 Thabo: [That's 1, [2
 490 Nandipha: [2, 3 1/2
 491 Lerato: Sheba {look}, [its 1, 2, 3
 492 Nandipha: [which one, this is 1, this is 1, 2, 3 ja
 493 Thabo: its 3 1/2
 494 Nandipha: Thank ya
 495 Thabo: So there's our triangle, there's our triangle, and she's out rectangle
 496 Nandipha: [this is our rectangle, or two squares, so its got
 497 3, [ne
 498 Lerato: [3 1/2
 499 Nandipha: 3 1/2
 500 Thabo: Its my turn, is it
 501 Lerato: Yes
 502 Thabo: Yes the most complicated one
 503 Nandipha: Its your chance
 504 Lerato: Moona that's easy, if you can't do it, ae
 505 Nandipha: U'stupid
 506 Lerato: He must be dof
 507 Nandipha: But [though
 508 Lerato: [first from the top wena Thabo
 509 Thabo: No
 510 Nandipha: (sings)
 511 Lerato: Lets see the genius
 512 Thabo: Genius at work
 513 Nandipha: You've gotta be kidding
 514 Thabo: Genius at work, Nandipha, ?
 515 Nandipha: You've gotta be kidding, ?
 516 Thabo: Genius
 517 Nandipha: ? (laughs), Lucky
 518 Thabo: Genius at work, genius at work
 519 Lerato: There, Nandipha
 520 Teacher: (to whole class) Once, once you as a group have worked out all the areas, it might be a good idea
 521 for one person from your group to go to one person from another group and compare
 522 Nandipha: What if you know, you know you absolutely right
 523 Teacher: You know, how d'you know that, hey
 524 Nandipha: I just, just know miss
 525 Teacher: You just know
 526 Nandipha: Thank you
 527 Teacher: Ultra ?
 528 Nandipha: (sings)

529 Lerato: Nandipha, ?
 530 (inaudible talk)
 531 Thabo: A triangle, this is also a triangle
 532 Lerato: This and this goes together
 533 Thabo: Its 2, Lerato
 534 Lerato: its 1, its 1
 535 Thabo: This, this is going to be 1 and 1
 536 Nandipha: Lets take a red
 537 Thabo: 3 plus 6
 538 Nandipha: Eh, not there, the genius must, where's my pencil, Hae maru {but} you zapped my pencil just when
 539 I was gone
 540 Lerato: Uh-uh
 541 Nandipha: Where's my pencil
 542 Lerato: here
 543 Thabo: So this piece, this piece is
 544 Nandipha: Lerato, nkudeme {lend me} sharpener tu {please}
 545 (sings)
 546 Thabo: This piece comes here, so you see, 1,2,3
 547 Nandipha: Mm, not bad
 548 Thabo: No, 1, aah, 1, 2, 3, 4, 5, 6, 7, 8, 9
 549 Lerato: What about this one
 550 Thabo: Its 1, its 1, its
 551 Nandipha: Wait its 1,2
 552 Thabo: 5,6,7,8 and 9
 553 Nandipha: O.K emapele {wait a minute} [I'm gonna get it just now
 554 Thabo: {lets take, lets take this piece, this piece, we put it here, no, we
 555 {need a square
 556 Nandipha: Ish, ja
 557 Thabo: We going to need a square grand, see Nandipha, we going to need, a piece grand
 558 Lerato: Where does this piece come from
 559 Nandipha: So its 1
 560 Thabo: Its from here, there, this is 4, so its 1
 561 Nandipha: Oh its 1, 2, 3, 4, 5, {6, 7, 8, 9, its 9
 562 Thabo: [Then this piece goes here, it is 9
 563 Nandipha: Thank you, 9, ke'chance ya Lerato {its Lerato's turn}
 564 Lerato: Its your turn
 565 Nandipha: Its mine, the genius is at work, once again
 566 (silence)
 567 Lerato: this 1/2
 568 Thabo: And the other 1/2
 569 Lerato: Grys, this 1/2 ?
 570 Nandipha: Emphe {give me}
 571 Lerato: Ne
 572 Nandipha: Nee
 573 Lerato: Lets check this so its 1,2,3 ish 1, 2, 3, 4, 5, 6, 7, 8
 574 (Nandipha is singing)
 575 Thabo: 9
 576 Lerato: 9
 577 Nandipha: Oh my goodness
 578 Thabo: Hah
 579 Nandipha: (laughs) [Wanhluwela {leave me alone}
 580 Thabo: [Nandipha, Nandipha, am't, Nandipha
 581 Nandipha: No, this one is too small
 582 Thabo: No, its not too small
 583 Nandipha: It is, it is, and I'm gonna get it right, in less than 5 minutes

584 Thabo: Take this one
 585 Nandipha: O.K.
 586 Thabo: take this one
 587 Nandipha: ug its ugly
 588 Thabo: Nandipha, start from the thing, put it like this, start from there, don't start its going to be difficult,
 589 start it from there
 590 Nandipha: O.K.
 591 Thabo: You know, where, what's happening
 592 Nandipha: [Eh
 593 Thabo: [Ja, like that
 594 Nandipha: O.K., and then
 595 Thabo: Right to the corner
 596 Nandipha: And then, hey I've got this feeling that this thing's just gonna burst or whatever
 597 Lerato: Ja, you should have taken that
 598 Nandipha: And then, heh, and now, O.K., no, uh-uh this one is small, its te klein
 599 Thabo: No its not small
 600 Nandipha: Ja its is
 601 Thabo: You only putting a, a small on top
 602 Nandipha: Uh-uh wena
 603 Thabo: for piece of mind hey
 604 Nandipha: O.K., eh, its like that, O.K., O.K., let me start this side
 605 Lerato: which way are you starting
 606 Nandipha: then, its here, O.K., its here, no its here, and then, its here, right to the corner ne
 607 Lerato: Min
 608 Nandipha: O.K., then bring it down 2, 3, ne, and then, it goes here ne, and then
 609 Lerato: Where are you now
 610 Thabo: Wrong
 611 Lerato: Yo, come and get help
 612 Nandipha: Uh, I can do it, I must get this right,
 613 Lerato: Come and try together, because I haven't got any idea
 614 Nandipha: O.K., ne
 615 Thabo: No Nandipha you wrong there
 616 Nandipha: Why
 617 Lerato: It comes like [this
 618 Thabo: [this, there
 619 Lerato: Sorry, sorry, sorry, sorry [?
 620 Thabo: [Don't keepa [put it] there its the wrong string
 621 Nandipha: O.K.
 622 Thabo: and then, there it is there, here, and then
 623 Lerato: there
 624 Thabo: [No
 625 Lerato: [No, Thabo, doesn't it come like
 626 Thabo: here, here, here
 627 Nandipha: Emapele, emapele, emapele {just wait}, ja, it goes like so ne, and then, since its [coming
 628 Thabo: [yes, yes
 629 Nandipha: [not
 630 I've got this, I've got this, it comes [down like here
 631 Thabo: [It Nandipha this part, this part, this part
 632 Nandipha: Oh, it goes down further, this thing is te klein
 633 Thabo: Too small, its not, press here, press here, let me pull this one
 634 Nandipha: Now with this thing le dingas {these things} in my a, on my precious face, I swear
 635 Thabo: Press there, press there wena {but}
 636 Nandipha: O.K.
 637 Thabo: No, not there,
 638 Nandipha: Oh, sorry

639 Thabo: is this here, is this here
 640 Nandipha: Hey, ja, ja
 641 Lerato: Thabo
 642 (silence, while Nandipha works on geoboard)
 643 Nandipha: "Ooooh, ooh, ooh ooh" (sings)
 644 (silence)
 645 Thabo: Genius at work
 646 Nandipha: Thank you
 647 Thabo: Genius at work
 648 Nandipha: O.K. nkademe Prit (Lend me some Prit)
 649 Thabo: J?
 650 Lerato: Come I count to (please), ka wobane wena, wetsa (because you are doing something else)
 651 Thabo: "Al, yeah, yeah yeah" (sings)
 652 Nandipha: Its all yours
 653 Thabo: (sings)
 654 Nandipha: O.K.
 655 Thabo: ? no, (sings)
 656 Lerato: I know what I'm doing
 657 Thabo: You kind of must?
 658 Nandipha: (laughs) Its 1,2, ae
 659 Lerato: ? trap
 660 Nandipha: Yooohoo
 661 Thabo: Trap who till today
 662 Nandipha: what am I doing, bravo (sings) O.K. this is 1, ne, akere, 1
 663 Thabo: This is 2 so lets make this
 664 Nandipha: Ena, (this one)
 665 Lerato: Which one
 666 Nandipha: its 1, so that's 1, that's 2, ne, that's 3, O.K. sharp, that's 4, that's 5, that's 6, ooh, 7,8,9, its 9, oh
 667 10, eh,eh
 668 Thabo: Just wait
 669 Lerato: this is 1
 670 Thabo: Ja, it, its 1, and this one is 1 also, cause its 4, 1,2,3,4 hooks, ne, and then
 671 Nandipha: emapele (wait a minute)
 672 Thabo: And then, we've still got this here
 673 Nandipha: This is 3
 674 Thabo: This is 1/2
 675 Nandipha: here alone, [this is 4,
 676 Lerato: [Thabo, this can't be 1
 677 Nandipha: 5, 6, 7, 8, 9,10
 678 Thabo: [Nine, ne
 679 Nandipha: Its 10, people, d'you know why, O.K let me show from my book
 680 Thabo: Lerato, Lerato
 681 Nandipha: Let me show you, let me show you from my book, come I show you ne, this is one, akere, ne, this
 682 is one ne, these things are confusing me, this is one, this corner here, this one here,
 683 Lerato: it [can be 5
 684 Nandipha: [its 1, this is 2, [this is 3
 685 Lerato: [these [things are not equal
 686 Thabo: [No, Nandipha it can, it can, these things are not equal [check,
 687 Lerato: [they are not
 688 equal
 689 Thabo: this things not here, its wrong, bye, so, no my me, my method there ne, this, here, lets forget about
 690 this, so, this is going to give us 1, this, this is going to give us 1, and this is a 1/2 you can see ne,
 691 and that's going to give us a 1
 692 Nandipha: Ah [ah ah
 693 Thabo: (O.K, so this is 2, 2 1/2, somewhere here

694 Nandipha: It, it fits somewhere here
 695 Thabo: And then this is $\frac{1}{2}$
 696 Nandipha: Mara {bái}, that this give's us one, people
 697 Thabo: {No,
 698 Lerato: {It doesn't, {cause
 699 Thabo: {The thing has to be in this side, this side
 700 Lerato: eh, ja hore {lets say}, it needs to be this side
 701 Nandipha: Then you match up, Oh, ja
 702 Thabo: So, so 4,4,4,4,4, 1,2,3,4, this is 1, this is 1, this is 1, and that is 1, that is 1
 703 Nandipha: 1
 704 Thabo: Yeah
 705 Nandipha: So, that's 1
 706 Lerato: I know, I {kn
 707 Nandipha: {Is there, emapele, emapele, {wait, wait} ja
 708 Thabo: That'll be $\frac{1}{2}$
 709 Nandipha: $\frac{1}{2}$, $\frac{1}{2}$ this
 710 Thabo: y-es
 711 Nandipha: So it means that if you add that and that its 1
 712 Thabo: Um
 713 Nandipha: So that's another one, ne, this is
 714 Lerato: Sheba {look} ne Thabo, its like this ne, and this is, lets say, this is a triangle, this is 1 triangle
 715 Nandipha: Ja
 716 Lerato: So-o-o, you, you, you, you, you, you, you, you, you, you, Nandipha
 717 Nandipha: Keng, keng, keng, keng {what what}, wait
 718 {silence, singing}
 719 Thabo: Unwanted part anymore 3, $3\frac{1}{2}$ ne, this ones going to give us 1
 720 Lerato: {Ja
 721 Thabo: {Surely this one is, its also 1, so that's 2,3,4,5 plus $\frac{1}{2}$, plus this $\frac{1}{2}$'s gonna give us
 722 Lerato: {6
 723 Nandipha: {1, 6
 724 Thabo: And then
 725 Nandipha: Hae look, look, look, look, this one, plus that there's gonna give us another one, akere, 7
 726 Thabo: This, this
 727 Nandipha: Mm
 728 Thabo: Plus this
 729 Nandipha: Mm
 730 Thabo: Corner
 731 Lerato: Look
 732 Nandipha: Corner 7
 733 Lerato: Ai {sheba {look} ne
 734 Thabo: {7, 8, ni-i-lne
 735 Nandipha: and I told you there's nine in the beginning,
 736 Lerato: Look and then you bring this one, like this, how, selenuse {you've made} confusion
 737 Nandipha: H'e man umametsa {are you listening}
 738 Lerato: But anyway, you bring this one here ne, and then this one here and then this is a good square like
 739 this one, this will be a good square
 740 Thabo: Ja
 741 Lerato: Excluding this, you exclude this, so you've got 1,2,3,4 squares now
 742 Thabo: 5
 743 Lerato: ja 5
 744 Thabo: 5, wh, this $\frac{1}{2}$ plus this $\frac{1}{2}$
 745 Lerato: {Ja
 746 Thabo: {is 6
 747 Lerato: is 6
 748 Thabo: plus this thing is

749 Lerato: How much is that
 750 Thabo: 7, this is another ? ne, then and this plus [this
 751 Lerato: [that
 752 Thabo: is another half, and this plus this is 2, so 9
 753 Lerato: 9
 754 Nandipha: Rubbing out and ? to it, before they just gave birth
 755 Thabo: You must take it through, you must take it through
 756 Nandipha: They said its, what's the perimeter guys, the area
 757 Lerato: The perimeter its
 758 Thabo: Ohhh
 759 Nandipha: Area around
 760 Lerato: plus the length, le rubbers
 761 Nandipha: (sings) Ae, O.K
 762 Thabo: Read, mara {but}, b
 763 Nandipha: (reads) Find the perimeter of each of the shapes below without measuring it
 764 Lerato: Where are you
 765 Thabo: Number b
 766 Nandipha: Number b
 767 Lerato: Oh
 768 Thabo: (sings softly)
 769 Nandipha: Ae, ke batla {I want} hey guys, I need a Lip-Ice, ?
 770 Lerato: Don't forget it ?
 771 Nandipha: ?
 772 Thabo: Hey, here's the square
 773 (sing)
 774 Teacher: And this, you learning about rotation here, hey
 775 Nandipha: (laughs)
 776 Thabo: Konje, lebisa eng {By the way, what do you call this}
 777 Lerato: The perimeter of the first one, its 4 plus 4 plus
 778 Nandipha: Why did my pen, pencil become to from there
 779 Thabo: No 3 plus 3 plus 2, 2, when its squared
 780 (silence)
 781 Nandipha: Ohh
 782 Lerato: Thabo its 4, [plus
 783 Nandipha: [Eh the first one
 784 Thabo: We don't count the dots, we count the...
 785 Lerato: Perimeter, Thabo the perimeter you count outside ne
 786 Thabo: Ja exactly, exactly, its [3 its 3,3,2,3,2
 787 Nandipha: [not again
 788 Lerato: Somethings ?
 789 Nandipha: So, you count all of them 3 2 3 2, 12, ne 12, I already lost my ?
 790 Lerato: 12
 791 Thabo: 12 metres
 792 Lerato: Nna akesihanye ke sebetsa kele one {I'm not mad, I can't work alone}, Thabo onkile ruler yaka {and
 793 you take my ruler}
 794 Thabo: ja
 795 Lerato: ?
 796 Nandipha: Keakopa
 797 Lerato: Kekopa leseka la cabanela ruler {please guys, don't fight over a ruler}
 798 Nandipha: (laughs)
 799 Thabo: No, no, wait wait a minute, waitse keng {you know what}, Ngoaka unkile beke ya sokolo eba keepa
 800 dilo tsaka abadisiya mompetong gonna daar {Ngoaka took my school bag and left things over there}
 801 Lerato: Hae utloilatiha {you going to lose it}
 802 Nandipha: ? and Magogodi
 803 Lerato: ?

804 Thabo: Two hundred and fifty rands
 805 Lerato: ?
 806 Thabo: (sings) perimeter, ?
 807 (silence)
 808 Lerato: Come lets find the perimeter.
 809 Nandipha: Mura I swear, waitse lona leabofa nkabelenya lana ?, Thabokabe unyala Lerato {You guys are boring, Thabo, you must marry Lerato}
 810 Thabo: ?
 811 Lerato: ?
 812 Nandipha: Ma, nkabelenya lana, maar haletsa so letlo re ntabanya {when you do this, you'll cause a fight}
 813 Lerato: Kemang orileng keo orata {Who said I love you}
 814 Thabo: Keatseba hore haon rate, onahana hore nkarata osanyate {I know that you don't love me, do you think that I can love you while you don't love me}
 815 Lerato: Le, Lindiwe hao rate {Even Lindiwe doesn't love you}
 816 Thabo: Keatseba {I know}
 817 Nandipha: Umaka oarata {you lying, she loves you}
 818 Lerato: ?
 819 Nandipha: Uh-uh, uh-uh mahana {I refuse}
 820 Thabo: (laughs) its work
 821 Nandipha: ?
 822 Thabo: ?
 823 Nandipha: ?
 824 Lerato: ?
 825 Thabo: ?
 826 Nandipha: Lets work, lets work
 827 Nandipha: Amahalo {the big ones}
 828 Lerato: We can go on now Nandipha
 829 Nandipha: Uh-uh, uh-uh keboa le Thabo, aska intefere {I'm talking to Thabo, don't interfere} uh-uh Mm-Mm
 830 Lerato: its over
 831 Nandipha: How, was there a joke
 832 Lerato: Vele {of course} its a joke
 833 Nandipha: Keng joke {what joke}
 834 Lerato: Ontse oisheha {you were laughing} if there wasn't a joke
 835 (silence)
 836 Thabo: I Thabo, ?
 837 Nandipha: Eh, next one
 838 (sings)
 839 Nandipha: Guys, bare file {they gave us} a group effort, kekupa reise {lets do} math's as a group effort
 840 Lerato: (inaudible)
 841 Nandipha: Lerato, try the next one, the perimeter, Lerato,
 842 Lerato: Wena osebrisa haobaila {You work when you want}
 843 Nandipha: Jwanong, hy ompoca nna okatse niks, uh-uh ke motho ontse arguer lena uskansa le boring mood
 844 ya hao miona {Why are you being sarcastic to me, I didn't do anything to you, its the person that you're arguing with, don't take out your boring mood on me}
 845 Lerato: Am I in a bad mood
 846 Nandipha: Ake tsebe keng, ake tsebe keng {I don't know}
 847 Lerato: Am I in a bad mood
 848 Nandipha: Kema
 849 Lerato: (inaudible)
 850 Nandipha: Sho, so,
 851 Lerato: ?
 852 Nandipha: ?
 853 Lerato: ?
 854 Nandipha: ?
 855 Lerato: ?
 856 Nandipha: ?
 857 Lerato: ?
 858 Nandipha: ?

859 (silence)
 860 Nandipha: (hums)
 861 (another conversation, Lerato and Nandipha fighting, Lerato asks Thabo about perimeter)
 862 Teacher: O.K you gonna need to start finishing off now, you not gonna get any homework for today so you
 863 should be happy, do your homework of your other subjects, Um please do not lose your worksheets,
 864 O.K. all your working out for this I want you to do in your books, any rough work, any methods
 865 you come up with that you think are good and you wanna remember them in case you wanna include
 866 them in your presentation write them in your books, any discoveries that you come up with that's
 867 not part of the worksheet, write them in your books, O.K. so all your working out, I want these
 868 pasted in your books, and all your working out into your books, O.K. please don't tell me you've
 869 lost these worksheets, O.K. and bring them tomorrow. O.K. please put the elastic on the
 870 geoboard, all your elastics just put them onto the geoboard and then I'm gonna come around and
 871 collect them.

