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**Revisiting the equal sign: some grade 8 and 9 learners' interpretations.**

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Summary: This paper reports on a study that explored learners' uses and interpretations of the equal sign. The study involved Grade 8 and 9 learners in a secondary school in Johannesburg, South Africa. Much of the earlier research done on the equal sign has focussed on the primary school level, but this one focuses on secondary school learners. The study shows that the most dominant interpretation of the equal sign amongst Grade 8 and 9 learners is as a do-something, unidirectional symbol. Learners see the equal sign as a tool for writing the answer rather than as a relational symbol to compare quantities.

*Classification:* H33 C33 E43

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