

Abstract

This study explored instructional strategies that teachers in multilingual mathematics classrooms use to support the development of mathematical proficiency in algebra. The need for improvement of mathematics matriculation results in many multilingual schools is a well accepted concern in South Africa. The research method used was two case studies. In one case, the teacher shared a home language with all the learners. In the other case, the teacher did not share a home language with most of the learners. Data collected revealed that the teachers used language strategies as well as other strategies that would be used in any other mathematics classroom. These strategies were: Interactive Instruction; Scaffolding; Multiple Representations; Code-Switching and Language Modes. The data further revealed that the strategies were not used in isolation but in different combinations as needed, to support the learners.

Keywords:

Instructional Strategies

Interactive Instruction

Multiple Representations

Code-Switching

Language Modes

Scaffolding

Declaration

I declare that this dissertation is my own work. It is submitted for the degree of Master of Science in Mathematics Education in the University of Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination in any other university.

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TABLE OF CONTENTS

	PAGE
ABSTRACT	i
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	vii
LIST OF TABLES	viii
CHAPTER 1 : BACKGROUND TO THE STUDY	1
WHY THIS STUDY?	2
WHY NOW?	3
WHY FOCUS ON TEACHERS AND TEACHING?	6
WHY INSTRUCTIONAL STRATEGIES?	7
CONCLUSION	9
CHAPTER 2: RATIONALE	11
WHY ALGEBRA?	11
WHY EXPONENTS?	17
CONCLUSION	20
CHAPTER 3: THEORETICAL FRAMEWORK AND LITERATURE REVIEW ..	21
THEORETICAL FRAMEWORK	21
CONSTRUCTIVISM	21
ZONE OF PROXIMAL DEVELOPMENT	25
LITERATURE REVIEW	27
LANGUAGE AS A THINKING TOOL	27
LANGUAGE AS A TOOL FOR COMMUNICATION	30
MATHEMATICAL LANGUAGE	32
LANGUAGE AND LEARNING IN MATHEMATICS MULTILINGUAL CLASSROOMS	33
MATHEMATICAL PROFICIENCY	39
INSTRUCTIONAL STRATEGIES	44

STRATEGIES THAT SUPPORT AN ENABLING CLASSROOM ENVIRONMENT	47
STRATEGIES THAT PROMOTE UNDERSTANDING AND COMPREHENSION	50
CONCLUSION	60
CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY	61
WHY QUALITATIVE STUDY?	61
THE SAMPLE	63
DATA COLLECTION	64
RIGOUR IN THE RESEARCH	66
VALIDITY	67
RELIABILITY	70
ETHICAL CONSIDERATIONS	71
DATA ANALYSIS	72
CONCLUSION	74
CHAPTER 5: ANALYSIS	75
DESCRIPTIONS OF STRATEGIES IN LESSONS	75
STRATEGIES USED BY JEAN	75
LESSON 1	75
LESSON 2	77
LESSON 3	80
LESSON 4	82
STRATEGIES USED BY DAVID	84
LESSON 1	85
LESSON 2	87
LESSON 3	91
CONCLUSION	94
CHAPTER 6: ANALYSIS	95
EXPLORING STRATEGIES	95
MULTIPLE REPRESENTATIONS	96
INTERACTIVE INSTRUCTION	102
LANGUAGE MODES	112
CODE-SWITCHING	120

SCAFFOLDING INSTRUCTION	128
CONCLUSION	133
CHAPTER 7: FINDINGS OF THE STUDY	135
INSTRUCTIONAL STRATEGIES USED IN MULTILINGUAL CLASSROOMS	135
HOW INSTRUCTIONAL STRATEGIES ARE USED IN MULTILINGUAL CLASSROOMS	140
RECOMMENDATIONS	143
LIMITATIONS OF THE STUDY.....	144
CONCLUSION	145
REFERENCES	146
APPENDIX A: MATRIC EXAMINATIONS QUESTIONS (2008) ON EXPONENTS	161
APPENDIX B: CONSENT FORMS	164
APPENDIX C: CATEGORIES USED FOR NALYSING DATA	168
APPENDIX D: TRANSCRIPTS OF LESSONS	170
APPENDIX D1: JEAN LESSON 1	170
APPENDIX D2: JEAN LESSON 2	177
APPENDIX D3: JEAN LESSON 3	184
APPENDIX D4: JEAN LESSON 4	192
APPENDIX D5: DAVID LESSON 1	197
APPENDIX D6: DAVID LESSON 2	206
APPENDIX D7: DAVID LESSON 3	212
APPENDIX E: TEACHER INTERVIEWS	216
APPENDIX E1: INTERVIEW WITH JEAN	216
APPENDIX E2: INTERVIEW WITH DAVID	219

LIST OF FIGURES

FIGURE 3.1	<i>Interaction of Language forms in Multilingual Classrooms</i> -----	31
FIGURE 3.2	<i>Routes from speaking mathematics to writing mathematics</i> -----	33
FIGURE 3.3	<i>Percentage of South African pupils that answered free-response items correctly</i> -----	35
FIGURE 3.4	<i>Alternative routes from informal spoken to formal written mathematics language (Setati, 2002)</i> -----	38
FIGURE 3.5	<i>Graphical solution of when and where the friends meet</i> -----	56
FIGURE 7.1	<i>Part of the diagram of “Alternative routes from informal spoken (in main language) to formal written (in English) mathematics language”(Setati, 2002)</i> -----	140
FIGURE 7.2	<i>Combinations of Instructional Strategies</i> -----	142
FIGURE 7.3	<i>Percentage of learners who share a home language with teacher</i> -----	145

LIST OF TABLES

TABLE 2.1	<i>Percentage of examination questions involving exponents (2002-2007)---</i>	19
TABLE 2.2	<i>Percentage of examination questions involving exponents in 2008 -----</i>	19
TABLE 2.3	<i>Distribution of exponents in learning outcomes of the new FET</i>	
	<i>Curriculum -----</i>	20
TABLE 4.1	<i>Mathematics Proficiency Strands and corresponding Indicators -----</i>	74