END OF SIDE 2, TAP 1

Day 2: Friday 15th October 1993 (Lerato absent)

872 Teacher: Get into your groups please, take out your work that you've been doing. O.K. today we're going
 873 to carry on with that, like you were doing yesterday
 874 (discussion in Sotho between Nandipha, Thabo and another student about who smells)
 875 Teacher: Uh-uh, come on
 876 Nandipha: You smell so bad that you think its other people
 877 Teacher: Can I also just say, everyone,
 878 someone: (shrieks)
 879 Teacher: uh-uh, come on, you supposed to have started long ago
 880 Thabo: She's filling with your blank page?
 881 Nandipha: (laughs)
 882 Thabo: Look at them
 883 Nandipha: Miss, miss
 884 Teacher: Stop playing with the girls
 885 Thabo: ? girls
 886 Nandipha: (laughing)
 887 Teacher: O.K. listen class, if you want any more of these sheets, O.K. in other words if you've filled up your
 888 one and you want to show or you want to, demonstrate something, and you need more of these, I've
 889 got, you simply have to ask, O.K. I'm gonna bring round your geoboards and then you can carry
 890 on, O.K. whose was this, does anybody want their specific artwork back O.K.
 891 Nandipha: [lets see, lets see, I think that's ours]
 892 Thabo: (laughs) its not
 893 Nandipha: Oh its not miss, its not
 894 Thabo: (laughs)
 895 Nandipha: (sings)
 896 Thabo: (sings) "You know the truth ha" (laughs)
 897 Nandipha: Keng wena {what's wrong with you}
 898 Thabo: ? girls
 899 Nandipha: (laughs) ? girls
 900 Teacher: Is she absent
 901 Thabo: Yes
 902 Nandipha: Yes
 903 Nandipha: (sings)
 904 (silence)
 905 Thabo: (sings) "Lets get going baby, and I'm gonna work with this baby", number b, what no, no, no
 906 Nandipha: Reentse {we have done} number b, oh number 2, number 2 akere, hey, hullo, earth calling Thabo
 907 Thabo: No, no, its not, its impossible to make, Mm
 908 Nandipha: (reads) On your geoboard, what is this thing

909 Thabo: Its not possible
 910 Nandipha: (reads) Make a square with an area of two units squared, and draw it on your dotted paper, how
 911 d'we do that
 912 Thabo: Uh I'm also wondering
 913 Nandipha: (laughs)
 914 Thabo: What times by, by, by something gives you two, two, hey miss, [miss
 915 Nandipha: [times one
 916 Thabo: Miss, like the, the first one we don't think its possible to, to, do
 917 Teacher: O.K. let me have a look, ?
 918 (silence)
 919 Teacher: O.K lets see see
 920 Thabo: [Like
 921 Nandipha: [number 6, number 2
 922 Teacher: Work out the perimeter
 923 Nandipha: No, [miss
 924 Teacher: [Oh here number two, so you've done these, hey
 925 Nandipha: Ja,
 926 Teacher: You've done them for all of them, O.K, (reads) on your geoboard make a square with an area of
 927 2 units squared, and draw it on your dotted paper, O.K so lets try, you want an area of
 928 Thabo: 2 units squared
 929 Teacher: O.K. but that's not too difficult, come
 930 Nandipha: How d'we do that
 931 Teacher: Here, you need a small elastic, you can have any perimeter, do they, do they say you can have any
 932 perimeter
 933 Thabo: They say a square
 934 Teacher: Oh, a square, lets see, on your geoboard make a square, O.K. so a rectangle's easy, so you wanna
 935 make a square, a rectangle
 936 Thabo: And we did [that
 937 Teacher: [that would be easy, so what you gonna do for a square
 938 Thabo: That means a square can be a rectangle
 939 Teacher: No, no, no, [no, no, no, this is not
 940 Thabo: [but not
 941 Teacher: correct, I'm just showing you that its easy to do it with a rectangle, now with a square, if we do that
 942 Thabo: Then, then its not 2 units squared
 943 Teacher: Then its one
 944 Thabo: Yes
 945 Teacher: So, what else can we try
 946 Thabo: Um
 947 Teacher: If we do a bigger square
 948 Nandipha: Then its 6
 949 Thabo: No it, [its 4
 950 Nandipha: [I mean its 4
 951 Teacher: O.K. so now what, what else can we try, I mean I've been doing um, a very ordinary square, like
 952 that
 953 Nandipha: There miss, uh you can do this miss, um, look at this, you make you, uh must you make a square
 954 Teacher: Ja, it must be a square, but I mean does a square always have to be like that
 955 Thabo: No, it can be, like almost in a position of a diamond isn't it
 956 Nandipha: Like ? like this
 957 Thabo: As long as the
 958 Teacher: Yes, O.K it can be like that, yes, as long as its still got, 90 degree angles, O.K. so try'n, try'n move
 959 this around, but still have 90 degree angles
 960 Nandipha: Hae alona
 961 Thabo: No miss, but we, we've tried here
 962 Teacher: Come try move it around, lift it up, and move it, rotate your square, you had your square there,
 963 rotate it, move it around somewhere else, try

964 Nandipha: Here, its still the same thing
 965 Teacher: O.K there its still the same
 966 (silence)
 967 Teacher: But you don't have to use the 1 square, show me, all the different places you can make a square on
 968 this board, aah, now check, w'how much is that
 969 Thabo: It is 2
 970 Nandipha: Its 2
 971 Teacher: O.K. so what did you do, what did you do that makes that a square
 972 Nandipha: Because, um, you can put this, the towards the edge miss, and then you put the one in the middle,
 973 so it divides into 4 quarters
 974 Teacher: O.K. so you didn't stick to your usual geoboard
 975 Thabo: [yes
 976 Teacher: [the sides of your square is not the normal 1, what's the sides of your square here, its basically the
 977 diagonals of your geoboard, d'you see that
 978 Thabo: Ja, ja
 979 Teacher: I'm just saying that instead of you working with normal straight squares, where its straight, a your
 980 geoboard, you have made the side a diagonal of your geoboard
 981 Nandipha: Oh, O.K.
 982 Teacher: Instead of just being a straight, now you can keep going with a straight, but then you only ever
 983 gonna go 1,4, the next one, 9, until you go skew, O.K. now, now have a look, hold that on here
 984 (silence)
 985 Thabo: I squared, thank you miss
 986 Teacher: O.K., no you got it
 987 Nandipha: (reads) What possible areas can squares have on your geoboard
 988 Thabo: Lerato, Lets say, so we found 1 is obviously possible ne,
 989 Nandipha: Uh-huh
 990 Thabo: 2, no, ja 2, is 3 possible
 991 Nandipha: Like when you put
 992 Thabo: No, 3 squared
 993 Nandipha: It is, here
 994 Thabo: No, that is 4
 995 Nandipha: Oh, ooh, O.K (sings)
 996 Thabo: But its hot in here
 997 Nandipha: Its hot
 998 (silence)
 999 Nandipha: That's the same thing
 1000 Thabo: (sings) "Canna get you, out of this ? shew she says"
 1001 (chatting/singing)
 1002 Nandipha: "Oooh-oh-oh"
 1003 Thabo: (sings) "It is Jackie"
 1004 Nandipha: Which one, Mafokeng, but which is which
 1005 Thabo: Mm
 1006 Nandipha: The new miss South Africa, not bad ne
 1007 Thabo: (sings) Yes ma - [a-a-n
 1008 Nandipha: [Lets go this way
 1009 Thabo: What is it, that's 90 degrees
 1010 Nandipha: O.K. O.K. O.K, how many this
 1011 Thabo: Its 1
 1012 Nandipha: 1, this is 1, ne
 1013 Thabo: This is 2 [3
 1014 Nandipha: [This is 2, sorry
 1015 Thabo: noo
 1016 Nandipha: So its not possible, 1,2, 4, O.K., 1, its 1, ae, the next one is
 1017 Thabo: 4, 4 is possible
 1018 Nandipha: 8

1019 Thabo: 2 is possible
 1020 Nandipha: [Mm-Mm, plus 1 ne
 1021 Thabo: No,
 1022 Nandipha: Mm, plus 2
 1023 Thabo: [1 is possible
 1024 Nandipha: Mmm, 2 plus 2
 1025 Thabo: 2 is possible, ne
 1026 Nandipha: so its 4 plus 3, 7, lets try out 7, I think a 7 is possible
 1027 Thabo: Is does 8 work
 1028 Nandipha: I don't know, I think I've found a method, the genius at work
 1029 (silence)
 1030 Nandipha: Mm, what you doing, that's gonna be too much ne
 1031 Thabo: This is 9, this is 9, is this the area or, there its 9, its 9, its, its, there'sss 1,2,3, ohh, you know
 1032 what, that means that 9 is, we dom, we dom, its going to be, like, 1,2, 1,2, 1,2,4, is 8 possible
 1033 Nandipha: I think it is
 1034 Thabo: So its going to
 1035 Nandipha: Uh, pull, pull, pull
 1036 Thabo: Pull, (sings) Now lets see is 8 possible
 1037 Nandipha: (sings)
 1038 Thabo: (whistles) gevaar, serves her right, ish
 1039 (both laugh, while teacher talks to Lerato who has just entered the classroom)
 1040 Thabo: 1,2, {3,4
 1041 Nandipha: {?, hey but ae
 1042 Thabo: Yes, 8 is possible ne, {8 is possible
 1043 Nandipha: [But ja but, (to Lerato) ja my iron's under my bed (laughs), mi/s
 1044 Thabo: Go to reception
 1045 Nandipha: Wait, this is 1, this is 2, (laughs) 1,2,3,4 how lets see how many things are here, yeah
 1046 Thabo: Its 4 in the middle ne
 1047 Nandipha: Ja
 1048 Thabo: So this is 1, no,no,no
 1049 (silence)
 1050 Nandipha: It is 4
 1051 Thabo: No, let me do it on the paper, should we, 8 is possible, Nandipha; 8 is possible
 1052 Nandipha: Why
 1053 Thabo: Uh, here, square, its possible, this is
 1054 Nandipha: how will I do that
 1055 Thabo: 1
 1056 Nandipha: Nkadenie ntswana {lend me this}
 1057 Thabo: 1,2
 1058 Nandipha: (sings)
 1059 Thabo: {his is 9 man
 1060 Nandipha: How do you do this hey, how do I do this,
 1061 Thabo: So this is 4, 5 is not possible
 1062 Nandipha: Obviously not
 1063 Thabo: I know how it works, ne, its going to be 1, {2,4,8,9
 1064 Nandipha: {2,4,8,9, ae, ae
 1065 Thabo: Lets check 12, 12 come
 1066 Nandipha: 8;8, {9
 1067 Thabo: {What's this
 1068 Nandipha: Its 4 again, is it 8, check
 1069 Thabo: Its 8, is she still alive
 1070 Nandipha: (laughs) ?
 1071 (laughter)
 1072 Nandipha: ? How many things are here, ish
 1073 (laughter)

1074 Nandipha: Miss, miss can you come and help us, oh
 1075 (wait and work separately - Nandipha talks softly)
 1076 Nandipha: I can do this, its 1, then you pass those ones, and you get here, ja, ja, I've got it, then you pass
 1077 these two, uh-uh, wait, wait, the genius is at work, once again
 1078 Thabo: Oh-oh, uh-uh, (laughs) is she still alive
 1079 Nandipha: (laughs) ? toiler
 1080 Nandipha: O.K. that's that one, is this a square
 1081 Thabo: No
 1082 Nandipha: (laughs) O.K. then we pass these 3 here, then we get that ne, then you pass, those ones then you
 1083 get there, you pass those ones, then you get there, I've got it, so, its 1,
 1084 (both sing and laugh)
 1085 Thabo: Ae, it doesn't work, I don't know what it is, I don't know what it is, what it is
 1086 Nandipha: (sings) "I don't know what it means" (laughs)
 1087 Thabo: ?
 1088 Nandipha: ?
 1089 Thabo: ?
 1090 Nandipha: (laughs) uh-uh man, uh-uh, she's your friend, what, what
 1091 Thabo: Al, she, she, she's, ah forget it
 1092 Nandipha: (laughs) mist, miss
 1093 Teacher: O.K. hold on see
 1094 Nandipha: I, I've discovered something here and I don't know how many squares there are
 1095 Thabo: (laughs) Nandipha, we, no, no, lets use the things, why d'you think these things are here
 1096 Nandipha: O.K., sharp that's
 1097 Thabo: That's a $\frac{1}{2}$, so you know 1,2,3,4 will give us 1 ne, 1 more
 1098 Nandipha: Mm
 1099 Thabo: So we know from yesterday
 1100 Nandipha: This is 1 plus, five 4 in the middle
 1101 Thabo: $\frac{1}{2}$
 1102 Thabo: Keepa ding regular, just the small ones, chill out with the, there's more, more in the middle
 1103 Nandipha: (sings) "donna, donna" donna keltse {here they are} ?
 1104 Thabo: ?
 1105 Nandipha: (laughs)
 1106 Thabo: 1,1, ne
 1107 Nandipha: yeah, 2
 1108 Thabo: so
 1109 Nandipha: You a genius, its 1,2,3,4,5,6
 1110 Thabo: [I am Nandipha
 1111 Nandipha: So 6 is possible
 1112 Thabo: Is it 6, its 1,2,3,4, 8 man
 1113 Nandipha: Ohhhhh
 1114 Thabo: ? Nandipha I got 8 ? Nandipha, no but this is different man, si, 8
 1115 Nandipha: But this is a, this is an excellent one, look at the shapes in the 4 quarters
 1116 Thabo: So, 7's not possible, 8's possible
 1117 Nandipha: 1 plus 2 plus
 1118 Teacher: Yes, ah nice, ooh
 1119 Nandipha: Thank you miss, Thank you miss, is this, is this the um 8
 1120 Thabo: It is cause yesterday we worked out if
 1121 Nandipha: its 1 or 2, 3, 4 right, there's 1
 1122 Teacher: Uh-uh, hold on, hold on, I would just, ja O.K. $1\frac{1}{2}$, this whole thing
 1123 Nandipha: Mm-hm
 1124 Thabo: No, its 1, we worked out yesterday that when you get 4 hooks like this,
 1125 Teacher: Yes
 1126 Thabo: They, they gl, they always give you 1, with the triangles
 1127 Teacher: Which one gives you 1
 1128 Thabo: A, a triang, if you get a triangle with, uh the [elastic band on the 4 hooks ne

1129 Nandipha: [4 hooks
 1130 Teacher: On 4 hooks
 1131 Thabo: Yes
 1132 Teacher: O.K., O.K.
 1133 Nandipha: O.K., [so if
 1134 Teacher: [lets see, is that always true
 1135 Thabo: Yes, [miss
 1136 Teacher: [An elastic band on four hooks will [always give you 1
 1137 Thabo: [Yes miss, yes miss, yes
 1138 Teacher: O.K. that's an interesting thing then, well you must write it down and test it
 1139 Nandipha: O.K. miss, so, this one gives you 1, this one gives you 1, this one gives you 1, this one gives you
 1140 1
 1141 Teacher: O.K. but I'm gonna disagree with you now
 1142 Nandipha: Why
 1143 Teacher: because I'm gonna say that this one here with 4 hooks gives me an area of $1\frac{1}{2}$, not 1
 1144 Thabo: 4 hooks, which one
 1145 Nandipha: Miss, this is 5 hooks, 1,2,3,4,5
 1146 Teacher: Oh I see, O.K.
 1147 Nandipha: Ah-hah miss ah-hah
 1148 Teacher: so where's your 1, oh I see, this one gives you 1
 1149 Thabo: Yes
 1150 Nandipha: Yes
 1151 Teacher: Aah, O.K. you must write down that conjecture, hey
 1152 Nandipha: O.K. so it's 1,2,3,4 right
 1153 Teacher: Yes
 1154 Nandipha: And this is, 1,
 1155 Teacher: yes
 1156 Nandipha: so that's 5
 1157 Thabo: Yeah, oh
 1158 Nandipha: This is 6
 1159 Teacher: 6, O.K.
 1160 Nandipha: this is 7, 8, 9 (laughs) 10, this is 10
 1161 Teacher: perfect
 1162 (they laugh)
 1163 Teacher: So what's wrong
 1164 Nandipha: Miss, we thought it was 8
 1165 Teacher: You thought it was 8
 1166 Thabo: Oh, yes, we've been counting this as $\frac{1}{2}$'s
 1167 Teacher: Which ones as $\frac{1}{2}$'s
 1168 Thabo: Here
 1169 Teacher: Aah, O.K. instead of counting it as 1
 1170 Nandipha: Yes
 1171 Teacher: Hey, this, this, this 4 hook theory's quite interesting, [does it, are you, have you tested it,
 1172 thoroughly?
 1173 Nandipha: [1 plus
 1174 Thabo: Yes, we tested it here, [here it worked, it worked with all the triangles
 1175 Nandipha: [2 plus 4 plus 8 plus 10, hu-uh
 1176 Teacher: You must write that one down hey
 1177 Thabo: No, no, no, no, not that it, it, before, not that it worked with all the triangles we've given to, we
 1178 counted the hooks, then if we keep all the hooks like on one square, and we found the area of the
 1179 thing without having to use this triangle, all you count the hooks here, and then see there
 1180 Teacher: But this one here's got 4 hooks
 1181 Thabo: No, 1,2,3,4,5,6
 1182 Teacher: Oh I see, you [count,
 1183 Thabo: [you count there

1184 Teacher: aah, even the ones on the inside
 1185 Nandipha: Yes
 1186 Teacher: O.K. You must write down, cause that'll be nice for your presentation, but I'm gonna look for a counter-example, I dunno if there is one, oh I see because the minute you counting your inside ones, but I would've liked to say, that's got 4 hooks, but no it's got 5, you see, and it doesn't have an area of, you saying 4 hooks has an area of 1, you must write down your conjecture. O.K. (walks away)
 1190
 1191 Nandipha: Next one
 1192 Teacher: (to other group) nice, very nice, very nice
 1193 Nandipha: Can I see please
 1194 Zandile: Its for number 2
 1195 Teacher: No, don't tell her which number, they've still gotta see if, figure it out for themselves
 1196 Nandipha: 10, this is 10, I didn't draw 1 ne, aah, what am I doing, aah doesn't matter, O.K. which one
 1197 Thabo: are we finished with 10 now, is 10 enough
 1198 Thabo: Yeah lets get up to 10
 1199 Nandipha: Ja, we finished
 1200 Thabo: (reads) Draw, on your, on this dotted paper, show any working out, ja we have, we have drawn, you have
 1201
 1202 Nandipha: Mm
 1203 Thabo: Why you scrape it off, how are we gonna
 1204 Nandipha: O.K. I'll put it back, I'll put it back
 1205 Thabo: Don't, don't think you famous don't
 1206 Nandipha: But I am you see
 1207 Karin: Miss Graven says you must explain to me what you
 1208 Nandipha: O.K miss, so let me just put back this square there, right, ja, O.K, so miss, this one's a 6, ne, these are 6 squares, I mean 4, 4, 4, 4 squares right, and then like, this is one $\frac{1}{4}$, this is one $\frac{1}{4}$
 1209
 1210 Karin: One $\frac{1}{4}$
 1211 Nandipha: Yes, I mean a $\frac{1}{2}$, $\frac{1}{2}$ of a square, right and then you find out that when you, when you get 4 hooks,
 1212 what have I done, ohja, when you get 4 hooks, miss, ne, they give you a square, of a triangle, if,
 1213 if your triangle has got 4 hooks right,
 1214 Karin: ja
 1215 Nandipha: it always gives you a square
 1216 Karin: You mean an area of 1
 1217 Nandipha: Yes
 1218 Thabo: How fwe
 1219 Karin: [Always
 1220 Thabo: Look here lets say, lets say [this was here
 1221 Karin: [How d'you know
 Thabo: This was here
 Karin: ja
 Thabo: it was here, we say you count 4 hooks, and then you say, since its 4 hooks, we put, count any 4 hooks and put it there it'll give us our 1 squared, we do it like, lets use eh, ja lets use this, this here, that, that's 1 ne,
 26
 1227 Karin: Ja, that's 1
 1228 Thabo: so then
 1229 Karin: but I dunno about this one
 1230 Thabo: That one, it is also cause its 1,2,3,4
 1231 Karin: But why, how d'you know that the area there is 1
 1232 Thabo: The area
 1233 Nandipha: Because its got 4 hooks miss
 1234 Thabo: 4 hooks
 1235 Karin: O.K. but I, I mean I, I agree with you that with those 4 hooks the area [will be 1
 1236 Thabo: [yes
 1237 Karin: And with those 4 hooks the area will be one, but what about these, its not, there's no law that says
 1238 4 hooks

1239 Teacher: No, no, no it works, it does work.

1240 Karin: But why, why is this area 1

1241 Thabo: Miss, I, eh

1242 Nandipha: (laughs)

1243 Thabo: O.K. I can't explain but miss the, the, the working out that we've been doing, the,

1244 Karin: But what is it, tell me, cause I'm not quite sure? I mean, I don't understand, if I tried to divide this

1245 up, I can't see that I'm getting 1, like, I dunno what that is, that's not a $\frac{1}{2}$ O.K. that would change

1246 the area hey

1247 Nandipha: Miss, isn't it that if you, O.K., lets say for instance if you cut up these, these pieces into, no

1248 Thabo: No, no, no, here, here, here I'll prove it to you, uh, lets say, we, we'll use this

1249 Nandipha: That's 15 hooks

1250 Karin: Ja, so that's, that's ja

1251 Teacher: You've got it

1252 Karin: just explain it

1253 Thabo: O.K. then, no, this one's supposed to be like this, supposed to be like this, here, ish, O.K. here it

1254 is, here miss, it, it doesn't matter whether, as long as its, its uh, it doesn't matter if the, if the

1255 things, the angles, are, different, if, as long as the thing, the shape has got 4 sides, the, the area

1256 will always be the same, lets say there it was

1257 Karin: O.K. I, I'll go with that, so what's the area of this one

1258 Thabo: So the area of this one's going to be 2 units squared, so half of it which is the line that's cutting

1259 here in half

1260 Karin: is 1

1261 Thabo: is 1

1262 Karin: O.K. now that I'll accept

1263 Nandipha: So d'you agree that it works

1264 Karin: For this, these 4

1265 Thabo: Yes

1266 Karin: So I agree that it works for a square, that triangle, and this triangle

1267 Thabo: There, can we show more, can we show you more with the 6 hooks

1268 Karin: Ja, but try and write it down, cause I don't wanna sit here till the time, I want to go back there, so

1269 try and write it down and then Ms G will mark it, d'you see that you could have explained it to me

1270 this way, what you started, you said there's this big one which is what, what's the area of this big

1271 one

1272 Nandipha: Mm, its um 10 miss

1273 Karin: 10, and this one is

1274 Nandipha: its 4, which one, which one, which one

1275 Karin: This big one

1276 Nandipha: ja its 4, yeah

1277 Karin: So that leaves you with 6 on the outside

1278 Thabo: Yes

1279 Nandipha: Uh

1280 Karin: And then these is each $\frac{1}{2}$, so its 2, so that leaves you with 4 on the outside

1281 Nandipha: Ohhh

1282 Thabo: What did she say

1283 Nandipha: (laughs)

1284 Thabo: Why, don't laugh

1285 Nandipha: (laughs) O.K. ne, since this thing has got an area of 10 ne, we've got 4 in the inside here ne, and

1286 these are $\frac{1}{2}$'s which give us another 4 ne

1287 Thabo: Mm, 2

1288 Nandipha: I mean another 2 ne, so that's 6, so we left with four, 1, 2, 3, 4, so each one of these must equal to

1289 1

1290 Thabo: Which one of these

1291 Nandipha: These, these ones with the four hooks must equals to one cause that's the 4 that's 4 left, just wait,

1292 we've got, there's this thing with an area of 10 ne, ne, this is, the red one is an area of 4 ne, this

