

Exploring Some Teaching Strategies that Overcome Challenges Created by the Language of Instruction within Multilingual Mathematics Classrooms

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ABSTRACT This paper explores teaching strategies used by mathematics teachers to overcome challenges created by the language of instruction at selected multilingual schools. Participation was requested of forty-five teachers in KwaZulu-Natal, South Africa. The final sample comprised of six teachers. This paper encompassed the following methods of data collection: lesson observations, teacher interviews and focus group interviews with selected learners. All the data was analyzed qualitatively within an interpretive paradigm. The theory of teacher knowledge was used as a theoretical lens. The findings suggest that teachers incorporated supportive teaching strategies in their classrooms. Some of these strategies included collaborative learning and the use of mnemonics and manipulatives. It is argued that identifying strategies that could overcome challenges created by the language of instruction within multilingual mathematics classrooms could provide valuable insights for curriculum developers, as well as teachers both nationally and globally.