

ZMATH 2016e.00218

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Mathematics teacher's language practices in a grade 4 multilingual class.

Halai, Anjum (ed.) et al., Teaching and learning mathematics in multilingual classrooms. Issues for policy, practice and teacher education. Rotterdam: Sense Publishers (ISBN 978-94-6300-228-8/hbk; 978-94-6300-227-1/pbk; 978-94-6300-229-5/ebook). 211-225 (2016).

Summary: Multilingualism is rapidly becoming a serious challenge for many schools in South Africa, most noticeably in the Gauteng province. Not only do many schools have learners with a variety of South African indigenous languages as their home language, but numerous schools also have learners from other African countries. As a result of this language complexity many schools have opted for English as the language of teaching and learning despite that fact that many teachers and learners are not fluent in English.

Classification: C52 C72

Keywords: multilingual classroom; language practice

doi:10.1007/978-94-6300-229-5_14