1293 one's give an area of 2, so that's 6, so we've got 4 left, so each one, this one, must equals to 1,

- 1294 that one equals to 1
- 1295 Thabo: Exactly, but we weren't sure before we proved it, that this is equals to 1, and this is ?
- 1296 Nandipha: (laughs) I don't believe you didn't hear what she said
- 1297 Thabo: No, I wasn't concentrating, no I, I wasn't concentrating
- 1298 Nandipha: No wait
- 1299 Thabo: Here, here ?, Zandile
- 1300 Zandile: ?
- 1301 Thabo: ?
- 1302 Zandile: ?
- 1303 Nandipha: (reads) O.K. What possible perimeters can squares have on your geoboard, show any working out
- 1304 that you do
- 1305 Thabo: What possible, perimeters, O.K. [can squares
- 1306 Nandipha: [can squares have
- 1307 Thabo: Keepa everything, so here, one, that is write down, write down
- 1308 Nandipha: Mm-hm
- 1309 Thabo: That is, that is, um that is, 4,4,4,4, I don't have a pen, can you believe it
- 1310 Nandipha: Which one 1,2,3,4,5, akere 1,2,3,4,5
- 1311 Thabo: No not 4,5, 4
- 1312 Nandipha: it is, 1,2,3 ohh, thank you, Mm, do I have a pencil, d'you have a pencil ?
- 1313 Thabo: It is mine ?
- 1314 Nandipha: Lets see 4
- 1315 Thabo: O.K. Mm-hm, those
- 1316 Nandipha: That's 1, 2 no and also something else, and also
- 1317 Thabo: No, Nandipha its the same
- 1318 Nandipha: So you can't add it
- 1319 Thabo: No you don't add it
- 1320 Nandipha: O.K. I did something wrong here, its supposed to be like this, this one like this, ja, and then the last
- 1321 corner one, then akere say yes the perimeters
- 1322 Thabo: No, no, no, there's still more, there's still more, phela (but), what about that, this is equals to 2
- 1323 squared
- 1324 Nandipha: Ohhh
- 1325 Thabo: And Zandile, they didn't get it
- 1326 Nandipha: Ag man O.K. 2, this is 2 squared akere, can I see something, can I
- 1327 Thabo: Do our one of 10, per
- 1328 Nandipha: O.K Um
- 1329 Thabo: Pe, there, there, there, there, Isn't it, ja
- 1330 Nandipha: is it here, O.K.
- 1331 Thabo: Aah
- 1332 Nandipha: And
- 1333 Thabo: (sings) "Lets make a move"
- 1334 Nandipha: Wait man, we did something wrong here, oh I didn't, there's that one, Mm-hm
- 1335 (both hum)
- 1336 Thabo: No, something
- 1337 Nandipha: So you think
- 1338 Thabo: No, no, no, no, no, this u find the area
- 1339 Nandipha: Mm-mm, is, it is not po se okere, isn't Lerato coming back to class, miss is getting worried
- 1340 Thabo: ? Lerato ?
- 1341 Nandipha: It is stinking so much in this class
- 1342 Thabo: (sings)
- 1343 Nandipha: We finished miss
- 1344 Thabo: Hey Zandile, wabona, wabona yours, wabona yours {let me see yours}, oh, they found it, they found
- 1345 it, we just want
- 1346 Zandile: de seven mohoe {they are seven there}
- 1347 Thabo: 1,2,3,4,
- 1348 Zandile: tsarona de seven {we have seven}

- 1349 Thabo: 5, 6, no, 1, 2, 3, 4, 5, 6 tsarona de 7 are counteng {we also have 7, lets count}
- 1350 Zandile: 1, 2, 3, ne 4, 5, 6, 7
- 1351 Nandipha: [1, 2, 3, 4, 5, 6, 7, 8]
- 1352 Thabo: [Check 1, 2, 3]
- 1353 (laughter)
- 1354 Zandile: its 1, 2 [3, 4, 5, 6,
- 1355 Nandipha: [3, 4, 5, 6, 7
- 1356 Thabo: [5
- 1357 Zandile:
- 1358 Nandipha: phathung {oh my goodness}
- 1359 Thabo: So its 1, 2, 3, 4, [5, 6, 7
- 1360 Nandipha: [No you counting
- 1361 Zandile: No you counted, its a one
- 1362 Nandipha: Ja its 7, 7
- 1363 Thabo: Its 1
- 1364 Zandile: Uh-uh its 6, wena 1, [2, 3, 4, 5
- 1365 Thabo: [2, 3, 4, 5
- 1366 Nandipha: Thabo, u'counille hope {you counted again}
- 1367 Zandile: So its its 1, 2, [3, 4
- 1368 Nandipha: [Oh no, oh no, ja
- 1369 Nandipha: Uh-uh emapele {just wait} its 1 guys, are counting {lets count it} its 1, 2, 3, 4, 5, [6
- 1370 Zandile: [6, so its 6
- 1371 Thabo: How come you had a 7
- 1372 Zandile: Hlalabone, hnall, lina ne {let me see what you have}
- 1373 Thabo: (sings) go-on
- 1374 Zandile: belina le fyona had}, alina yona {you haven't got}
- 1375 Thabo: (sings) go-on
- 1376 Zandile: a, a, alina yona {you haven't got}, Oh kee {here it is}
- 1377 Nandipha: Uh-uh
- 1378 Zandile: O.K belina fyona had.} leya le lina la 4, Je lina la 5 {you've got 4, you've got 5}
- 1379 Thabo: Le lina le, la 10 {we've got 10}, so counting, wrong
- 1380 Zandile: Uh-uh, its 1, look sheba
- 1381 Nandipha: emapele {just wait} ne ne, na I'm gonna count it over, you repeated this, oh
- 1382 Zandile: No I think 1, 2, [3
- 1383 Nandipha: [3
- 1384 Thabo: No count it from here, 1, [2, 3
- 1385 Nandipha: [2, 3 ne
- 1386 Thabo: 4
- 1387 Nandipha: 5
- 1388 Thabo: Hey they had 2 here man, they had 2
- 1389 Zandile: No, we have 2 what
- 1390 Nandipha: Why did you put 2 there
- 1391 Thabo: No, no, no Zandile, Zandile
- 1392 Zandile: Its one, ne tlaka count {let me count} rensitse {we subtracted} 1 ke 1 ne
- 1393 Nandipha: 3,
- 1394 Zandile: ke 3, [4,
- 1395 Nandipha: [4, 5, 6,
- 1396 Zandile: 7 kare rensitse of {maybe we've subtracted it}
- 1397 Nandipha: Because that thing was wrong, you probably counted the someone
- 1398 Zandile: Ikaka {where's} the same one ke eseyong keye ere yeteseseng {this is not there, here, the one we
- 1399 subtracted} keye ereyetseseng
- 1400 Nandipha: Ohhh askuus
- 1401 Thabo: No, man how come, how come
- 1402 Zandile: But
- 1403 Nandipha: Thanks [bell goes]

- 1349 Thabo: 5,6, no, 1,2,3,4,5,6 tsarona de 7 are counting {we also have 7, lets count}
- 1350 Zandile: 1,2,3, ne 4,5,6,7
- 1351 Nandipha: {1,2,3,4,5,6,7,8}
- 1352 Thabo: {Check 1,2,3}
- 1353 (laughter)
- 1354 Zandile: its 1,2 {3,4, [5,6,
- 1355 Nandipha: {3,4, [5,6, 7
- 1356 Thabo: [5
- 1357 Zandile: 6
- 1358 Nandipha: yebathung {oh my goodness}
- 1359 Thabo: No its 1,2,3,4, [5, 6,7
- 1360 Nandipha: [No you counting
- 1361 Zandile: No you counted, its a one
- 1362 Nandipha: Ja its 7, 7
- 1363 Thabo: Its 1
- 1364 Zandile: Uh-uh its 6, wena 1, [2,3,4,5
- 1365 Thabo: [2,3,4,5
- 1366 Nandipha: Thabo, u'countile hape {you counted again}
- 1367 Zandile: So its its 1,2, [3,4
- 1368 Nandipha: [Oh no, oh no, ja
- 1369 Nandipha: Uh-uh emapele {just wait} its 1 guys, are counting {lets count it} its 1,2,3,4,5, [6
- 1370 Zandile: [6, so its 6
- 1371 Thabo: How come you had a 7
- 1372 Zandile: tlakibone, linall, lina ne {let me see what you have}
- 1373 Thabo: (sings) go-on
- 1374 Zandile: bellina le {you had}, alina yona {you haven't got}
- 1375 Thabo: (sings) go-on
- 1376 Zandile: a, a, alina yona {you haven't got}, Oh kee {here it is}
- 1377 Nandipha: Uh-uh
- 1378 Zandile: O.K bellina {you had..} leyu le lina la 4, le lina la 5 {you've got 4, you've got 5}
- 1379 Thabo: Le lina le, la 10 {we've got 10}, so counting, wrong
- 1380 Zandile: Uh-uh, its 1, look sheba
- 1381 Nandipha: emapele {just wait} ne ne, na I'm gonna count it over, you repeated this, oh
- 1382 Zandile: No I think 1,2, [3
- 1383 Nandipha: [3
- 1384 Thabo: No count it from here, 1, [2,3
- 1385 Nandipha: [2,3 ne
- 1386 Thabo: 4
- 1387 Nandipha: 5
- 1388 Thabo: Hey they had 2 here man, they had 2
- 1389 Zandile: No, we have 2 what
- 1390 Nandipha: Why did you put 2 there
- 1391 Thabo: No, no, no Zandile, Zandile
- 1392 Zandile: Its one, ne tlaki count {let me count} rensitse {we subtracted} I ke 1 ne
- 1393 Nandipha: 3,
- 1394 Zandile: ke 3, [4,
- 1395 Nandipha: [4, 5, 6,
- 1396 Zandile: 7 kare rensitse of {maybe we've subtracted it}
- 1397 Nandipha: Because that thing was wrong, you probably counted the same one
- 1398 Zandile: lkaa {where's} the same one ke eseyong keye ere yetseeseng {this is not there, here, the one we
- 1399 subtracted} keye ereyetseeseng
- 1400 Nandipha: Ohhh askung
- 1401 Thabo: No, man how come, how come
- 1402 Zandile: But
- 1403 Nandipha: Thanks {bell goes}

- 1404 Zandile: Hey but there's still one, one more, one more er, eresatseng {which we didn't make} which we
 1405 didn't make it
 1406 Thabo: Which one
 1407 Zandile: Ish a, aruna aresofetse ema ke '1, lina, lina aketsebe horeki etsereng {we didn't finish it, wait its 1,
 1408 I don't know why I didn't do it}
 1409 Thabo: Oh, never mind, we know it, come back, come back ?
 1410 Nandipha: I knew it ?

END OF SIDE 1, TAPE 2

Day 3: Monday 18th October 1993

- 1411 Teacher: Come on, take out your worksheets, Can I just ask, which number are most of you on, what number
 1412 are you busy working on now?
 1413 Someone: 4
 1414 Someone: 3
 1415 Someone: 4
 1416 Someone: 1
 1417 Someone: number 2
 1418 Someone: (laughs)
 1419 Teacher: No, 2, 3, Excuse me Nandipha but don't come into my class, firstly you come in late, and secondly
 1420 you come in and you stand there and you (inaudible)
 1421 Nandipha: Sorry miss
 1422 Teacher: O.K
 1423 Thabo: (sings)
 1424 Nandipha: (laughs)
 1425 Teacher: This group's on 3, your group
 1426 someone: 2
 1427 Teacher: 2, 3, (to this group) what number is your group on now
 1428 Thabo: Uuum...2
 1429 Teacher: O.K, O.K. that's fine, O.K. I'm handing out the geoboards again, (to other group) no but yours
 1430 has changed because we handed them in, ? the other groups could use them
 1431 Thabo: This is ours
 1432 Nandipha: That's definitely not ours, its an observation I made
 1433 Thabo: (laughs)
 1434 Teacher: If you need more elastics, you can get from me, O.K here's more elastics
 1435 Thabo: Lets check the square, Nandipha, ne mn, check
 1436 Nandipha: Is that a square, Thabo
 1437 Thabo: (inaudible)
 1438 someone: Lerato ukaa {where's Lerato}
 1439 Thabo: Huh
 1440 someone: (inaudible)
 1441 Thabo: Why d'you ask me
 1442 Nandipha: Because you would know, ish
 1443 Thabo: I know why, who d'you ask
 1444 Nandipha: You
 1445 Thabo: Why d'you ask me
 1446 Nandipha: Where are we
 1447 Thabo: Oh I thought you said to the new guy
 1448 Nandipha: (laughs) ooh but then you should know ?
 1449 Thabo: ?
 1450 Nandipha: Na aketsebe {I don't know...}
 1451 Thabo: Akere specialise idaar {I don't specialise there}
 1452 Nandipha: (reads) choose any, number 3
 1453 Thabo: ?

1454 Nandipha: ?
 1455 Thabo: I-ca introduce myself, ? Kgomoiso ?
 1456 (silence)
 1457 Nandipha: Eh, ja, choose any area, find as many different polygons as you can (laughs) which, idiot (laughs)
 1458 Thabo: plus, she teased me, I said
 1459 Nandipha: O.K. actually I've got this lump in my throat and it won't go away
 1460 Thabo: What has lump got to do with maths
 1461 Nandipha: I can't speak properly, ? to find a pen, so what's a polygon
 1462 Lerato: Its a five-sided figure
 1463 Nandipha: Bustatlala tu {please don't joke}
 1464 Lerato: Come now
 1465 Thabo: You can choose, we don't have to make all those
 1466 (silence)
 1467 Nandipha: Thabo
 1468 (silence)
 1469 Thabo: Did you see how many squares here
 1470 Nandipha: Please can I have a
 1471 Thabo: O.K lets put it here, O.K lets start, number 3
 1472 Nandipha: (reads) choose any area, [find
 1473 Thabo: (Nooo, kanna {by the way} we are doing, we got 7 ne, they got 9, oh
 1474 Baby
 1475 Nandipha: They, we got, we got 6, they got 7
 1476 Thabo: And Zandle said, no, its impossible, lets try again
 1477 (work on geoboard, {silence})
 1478 Lerato: what number
 1479 Nandipha: Eh, number c
 1480 Thabo: (sings and works on geoboard) this is ?
 1481 Nandipha: (clears throat) Man, yissis man, this throat, I swear I can't even talk
 1482 (silence)
 1483 Nandipha: There's something missing there, wait, I've got it on this board
 1484 Thabo: No, there's nothing missing
 1485 Nandipha: There is, there is, there is, come bring
 1486 Thabo: This is only 4, Nandipha
 1487 Nandipha: Come bring, exactly, I've got the rest of the ?
 1488 Lerato: ?
 1489 Thabo: You know ?
 1490 Nandipha: The other ones, and then li ee {this one too}
 1491 Thabo: there's more
 1492 Nandipha: No not there
 1493 Thabo: It doesn't matter Nandipha, where
 1494 Nandipha: Ja
 1495 Thabo: So lets find the 6th, 7th one
 1496 Nandipha: Eh
 1497 Thabo: No, it, its, a genius
 1498 Nandipha: And you there, there's li lesta number mang {which number are we on}, 3 O.K. (laughs)
 1499 Thabo: Come, stupid one at work (laughs) give, give here, Nandipha no its 6
 1500 Nandipha: 6
 1501 Thabo: Mm
 1502 Nandipha: ? (laughs) Mara it would be, I don't know what my, what I, what am I doing ?
 1503 Lerato: Ja
 1504 Nandipha: ?
 1505 Lerato: Mm
 1506 Nandipha: Sharp, that's it, choose an area, O.K. polygon, are we doing number 3 guys (sings) Lerato,
 1507 Lerato: Ja
 1508 Nandipha: ulaentsa jwang {How are you going to take it away}

- 1509 Lerato: Ish
 1510 Thabo: (laughs) Nandipha, don't forget, the the the sides there don't have to be with one
 1511 Nandipha: first one
 1512 Lerato: That's too small
 1513 Nandipha: A five-sided figure akere
 1514 Lerato: Mm, elastic bands
 1515 Nandipha: 1,2,3,4 (laughs) O.K. O.K. guys I'm, I'm sorry, bona ketsang {look what I'm doing} Oh, it is too
 1516 small dunkie, and then, no, ? 1,2, 1, 2, threese, 4
 1517 Thabo: No
 1518 Lerato: Ah-eh {it 4 sides
 1519 Thabo: [No its, no its 4, not 5 hooks, 4 hooks
 1520 Nandipha: keeo {there it is} its {5,
 1521 Thabo: [It's 5
 1522 Nandipha: another /me
 1523 Lerato: So what's the area of the thing
 1524 Nandipha: Its 5 (laughs)
 1525 Lerato: Area
 1526 Nandipha: It is, its 5
 1527 Lerato: Moona {hey man} its 5-sided
 1528 Thabo: Area, not the perimeter
 1529 Nandipha: Ohhhhh, area, how d'we do area again
 1530 Thabo: Area, O.K. we find a square, ne, we know the sides are going to be, no its, we we find a square
 1531 here, we find the, the the area of this, and then we find the area of this divide by 2
 1532 Nandipha: So that's 4
 1533 Thabo: What
 1534 Nandipha: The area of this square
 1535 Thabo: Its $2\frac{1}{2}$
 1536 Nandipha: O.K. its $2\frac{1}{2}$
 1537 Thabo: [Lets ask miss, ask miss, phela, this, this also can {be, I think, oh, O.K.
 1538 Nandipha: [My throat Thabo
 1539 Thabo: Oh, O.K.
 1540 Nandipha: ?
 1541 Thabo: This has got 5 sides
 1542 Lerato: Isn't this $1\frac{1}{2}$
 1543 Thabo: Ja, this is $1\frac{1}{2}$
 1544 Nandipha: Oh ja ubuwanete {he's telling the truth}
 1545 Thabo: Aah, you can also work
 1546 Nandipha: (laughs)
 1547 Lerato: ?
 1548 Nandipha: Hey people, my throat, my throat is, its killing me now (sings) ?
 1549 Lerato: This shape is like this ne
 1550 Nandipha: Ohh, {no
 1551 Lerato: [I'm right ne
 1552 Nandipha: nihwe ejwala {something like that}
 1553 Lerato: I'm right
 1554 Nandipha: Hae, na aketsebe Lerato {I don't know}
 1555 Teacher: Does any other group need more dotted paper, I can bring you each, around, anybody else need
 1556 more of this, or think they will need more of this
 1557 Lerato: ?
 1558 Nandipha: Ja jwanong aotola {now when you find} any, anything what d'you do
 1559 Thabo: Eh
 1560 Nandipha: (reads) Choose any per, find as many different polygons as
 1561 Thabo: Nandipha, you not looking for the perimeter, we looking for the area
 1562 Nandipha: Oh, I must say I'm sorry ne
 1563 Lerato: Hae, 1, 2, 3, aah we've done this one

1564 Nandipha: Ke pencil yamang eh {whose pencil is this}
 1565 Thabo: Its mine, I got it on Friday
 1566 Nandipha: (laughs) its yours, O.K.
 1567 Thabo: It was given to me, guess by who
 1568 Nandipha: Who
 1569 Lerato: Why
 1570 Thabo: Mr C (laughs)
 1571 Nandipha: You've gotta be kidding, Mm-mm Mm-mm, yeah I've got it ? aspro clear (laughs), uh-uh ? its 1,2,3
 1572 (silence)
 1573 Nandipha: ? are you gonna talk here or you just gonna laugh at each other
 1574 Lerato: We talking about ?
 1575 Nandipha: That's not it, no, that's the same thing
 1576 Lerato: [What's the area of that thing]
 1577 Nandipha: Miss, I
 1578 Teacher: What
 1579 Nandipha: What do we have to do here
 1580 Teacher: Where, Nandipha
 1581 Nandipha: 3, number 3 ne
 1582 Teacher: Show me
 1583 Nandipha: number 3 miss
 1584 Teacher: Show me, what part of number 3
 1585 Nandipha: The whole of number 3
 1586 Teacher: O.K. read it for me
 1587 Nandipha: O.K. (reads) Choose an area, find a, as many as you can which have this area
 1588 Teacher: O.K. so pick an area, how much d'you wanna pick
 1589 Nandipha: 5
 1590 Teacher: 5, fine, O.K. find me a shape that has an area of 5
 1591 Thabo: There
 1592 Nandipha: There
 1593 Teacher: Fine, then there's one shape with an area of 5, draw it onto your dotted paper, find me another one
 1594 with an area of 5, now that's what they asking, O.K.
 1595 Thabo: Nandipha, you nes, you needed
 1596 Teacher: D'you see what they asking
 1597 Thabo: Professional help bo
 1598 Nandipha: O.K, O.K
 1599 Thabo: Cause we've been telling you that's what
 1600 Teacher: Have they been explaining it to you
 1601 Thabo: Yes
 1602 Teacher: An you didn't wanna listen to them
 1603 Nandipha: No miss, I,I
 1604 Thabo: She needed professional help
 1605 Teacher: That doesn't have an area of 5, its got a area of 3
 1606 Nandipha: Ohh, O.K, O.K
 1607 Teacher: So maybe, maybe, so keep your 3, keep your 3, now you wanna add another 2 onto it, so just go
 1608 down another, 2, keep your basic shape, there, and now keep going, find as many as you can with
 1609 an area of 5
 1610 Thabo: Oh, area of 5
 1611 Teacher: But that's the area she chose, O.K. I dunno, maybe you wanna decide as a group
 1612 Thabo: Yes we
 1613 Teacher: What area, maybe you don't wanna choose 5, maybe you wanna discuss that
 1614 Thabo: Lets choose 2
 1615 Teacher: O.K. but it would be nice if you, if your group chooses the same area because then you can check
 1616 that you've covered all the shapes, O.K.
 1617 Thabo: Not the sides, the area, (laughs)
 1618 Nandipha: Please leave me alone

