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Operationalising Wenger's communities of practice theory for use in multilingual mathematics teacher education contexts.

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Summary: In this chapter, we draw substantially on *E. Wenger's* Communities of Practice (CoP) theory [Communities of practice: learning, meaning, and identity. Cambridge: Cambridge University Press (1998)] to develop and then propose a methodological approach for analyzing pre-service mathematics teacher education multilingual classrooms. The approach emerged in *A. A. Essien's* study [Preparing pre-service mathematics teachers for teaching in multilingual classrooms: a community of practice perspective. Johannesburg: University of the Witwatersrand (PhD Thesis) (2013)] that investigated how pre-service mathematics teachers were being prepared to teach mathematics in multilingual contexts. Like many others in mathematics education, the theoretical frame for the study drew from a disciplinary domain in the social sciences to investigate the teaching and learning of mathematics.

Classification: C59 C79

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