1619 Thabo: (laughs)
 1620 Nandipha: (sings) "come on leave me alone, leave me alone, come on baby", I must go drink water, and now
 1621 Thabo: Lets make more
 1622 Nandipha: Yes
 1623 Lerato: Choose a number
 1624 Nandipha: Hae
 1625 Lerato: kaseng {with what} 4,5, 2,1
 1626 Thabo: 2, O.K.
 1627 Nandipha: What about nought (laughs)
 1628 Thabo: Eh come, lets choose 1, there's 1, ne, and there's 1, here's the first one
 1629 Nandipha: Its said polygon, polygon, [polygon
 1630 Lerato: [Polygon is any sides
 1631 Thabo: Any sides man
 1632 Nandipha: Oh
 1633 Thabo: (laughs) hey Nandipha
 1634 Lerato: A five-sided figure is a pentagon
 1635 Thabo: (laughs)
 1636 Nandipha: (laughs) O.K., O.K., O.K.
 1637 Thabo: Did she have a miscarriage or
 1638 Nandipha: (laughs) O.K. but its funny
 1639 Lerato: Ja
 1640 (silence)
 1641 Lerato: How d'you draw this
 1642 (silence)
 1643 Thabo: Nandipha see ?
 1644 Nandipha: Oh, O.K. (laughs), so, I, O.K. there's one like this akere ushebileng wena {what are you looking
 1645 at} oh (laughs)
 1646 Thabo: Lets share
 1647 Nandipha: Well I did write here, another one
 1648 Lerato: Why
 1649 (silence)
 1650 Lerato: Ja I, now I've got it, ?
 1651 Nandipha: ? (laughs) mara its not funny, Hah-ah ?
 1652 Lerato: ?
 1653 Thabo: Nandipha, a, a triangle
 1654 Nandipha: There, ohh, It doesn't look like a triangle to me (laughs) that's not I
 1655 Lerato: Its 1, ? lets first try
 1656 Thabo: No, its never gonna work (sings)
 1657 Lerato: (sings)
 1658 Nandipha: How do you do this then, ? sh (laughs) O.K., (sings) du,du,du,du, isn't it boring, O.K.
 1659 (silence)
 1660 Thabo: Ek is moeg {I am tired}
 1661 Nandipha: Ek is lazy {I am lazy}
 1662 Lerato: Nandipha do something its your turn
 1663 Nandipha: Wentseng {what did you do}
 1664 Thabo: The first one
 1665 Nandipha: Ohh
 1666 Thabo: The square (laughs)
 1667 (silence)
 1668 Thabo: Wetsang {what are you doing} Nandipha no, it doesn't work, that's going to give us different areas
 1669 Nandipha: No it doesn't, sheba, it's one
 1670 Thabo: No, its not
 1671 Nandipha: Oh, oh ja it isn't
 1672 Thabo: Its 1/2
 1673 Nandipha: Its 1/2, but then you see, you gonna do the other way

- 1674 Thabo: Nandipha, Nandipha, {are you
 1675 Nandipha: [No ema, ema, ema, ema {wait, wait, wait, wait}
 1676 Thabo: using formula or what, if you do it the other way you gonna get this, a square
 1677 Nandipha: Which is one, it is true, but you know what, ne, its just that I divided it into four parts, like so
 1678 Thabo: And what does it give you
 1679 Nandipha: 1
 1680 Thabo: A square
 1681 Nandipha: Which is 1
 1682 Thabo: Exactly, but then what does it give you, we not gonna count this, the middle,
 1683 Nandipha: I know, [I know, I know
 1684 Thabo: [we gonna count this
 1685 (silence)
 1686 Nandipha: Sere yedetse akere {you have made it}
 1687 (silence)
 1688 Lerato: Hae, Nandipha
 1689 Thabo: (laughs)
 1690 Nandipha: But we taking turns
 1691 Lerato: I don't know why, ?
 1692 Nandipha: Ja ?
 1693 Lerato: My grandmother used to say that whenever we've got a ?
 1694 Nandipha: (laughs) uh-uh that's not 1, that's not 1, that's 1
 1695 Thabo: this is 1, [this is 1
 1696 Nandipha: [Ja
 1697 Thabo: No its not, its 1 1/2
 1698 Lerato: But we've got it [its 1, oh
 1699 Thabo: [its 1 and a, this is 1, ja, a boomerang
 1700 Nandipha: This is one, no its not, is that 1
 1701 Thabo: No, 2
 1702 Nandipha: oh, ukebutse {I must tell you} hore ke 1 of wat {is this 1 or what?}
 1703 Thabo: no, Nandipha, this is 2
 1704 Nandipha: O.K. its 1, there, across a daar, ne, ne there mona etlamo {it comes here} ne
 1705 Thabo: Its wrong already
 1706 Nandipha: No
 1707 Thabo: Its wrong already
 1708 Nandipha: Its right wena ubowakang {what are you talking about}
 1709 Thabo: O.K listen, any 4 hooks meeting, that's any 4 hooks
 1710 Nandipha: It is right
 1711 Thabo: Its supposed to make a sh, a, V-shape
 1712 Nandipha: A what
 1713 Teacher: (to class) Listen carefully everyone, what you cannot make with elastics on your geoboard you can't
 1714 actually include, so like for example David has got one where the square's corner is in the middle
 1715 of the four dots, how you gonna, make that there, O.K. its a problem, O.K. you, you've got certain
 1716 limitations, {that's why we've given you a geoboard, O.K don't exceed them too much
 1717 Thabo: [You go up, then, no, the other side
 1718 Teacher: For sure if you see that you could do one by exceeding it, write that down, but don't actually
 1719 exceed the limitations, O.K.
 1720 Nandipha: [Oh, O.K, ja I understahd, ne, swop
 1721 Thabo: Nandipha, I used to
 1722 Nandipha: e Thabo O.K my brain is not quite working proply {property} today
 1723 Lerato: [Like this ne
 1724 Thabo: Ja
 1725 Nandipha: Jwang (laughs) etlakebone {How, let me see} Ohh, oh was it that simple, wetse so, uile so, uile so,
 1726 uile so {first do it like this, then like this, then like this, then like this}
 1727 Thabo: Thank you
 1728 Nandipha: Hey, nee man how can you do those two ?

1729 Thabo: I show you why
 1730 Nandipha: Lets
 1731 Lerato: Another thing please Nandipha
 1732 Nandipha: Lerato akesobone weisa e one (I haven't seen you doing one)
 1733 Thabo: I did, [I did all, the sheets]
 1734 Lerato: [I did do it]
 1735 Thabo: You couldn't even do the first one, on the square, like ? , we did do it, Nandipha, come on, the
 1736 elastic ca, can't cross
 1737 Nandipha: Oh yeah
 1738 Thabo: They shouldn't be able to cross
 1739 Lerato: Come-lets try another number
 1740 Thabo: Le, lets lets use our shing, our thing, our, our, our method
 1741 Nandipha: [This will give you 1
 1742 Thabo: [lets-see, 1, 2, 1, 2
 1743 Lerato: Hae, Nandipha
 1744 Thabo: No, a straight line, ja
 1745 Nandipha: Ag nee, I don't know
 1746 (silence)
 1747 Nandipha: (laughs) ?
 1748 (sing and talk to selves)
 1749 Thabo: Oh, oh we didn't get this one
 1750 Nandipha: We did
 1751 Thabo: That, but we didn't get this one, yep, yep, yep
 1752 Nandipha: We did
 1753 Thabo: Is the same thing
 1754 Nandipha: Yes, darling
 1755 Thabo: O.K. then we didn't get this one
 1756 Nandipha: We did
 1757 Thabo: Nandipha, look at my side
 1758 Nandipha: Oh my goodness, [Thabo, if you got that
 1759 Thabo: [No, we got this, we got this, but we haven't got this, we haven't got this
 1760 Nandipha: No wait what's going on here, its like that
 1761 Thabo: Le, lets put it this way, (sings) Nandipha here, here, here, here, here the other the other thing, here,
 1762 this time its, ish
 1763 Lerato: Jaaa
 1764 Karin: Which one did you have before this one, which is the one before this, and the new one
 1765 Thabo: The new one
 1766 Nandipha: Come on
 1767 Karin: The one you just did now, that I just interrupted you
 1768 Thabo: No, Nandipha
 1769 Nandipha: No, wait, wait, wait, wait, wait, wait, wait
 1770 Thabo: No
 1771 Nandipha: Oh no, 3 ne
 1772 Thabo: [no
 1773 Nandipha: [no
 1774 Karin: You must put numbers on your worksheets cause, so that you'll know afterwards
 1775 Nandipha: O.K. miss, here's number 2 here
 1776 Lerato: ?
 1777 Nandipha: miss, miss,
 1778 Lerato: So
 1779 Nandipha: ? its like this ? and there, this one goes here akere ja, there, that one goes, [there
 1780 Thabo: [No, Nandipha there's
 1781 no space over there
 1782 Nandipha: Oh, O.K I get you now
 1783 Thabo: Shew

- 1784 Nandipha: Guys I need to go drink water
 1785 Thabo: We didn't do the one right angle
 1786 Nandipha: We did
 1787 Thabo: Right angle, we didn't, yasamin, 7
 1788 (silence)
 1789 Nandipha: Aa-aa-ah what am I doing, what am I doing O.K rubber, rubber
 1790 Lerato: Like this, ne, 6 this is 6
 1791 (Thabo sings, someone whistles, silence, Nandipha sings)
 1792 Nandipha: I've got one, Thabo, lesa {give it to me}
 1793 Thabo: You lying
 1794 Lerato: Lets see yours, Nandipha!
 1795 Nandipha: (laughs), Please do not disturb the genius at work
 1796 Thabo: Its wrong, I can tell you now, Nandipha it doesn't work
 1797 Nandipha: It doesn't give us 1 ne, yeah
 1798 Thabo: So
 1799 Nandipha: There
 1800 Thabo: So the genius thinks
 1801 Lerato: Come lets change the number
 1802 Thabo: we doing 1
 1803 Lerato: There's a lot already
 1804 Nandipha: Awe-hape, ? reetse utwena {we must do this again}
 1805 Thabo: {number 6
 1806 Lerato: {its just that as? ? there's a lot
 1807 Thabo: No
 1808 Nandipha: On the geoboard
 1809 Lerato: This is 1, this, this, this is 1.
 1810 (silence)
 1811 Nandipha: Its wrong
 1812 Lerato: Where's the big elastic
 1813 Nandipha: ? stronger
 1814 (silence)
 1815 Thabo: Lets choose ano thing the perimeter this time, we looking for the perimeter
 1816 Nandipha: Miss
 1817 Teacher: Yes
 1818 Nandipha: Please can I go to drink water I've got this big lump in my throat
 1819 Teacher: Pardon, yes O.K
 1820 Nandipha: Its been there for the whole, long, time
 1821 Lerato: What about this
 1822 Thabo: You, you ate the whole chicken again
 1823 Nandipha: (laughs)
 1824 Lerato: Its I
 1825 (talk to selves, sing)
 1826 Lerato: How bout this one Thabo
 1827 Thabo: Perimeter, choose a 2
 1828 Lerato: 2
 1829 Thabo: A perimeter of 2, choose
 1830 Lerato: Or 3
 1831 Thabo: (reads) choose any perimeter
 1832 Teacher: O.K. you need to start finishing off because the bell's going to go, so you've got about another four minutes, I'm gonna come around and take in your geoboards, can I just ask you, um take the elastics off your geoboard, O.K, cause what I saw of the last one was some of you had the squares done very nicely, and when I came to give them out to the next group their answers were kind of almost there, O.K, so put the elastics on but don't put it in any kind of nice pattern because otherwise you giving away a pattern for the next group, O.K
 1833
 1834
 1835
 1836
 1837
 1838 Thabo: Are we packing up already

- 1839 Teacher: O.K. you've got about another two minutes for the geoboard and then I'm taking them in
 1840 Thabo: Here, here, here, here, no, no, no, no
 1841 Lerato: Come lets choose a number for the perimeter and do it
 1842 Nandipha: (yawns) I don't know, miss, [please can I have more dotted paper
 1843 Lerato: [What about 6, or 10, Nandipha, what about 10
 1844 Teacher: Ja, sure
 1845 Thabo: Here's the last one
 1846 Teacher: Here we are, put, pop your elastics on your geoboard please
 1847 Nandipha: ? Let me not go away, what you got with that ?, like this, no like this
 1848 Teacher: Are you finished with your geoboard, pop the elastics on please, I think I should get you guys to
 1849 design some Logo's, you've got some nice designs on these board
 1850 Nandipha: Ne miss, we did
 1851 Teacher: Hey
 1852 Nandipha: We designed for the Sid 5's and 6's
 1853 Thabo: Sheba
 1854 Nandipha: Logo
 1855 Lerato: ?
 1856 Nandipha: ? genius at work, Lerato d'you know that I discovered this one kubonsta {let me show you}
 1857 Thabo: Is it, um can you believe it I, I did all the shapes around
 1858 Nandipha: Its a once in a lifetime opportunity
 1859 Teacher: Do I have all the geoboards
 1860 Lerato: ? geoboard
 1861 Nandipha: It is, do you know how I discovered this, hey
 1862 Lerato: (sings)
 1863 Nandipha: Hae man what di {did} I do
 1864 Lerato: (sings)
 1865 Nandipha: Al my nerves

END OF SIDE 2, TAPE 2

Day 4: Tuesday 19th October 1993

- 1866 Karin O.K. people sit down, get your work, and start working
 1867 (settling down)
 1868 Nandipha: Once again
 1869 (general chatter)
 1870 someone: Thabo ? compass
 1871 Thabo: Compass
 1872 someone: Compass
 1873 Karin Nandipha, Thabo, sit down and start working
 1874 Thabo: (sings)
 1875 Nandipha: Kademe thwewu e'pen {lend me a pen}, any pen aska {you not} using right now, so I can use this
 1876 one
 1877 Karin Does anyone need more elastic bands
 1878 Thabo: Yes
 1879 Nandipha: No, these two are there
 1880 Lerato: ?
 1881 Nandipha: Don't worry sis, sing man ? (sings) sommer ne genius at work, now genius at work
 1882 Thabo: Snappy genius at work
 1883 Nandipha: That's her
 1884 Thabo: Aaah
 1885 Nandipha: O.K.
 1886 Thabo: Where were we, where were we
 1887 Nandipha: We gwalu number mang {what number are you writing}
 1888 Thabo: we clubbed those

1889 Nandipha: (sings)
 1890 someone: Shhhhh
 1891 Nandipha: Let's see we've seen those 1,2,3, serious
 1892 Thabo: You gonna die soon
 1893 Nandipha: I wish I would like crazy, just on Friday expect a writing
 1894 (muttering)
 1895 Thabo: Choose a perimeter
 1896 Lerato: 5, 5
 1897 Nandipha: No, I'm not gonna choose that ?
 1898 Lerato: Choose a number
 1899 Thabo: 16, and then its easy 16 ne, perimeter, retsa once fela {we'll do it only once}
 1900 Nandipha: Let me see this
 1901 Thabo: No
 1902 Lerato: 16
 1903 Thabo: (sligs), Nee, aretse {lets use} 10
 1904 Lerato: 10
 1905 Thabo: 10
 1906 (silence)
 1907 Lerato: 9
 1908 (silence)
 1909 Nandipha: 1, {no its
 1910 Thabo: {no its the perimeter
 1911 Nandipha: O.K. O.K. O.K.
 1912 Lerato: 4, 5, {6,
 1913 Thabo: {6,7, {8
 1914 Nandipha: {8,9,10,11
 1915 Thabo: Lets do it again
 1916 Nandipha: 7
 1917 Thabo: 8, 9, 10, 11, 12
 1918 Lerato: How this is ?
 1919 Thabo: this is going to be 4, 4
 1920 Nandipha: Oh, Lerato, what are you doing
 1921 Thabo: So, 2,4,6,8 ngiyabonga, ngiyabonga {thank you, thank you} (talks funny, laughs)
 1922 Nandipha: (laughs)
 1923 Thabo: aretse 4, aretse 4 {lets use 4}, ne its 4
 1924 Lerato: 4
 1925 Nandipha: Lerato lets not draw
 1926 Lerato: No, we no to get doing that
 1927 Thabo: What were you drawing (laughs) hey Ngoma
 1928 Lerato: 4
 1929 Nandipha: I thought it was one
 1930 Thabo: 4
 1931 Lerato: 4, Nandipha, 4
 1932 Nandipha: ?
 1933 Lerato: ? on Friday
 1934 Nandipha: That's 4
 1935 Lerato: Nandipha, Nandipha, it can't be 4
 1936 Thabo: Nandipha, its not 4, its 5
 1937 Teacher: O.K don't forget that you gonna present your findings, O.K when we finished these and we all
 1938 finished the worksheets you actually gonna present what it is that you found, how you approached
 1939 the questions, what you learned etc.. etc..
 1940 Nandipha: When miss by
 1941 Teacher: O.K so make sure that the way in which you writing your answers, you gonna be able to re-interpret
 1942 what you wrote, cause some of you have just got drawings all over the show, when you look at them
 1943 in two days time you not gonna know what those drawings were about, you need to label your work,

- 1944 O.K., here's paper if anybody needs and here's more elastic as well
- 1945 Lerato: This is 1, its 3 ne, 1, 2
- 1946 Thabo: Its 5 isn't it, its 3
- 1947 (silence)
- 1948 Lerato: A diamond, yes a diamond, 4, its 4, 1,2,3,4
- 1949 (silence)
- 1950 Thabo: Mm its $\frac{1}{2}$
- 1951 Lerato: $1\frac{1}{2}$
- 1952 Thabo: Mm, this going to be 2
- 1953 Nandipha: Which one
- 1954 Thabo: There, this, this, ther, ther, there, no come on eh, lets skip it, the, what, the, the thing, the thing,
- 1955 the, the hypotenuse is going to be greater than thi, 6
- 1956 (Nandipha & Lerato talk ?)
- 1957 Nandipha: Oh how boring
- 1958 Lerato: Why d'you think like that
- 1959 Thabo: ish
- 1960 Lerato: Hae, lets choose another number, 4
- 1961 (Nandipha & Lerato ?)
- 1962 Lerato: Ohhh, na, na, na, na
- 1963 Nandipha: Ja, this is 2 so it must go down
- 1964 Lerato: ?
- 1965 Nandipha: Show me a na,
- 1966 Lerato: ja
- 1967 Nandipha: Show me a na
- 1968 Lerato: I thought we doing another thing
- 1969 Nandipha: Eyla debona (they'll see for themselves)
- 1970 Thabo: Ne, ne, that thing 5
- 1971 Lerato: what, ish
- 1972 Thabo: we did 4 man, so we find, found 2, 4 point, 4 point at
- 1973 Lerato: his
- 1974 Nandipha: this one ne, this is 4, this is 4, aretse (lets use) 5 here, 5
- 1975 Thabo: No, come
- 1976 Nandipha: Which one
- 1977 Thabo: We are finished with that
- 1978 Lerato: ?
- 1979 Teacher: (to class) What number are most of you on please, what, O.K. what number is each group on, your
- 1980 group
- 1981 Nandipha: Oh no
- 1982 Lerato: Number 4
- 1983 Thabo: We starting 4
- 1984 Teacher: (to this group) Number
- 1985 Lerato: 4
- 1986 Teacher: 4
- 1987 (teacher asks other groups)
- 1988 Lerato: How would you explain ?
- 1989 Teacher: O.K. listen I think what I want to ask you to do is that Thursday we actually start presenting these
- 1990 things O.K. because the presentations of them will probably take about two periods, O.K. we'll
- 1991 probably only get two groups done, in a lesson,
- 1992 Nandipha: [Where miss
- 1993 Teacher: (O.K. and I don't wanna extend this right into next week
- 1994 Nandipha: We having a double lesson on Thursday
- 1995 Thabo: Exactly
- 1996 Teacher: O.K. well then Thursday's fine to start presenting, it'll be perfect, O.K. if you do not finish, I don't
- 1997 want you to rush one problem, if you finding a lot on one problem, you finding nice patterns, don't
- 1998 rush it to go onto the next question, if your group so happens not to finish the last question, I don't

1999 this² its the end of the world, is that O.K., hey, O.K.

2000 (turn pages)

2001 Nandipha: What are you doing

2002 Thabo: Lerato

2003 Lerato: Its a quadrilateral

2004 Thabo: ? u'4

2005 Nandipha: How would you explain to a form 1 student

2006 Lerato: Hah

2007 Thabo: Nandipha

2008 Lerato: But then, you said its wrong, ?

2009 Nandipha: It is

2010 Thabo: Ja, but here you can see 1

2011 Lerato: This is 1

2012 Nandipha: This is 1, ne

2013 Lerato: its $\frac{1}{2}$, its $\frac{1}{2}$, O.K. akegane (I don't disagree) but if you said something like this, 1, 2, 3, 4, 5, 4,

2014 5

2015 (silence)

2016 Nandipha: That's the last one we did

2017 Lerato: But it's wrong

2018 (silence)

2019 Lerato: Which one is which

2020 Thabo: How to work out a complicated area, ne, first you find, u⁴ you try and divide your things into

2021 triangles, and sq, rectang^s or squares, ne, are you writing Nandipha

2022 Nandipha: Yes

2023 Thabo: Where

2024 Nandipha: On the sheet, on the sheet, mm, and then

2025 Thabo: And then, mm, you work out your, area, of, for the squares, or the rectangles, ja, to work out the

2026 area of the, of the, to work out the, the, the area of, of a triangle, you, no yes, cause it will be easy

2027 to work out, work out the area of the square and this thing ne, to work out the area, the area of the

2028 triangle you count the hooks which the elastic is

2029 Nandipha: Hooked to

2030 Thabo: Ja, that includes the middle ones, and then

2031 Nandipha: Ah, wait, Thabo

2032 Thabo: And then

2033 Nandipha: Yes

2034 Thabo: e.g

2035 someone: Sh

2036 Nandipha: To (laughs) and then, and then O.K. e.g

2037 Thabo: e.g. if the triangle's got 6 hooks

2038 Nandipha: The triangle's got 6 hooks, ne

2039 Thabo: Ja, you try to make a square that has, or a triangle that has 6 hooks, let, let's see, it works with

2040 7, this is $\frac{1}{2}$, this is our 6 ne, this is our 6 ne, its 7, actually, its 7, ne, its 7, we know 6, ja, its 7,

2041 so that means its 2, 2uni, $2\frac{1}{2}$ units squared ne, so that's how to make a triangle of 7

2042 Nandipha: Come, come, come, come I get it please, please can I do it, please can I do it Thabo, keagokopa {I'm

2043 begging you}

2044 Thabo: A triangle, Nandipha

2045 Nandipha: Yes, yes, yes, wait, that one

2046 Thabo: That's 4

2047 Nandipha: That's 5, oh, O.K.

2048 Thabo: That's not a triangle, Nandipha, that's not a triangle, no, that's not a triangle, that's o

2049 Nandipha: O.K, O.K, O.K relax, 1,2,3,4,5,6,7

2050 Thabo: Lets slow down, this is 1, ne

2051 Nandipha: That's 1

2052 Thabo: That's 1

2053 Nandipha: That's $\frac{1}{2}$

2054 Lerato: And this, what is this
 2055 Thabo: Oh, no this, ish, its not gonna work
 2056 Nandipha: Ag
 2057 Thabo: its not gonna work
 2058 Nandipha: So, it do/zn't make a $\frac{1}{2}$, [?
 2059 Thabo: [You know why, you know why, our thing's not gonna work, our invention,
 2060 cause cava hier, ne cava hier {look here}, our, we supposed to get $2\frac{1}{2}$ ne, ne, the, the, the area,
 2061 the here's its going to be 1,2, its 2 already, ne, so you can't tell me this is $\frac{1}{2}$ cause you've got 4
 2062 things, give us 3
 2063 Nandipha: So come we'll make another one
 2064 Thabo: Let's see
 2065 Nandipha: So, use the example of
 2066 Thabo: Lets say, it'll work
 2067 Nandipha: 8
 2068 Thabo: Let's say it'll work
 2069 Lerato: There's a $\frac{1}{2}$, $2\frac{1}{2}$
 2070 Thabo: But, but, but, but cav {but look}
 2071 Lerato: This is 1 ne
 2072 Thabo: Lerato let's go back to our thing, you said count the hooks ne, so that means we gonna have to put
 2073 [this
 2074 Lerato: [Ja, we must ?
 2075 Nandipha: This is 1, ne, this one, O.K., look this and that are 1
 2076 Thabo: Its $\frac{1}{2}$
 2077 Nandipha: O.K., [but then
 2078 Karin: [What number you on
 2079 Thabo: number, number 4
 2080 Nandipha: That's $\frac{1}{2}$ ne
 2081 Thabo: That is $\frac{1}{2}$,
 2082 Lerato: Miss
 2083 Thabo: that so that's add up to 2
 2084 Nandipha: And then what's this one
 2085 Thabo: Yeow, it is $\frac{1}{2}$, it is $\frac{1}{2}$
 2086 Nandipha: Sharp, O.K., yes people
 2087 Lerato: Sorry, sorry, sorry ?
 2088 Nandipha: That's a quarter, ja
 2089 Lerato: Ja, and then you add this, this one this part here miss,
 2090 Karin: No you, I'm, um listening
 2091 Lerato: this part here, here gure eloyetse {so as to make it straight} e straight there
 2092 Thabo: So its 5,
 2093 Lerato: plus it comes here
 2094 Thabo: plus we still got this
 2095 Nandipha: So its $2\frac{1}{2}$
 2096 Thabo: 2, 2 mona, mona {here} 2 ish
 2097 Nandipha: How much are we getting
 2098 Thabo: Ish lets say it don't work with
 2099 Nandipha: How much are we getting
 2100 Thabo: Ish and we already there man, aekona {oh no} a flop hey
 2101 (silence)
 2102 Nandipha: Rectangle, make a rectangle
 2103 Thabo: 8
 2104 Nandipha: Ja, there its made
 2105 Thabo: This
 2106 (silence)
 2107 Nandipha: How much is that
 2108 Thabo: 7, is that 7, let's see, let's see let's let's count again

2109 Nandipha: O.K.
 2110 Thabo: Let, let's count 7 again, these are different angles, let's count 7 again and see if it works, this is 1,
 2111 this is $\frac{3}{4}$,
 2112 Nandipha: That's 6
 2113 Thabo: it doesn't work
 2114 Lerato: This is a $\frac{3}{4}$
 2115 Thabo: It doesn't work no, this time it will give us 3, ish, kawu {china} shucks, is that 8
 2116 Nandipha: Yes
 2117 Thabo: Nandipha its 9
 2118 Nandipha: 1,2,3,4,5 O.K. here its 1,2,3,4,5,6,7,8, it is 8 people, 1,2 there's 5, 3, 4, 8
 2119 Thabo: What about this
 2120 Lerato: ?
 2121 (silence)
 2122 Thabo: How much was the area of 8
 2123 Nandipha: It is, it is, 8 again, 1,2,3,4 fits 8
 2124 Thabo: [It was
 2125 Nandipha: Its not, ? 3, this is 1, ne, this is, uh
 2126 Teacher: O.K. listen everyone, I need to also tell you, that on Friday you going to be writing a maths test,
 2127 O.K., your maths test is going to be on all the algebra we've done so far, it's just very similar to
 2128 what we've, everything we've covered so far, O.K., factorisation, geometry, just a, test on
 2129 everything again
 2130 Nandipha: Mmm
 2131 Lerato: The method doesn't work
 2132 Thabo: Our method doesn't work anymore, let's check, let's go back
 2133 Nandipha: (sings)
 2134 Thabo: A flop, before the due date (laughs), we flopped me
 2135 Nandipha: So, we want to work it out, find and divide into triangles and squares. Work out the area of squares
 2136 and triangles, count how many hooks the elastic, is hooked on to and the inside, e.g.
 2137 Thabo: Ish, we flopped
 2138 Nandipha: So what method can we use
 2139 Thabo: We flopped
 2140 Nandipha: If we have
 2141 Thabo: We flopped
 2142 Nandipha: If we have an elastic that's big we get a [big triangle
 2143 Lerato: [Come, come guys, let's leave it, tabatso fits no use] hore
 2144 we must do a, a square, or what like, understand, like-count the hooks, and then you do a square
 2145 like
 2146 Thabo: We already flopped for our presentation
 2147 Nandipha: No, we can always do this that we know already
 2148 Thabo: Which one, ish,
 2149 Nandipha: We got this
 2150 Thabo: It doesn't work
 2151 Nandipha: Eh, Lerato
 2152 Thabo: We flopped, but howcome, it works with the oth, it worked with the others, maybe the geoboard is
 2153 not balanced
 2154 Nandipha: Thabo, stop smiling
 2155 Thabo: We flopped (sings) we flopped, ja, nee, how can we flop like this, but see with some things it
 2156 worked, ne, check ne
 2157 Nandipha: (laughs) Some days it were out day, today-uh-uh, wait, we had some, what did we discover last
 2158 Friday
 2159 Thabo: We discovered this thing, ne, ne, all the triangle what, what, [now it doesn't want to work
 2160 anymore
 2161 Teacher: [O.K. listen for today I'm gonna give
 2162 you a little bit of homework, [O.K.
 2163 Nandipha: [Ah miss

2164 Teacher: I want you to go on, on your own, and think about, the next few questions, whatever you haven't
 2165 done, [O.K.]
 2166 Nandipha: [Think about them]
 2167 Teacher: Think about them, jot down some ideas, and then when we come together tomorrow you can solidify
 2168 them as a group, O.K. so I want a little bit of individual work at home, O.K. cause we not,
 2169 otherwise we not going to get through this worksheet, and I think its a shame because the last
 2170 question is quite nice, O.K.
 2171 (general comments)
 2172 Teacher: Yes so you've got homework, first time this week, don't moan about it, O.K.
 2173 (silence)
 2174 Thabo: Flop magari {brothers} so-o-o
 2175 Nandipha: Ah man what did we discover last Friday
 2176 Teacher: Come, which number are you on
 2177 Nandipha: Number 4 miss
 2178 Teacher: Which one, b
 2179 Nandipha: number a
 2180 Teacher: a, (reads) discuss with your partner and write down how you would explain to a Form 1 student how
 2181 to work out this area, have you written it down in your book
 2182 Thabo: Ja
 2183 Nandipha: Yes here
 2184 Teacher: Oh, O.K.
 2185 Thabo: We have, but the thing, eh, our
 2186 Lerato: Its the method
 2187 Thabo: The method doesn't work anymore
 2188 Teacher: The method doesn't work
 2189 Thabo: Yes, the method we showed you
 2190 Teacher: What method did you say
 2191 Thabo: Of triangles and
 2192 Teacher: Explain the method to me
 2193 Thabo: You know, we shown you one, how to find, uh
 2194 Nandipha: A shape
 2195 Thabo: A area of a thing, of a triangle, so but now it doesn't work anymore
 2196 Teacher: What doesn't work, how did you say that they must do it
 2197 Nandipha: We said ne, eh, first you divide it miss into triangles, for instance ja, if we got 6 hooks ne, try to
 2198 make a square with 6 hooks, so you've got 6 hooks on a triangle, and so you've got 6 hooks on a
 2199 triangle
 2200 Teacher: Oh, O.K. you still using that
 2201 Nandipha: And then, then
 2202 Thabo: But it flopped
 2203 Nandipha: But it doesn't work
 2204 Teacher: It flopped, well then write, where, on, on, on what, when did you find out that it flopped, and how
 2205 did you find out that it flopped, write that, its a va, its a valuable finding, O.K. and then write to
 2206 me an alternative method for the students
 2207 Nandipha: We can't find an alternative
 2208 Thabo: (laughs)
 2209 Teacher: Come on, you've answered all the questions beforehand, [don't tell me you can't find an
 2210 Thabo: yeah, we have, we
 2211 Teacher: alternative method you've, you've answered all the [questions and you did it correctly
 2212 Thabo: [we
 2213 Teacher: Look here, don't tell me you didn't have a method to do all of this
 2214 Nandipha: [But miss, we
 2215 Thabo: [We did, [but, but
 2216 Teacher: [Its perfect
 2217 Thabo: now when we want to conclude, the thing doesn't work anymore
 2218 Nandipha: And you can't [explain

2219 Teacher: [Your conclusion
 2220 Thabo: [Yes
 2221 Nandipha: [to a Form 2 student that you akere discovered an invention which was a flop so you can't work it
 2222 out
 2223 Teacher: O.K. now what I want you to do, and this is something that's valuable to learn, when you discover
 2224 an invention, and it flops, its still a valuable process, the fact that you thought you came up with
 2225 something, and then you disproved it, mathematicians do it all the time, they come up with theories,
 2226 they prove it, and then some guy comes a hundred years later and he disproves it, and both were
 2227 valid, the one guy tried, and the other guy disproved it, that is what maths is about, O.K. so don't
 2228 feel that it was a flop, you failed, you didn't fail, O.K. the fact that you found your error in your
 2229 theory means that you succeeded, its fine, O.K. but now you have to give me another way that you
 2230 actually found these, if your method flopped, how else did you find all of these areas
 2231 Nandipha: You know why miss, because these one's were simpler than the other ones, you just look and then
 2232 you know, O.K. I divide this into this and this and this
 2233 Teacher: But write that, write that
 2234 Nandipha: But miss uh, uh, you can't
 2235 Teacher: How did you do this one, this one wasn't so simple
 2236 Nandipha: But miss you can't teach your form 2, form 1 students look divide like this, like this, like this and you
 2237 should get your area, fine
 2238 Teacher: Why can't you
 2239 Nandipha: Because miss, they won't understand, they, they won't, I'm telling you they won't
 2240 Teacher: So make it simpler, explain it simpler
 2241 (Thabo laughs)
 2242 Nandipha: (laughs) he's laughing, O.K. you can say, miss I don't know
 2243 Thabo: You can say
 2244 Teacher: No, but you not trying now, but you do know, you know very well how to do it
 2245 Nandipha: But miss, you
 2246 Teacher: Cause I've seen you do it, and I've seen you explaining perfectly to me
 2247 Thabo: O.K let lets do it like this
 2248 Nandipha: O.K., miss, but you know what miss, its not, its not a simple process like the one's that we had here
 2249 Teacher: O.K. what was the process for those one's
 2250 Nandipha: We did that
 2251 Teacher: You didn't do that, did you add those two blocks together, Hm, how did you do this one, did you
 2252 use a subtraction method
 2253 Nandipha: No
 2254 Thabo: No
 2255 Teacher: No, how did you do it
 2256 (brief shuffle)
 2257 Thabo: O.K
 2258 Nandipha: O.K
 2259 Thabo: Wow
 2260 Nandipha: There, its right
 2261 Thabo: No
 2262 Teacher: No
 2263 Nandipha: This one was 1 miss
 2264 Teacher: I don't see any full block, not one
 2265 Thabo: O.K
 2266 Nandipha: Oh, O.K
 2267 Thabo: M Nandipha, co come here, this $\frac{1}{2}$
 2268 Nandipha: miss we divided into halves
 2269 Thabo: That's $\frac{1}{2}$
 2270 Nandipha: That's $\frac{1}{2}$
 2271 Thabo: And then 4,4,4
 2272 Teacher: I don't see any halves either
 2273 Thabo: That's a $\frac{1}{2}$ miss, that's a $\frac{1}{2}$

- 2274 Nandipha: That's a, but miss
 2275 Teacher: That's a $\frac{1}{2}$, I said I don't see any other half
 2276 Thabo: Yes, Nandipha, give, give
 2277 Nandipha: O.K., O.K., O.K., O.K., O.K.
 2278 Thabo: Eh, si, since we know that uh, if, uh, if we have to put a triangle like that, the area is going to be
 2279 4, its going to be I mean 1, as you can see
 2280 Teacher: I, no, I don't agree that the area's 1
 2281 Thabo: You ca, you don't,
 2282 Teacher: No
 2283 Thabo: Look here, it is, it is miss because
 2284 Teacher: Oh yes, O.K.
 2285 Thabo: Its going to be $\frac{1}{2}$ and $\frac{1}{2}$
 2286 Nandipha: Yes
 2287 Thabo: You see
 2288 Teacher: Yes, yes, quite right, yes, you are right there
 2289 Teacher: ha-ha
 2290 Thabo: O.K. there, there, there, did you see we used 4 hooks, there you go again, there, there, so this is
 2291 our 1
 2292 Nandipha: Ohhhh,
 2293 Teacher: You, so you still on your theory that if its got 4 hooks
 2294 Thabo: ja
 2295 Teacher: Then its 1, but now you've just told me that your theory flopped
 2296 Thabo: Yes, well its that, you know, like, al, like, miss we just showing how we got the area of this, so
 2297 Teacher: O.K. but I want you to prove to me, I want you to prove to me that this one that you've just shown
 2298 me is 1, I want you to prove to me that the area of 4 hooks is 1, here I can see the area of 4 hooks
 2299 is 1, O.K. here I can see that the area of, no O.K. that would be 5 hooks, unuh, I want you to
 2300 prove to me that the area of those 4 hooks is 1
 2301 Nandipha: Miss, can I prove it to you
 2302 Teacher: (to someone else) O.K. I'm coming in a sec
 2303 Nandipha: O.K. this is definitely $\frac{1}{2}$ right
 2304 Teacher: Yes
 2305 Nandipha: We know this is $\frac{1}{2}$, we, so you left with 2 $\frac{1}{4}$'s, 2 $\frac{1}{4}$'s, this is a $\frac{1}{2}$, here, because
 2306 Teacher: No, I don't agree
 2307 Nandipha: O.K. Thabo, ja
 2308 Thabo: But as, as you can see its, its less than 1, O.K. this
 2309 Teacher: Ja, I can see its less than 1, its less than $\frac{1}{2}$ yes,
 2310 Thabo: Less than $\frac{1}{2}$
 2311 Teacher: We don't know how much less, it could be a third, it could be a fifth, it could be a tenth, three tenths
 2312 Nandipha: It could be 0
 2313 Teacher: or a fifteenth
 2314 Lerato: So miss
 2315 Thabo: So, from here, from here, here it is, here then, we can see its $\frac{1}{2}$ because the area
 2316 Teacher: Aaah very good, now we getting somewhere, you've proven to me that that parallelogram is [1,
 2317 Thabo: 1, yes
 2318 Teacher: And now we know that the diagonal of a parallelogram cuts it in half, O.K. now I'm convinced, so
 2319 now I agree with you that that is 2
 2320 Nandipha: Yes
 2321 Teacher: Good
 2322 Nandipha: That's 1 miss, not 2, 1, you said 2
 2323 Teacher: Ja, that there, is a whole thing
 2324 Nandipha: Its 1
 2325 Teacher: Is 1, yes
 2326 Nandipha: Yes
 2327 Thabo: Yeah
 2328 Teacher: Yes, $\frac{1}{2}$ and $\frac{1}{2}$ is 1, and now is this congruent to this

2329 Nandipha: Yes
 2330 Teacher: I dunno, they don't look [congruent to me]
 2331 Thabo: [n, n, not not congruent, but,
 2332 Teacher: So now I'm still, O.K, I'm convinced that, the area of these 4 together is 1, 4 hooks is 1, I'm
 2333 convinced here, I'm convinced that these 4 hooks is 1, but I'm still not convinced [by this one
 2334 Thabo: [O.K, O.K
 2335 Teacher: Cause this is not the same as either of these shapes
 2336 Thabo: Look at this miss, th, this, let's say this angle is this angle, and then those angles are, lets put like
 2337 this, ne, this angle is this angle, and this angle is this angle
 2338 Teacher: But this isn't the same, because this here was
 2339 Thabo: No, lets say, lets say, [O.K, this points, O.K the points
 2340 Teacher: [3
 2341 Thabo: Lets say the points, no, its
 2342 Teacher: Yes, yes, yes, now that looks congruent, yes, yes, yes, yes, now I'm happy with congruent, now I
 2343 want you to show me that the area of this one here is also 1
 2344 Thabo: O.K
 2345 Teacher: O.K think about, I'm gonna go and help that other group, I'm gonna come back
 2346 Nandipha: How
 2347 Thabo: Come on, come I help, ew, O.K here
 2348 (inaudible, laughing)
 2349 Thabo: O.K. cava, verstaania hier ne {look, understand here}
 2350 Lerato: Lets say this one ne, and this we bring here, and this we bring it here, and this [bell goes]
 2351 Thabo: We writing a test
 2352 Lerato: We writing a test ne,
 2353 Thabo: We
 2354 Nandipha: We must hurry
 2355 Teacher: O.K listen I need your geoboards please
 2356 Nandipha: We writing a test miss
 2357 Thabo: Nandipha, take it there

END OF SIDE 1, TAPE 3

Day 5: Wednesday 20th October 1993

2358 Teacher: O.K everyone, sit down, take out your books we've got a lot of work to do today
 2359 (general chatter)
 2360 Nandipha: ? 4 by 4 (laughs)
 2361 Thabo: Funny
 2362 Lerato: Don't be a stomach ache
 2363 Nandipha: Initially
 2364 Lerato: Ke ost Emily {its Emily}
 2365 Nandipha: Aah-aah leya mhlwela {leave her alone}, it wasn't her
 2366 Teacher: Listen everyone, sit down, Nandipha
 2367 Nandipha: Sorry miss
 2368 Teacher: There two teachers, so you supposed to have gone through the rest of the worksheet on your own
 2369 at home and thought about it
 2370 Thabo: Mm
 2371 Nandipha: Yes
 2372 Teacher: O.K. what you supposed to do now is trying to finish the worksheet, O.K, if you don't get finished
 2373 its not the end of the world but you should at least try, O.K. you also have to decide how you are
 2374 going to do your presentation tomorrow, O.K. When you are finished your presentation, you are
 2375 going to hand in your books but I'm only gonna take them in on Friday because you have a test, so
 2376 you'll need to keep your maths books
 2377 Nandipha: Miss
 2378 Teacher: On Friday, when you write your test you are gonna hand your books in, at the start, so as you come

- 2379 in to class you gonna put your books down here, and then I'm gonna hand out the test, on Friday
- 2380 someone: Which books
- 2381 Teacher: These books with these in it, O.K.
- 2382 someone: For a book mark
- 2383 Teacher: It will count as a book mark, but I'm going to be marking this specifically, O.K, I will page back
- 2384 to check that you've done other work, but I will be marking this specifically, you'll be getting a mark
- 2385 out of, say 15 or 20, for this, O.K so today you have to basically finish off, you have to tie up all
- 2386 your loose ends, you have to give your books headings, etc., you have to decide in your group how
- 2387 you going to be presenting, O.K., so don't waste time today, you don't really have the time to waste
- 2388 Nandipha: O.K.
- 2389 Thabo: Where were we, O.K. ish, our triangle, no its works, come leave the boarding house kos alone, its
- 2390 healthy, why d'you think I'm so big
- 2391 Lerato: ?
- 2392 Nandipha: ne lenama {it was the meat} ?
- 2393 Thabo: ? she can't cook
- 2394 Lerato: What's there
- 2395 Nandipha: The triangle, where's my pens, I told you hore
- 2396 Thabo: Mm-mm
- 2397 Nandipha: (laughs) who's got, kabe ke kudesa {I should have pretended that I'm sick}
- 2398 Thabo: Na mona {hey man} I don't want to drink anything medicine
- 2399 Nandipha: Kadesa {send me}, basloetsa {are they going to do...} 1,2,3,4, 6,7
- 2400 Thabo: This 7, ne
- 2401 Nandipha: No, I'm counting the hooks
- 2402 Thabo: Its 6, Nandipha
- 2403 Nandipha: Hey, the hooks
- 2404 Teacher: (to another group) what's going on here, hey, excuse me, we not discussing what's going on in the
- 2405 boarding house now
- 2406 Thabo: (laughs) tell them miss
- 2407 Nandipha: Boarding house kos is kicking them like stones
- 2408 Thabo: 1,2,3,4, this is 2, so it works, it works
- 2409 Nandipha: It works, the method yamaobane {of yesterday}
- 2410 Lerato: Oh, so, so, so, if you make a triangle here, and then draw another
- 2411 Thabo: Yeah
- 2412 Lerato: Another, congruent here
- 2413 Nandipha: Eh
- 2414 Thabo: Ja
- 2415 Nandipha: Eh ?, what next
- 2416 Thabo: So, so
- 2417 Lerato: someone utswere kemala {someone's got a stomach ache}
- 2418 Nandipha: (laughs) another one ek se, aahh
- 2419 Lerato: Wastha {she's burning}
- 2420 Nandipha: Shrr
- 2421 Thabo: She went to the wrong Miss \ (laughs)
- 2422 Nandipha: They dying, ne, they dying there
- 2423 Lerato: Maobane {yesterday} ?
- 2424 Nandipha: Mara watsi ba tshilo hore {but they said that - } ?
- 2425 Lerato: O.K, accident (?)
- 2426 Thabo: Did you go to the doctor in the afternoon
- 2427 Nandipha: Who me
- 2428 Thabo: So Mr F went around looking for people who are sick
- 2429 Nandipha: I don't know
- 2430 Lerato: ?
- 2431 Nandipha: Aah I'm not coming back to the boarding house next yearorasa di'bacon {I like bacon}
- 2432 Lerato: Li Lizo wakula {Lizo is sick}
- 2433 Nandipha: Wetsang {what is he doing}

- 2434 Lerato: Otsware k~~h~~hala, {He's sick in the stomach}, u'weaki ne, Aah shame
- 2435 Nandipha: Wabona hala {You can see it}
- 2436 Lerato: Wabona hala hore u'weak hatsebe ? {you can see that he's feeling weak}
- 2437 Teacher: You feeling O.K. are you feeling O.K
- 2438 Lerato: ?
- 2439 Thabo: Nandipha, make me a grave (laughs)
- 2440 Lerato: After we find the perimeter
- 2441 Thabo: The perimeter
- 2442 Teacher: O.K. listen carefully, I also just wanna tell, for tomorrow, what I'll try and do is I'll organise an overhead and I'll photocopy the dots onto it, so that when you do your presentation, you can
- 2443 Nandipha: {Draw
- 2444 Teacher: {Show, so you will have a dotted, like just like your dotted paper, O.K. on an overhead, and I'll give you overhead pens
- 2445 Lerato: How d'you find the perimeter, 1,2,3,4
- 2446 Nandipha: Guys, akebone niks {I don't see anything} ne unless {this is found
- 2447 Thabo: {O.K., O.K., lets mona, they are difficult de papiri tseho {these worksheets are difficult} this can't be the same as this, check, ooh, ooh, yeah
- 2448 Lerato: Its, its, this one's like this one
- 2449 Thabo: Yes, this
- 2450 Nandipha: Eh, eh
- 2451 Thabo: That means that the perimeter's tsahona di wrong {the perimeters are wrong}
- 2452 Nandipha: Uh-uh Thabo
- 2453 Thabo: One
- 2454 Nandipha: Which means hore retswa netse hogotlela ko number one {we must go back to number one}
- 2455 Thabo: No, No, O.K., O.K. so then, otlorenge {what are you going to say}
- 2456 Nandipha: Al Thabo otsore kimala hape {he's sick in the stomach again}
- 2457 (all laugh)
- 2458 Lerato: Ja, yo, can giggle
- 2459 Thabo: O.K. ja, there
- 2460 Lerato: And we, plus we know that, that this length ne, the square what, this length squared plus this length squared is equal to this length, the square root of it, so
- 2461 Nandipha: ?
- 2462 Thabo: Ooh then, then, that means we don't have to work out this one, we just say 1 squared plus 4 squared, its, its 17, 17, ne
- 2463 Lerato: Ja
- 2464 Nandipha: Ja
- 2465 Thabo: 17, this is 17 squared
- 2466 Nandipha: Ah, ja the square
- 2467 Thabo: 17 {squared ne, 17
- 2468 Lerato: {The square root of 17
- 2469 Nandipha: How
- 2470 Thabo: I mean the square root of 17
- 2471 Nandipha: ?
- 2472 Thabo: Nandipha
- 2473 Lerato: Nandipha, guys, kiso kupa hore lintsware kemala lelona {I'm asking you also to have stomach aches} ?
- 2474 Nandipha: serious ko boarding house
- 2475 Lerato: ?
- 2476 Thabo: Oh, so, so, so, so, so, only it works with right angle uh {triangles
- 2477 Nandipha: {triangles
- 2478 Thabo: So but complicated, complicated, the perimeters, cause
- 2479 Lerato: Not only triangles, lets do something else, lets try something else
- 2480 Thabo: Eh, oh perimeter complicated, complicated shape
- 2481 Nandipha: ?
- 2482 Thabo: O.K. so, so, so, so, so, so lets say, lets say

2489 Lerato: This is right
 2490 Thabo: So, so
 2491 Lerato: And this is a right angle, right too, so its
 2492 Thabo: Ja, you can always convert it
 2493 Nandipha: What are you talking about
 2494 Thabo: Nandipha, stop sleeping, Lerato here, here it is 1, 2, ne, and then you say, ne, you find the perimeter,
 2495 its 6, 4, its 4 ne, and then you this is 3, 2, that's, its 2 right, its 2, 2, so its
 2496 Nandipha: Wait, 1, 1, I also know how it is, [its 1]
 2497 Thabo: [its 4, its 4, 4 eh, it equals to 8 squared, this is 8 squared, we
 2498 always divide our thing to, if its complicated we can always try to divide it into squares and right
 2499 angled triangles
 2500 Nandipha: Ja, ja, that I understand you know
 2501 Thabo: So, then this is gonna be 1 plus 1 squared, that means that this going to be 1, 2 squared, ne, plus
 2502 1 squared, actually why, why
 2503 Lerato: This one's the hypotenuse, akere
 2504 Thabo: Yeah
 2505 Lerato: This is 1
 2506 Thabo: Ja
 2507 Lerato: So its 1, 1, so, so the length of this one is the square root of [2
 2508 Thabo: [2 ja, so Nandipha, like,
 2509 Nandipha: ? this one is 2 like, I dunno kitope letae hore {where I got it} so what do I write
 2510 Thabo: Em
 2511 (silence)
 2512 Thabo: Nandipha, why are you waiting for this exercise
 2513 Lerato: Write here, obalala {write here}
 2514 Nandipha: What am I supposed to write guys
 2515 Thabo: Can, ja, complicated
 2516 Lerato: perimeters
 2517 Thabo: perimeters, no, ja, shapes
 2518 Nandipha: What about that
 2519 Teacher: (to another group) O.K. think about this when you hand this in, and I mark it, if its not pasted in,
 2520 I'm not gonna know what it is, O.K. so [paste it in, put headings, ...
 2521 Lerato: [You divide it into
 2522 Thabo: Right angle triangles
 2523 Lerato: Right angle triangles, [and squares
 2524 Thabo: [and squares
 2525 Nandipha: (writes) Divide in, Uh-huh
 2526 Lerato: And then, work out the, the, the length of the hypotenuse, and you know, you know that the
 2527 perimeter of the square is 1, 1, 1, 1
 2528 Nandipha: Nuse, nuse, nuse
 2529 Lerato: What's nuse
 2530 Nandipha: Hypotenuse
 2531 Thabo: O.K. we already on number 5 you know, (reads) if you have fixed a perimeter (sic), which shape
 2532 give you the biggest area
 2533 Nandipha: (continues reading) For this question you do not need to only consider shapes on your geoboard,
 2534 you may use any instruments and equipment you like, huh
 2535 Thabo: If you have a fixed perimeter, which shapes give you the biggest area, the, the thing
 2536 Nandipha: The triangles, the triangles, wait a minute
 2537 Thabo: The squares
 2538 Nandipha: The squares, the squares
 2539 Thabo: Because, then you use the whole thing like this
 2540 Lerato: And here, and here
 2541 Nandipha: Ja, and here, ja, like that
 2542 (silence)
 2543 Lerato: Nagaletse hobona ? {I want to see ?}

2489 Lerato: This is right
 2490 Thabo: So, so
 2491 Lerato: And this is a right angle, right too, so
 2492 Thabo: Ja, you can always convert it
 2493 Nandipha: What are you talking about
 2494 Thabo: Nandipha, stop sleeping, Lerato here, here it is ne, ne, and then you say, ne, you find the perimeter,
 2495 its 6, 4, its 4 ne, and then you this is 2, 2, that's, its 2 right, its 2,2, so its
 2496 Nandipha: Wait, 3, 1, I also know how it is, [its 1
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 2502 1 squared, actually why, why
 2503 Lerato: This one's the hypotenuse, akere
 2504 Thabo: Yeah
 2505 Lerato: This is 1
 2506 Thabo: Ja
 2507 Lerato: So its 1,1, so, so the length of this one is the square root of [2
 2508 Thabo: [2 ja, so Nandipha, like,
 2509 Nandipha: ? this one is 2 like, I dunno kitope lekae hore {where I got it} so what do I write
 2510 Thabo: Em
 2511 (silence)
 2512 Thabo: Nandipha, why are you waiting for this exercise
 2513 Lerato: Write here, obalala {write here}
 2514 Nandipha: What am I supposed to write guys
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 2516 Lerato: perimeters
 2517 Thabo: perimeters, no, ja, shapes
 2518 Nandipha: What about that
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 2522 Thabo: Right angle triangles
 2523 Lerato: Right angle triangles, [and squares
 2524 Thabo: [and squares
 2525 Nandipha: (writes) Divide in, Uh-huh
 2526 Lerato: And then, work out the, the, the length of the hypotenuse, and you know, you know that the
 2527 perimeter of the square is 1,1,1,1
 2528 Nandipha: Nuse, nuse, nuse
 2529 Lerato: What's nuse
 2530 Nandipha: Hypotenuse
 2531 Thabo: O.K. we already on number 5 you know, (reads) if you have fixed a perimeter (sic), which shape
 2532 give you the biggest area
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 2534 you may use any instruments and equipment you like, huh
 2535 Thabo: If you have a fixed perimeter, which shapes give you the biggest area, the, the thing
 2536 Nandipha: The triangles, the triangles, wait a minute
 2537 Thabo: The squares
 2538 Nandipha: The squares, the squares
 2539 Thabo: Because, then you use the whole thing like this
 2540 Lerato: And here, and here
 2541 Nandipha: Ja, and here, ja, like that
 2542 (silence)
 2543 Lerato: Nagaletse hobona ? {I want to see ?}

2544 Nandipha: Aah uslomona uskawara {you'll see him, don't worry}
 2545 Thabo: You need also
 2546 Nandipha: Waitse, {you know} (laughs)
 2547 Lerato: Lebone ? ko chapel hore wuphegela {he's defending himself} ?
 2548 Nandipha: I think we should boycott, plus the ? we got to this morning for breakfast, uh-uh, boycott, boycott
 2549 Lerato: ?
 2550 Nandipha: ?
 2551 Lerato: Nandipha, uya post office {you must go to the post office} ?
 2552 Nandipha: I need someone to take me there you see
 2553 Thabo: Why don't you ask Mr F
 2554 Nandipha: But I should
 2555 Thabo: I us, I used always to go to Mr B ne, ? now I go to Mr F
 2556 Teacher: O.K listen everyone, what you need is you need, is you need, for your handing in O.K, when you
 2557 hand in your books, O.K, if you've done some stuff roughly, that's fine, O.K. you must keep your
 2558 rough work, but if you writing up for your presentation, O.K. you need to basically structure for me,
 2559 question 1, O.K., what did you discover, what was your answer, what are the pictures which relate
 2560 to that answer, O.K., you could even refer to your rough worksheet there, O.K., but say for instance
 2561 you did twenty rough work drawings, O.K. and actually out of those you saw that there five of them
 2562 gave you a pattern and the rest were irrelevant then you can redo those five, you might need some
 2563 more dotted paper, O.K but I basically need each and every question, answered, O.K. in how, what
 2564 you discovered, what you did, and I need that done individually, O.K. so what I'm saying is, it can't
 2565 just be your rough work, O.K. that you've given headings to, I mean I think that's fine, but I need
 2566 a proper written out question 1, question 2, question 3, question 4, question 5, O.K., so we need
 2567 it done a little bit more formally, O.K., You gonna have to that for homework today, you not gonna
 2568 get it done in class, you can start, but I don't know, its gonna take you quite a bit of time, so I think
 2569 you should get started
 2570 Nandipha: Oooh
 2571 Lerato: We klaar ne
 2572 Nandipha: Yep
 2573 Thabo: (sings)
 2574 Nandipha: Finally
 2575 Thabo: (sings)
 2576 Lerato: Hae, your method, its right, ne
 2577 Thabo: (sings) yeah
 2578 Nandipha: (sings) "Yeaho baby", O.K., O.K., O.K.
 2579 Thabo: Okidok
 2580 Nandipha: Ja, lets see if this works, ja
 2581 Thabo: Genius at work
 2582 Nandipha: Yes, yes, yes, thank you.
 2583 Thabo: I mean {genius
 2584 Nandipha: {Autographs later
 2585 Thabo: Nandipha genius, ne, Nandipha genius
 2586 Nandipha: (laughs)
 2587 Thabo: Hae man Nandipha, check
 2588 Lerato: Huh, can I see those things ?
 2589 Nandipha: What things, you also genius
 2590 Thabo: Say you mean it
 2591 Nandipha: I mean it ?
 2592 Thabo: Gimme that one (sings)
 2593 Nandipha: First question
 2594 Thabo: (sings)
 2595 Nandipha: (laughs) Hey you know I want to sneeze
 2596 Thabo: Come, come get out
 2597 Teacher: How many more of you need dotted paper
 2598 Thabo: Come now you

2599 Nandipha: (sneezes)
 2600 Lerato: bless you, say thank you
 2601 Nandipha: Did you say bless you
 2602 Lerato: Yes
 2603 Nandipha: Thank you, I must have something to clean my nose
 2604 Thabo: (laughs) Its the boarding house coffee
 2605 Nandipha: (laughs), (sneezes again)
 2606 Lerato: Bless you
 2607 Nandipha: Thank you, is there pollen around here or something
 2608 Thabo: (sings)
 2609 Teacher: Who else needs more, cause then I need to copy, this is my last one
 2610 Nandipha: Miss I think I also need more
 2611 Thabo: Ah, [Nandipha, what for
 2612 Lerato: [Oh Nandipha
 2613 Teacher: Its one per person for your neat one, because on your neat one you not gonna be copying out every
 2614 drawing that you ever made on your geoboard, you gonna be copying out the relevant ones, O.K.
 2615 you've done a lot of rough work, and now what you gonna do is from that rough work you gonna
 2616 extract what was relevant, what, what, the drawings which made you come up-with your discoveries,
 2617 O.K., you not gonna show me everything you ever made on your geoboard
 2618 someone: Miss, so must we have the neat work for Friday
 2619 Teacher: Yes, yes, that's right, that's gonna be handed in on Friday, O.K., but I suggest you do it today,
 2620 because you gonna need to do it anyway for your presentation, it'll help you structure it, O.K., I just
 2621 wanna photocopy more dotted paper, then I can give you each one
 2622 (inaudible conversation in Sotho)
 2623 Nandipha: (reads softly) draw the, draw these on your dotted paper and show any working out that you do,
 2624 ohhh, now I see, where's my other dotted paper,
 2625 Thabo: (sings) Eitch (ooh
 2626 Nandipha: [I, ouch sorry, I
 2627 Lerato: Nandipha, akena ? paper
 2628 Nandipha: Heh
 2629 Lerato: Akena ? paper (I don't have the paper)
 2630 Nandipha: Is she gonna kill us, I
 2631 Thabo: eh mona, eh, eh, eh
 2632 Nandipha: I need a ruler, miss
 2633 Thabo: Here, here's a ruler, is this your ruler
 2634 Nandipha: Achoo, oh if we had a bank, we could get, ? but ne, it was too dirty
 2635 Thabo: No, it is too dirty
 2636 Nandipha: (laughing) It is
 2637 Thabo: Its truly, its truly from the drawing
 2638 Lerato: ?
 2639 Nandipha: No, ooh no
 2640 Lerato: You must ?
 2641 Nandipha: No-its not that I've got a stomach ache, but my stomach, ish, how, you can't make slides, ubona
 2642 it has to be a brooch
 2643 (inaudible singing, writing, talking to selves)
 2644 Teacher: O.K. who wants some more dotted paper
 2645 Nandipha: (sings) Its threese, 1,2,3 1,2,threese, 1,2,threese, 1,2,threese, 1,2,threese
 2646 (continue singing)
 2647 Thabo: What went wrong with the song in chapel today
 2648 Nandipha: I don't know
 2649 Thabo: Was it up
 2650 Nandipha: what did she say, she said some stale joke
 2651 Thabo: It was not from Sou A, the new South Africa
 2652 (laugh, and continue singing)
 2653 Thabo: Mona (hey man) I swear to you, you know what, my stomach, Nandipha

2654 Lerato: Did you eat supper
 2655 Thabo: And guess what I showered afterwards, that's why it diluted the poison
 2656 Nandipha: I remember, I remember that you, that you were eating apples last week, and I ate an apple before
 2657 I ate supper, and then gatsha {I ate} another one afterwards, ah-hah, and prep, ah-hah, I had to
 2658 go to the toilet for about twenty minutes
 2659 Thabo: You know, its usually you go for thirty, did they know
 2660 (singing, talking to selves)
 2661 Thabo: I'm waiting for my ruler, are you klaar,
 2662 Nandipha: Uh-huh
 2663 Thabo: Is jy klaar
 2664 Nandipha: Klaar, I'm not begging, akowetengi yalisse {I'm not begging}
 2665 Thabo: Aoweteng whe {don't you beg me}, Nandipha, I think its wrong
 2666 Nandipha: What
 2667 Thabo: Oh, you just doing a example
 2668 Nandipha: Yes (sings)
 2669 Thabo: Oh, Nandipha, you such a show-off
 2670 Nandipha: Why, what did I do now
 2671 (singing, talking to selves)
 2672 Nandipha: Now, lets put this, I'm in for big trouble
 2673 (sing)
 2674 Lerato: Keng wena, serious {what's wrong with you, I'm serious}
 2675 Nandipha: If you still around, she'll speak with you, and now, ? is crying, ?
 2676 Lerato: ruler he {give me a ruler}
 2677 Nandipha: Wait, now, O.K.
 2678 Lerato: Kanna {by the way} how did you guys work out the area of number C
 2679 Nandipha: Number C
 2680 Lerato: Ja, this one
 2681 Nandipha: Count it, how many hooks you had
 2682 Thabo: There it goes again
 2683 Nandipha: (laughs), 10, Lerato kekopa unkademe {lend me the} geoboard ne, how does it ?
 2684 Thabo: No, no, no,
 2685 Nandipha: (sings) O.K. na, oh, oh, oh, lets get aids
 2686 Thabo: Wrong stuff, wrong stuff, wrong stuff
 2687 Nandipha: The basic thing is to, is to measure leshaba ? {are you afraid of}
 2688 Thabo: Mr F is
 2689 Nandipha: Hah, he better be, he better be, ? of my face
 2690 Thabo: No, have you seen Mr F eating
 2691 Nandipha: No
 2692 Thabo: Have you seen
 2693 Lerato: Hae, the area of this thing is not 2
 2694 Thabo: Which one
 2695 Nandipha: (starts singing loudly)
 2696 Teacher: You know I never thought of that, you'll also be able to use the geoboard in your presentation
 2697 Nandipha: Oh yes
 2698 Teacher: O.K. or the overhead
 2699 Thabo: Ja man, its not, its not
 2700 Lerato: ?
 2701 Nandipha: eh-h
 2702 Thabo: Its its its 4
 2703 Nandipha: Yes that is 1, that has to be 1
 2704 Thabo: O.K., O.K. we always, lets, let I give you, let me tell you, we always count to, to the things, 4,
 2705 always 4, lsh, the triangle, we always make the things to this, we always divide it into thing, ne,
 2706 to get to the, lets forget the hooks, lets forget the hooks, lets forget the hooks, but then it works with
 2707 the square, ne, so then from there, if you if the triangle is bigger than that, if it needs 5 hooks ne,
 2708 then 5 hooks is $1\frac{1}{2}$

2709 Nandipha: It is
 2710 Thabo: O.K. here's the pattern, if its a square, ne, 1 unit squared
 2711 Nandipha: If its a square
 2712 Thabo: its 4 hooks
 2713 Nandipha: Ja
 2714 Thabo: If its $1\frac{1}{2}$, its 5
 2715 Nandipha: If its $1\frac{1}{2}$
 2716 Thabo: Its 5. Everytime, everytime the number increase, the thing increase by $\frac{1}{2}$
 2717 Nandipha: Oh, O.K. O.K.
 2718 Thabo: Everytime, everytime the [ar, the area increase [by half
 2719 Nandipha: [Ja, [by half
 2720 Thabo: Write it down
 2721 Lerato: What
 2722 Thabo: Everytime the
 2723 Nandipha: Anytime the area increases
 2724 Thabo: Mm
 2725 Nandipha: Ne, oh everytime the hooks increases, the area increases by half, O.K.
 2726 Thabo: Write it down, Nandipha
 2727 Nandipha: I have written it down
 2728 Thabo: Where
 2729 Nandipha: Here
 2730 Thabo: Are you going to remember that
 2731 Nandipha: Yes, unmmm, hew, where'll I write
 2732 Thabo: ?
 2733 Nandipha: ? there to there ?
 2734 Thabo: Complicated
 2735 Nandipha: (to self) (inaudible) yes, yes, yes, yes, so this ? is 8, kay, this is 1, so I've discovered I, O.K, there
 2736 its done, now
 2737 Lerato: (sings while Nandipha talks)
 2738 Thabo: Ketswere ke makaka {I want to go to the toilet}
 2739 Nandipha: (laughs)
 2740 (singing)
 2741 Nandipha: Boetie {brother}, you know what, you know what group I like, Lerato
 2742 Lerato: Mm
 2743 Nandipha: Wilson Phillips, don't you like them
 2744 (singing)
 2745 Nandipha: ?
 2746 Lerato: finished
 2747 Nandipha: I need to borrow the song and dance
 2748 (singing)
 2749 Nandipha: So there's 1,2,3,4 things left
 2750 Thabo: ?
 2751 (singing)
 2752 Nandipha: 1,2,3,4, 1,2,3,4,5,6,7,8 okidatsy
 2753 (silence)
 2754 Lerato: Guys, ? see your number 2 please
 2755 Nandipha: number 2
 2756 Lerato: yes
 2757 [bell goes]
 2758 Teach: Can I have your geoboards please, don't forget to write up your um your findings, answer them
 2759 question 1, question 2 etc...
 2760 Nandipha: Eh ja, ja sharp

END OF SIDE 2, TAPE 3

Day 6: Thursday 21st Thabo, Nandipha and Lerato's presentation

- 2761 Thabo: O.K uh, miss, firstly we had to find a method to, how to work out the areas, the complicated areas
 2762 of certain whatever, eh, eh yes and then uh, ja, so we used this, this, the first uh thing we're given,
 2763 (puts elastics on geoboard - quadrilateral 1A) ? we had 12 dots, 12 dots, so then we, we tried
 2764 triangles like the other groups did and so we found the area of, of that, 4, and then, so, this equals
 2765 to $1\frac{1}{2}$, the area, this equals to $1\frac{1}{2}$, this equals to 4, which give us 7
- 2766 Teacher: Sorry how did you get half
 2767 Thabo: No, I mean 1, miss
 2768 Teacher: O.K. good, why 1
 2769 Thabo: Why 1, because the, the the whole area's going to give us 2, (someone coughs) ?
 2770 Teacher: O.K
 2771 Thabo: And then half of that is 1 and then its 2 by 2 which is 4, the area is equal to 6,
 2772 Teacher: O.K
 2773 Thabo: So Lerato is going to show us our method
 2774 (mutter and work on geoboard)
- 2775 Lerato: O.K., I'm going to show you a method like using hooks to find the area, O.K. jaa, I'm going to
 2776 start with 3 hooks because 1 hook and 2 hooks don't work, so I'm gonna start with 3 hooks. Its 1,
 2777 2, 3 and then you join them up, and then you know that this is going to be $\frac{1}{2}$ of a, of a square, so
 2778 the area of this is $\frac{1}{2}$, and then you use 4 hooks, 1, 2, 3, 4, and then the area is going to be 1,
 2779 because if we draw it like this its going to be $\frac{1}{2}$ plus $\frac{1}{2}$, 1, and then I'm jumping to 7, 7, 7 hooks,
 2780 1, 2, 3, 4, 5, 6, 7 (whispers to others) ja, so its 1, 2, 3, 4, 5, 6, 7, join them up, and then you get
 2781 1, 2, and then $\frac{1}{2}$. So my conclusion is that whenever you add a dot, a hook, uh the, the, the area
 2782 of the, the shape increases with $\frac{1}{2}$
- 2783 Teacher: Naah that's interesting
 2784 Nandipha: And also miss, can I, can I add on, um if if, (If you have right
 2785 Teacher: (Ummun I'm not sure, O.K.)
 2786 Nandipha: If you have um lets say eh if you have 4 hooks ne, 4 hooks, that is equal to 1, so we can prove that
 2787 when you have 4 hooks on a geoboard, it, it, it will always equal to 1.
- 2788 Teacher: O.K. show us some other shapes that give you 1 for 4 hooks, show us all the shapes for 1 that give
 2789 you 4 hooks
 2790 Thabo: Lets, lets use (trails off)
 2791 Teacher: But that one's not 4 hooks, hey, did you rub out now what you were, had before
 2792 someone: yes
 2793 Teacher: shame
 2794 (work on geoboard)
- 2795 Thabo: Then, oh, this is the, miss, this easy one, there's our, there, there, one of the tri, the triangle that
 2796 we did with 3 hooks will give you $\frac{1}{2}$, the area of $\frac{1}{2}$ a square, so here just draw a line perpendicular
 2797 to that, to that edge, then you see its $\frac{1}{2}$ plus $\frac{1}{2}$
- 2798 Teacher: Ah
 2799 Thabo: which gives you 1, cause they are ?
 2800 Teacher: O.K
 2801 Thabo: And the other one gives, no matter how you stretch your, your thing, the area you will always be
 2802 one, um
 2803 Teacher: If it encloses 4 hooks, you were saying, hey
 2804 Thabo: Yes, here's our, as you can notice, the thing, the, the length of the base is still always the same,
 2805 but then the angles decrease, so then you can, you can always go like that, draw a, bring a line to
 2806 the thing, to the dot, to the hook here
- 2807 someone: it works
 2808 Thabo: and then uh a straight line like this, like that, like, like this, and all the triangles here are, are
 2809 thing,
 2810 someone: congruent
 2811 Thabo: congru, congruent, yes and, and, and thing and therefore, therefore we say, if we draw the triangle
 2812 here, this, this is equal to this, they equal, and therefore, these 2 triangles are equal, ne miss, so
 2813 therefore we've got these 2 triangles here, and then we find the length of this, lets say its here and

2814 then we draw a this triangle here, and this one's gone, we find this one, here its gone, we got 2,2
 2815 triangles left, therefore they all equal.
 2816 Teacher: O.K., also you could have used the subtraction method, that like Tefo's and, and other groups were
 2817 using, where you said the whole rectangle is 1, 2, 3, 4, units and then subtract the triangles on
 2818 either side, you see what I'm saying, you right, its a nice, very nice intuitive method, but if you want
 2819 to be exact, their method was if you complete your rectangle, and you subtract these parts, O.K.
 2820 do you, do you understand what they were explaining, that would also work for you
 2821 Thabo: And, she, the other part that Lerato said about the thing, about, uh, every, every, every time the dots
 2822 increase by one the area of the thing increase by $\frac{1}{2}$, but it won't work with lets say you use 7 dots,
 2823 it won't work, here 7 dots
 2824 (talk softly to each other)
 2825 Teacher: It doesn't even work with, does it work with 4 dots even
 2826 Thabo: Yes, it does work, yes it works, it works
 2827 Teacher: And what if I stretch this, has it increased by half
 2828 Thabo: [Yes, it has
 2829 Nandipha: [Yes miss, it has
 2830 Thabo: So there, there, there, there's our thing again ne
 2831 someone: No, but what about that, what about the $\frac{1}{2}$ there
 2832 Lerato: The triangle here must be right angled
 2833 Teacher: Oh, O.K.
 2834 Thabo: No, it still works miss, we got 5 things ne and therefore, there's our thing, this is $\frac{1}{2}$ and this is $\frac{1}{2}$
 2835 someone: ?
 2836 Teacher: But that's not $\frac{1}{2}$
 2837 Thabo: The area, its $\frac{1}{2}$
 2838 Teacher: The skew one here
 2839 Thabo: Here
 2840 Teacher: Ja, you told me that when you had a skew
 2841 Thabo: Miss, let me, that's a that's a 4, 4 hooks, 4 hooks, therefore its 1
 2842 Nandipha: Therefore its one, this is $\frac{1}{2}$
 2843 Thabo: This is $\frac{1}{2}$, so therefore 5 dots makes [?
 2844 Teacher: [O.K., O.K.,
 2845 Thabo: You see what we doing miss, and it will work
 2846 someone: Wait, what's the thing there
 2847 Thabo: Here,
 2848 Teacher: Wait, just just just O!
 2849 Thabo: You see what Lerato did ne, she increase the dots, she increase the dots, ne to see if our method
 2850 works, it still works because, and we know this area is 1, its 1 and then we find, we, its 1, and then
 2851 we find the thing, the congruent triangle to this one, ne, so it can give us a ?, so this is $\frac{1}{2}$
 2852 Teacher: Uh
 2853 (laughter and some talking)
 2854 Thabo: Ja, so this is $\frac{1}{2}$ and this is also $\frac{1}{2}$, this area here it equals to 2, and we said our 5 dots will give
 2855 us, 2
 2856 someone: No, no, no, that's not it
 2857 Zandile No miss
 2858 Nandipha: $1\frac{1}{2}$
 2859 Zandile Miss
 2860 Thabo: $1\frac{1}{2}$ ja
 2861 Nandipha: $1\frac{1}{2}$
 2862 Teacher: But now I've inc, I've increased it by 1 dot and I've increased the area by 1, not $\frac{1}{2}$
 2863 someone: yes, yes, yes
 2864 someone: Ja, by 1
 2865 Teacher: D'you see that, fone dot has given me an extra $\frac{1}{2}$ and $\frac{1}{2}$
 2866 Thabo: [O.K. O.K. can I, can I show you how it works, I was going to explain how it
 2867 works.
 2868 (laughter)

2869 Thabo: You must always have a, a, a rectangle.
 2870 Thabo: What you were saying here, O.K.
 2871 Thabo: A rectangle, like, let's say, like that, this, this side must always be 1 unit squared
 2872 Teacher: O.K.
 2873 Thabo: But then, once you've got your, your 4 things, the triangle can be, uh, an anyhow, it can be like
 2874 Thabo: that, or like that
 2875 Zandile: Miss, [miss
 2876 Thabo: [And that's going to give us $1\frac{1}{2}$
 2877 Lerato: Ask us, not miss
 2878 Zandile: Miss
 2879 Teacher: Yes
 2880 Zandile: Miss, they only increased, the, ru, the, the, the rule, I don't think it works miss, cause it now the
 2881 the one hook is not connected with the other its in the middle, that's why you increasing it by one
 2882 Teacher: [aah, you
 2883 right, you right, you quite right, I've in fact increased your drawing by 2 dots,
 2884 Thabo: ja
 2885 Lerato: ja
 2886 Teacher: Maybe your theory still works, [d'you see what she's saying
 2887 Zandile: [yes miss because that one
 2888 Teacher: Cause remember when you told me that the inner ones also count, remember when you said 4 hooks,
 2889 the inner ones you said also counted, you right
 2890 Zandile: Yes because there its 5 hooks there altogether
 2891 Teacher: You right, well done, well done
 2892 Nandipha: Yes
 2893 Teacher: O.K. I'm, I'm practically convinced about your theory
 2894 Thabo: ja, so the, the side, the thing must always have, be one, this must, the uh ? must be 1, but, and then
 2895 you can have your triangles anyhow, anyhow but then you'll find the thing, our method works
 2896 Teacher: [O.K.
 2897 Thabo: [Of 3 hooks [gives us $\frac{1}{2}$
 2898 Teacher: [O.K., did you get to the last one, O.K.
 2899 Nandipha: Ja, we've just corrected number 4 (mutter) of, how do you prove to a Form 1 student how to work
 2900 it out, you can like
 2901 Teacher: O.K. quickly, see
 2902 Nandipha: Ja I'm just gonna sit down, you can divide your, your shape into a right angled triangles and work
 2903 out the hypotenuse at, the, [yes.
 2904 Lerato: [ja
 2905 Nandipha: with Pythagoras theorem here
 2906 Teacher: For the area
 2907 Nandipha: yes
 2908 Teacher: Pythagoras for the area
 2909 Nandipha: I mean, hypotenuse miss
 2910 Teacher: yes, what about hypotenuse
 2911 Nandipha: Miss like
 2912 Thabo: Perimeter
 2913 Nandipha: Yes
 2914 Teacher: For the perimeter
 2915 Nandipha: Ja
 2916 Teacher: O.K. did you get to the last question
 2917 Nandipha: No miss
 2918 Teacher: No
 2919 Lerato: What's the last question
 2920 Thabo: What's the last question
 2921 Teacher: O.K. never mind, thank you
 [bell goes]

END OF TAPE

APPENDIX C: THE PUPILS WRITTEN WORK

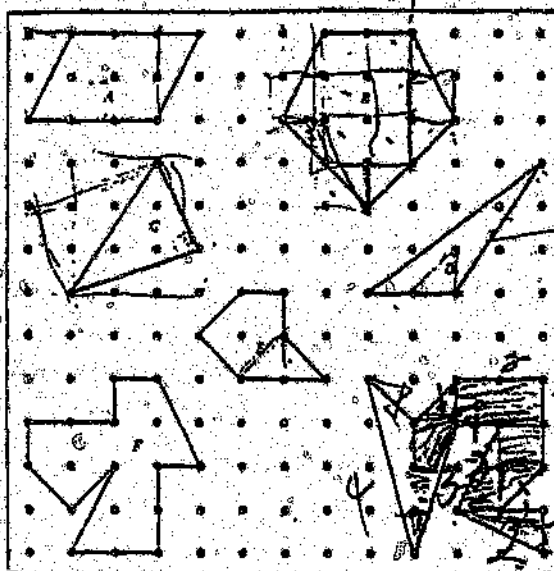
Thabo: Rough work ①

Form II

Geoboard Worksheet

Work on this worksheet in groups of 3 or 4. Use the geoboards and the dotted paper provided, and do the necessary working in your books. When the worksheet is finished, you will have to hand in the answers to this worksheet on a piece of paper. The final product should be your own work.

1. a) Work out the area of each of the shapes below.
- b) Work out the perimeter of each of the shapes below. (without measuring it)



Thabo: Rough work ①
books.
give us square

2. a) On your geoboard, make a square with an area of 3 units², and draw it on your dotted paper.
- b) What possible areas can squares have on your geoboard? Draw these on your dotted paper, and show any working that you do.
- c) What possible perimeters can squares have on your geoboard? Show any working that you do.
3. a) Choose any area. Find as many different polygons as you can which have this area.
- b) Choose any perimeter. Find as many different polygons as you can which have this perimeter.
4. a) Discuss with your partner and then write down how you would explain to a Form I student how to work out the area of complicated shapes on a geoboard.
- b) Write down how you would explain to a Form I student how to work out the perimeter of complicated shapes on a geoboard (without measuring it).
5. If you have a fixed perimeter, which shape gives you the biggest area. For this question you do not need to only consider shapes on your geoboard, and you may use any instruments and equipment you like.

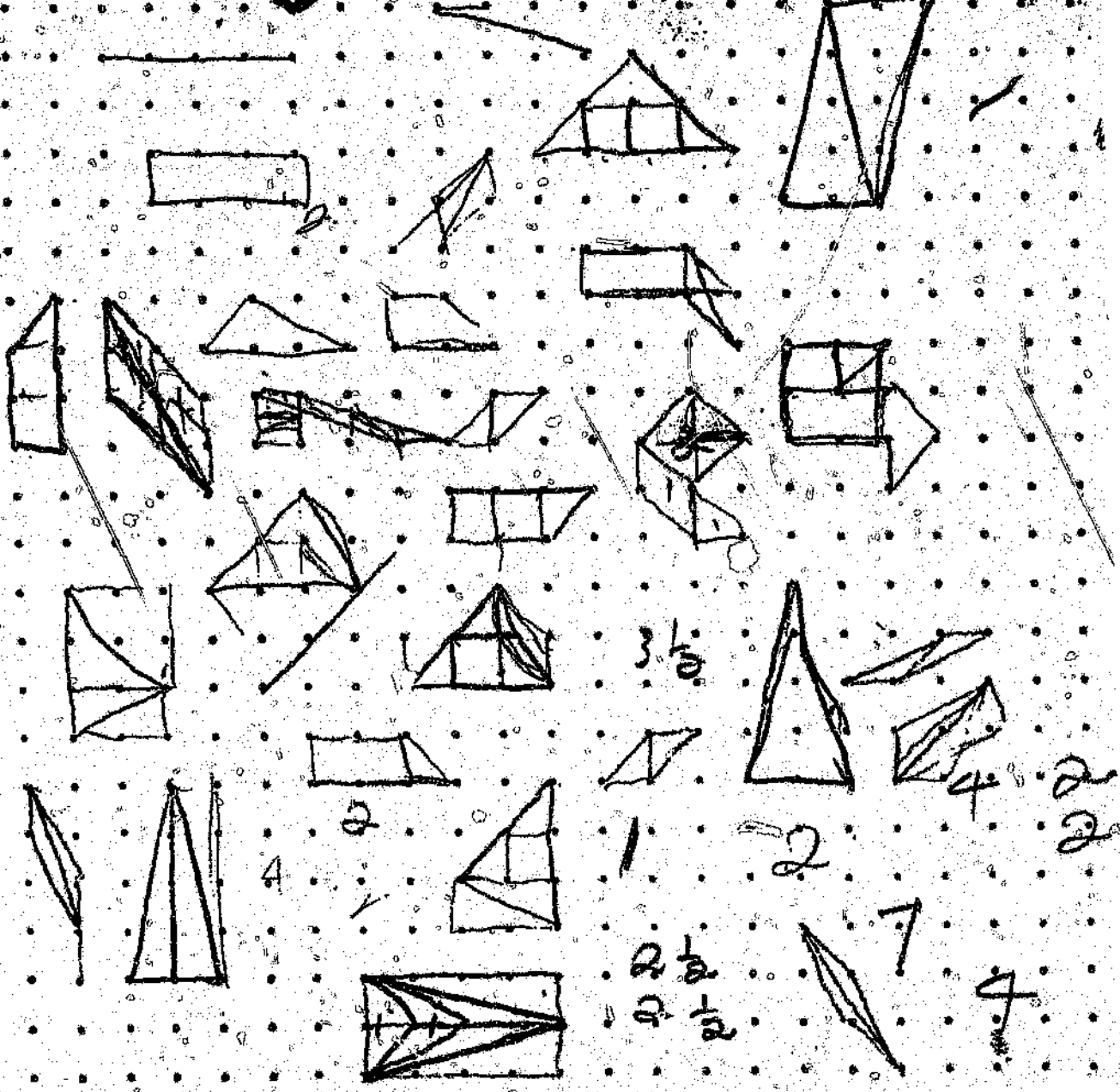
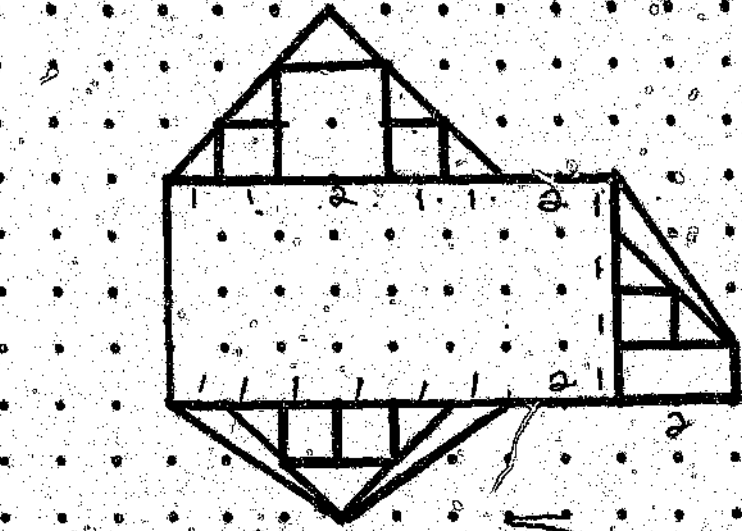
$3\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 $2\frac{1}{2}$ 3
 4 5 6 7 8

90

Mobo: rough work ②

Dotter Paper

use Rectangle & triangle
 6x7 dots = $2\frac{1}{2}$



1-a) $3 \times 2 = 6$

1-b) $2 \times 3 + 1,5 + 1,5 + 1 + 1 = 10$

1-c) $2 \times 1 = 2$

1-d) 2×1

1-e) $3 \frac{1}{2}$

1-f) 9

1-g) 9

1-h) $3 + 3 + 2 + 2 = 10$

1-i) $2 + 2 + 2 + 2 + 2 = 10$

1-j) $3 + 2 + 3 = 8$

1-k) $2 + 2 + 3 = 7$

1-l) $2 + 1 + 1 + 1 + 1 + 1 = 7$

1-m) $2 \times 6 + 6 = 18$

1-n) $3 + 3 + 2(4) + (1)6 = 22$

2

Conclusions of the presentation.

Area of a complicated ~~area~~ ^{shape} is always divided into rectangles and triangles with one side equals 1 unit

Perimeter of a complicated shape divide you shape into right angle triangles so that you can find the length of the hypotenuse and also divided into rectangles which are easy of course

The pattern ~~every~~ starting from 3 dots the area is equals to $\frac{1}{2}$ units², for 4 dots is equals to 1 unit² and 5 dots is equals to $\frac{3}{2}$ units²

AREA

1a. $(2 \times 2) + (2 \times \frac{1}{2}) = 4 + 1 = 5$
 $= 5 \text{ units}^2$

$1 \times 2 + 1 \times 1$

$2 + (2^2 + 1^2) \times \frac{1}{2}$
 $2 + 1.5 \times 2 = 5$

b. $(2 \times 3) + 1 + (1 \times \frac{1}{2}) + (2 \times \frac{1}{2})$
 $= 6 + 1 + 1 + 2$
 $= 10 \text{ units}^2$

$2 + (2^2 + 1^2) \times 2 + (2^2 + 2^2) \times \frac{1}{2}$
 $= 2 + 5 \times 2 + 4 \times 1 = 11$

c. $1 + 1 + \frac{1}{2} + 1 = 3.5$ units

$(2^2 + 1^2) \times 1 + (2^2 + 2^2) \times \frac{1}{2}$
 $5 + 4 = 9$

d. $1 + 1 + 1 + 1 = 4$ units

$2 + (2^2 + 2^2) \times \frac{1}{2} + (4^2 + 3^2) \times \frac{1}{2}$
 $2 + 4 + 3.5 = 9.5$

e. $2 + 1 + \frac{1}{2} = 3.5$ units

$1 + 2 \times 1 + (1^2 + 2^2) \times \frac{1}{2}$
 $3 + 1.5 = 4.5$

f. $4 + 2 + 1 + 1 + 1 = 9$ units

$4 + (1^2 + 2^2) \times 2 + (2^2 + 1^2) \times \frac{1}{2}$
 $4 + 6 + 1.5 = 11.5$

g. $2 + \frac{1}{2} + 1 + 1 + \frac{1}{2} + 1 + 1 + 1 + 1$
 $= 9 \text{ units}^2$

$7 + (1^2 + 2^2) \times 2 + (1^2 + 1^2) \times \frac{1}{2} + (1^2 + 2^2) \times \frac{1}{2}$
 $7 + 5 + 0.5 + 1.5 = 14$

b. Perimeter

2b. 2

3a. 1 unit

Many in my dotted paper

1. Approximate 2

4 of

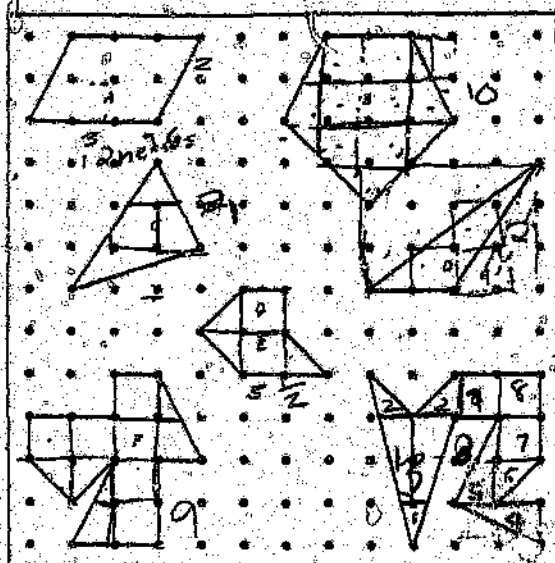
Turn back of conclusions

Form II

Geoboard Worksheet

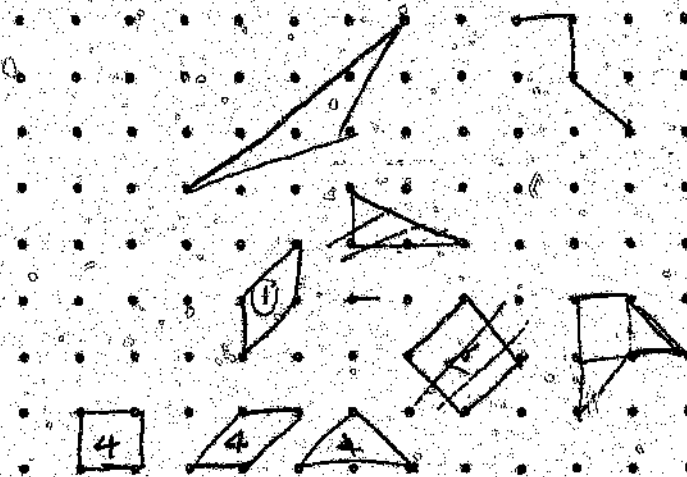
Work on this worksheet in groups of 3 or 4. Use the geoboards and the dotted paper provided, and do the necessary working in your books. When the worksheet is finished, you will have to hand in the answers to this worksheet on a piece of paper. The final product should be your own work.

1. a) Work out the area of each of the shapes below.
- b) Work out the perimeter of each of the shapes below. (without measuring it)



2. a) On your geoboard, make a square with an area of 2 units², and draw it on your dotted paper.
- b) What possible areas can squares have on your geoboard? Draw these on your dotted paper, and show any working that you do.
- c) What possible perimeters can squares have on your geoboard? Show any working that you do.
3. a) Choose any area. Find as many different polygons as you can which have this area.
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5. If you have a fixed perimeter, which shape gives you the biggest area. For this question you do not need to only consider shapes on your geoboard, and you may use any instruments and equipment you like.

Dot Paper



Find: divide $\rightarrow$ into triangles and squares

Work out area of squares or rectangles

to work out area of triangle if you count

how many hooks the elastic is hooked to the inside

(eg. Δ 3 hooks $\rightarrow$ try make a square or Δ with hooks

8

Find perimeter of the shape

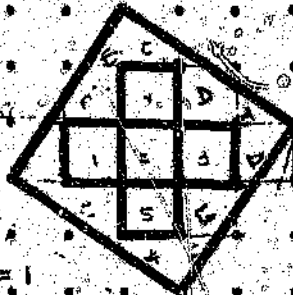
Work out area of the shape

Nandipa: rough work ③

(she does this on Wed)

Dotter Paper

Question

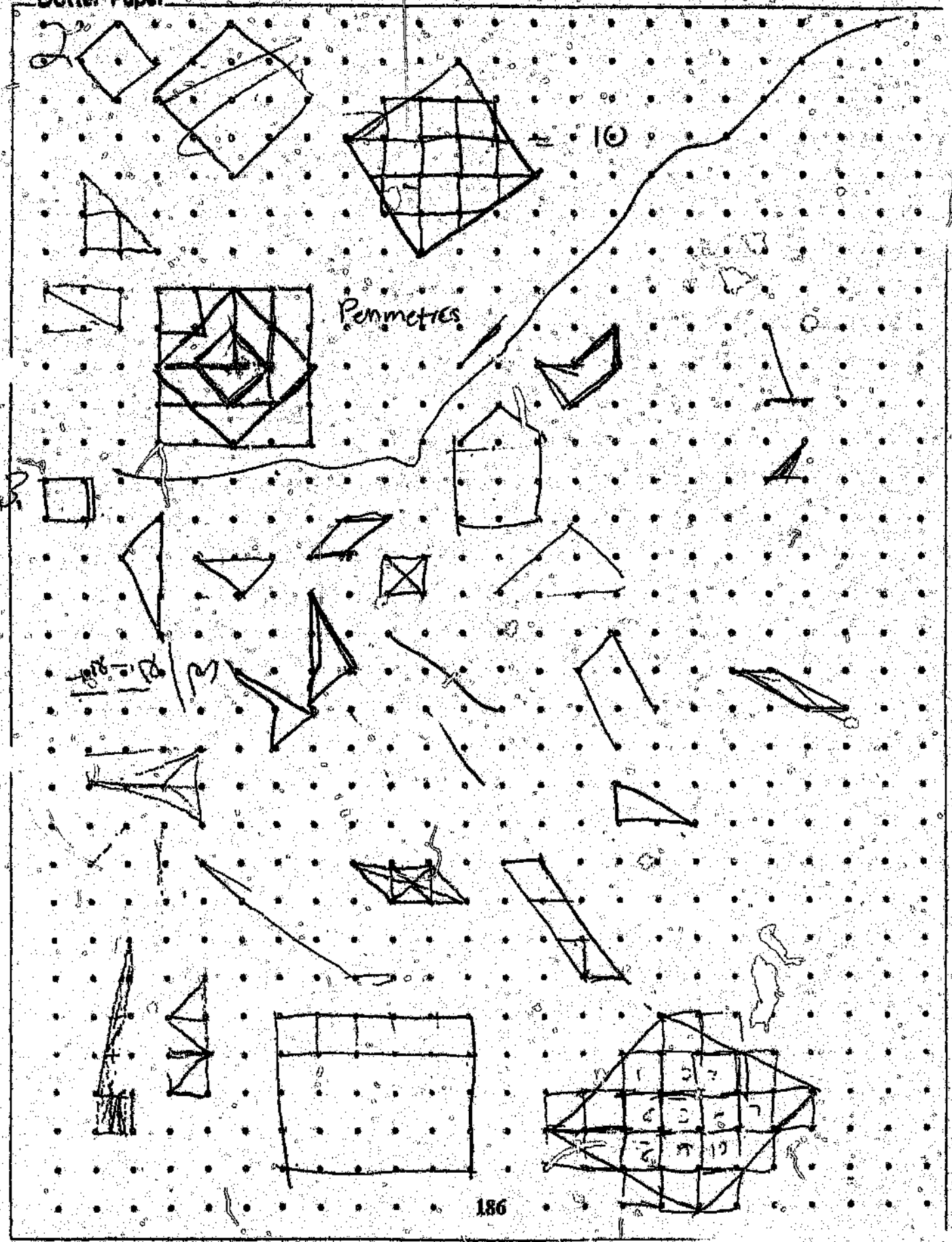


8 9 13 2

1+2+4+8+10

1+4 1+2 +

Dotted Paper



Geoboard Worksheet

1a) Area: ✓

a) 6

b) 9

c) $2\frac{1}{2}$

d) 3 ✓

e) $3\frac{1}{2}$ ✓

f) 9 ✓

g) 1 + 10 = 11 ✓

b) 3×2 X

b) X

c) 1×2 X

d) 3×2 X

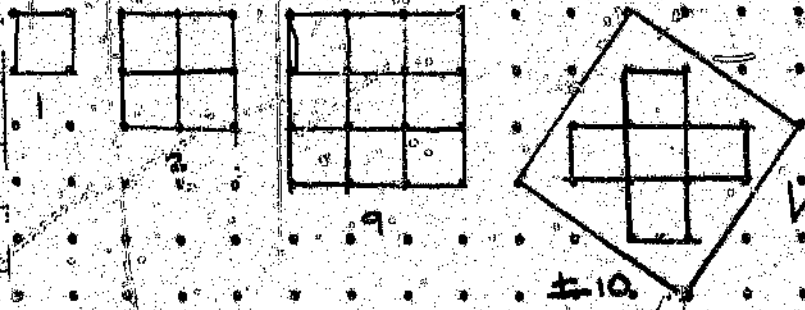
e) 1×2 X

f) X

g) X

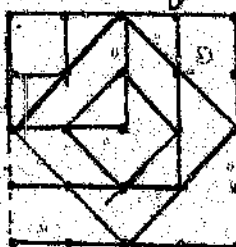
2a?

2a) These are the possible squares one could have:



c) This was 6 perimeters?

? ?



possible squares

3a) We started out with 4 and we only stayed at 4 because we made an important discovery with 4. We found out that if for instance you put on elastic (on geoboard) and make a

square with 4 rocks, you can also make a triangle with 4 rocks and they both have the same area. Note:



This discovery made our work lighter even though sometimes when a teacher came to argue or discuss with us, we sometimes wanted to undo our discovery! ✓✓

3b → ?

4a) Well, for this question, I figured you could use our ~~new~~ method of working out. If it worked on the complicated shapes that we had it could work on anything.

b) For complicated shapes all you do is you divide your shape into R1's and then you work out the hypotenuse.

5. It's a circle; — why? explain! show!

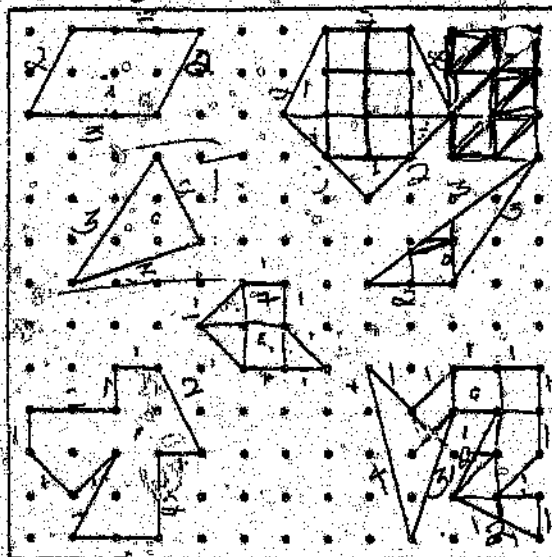
We also discovered that when you increase shape by 1/2, it increases area by 1/2. ✓ good.

Form II

Geoboard Worksheet

Work on this worksheet in groups of 3 or 4. Use the geoboards and the dotted paper provided, and do the necessary working in your books. When the worksheet is finished, you will have to hand in the answers to this worksheet on a piece of paper. The final product should be your own work.

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4. a) Discuss with your partner and then write down how you would explain to a Form I student how to work out the area of complicated shapes on a geoboard.
- b) Write down how you would explain to a Form I student how to work out the perimeter of complicated shapes on a geoboard (without measuring it).
5. If you have a fixed perimeter, which shape gives you the biggest area. For this question you do not need to only consider shapes on your geoboard, and you may use any instruments and equipment you like.

board worksheet

a. 6

b. 10

c.

d.

e. 33

f. 9

g.

h. 10

i. 7

j. 8

k. 7

l. 7

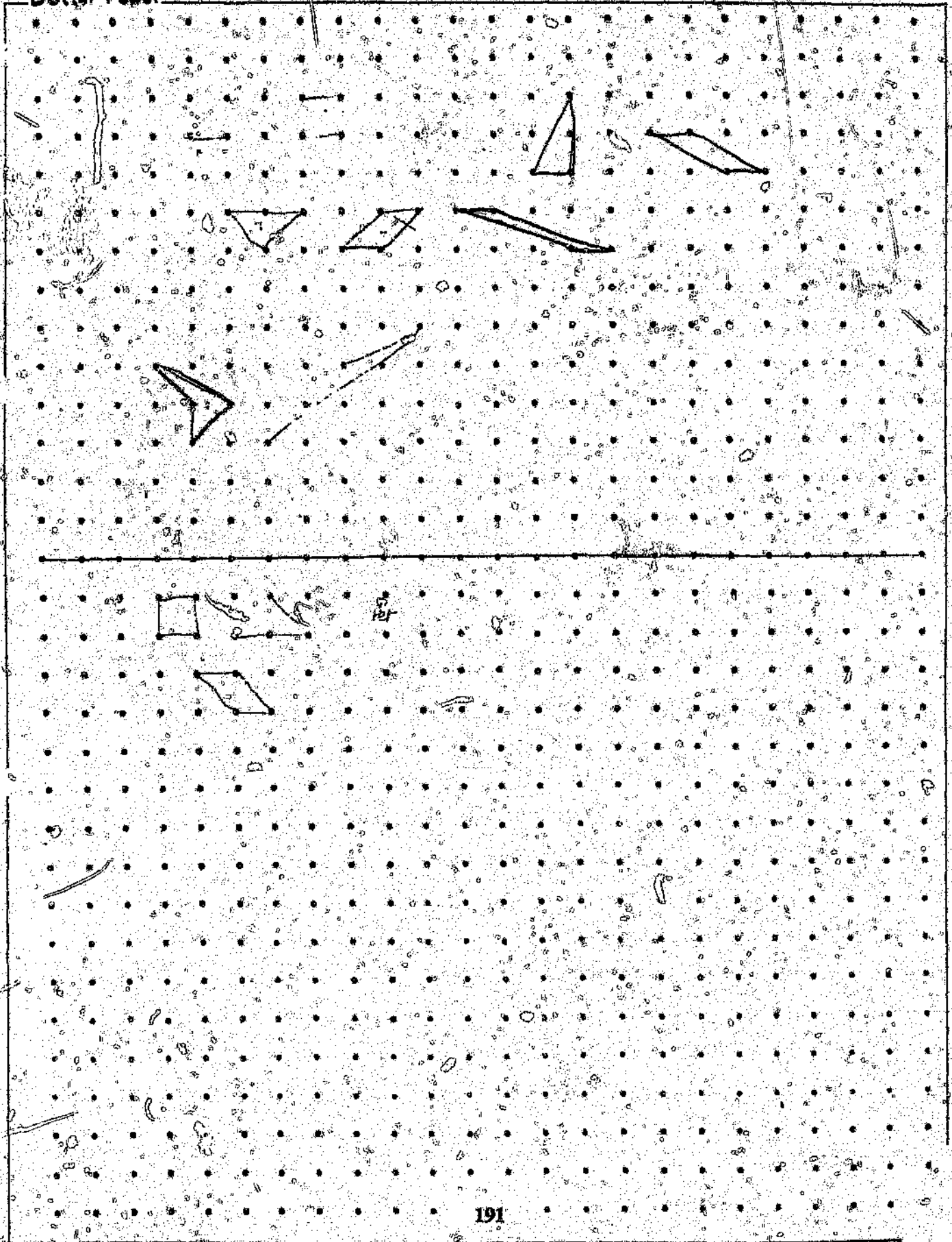
m. 16

n. 91

Perimeter = 10

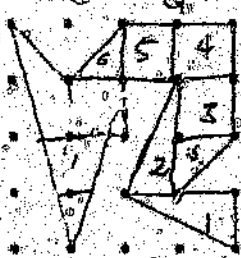
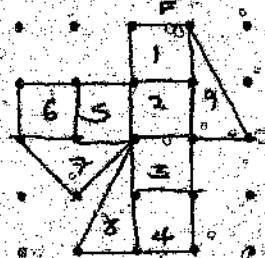
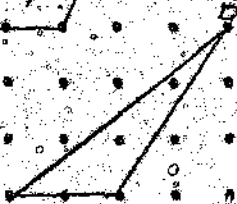
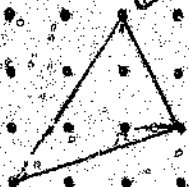
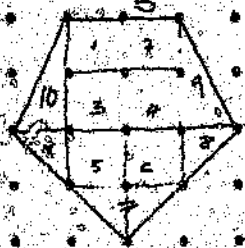
Lerato : rough work ③

Dotter Paper



herato: rough work ④

Dotter Paper



Geogard worksheet

1. 6

2. 10

3. 2

4. 52

5. 51

6. 9

7. 9

8. 10

9. 10

10. 8

11. 8

12. 7

13. 16

14. 21

2

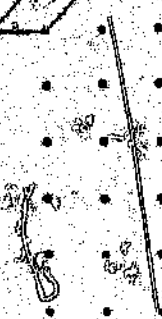
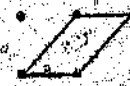
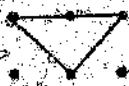
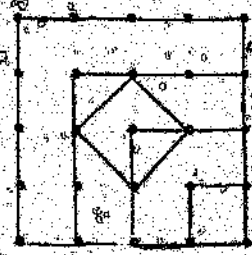
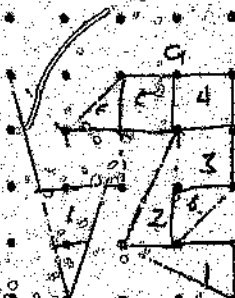
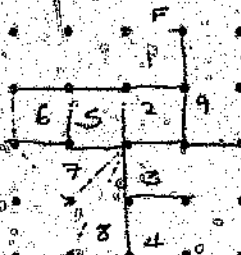
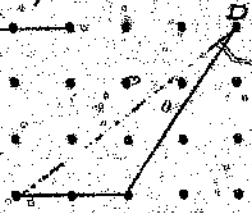
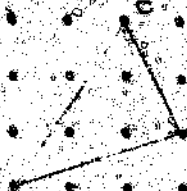
1. Divide your polygon into triangles and squares then find the areas of both the squares and triangles then add them.

2) Also divide into squares & triangles.

If it is squares measure the length of the outer side then use Pythagoras's theorem to find the lengths of the hypotenus. Then add all the lengths using this method.

Perimeter = $l_1 + l_2$ etc depending on how much sides there are.

keratp: work handed in (2)



3b

APPENDIX D: PICK'S THEOREM



Figure 13.5c

13.51 The area of any simple polygon whose vertices are lattice points is given by the formula

$$\frac{1}{2}b + c - 1,$$

where b is the number of lattice points on the boundary while c is the number of lattice points inside.

(By a "simple" polygon we mean one whose sides do not cross one another. Figure 13.5a shows an example in which $b = 11$, $c = 3$.)

Proof. We first observe that the expression $\frac{1}{2}b + c - 1$ is additive when two polygons are juxtaposed. In fact, if two polygons, involving $b_1 + c_1$ and $b_2 + c_2$ lattice points respectively, have a common side containing n (≥ 0) lattice points in addition to the two vertices at its ends, then the values of b and c for the combined polygon are

$$b = b_1 + b_2 - 2n - 2, \quad c = c_1 + c_2 + n,$$

so that

$$\frac{1}{2}b + c - 1 = \left(\frac{1}{2}b_1 + c_1 - 1\right) + \left(\frac{1}{2}b_2 + c_2 - 1\right).$$

Next, the formula holds for a parallelogram having no lattice points on its sides (so that $b = 4$ and the expression reduces to $c + 1$). For, when N such parallelograms are fitted together, tip at each vertex, to fill a large region, the number of lattice points involved (apart from a negligible peripheral error) is $N(c + 1)$, and this must be the same as the number of unit cells needed to fill the same region.

Splitting the parallelogram into two congruent triangles by means of a diagonal, we see that the formula holds also for a triangle having no lattice points on its sides. A triangle that does have lattice points on a side can be dealt with by joining such points to the opposite vertex so as to split the triangle into smaller triangles. This procedure may have to be repeated, but obviously only a finite number of times. Finally, as we remarked on page 204, any given polygon can be dissected into triangles; then the expressions for those pieces can be added to give the desired result.

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